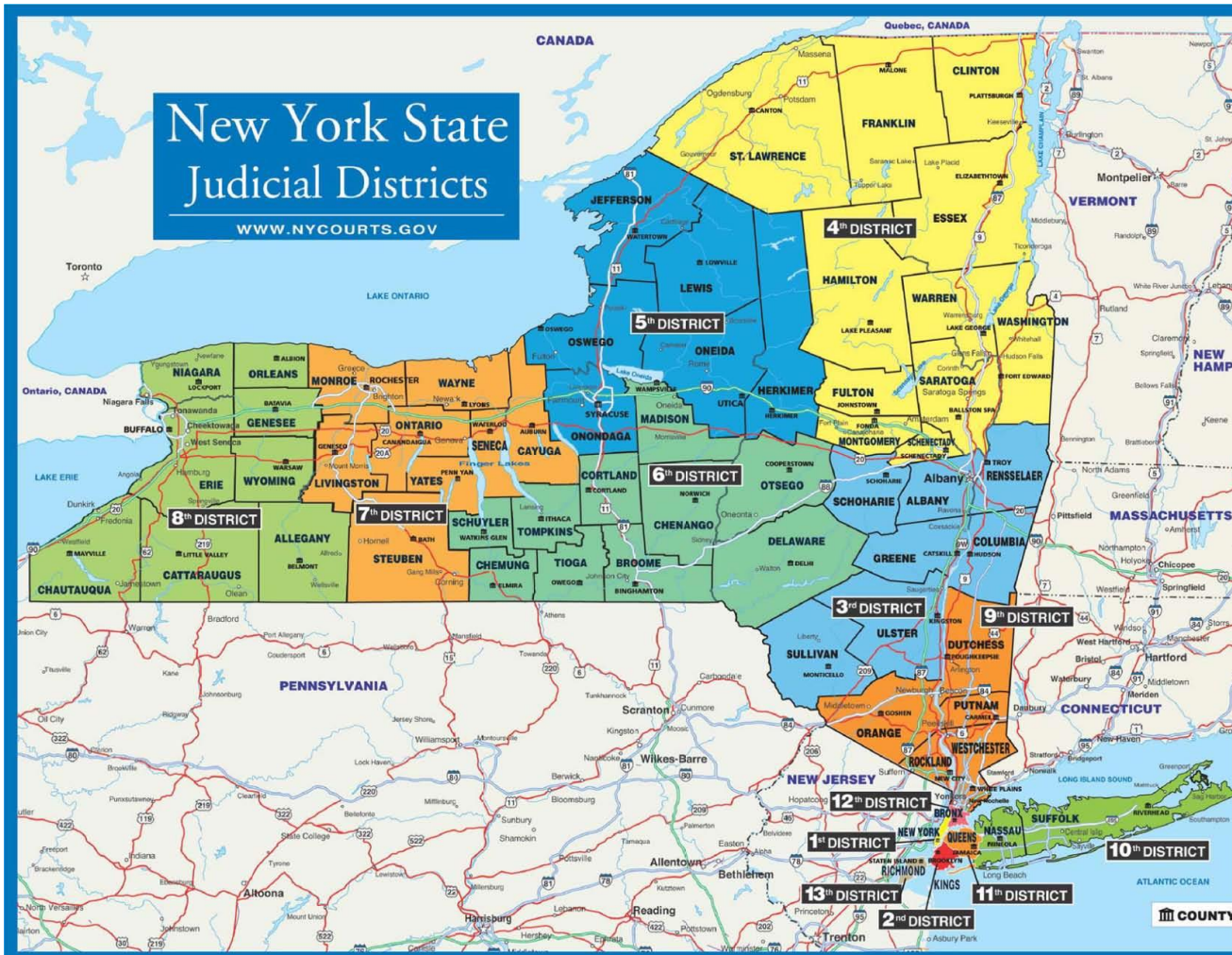


SPECIAL CLASS INTEGRATED
SETTING PROGRAMS
IN NEW YORK STATE

Survey of 4410 Providers

101 Survey 4410 Provider Responses

92 Private Entity, 6 School Districts, 3 BOCES



Judicial District	# of Responses	Private Providers	School Districts	BOCES
1	6	6		
2	10	10		
11	6	6		
12	4	4		
13	3	3		
3	8	8		
4	8	6	2	
5	8	6	1	1
6	5	4	1	
7	7	5	1	1
8	12	10	1	1
9	14	14		
10	10	10		
Total NYC	29	29		
Total ROS	72	63	6	3
Total	101	92	6	3

Providers were asked whether they operate or collaborate with an Early Childhood Program

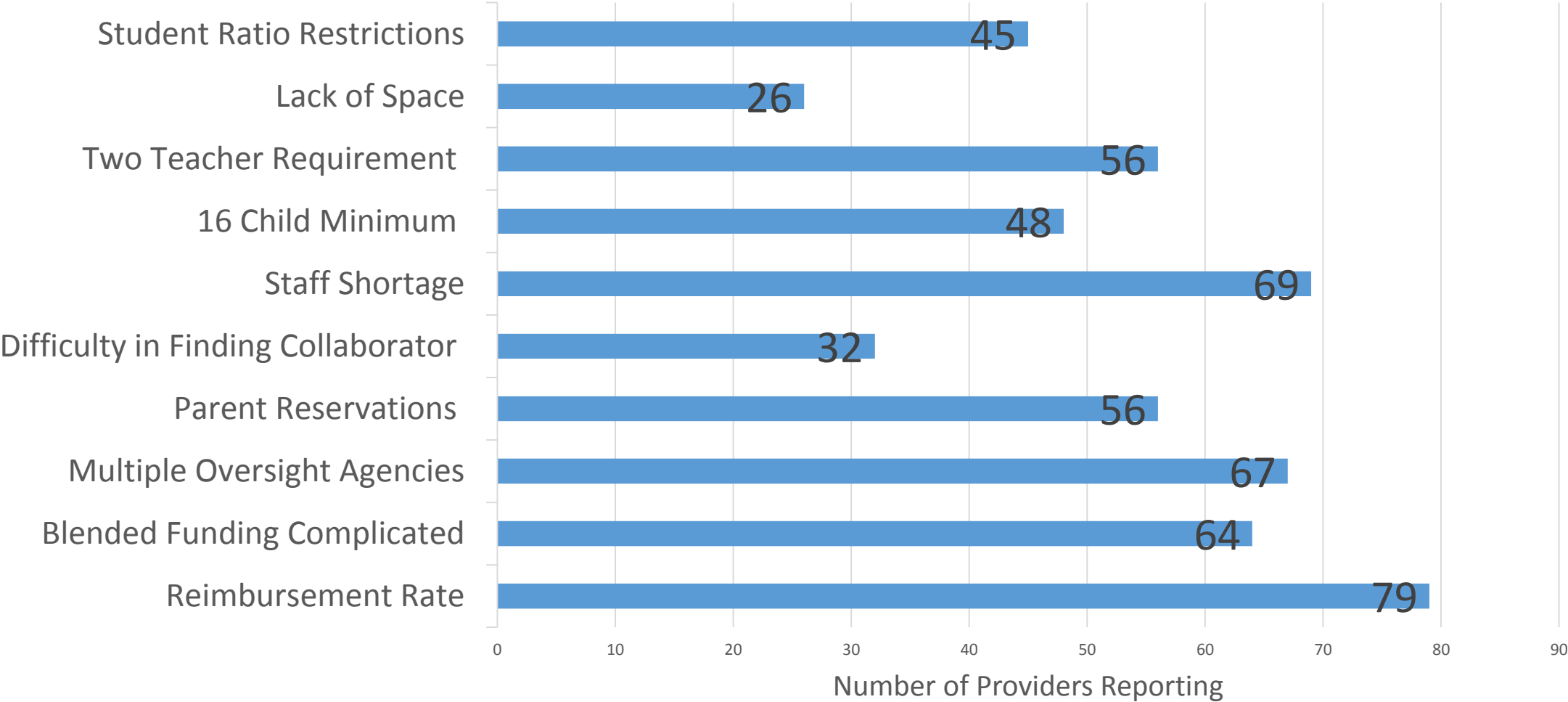
69 providers that responded *operate both* early childhood program components:

- 42 operate SCIS and State Administered Pre-K
- 43 operate SCIS and Day Care
- 13 operate SCIS and Early Head Start/Head Start

29 providers that responded *collaborate with a separate entity* for the early childhood program component:

- 17 collaborate with a State Administered Pre-K
- 14 collaborate with a Day Care program
- 13 collaborate with Early Head Start/Head Start

Applicable challenges to operating a SCIS program from survey list provided:



Challenges maintaining enrollment of typically developing children at a level of at least 50% of the total classroom enrollment

46 of the 69 providers **operating both classroom components** reported enrollment challenges

9 of the 29 providers **collaborating with a separate entity** reported enrollment challenges

Reasons given for enrollment challenges were similar among both groups:

- As State Administered Pre-K increases, demand for other early childhood education decreases
- Parents cannot afford “tuition” or private pay and seek tuition-free programs
- Parents prefer to enroll children in:
 - a State Administered Pre-K closer to home or in a community school building
 - a program with fewer student needs (so that their child gets more attention)
 - a program where student behavioral incidents are less frequent
- Parents need wraparound or aftercare services not currently offered by our program
- No summer UPK, lower summer enrollment due to vacation and summer schedules
- No transportation for general education program

Success maintaining enrollment of typically developing children at a level of at least 50% of the total classroom enrollment

- 23 of the 69 providers **operating both classroom components** did **NOT** find challenges maintaining enrollment of typically developing children
- 17 of the 29 providers **collaborating with a separate entity** did **NOT** find challenges maintaining enrollment
- Reasons given for enrollment success were similar among both groups:
 - A State-Administered Pre-K or Head Start grant/collaboration generates sufficient enrollment numbers
 - Day care programs are in demand in the area
 - Day care program offers rates lower than area competitors
 - Collaborating day care enrolls infant/toddlers who stay with the program
 - Having certified teachers is attractive to parents seeking an early childhood program
 - Ambitiously advertising and responding to community need results in enrollment

Challenges or Barriers to Collaboration

- Of 90 responses, 69 identified challenges or barriers operating a SCIS program with a collaborative partner.
- Challenges noted:
 - Lack of interest or availability among early childhood programs in the area
 - Collaborating partners seek to avoid students with significant behavior needs
 - Collaborating partners are concerned about potential budget impact
 - Collaborating partners expect full enrollment as soon as possible and are not willing or able to hold seats for special education students who may be placed later in the year
 - Conflicting regulatory requirements, program requirements, and/or philosophies
 - Finding time for planning and collaboration by staff from both programs
 - Collaborative fee too expensive

Collaborative Opportunities with State Administered Pre-K

- Are there sufficient opportunities to collaborate with a State Administered Pre-K program in your area?
 - 85 providers responded:
 - 43 answered YES
 - 42 answered NO

- The impact of State Administered Pre-K on inclusive preschool opportunities were described as follows:
 - State Administered Pre-K is helping to meet inclusion objectives where it is available
 - Training and professional development provided by the school district has improved the quality of collaborating SCIS partners
 - Inclusion opportunities are declining where State Administered Pre-K is not partnering with SCIS
 - State Administered Pre-K is contributing to teacher recruitment and retention issues for SCIS programs

Best practices that contribute to the quality of SCIS programs:

- Employing qualified staff (including dually certified teachers)
- Providing professional development, ongoing staff training/workshops
- Ensuring appropriate supervisory support
- Active collaboration between special education and general education program components utilizing:
 - Team communication
 - Scheduled planning time
 - Modified curriculum
- Opportunities for meaningful parent engagement including:
 - Parent training/workshops
 - Organized events for parents and children
 - Open door policy

The most challenging regulatory issue(s) facing SCIS programs:

- Multiple oversight agencies (OCFS, DOHMH, Office of Special Education, State Administered Pre-K, Head Start) and conflicting regulations (instructional time, nap, meals, etc.)
- Requirement of two certified teachers in a SCIS classroom
- Lack of flexibility in certification requirements for SCIS teachers
- Difficulty in achieving and maintaining the appropriate student classroom ratios of at least 50% of the total enrollment be typically developing students
- Students receiving related services only counted as preschool students with a disability
- Inconsistent county contract language, documentation and billing requirements
- Cumbersome and lengthy process for obtaining approval of programmatic changes and determination of Regional Need

What should SED know when developing its recommendation to improve preschool integrated opportunities?

- Increase funding/tuition rates to reflect actual operating costs
- Create a single funding stream to reimburse both special education and early childhood program components
- Provide consistency among the oversight agencies' regulatory requirements
- Provide more flexible SCIS classroom ratios
- Collaboration is needed between OSE, OEL and stakeholders during the decision making process
- Staff shortage needs to be addressed
- Profile of a SCIS student has changed
- High level of training is needed in behavior management
- Active parent involvement is important
- Evaluate a more efficient approval process for program modifications