Children with Disabilities and Dual Language Learners

Child Care Centers & Family Child Care Homes

Cost Model Technical Network 2.0
December 13, 2023

Intros in Chat

1. Your name

2. Your organization

Group Norms

The Early Childhood Cost Modeling Technical Network **brings together practitioners** who build policy-focused early childhood cost models to **share best practices**

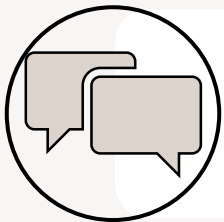This is a **safe space** to share our experiences, including challenges

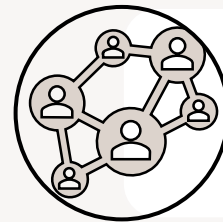Lean in/lean out – **share the space and time** with others

We **encourage participation** – have your camera on as you're able

Take care of yourself – if you need to step away, please do so

Use the **chat box** for questions, ideas, or anything else that comes to mind

Connect with members outside of this space!

Not in the contact list? Fill out this form: https://forms.gle/ViqFjEUmBv1xXJmV7

Agenda

Updates & 2024

Examples

Padlet Exercise

Reflection and Takeaways

Updates & 2024

Listserv

Groups.io message board and listserv

Place to discuss questions that come up during cost modeling and topics for future meetings

Invitation after meeting

Purpose and Going Forward

Needs heard from one-on-ones

What do you want this to be and what direction?

Value of being more focused on specific projects

Examples of Including Children with Disabilities and Dual Language Learners

Incremental Cost of EC Special Education

In 3 parts…

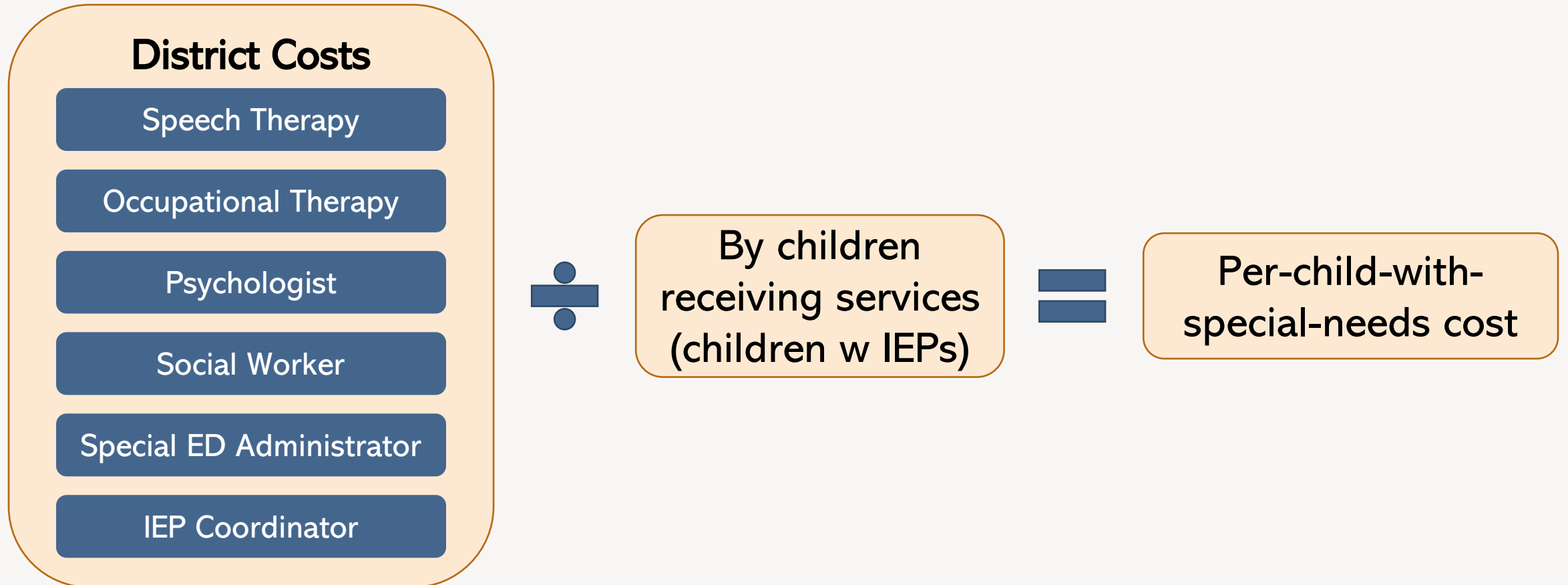Cost of therapeutic services

Cost of serving children in self-contained classrooms

Incremental increased cost of serving children in inclusive classrooms

7

Cost of Therapeutic Services

District Costs

- Speech Therapy
- Occupational Therapy
- Psychologist
- Social Worker
- Special ED Administrator
- IEP Coordinator

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By children receiving services (children w IEPs)

=

Per-child-with-special-needs cost

Gather costs from multiple school districts and develop per-child average costs for these services

Cost of serving child in self-contained classroom

Classroom Costs

- Qualified teachers with special education credentials
- Sufficient aides
- Sufficiently low classroom size
- Operational costs: facility, food, building-level management, etc.

÷ By children receiving services = per "child with special needs" cost

−

Per "typical preschool child" cost

=

Incremental cost for children served in self-contained classroom

Incremental cost of inclusive classrooms

Classroom Costs

- Qualified teachers with special education credentials
- Sufficient aides
- Sufficiently low classroom size
- Operational costs: facility, food, building-level management, etc.

− Cost serving same children in "regular" classroom

= Incremental cost of inclusive classroom

÷ By the number of children with IEPs served in the inclusive classroom

= Per "child in inclusive classroom" cost

Incremental cost of inclusive classrooms

Classroom Costs
10 typically developing and
5 with IEPs

$250,000 for
15 children

—

Cost serving same
children in "regular"
classroom

$10,000 per child
or $150,000

=

Incremental cost of inclusive
classroom

$100,000

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By the number of children with
IEPs served in the inclusive
classroom

5 children

=

Per-special-needs-child cost
of serving in an inclusive
classroom

$20,000 per child

System Investments Across Different Programs

Regardless of what population of children served in different programs, cost drivers should strive to cover:

1. Living Wage; Accounting for Additional Qualifications

2. Access to Discretionary Benefits

3. Staffing Pattern to Serve Children

Additional Cost Drivers Associated with Serving Dual Language Learners

- Bilingual staffing (if accessible)
- Translation services as needed, including translation of forms and documents
- Materials for children and families
- Adjusted Staffing Ratio

Model Variable Example: 10% salary increase for bilingual teachers

Additional Cost Drivers Associated with Serving Children with Disabilities

Model Example: Center Based and Family Child Care Homes

- **Inclusion Supports and Enhancements**
    Example of a selection point in a model:

$375 per child with delays/disabilities (not only children qualifying with IEP/IFSP) per year, for materials

- **Staffing Ratio:** Input number of children with IEPs/IFSPs, model then populates a staffing ratio based on that number. 10 hours per week, per child for instructional aid

Padlet Exercise:

Children with Disabilities and Dual Language Learners Centers & Homes

You have **15 minutes** to:

- ✓ **Ask** specific cost modeling questions

- ✓ **Like** other questions that you also have

- ✓ **Answer** questions with your previous approaches/experiences

We'll discuss the highest-rated questions for the remainder of the session!

Reflection and Takeaways

What did you learn about today's session that was new to you or expanded on something you grapple with?

What will you bring into your work the next time you include children with special needs and dual language learners in cost models?

Closing

These sessions are whatever we want to make it - Next year, we'll dig deeper into implications and utilization

Posted Materials –
https://celfe.org/cost-modeling-technical-network/cost-modeling-webinar-series/

Will reach out about upcoming sessions

Thank you!