

# Leading Strong Early Childhood Programs: What Administrators Need to Know



# Our goals this session

Participants will make connections with peers leading early childhood programs.

Participants will know how the Kansas State Department of Education can provide support in this area, and **participants will be able to find resources** (or ask for help finding resources) related to:

- Early childhood in your community
- Preschool programming and funding
- The Kansas early childhood policy landscape



# Let's make a connection!

Reflect, connect, and share:

- What's something useful that you learned in 2023-2024?
- What's something that you're looking forward to in the coming school year?



# Early Childhood at the Kansas State Department of Education (KSDE)

- **Kansas Parents as Teachers (PAT)**
- **Preschool programming**
  - Early Childhood Special Education
  - Preschool-Aged At-Risk program
  - Kansas Preschool Pilot grants
- **Kansas Kindergarten Readiness Snapshot Tool (AS)**
- **Early Childhood Collaborations**
  - Kansas Early Learning Standards
  - Support for the State Interagency Coordinating Council and local interagency coordinating councils
  - KSDE IT - Development of a Kansas Early Childhood Integrated Data System (ECIDS)



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# Stay up to date and connected

- ❑ KSDE sends the KSDEweekly newsletter every Thursday. Email [ksdeweekly@ksde.org](mailto:ksdeweekly@ksde.org) to sign up.
- ❑ Sign up for *All In For Kansas Kidsweekly* emails on the Kansas Children's Cabinet and Trust Fund website.
- ❑ Review the KSDE Early Childhood Special Education Part B Contact List for Indicators 6, 7 & 12. Email updates to Beccy Strohm ([bstrohm@ksde.org](mailto:bstrohm@ksde.org)).





**The vision: Kansas leads the world in the success of each student.**



# Fundamentals

## Structured Literacy

We provide literacy instruction in PreK-12 aligned to the science of reading and assure teachers and administrators are well-trained and knowledgeable in the elements and implementation of structured literacy.

## Standards Alignment

We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

## Balanced Assessment

We assess students for risk and standards and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

## Quality Instruction

We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials.

# Structures

## Resource Allocation

## Educator Evaluation

## Professional Learning

## Professional Collaboration

## Tiered System of Supports

## Family, Community and Business Partnerships

# Lead Indicators

Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.

Teacher and administrator evaluation system accounts for standards and high expectations in Pre-K-12 and optimizing conditions for learning in classrooms.

District professional development (PD) plan accounts for the alignment of classroom practice with state standards and the implementation of HQIM.

Collaboration system includes grade level and content area teachers teaming to align standards throughout the school system.

Data analysis includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.

Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.

# \*Measures of Progress\*

- HQIM in Budget Line Items
- Structured Literacy Training Plan
- Teachers Trained in Structured Lit
- Standards Alignment Training Plan

- Educator Evaluation System Tools
- Classroom Walkthrough Tools
- Classroom Observation Data
- Educator Perception Data

- HQIM Implementation in PD Plan
- Structured Literacy in PD Plan
- Teachers Trained in Structured Lit
- Educator Perception Data

- District Collaboration Protocol
- Horizontal and Vertical Standards Alignment Process
- HQIM Adoption Framework
- Utilization of Standards-Based Data

- Screening Data
- Standards Performance Data
- Chronic Absenteeism Data
- Instructional Time Schedules

- IPS Scope and Sequence Plans
- Family Participation in IPS Review
- Postsecondary Effective Rate
- Assessment Reports for Parents





# Kindergarten Readiness and KESA 2.0

Kindergarten readiness is supported by the implementation of each Fundamental in early childhood programs.

School systems will evaluate kindergarten readiness through data analysis and guided protocol questions and will have lead indicators and measures of progress to help identify priority actions and impact on students.



# Kansas Early Learning Standards

- What we want young children from birth to the end of kindergarten to know and be able to do.
- The Kansas State Board of Education and the Kansas Children's Cabinet and Trust Fund adopted revised standards in February 2024.
- Natalie McClane ([nmcclane@ksde.org](mailto:nmcclane@ksde.org)) is collaborating with partners to lead this work.



# Kansas Early Learning Standards

## Are designed to:

- Recognize the importance of the early years as learning years.
- Serve as a guide for appropriate curriculum development/selection.
- Serve as a guide for creating quality learning environments and opportunities.

## Are not designed to:

- Serve as a curriculum in an early childhood program or other setting.
- Exclude children from a program, school or activity.
- Serve as an assessment for children, families or programs.



# Kansas Early Learning Standards

- This is the fourth revision of the Kansas Early Learning Standards, which were last updated in 2014.
- Collaborative, year-long revision process engaged partners across the Kansas early childhood education community.
- Firmly grounded in research, evidence and developmentally appropriate educational practices.
- Considered:
  - Are the standards appropriate for what we would expect for children at each age and stage of development?
  - Are the standards clear and easy to understand?
  - Were we missing standards for any of the age groups?
  - Are the standards duplicated or repeated across age groups?



# Kansas Early Learning Standards

Next steps:

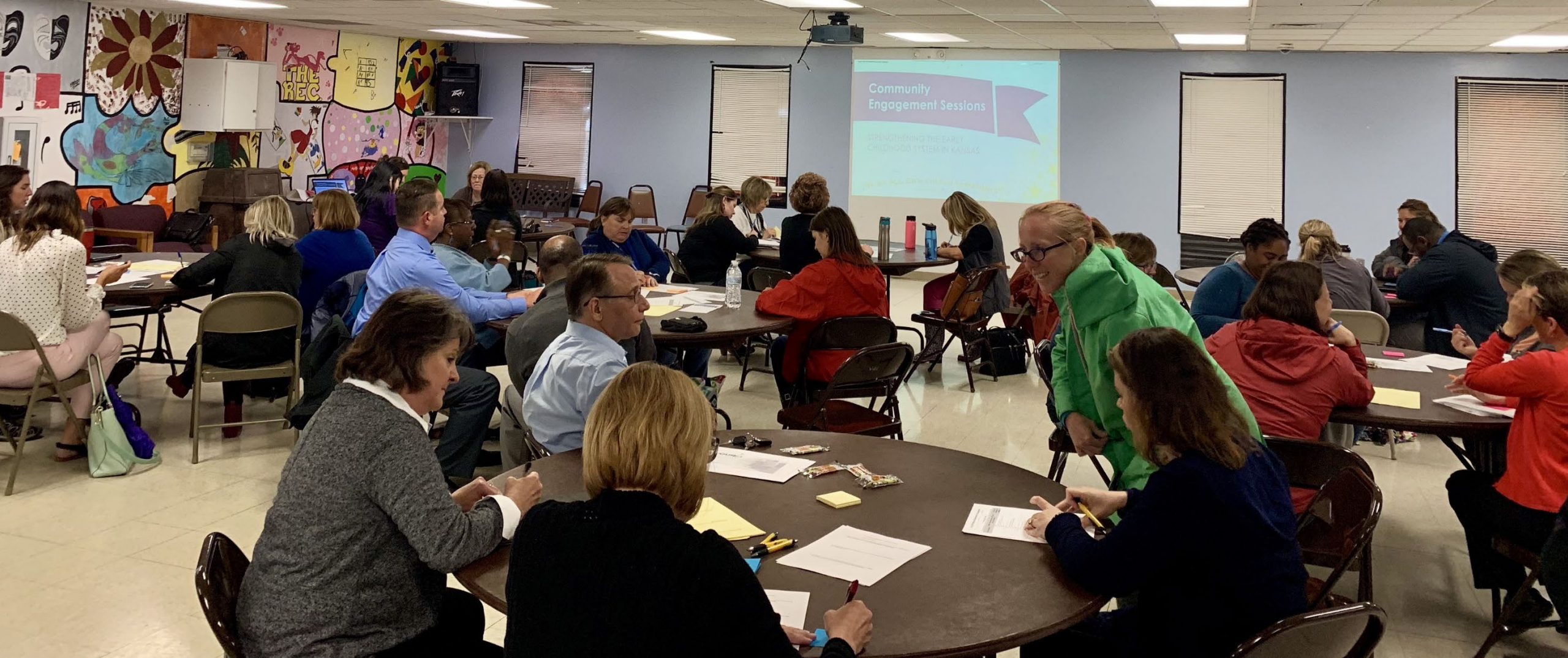
- A new webpage will include resources and training materials.
  - Printed copies will be mailed out to licensed child care facilities, school districts, and Head Start agencies.
  - Kansas Child Care Training Opportunities, Inc. (KCCTO) offers a KELS Introduction Course online for \$5.
- Consider how you will implement the updated standards.**
- Stay tuned to KSDEweekly so you can review the webpage once it's available.
  - Consider curriculum alignment. Natalie McClane ([nmcclane@ksde.org](mailto:nmcclane@ksde.org)) has requested alignment documents from the publishers of our state's most common PreK curriculum. Contact Natalie to request those documents.



# Star Recognition

- Recognizes school systems' success in the outcome measures Kansans told us they value.
  - Supports the accreditation process by providing a measure aligned with system continuous improvement efforts.
  - Recognizes communities that offer quality, inclusive opportunities to young children and their families.
- ❑ Visit the [KSDE Kansans Can Star Recognition Program – Kindergarten Readiness webpage](#) to review the Kindergarten Readiness rubric and decide if it'd be a good tool for assessing local needs and setting goals.





Partnerships are essential to leading strong early childhood programs.



# Let's make a connection!

Reflect, connect, and share:

- What is one thing you do to build collaborative working relationships to advance early childhood in your community?





# 1-800-CHILDREN

- 1-800-CHILDREN, powered by the Kansas Children's Service League, can help provide parents 24/7 support without judgment.
- Parents can find helpful local resources and supports by visiting [1800childrenks.org](http://1800childrenks.org) or connect with a real person by calling 1-800-CHILDREN.
- 1-800-CHILDREN offers free and confidential support in English and Spanish, as well as multiple other languages.



**1-800-CHILDREN**  
*Supporting Parents*

Powered by Kansas Children's Service League



# 1-800-CHILDREN

- ❑ Share this resource with families and caregivers in your community.  
1-800-CHILDREN offers printed marketing/promotional materials such as magnets, palm cards, pens, etc. and hyperlinked logos for websites.  
Contact Michelle Reichart at [mreichart@kcsl.org](mailto:mreichart@kcsl.org) to request these.
- ❑ Check out the Resource Directory at [1800childrenks.org](http://1800childrenks.org).
- ❑ Download the free app by searching “1800ChildrenKS” in the app store.
- ❑ Confirm your program is listed in the resource directory. The YouTube video [“How to use KCSL’s 1-800-CHILDREN”](#) has step-by-step instructions.



# Kansas State Interagency Coordinating Council (SICC)



- This council is responsible for advising and assisting the Kansas governor and legislature on matters that impact Kansas families with children, ages birth to five who have, or are at risk for, developmental delays.
- Stacy Clarke ([sclarke@ksde.org](mailto:sclarke@ksde.org)) facilitates the SICC and provides support to local councils (LICCs).
- ❑ Visit [kansasicc.ksde.org](http://kansasicc.ksde.org) for more information, including LICC contact information. **Grant funding is currently available to support LICC family engagement and other activities.**

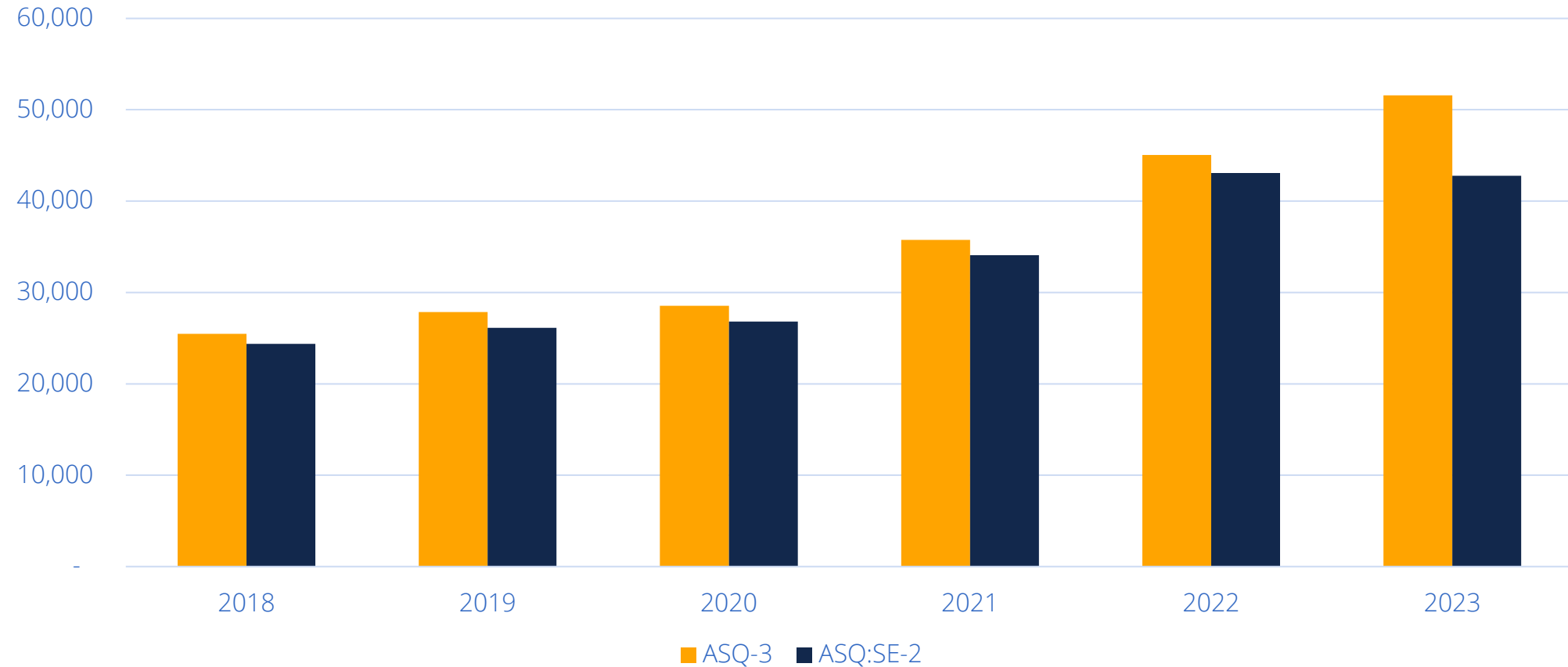


# Ages & Stages Questionnaires (ASQ)

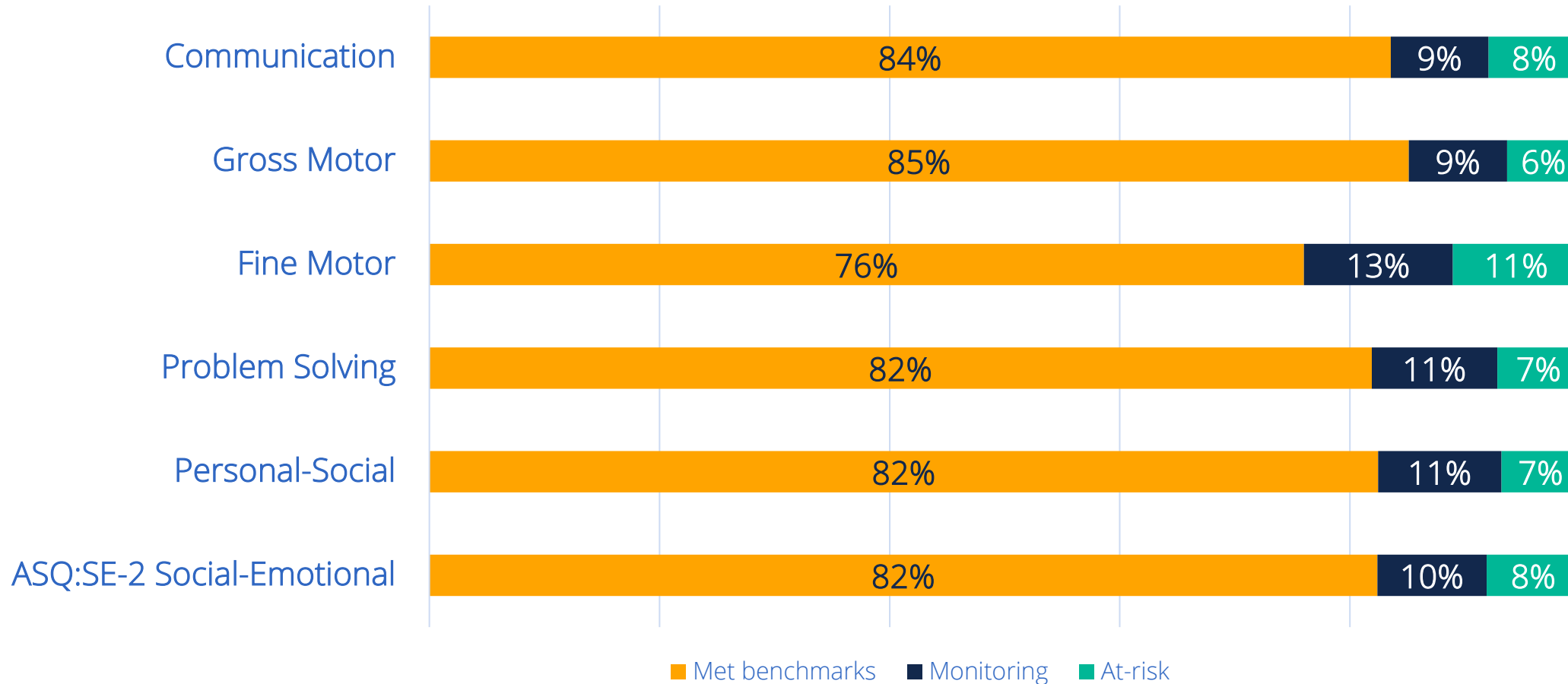
- All Kansas Part C programs now administer ASQ Enterprise accounts to expand community-based access birth through kindergarten entry.
  - Tabatha Rosproy (KPIRC), Darby Borntrager (Kansas MTSS and Alignment) and Stacy Clarke will offer a session on effectively engaging with families and using ASQ screening data to inform instruction today at 11:00 a.m.
- Visit [agesandstages.com/ks](https://agesandstages.com/ks) for Kansas ASQ resources.



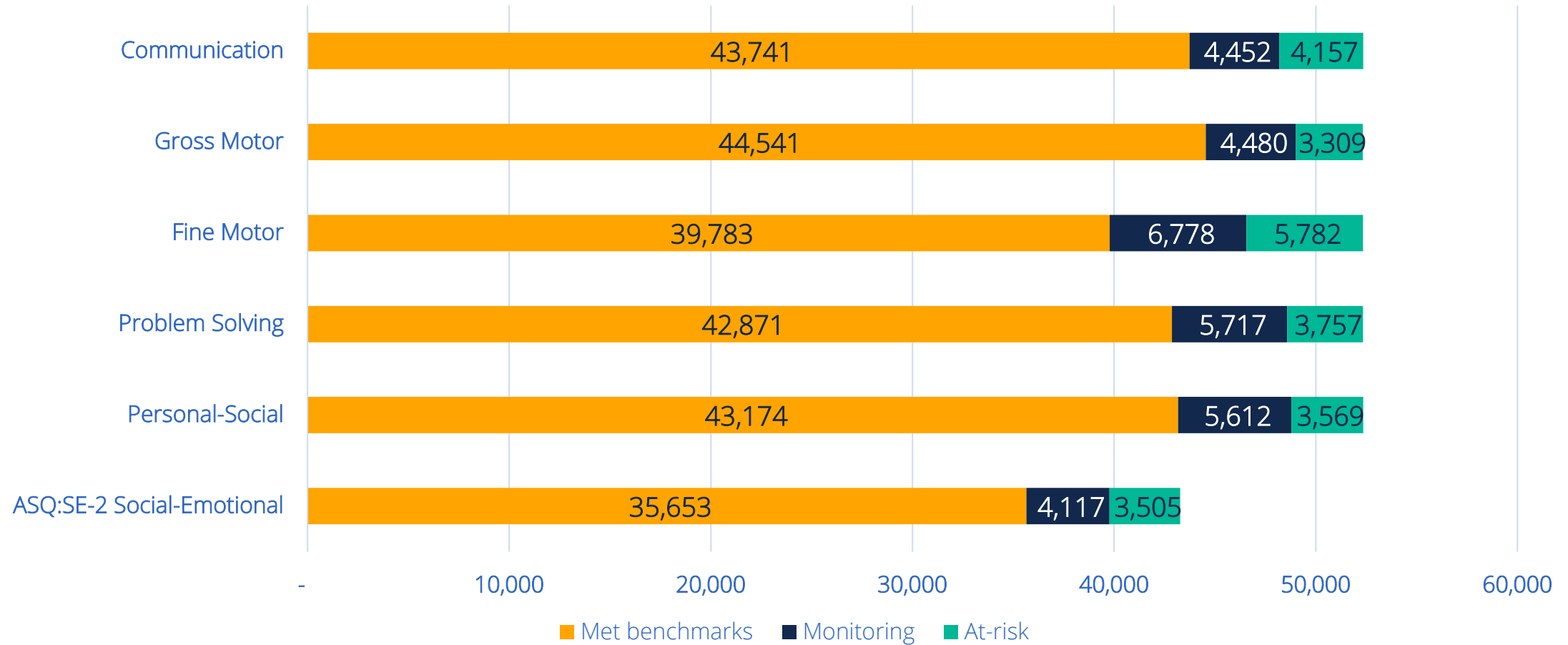
# Number of Kansas children screened



# ASQ-3 and ASQ:SE-2 Results, All Ages January 1 to Dec 31, 2023



# ASQ-3 and ASQ:SE-2 Results, All Ages January 1 to Dec 31, 2023



# Kindergarten Readiness Snapshot

- Engaging families is a key part of getting ready for kindergarten. *"Studies show connections between the number of transition activities schools provide and academic gains for low- and middle-income children as well as pre-K and kindergarten teacher perceptions of children's social skills and behavior."* (Bornfreund, Ewen, and McDonald, 2019).
- Kansas elementary schools partner with parents and caregivers to implement the Ages & Stages Questionnaires®, Third Edition (ASQ-3), and the Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ:SE-2).
  - Kansas accreditation regulations require systems to have in place a method of data collection approved by the State Board for collecting kindergarten-entry data.
  - New KSDE Kindergarten Readiness Snapshot authenticated application provides reports.





# Kindergarten in Kansas

The Kansas Parent Information Resource Center (KPIRC) and KSDE partnered to update *Kindergarten in Kansas*, a booklet for families of young children who are getting ready to begin kindergarten.

Since August 2021, more than 59,000 free copies of *Kindergarten in Kansas* have been distributed. Schools and community partners can use an [online order form](#) or contact Natalie Schweda ([nschweda@kpirc.org](mailto:nschweda@kpirc.org)) to order copies.



## Kindergarten in Kansas

A BOOKLET FOR FAMILIES OF YOUNG CHILDREN AGES 3 TO 7 YEARS OLD



*Kansas leads the world in the success of each student.*

Revised May 2021



[kschildrenscabinet.org/imaginationlibrary/](https://kschildrenscabinet.org/imaginationlibrary/)



**Enrollment Now Available  
Statewide!**

Every child in Kansas under five years old  
can receive free, age-appropriate books!!



# Child Care

- **Child Care Aware of Kansas** provides technical assistance for communities working to address access to affordable, high-quality child care. Email [communitysupport@ks.childcareaware.org](mailto:communitysupport@ks.childcareaware.org).
  - [Point-In-Time Data Tool](#)
- Visit the [Kansas Department of Health and Environment Child Care Licensing webpage](#) for information on facilities licensure, including contact information for your local licensing specialist.
  - Updated Child Care Licensing regulations finalized summer 2024.
  - KSDE-KDHE guidelines clarifying child care facility licensure requirements for programs operated by public schools or on public school grounds.



# Home Visiting in Kansas

- Home visiting in Kansas includes several evidence-based and universal home visiting program and approaches to support families and children from pregnancy until a child enters kindergarten.
- Visit [kshomevisiting.org](http://kshomevisiting.org) to learn more about different home visiting models.



# Kansas Parents as Teachers

- K.S.A. 72-4161 authorizes districts to offer parent education programs. K.S.A. 72-4163 designates the State Board as responsible for awarding parent education grants to school districts.
- Kansas has 62 Parents as Teachers affiliates (175 districts served).
- The State Board awards grants: \$9,437,635 allocated in the state budget for 2024-2025.



# Parents as Teachers is an effective strategy to promote student success.

- PAT children score higher on measures of initiative, achievement, language ability, vocabulary, social development, persistence in task mastery and other cognitive abilities.
- PAT children had a significantly lower average rate of absenteeism and lower number of suspension days compared to non-PAT students.
- PAT families with low income are more likely to read aloud to their children and to tell stories, say nursery rhymes and sing with their children. Over 75 percent of parents in Parents as Teachers reported taking their child to the library regularly and modeling enjoyment of reading and writing.
- PAT parents are more likely to enroll their children in preschool; attend parent-teacher conferences, PTA/PTO meetings and school events; volunteer in the classroom; and talk with their children's teachers. In one study, 63 percent of PAT parents (versus 37 percent of non-PAT parents) requested parent-teacher conferences.



# Partnering with existing programs is an effective strategy to expand the reach of Parents as Teachers in Kansas.

- Parents as Teachers programs must meet high expectations. Core components of the Parents as Teachers model:
  - Personalized Home Visits
  - Group Connections
  - Screenings
  - Resource Connections
- Lisa Williams ([lwilliams@ksde.org](mailto:lwilliams@ksde.org)) leads KSDE's work as the Parents as Teachers State Office. Contact Lisa to discuss PAT in your community.





# Preschool programming and funding



# Kansas districts can offer preschool in a variety of settings.

K.S.A. 72-3215 authorizes local boards of education to:

- Offer and teach courses and conduct preschool programs for children under the age of eligibility to attend kindergarten.
- Enter into cooperative or interlocal agreements with one or more other boards for the establishment, operation and maintenance of such preschool programs.
- Contract with private, nonprofit corporations or associations or with any public or private agency or institution, whether located within or outside the state, for the establishment, operation and maintenance of such preschool programs.
- Prescribe and collect fees for providing such preschool programs.



# Districts should provide the most inclusive classrooms possible.

The Individuals with Disabilities Education Act (IDEA) requires that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, **are educated with children who are not disabled**, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs **only** when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.



# Transitions from Part C to Part B

- Smooth, seamless transitions from Part C to Part B ensure young children with disabilities receive services without disruption or delay.
- Part B Indicator 12 is a compliance indicator that measures the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. *20 U.S.C. § 1416(a)(3)(B)*.
- Stacy Clarke and our KDHE colleagues will offer a session on smooth, successful transitions today at 2:30 p.m.



# Transitions from Part C to Part B

- ❑ Planning ahead is essential to effective transitions. Make plans to review and, if necessary, update your local C to B Memorandum of Understanding (MOU) to establish expectations for partnership.
- ❑ **Ensure staff** have access to the **Part C to Part B Electronic Referral System (CBER)** and are regularly reviewing and **accepting referrals**. Email Beccy Strohm ([bstrohm@ksde.org](mailto:bstrohm@ksde.org)) to add or manage users.



# Indicator 6: Preschool Environments

- This data point measures the extent to which preschool students with IEPs receive the majority of their special education and related services in the least restrictive environment.
- ❑ **Look up your Indicator 6 data** in the [KSDE SPEDPro authenticated application](#) (Final Indicator 6 report). Plan to look at the Projected Indicator 6 report for 2024-25 as soon as students are enrolled.
- Melissa Valenza and Chelie Nelson will offer a session on understanding Indicator 6 and fostering inclusive preschool environments today at 1:00 p.m.



# We want to help you integrate your preschool programming!

- Combining your preschool opportunities (for example, early childhood special education, Head Start, Preschool-Aged At-Risk) into integrated classrooms is an important step in providing quality, inclusive services.
- ❑ **Add to your reading list** – In 2023 the U.S. Departments of Education and Health and Human Services updated the [Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs](#).
- The KSDE Early Childhood Team is here to help you in this work. Please feel very welcome to connect with us to share where you're at and where you'd like to be.





*All young children with disabilities should have access to high-quality inclusive early childhood programs that provide individualized and appropriate support so they can fully participate alongside their peers without disabilities, meet high expectations, and achieve their full potential.*

Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs

# Indicator 7: Early Childhood Outcomes

- This measures the percent of preschool children with Individual Education Plans (IEPs) who demonstrate improved:
  - Positive social-emotional skills, including social relationships;
  - Acquisition and use of knowledge and skills including early language/communication and early literacy; and
  - Use of appropriate behaviors to meet their needs
- ❑ **Ensure new early childhood special education staff** have access to the **Outcomes Web System (OWS)**: Email Beccy Strohm ([bstrohm@ksde.org](mailto:bstrohm@ksde.org))







*Resources: [www.ksde.org](http://www.ksde.org) → Early Childhood  
→ 2024 Summer Budget Workshops - Early  
Childhood Funding Information Handout  
AND  
→ 2025-2026 Preschool Revenue Calculator  
and Budget Template*

# Tools are available to support districts in preschool budgeting.

- The Kansas Preschool Revenue Calculator and Budget **Template** can help districts estimate preschool revenue and budget across multiple funding sources. It is available at [www.ksde.org](http://www.ksde.org), Early Childhood Programs, Early Childhood Funding.



# School Finance Formula: Enrollment

Two categories of preschool students count as  $\frac{1}{2}$  student (0.5 FTE) when calculating a district's enrollment and accompanying weightings:

- 3- and 4-year-old students with Individualized Education Programs (IEPs) who are enrolled and attending special education and related services.
- 3- and 4-year-old students who meet at least one Preschool-Aged At-Risk at-risk criterion who are enrolled and attending in a district operating an approved Preschool-Aged At-Risk program.



# Preschool students enrolled in Kansas public school districts

| Public school enrollment                      | 2022-2023     |
|---|---------------|
| Preschool-Aged At-Risk students:              | 11,363        |
| Preschool students with disabilities:         | 6,592         |
| Other preschool students:<br>(locally funded) | 6,357         |
| <b>Total:</b>                                 | <b>24,312</b> |
| <i>Kindergarten students:</i>                 | 33,399        |



# The Preschool-Aged At-Risk program

- The State Board approves programs each year (266 districts with approved programs for 2024-2025).
- Each student enrolled as a preschool-aged at-risk student should be in a classroom that meets Preschool-Aged At-Risk requirements.
  - [KSDE Early Childhood Preschool Programming Page](#)
    - [Review 2024-2025 Preschool-Aged At-Risk Program Requirements and Assurances](#)
    - [KSDE Preschool Frequently Asked Questions](#)
    - [Kansas Prekindergarten Guide](#)
  - [KSDE Fiscal Auditing Page](#)
    - Enrollment Handbook (Under “Audit Guides”)
    - 465-Hour Building Log Calculator (PreK)
- Contact Natalie McClane ([nmcclane@ksde.org](mailto:nmcclane@ksde.org)) with questions.



# BASE (Base Aid for Student Excellence)

- In 2019, the legislature passed the school finance bill (House Sub for Senate Bill 16) that included amending the “base aid for student excellence” per pupil.
- Beginning in school year 2023-2024, the BASE will be adjusted by the average percentage increase in the Consumer Price Index for all urban consumers (CPI-U) in the Midwest region during the three immediately preceding school years.
- The BASE is used to calculate a district’s enrollment and accompanying weightings.

| School Year  | BASE    | BASE*0.5 |
|--|---------|----------|
| 2023-2024  | \$5,088 | \$2,544  |
| 2024-2025  | \$5,378 | \$2,689  |
| 2025-2026* (April 2024 estimate – finalized in April 2025) | \$5,618 | \$2,809  |



# A simple example:

- One 3- year-old student meets at least one Preschool-Aged At-Risk at-risk criterion.
- On Count Day (September 20, 2024), she is enrolled and attending preschool in a district operating an approved Preschool-Aged At-Risk program for both 3- and 4-year-olds.
- The district correctly reports this student in the KIDS collection system, and the audit confirms that appropriate documentation is on file to confirm the student meets at least one Preschool-Aged At-Risk at-risk criteria.

| School Year | BASE    | BASE*0.5 FTE |
|-------------|---------|--------------|
| 2024-2025   | \$5,378 | \$2,689      |



# Data quality matters!

- Districts must correctly report preschool students and other children served by early childhood programs in KSDE data collections to ensure districts receive appropriate funding.
  - Find file specifications and helpful resources at [kidsweb.ksde.org](https://kidsweb.ksde.org).
  - See the [KSDE Fiscal Auditing webpage](#) for Counting KIDS workshops registration.
- KSDE is working to streamline the process of collecting data from districts.
- KSDE is working with other state agencies to grow participation in the P20W state longitudinal data system by aligning data collections, integrating with the existing Kansas Early Childhood Integrated Data System (ECIDS), and promoting the system as a rich source of information on the long-term impact of early childhood investments.







# Weightings

*Remember: If a preschool student is counted as  $\frac{1}{2}$  student (0.5 FTE) when calculating a district's enrollment, that student is also included when calculating accompanying weightings.*

# At-Risk Weighting (Kansas At-Risk Pupil Assistance Program)

K.S.A. 72-5151: (a) The at-risk student weighting of each school district shall be determined by the State Board as follows:

- (1) Determine the number of at-risk students included in the enrollment of the school district; *(to determine funding received, an “at-risk student” is a student who is eligible for free meals)*
- (2) multiply the number determined under subsection (a)(1) by 0.484. The resulting sum is the at-risk student weighting of the school district.

| School Year   | BASE    | BASE*0.484 |
|---|---------|------------|
| 2023-2024   | \$5,088 | \$2,463    |
| 2024-2025   | \$5,378 | \$2,463    |
| 2025-2026* <i>(April 2024 estimate – finalized in April 2025)</i> | \$5,618 | \$2,608    |





*Remember: “Preschool-Aged At-Risk” and “At-Risk funding” are separate funding sources.*

# At-Risk Weighting (Kansas At-Risk Pupil Assistance Program)

View the [At-Risk Pupil Assistance Program Guidelines](#) at the [KSDE School Finance Guidelines and Manuals Page](#).

What is the purpose of the Kansas At-Risk Pupil Assistance program? The purpose of the at-risk student weighting and the high-density at-risk student weighting is to provide students identified as eligible to receive at-risk programs and services with additional educational opportunities, interventions and evidence-based instructional services above and beyond regular educational services.



# At-Risk Weighting (Kansas At-Risk Pupil Assistance Program)

Does an at-risk student have to be a free lunch student? No, the number of free lunch eligible students determines the amount of at-risk funding while the needs of students identified as at-risk determines how at-risk funds should be spent.



# At-Risk Weighting (Kansas At-Risk Pupil Assistance Program)

May at-risk funds be used to provide services for preschool-aged at-risk students?

Yes.

However, in the case of Parents as Teachers (PAT), the district's required match must be expended from the PAT fund, and it is not allowable to transfer funds from the at-risk fund to the PAT fund. If a district has PAT expenses above the required match, these expenses could be coded to the at-risk fund.



# An at-risk student is one who meets one or more of the following criteria:

- Is not working on academic grade level.
- Is not meeting the requirements necessary for promotion to the next grade; is failing subjects or courses of study
- Is not meeting the requirements necessary for graduation from high school. (e.g., potential dropout)
- Has insufficient mastery of skills or is not meeting state standards
- Has been retained
- Has a high rate of absenteeism
- Has repeated suspensions or expulsions from school.
- Is homeless and/or migrant
- Is identified as an English Language Learner
- Has social emotional needs that cause a student to be unsuccessful in school
- Is identified as a student with dyslexia or characteristics of dyslexia
- A student in foster care or otherwise in the custody of the secretary of the Department for Children and Families (DCF)



# Evidence-based best practices include:

- Provide children quality early learning opportunities (PreK)
  - Head Start
  - The Opportunity Project (TOP)
- Engaging children and their families in the transition to kindergarten
- Parents as Teachers
- Administer the ASQ:3 and the ASQ:SE-2

View the complete KSDE-approved list of Evidence-Based practices and programs on the [KSDE Evidence-Based Practices page](#).





# “Preschool-Aged At-Risk” and “At-Risk funding” are separate funding sources.

- *Preschool-Aged At-Risk programs* must implement an evidence-based preschool curriculum that includes literacy, math, and social-emotional components. The curricula must be approved by KSDE and align to the Kansas Early Learning Standards. Approved curricula should be included on one of the following:
  - [Evidence for ESSA](#)
  - [What Works Clearinghouse](#)
  - [EdReports](#)
  - [CASEL \(Social Emotional Curriculum\)](#)
  - [Head Start Curriculum Consumer Report](#)
  - [KSDE’s Evidence-Based List](#)
- *At-Risk funds* may only be spent in accordance with the At-Risk Pupil Assistance Program Guidelines.



# Let's discuss!

Is your district considering using at-risk funding to provide early childhood services to identified at-risk students?



# Other weightings to consider

**Transportation:** Visit with your district's transportation director

**Bilingual:** View Program Guidance on the [KSDE English to Speakers of Other Languages \(ESOL\) Page](#)

**K.S.A. 72-5150:** The bilingual weighting of each school district shall be determined by the state board as follows:

- (a) Determine the full-time equivalent enrollment in approved programs of bilingual education and multiply such enrollment by 0.395;
- (b) determine the number of students enrolled in approved programs of bilingual education and multiply such enrollment by 0.185; and
- (c) the bilingual weighting shall be either the amount determined under subsection (a) or (b), whichever is greater.





Categorical aid

→ *Fiscal Auditing*

→ *Special Education Reimbursement Guide*

**AND**

→ *Special Ed - Early Childhood FTE*

*Calculator*

# Districts should provide the most inclusive classrooms possible.

The Individuals with Disabilities Education Act (IDEA) requires that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, **are educated with children who are not disabled**, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs **only** when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.



# Categorical aid

All expenditures claimed for reimbursement under categorical aid must have been paid from the Local Education Agency (LEA)'s special education funds. This means that if a teacher is being claimed for categorical aid reimbursement, the FTE claimed should correspond to the portion of the teacher's salary paid with special education funds.

- For the 2024-2025 school year, KSDE estimates (as of June 2024) that 1.0 FTE of categorical aid will result in **\$30,800** in reimbursement.



# Early Childhood Special Education Service Delivery Models

See the [Special Education Reimbursement Guide](#), pages 18-19: *It is important to recognize that categorical aid is reimbursed based on how the special education services are delivered rather than the programs in which children are served. Listed below are the various service delivery models where children, ages 3-5, are typically served.*

- Early Childhood Co-Teaching Service Model
- Early Childhood Itinerant Service Model
- Early Childhood Special Education Service Models



# Categorical aid – ECSE Service Model

## Calculating FTE for Early Childhood Special Education Service Model

### Full Time Special Education Teacher

- Total caseload of students for the day (add all sessions with students with IEPs together)

*EXAMPLE : 21 total students, 6 of them have IEPs (special education)*

- Multiply the number of students with IEPs by 2, then divide by the total of all students served in the program.

*(special education money can be used to fund the students with disabilities AND an equivalent number of peer models)*

**(IEP $\times$ 2)/Total**

*For the example above (6 X 2)/21=0.57 FTE.*

\*Always round up when estimating FTE





# Example #2 – ECSE Service Model

Multiply the number of students with IEPs by 2, then divide by the total of all students served in the program.

*(special education money can be used to fund the students with disabilities AND an equivalent number of peer models)*

$(IEP \times 2) / \text{Total}$

*Classroom of 10 students, 2 with IEPs and 8 without IEPs. What percentage of the teacher can be claimed for FTE?*



# Example #2 – ECSE Service Model

*Classroom of 10 students, 2 with IEPs and 8 without IEPs. What percentage of the teacher can be claimed for FTE?*

$(2 \times 2) \text{ divided by } 10 = 4/10 = 0.4\text{FTE}$



# Example #3 – ECSE Service Model

We have two classrooms with the following makeup. What percentage of the teachers can be claimed for categorical aid?

*Classroom A (the Meadowlarks): 10 students, 5 of whom have IEPs*

*Classroom B (the Bison): 10 students, 0 of whom have IEPs*



# Example #3 – ECSE Service Model

We have two classrooms with the following makeup. What percentage of the teachers can be claimed for categorical aid?

*Classroom A (the Meadowlarks): 10 students, 5 of whom have IEPs*  
**(5X2) divided by 10 = 10/10 = 1.0FTE**

*Classroom B (the Bison): 10 students, 0 of whom have IEPs*  
**(0X2) divided by 10 = 0/10 = 0.0FTE**

*Total: 1.0FTE + 0.0FTE = 1.0FTE Claimed.*



# Example #3, but more inclusive

We have two classrooms with the following makeup. What percentage of the teachers can be claimed for categorical aid?

*Classroom A (the Meadowlarks): 10 students, 3 of whom have IEPs*

*Classroom B (the Bison): 10 students, 2 of whom have IEPs*



# Example #3, but more inclusive

We have two classrooms with the following makeup. What percentage of the teachers can be claimed for categorical aid?

*Classroom A (the Meadowlarks): 10 students, 5 of whom have IEPs*  
**(3X2) divided by 10 =  $6/10 = 0.6\text{FTE}$**

*Classroom B (the Bison): 10 students, 0 of whom have IEPs*  
**(2X2) divided by 10 =  $2/10 = 0.4\text{FTE}$**

*Total:  $0.6\text{FTE} + 0.4\text{FTE} = 1.0\text{FTE}$  Claimed.*



# Categorical aid – ECSE Model

## Paraeducators in Special Education Service Model

For purposes of categorical aid reimbursement, special education paraeducators are assigned to students and not to programs. A connection within the IEP or IFSP must be identified that justifies the need for paraeducator support as determined by the IEP or IFSP team. **Paraeducator FTE will not be prorated based on classroom ratios if full time para support is required by one or more IEPs or IFSPs.**

## Time and Effort in Special Education Service Model

Categorical Aid funding will not be reduced for teachers of Special Education Early Childhood who are part of a Special Education Service Model classroom and whose percentage of time spent on special education activities falls below the claimed FTE or does not match the classroom ratios. This does not apply to other grades/areas, or itinerant teachers.





# Other funding sources



# Potential funding sources include:

- At-Risk Education Funding may be used to serve qualified preschool-aged at-risk students
- School District General Fund
- Preschool-Aged At-Risk Fund
- Preschool-Aged student with disability base state aid
- Early Childhood Block Grant (*Kansas Children's Cabinet and Trust Fund*)
- Kansas Special Education Categorical Aid
- Head Start (*federal Administration for Children and Families*)
- Child Care Development Block Grant (*Child Care Subsidy*) (*Kansas Department for Children and Families*)
- Child and Adult Care Food Program
- Kansas Preschool Pilot
- McKinney-Vento
- ESEA Title I
- ESEA Title II *to support early educators' professional development and to provide programs and activities to increase the knowledge and ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school.*
- IDEA Part B
- Parent fees/tuition
- Kansas Parents as Teachers
- Local Grants/Funding (private funders)
- Federal COVID relief funding (for qualifying expenses)



# Head Start

Head Start and Early Head Start programs promote children's development through services that support early learning, health, and family well-being.

The Every Student Succeeds Act (ESSA) requires each school district receiving Title I funds to develop agreements and carry out coordination with Head Start and, if feasible, with other early childhood programs.

## Resources:

- [Head Start and Early Head Start Locations in Kansas](#) (Kansas Head Start Association)
- [Head Start Early Childhood Learning & Knowledge Center](#) (ECLKC)
- [Kindergarten Transitions Toolkit](#) (Kansas Early Childhood Advisory Council)



# Kansas Preschool Pilot

- The KSDE Preschool Programming webpage includes [the 2024-2025 Kansas Preschool Pilot \(KPP\) Grant Requirements](#)
- The amount of Kansas Preschool Pilot grant funding requested remains much larger than the amount of funding available. There are other larger and more sustainable options for districts to invest in preschool.
- In 2024-2025, Kansas Preschool Pilot grant applicants were required to forecast the amount of revenue that they would receive from other sources of funding and demonstrate that they were reinvesting those other funding sources into their preschool programs before requesting Kansas Preschool Pilot grant funding to supplement gaps. KSDE anticipates continuing this approach using the Preschool Revenue Calculator and Budget Template tool in 2025-2026.





# The Kansas early childhood policy landscape

# All In For Kansas Kids strategic plan

- The 2020 strategic plan followed a year-long effort engaging more than 6,100 Kansans.
- An updated strategic plan will be released this summer using the results of the 2024 needs assessment.



# Proposed Office of Early Childhood

- Executive Order 23-01 established the Early Childhood Transition Task Force to review Kansas' early childhood programs and develop a roadmap for the creation of a new state, cabinet-level agency focused solely on supporting the success of our youngest Kansans.
- Visit [governor.kansas.gov, Newsroom, Kansas Early Childhood Transition Task Force](https://governor.kansas.gov/Newsroom/Kansas-Early-Childhood-Transition-Task-Force) to view materials.
- A bill to establish the Office of Early Childhood (House Substitute for House Substitute for Senate Bill 96) passed the House 107-10 but did not receive a vote in the Senate in 2024.



# Recent history – funding

- 2017-18: Full funding for full-day kindergarten, first year of a five-year phase in of increased preschool-aged at-risk funding.
  - Students who were in kindergarten in 2017-18 are now in 5<sup>th</sup> grade.
- 2018: School finance formula allows preschool-aged at-risk funding to include 3-year-olds, so long as all 4-year-olds are served first. Funding for Kansas Preschool Pilot grants increases from \$4.1 million to \$8.3 million.
- 2020-21: Sufficient funding is available so that preschool-aged at-risk program is not based on slots.
- 2021-22: Sufficient funding is available so that 3-year-old preschool-aged at-risk students are funded.



# Current funding

- Kansas Parents as Teachers state grants:
  - 2024-2025: \$9,437,635
- Kansas Preschool Pilot:
  - \$4,200,000 Children's Initiatives Fund (CIF)
  - \$4,132,317 Temporary Assistance for Needy Families (TANF)





# Context– 2022-23 funding (estimates)

- State enrollment aid: 11,363 preschool-aged at-risk students\* 0.5FTE\* BASE (\$4,846) would be **\$27,532,549**.
- State enrollment aid: 6,592 preschool students with disabilities\* 0.5FTE\* BASE (\$4,846) would be **\$15,972,416**.
- State at-risk weighting: 10,453 preschool students included in the school finance formula who qualify for free meals\* 0.484FTE\* BASE (\$4,846) would be **\$24,517,135**.
- An additional **\$33,266,473** in categorical aid claimed for preschool teaching staff (professionals and paraprofessionals).





# Questions and discussion

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