



Special Needs Task Team

MESSAGE TO THE COMMUNITY

1. **Special Needs will not be overlooked.** Special Needs is an integral to the planning process and will not be overlooked by the system.
2. **Launch.** Inclusive sites will launch in September, separate from March Early Launch for centers. (Inclusive Center Application)
3. **Reimbursement Rates.** There are higher reimbursement rates for special needs children depending on whether the disability is categorized as moderate or severe. (p. 17, Inclusive Center Application)
4. **Review Panel.** An independent review panel will score applications. (Inclusive Center Application)
5. **Site Categories.** Five inclusive sites from two categories will be selected. (Inclusive Center Application)
 - a. Best practices/model sites
 - b. Sites with a history of inclusiveness and seeking to increase capacity to serve children with disabilities
6. **Requirements.** Sites will be required to hold two open-house sessions per month and conduct a quarterly training for LAUP providers. (Inclusive Center Application)
7. **Staffing.** Staff will need to be already in place. (Inclusive Center Application)
8. **Number of Classes.** Maximum of TWO classes so *no double sessions are allowed.* (Inclusive Center Application)
9. **Special Education Requirements.** No specific special education staffing requirements for LAUP Inclusive Centers are required during Year 1. (Inclusive Center FAQs, Q10)

TASKS COMPLETED

1. **Application.** Inclusive application was released to the provider community which included the above messages.
2. **Investment Fee.** Board approved investment fee waiver for special needs children (LAUP Board Meeting – January 13, 2005).

REMAINING RECOMMENDATIONS

Essential Items to Complete in Year 1 (September 2005 - June 2006):

These recommendations were provided by the Task Team Chairs and are an addition to the recommendations in the Knowledge Transfer Binder.

1. **Staffing.** LAUP needs to hire a staff person with special needs expertise at the administrative level. However, the specialized staff does not have to be limited to special needs tasks as long as they had the knowledge. (p. 23, Briefing Presentation)
2. **Inclusive Standards.** Revise, adapt, and adopt inclusive standards and evaluations similar to Head Start into LAUP. (p. 18) This includes:



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- a. Defining ADA compliance and developing specific guidelines/criteria for LAUP providers. (p. 34)
 - b. Implementing clear procedures for referring children for assessments to various school districts and Regional Centers within the County. (p. 11)
 - c. Evaluating screening instruments and using at least one standard screening instrument across LAUP sites. (p. 9)
 - d. Outreaching to families with identified special needs children. (p. 7)
 - e. Requiring providers to have inclusive curricula that are effective for all children and promote individualized and undifferentiated instruction (p. 11)
 - f. Reviewing other inclusive models and standards (p. 22-23)
3. **Partnerships.** LAUP should build collaborative relationships with disability-specific support groups and parent resource groups (P. 7-8)
 - a. LAUP should develop partnerships with the listed resources (p. 21)
 4. **Long-term Planning.** LAUP should determine long-term Special Needs goals (refer to 2,5,7 year goals)
 5. **Outreach.** LAUP should distribute user-friendly publications on special needs to all parents and providers in different languages (p. 6-7, 20, 22).

Strongly recommended:

1. **Provider Evaluation.** LAUP needs to evaluate programs' policies regarding accommodations, even if a child with a disability or special need is not currently enrolled. (p. 19)
2. **Interagency agreements.** Interagency agreements (p.13-14)
3. **Quality Support.** LAUP needs to identify ways to provide Quality Support to providers to make facilities more amenable to special needs children. For instance:
 - a. Offering ADA compliance training sessions to providers. (p. 19)
 - b. Using special needs pamphlets at the contracted providers' orientation. (p. 19)
4. **Parent Outreach.** LAUP should increase parent involvement in obtaining early intervention services. (p. 20)
5. **Needs Assessment.** LAUP should build upon existing survey research (regarding the provision of inclusive services in LA County) to determine needs assessment. (p. 21)

If possible in the future (e.g. cost-effective, feasible):

1. **Inclusive Facilities.** Funds should be set aside for inclusive facilities development and renovation. (p. 12)
2. **Provider Incentives.** Incentives should be built into the Star Quality Rating Scale for programs with staff possessing special needs qualifications. (p. 16)
3. **Quality Support.** LAUP should have coaches/trainers/facilitators available to individual providers and families. (p. 23)
4. **Workforce.** LAUP needs to work with colleges/educators to recruit, develop and retain workforce with specialized qualifications to serve special needs children (p.15-16)

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EXECUTIVE SUMMARY

The Master Plan for the Los Angeles Universal Preschool (LAUP) was unveiled in March 2004. A culmination of ideas and insightful inputs from almost 200 individuals in the Advisory Committee, the Master Plan provides a ten-year blueprint for creating a high-quality preschool program system for four-year-olds in Los Angeles County.

In March 2004, many of the same contributors to the Master Plan, as well as other interested parties and stakeholders, came together to translate the missions and goals of the Master Plan into implementation recommendations for the initial start-up of LAUP, called Early Launch. Individuals joined one of nine task teams that focused on specific areas of the new system.¹ Each task team defined several major goals to accomplish within a six month time frame. Many of these task teams met outside of the regular monthly task team meetings to accomplish these goals.

The Special Needs Task Team grew out of the Special Needs Content Committee from the Master Planning process. A unique feature of this group is that during the development of the Master Plan, members made the decision to model inclusive practices by having each member work in each of the other content committees as opposed to meeting as a separate group. During the task team process, members decided to reconstitute this group to ensure that LAUP remains responsive to the needs of children with disabilities and other special needs during its start-up phase.

The objectives set by the Special Needs Task Team were to:

- 1 Develop standards for inclusive services for children with disabilities or other special needs through LAUP
- 2 Develop standards for what constitutes a fully inclusive preschool site
- 3 Have at least one model inclusive site committed to providing services to children with special needs during the start-up phase of LAUP
- 4 Provide background information, including legal information, in a user-friendly format
- 5 Recommend resources for the development and support of inclusive sites
- 6 Recommend executive and system level support for the inclusion of children with disabilities and other special needs in LAUP

This report outlines in detail the work and recommendations of the Special Needs Task Team. It is important to note that this report should be used as a tool to help guide LAUP decision makers during the implementation phase of the project to ensure that children with disabilities and other special needs are included in LAUP programs. The work reported here is an initial step toward the crafting of an inclusive universal preschool program, and is meant to be supplemented by additional work of staff at the new LAUP entity.

1. The nine task teams were: Operations, Coordination with Existing Systems, Facilities, Family Child Care, Quality, Parent Engagement, Curriculum, Workforce, and Special Needs.

GUIDING VALUES

At its inception, the Special Needs Task Team aligned its mission statement and scope of work with LAUP's guiding principles of "diversity" and "inclusiveness." LAUP's Master Plan states that the new preschool system will maintain a focus upon "supporting early learning and development of all preschool children throughout Los Angeles."² Following this statement is the specification that LAUP will develop the capacity to be inclusive of children with special needs and disabilities in all components of its service delivery system.

The mission of the Special Needs Task Team is therefore to provide guidance in the decision-making processes of the new Los Angeles Universal Preschool system and to ensure that all elements of LAUP are integrated and responsive to the needs of children with disabilities and other special needs and to the needs of their families.

DEFINITIONS OF TERMS

Prior to beginning the process of developing recommendations for an inclusive preschool system, the Special Needs Task Team members established some basic definitions as shown below.

Definition of "Children with Disabilities and other Special Needs"

The task team adopted the following broad definition of children with disabilities and other special needs from the California First 5 Advisory Committee on Diversity:

Children who are protected by the Americans with Disabilities Act (ADA) or who have, or are at risk for, a chronic physical, developmental, behavioral, or emotional condition and who also require developmental, health, mental health, and related services and/or support of a type or amount beyond that which is required.

Definition of "Inclusion"

Task Team members also recognized the importance of defining the term "inclusion" to guide ensuing planning efforts. Inclusion does not simply mean the presence of children with disabilities or special needs in preschool programs. Rather, task team members defined "inclusion" as:

The full and active participation of children with disabilities or other special needs, along with typically developing children, in community activities, services and programs. In inclusive preschool programs, all necessary support, accommodations, or modifications are provided to ensure the full and active participation of all children in programs.

2. Hill-Scott, K. (2003). *Los Angeles Universal Preschool Master Plan*, p. 23.

GOALS AND OBJECTIVES

In line with LAUP's guiding principles of diversity and inclusiveness, the Special Needs Task Team defined its main goal as the identification of the components of a universal preschool program that meets the needs of all children, including those with disabilities and other special needs. The Task Team divided this broad goal statement and its scope of work into the following six specific objectives:

- 1 To develop standards on inclusive services for children with disabilities or other special needs through LAUP
- 2 To develop standards for what constitutes a fully inclusive pre-school site
- 3 To have at least one model inclusive site committed to providing services to children with special needs during the start-up phase of LAUP
- 4 To provide background information, including legal information, in a user friendly format
- 5 To recommend resources for the development and support of inclusive sites
- 6 To recommend executive and system level support for the inclusion of children with disabilities and other special needs in LAUP

The following sections of this report present the Special Needs Task Team's set of initial recommendations for LAUP according to these six objectives.

Goal 1: Develop standards for inclusive services

As an initial step toward developing a comprehensive list of standards that an inclusive preschool program should adopt, Special Needs Task Team members, in collaboration with the Child Care Law Center, Children Now, Preschool California, and other experienced advocates,² defined a series of planning principles and action steps intended to help LAUP develop its standards for inclusive services. The principles developed by this collaborative group are categorized into the following ten programmatic areas:

- | | |
|--------------------------------------|-------------------------------|
| 1 Family partnerships | 6 Facilities and environments |
| 2 Outreach | 7 Delivery system |
| 3 Screening | 8 Workforce development |
| 4 Assessment | 9 Financing |
| 5 Curriculum and classroom practices | 10 Evaluation |

3. For a complete list of participants, contact info@childcarelaw.org and reference "Building an Inclusive Preschool for All Program Principles and Considerations for Planning and Implementation."

The remainder of this section details the planning principles and recommendations for action that pertain to each of these categories. The Special Needs Task Team recommends that LAUP apply these principles and use the related action statements to ensure that its planning and implementation efforts are inclusive of all children.

<p>1 FAMILY PARTNERSHIPS</p> <p>An inclusive preschool program must foster a collaborative relationship between teachers and family members to ensure high-quality care for children and support parents as contributors to the program. It must:</p>	
<p>Planning Principles</p>	<ul style="list-style-type: none"> • Ensure two-way communication between the program and families while remembering that parents are and should be the principal influence on their children and their education
	<ul style="list-style-type: none"> • Facilitate a streamlined process and delivery system
	<ul style="list-style-type: none"> • Have the cultural and language capacity to take advantage of family members' expertise and knowledge about their children and provide culturally and linguistically appropriate educational services
<p>Action Steps</p>	<ul style="list-style-type: none"> • Obtain informed written consent from parents, in a language accessible to them, for all services, assessments, and testing
	<ul style="list-style-type: none"> • Educate consumers (parents and other family members) regarding their choices and their right to access the program of their choice
	<ul style="list-style-type: none"> • Link with and integrate on-going support and services beyond preschool services (e.g., occupational and physical therapy)
	<ul style="list-style-type: none"> • Link with existing parent-to-parent organizations
	<ul style="list-style-type: none"> • Ensure that family members have access to and knowledge of relevant laws and regulations in a language they understand
	<ul style="list-style-type: none"> • Make ongoing support and joint training available to teachers, parents, and service providers to promote integration of all services and service providers into the preschool setting

Additional Guidance for Implementation

The Center for Child Care Law (CCLC) will be available to facilitate the development of LAUP parent consent forms mentioned above.⁴

4. Special Needs Task Team member Nancy Strohl, CCLC's Executive Director, will serve as the official contact person to organize this activity; her contact information is included at the conclusion of this report.

The California Department of Education’s website (www.cde/ca.gov/sp/se/fp) contains informative materials that LAUP can review and select to distribute to families, such as *Early Warning Signs* and *Special Education Rights of Parents and Children*, publications that are available in English and Spanish. Another helpful publication that can help parents understand the system for delivering special education services is the CDE publication titled *The Map to Services for Children with Special Needs and Their Families*.⁵ This chart, developed and reviewed by parents, providers, and special needs professionals (see Appendix A). The Special Needs Task Team recommends that LAUP review these three publications and consider distributing them to all families at the time of enrollment in LAUP.

2 OUTREACH	
An inclusive preschool program must reach out affirmatively to connect with families and not place the burden on families to seek out the program. It must:	
Planning Principles	• Address a wide range of needs for both the child and family members
	• Be knowledgeable about and have connections to other service organizations
Action Steps	• Reach out to children from diverse backgrounds and with diverse abilities, including those in foster care, in homeless families, and in migrant and otherwise mobile families, in a linguistically and culturally appropriate manner
	• Make inclusion principles, practices and children with special needs part of all community outreach and media reports

Additional Guidance for Implementation

It is also important that LAUP reach out to families with children who have already been identified as having special needs. The most obvious avenue for these outreach activities will be through California’s Early Start (birth to three) and Preschool Special Education Programs, each administered by regional centers and by local school districts, respectively. However there is also a need to go beyond this and explore other outreach opportunities so that children who are not served by either program are contacted.

5. California Department of Education. (1999). “The Map to Services for Children with Special Needs and Their Families.” *Bridges*, 4(1), 20–21. Contact Mike Zito regarding the availability of this publication; contact information included at the conclusion of this report).

In addition, there are also a number of disability-specific support groups and parent resource agencies throughout the county that can be valuable partners for LAUP’s outreach efforts. The “Special Needs” administrative arm of LAUP will need to form collaborative relationships with these groups early on to encourage enrollment in the system. The Family Resource Center Network of Los Angeles County (FRCNLAC) will be an excellent source of contact information for these various groups. A listing of the thirteen family resource centers in Los Angeles County is included in Appendix B to facilitate contact efforts.

Offering *pre-service* and *in-service support* to LAUP providers will also help increase their knowledge and skills in conducting effective outreach activities and strategies. More information about training and the provision of supportive services is included in a subsequent portion of this report (see page 13).

<p>3 SCREENING</p> <p>An inclusive preschool program must screen every child who enrolls to identify and understand the child’s overall individual needs, as well as to identify disabilities and other special needs. It must:</p>	
<p>Planning Principles</p>	<ul style="list-style-type: none"> • Identify any social, emotional, and behavioral development issues as early as possible
	<ul style="list-style-type: none"> • Be knowledgeable about and have connections to other service organizations
	<ul style="list-style-type: none"> • Consider multiple sources of information to ensure that any results of any single screening shall not become a barrier to further evaluation if other risk factors are present
<p>Action Steps</p>	<ul style="list-style-type: none"> • Use high-quality screening tools that have adequate sensitivity
	<ul style="list-style-type: none"> • Use an integrated screening system that involves preschool providers, parents, pediatricians, and other service and physical and mental health professionals, and leads to appropriate next steps

Additional Guidance for Implementation

- **Selecting screening instruments**

High-quality developmental screening tools are those that are standardized, reliable, valid, and accurate (that is, both sensitive and specific, correctly detecting children with and with-

out special needs). Each of these terms is defined as follows:⁶

- **Standardization:** The screening tool was standardized on a large nationally representative population (not a referred population) and with at least 100 subjects per age range.
- **Reliability:** Correlations of 0.85 or above for internal consistency, inter-rater consistency, and test-retest reliability.
- **Validity:** Correlations of 0.70 or higher for concurrent validity and discriminate validity, and, if possible, evidence of predictive validity.
- **Accuracy** (also known as “criterion-related validity”):
 - **Sensitivity** of 70 to 80 percent for all age ranges; that is, the screen correctly identifies 70 to 80 percent of children *with* delays and disabilities.
 - **Specificity** of at least 70 percent and, hopefully, 80 percent or higher for all age ranges; that is, the screen correctly identifies 70 to 80 percent of children *without* disabilities or delays.

High-quality developmental screening tools have also been rigorously peer-reviewed to assure that their standardization, reliability, validity, sensitivity, and specificity are accurately reported—including publication in a refereed professional journal.

Three developmental screening instruments have been cited by the American Academy of Pediatrics as having “excellent psychometric properties:” the *Parents’ Evaluation of Developmental Status* (also known as the *PEDS*), the *Ages and Stages Questionnaires*, and the *Child Development Inventories (Infant Development Inventory)*.⁷ Special Needs Task Team members recommend that LAUP consider the use of at least one standard screening instrument across its preschool sites and review these three screening instruments during its screening tool selection process.

■ **Discussing screening procedures with parents**

It is important that at the time of enrollment, families are made aware that the LAUP system has a screening process for *all* children. In discussing the screening, it should be explained that children develop at different rates and in different ways and that some children have special needs that can affect their growth and development. The screening results are confidentially shared with the family and preschool staff and teachers.

6. Adapted from Dunkle, M. (2004). *High Quality Developmental Screening Instrument Defined*. George Washington University.

7. American Academy of Pediatrics, (2001). Policy Statement on *Developmental Surveillance and Screening of Infants and Young Children*.

The screening process can help us to identify children who *may* have a special need and can help the LAUP system work to find the supports for each child to succeed. It should also be made clear to families that screening procedures are not designed to eliminate children from the program, but rather to provide appropriate services within the program.

There has been a great deal of work done on how to frame this issue and share it with families. Each family is different and there are no magic answers that meet the needs of all families. It will be important to provide on-going training and support to staff on communicating this process with each family they serve.

<p>4 ASSESSMENT</p> <p>Assessment is a process used to determine a child’s abilities and need for services. An inclusive preschool system should provide an assessment process that ensures that children need not “fail” before receiving services. It must:</p>	
<p>Planning Principles</p>	<ul style="list-style-type: none"> • Be approached as an on-going, dynamic process with multiple components
	<ul style="list-style-type: none"> • Be used to organize observations about a child and family rather than merely as a way to control eligibility for services
	<ul style="list-style-type: none"> • Serve as the foundation of individual program planning
<p>Action Steps</p>	<ul style="list-style-type: none"> • Undertake early assessment and appropriate intervention for all children who may be at risk
	<ul style="list-style-type: none"> • Engage families in proactive assessment of children’s progress with existing supports in their current setting
	<ul style="list-style-type: none"> • Use high quality assessment tools that have adequate specificity, validity, and reliability; that have been standardized on diverse populations; and that are developmentally, linguistically, and culturally appropriate

Additional Guidance for Implementation

While LAUP will be responsible for incorporating a screening process into its system, there are already existing state and federal mandates for assessments for special education services.⁸ In

⁸ The Individuals with Disabilities Education Act and California Education Code (Part 30) contain information about special education assessment mandates.

California these mandates rest primarily with school districts and the Regional Center system. LAUP will need to establish clear procedures for referring children for these assessments to the various school districts and Regional Centers within the County.

No specific testing or provision of services may occur without the informed consent of the family. It is particularly important to assure that only qualified professionals issue diagnoses to children after an assessment has been completed.

5 CURRICULUM AND CLASSROOM PRACTICES	
An inclusive preschool curriculum must be effective for all children. It must:	
Planning Principles	• Be developmentally, culturally, linguistically, and age appropriate
	• Be flexible in using accommodations and adaptations that will allow integration of children of varying abilities
	• Embed inclusive practices
	• Promote individualized and differentiated instruction
	• Create a caring community in the classroom
	• Embed social skills training
	• Incorporate the goals and practices written in a child's Individualized Educational Program (IEP), Individualized Program Plan (IPP), or Individualized Family Service Plan (IFSP)
Action Steps	• Adopt curricula that are effective for all children and promote individualized and undifferentiated instruction
	• Develop curricular strategies for each child based on classroom observations and input from family and special educators
	• Adapt the environment or provide specialized materials to facilitate access to the curriculum for individual children
	• Facilitate the inclusion and promotion of imaginative, interactive, dramatic social play between children of all abilities and developmental stages

Additional Guidance for Implementation

Children with identified disabilities may already be receiving services from other professionals and agencies prior to enrollment in LAUP. These professionals may include medical specialists; occupational, physical, and/or speech therapists; early intervention specialists; and preschool special educators. Because coordination of multiple services can be overwhelming for families, it is imperative that professionals work together. LAUP staff may access these specialists by contacting family members or by referring to IEP/IPP/IFSP documents. Any direct contact with other professionals should only take place after having obtained written consent from family members.

Having support systems in place is also an integral component of LAUP inclusive programs that can help ensure that a child with disabilities or other special needs has access to curriculum. Pre-service and in-service training of staff can increase the capacity of providers to meet the needs of these children.

6 FACILITIES AND ENVIRONMENTS An inclusive preschool program provides an environment that affords every child an opportunity to benefit from the educational program. It must:	
Planning Principles	<ul style="list-style-type: none">• Make meeting inclusion goals a priority in allocating funding for facilities development and renovation
	<ul style="list-style-type: none">• Be accessible to children with varied disabilities and other special needs
Action Steps	<ul style="list-style-type: none">• Provide children appropriate physical space to be creative, to learn, and to grow with structures and supports to encourage collaboration that is safe, fun, and educational and based on best practices and current research
	<ul style="list-style-type: none">• Be sensory rich, diverse, and developmentally appropriate for children of varied abilities
	<ul style="list-style-type: none">• Ensure compliance with the Americans with Disabilities Act (ADA), the California Building Codes, and all other applicable state and federal law
	<ul style="list-style-type: none">• Incorporate best practices for accessible facilities in all stages of planning and implementation of new sites, since making facilities truly accessible is much more difficult and expensive once classrooms and playgrounds are constructed

Additional Guidance for Implementation

The Child Care Law Center (CCLC) will be available for consultation or will provide referral services to facilitate LAUP site compliance with ADA, building codes, and other applicable state and federal laws.⁹

<p>7 DELIVERY SYSTEM</p> <p>An inclusive preschool system must integrate special education and early intervention services into all aspects of its program to create a system that addresses the needs of children from birth through five years of age, taking into account the varying forms of care children experience prior to preschool and the importance of seamless transition from early care to preschool and preschool to kindergarten. It must:</p>	
<p>Planning Principles</p>	<ul style="list-style-type: none"> • Coordinate delivery of services and create a streamlined process that avoids forcing families to apply to multiple agencies to receive the services they need
	<ul style="list-style-type: none"> • Minimize disruption of services at points such as the transition from child care or early intervention programs to preschool and preschool to kindergarten
	<ul style="list-style-type: none"> • Build collaborative relationships between families and the multiple agencies serving their children
<p>Action Steps</p>	<ul style="list-style-type: none"> • Establish an oversight entity within the organization whose function is to: (a) participate in overall program management and planning, (b) coordinate services for children with disabilities, (c) provide technical assistance and training to program staff, and (d) help parents navigate the complex system of services for their children with disabilities
	<ul style="list-style-type: none"> • Establish adult/child ratios and a differential reimbursement system for children with disabilities that allow for appropriate service delivery for all children
	<ul style="list-style-type: none"> • Incorporate existing IEPs and IPPs for children with disabilities into the LAUP delivery of services and establish a mechanism for the development of joint IEPs and IPPs after children are enrolled in LAUP
	<ul style="list-style-type: none"> • Make specialty services available in a way that is appropriate and convenient by, e.g., bringing services to children rather than transporting children to services
	<ul style="list-style-type: none"> • Establish interagency agreements with other agencies serving children with disabilities in order to enact the aforementioned action principles

9. Special Needs Task Team member Nancy Strohl, Executive Director of CCLC, will serve as the official contact person; her contact information is included at the conclusion of this report.

Additional Guidance for Implementation

■ **Creating interagency agreements with collaborative entities**

Upon review of the interagency agreement between California's State Department of Education, Special Education Division Head Start Bureau Region IX, and delegate agencies, the Special Needs Task Team recommends that LAUP incorporate the following components into interagency agreements when establishing working procedures with local education agencies, regional centers, and other provider agencies:

- Child Find¹⁰
- Assessments
- Planning and service provision
- Transition of children into LAUP from programs serving children who are at-risk or who have special needs
- Transition out of LAUP for children who are at risk or who have identified special needs
- Training and technical assistance
- Resource and information sharing
- Conflict resolution
- Timeframes for MOU review and updates

10. Child Find is a continuous process of public awareness activities, screening, and evaluation designed to locate, identify, and refer as early as possible all young children with disabilities and their families as mandated by the Individuals with Disabilities Education Act. For more information on Child Find visit <http://www.childfindidea.org/overview.htm>.

8 WORKFORCE DEVELOPMENT

An inclusive preschool program must recruit, develop, and retain a workforce that understands the importance of the relationship between children, family members, and staff and possesses the capacity and qualifications to serve, relate to, and advocate for a broad range of children. It must:

Planning Principles	<ul style="list-style-type: none"> • Provide on-going general and specialized inclusion training and support to staff that builds on their child development knowledge and experience
	<ul style="list-style-type: none"> • Develop strategies that support teamwork and collaboration to learn more about meeting the needs of all children more successfully
Action Steps	<ul style="list-style-type: none"> • Integrate qualifications to serve children with disabilities and other special needs into the overall definition of qualifications and the rating/compensation structure
	<ul style="list-style-type: none"> • Ensure that community colleges and other training resources offer classes to accomplish the preceding principle
	<ul style="list-style-type: none"> • Train its entire workforce in inclusion principles and practices, implementation of these principles and practices within the whole system, how to build partnerships with families, and how to work with all the child's service providers. Training must: <ul style="list-style-type: none"> ◦ Cover responsibilities to include children with disabilities and special needs, including a working knowledge of the relevant laws and regulations ◦ Include both "specialized" providers who also have knowledge of how to work in groups, and general education teachers who know how to work with children with disabilities and other special needs ◦ Include direct experience in inclusion settings ◦ Include model parent-professional partnerships ◦ Involve both parents and providers, be on-going, and be offered in multiple settings ◦ Promote seamless transitions between the early intervention/ special education system and the child's preschool
	<ul style="list-style-type: none"> • Involve service providers and educators who work with children with special needs in planning preschool programs • Place inclusion and disability behavioral health specialists in leadership (including the management team) and administrative positions to foster institutionalization of policies to meet children's special needs

Action Steps (cont.)	<ul style="list-style-type: none"> • Make on-going support and joint training available to teachers, parents, and service providers to promote integration of all services and service providers into the preschool setting
	<ul style="list-style-type: none"> • Provide opportunities for the workforce to develop best practices for accommodating children with different abilities, including communication at the important transition points between Early Intervention and preschool and between preschool and the K-12 system
	<ul style="list-style-type: none"> • Ensure that the workforce has access to on-going technical assistance and support from disability specialists, e.g., physical, occupational, and speech therapists and mental health care providers
	<ul style="list-style-type: none"> • Help create an early care and education career ladder that includes opportunities for training in specialized inclusive preschool services that leads to an additional degree or credential

Additional Guidance for Implementation

The Child Care Law Center (CCLC) will be available for consultation or will provide referral services to facilitate LAUP workforce training on applicable laws and regulations that pertain to serving children with special needs.¹¹

Community College and University Special Education Training

The Early Childhood Special Education Credential offered at universities and the Community College Special Education Certificate are designed with different purposes in mind and require different levels of coursework. The credential provides coursework on the delivery of special education services, while the certificate focuses on providing child development services to children with disabilities and other special needs. In a high-quality program, the two would work hand in hand with a smaller number of the credential staff collaborating with a larger number of the certificate staff. The Special Needs Task Team recommends that incentives be built into the rating system for programs with staff possessing these qualifications.

11. Special Needs Task Team member Nancy Strohl, Executive Director of CCLC, will serve as the official contact person; her contact information is included at the conclusion of this report.

9 FINANCING

An inclusive preschool curriculum must have sufficient financing in place to provide necessary services. It must:

Planning Principles	<ul style="list-style-type: none">• Allocate adequate funding within its own program budget and maximize services available through other resources
	<ul style="list-style-type: none">• Be responsive and flexible in order to meet unique individual needs as children enter the program
Action Steps	<ul style="list-style-type: none">• Establish a rate structure that recognizes and compensates both the real cost of high-quality inclusive programs for all children and the special needs of particular children
	<ul style="list-style-type: none">• Blend funding streams creatively and appropriately, while maintaining legal protections for children, to craft a cost-efficient system that can meet each family's needs and maximize access for all families
	<ul style="list-style-type: none">• Leverage existing funds and explore new sources of funds

10 EVALUATION

An inclusive preschool program must evaluate its success on an on-going basis to ensure that it is meeting the needs of all children. It must:

Planning Principles	<ul style="list-style-type: none">• Define the effectiveness of its efforts to support the development of inclusion and full participation of children with disabilities and other special needs
	<ul style="list-style-type: none">• Document the specific program practices, activities, models, and system change efforts in order to identify those culturally and linguistically competent practices that are most effective
	<ul style="list-style-type: none">• Determine the effectiveness of its system of outreach, screening, assessment, and referral for children with disabilities and other special needs
Action Steps	<ul style="list-style-type: none">• Ensure that tools used to determine program quality or an individual child's progress include measures of full inclusion of children with disabilities and other special needs
	<ul style="list-style-type: none">• Ensure that evaluation integrates requirements from different systems (e.g., federal and state requirements)
	<ul style="list-style-type: none">• Ensure that overall program funding and contract decisions are based on the evaluation of the program rather than the assessment of individual children
	<ul style="list-style-type: none">• Ensure that program evaluation does not limit access for families with children with disabilities and other special needs
	<ul style="list-style-type: none">• Use or develop evaluation tools that are appropriate for preschool programs

Goal 2: Develop standards for what constitutes a fully inclusive site

Task team members developed the following criteria that can be used to determine if a site is fully inclusive of children with disabilities and special needs:

- Compliant with all ADA requirements
- Welcoming to families from all cultures
- A leader at identifying and helping children and families at the earliest moment
- Staffed with well-trained and supported personnel in issues of typical and atypical child development
- A partner with other resources in the special needs community

These criteria were incorporated into LAUP's "Inclusive Site Application" (see Appendix F).

Additional guidelines that LAUP administrators may reference when evaluating whether potential providers incorporate inclusive practices in their programs are listed below.

Verifying ADA Compliance

Because the ADA requires "reasonable accommodation," which is determined largely by what needs to be done to accommodate a particular child and what the costs would be to do so for that particular site, evaluating ADA compliance is a complex process.

When conducting site visits to child care providers who have applied for LAUP preschool funding to assess whether their facility and their programs are ADA compliant, the Special Needs Task Team recommends that LAUP evaluators look at a program's policies regarding accommodations, even if a child with a disability or special need is not currently enrolled. Additionally, a preschool program checklist for ADA compliance was developed by the Child Care Law Center (see Appendix C). This tool can also be used by LAUP administrators to assess if preschool providers incorporate inclusive practices in their programs.

Another option that LAUP administrators can explore is to require providers to give a narrative on past, current, and future plans for accommodation. Both the Child Care Law Center and Public Counsel's Child Care Law Project have pamphlets for providers on caring for children with special needs that explains the ADA and a provider's obligations. Both are titled *Caring for Children with Special Needs*. The Special Needs Task Team recommends that these pamphlets be used in an orientation for providers with whom LAUP contracts. For providers who may require technical assistance in this area, task team members also recommend that ADA compliance be included as a training session made available to all providers.

Welcoming Families from Different Cultures

To assess whether a provider fulfills this criteria, LAUP administrators may reference the planning principles and action steps that pertain to the Family Partnerships and Outreach guidelines included in the previous section. Special Needs Task Team members recommend that brochures, flyers or other marketing materials mention services for children with special needs, and that these materials be made available in languages that reflect the demographic make-up of the community serviced by the providers. Additionally, outreach procedures for non-literate families should be specified by providers in order to satisfy this criterion.

A Leader at Identifying and Helping Children and Families at the Earliest Moment

The planning principles and action steps that pertain to the Screening and Assessment guidelines included in the previous section of this report can help LAUP administrators refine their requirements for this criterion. Additionally, providers must specify clear, proactive strategies that are used to help parents receive complete information about services they can receive for their children and the resources that are available, such as parent and child rights, particular disabilities, financial supports, and how to become connected with other families who have been through the process.

The Special Needs Task Team recommends that LAUP administrators review the following activities that help increase parent involvement in obtaining early intervention services¹² during their assessment of whether a site demonstrates leadership in this area:

- Assisting with parent-to-parent connections
- Establishing a multi-agency approach to intake and assessment when initiating services and during transitions
- Supporting and collaborating with Family Resource Centers and other parent support groups and referring parents to them
- Providing frequent, community-based parent education programs based on the needs of families
- Planning collaborative workshops attended by parents and professionals
- Assembling information packages on services, specific disabilities, and current information on community resources
- Participating in community outreach activities

12. California Department of Education. (1999). *Handbook on Family Involvement in Early Childhood Special Education Programs*.

Partnering with Resources in the Special Needs Community

Special Needs Task Team members identified the following resources as potential collaborators that should partner with inclusive preschool programs:

- Regional centers
- Local school districts
- Family Resource Centers
- First 5 California Special Needs Project
- Los Angeles County Department of Mental Health
- California Children Services
- Los Angeles County Department of Health
- Local Childcare Planning Council
- Children’s Planning Council
- Special Needs Advisory Project
- Head Start Disability Services (grantee office)

Goal 3: Have at least one model inclusive site committed to providing services to children with special needs

In order to accomplish this objective, Task Team members took the following steps to ensure that model inclusive sites would apply and have an opportunity to participate in the lottery process at the time of LAUP’s Early Launch:

- 1 Refined the preceding standards from Goal 2 into measurable and concrete guidelines that site evaluators could use when visiting potential Early Launch to assess if their practices are inclusive of all children
- 2 Identified and surveyed inclusive sites throughout Los Angeles County that incorporate “best practices” into their preschool programs and encouraged their completion of an LAUP Early Launch application

The “Best Practices” survey findings are included in Appendix D. The Special Needs Task Team recommends that LAUP administrators review the survey’s findings, since they provide insight into current practices among inclusive providers in Los Angeles County.

Goal 4: Provide background information, including legal information, in a user-friendly format

To satisfy this objective, the Special Needs Task Team drafted a Frequently Asked Questions document to inform child care centers and other providers of applicable legal mandates. A copy of this document is included in Appendix E.

In addition to this document, Special Needs Task Team members recommend that LAUP administrators review and consider distributing the following materials to parents and providers who participate in LAUP:

For Providers	For Parents and Families
<i>Caring for Children with Special Needs</i> , Public Counsel’s Child Care Law Project pamphlet	<i>A Parent’s Guide to Special Education Services</i> , LAUSD
CCLC Question and Answer Sheet on ADA and child care, available in English, Spanish, and Chinese (childcarelaw.org/Publications/ADA%20QA.pdf)	Early Warning Signs (www.cde.ca.gov/sp/se/fp)
	Special Education Rights of Parents and Children (www.cde.ca.gov/sp/se/fp)

The Child Care Law Center has also released publications about IDEA federal regulations and the California Unruh Civil Rights Act that LAUP administrators may review (www.childcarelaw.org/publications).

Goal 5: Recommend resources for the development and support of inclusive sites

Although LAUP will need to create a system of program support and technical assistance that relates to its own structure, there are two existing systems that may serve as models and starting points—Head Start’s Disability Services Units and the Special Needs Advisory Project. The Special Needs Task Team recommends that LAUP review the following two models and use them as a foundation for its own system:

- **Head Start**

Head Start has long had a program support and technical assistance system through its Disability Services Units. These units are located within each Head Start grantee. The largest of these grantees in Los Angeles County is the Los Angeles County Office of Education.

- **The Special Needs Advisory Project (SNAP)**

The Special Needs Advisory Project is a partnership between the Los Angeles County Child Care Planning Committee and resource and referral agencies that was created in response to the enactment of Senate Bill 1703. SNAP provides training and referral services that are available to parents and child care providers at each of the ten resource and referral agencies in the county.¹³

A number of options for training to help providers follow ADA requirements should also be available. The Child Care Law Center (CCLC) will coordinate with others in the community to ensure that there is initial training for all providers who wish to apply and will coordinate with other Los Angeles-based legal and child care organizations to set up on-going training programs.¹⁴

Goal 6: Recommend executive and system level support for the inclusion of children with disabilities and other special needs in LAUP

The Special Needs Task Team recommends that the organizational infrastructure of the LAUP system have specific supports in this area. We believe that there should be a Special Needs expert at the administrative level in the system, part of an oversight entity within the organization whose function is to coordinate services for children with disabilities, provide technical assistance and training to program staff, and help parents navigate the complex system of services for their children with disabilities.

To assist with these tasks, there should also be a number of trainers/facilitators similar to the Head Start Special Needs Coordinators available to individual providers and families. This would help LAUP establish a system of affirmative outreach from its inception so that parents and providers (teachers and administrators) know what resources are available to them and how to access them.

13. Special Needs Task Team member Duane Dennis, Executive Director of Pathways, will serve as the official contact person for this organization; his contact information is included at the conclusion of this report.

14. Special Needs Task Team member Nancy Strohl, Executive Director of CCLC, will serve as the official contact person to coordinate this activity; her contact information is included at the conclusion of this report.

A final recommendation of the Special Needs Task Team related to this objective is that LAUP review Part 1308-Head Start Program Performance Standards on Services for Children with Disabilities¹⁵ and use it as a model or as a resource to help guide LAUP's policies and procedures. Topics included in this document include the following:

- Disabilities Service Plan
- Social Services Performance Standards
- Health Services Performance Standards
- Education Services Performance Standards
- Nutrition Performance Standards
- Parent Involvement Performance Standards

15. This document is available at http://acf.hhs.gov/programs/hsb/pdf/1308_ALL.pdf.

NEXT STEPS: SIX-MONTH WORK PLAN

Start Date	Goal	Action Steps	End Date
October 2005	<p>Establish LAUP performance standards on services for children with disabilities and provide written guidance on the implementation of those standards.</p> <p>These standards shall set forth the requirements for providing special services for children with disabilities enrolled in LAUP to ensure access to all LAUP services to which they are entitled.</p>	<p>Obtain and review existing performance standards on services for children with disabilities from Head Start, State CDD Programs and Preschool systems from other states.</p> <p>Using these standards and the planning principles outlined in Section 1 of this report as a foundation, draft a set of LAUP performance standards on services for children with special needs.</p>	March 2005
Date to begin planning: November 2004	<p>Maximize support to children with disabilities and special needs by accessing available funding sources and creating innovative mechanisms for converging funding streams.</p>	<p>Convene an interdisciplinary team of experts to discuss what funding streams are available for families and children with disabilities and special needs in Los Angeles County.</p> <p>This discussion should also address what significant barriers exist in converging these funding streams and develop a plan for LAUP administrators to pursue.</p> <p>Key individuals/organizations to contact for this meeting include the following:</p> <ol style="list-style-type: none"> 1. Head Start 2. Linda Brault, First 5 CA Special Needs Project 3. Abby Cohen, National Child Care Information Center 4. Whit Hayslip, LAUSD 5. Nancy Strohl, Child Care Law Center 6. Chris Drouin, CDE 7. Sheri Schauembaum, DDS 	Date of meeting: February 2004

SIX-MONTH WORK PLAN (cont.)

Start Date	Goal	Action Steps	End Date
November 2004	<p>Form collaborative relationships with support groups and parent resource agencies throughout Los Angeles County to encourage enrollment in the system.</p> <p>Establish clear procedures for referring children in LAUP for assessments to the various school districts and regional centers within Los Angeles County.</p>	<p>Contact leaders from the Family Resource Center Network of Los Angeles County (see Appendix B for listing).</p> <p>Contact leaders from regional centers in Los Angeles County (see Appendix F for regional center listing).</p>	March 2005
January 2005	Provide parents with information about the special education process, their rights, and early warning signs.	Review and select materials that will be distributed at LAUP sites.	March 2005 (on-going)
January 2005	<p>Develop parent consent and release forms for LAUP special education related services.</p> <p>Provide pre-service and in-service training programs that prepare service providers and administrators to develop and work within inclusive preschool settings.</p>	<p>Nancy Strohl (CCLC Executive Director) will further develop this task; contact information is included at the conclusion of this report.</p> <p>Duane Dennis (SNAP Executive Director) will further develop this task; contact information is included at the conclusion of this report</p>	February 2005

RECOMMENDED PLANS: ISSUES THAT MERIT FURTHER INSPECTION BY LAUP

Topic: Developing a service delivery system for LAUP inclusive sites

A number of service delivery models exist in preschool programs that are used to facilitate inclusive teaching practices in the classroom. There are three main collaboration models used in preschool inclusion: the itinerant-consultation model, the team model, and the co-teaching model.¹⁶ These models are not mutually exclusive and often occur together as services for young children with disabilities are planned and implemented. LAUP administrators will need to determine what model will be used to deliver services to children with disabilities or other special needs enrolled in a LAUP classroom.

Topic: Integrating workforce (with special needs accreditation) into LAUP's quality ratings

Specialized instruction is an important component of inclusion; preschool teachers and assistants must know how to embed the individualized programs into on-going activities and routines. LAUP administrators will need to explore how workforce expertise in special education can be included in the quality star rating scale. The Division of Early Childhood of the Council for Exceptional Children and the Early Childhood Special Education Programs in the state universities have comprehensive lists of competencies, but it will be important to determine how the specific competencies relate to each star level.

Topic: Establishing a reimbursement differential for accommodations of children with special needs

This is an extremely important question and one that has not yet been adequately explored. There is an existing model for the State Child Development Division-funded child care programs, but many people involved in those programs feel that it is an inadequate differential reimbursement rate. This topic can also be further researched by contacting other states to find out what reimbursement structures are being used. Members of both the Coordination and Special Needs Task Groups will need to work with the LAUP administrative arm to make recommendations on this issue.

16. Wolery, R.A. & Odom, S.L. (2000). *An administrator's guide to preschool inclusion*. Chapel Hill; University of North Carolina, FPG Child Development Center, Early Childhood Research Institute on Inclusion.

APPENDIX A

MAP TO SERVICES FOR CHILDREN WITH SPECIAL NEEDS AND THEIR FAMILIES FROM THE CALIFORNIA DEPARTMENT OF EDUCATION (CDE) PREKINDERGARTEN LEARNING AND DEVELOPMENT GUIDELINES

See PFD of document at

<http://www.stan-co.k12ca.us/famServ/handouts/SpecialINds/pdf/The%20Map%20to%20Services.pdf>

The Map to Services for Children with Special Needs and Their Families

Many families and child care providers have questions about children's development. Although many resources are available to both families and providers, trying to navigate and understand the system for delivering services can be confusing and overwhelming. Both legal and practical information is provided to help you. This chart has been developed and reviewed by parents, providers and professionals to help other parents understand the system for delivering services to children with special needs. Please call the California Child Care Healthline at 800-333-3212 if you have questions or comments about the information or have a concern about your child.

Age:

Birth to 3

Questions or Concerns:

Child appears to have difficulty relating to caregiver or does not meet typical developmental milestones or demonstrate age-appropriate behavior.

Providers can;

- ?? Observe the child and provide developmental information to the parent.
- ?? Share information regarding the child's interests, interactions, and behaviors at home and in the child care setting.
- ?? Work closely with families to identify specific areas of concern.
- ?? Refer to medical provider to rule out any physical causes, including vision and hearing problems.
- ?? Discuss with the family the option to refer their child to the California Early Start Program. Call the Babyline at 800-515-BABY for information and referral sources.
- ?? Call the California Child Care Healthline at 800-333-3212 for more information.

Children from birth to three years may qualify for early intervention services in the Early Start Program.

The parents may refer their child directly to an Early Start Program or have their health care provider or other professional make the referral. Parents do not have to make the first call. After the referral, the parents will be contacted and informed of their rights as parents under the law, and asked whether they wish to initiate services. A service coordinator will be assigned to assist the family.

Parents have the right to an evaluation of their child's performance. Referrals should be made to the local regional center or school district. Call the Department of Developmental Services at 800-515-2229 to obtain the phone numbers in your area.

Evaluation and Assessment

Evaluation may determine whether the child has a delay or disability; identify the child's strengths and concerns about development and help in planning for intervention.

Children referred to the Early Start Program are evaluated by means that are not racially or culturally discriminatory.

Evaluation is conducted in the following developmental areas: physical (includes vision, hearing and health status), cognitive development, communication development, social or emotional development and adaptive skills.

Evaluation and assessment:

- ?? Are conducted by a multidisciplinary team of qualified personnel that consists of a nurse, psychologist, educator or therapists.
- ?? Identify the infant or toddler's unique strengths and needs.
- ?? With family consent, identify their resources, priorities, and concerns in the language of the parent's choice.
- ?? Must be completed within 45 days of referral.
- ?? Should be ongoing as child develops and grows.

Eligibility

Eligibility for services is based on the results of the evaluation and includes one or more of the following conditions:

1. Significant delays in one or more of the following developmental areas: cognitive; physical and motor, including vision and hearing; communication; social or emotional; or adaptive (self-help).
2. “Established risk conditions” means having a high probability of leading to developmental delay (e.g. Down syndrome).
3. High risk of having a developmental disability due to a combination of biomedical risk factors (e.g. low birth weight, prematurity, or medical complications).

For children who do not qualify for services, a meeting is held to discuss the evaluation results. Families and providers can request specific suggestions for working with the child. The child care provider may attend the meeting if the parent so requests.

Program Planning

Individualized family service plans (IFSP’s) are developed for infants and toddlers who qualify for the Early Start Program and include the following information:

- ?? Child’s present level of development.
- ?? If the family consents, the resources, priorities, and concerns of the family.
- ?? Major outcomes desired for the child/family.
- ?? Specific early intervention and other appropriate services necessary.
- ?? Dates for initiation and duration of services.
- ?? Name of the service coordinator responsible for implementation and coordination with other agencies and persons.
- ?? Planning for the child’s transition at age 3 to a preschool program or other community service.
- ?? Informed written consent of parents or guardians.

Child care providers may attend IFSP meetings if the parent requests their presence.

The IFSP meeting is conducted in the language of the family or through the use of interpreters.

Services

A variety of services may be offered to promote the child’s development and support the family.

Services are provided in *natural environments*, such as:

- ?? The child’s home
- ?? The child care center and/or family child care home
- ?? Other settings where there are typically developing children

A listing of services for children who are eligible can be found on the following page.

Transition or Periodic Review

The IFSP must be reviewed every 6 months or as needed or requested.

The Early Start Program ends when the child turns 3. A transition plan to preschool is written as part of the IFSP when the child is 2 years, 9 months (or earlier if needed) to prepare for the change in program.

The service coordinator facilitates the transition and the exchange of information between regional centers, schools, and other agencies.

Transition steps may include:

- ?? Obtaining parental consent for a referral to the school district for special education services.
- ?? Obtaining parental consent for referrals to other community agencies.
- ?? Arrangements for evaluations to determine eligibility for special education services at age 3.
- ?? Developing an individualized education plan (IEP) to be implemented by age 3.

At the request of parents, child care providers may give recommendations for the transition process, information to preschool programs, and support to families.

Age

3 – 5

Questions or Concerns

Child is having difficulty at home or in child care and is not developing, as are other children of the same age. Child care providers can:

Use the brochure *Early Warning Signs* as a guide. Concerns for preschool children may include the following:

- ?? Has limited understanding and use of language
- ?? Does not play with other children
- ?? Has very short attention span
- ?? Overly aggressive or frequently hurts self or others
- ?? Frequently falls, is clumsy, has poor motor coordination

Discuss parents' perception of child's strengths and any concerns.

Have the parents observe their child in the child care program.

Maintain open and ongoing communication with the family and school.

Referral

Parents should call the local school district or county office of education to make a referral. Other agencies and child care programs may contact the schools, but only with written consent of the family.

- ?? The family should contact the regional center (call 1-800-515-BABY for the local contact) if a developmental disability is suspected. Regional centers have 15 working days to complete the intake process.
- ?? A referral to the health care provider should be made to rule out physical or health causes.

Evaluation and Assessment

School districts evaluate children to determine whether they qualify for special education and related services. Written parent permission is required for the evaluation.

Health care and other professionals should stay informed and involved. Information from child care staff may be included as part of the assessment.

Assessment:

- ?? Must be done in the primary language of the child by a team of professionals.
- ?? May be conducted in group care settings, including child care.
- ?? Should be unbiased.
- ?? Should be completed in all areas of the suspected disability.

Parents have the right to request an assessment of their child for eligibility with the regional center if a disability is present.

There are legal timelines to the process. For information regarding all parental rights and entitled services in the regional system, call Protection & Advocacy, Inc. at 800-776-5746.

Eligibility

To qualify for special education services, children 3 to 5 years of age must meet one of the following criteria:

1. The child has a *significant* delay in one of the following skill areas: gross or fine motor development, receptive or expressive language, social or emotional development, cognitive development, or visual development.
2. The child has a *moderate* delay in any two areas above.
3. The child has a disabling condition or established medical disability that can include autism, deaf-blindness, deafness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, serious

emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment.

Program Planning

Individualized education programs (IEP's) are developed for children who qualify for special education and contain the following information:

- ?? Present levels of educational performance
- ?? Measurable annual goals and short-term objectives
- ?? Services related to special education
- ?? Supplementary aids and services and program modifications or supports provided for school personnel
- ?? Explanation of why child will not participate in the regular class
- ?? Individual modifications needed to participate in state and districtwide assessments
- ?? Projected dates to begin services, the frequency, location, and duration; dates of modifications
- ?? How child's progress is measured and how parents will be regularly informed

School districts develop a "504 Plan" for children with a disability who require adaptation or services but do not qualify for special education. This can be used for children with health problems (e.g. asthma, diabetes, seizures) and attention deficit disorder.

Regional centers develop an individualized program plan (IPP) for children who qualify for these services.

Services

Services are provided in the least restrictive environment as decided by the IEP team, which may include the home, preschool, or child care setting.

A listing of preschool special education services for children who qualify may be found on the following page.

Regional center services are based on the child/family needs as identified on the IPP. The services are listed on the following page.

Child care providers may invite special education and other specialists staff to observe the child in your program, show you what to do, and give you information on how to best improve the child's skills and meet his/her needs. The specialists can also learn by seeing the child in a "typical" setting with "typical" children.

Transition or Periodic Review

An appropriate reassessment should be conducted before the child enters kindergarten to determine whether s/he still needs special education and to plan for the appropriate services and supports.

Families should visit sites and determine the best program based on the child's strengths and family concerns. Child care providers help families by:

- ?? providing support,
- ?? preparing the child/family for change,
- ?? accompanying the parent on site visits, and
- ?? talking with staff of special education and other programs regarding the child's strengths and needs.

Age

5 and older

Questions or Concerns

School-age children are typically identified because of behavior or academic problems in school, such as the following:

- ?? Not doing well in school, even after accommodations are made and educational support is provided in the regular classroom.
- ?? Does not complete or forgets to turn in homework *frequently*.
- ?? Has learning or behavior problems.

?? Not reading by second grade.

Child care providers can:

?? Support families – listen and share what works.

?? Identify key areas that may be cause for concern.

?? Maintain open and ongoing communication with the family and school.

For older elementary and middle school children:

?? Problems may occur as children enter a new school or change classes.

?? Social problems may give parents and providers cause for concern beyond the typical entry into adolescence.

?? Child care for children with special needs is more difficult to obtain because typical children of this age are often not in group care settings.

Referral

Parents may contact the special education department in their local school or district office to make a referral. If a child has a developmental disability, parents should also contact the local regional center. Child care providers may obtain written consent from the family to allow communication between the child care program and the school district to coordinate referral and possible services.

Evaluation and Assessment

Schools evaluate children with written consent of the parent.

Assessments:

?? Can identify differences between the child's ability and how well s/he is doing in school.

?? Identify social problems.

Student study teams (SST) are available at most schools to observe and assess children. SST's are not required to follow any timelines or provide due process rights for parents, unlike special education. Parents may bypass the SST and make a referral directly to special education.

The law requires a *functional behavioral assessment* by mental health professionals for children with severe behaviors. The assessment must be conducted before a child is suspended or expelled from school.

Eligibility

Children qualify for special education services under the following categories:

Hearing Impairment

Visual Impairment

Language or speech disorder

?? very difficult to understand

?? abnormal voice

?? fluency disorder (stuttering)

?? language disorder (speaking or understanding)

Severe orthopedic impairment

Other health impairments (chronic or acute health problems)

Autistic-like behaviors

Mental retardation

Emotional disturbance

Specific learning disabilities

Traumatic brain injury

If the child has a developmental disability, s/he continues to be eligible for services at the regional center.

Program Planning

Child care providers can:

- ?? Get parents' permission to share relevant information about the child between the service providers and the child care staff.
- ?? Request assistance and communicate with specialists to get information about children to plan better and support them.
- ?? Ask for help by inviting the special education staff to visit the child care program and offer recommendations.
- ?? Participate as part of the team to develop and implement the IEP.

Specialized programs and vocational and recreational services are available in communities. Some programs provide services before and after school. Contact the local parks and recreation programs, Special Olympics, or AYSO (American Youth Soccer Organization).

Services

Since most children of this age are in school, special education services are typically provided in school during school hours.

- ?? Children may be bused to other service providers (e.g. CCS-Medical Therapy Units for occupational and/or physical therapy).
- ?? Services must be provided in the least restrictive environment (e.g. school, home, or private school). Special education consultation or services are allowed to be provided in a child care setting.

Regional center services continue for children who remain eligible.

Transition or Periodic Review

As children in special education go from one service to another or one class to another (e.g. from speech therapy to resource room or learning center or to a special day class), they make transitions. For older children with special needs, transition to high school may be difficult; children and families need much support at this time. Beginning at age 14, each child with a disability must have a transition plan in the IEP.

Services for Children with Special Needs

The following services are available for children **birth to age 3** who are eligible for the California Early Start Program:

Assistive technology	Audiology
Family training and counseling	Family support/education
Health and/or nursing services	Medical services (for diagnostic or evaluation purposes only)
Occupational therapy	Physical therapy
Psychological services	Respite services
Service coordination	Social work services
Special instruction	Speech-language pathology services
Transportation	Vision services

Children ages **3 and older** who are eligible for special education may receive the following services:

Assistive technology	Audiology
Counseling	Health services
Occupational therapy	Parent counseling and training
Physical therapy	Psychological services
Social work services	Special instruction
Speech-language pathology services	Transition
Transportation	Vision services

Children **ages 3 and older** who qualify for enrollment at the **regional center** may receive the following services:

Adaptive equipment and supplies
Assessment and evaluation
Child Care
Daily living skills training
Emergency and crisis intervention
Mental health services

Advocacy assistance
Behavior training and modification programs
Counseling (individual and family)
Diagnosis
Information and referral services
Occupational therapy

Other Resources for Children with Special Needs

- ?? California Child Care Healthline has specialists in the following areas: health and safety, special needs, nutrition, infant and toddler development, and mental health/behavior. Call 800-333-3212.
- ?? California Department of Education has many publications. The brochure Early Warning Signs may be used as a reference. It is free of charge and available in Chinese, Spanish, and Vietnamese. Call 800-995-4099.
- ?? California Children's Services (CCS) provides occupational and physical therapy and other medical services for those children who qualify. Call the county health department for the local contact.
- ?? County mental health departments may offer services at local child care programs through expanded funding and/or other sources. Call the local mental health department to determine whether child care programs are offered for children with special needs.
- ?? Education and training are available through community colleges, universities, local regional centers, special education local plan areas (SELPA's), and some resource and referral agencies.
- ?? Families may be eligible for supplemental Social Security income (SSI). Contact the Social Security Administration at 800-772-1213.
- ?? Family resource centers (FRC's) in each county offer parent-to-parent support for families of children birth to age 3 who have a developmental disability or are at risk. To find the local FRC, call 800-515-BABY.
- ?? For information about all parental rights and entitled services in the regional center system, contact the Clients' Rights Advocate at the local regional center.
- ?? Protection and Advocacy, Inc. provides legal and other advice for families of children with special needs. Call 800-776-5746.
- ?? New after-school programs are being developed for school-age children based on new funding. Check the local school district or city recreation department to identify any services for children with special needs.
- ?? Sports and recreation programs for children with special needs are located in each county. Contact Special Olympics or AYSO (American Youth Soccer Organization) in the local telephone directory.

APPENDIX B

FAMILY RESOURCE CENTERS (FRC) OF LOS ANGELES COUNTY

Carolyn Kordich Family Resource Center

Contact: Jean Hansen
(310) 325-7288
1135 W. 257th Street
Harbor City, CA 90710
Email: ckfrc@worldnet.att.net

Areas served

Harbor City
Harbor Gateway
Lomita
San Pedro
Wilmington
Carson

Harbor Regional Center: The Resource Center

Contact: Liz Spencer
(310) 258-4099
21231 Hawthorne Boulevard
Torrance, CA 90503
Email: frc-library@hddf.com
www.harborrc.org

Hermosa Beach
Manhattan Beach
Palos Verdes
Peninsula cities
Redondo Beach
Torrance

Westside Family Resource Center

Contact: Liz Spencer
(310) 258-4099
5901 Green Valley Circle, #320
Culver City, CA 90230-6938
Email: lspencer@westsiderc.org

Beverly Hills
Brentwood
Culver City
El Segundo
Gardena
Hawthorne
Inglewood
Lawndale
Lennox
Malibu
Mar Vista
Pacific Palisades
Playa Del Rey
Santa Monica
Venice
Westchester
West Los Angeles

South West SELPA Family Resource Center

Contact: Mary Ann Clark Bob Farran
(310) 921-2252
15901 Hawthorne Blvd. Suite 400
Lawndale, CA 90260
Email: sw_frc@laco.e.edu

Areas served

Centinela Valley Union HSD
El Segundo USD
Hawthorne SD
Hermosa Beach City SD
Inglewood USD
Inglewood USD
Lawndale SD
Lennox SD
Manhattan Beach USD
Palos Verde Peninsula USD
Redondo Beach USD
Torrance USD
Wiseburn SD
Los Angeles County Office of Education
Infant/Toddler Programs

Lili Claire-UCLA Family Resource Center

Contact: Desarae Powell
(310) 794-9516
300 UCLA Medical Plaza, Suite #1200
Los Angeles, CA 90095
www.liliclairefamilyresoucecenter@mednet.ucla.edu

Patients and the families of UCLA
Hospital, Clinics and Programs
Los Angeles County Community in
collaboration with the Family Resource
Center Network of Los Angeles County

Koch/Young Family Resource Center (Frank D. Lanterman Regional Center)

Contact: Olivia Hinojosa
(213) 383-1300 x705
3303 Wilshire Boulevard, #700
Los Angeles, CA 90010
Email: olivia.hinojosa@lanterman.org
www.lanterman.org

Burbank
Central Los Angeles
Eagle Rock
Glendale
Hollywood/Wilshire
La Canada
La Crescenta
Los Feliz
Pasadena

SCLARC Family Resource Center

Paquita Vales, FRC Manager
(213) 744-8804
Martha Sánchez, FRC Coordinator (Bilingual)
(213) 744-8882

Bell Gardens
Bell
Carson
Compton

JoAnn Banks, FRC Coordinator
(213) 744-8880
Gloria Leiva, FRC Coordinator (Bilingual)
(213) 744-8878
650 West Adams Blvd., Suite 200
(Triple A Historical Building)
Los Angeles, CA 90007
Email: paquitav@sclarc.org

Areas served

Cudahy
Dominguez Hills
Downey
Firestone
Florence
Gardena
Huntington Park
Lynwood
Maywood
Paramount
San Antonio
South Central Los Angeles
Southeast Los Angeles
Southwest Los Angeles
South Gate

Loving Your Disabled Child Family Resource Center

Contact: Theresa Cooper
(323)299-2925
4528 Crenshaw Boulevard
Los Angeles, CA 90043
Email: info@lydc.org
Website: www.lydc.org

Bell Gardens
Bell
Carson
Compton
Cudahy
Dominguez Hills
Downey
Gardena
Huntington Park
Lynwood
Maywood
Paramount
San Antonio
South Central Los Angeles
Southeast Los Angeles
Southwest Los Angeles
South Gate

Family Focus Resource Center

Ann R. Bisno, Director
Caroline Sambrano, Coordinator SFV
(818) 677-2540
CA State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330-8265
Email: family.focus@csun.edu
www.csun.edu/~ffrc

Areas served

San Fernando Valley

Family Focus Resource Center

Kirsten Leonard, Coordinator
(661) 299-4572
Santa Clarita Valley
Canyon Springs Elementary School
19059 Vicci Street, #27
Canyon Country, CA 91351

Santa Clarita Valley

Families Caring for Families

Contact: Toni Gonzales
(661) 949-1746
113 W. Pillsbury Street, Suite A1
Lancaster, CA 93534
Email: fcf2001@aol.com

Antelope Valley

The Parents' Place Family Resource Center

Contact: Sona Baghdassarian
(626) 856-8861
1500 West Covina Parkway, Suite 207
West Covina, CA 91790
E-mail: empower@gte.net

Altadena
Arcadia
Azusa
Baldwin Park
City of Industry
Claremont
Covina
Diamond Bar
Duarte
El Monte
Glendora
Hacienda Heights
La Puente
La Verne
Monrovia

Pasadena
Pomona
Rowland Heights
San Dimas
Sierra Madre
South El Monte
Temple City
West Covina
Whittier

Partnership in Early Intervention Family Resource Center

Contact: Juanita Madrid
(626) 300-9171
juanita@elafr.org
1000 S. Fremont Avenue, Unit 35, Suite 6050
Alhambra, CA 91803
Whittier Office
(562) 906-1141
Email: general info@elafr.org
www.elafr.org

Alhambra
Boyle Heights
City of Commerce
City Terrace
East Los Angeles
East Pasadena
El Sereno
Highland Park
La Mirada
Lincoln Heights
Montebello
Monterey Park
Mt. Washington
Pico Rivera
Rosemead
San Gabriel
San Marino
Santa Fe Springs
South Pasadena
Temple City
Whittier

APPENDIX C

CHECKLIST FOR ADA COMPLIANCE FOR PRESCHOOL PROGRAMS

- Do policies, flyers, marketing materials, front office staff, teachers, administrators (and other parents) portray an inclusive philosophy?
- Does the staff and administration know what "inclusion" is? Are they educated on the theory and philosophy of inclusion? Do they feel comfortable talking about inclusion and issues that affect individuals with disabilities?
- Does the program (entire staff) incorporate knowledge of inclusive practices into their philosophy and daily practice?
- Does front office staff have knowledge of general inclusion principles and the ADA?
- Are issues of inclusion addressed with staff so that they develop or have a positive attitude about including children with special needs?
- Does the program conduct an individualized assessment of a child to determine what types of supports (including teacher skills) may be incorporated into the program in order to successfully include every child?
- Is the staff educated and trained so that they can make accommodations for a child with a special need?
- Is the staff well-versed in developmentally appropriate activities (and how to adapt an activity for a child with a special need)?
- Are staff provided with training opportunities to increase their knowledge about developmentally appropriate activities, inclusion and children with special needs?
- Is the curriculum flexible so that children with different skill levels may all participate?
- Do staff know how and when to tap into the resources available to them to help include the children with special needs into the child care setting?
- Does the staff/administration know where to go for additional resources or equipment that may be needed to accommodate a child (books in Braille, utensils, art project equipment); for example, lending libraries, private or public grant opportunities, local chapters of national organizations, community groups.
- Is there a process set up for teachers to ask questions to, discuss issues, and brainstorm with parents, professionals, and administration around inclusive practices?
- How are children with special needs treated in the program? Are they fully integrated into the daily activities? Do they feel like they belong?
- Does the child have needs that require a change in physical environment (access requirements)?
- Are physical barriers removed from the indoor and outdoor environment?

APPENDIX D

BEST PRACTICES: INCLUSIVE SITE SURVEY RESULTS

See PDF attachment

Site/Address/Contact	Dist.	% IEPs	Eligibilities serviced	Eligibilities Capabilities	Yrs	Training Programs	Screening/Assessment	Parent Outreach	Collaboration with Community	ADA	ECERS	NAEYC	DEC/CEC
Baldwin Park Children's Center Head Start 13529 Francisquito Ave Baldwin Park, CA Contact: Letitia Caftor													
Center for Community and Family Services Head Start 508 E Mendocino St Altadena, CA 91001 Contact: Darlene Burton	5	20-25%	<ul style="list-style-type: none"> Autism Learning disabilities Mental retardation Speech and language delays 		15	<ul style="list-style-type: none"> "Connections" project (with Sonoma State University, Pasadena Unified School District, and 3 private community preschools) Monthly staff development training On-going participation in local training through collaborations Currently participating in "Special Quest" project 	<ul style="list-style-type: none"> Monterey Skills Screening DRDP+ 	Health Advisory and Education Advisory committees have many local members (e.g., Pasadena Health Dept, WIC, Black Infant Health)	<ul style="list-style-type: none"> MOUs with 3 school districts in service area Participates in activities such as the LICA MOUs with Regional Centers Serves as a placement site for Cal State LA graduate students who are doing practicums in ECSE 	Various sites meet ADA compliance		Yes	Yes
El Monte City School District Child Development Programs 3540 North Lexington Ave El Monte, CA 91731 Contact: Olga Vasquez	1	5 sites, 10% at each	<ul style="list-style-type: none"> Autism Down's Syndrome Hearing impairments Mental retardation Speech and language delays 		39	<ul style="list-style-type: none"> Special Education Dept. trains all staff twice/year SELPA office provides training calendars and all teaching staff invited to attend Outside training opportunities also extended to staff 	<ul style="list-style-type: none"> District SLPs provide a S/L screening for all children during the first 45 days of the school year Teaching staff completes a developmental and socio-emotional screening for every child Health services screen vision and hearing Children that need further evaluations are referred to Special Ed for assessment DRDP+ (used for an on-going assessment of all children) 	<ul style="list-style-type: none"> Offer parent training on advocacy and learning more about their child's disability Attend IEPs to inform parents of available programs and services 	<ul style="list-style-type: none"> Health fairs Regional Centers Community events Registration information sent to all therapists and doctors in the school district Interagency agreement with Regional Center and Special Ed Dept Attend meetings regularly with district's preschool assessment team to recruit children with more severe disabilities 	Yes	Yes		
Children's Institute International 711 S New Hampshire Ave Los Angeles, CA 90005 21810 Normandie Ave Torrance, CA 90502 Contact: Jo Dennis	2	5%	Inclusive of all children under the age of 5	Inclusive of all children under the age of 5	16	<ul style="list-style-type: none"> Internal and external training resources 	<ul style="list-style-type: none"> DRDP Ages and Stages Assessment Achenbach Child Behavior Checklist 	<ul style="list-style-type: none"> MOU's with community agencies Participation in community resource fairs Recruitment activities with local businesses 	<ul style="list-style-type: none"> MOUs with two local regional centers Annual Special Quest training for staff 	Yes	Yes	Pending approval	?
CHIME Preschool Inclusion Program 18330 Halstead Northridge, CA 91330 Contact: Annie Cox	3	14%	<ul style="list-style-type: none"> Autism Hard of hearing Mental retardation Multiple disabilities Orthopedic impairment Speech/language impairment Visual impairment 		14	<ul style="list-style-type: none"> Collaboration and teamwork (EC and ECSE) Best practices in ECSE Ecological-based activity planning Collaborates with CSUN Child and Family Studies Center 	<ul style="list-style-type: none"> Developmental Programming for Infants and Young Children AEPS (Assessment, Evaluation, and Programming System) for Infants and Children 	Parent education groups	<ul style="list-style-type: none"> Family Focus Resource Center Attend interagency meetings at North LA County Regional Center 	Not yet, but have ramps and have served young children with wheelchairs		Yes	Yes
Family Day Care Providers Network [Multiple sites] Contact: Vickie Koprenske		40% of network	<ul style="list-style-type: none"> Primarily language related 	<ul style="list-style-type: none"> Autism Down's Syndrome Sturge-Weber Syndrome 	5	<ul style="list-style-type: none"> Monthly classes and on-site technical assistance for providers PITC training through West Ed UC Davis for credit classes: curriculum and lesson planning, best practices 	<ul style="list-style-type: none"> Gesell Revised Developmental Schedules DRDP (Desired Results Developmental Profiles) 	<ul style="list-style-type: none"> Established advisory board (parents and family child care providers) for outreach planning Parent conferences Publicize community events to parents 	<ul style="list-style-type: none"> Developed Community Resource Binder for referrals Network Coordinator, home visitors, and Outreach Coordinator provide additional services 	Most of the provider homes are not	FDCRS are used to assess quality in the network		
Hillgrove Children's Center Head Start 1234 Valencia Hacienda Heights, CA Contact: Maria Nila													
Hope Street Family Center California Hospital Medical Center 1401 South Grand Los Angeles, CA 90015 Contact: Vickie Kropenske	1	28%	<ul style="list-style-type: none"> Autism Cerebral Palsy Down's Syndrome Global developmental delays Speech and language delays 	<ul style="list-style-type: none"> Visual impairment Chromosomal abnormalities Failure-to-thrive Cardiac disease Renal disease 	10	<ul style="list-style-type: none"> Formal in-service presentations Weekly conference discussions Individual supervision Attendance at off-site conferences and workshops Staff training through contracts with West Ed and Creative Curriculum 	<ul style="list-style-type: none"> Gesell Revised Developmental Schedules to assess development of all children w/in 45 days of enrollment and on an annual basis thereafter, unless more frequent assessment is indicated DRDP+ to monitor children's progress 	<ul style="list-style-type: none"> Elected Policy Council Parenting classes Monthly parent meetings Quart. parent-teacher conf. Mommy and me classes Monthly home visits Outreach coordinator employed at center 	MOU and 10 yr history of collaboration with: <ul style="list-style-type: none"> Frank D. Lanterman Regional Center South Central Regional Center LAUSD, Division of Special Education, Infant and Preschool Support Services Health care, nutrition, and mental health providers 	Yes	Yes		

Site/Address/Contact	Dist.	% IEPs	Eligibilities serviced	Eligibilities Capabilities	Yrs	Training Programs	Screening/Assessment	Parent Outreach	Collaboration with Community	ADA	ECERS	NAEYC	DEC/CEC
The Jefferey Foundation 5470 W Washington Blvd Los Angeles, CA 90016 Contact: Roxy Ortiz	2	27% (0–5 yrs)	<ul style="list-style-type: none"> Special needs Regional Center referred children 	Site has openings available for an additional 24–28 preschoolers	14 (this site)	<ul style="list-style-type: none"> Training by Master Teachers in Special Ed LAUSD workshops on special needs children Workshops on special needs conducted for agencies 	<ul style="list-style-type: none"> Assessments, Evaluations and Programming Systems (AEPS) Birth-3 assessment tools 	<ul style="list-style-type: none"> Has a parenting center located across the street Offers in-depth parent/child interaction with staff and parent mentors Newsletter and parent literacy program with library and ESL classes Offers “parenting the special needs child” weekly classes Other outreach venues: advocacy meetings, conferences, community fairs, forums, regional centers, workshops 	<ul style="list-style-type: none"> Networks with over 20 other agencies New collaborative ventures are in the works 	Yes	Yes	Yes	No
Mountain View Head Start 3320 Gilman Road El Monte, CA Contact: Alma Gonzalez													
Plaza De La Raza Head Start 6620 Telegraph Rd Commerce, CA 90040 Contact: Claudia Huevo (323) 727-6555 x144	1	10%	<ul style="list-style-type: none"> Autism Developmental delays Speech and language delays 	<ul style="list-style-type: none"> Autism Developmental delays Physical impairments Speech and language delays 	25+	<ul style="list-style-type: none"> Staff development by presenters within the field of special education 	<ul style="list-style-type: none"> Screenings completed by teaching staff Assessments: Children referred to school districts, SELPAS, Regional Centers for further assessment 	<ul style="list-style-type: none"> Mail information (e.g., flyers, letters) Door-to-door recruitment 	<ul style="list-style-type: none"> MOU with: <ul style="list-style-type: none"> School district SELPA Regional Centers 	Yes; 98% of sites are compliant			
Ramona Head Start 14616 Dinard Avenue Norwalk, CA 90650 Contact: Gerardo Zelada/Trina Lee	4	14%	<ul style="list-style-type: none"> Autism Deaf and hard of hearing Disruptive behavior disorder Mental retardation Orthopedically impaired (children with amputations, prosthetics) Speech and language disorders Visual impairments 	<ul style="list-style-type: none"> Down's Syndrome Rett's Syndrome Facial deformities AIDS Traumatic brain injury Spina bifida Other medical illness (e.g., cancer) 	30 yrs (non-severe); 9 yrs (more involved needs)	<ul style="list-style-type: none"> Contract with Institute for Applied Behavioral Analysis (modifying behaviors, positive reinforcement) DRDP+ training Annual staff training on referral processes (e.g., for child's academic, speech, behavior needs) School District/Special Ed in-service training Annual speech and language disorders teacher training Mental health training by clinical school psychologist Training also made available to staff depending on child's special needs 	<ul style="list-style-type: none"> Initial speech, hearing, vision screening ESI (Early Screening Instrument Revised) used for academic, speech, language, fine, gross and problem solving skills DRDP+ used as on-going assessment tool Children who need further specialized assessment referred to Guidance Team for special ed and related services Evaluations/assessments completed by licensed or certified personnel and shared with guidance and IEP team per parent approval Playgroup setting used during enrollment process for specialists to observe and interact with child and screen for delays and concerns 	<ul style="list-style-type: none"> Mass mailing in March–April to selected agencies on recruitment list Neighborhood walks to distribute flyers to private homes, stores, public facilities Follow-up phone calls completed in May–June to Norwalk-La Mirada Unified School District, Regional Ctrs Bi monthly meeting with preschool intake staff for Norwalk La Mirada USD to be informed of any incoming pre-school age children with special needs Staff encouraged to attend Community Advisory Committee held at local SELPA 	<ul style="list-style-type: none"> Local School Districts Regional Centers Gallagher Pediatric Therapy for occupational therapy needs 	Yes			
Villa Parke Head Start Pasadena School District 363 East Villa Pasadena, CA 91101 Contact: Linda Klein	Refused to participate												
Westside Children's Center 12120 Wagner St Culver City, CA 90230 Contact: Richard Cohens	2	10–15%	<ul style="list-style-type: none"> Speech and language disorders Behavior issues/personal and social skills Sensory disorders Regulatory disorders General development and global delays 	<ul style="list-style-type: none"> Some physical/medical issues (asthma, hearing, visual impairment) Attention deficit disorders 	6–7	<ul style="list-style-type: none"> College level courses and in-house professional development seminars (PICS program, Sensory Integration) Child Development Specialist (MA level) and staff train and support each teacher Staff nurse and UCLA pediatric interns provide training and consultation 	<ul style="list-style-type: none"> Initial teacher screening using the DRDP Ages and Stages (ASQ) used when special needs are suspected 	<ul style="list-style-type: none"> R&Rs (Crystal Stairs, Connections for Children) Community Fairs Chamber of Commerce, presentations at local schools Neighborhood newsletter 	<ul style="list-style-type: none"> Child Development Specialist, teachers, and administration staff attend networking events in the local community and maintain relationships with other social service agencies Disseminate information to other community organizations regarding relevant seminars and symposiums taking place at the agency 	Yes	Yes	Yes	Yes

APPENDIX E

FAQS ABOUT INCLUSION

Question 1: Do I have to accept every child who applies to my program, regardless of ability level? How do I make the decision?

Answer: The Americans with Disabilities Act (ADA) requires that providers not discriminate against persons simply because they have disabilities. Instead, providers are to make a case-by-case assessment of what the person with the disability requires to be fully integrated into the program. Once they know what is needed, they must assess whether reasonable accommodations can be made to allow this to happen. This includes an assessment of the types of services and accommodations the center can provide given all of the resources that are available to the program including, but not limited to, staffing, available grants, lending libraries, the resources of the umbrella organization, other resources available in the community, etc.

Situations under which care can be refused are very limited. They include situations in which a child poses a direct threat—a substantial risk of harm to others (which must be documented by objective scientific or medical data) or where the accommodations needed would not be reasonable for the program to provide.

Question 2: Can I charge families of children with special needs more to cover the cost of additional staff, additional materials, site renovations, additional staff training, and other extra costs?

Answer: No, programs may not charge the parents of children with disabilities more for providing reasonable accommodations. When an accommodation is above and beyond a reasonable accommodation, an additional fee may be imposed, but a legal consultation should be made with someone knowledgeable about ADA laws.

Programs are free to raise their fees to all families, use tax credits or deductions available from the IRS, or seek resources (e.g., private or public grants, lending libraries, donations of time or resources from other organizations, free training, etc.) from outside their programs. Programs may charge parents for the cost of providing additional, non-child care services, such as physical therapy, occupational therapy and the like. Keep in mind that in many instances, the reasonable accommodations that are necessary are not very costly and/or in the case of improving ratios, could benefit all the children in care.

Question 3: What other funds are available to cover these costs?

Answer: Providers are able to apply for grants to make site renovations, or modifications or changes

to their program. Although there are no specific public funds that cover these additional costs, there may be materials available to providers through Resource and Referral lending libraries, as well as other community agencies.

Question 4: What resources are available for staff training? How much will it cost?

Answer: LAUP will offer a variety of training options. In addition, there are many opportunities for staff to receive free training through agencies like the Los Angeles County Office of Education, Regional Center, the Los Angeles Unified School District, the Special Needs Advisory Project, and through local chapters of national organizations (e.g., American Lung Association, American Diabetes Foundation, American Heart Association, the Los Angeles County Department of Public Health, etc.). These opportunities for training are typically free of charge but may have associated minimal costs.

Question 5: How do I assure the parents of typically developing children that it is to their children's benefit to have children with special needs in the program? Specifically, how do I address the concern that the typically developing children will lose out because teachers must spend extra time and attention with the children that have special needs?

Answer: Parents of typically developing children can be assured that inclusion presents an opportunity for their children to become sensitive to, respectful, and accepting of individual differences, while decreasing prejudices, myths and fears. These experiences can have lasting positive impacts on everyone involved.¹⁶

Parents can also be informed that at an early age, children become aware of differences and similarities between themselves and their peers. By playing together, they can develop a sense that everyone, regardless of ability or disability, has an important contribution. In addition, children benefit from an environment where emphasis is placed on being responsive to individual strengths and needs.¹⁷

Question 6: Will the typically developing children in my program "catch" bad behaviors from the children with special needs, or will their development regress?

Answer: Typically developing children have similar as well as different needs than those of children with special needs, but all children develop at their own pace. There is no need to believe that typically developing children will "catch" bad behaviors from other children if the expectations from providers are consistent. In addition, providing positive behavior support will assist any child in preventing him/her from engaging in inappropriate behaviors.

16. CCLC publication: *Child Care and the ADA, Highlights for Parents of Typically-Developing Children*, p. 5.

17. *Child Care plus+*, 2000.

Question 7: How can I include a child with a significant physical, emotional, cognitive, or behavioral differences in my program without changing the character of the program?

Answer: It is difficult to anticipate what types of accommodations or modifications a program may need to make to include a particular child with a physical, behavioral, emotional, cognitive, or other disability. Most of the time, the accommodations or modifications that are needed are just slightly different ways to do the things that are already done to meet the needs of young children. Inclusion simply means that children's individual needs, regardless of whether or not they have a disability, are met through appropriate practices and high-quality care and education.¹⁸

Question 8: How should I handle complaints from other parents about the behavior or mere presence of a child with special needs?

Answer: It is often helpful for providers to develop a program philosophy that reflects their commitment to inclusion, a practice that can help handle such complaints from parents. This philosophy will help guide what providers do on a daily basis and is reflected in the way that providers talk to and about children, and how they talk to parents as well.

Additionally, it is important to keep in mind that information about a child's disability is confidential and should not be shared with others, unless you have consent from the parents of the child with the disability. When addressing complaints, it is important that providers focus on the issue at hand and not the child.

Question 9: Should I include a child with special needs in his/her chronological age group, or in the group where he/she "fits" developmentally? How do I explain the decision to parents?

Answer: Child development guidelines state that children should be included in groups of similar chronological age rather than developmental age. Children learn from one another and there are some things that adults just cannot teach young children as well as they can teach each other.¹⁹

These decisions can also be explained to parents by sharing the program's principles of inclusion and by emphasizing that inclusion is a beneficial opportunity that can teach children that everyone, regardless of ability or disability, has an important contribution.

Additionally, mixed age grouping is another option that provides children with both chronological and developmental peers that providers may choose to explore.

18. *Child Care plus+*, 2000.

19. *Child Care plus+*, 2000.

Question 10: What can I do if the parents of the other children want me to disenroll a child with a disability or special need even though I feel the child is doing fine?

Answer: The ADA prohibits providers from disenrolling (i.e., discriminating against) a child with a disability on the basis of that disability. Parents have a right to disenroll their own child if they feel that a program is not meeting the needs of the family and/or child. To further address this issue, LAUP will provide opportunities for parent education that will include discussions of the benefits to all children in inclusive child care settings.

Question 11: How should I go about preparing staff and parents for the inclusion of children with special needs?

Answer: Because LAUP is committed to including children with special needs, all programs should take some time to discuss personal attitudes and beliefs with parents and staff. Attitudes about inclusion are directly related to the ability to confidently care for children with disabilities.²⁰

Most child care providers have a mix of positive and negative ideas about inclusion. Since beliefs and attitudes are constantly evolving and being refined, LAUP will provide training and support to effectively service children with disabilities.

Question 12: Can I be sued for not accepting a child whom I do not feel I can serve, or if I ask a child with special needs to leave?

Answer: As a public accommodation, child care programs must comply with the federal and state disability laws. If a program does not comply with these laws they may be held liable in a court of law. Parents who believe their or their child's rights have been violated under the ADA (i.e., that they have been discriminated against solely based on their or their child's disability), may file a complaint with the U.S. Department of Justice, may ask for mediation, or may hire their own private attorney to bring a legal action against the child care program. For violations under California's Unruh Civil Rights law (California's anti-discrimination law), a parent may file a complaint with the Department of Fair Employment and Housing or hire a private attorney.

There are many things a provider can do to avoid being placed in this position. A provider must objectively evaluate a child's needs on an individual basis and cannot just assume that a child's needs are too severe, or use stereotypes in evaluating the child's needs.²¹ Instead, providers should learn about the child's needs by talking with her parents and other persons that know the child. Open, honest, and respectful communication between the program and the family can prove to avoid

20. *Child Care plus+*, 2000.

21. *U.S. Dept of Justice*, 1997, pg.4.

many misunderstandings and possible lawsuits. Once a provider objectively evaluates the child's needs, it can be determined if the provider can meet the child's needs without fundamentally altering the program.

Question 13: What kinds of special needs am I most likely to encounter? How can I learn about them? Should I try to learn about the whole range of special needs up front, or should I wait until a child with a specific issue comes to me and then learn about that special situation?

Answer: It is unreasonable for a provider to learn about every disability and the entire range of special needs. However, it is a reasonable expectation to learn about typical development. When a provider has knowledge of typical development they are more likely to be able to identify atypical development. Once a provider is able to identify a child's individual need they are able to focus on making appropriate accommodations.

According to a Los Angeles County Special Needs Advisory Project survey taken during the last quarter of 2003, the top three disabilities and special needs that child care providers experienced caring for within the past two years were:

- Behavioral/emotional concerns 1,077 (or 46%)
- Health/medical 1,074 (or 46%)
- Communication/speech/language 1,013 (or 43%)

LAUP will offer training and support on general inclusion issues and make available resources on specific issues of disability.

Question 14: Do all preschools have to provide services to all/any children with disabilities?

Answer: Yes, almost all child care providers, regardless of size or number of employees, must comply with public accommodations (Title III) of the ADA. The exception is child care centers that are actually run by religious entities such as churches, mosques, or synagogues. Activities controlled by religious organizations are not covered by Title III. Private child care centers that are operating on the premises of a religious organization, however, are generally not exempt from Title III.²²

Question 15: What if I am not trained to care for a child with disabilities?

Answer: The ability to care for a child with disabilities is based on strong knowledge of child development and strategies for individualizing care. Most of the time, the skills are based on different ways to do the things that are already required to meet the needs of young children. If a child has a

²² U.S. Dept. of Justice, 1997, pg. 1.

need that is unfamiliar, the child's parent is usually a great source for "how to's" or can identify someone who can help.²³ Currently, providers located in Los Angeles can receive free training and technical assistance through the Special Needs Advisory Project.

Question 16: What if the child needs a one-to-one aide and the preschool cannot afford it?

Answer: If a child needs continual one-to-one care, and the program is designed for group care and does not have the resources to hire an assistant, this may qualify as a fundamental alteration to the program. However, a provider must first explore other alternatives before denying the child admission. For example, are there alternative funding sources that could pay for the aide? If so, this is a reasonable alternative that a provider can pursue, prohibiting the provider from excluding the child from the program.²⁴

If the child needs only occasional one-on-one care, the child cannot be excluded for this reason since most children require some individualized attention. To deny admission to a child with this special need, the provider would have to prove that integrating the child would fundamentally alter the program.

Question 17: What if the child is a danger to him/herself or others?

Answer: If a child is a direct threat to the health or safety of the children or staff and there are no reasonable ways of eliminating the threat through changes in policy, practices, procedures, equipment, or services, then a provider may decide that the fit is not a good match for the child and the program.

If a provider believes that a child's disability poses a direct threat to others, the provider will need to have evidence based on scientific or medical data for that belief before making the decision to exclude the child from their program.

Question 18: What if we do not have enough staff to care for a child that needs more attention (or has behavioral problems)?

Answer: The first thing a provider should do is try to work with the parents to see if there are reasonable ways of addressing behavioral problems. For example, the child may need extra naps, "time out," or changes in diet or medication. If it has been determined that a child requires additional staff, providers must look at their program design to evaluate whether it is possible to include the child. If the program is designed for group care and does not have the resources to hire an assistant,

23. *Child Care plus+*, 2000.

24. *Public Counsel*, 2004, pg. 11.

this may qualify as a fundamental alteration that allows the provider to exclude the child from the program.

When it comes to determinations of direct threat, providers are required to conduct an individual assessment of the degree of risk posed by the child's condition that considers the particular activity and actual abilities and disabilities of the individual.²⁵ These determinations need to be based on objective medical information—providers must avoid basing a decision on guesses or on stereotypes of certain conditions.

The ADA does not require providers to take any action that would pose a direct threat—a substantial risk of serious harm—to the health or safety of others. Providers should not make assumptions, however, about how a child with a disability is likely to behave based on their past experiences with other children with disabilities. Each situation must be considered individually

Question 19: What if my staff does not want to do diaper changes with preschool children or we do not have a place to do diaper changes? Can I charge more for this service?

Answer: Centers that provide personal services such as diapering and toileting assistance for younger children must reasonably modify their policies and provide diapering services for older children who need it due to a disability. Providers that do not have a diapering area would have to examine if making such an accommodation would be unduly burdensome or represent a significant expense. Providers cannot charge a family of a child with special needs an additional fee for providing these services.

Providers that do not normally diaper children of any age who are not toilet trained, may still have to help older children who need diapering or toileting assistance due to a disability. To determine if it is a reasonable modification to provide diapering for an older child because of a disability when the provider does not normally provide diapering services, the provider should consider factors including, but not limited to: (1) whether other non-disabled children are young enough to need intermittent toileting assistance (for instance, when they have accidents); (2) whether providing toileting assistance or diapering on a regular basis would require a child care provider to leave other children unattended; and (3) whether the center would have to purchase diapering tables or other equipment.²⁶

Centers must also keep in mind health and safety and California licensing regulations when making the determination of whether they can provide diaper changes or a diapering area for a child with a disability.

25. U.S. Dept. of Justice, 1997.

26. *Ibid.*, p. 6.

If the program never provides toileting assistance to any child, however, then such a personal service would not be required for a child with a disability. Keep in mind that even in these circumstances, the child could not be excluded from the program because he or she was not toilet trained if the center can make other arrangements, such as having a parent or personal assistant come and do the diapering.²⁷

This document is intended to provide general information about the topic covered and does not render legal advice. If you need legal advice, you should seek the services of an attorney or legal center.

²⁷ U.S. Dept. of Justice, 1997, pg. 6.

APPENDIX F
INCLUSIVE SITE APPLICATION



INTRODUCTION: LAUP INCLUSIVE CENTER APPLICATION

This application form is for preschool centers that are interested in becoming a Los Angeles Universal Preschool (LAUP) Inclusive Center. During its first year of operation, LAUP will fund five inclusive preschool centers, one per Supervisor's district, that integrate 3-and 4-year old children with and without special needs in their preschool programs. Selected centers will model inclusion best practices by offering the support, accommodations, and modifications needed to ensure the full and active participation of all children in their communities and serve as demonstration sites for other LAUP preschool providers.

Los Angeles Universal Preschool (LAUP) is committed to supporting the early learning and development of preschool-age children throughout Los Angeles County, including children with special needs. Although all LAUP programs are expected to fully comply with the requirements of the Americans with Disabilities Act, this funding opportunity is part of an additional effort to increase awareness among LAUP preschool providers about inclusive preschool practices and benefits.

Who is eligible to apply?

Licensed providers who have served children with disabilities and special needs and can meet the following criteria are eligible to complete and submit this application. To be eligible, your center must be licensed and must meet the following requirements:

- £ EITHER your center currently offers an inclusive preschool program for 3-and 4-year-olds that combines typically and atypically developing children,
- £ OR your center currently offers a program that combines typically and atypically developing children from other age-groups and has the capacity to offer an inclusive preschool classroom for 3-and 4-year-old children.

AND

£ Your center meets ALL of the Baseline Criteria listed on pages 6-7. (Note: the Baseline Criteria specify LAUP's definition of an inclusive center and other LAUP quality requirements.)

What will be required of LAUP Inclusive Centers?

LAUP Inclusive Centers will be required to:

- § Offer a preschool program for three-and four-year olds
- § Host a maximum of two open-house sessions per month to offer other LAUP preschool providers an opportunity to observe inclusion best practices and techniques
- § Conduct a quarterly training for LAUP preschool providers on relevant inclusive early education topics.

LAUP will work closely with the selected Inclusive Centers to support and facilitate these contractual requirements. Note: funding will only be offered only for four-year-old children enrolled in the program.

How does the LAUP Inclusive Center application affect other submitted LAUP applications?

If you have applied for other LAUP funding opportunities, submitting this application will not affect the evaluation of your other applications. If you are selected as a LAUP Inclusive Center, however, you will be asked to choose only one LAUP funding opportunity.

HOW TO APPLY: LAUP INCLUSIVE CENTERS

STEP 1



ORIENTATION

Application orientations will be held between **January 12 and January 21, 2005**. Review the entire application, including the accompanying Frequently Asked Questions (FAQ) document, and decide whether you want to apply. We highly recommend that you attend an orientation session before submitting your application.

STEP 2



APPLICATION

The completed application is due **February 14, 2005**.

Fill out the LAUP Inclusive Center Application completely; you may refer to the Application Checklist (see p. 14) to be sure your application is complete. You may submit your application through the mail (must be postmarked by February 14, 2005).

Note: Late or incomplete applications will not be considered for a site visit.

STEP 3



SITE VISIT

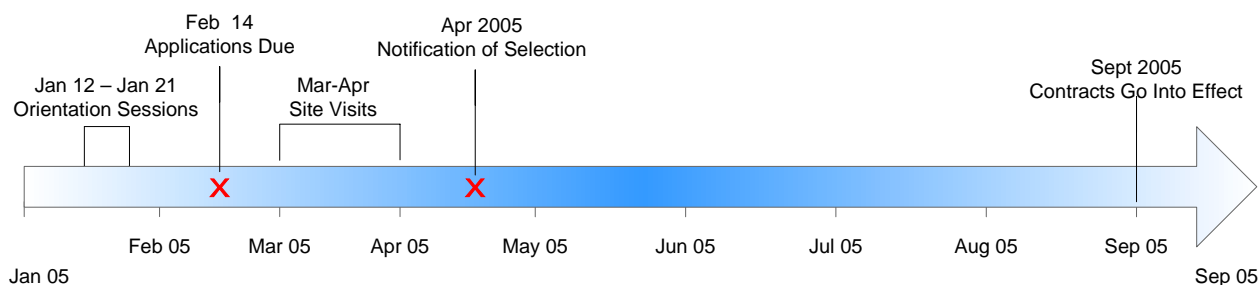
An independent panel of inclusion specialists will review applications submitted and will identify the top applications in each supervisorial district. You will be notified whether your center was selected as a top applicant or not. Selected centers will receive a site visit in either **March or April 2005** (you will receive more detailed information regarding site visit preparations if your center is chosen). You may be asked to provide additional documents to support your application at this time.

STEP 4



INCLUSIVE CENTER CONTRACT

Contracts and funding will be based upon the site visit results. Centers will be notified of their selection as soon as possible. Contracts will extend for nine-months, from September 2005 through June 2006. Awards will be distributed in **September 2005** to a total of five centers (one per supervisorial district).





APPLICATION INSTRUCTIONS

This package contains the forms and instructions for the LAUP Inclusive Center Application. This application must be completed fully. Refer to the Frequently Asked Questions (FAQs) document for additional information.

Part I: Baseline Criteria

Your application must be able to meet the *Baseline Criteria* listed on pages 6-7 to be considered for a site visit. Please be sure to check off each box that corresponds to each baseline item. Do not apply if you do not meet these baseline criteria. Only centers that can meet the baseline criteria will move forward in the application process. If you are unclear about any of the listed criteria, refer to the corresponding FAQ item for more information.

Part II: Description of Program

A description that addresses the topics listed in this section is needed for every center that applies for LAUP Inclusive Center funding. Use the headings on page 8 to clearly identify your responses and limit your answers to the number of pages indicated under each topic.

Part III: Applicant Information

Enter the corresponding information in this section. **If you are applying for funding for more than one center, complete a separate application packet for each center.** Attach a copy of your center's license to the completed application. Photocopy pages 11-12 and attach if you are applying for more than one classroom at your center.

Part IV: Program Assurances

Applicants must agree to each of the program assurances listed on page 13. Check each of the boxes listed, sign and date.

Application Orientations

We highly recommend that you attend one of the LAUP Inclusive Center Application Orientation Sessions that will be offered. For detailed dates and locations, please visit www.laup.net or call (866) 581-LAUP.

Application Due Date and Mailing Instructions

LAUP Inclusive Center Applications must be completed in full and submitted **no later than February 14, 2005**. Applications must be submitted by mail and postmarked by the due date. Make a copy of your application for your own records before you send it to LAUP. Please send all forms together in one application packet. Send applications to:

LAUP Inclusive Center Application
P.O. Box 2428
Culver City, CA 90231-2428

LAUP will notify you when your application has been received.



Incomplete or Late Applications

Incomplete or late applications will not be processed. Due to limited resources, we cannot allow for any resubmissions. You will receive a notice if your application was considered incomplete or late.

Application Review

Once LAUP receives your complete application, it will be reviewed by an independent panel of inclusion specialists. Each application will be assigned an identification number and will be reviewed anonymously to eliminate any potential bias. A scoring rubric will be used to evaluate applications.

Inclusive Site Visits

The top applicants in each supervisorial district will receive a visit from a review team before one finalist in each district is selected. You will be notified beforehand if your center is selected for a site visit. LAUP will request more documentation during this review. A total of five centers, one per supervisorial district, will be offered LAUP Inclusive Center contracts beginning in September 2005.

Funding

LAUP will fund centers to provide a 3.5-hour preschool program. The reimbursement rates will be calculated according to the following criteria:

- 1) Number of classes of eligible children served (a maximum of two classes per center will be funded)
- 2) Number of 4 year-old children in each class
- 3) Number of 4 year-old children with IEPs in each class
- 4) Type of diagnosed disability (moderate or severe)
- 5) Any public funding the program currently receives for a child
- 6) The Star Quality Rating of the program as determined by LAUP (see pg. 7 for star rating criteria)

Funding Rates

The full reimbursement rates for the LAUP program will be paid monthly based on the following rates. These are base rates for children in unsubsidized programs and will be adjusted according to the criteria outlined above. Rates for children with special needs will be adjusted according to whether the disability is categorized as moderate or severe. Child development programs that currently serve low-income four-year-old children with state and/or federal funding will be eligible to receive "enhancement funding" from LAUP.

LAUP 3.5 Hours Preschool Per-Child Rates						
LAUP Rating Scale	Typically Developing Child		Moderate Disability		Severe Disability	
	School Year Rate	Daily Rate	School Year Rate	Daily Rate	School Year Rate	Daily Rate
3 Star	\$3960	\$22.00	\$4752	\$26.40	\$5940	\$33.00
4 Star	\$4290	\$23.83	\$5148	\$28.60	\$6435	\$35.75
5 Star	\$4950	\$27.50	\$5940	\$33.00	\$7425	\$41.25



2005 Inclusive Center Application

LAUP 2005 Inclusive Center Application



PART I: BASELINE CRITERIA

Name of Agency: _____

Name of Center (if different): _____

Your center must fit one of the following categories. Please check the box that best describes your center:

- Your center currently offers an inclusive preschool program for 3-and 4-year-olds that combines typically and atypically developing children.
- Your center currently offers a program that combines typically and atypically developing children from other age-groups and has the capacity to offer an inclusive preschool classroom for 3-and 4-year-old children.

Your center must also be able to meet the following baseline criteria to qualify as an LAUP Inclusive Center. Please check each box below if your center is currently able to meet the listed baseline criteria:

1. Your center identifies learning problems and helps children and their families at the earliest moment. (FAQ 9)
2. Your center employs personnel that are well-trained and supported in issues of typical and atypical development. (FAQ 10)
3. Your center partners with other resources in the special needs community. (FAQ 11)
4. Your center welcomes families from various cultures. (FAQ 12)
5. Your center complies with all applicable legal disability requirements. (FAQ 13)
6. Your center must demonstrate financial responsibility and ability to account for grant funds. (FAQ 14)
7. Your center must be in substantial compliance with State Licensing. (FAQ 15-16)
8. Your center must carry liability insurance in the minimum amount of \$1 million per incident. (FAQ 17)

Please check each box below if your center will be able to meet the listed baseline criteria by September 2005:

1. Your center can offer at least one preschool classroom that will enroll a minimum of 10% of children with IEPs. (FAQ 18)
2. Your organization must have a Program Director or a Site Director holding at least the following qualifications: (FAQ 19)

	Program Director	Site Director (or Site Supervisor)
Desired Criteria	BA with 24 ECE/CD units including: core courses; 6 administration units; 2 adult supervision units. Plus: Site Supervisor status and one program year of Site Supervisor experience	AA (or 60 units) with 24 ECE/CD units including: core courses; 16 GE units; 6 administration units; 2 adult supervision units. Plus: 350 days of 3+ hours per day within 4 years including at least 100 days of supervising adults
Alternative Criteria	Hold a Program Director Permit (or equivalent permit from the previous Children's Center permit matrix)	Hold a Site Supervisor Permit (or equivalent permit from the previous Children's Center permit matrix)



3. £ Each existing inclusive preschool classroom must meet a minimum score of 4 in each subscale of the Early Childhood Environmental Rating Scale (ECERS) at the time of the site visit. (FAQ 20)
4. £ Each class must follow all state and federal employment laws. (FAQ 21)
5. £ Each class must present the following curriculum-related documentation: (FAQ 22-23)
 - a. A written curriculum statement with a rationale for the program's goals
 - b. A formal daily schedule (posted)
 - c. A sample of recent activity plans
6. £ Your center must have a parent partnership program. (FAQ 24)
7. £ Each class must provide 3.5 hours of preschool experience, unless children in the class are funded under Title 5 or Head Start, or have an IEP that mandates otherwise. In those cases, the class may provide 3.0 hours of preschool education for Title 5-funded children, 4.0 hours of preschool education for Head Start-funded children, or the number of preschool hours indicated by the IEP. (FAQ 25)
8. £ Each class must meet the additional LAUP curricula criteria (outlined in FAQ 26) and each class must perform an ongoing assessment of children's developmental progress. (FAQ 27)
9. £ **Each class must meet all of the components of one of the Star Quality Ratings shown in the table below for group size, adult/child ratio, and teacher qualifications.** (Note: Although applicants can count three- and four-year-olds toward the minimum and maximum enrollment requirements indicated below, **centers will only receive funding for eligible four-year-olds enrolled per classroom.** Eligible children are Los Angeles County residents who have their fourth birthday on or before December 2 of the school year in which they are enrolled in a LAUP program.) (FAQ 28)

Component	3-Star Rating	4-Star Rating	5-Star Rating
Minimum # total children per classroom	15	15	15
Maximum # total children per classroom	24	24	20
Adult:child ratio	1 adult : Maximum 8 children	1 adult : Maximum 8 children	1 adult : Maximum 10 children
Lead Teacher Qualifications	Hold/qualify for a Child Development Teacher Permit ¹	Hold/qualify for a Child Development Master Teacher Permit ¹ OR Has completed an AA in Child Development or AA with minimum of 24 ECE units including core courses listed under the Child Development Permit Matrix	Hold a BA degree in ECE or BA/BS with a minimum of 24 ECE units including core courses listed under the Child Development Permit Matrix and at least 1 year teaching experience with preschool age group
Assistant / Aide(s) Qualifications	Hold/qualify for a Child Development Assistant Permit ¹ (minimum), except when there are more than 18 children, then at least one assistant must have 12 units of ECE or ECSE	Hold/qualify for a Child Development Associate Teacher Permit ¹	Hold/qualify for a Child Development Teacher Permit ¹

¹ Please refer to FAQ 29 for Child Development Permit qualifications

PART II: DESCRIPTION OF PROGRAM

Name of Agency: _____

Name of Center (if different): _____

A description that addresses the topics listed in this section is needed for every center that completes an LAUP Inclusive Center Application. Please clearly label your responses to each question (separate pages may be used).

Program Philosophy

Provide an overview of your program's philosophy and explain how this supports the inclusion of children with special needs in your preschool program. **Please limit your answer to one page.**

Classroom Practices

Describe what specific program practices you use to include children with disabilities and special needs in preschool classrooms. In your answer, please indicate specific strategies you have used to address the needs of individual children. **Please limit your answer to two pages.**

Personnel and Training

List the expertise and professional backgrounds of specialized staff that your preschool program has access to and describe how your program has acquired access to these additional experts. **Please limit your response to two pages.** Your answer should also comment on the following:

- § Training related to working with children with disabilities that current staff has received and sources of program trainings offered
- § Methods used by program to identify and address staff development needs

Cultural Competence

Discuss what training or experience your program has had in regard to developing culturally responsive practices when serving children with special needs and their families. **Please limit your answer to one page.** Your answer should comment on the following:

- § A description of any bilingual/bicultural support services that are offered
- § How your program has adapted to meet families' cultural needs/preferences
- § Resources that are available to support staff's cultural awareness and responsiveness

Screening and Assessment

Provide a description of your program's efforts to identify learning problems and help children and families at the earliest moment possible. **Please limit your answer to two pages.** Your answer should comment on the following:

- § Screening tools and procedures used to identify children who may have special needs
- § Program protocol and involvement during the referral process of children with special needs
- § Parent involvement in the planning and implementation of your inclusive preschool program
- § Supports and services provided to families of children with special needs in your program

Collaborative Relationships

List other community resources that your center collaborates with to provide inclusive services. Describe how you collaborate with each. **Please limit answer to one page.**



PART III: APPLICANT INFORMATION

AGENCY FORM

Complete all the requested information. An agency can be a multi-center or a single-center agency. Please print or type.

Agency Contact Information

Name of Agency:		
Total Number of Centers Applying for:		
Name of Program Director for Proposed LAUP Program:		
Business <u>Street</u> Address:		
City:	State:	Zip:
Business <u>Mailing</u> Address (if different):		
City:	State:	Zip:
Phone Number:		Fax Number:
E-mail Address:		

Contract Signatory (if different)

Person authorized to sign contract:		
Title:		
Mailing address of contract signatory:		
City:	State:	Zip:
Phone Number:		Fax Number:
E-mail Address:		



CENTER FORM

Complete a separate application form for EACH CENTER and attach a copy of the center's license.

Name of Agency:		
Name of Center (where children will attend preschool):		
Name of Site Director/ Site Supervisor:		
Center address (if different):		
City:	State:	Zip:
Phone number:		Fax number:
E-mail address:		
Supervisorial District ² :		
Total number of <u>all</u> children currently served at this center:		Total license capacity:
License number:		Effective date:
Date of last licensing inspection:		Number of years center has been licensed:
Does your center carry a minimum liability insurance of \$1 million? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Total number of <u>children with an IEP</u> currently served at this center:		
Length of time center has served children with disabilities or special needs: _____ years _____ months		
What eligibilities does your site currently serve or is capable of serving? Please check any/all that apply:		
<input type="checkbox"/> Speech/Language Impairment <input type="checkbox"/> Mental Retardation <input type="checkbox"/> Visual Impairment <input type="checkbox"/> Specific Learning Disability <input type="checkbox"/> Hearing Impairment <input type="checkbox"/> Emotional Disturbance <input type="checkbox"/> Orthopedic Impairment <input type="checkbox"/> Other health impaired <input type="checkbox"/> Traumatic Brain Injury <input type="checkbox"/> Developmentally delayed <input type="checkbox"/> Autism <input type="checkbox"/> Other: _____		
Will this center provide full-day or half-day services to four-year-old children? Please indicate the daily length of the preschool program.		
<input type="checkbox"/> Full-day; _____ hours long <input type="checkbox"/> Half-day; _____ hours long <input type="checkbox"/> Both full-day and half-day		
Has this center received funding from First 5 LA? <input type="checkbox"/> Yes <input type="checkbox"/> No		
If yes, please list the name of the program:		
Is this center (check any/all that apply):		
<input type="checkbox"/> Faith-based <input type="checkbox"/> General Child Care <input type="checkbox"/> Head Start <input type="checkbox"/> Private Non-Profit <input type="checkbox"/> Private For-Profit <input type="checkbox"/> State Preschool <input type="checkbox"/> School District <input type="checkbox"/> Other:		
Does your center meet special needs guidelines for:		
Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC) <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure		
National Association for the Education of Young Children (NAEYC) <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure		

² To find or verify your Supervisorial District please see visit www.lavote.net/district or call 1-800-481-8683.



CLASS FORM
Class ____ of ____

Name of Agency: _____

Name of Center (if different): _____

Complete a separate form for EACH CLASS (maximum of two per center). Enter estimated enrollment numbers in either the "Current" or the "Projected for September 2005" column.

							Current	Projected for 9/05
Adult to child ratio in class:								
Total number of children in class:								
Total number of children in class that have an IEP:								
Total number of three-year-olds in class:								
Total number of four-year-olds in class:								
Total number of unsubsidized four-year-olds (if any):								
Total number of subsidized four-year-olds (if any):								
	Current	Projected for 9/05		Current	Projected for 9/05		Current	Projected for 9/05
Number of Alternative Payment:			Number of CalWORKs:			Number of Head Start:		
Number of General Child Care:			Number of Other Title 5 Program:			Number of State Preschool:		
# Other (specify)								



CLASS FORM
Class ____ of ____

Name of Agency: _____

Name of Center (if different): _____

Complete this page for EACH CLASS.

Please fill out the table below by checking off the teaching qualification and filling in the years of experience that apply to each teacher, assistant, and other qualified staff who will be teaching in the LAUP classroom. There is a column for up to 3 individuals per group.

<i>Qualifications (check appropriate boxes)</i>	Teachers			Assistant Teachers			Other Qualified Staff		
	1	2	3	1	2	3	1	2	3
M.A. in ECE / CD / ECSE									
B.A. in ECE / CD / ECSE or B.A./B.S. with 24 ECE units									
A.A. in ECE / CD / ECSE or A.A. with 24 ECE units									
Master Teacher Permit (24 units in ECE / CD / ECSE; 16 General Education units; 6 specialized units; 2 adult supervision units or the equivalent)									
Teacher Permit (24 units in ECE / CD / ECSE; 16 General Education units or the equivalent)									
Associate Permit (12 Units in ECE / CD / ECSE or the equivalent)									
Assistant Teacher Permit (6 units in ECE / CD / ECSE or the equivalent)									
Other professional qualifications (please list below):									
Number of Years of Experience (enter a number)									



PART IV: PROGRAM ASSURANCES

Complete a separate form for EACH CENTER. Applicants must agree to all the program assurances, check each of the boxes, and sign below in order to complete the application.

Name of Agency: _____

Name of Center (if different): _____

I agree that:

- £ All information contained within this application, as well any documentation collected by an LAUP agent, is considered public information. This information will be included in the program's permanent file and is subject to Open Records request(s).
- £ LAUP will verify compliance with Community Care Licensing requirements. I agree to full disclosure of my licensing records to the LAUP review team and I agree to disclose and explain any pending investigation of my site.
- £ I will be paid **only** for the number of LAUP eligible four-year-old children that are enrolled and in attendance at my site.
- £ I must adhere to the maximum and minimum enrollment criteria listed below Baseline Criteria Checklist item 10 on page 7 of this application. (LAUP will allow programs a grace period to enroll additional children when enrollment falls below the minimum).
- £ I will use a designated portion of LAUP funds to either enhance compensation (including salary or benefits) or provide additional training and educational advancement for the teachers and staff assigned to each LAUP class, in accordance with collective bargaining agreements. (Amount to be specified in the contract.)
- £ Each child that is eligible for funding and enrolled in the LAUP program **must be four years old** by December 2 of the school year for which the program is offered.
- £ I will provide enrolled children with 3.5 hours of preschool experience per day (unless other funding source has a requirement between 3.0 to 4.0 hours, or an IEP specifies otherwise) for approximately 175 days.
- £ I will adhere to the curriculum standards required by LAUP.
- £ I will not discriminate in the enrollment/registration process on the basis of race, gender, nationality, or religion.
- £ No faith-based religious teachings and/or activities will be included during my LAUP program.
- £ I will provide equal opportunities to children with disabilities, as defined by the Americans with Disabilities Act and all applicable laws.
- £ I will respect each child's cultural background, language, and customs.
- £ I will place a high value on having a diverse workforce.
- £ I will support parents as leaders and partners in their children's preschool education.
- £ I will implement a parent partnership program in my center and ensure the necessary physical space to engage parents.
- £ Agency staff will attend all required LAUP orientation and trainings.
- £ I will help to test and improve the LAUP system by participating in data gathering, surveys and focus groups.
- £ All information provided in this application is true and accurate. I understand that falsifying information reported will result in automatic termination of the contract and full repayment of funds (if applicable), and puts the applicant at risk of prosecution.
- £ I have read all of these assurances and will operate my LAUP program as I have agreed above.

Authorized Signature: _____ Date: _____

Print Name: _____ Position: _____

APPLICATION CHECKLIST

This checklist is provided by LAUP to help you ensure that your application is complete. Incomplete applications will not be processed. Your completed application should include all of the following:

Part I: Baseline Criteria

- £ 1. Baseline Criteria Checklist
 - £ One of the two boxes describing your center's category is checked
 - £ All eighteen LAUP Inclusive Site Baseline Criteria are checked

Part II: Description of Program

- £ 2. A narrative description for each center that includes:
 - £ Program Philosophy
 - £ Classroom Practices
 - £ Personnel and Training
 - £ Cultural Competence
 - £ Screening and Assessment
 - £ Collaborative Relationships

Part III: Applicant Information

- £ 3. Agency Cover Sheet
- £ 4. A separate Center Form for each center
- £ 5. A copy of your center's license is attached to the application
- £ 6. A separate Class Form (p 11-12) is completed for each class (maximum two per center)

Part IV: Program Assurances

- £ 7. A signed and dated Program Assurances Form for each center (all boxes checked)



FREQUENTLY ASKED QUESTIONS GUIDE

2005 LAUP INCLUSIVE CENTER APPLICATION

This guide was developed as a supplement to the Los Angeles Universal Preschool (LAUP) Inclusive Center Application. The purpose of this document is to offer useful information and answer frequently asked questions that providers may have about applying for and operating an LAUP Inclusive Center.

Please note: this guide does NOT replace the LAUP Inclusive Center application or contract.

The information in this document was accurate at the time of publication. However, policies and circumstances may change as LAUP programs continue to evolve. For the most up-to-date information, please visit the LAUP website, www.LAUP.net, or call us toll-free at (866) 581-LAUP.

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LAUP INCLUSIVE CENTER: GOAL STATEMENT

Los Angeles Universal Preschool (LAUP) is committed to supporting the early learning and development of preschool-age children throughout Los Angeles County, including children with special needs.

Although all LAUP programs are expected to fully comply with the requirements of the Americans with Disabilities Act, LAUP will offer an additional funding opportunity through the LAUP Inclusive Center Pilot Project. **This project is part of LAUP’s efforts to increase awareness among preschool provider about inclusive preschool best-practices during LAUP’s first year of operation.**

GENERAL INFORMATION ABOUT LAUP

Q1: What is Los Angeles Universal Preschool (LAUP)?

A1: Los Angeles Universal Preschool (LAUP) is a non-profit organization, with initial funding from First 5 LA, dedicated to a single overarching goal: to provide access to a quality preschool program to every four-year old child in Los Angeles County whose parents choose to participate. By offering services in public schools, child care centers and family child care homes, by creating new preschool capacity in high-need areas, and by helping to develop a highly trained and well-educated workforce, LAUP will help prepare the children of Los Angeles County for success in school and in life.

Q2: What programs are eligible for LAUP funding: private child care centers, subsidized programs, or both?

A2: Both. Private programs can apply to offer the LAUP program in a preschool classroom and will receive LAUP’s full reimbursement rates. Subsidized programs can apply for partial LAUP “enhancement funding” to increase the quality of the existing program. Both kinds of programs must meet all of the LAUP program requirements. For details, see both “Program Requirements” and “Reimbursement Rates,” below.



Q3: Where can I get more information about LAUP?

A3: Additional information about Los Angeles Universal Preschool can be found on the Universal Preschool website at www.LAUP.net, or by calling us toll-free at (866) 581-LAUP.

Q4: Who is funding preschool in Los Angeles County?

A4: First 5 LA is the initial funder for LAUP. First 5 LA is a nonprofit organization dedicated to improving the lives of children in Los Angeles County during their first five years of life and is funded by Proposition 10, the tobacco tax initiative. First 5 LA has committed \$100 million in start-up funds and \$100 million each year over the next five years towards Universal Preschool. Additional information about First 5 LA can be found on their website at www.First5.org.

APPLICATION PROCESS

Q5: How many LAUP Inclusive Center applications can my agency submit?

A5: Please submit one application per center. There is no limit to the number of centers for which a multi-site agency can apply. During its first year of operation, LAUP will fund no more than two classrooms per LAUP Inclusive Center.

Q6: What is the application process for providers that would like to become an LAUP Inclusive Center?

A6: For a complete description of the LAUP Inclusive Center application process, please refer to page 2 of the application.

Q7: What happens if my center is chosen for a site visit?

A7: If selected for a site visit, your center will be contacted by telephone to designate a time and date for the site visit to take place. A group of site reviewers will then come to your agency to see your facility, observe your preschool program, and perform a document review. Some of the documents you will need to have prepared for your site visit are:

- § Diplomas and/or education certificates for the program director and staff
- § Financial-related documents



- § Curriculum-related documents
- § Parent handbook and participation program
- § Licensing documents
- § Proof of insurance

Site visit results will be used to designate which five LAUP Inclusive Centers will be awarded an LAUP contract. (One LAUP Inclusive Center will be selected in each Supervisor's district for a total of five).

Q8: What if my program is not selected for a site visit? May I try again?

A8: If your center is not selected this year, you may reapply for LAUP in the coming year. Check back at www.LAUP.net for the date of the next application process cycle or call us toll-free at (866) 581-LAUP.

BASELINE REQUIREMENT FOR LAUP INCLUSIVE CENTERS

Q9: How can I assess if my center “helps children and their families at the earliest moment” and satisfies this requirement?

A9: Your center meets this requirement if it has a screening procedure in place that is used to identify preschool-age children who may have a disability or special need. A detailed description of your center's screening practices and procedures is requested on page 8 of the application (refer to the section titled *Screening and Assessment*).

Q10: What are staffing requirements for LAUP Inclusive Centers?

A10: LAUP requires all centers to meet basic teacher qualifications listed in FAQ 28. However, LAUP will not establish any specific special education staffing requirements for LAUP Inclusive Centers during its first year of operation. A detailed description of your center's access to knowledgeable and specialized staff is requested on page 8 of the application (under the section titled *Personnel and Training*).

Q11: What are the legal disability requirements that are referred to in this question?

A11: LAUP programs are expected to serve children of all skill levels and to fully comply with the requirements of the Americans with Disabilities Act (ADA)



and California civil rights laws. For more information regarding your obligations under federal and state laws, please visit the ADA's website at www.ada.gov and www.dfeh.ca.gov/statutes/unruh.

Q12: How can I determine if my center is welcoming to families from different cultures?

A12: When determining whether or not your program is welcoming to families from different cultures, LAUP recommends that your program evaluate its practices in the following areas:

- § Offering bilingual and/or bicultural support services to families
- § Dedicating program resources to support staff's cultural awareness

A detailed description of your center's cultural competence is requested on page 8 of the application (under the section titled *Cultural Competence*).

Q13: What disability requirements does my center need to comply with to participate in LAUP?

A13: LAUP programs are expected to serve children of all skill levels and to fully comply with the requirements of the Americans with Disabilities Act (ADA) and California civil rights laws. For more information regarding your obligations under federal and state laws, please visit the ADA's website at www.ada.gov and www.dfeh.ca.gov/statutes/unruh.

Q14: Does my program have to show its financial records to participate?

A14: Yes. All programs must demonstrate fiscal responsibility in order to participate in LAUP. If your program is drawn in the lottery, you will be asked to provide bank statements, balance sheets, and income and expense reports during the site visit. Please collect these documents prior to your scheduled site visit in March 2005. *Funding will not be provided to any organization engaging in acts of financial misconduct concerning the operation of a facility.*

Q15: Do I need to be in compliance with state licensing requirements to participate in LAUP?



A15: Yes. Compliance with State child care licensing regulations, as determined by the Community Care Licensing Division (CCLD), as well as Federal and State education program regulations for Head Start and State Preschool, are considered in all funding decisions. Sites that are in serious non-compliance with licensing regulations will not be approved for LAUP funding. *Licensing records will be reviewed.* By applying to LAUP, applicants agree to full disclosure of all of their licensing records to LAUP. You must disclose and explain any pending investigation of your site.

Q16: How does LAUP define noncompliance with licensing regulations?

A16: Non-compliance is defined as:

- § A facility on probation; or
- § A formal compliance agreement in place; or
- § A civil penalty due to non-correction of a deficiency or injury to a child; or
- § A non-compliance conference.

Consideration will be given based on the severity and frequency of the violations.

Q17: What insurance does LAUP require?

A17: At a minimum, center-based programs must maintain general liability coverage of one million dollars per incident.

Q18: Can LAUP Inclusive Centers provide a program for four-year-olds in mixed-age classes?

A18: Yes. You may offer an inclusive LAUP program in a mixed-age settings. LAUP Inclusive Center providers must enroll a minimum of 15 three-and four-year-old children in any given classroom. A short grace period will be given in case the enrollment falls below this minimum. *Please note that LAUP will fund only the eligible four-year-old children in the class.* For more information about LAUP child enrollment guidelines, refer to the section titled *Eligible Children and Enrollment* in this guide.



Q19: What credentials does LAUP require for Program and Site Directors?

A19: LAUP Programs must have either a Program Director or Site Director who meets the following minimum criteria:

	Program Director	Site Director (or Site Supervisor)
Desired Criteria	BA with 24 ECE/CD units including: core courses; 6 administration units; 2 adult supervision units. Plus: Site Supervisor status and one program year of Site Supervisor experience	AA (or 60 units) with 24 ECE/CD units including: Core courses; 16 GE units; 6 administration units; 2 adult supervision units. Plus: 350 days of 3+ hours per day within 4 years including at least 100 days of supervising adults
Alternative Criteria	Hold a Program Director Permit (or equivalent permit from the previous Children's Center permit matrix)	Hold a Site Supervisor Permit (or equivalent permit from the previous Children's Center permit matrix)

Q20: The application mentions that my program will need a score on the Early Childhood Environmental Rating Scale (ECERS). How and when will this be administered?

A20: The ECERS will be administered during a site visit for programs selected after the application review. A trained early education expert trained will administer the ECERS at that time.

Q21: What employment laws does my program need to follow?

A21: LAUP programs must comply with all applicable federal and state laws relating to employment, including but not limited to those involving minimum wage, overtime pay, mandatory breaks and workers compensation. LAUP programs must also comply with all applicable federal and state anti-discrimination laws. If you need help determining which employment and anti-discrimination laws apply to your program, please review the following websites: www.eeoc.gov and www.dfha.ca.gov.

Q22: Will I need a curriculum for LAUP?

A22: Yes. All LAUP programs must use a curriculum that is based on valid studies of child development. The curriculum must be implemented through early childhood education practices that are developmentally



appropriate for four-year-old children of varying skills and abilities. The curriculum must meet the following criteria:

- § Addresses individual and developmental needs in the areas of language, social, emotional, cognitive, creative and physical-motor development
- § Has a daily schedule of indoor and outdoor activities and routinely integrates subject matter from social, emotional and personal skills, language and literacy, mathematics, science, social studies, health, safety, physical development, and creative expression (visual & performing arts).
- § Is responsive to cultural and language needs of families and encourages parent involvement in children's learning.
- § Promotes active engagement and interest in learning for children of all potentials, abilities and backgrounds.

Q23: Is a specific published curriculum required by LAUP?

A23: No. Programs must demonstrate that their curricula meet the above requirements set out by LAUP at the time of the site visit.

Q24: What is a “Parent Partnership Program”? What level of parent participation does LAUP expect?

A24: LAUP expects programs to place a high value on the provider/parent/child relationship. LAUP will require that programs demonstrate sincere efforts to engage parents in their children’s preschool experiences. LAUP programs must:

- § Schedule regular parent meetings
- § Provide daily communication with parents about the progress of their children
- § Connect parents to education opportunities, either on-site or through other local agencies
- § Provide verbal/written materials/information to assist parents in their efforts at home
- § Welcome parent input in all aspects of the program, including curriculum and evaluation
- § Promote shared decision-making



Q25: How many hours of instruction are required for LAUP?

A25: The LAUP program must be offered for 3.5 hours each day. Exceptions will be made for the following:

- § Head Start Programs (may offer preschool 4.0 hours per day)
- § State Preschool programs (may offer preschool 3.0 hours per day)
- § Children with Individualized Educational Plans (providers must provide the number of preschool hours as indicated by the IEP)

Q26: What curricula criteria will LAUP Inclusive Centers have to meet?

A26: The curriculum must meet the criteria defined in Q22 on page X of this guide.

Q27: What assessment strategies are required by LAUP?

A27: LAUP does not anticipate the use of standardized testing. Teachers should assess children's developmental progress using natural observations, anecdotal records, developmental checklists (e.g., Desired Results or Ages & Stages) and other appropriate instruments for the purpose of understanding the child's strengths and weaknesses. Child assessments are not to be used as the basis for "high stakes" decisions such as promotion, placement and funding. Assessment results should be available to parents and described and discussed with them.

Q28: What are the LAUP requirements for minimum and maximum group size, adult to child ratio, and teacher qualifications?

A28: By September 2005, each LAUP Inclusive Center classroom must meet all of the requirements listed in one of the three columns (3- Star Level, 4-Star Level, or 5- Star Level) below. Note: The specific group size in your program will depend on the composition of your classroom and best practice for inclusive classroom. (Refer to the section titled *Five-Star Quality Rating Scale* in this guide for more information).



2005 LAUP Inclusive Center Application
Frequently Asked Questions

Component	3- Star Level	4- Star Level	5- Star Level
Minimum number of 3- and 4-year-old children per classroom	15	15	15
Maximum number of 3- and 4-year old children per classroom	24	24	20
Adult:child ratio	1 adult : maximum 8 children	1 adult : maximum 8 children	1 adult : Maximum 10 children
Lead Teacher Qualifications	Holds/qualifies for a Child Development Teacher Permit	Holds/qualifies for a Child Development Master Teacher Permit OR Has completed an AA in Child Development or AA with minimum of 24 ECE units including core courses listed under the Child Development Permit Matrix	Holds a BA degree in ECE or BA/BS with a minimum of 24 ECE units including core courses listed under the Child Development Permit Matrix and at least 1 year teaching experience with preschool age group
Aide(s) Qualifications	Hold/qualify for a Child Development Assistant Permit (minimum), except when there are more than 18 children, then at least one assistant must have 12 units of ECE	Hold/qualify for a Child Development Associate Teacher Permit	Hold/qualify for a Child Development Teacher Permit

Q29: Where can I find the alternate Child Development Permit Matrix?

A29: The complete Child Development Permit Matrix can be found on the internet at www.childdevelopment.org/spermits.htm. The table below summarizes the Child Development Permit qualifications at each level.

Options	Assistant	Associate Teacher	Teacher	Master Teacher
Option 1	6 units of ECE or CD	12 units ECE/CD, plus: 50 days of 3+ hours per day within 2 years	24 units ECE/CD including core courses, 16 General Education units; plus 175 days of 3+ hours per day within 4 years	24 units ECE/CD including core courses, 16 GE units, 6 specialization units, 2 adult supervision units; plus: 350 days of 3+ hours per day within 4 years
Option 2	Accredited HERO program (including ROP)	Child Development Associate (CDA) Credential (must be earned in California)	AA or higher in ECE or related field with 3 units supervised field experience in ECE setting	BA or higher with 12 units of ECE, plus 3 units supervised field experience in ECE setting



ELIGIBLE CHILDREN AND ENROLLMENT

Q30: What children are eligible to enroll in LAUP Inclusive Center preschool programs?

A30: Providers may enroll 3-and 4-year old children to meet enrollment numbers. However, providers will only be reimbursed for 4-year-old children who are Los Angeles County residents and who have had their fourth birthday on or before December 2, 2005.

Q31: Is there a requirement for parents to be working? Going to school?

A31: No. There are no requirements for parents whose children participate in the LAUP 3.5 hours of preschool to work or attend school.

Some children will also qualify for LAUP-funded full-day child care services. To be eligible for this service, parents must either be working or attending school. (See the section in this guide titled *Full Day Child Care* for more information).

Q32: Can I enroll a five-year-old child in my LAUP program if he or she has not enrolled in a kindergarten program?

A32: No. Due to limited funding, LAUP will not be able to fund a child who is eligible for kindergarten (i.e. age 5 by December 2, 2005), but is not attending kindergarten.

Q33: Will children be enrolled by LAUP or by the individual provider?

A33: Providers will enroll LAUP children directly.

Q34: Will LAUP recruit children for my center or home?

A34: No. Although LAUP programs will be well publicized, LAUP will not directly recruit children for providers/facilities.

Q35: How will parents find LAUP programs in their communities?

A35: After March 2005, parents can call LAUP directly at (866) 581-LAUP to find out if a program in their area has received the first round of LAUP funding.



In future years, as the program grows, LAUP will develop relationships with the county's Child Care Resource & Referral agencies (R&R), Los Angeles County Office of Education (LACOE) and other community-based agencies to help parents identify local programs.

CONTRACTS

Q36: Will contracts cover each child, like the AP program?

A36: No. LAUP Inclusive Centers will be funded on a classroom basis and will be based on the following:

- § Number of classes of eligible four-year-old children served
- § Class size
- § Whether a child has an Individualized Educational Plan
- § Whether a child's special need is mild, moderate or severe
- § Whether a program already receives child care subsidy funding

Funding rates will also differ based on the Star Quality Level of the program (See *Five-Star Quality Rating Scale* and *Reimbursement Rates* below for more details).

Q37: How will LAUP determine funding for a mild/moderate disability or a severe disability?

A37: LAUP will use a child's Individualized Educational Plan (IEP) to determine whether the funding rate paid to the provider will be for a mild/moderate disability or a severe disability.

Q38: Will I have to maintain full enrollment in the funded classroom?

A38: Yes. LAUP providers will be expected to keep the funded LAUP spaces filled with eligible four-year-old children. A short grace period will be given if your enrollment falls below the minimum during the year.

Q39: If class size drops below 15 in my LAUP classroom during the year, will my program be able to continue?



A39: Yes. Providers are expected to maintain the minimum class size. However, LAUP will have an attendance policy that allows for the transition that occurs when a child leaves the program and a new child is enrolled. Detailed policies will be included in the LAUP contract.

Q40: What is the LAUP fiscal year?

A40: LAUP's fiscal year will extend from July 1 to June 30.

Q41: When will providers receive funds from LAUP?

A41: Providers will receive their first payments soon after signing the LAUP contract, in September 2005.

Q42: Will I need to submit a line-item budget for approval by LAUP?

A42: No. LAUP contractors do not need to submit line-item budgets for approval by LAUP. However, all LAUP contractors must use LAUP funds in accordance with guidelines specified in the contract, and submit fiscal reports verifying compliance with these guidelines. More detailed information will be given in the LAUP contract.

Q43: What are permissible uses of LAUP funds?

A43: LAUP funds may be spent to provide quality preschool services to eligible children. Allowable expenditures are those ordinary and necessary expenses directly benefiting or resulting from the LAUP Program operations including, but not limited to:

- § Compensation for staff in LAUP classrooms (including salary and benefits);
- § Substitute pay;
- § Training/professional development related to the LAUP program (including tuition and expenses for college courses);
- § Equipment, supplies and other materials for the LAUP program;
- § Field trips;
- § Enrichment activities (music, dance, computer, etc.)
- § Outreach and demonstration activities required by LAUP



Contractors who serve subsidized children in LAUP classrooms must ensure LAUP funds are used to enhance program quality. LAUP funds must supplement (not supplant) costs already covered by other public funds. More detailed information will be provided in the LAUP contract.

Q44: What uses of LAUP funds are not permissible?

A44: LAUP prohibits the use of its funds to cover expenses that are not directly related to the provision of Universal Preschool services to eligible children in specific classrooms or homes that are selected for this purpose. Prohibited expenses include, but are not limited to, out-of-state travel and capital improvements. More detailed information will be provided in the LAUP contract.

Q45: Will administrative costs be outlined in the contract and is there a restriction on the percentage of funds that can be spent on administration?

A45: Yes, there will be limitations on the amount of the LAUP budget that can be spent on administration. Details will be included in the LAUP contract.

FIVE-STAR QUALITY RATING SCALE

Q46: What is the Five-Star Quality Rating Scale?

A46: The LAUP system will rate providers using an innovative Five-Star Quality Rating Scale that is being pilot tested during LAUP's first year of operation. Each LAUP provider will receive from one to five stars, according to a quality rating scale that incorporates teacher education, environmental rating scale scores, adult:child ratios and other quality factors. (The complete Five-Star Quality Rating Scale can be found on the web at www.LAUP.net.)

During its first year of operation, LAUP will be contracting with 3-, 4- or 5-Star providers only. Reimbursement rates for LAUP contractors will be tiered to reflect the Star Quality Rating of the provider (i.e., a 5-Star program will receive a higher reimbursement rate than a 4-Star program, and a 4-Star program will receive a higher rate than a 3-Star program).



Q47: How will the Five-Star Quality Rating Scale work?

A47: Each program that is selected as an LAUP Inclusive Center will be assigned a Star Quality Rating based on the application and the results of the site visit.

Q48: If I have a contract for two LAUP classrooms, how will my Star Quality Rating be determined?

A48: Each classroom funded by LAUP will receive a Star Quality Rating that will be used by LAUP to calculate the rate of reimbursement. Your program will also receive an overall Star Quality Rating. This overall rating of your program will be equal to the lower of the two ratings earned by the individual classrooms.

REIMBURSEMENT RATES

Q49: What are the reimbursement rates for each Star Quality level?

A49: The full reimbursement rates are listed below. These rates apply to unsubsidized programs. This amount will be provided per child minus any parent fees collected.

Publicly subsidized programs (i.e. Head Start, General Preschool, etc.) will receive enhancement contracts. More details will be provided in the LAUP contract.

LAUP 3.5 Hours Preschool Per-Child Rates						
LAUP Rating Scale	Typically Developing Child		Moderate Disability		Severe Disability	
	School Year Rate	Daily Rate	School Year Rate	Daily Rate	School Year Rate	Daily Rate
3 Star	\$3960	\$22.00	\$4752	\$26.40	\$5940	\$33.00
4 Star	\$4290	\$23.83	\$5148	\$28.60	\$6435	\$35.75
5 Star	\$4950	\$27.50	\$5940	\$33.00	\$7425	\$41.25



Q50: How should this “enhancement” funding be used?

A50: These funds must be used to make direct quality improvements in the classroom. For example, a program may use funds to improve salaries or benefits for teachers, provide additional staff training, increase compensation for LAUP teachers, or make operational improvements such as ordering new curriculum modules or educational materials..

Q51: Will bilingual teachers be paid more?

A51: This is up to individual providers. Currently, reimbursement rates will not be higher for programs employing bilingual teachers.

PARENT FEES

Q52: Will parents have to pay a fee for LAUP? If so, how much will parents have to pay?

A52: Parents will pay an “Investment Fee” based on income. This is a one-time-only fee that reflects parents’ financial commitment to the LAUP program. If parents qualify for the full-day child care option, they will pay a monthly fee that is adjusted according to family size and income.

However, if a parent has a child with a disability or special need, they may be exempt from paying LAUP’s “Investment Fee” pending Board approval expected on January 13, 2005. An update will be available at that time.

Q53: Who will determine what each family's LAUP fees should be and who will be responsible for collecting them?

A53: The LAUP Board of Directors will approve and publish the LAUP “Investment Fee” scale. This will be included in the LAUP contract. Each provider is responsible for collecting its enrolled families’ fees.



PROGRAM MODELS

Q54: Can my inclusive program offer two separate part-day LAUP preschool sessions in one day?

A54: No. LAUP Inclusive Centers may only provide one LAUP session per preschool classroom during the day.

Q55: Will LAUP fund “full-day” child care?

A55: Yes. LAUP will provide funding to eligible families (based on income and parent employment status) for full day child care beyond the 3.5 hours of the LAUP preschool program. However, the application process for child care providers interested in providing full-day care will be separate. (Please see “Full-Day Child Care Option,” below for details).

Q56: Can faith-based programs participate in LAUP?

A56: Yes. LAUP is committed to building upon existing systems. Thus, faith-based programs are also encouraged to apply to LAUP. However, because LAUP is using public funds, all programs must follow state and federal guidelines. That means programs may not include any religious instruction or worship in the funded program. Nor can these programs discriminate against any family not of that program’s faith. All LAUP-funded programs must be accepting to children of different backgrounds.

Because LAUP is administering state-funding, faith-based applicants must have a 501(c)3 tax-exempt status separate and apart from the congregation with which it is affiliated.

FULL-DAY CHILD CARE OPTION

Q57: Which families are eligible for the full-day child care option?

A57: LAUP will offer full-day child care for a sliding scale fee to qualifying families. To be eligible for the full-day child care option, parents must either be working or attending school and must meet income-eligibility criteria.

Q58: Will parents have to pay fees for the full-day child care option?



A58: Yes. Parents will pay for the full-day child care option according to the state family fee schedule developed by the California Department of Education.

Q59: How will the full-day child care option work for providers?

A59: Providers of the part-day LAUP program can directly offer the full day child care option to qualifying children in their centers. Another option is for centers to develop relationships with family child care providers in their communities. These home-based providers would then care for the children for the rest of LAUP day.

Q60: Will LAUP reimburse a center for the full-day child care option if the center is not currently providing full day care, but would be able to provide full-day care with additional LAUP funding?

A60: Yes. The full-day child care option will be determined on a per-child basis. A class of children will be funded for the full day only if every enrolled child is deemed eligible for the full-day child care option.

NEW FACILITIES

Q61: I am interested in opening a new preschool center to serve children with special needs. Will LAUP fund me to do this?

A61: No. LAUP will not be able to provide funding to open new centers at this time. A separate application for agencies that are interested in creating **new** preschool capacity to provide LAUP services has been reserved for programs in highly under-served areas, called "Facilities Hot Zones." The deadline for this application was on December 2, 2004. However, LAUP will provide additional funding opportunities during future years of its operation, starting in 2006. Check LAUP's website regularly, or call 1(866)581-LAUP to learn of any new funding opportunities.

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