

**Early Childhood Collaborative Programs
Early Childhood Special Education, Four Year Old At Risk,
Head Start, and Early Childhood
Funding Questions and Answers
Kansas State Department of Education**

- Q1. If an IEP team recommends placement in an EC classroom (i.e. community based or school based) can LEAs pay full tuition if the child's time in the EC classroom is considered special education instructional time?
- A1. If the IEP team recommends it and documents this in the IEP, then LEAs are responsible for paying the tuition to the community based school.**
- Q1a. What funds can LEAs use to pay tuition?
- A1a. Special education funds may be used to pay tuition.**
- Q2. If a child counted for Four Year Old At Risk funding is then identified as a child with a disability during the same year can the special education teacher be counted for categorical aid and the child counted for Four Year Old At Risk funding at the same time?
- A.2. Yes, if the special education identification occurs after the 9/20 enrollment count. However the following school year the child would be counted as special education on 9/20**
- Q3. Can districts provide educational services for Head Start eligible children in an EC classroom funded by the district and receive funds from Head Start to provide that service for Head Start eligible children?
- A3. Yes, if that is the agreement with Head Start.**
- Q4. Can Head Start provide family support services to all children in a district funded EC classroom that includes Head Start eligible children and be reimbursed by the district for services provided for children that are in the EC classroom but not eligible for Head Start?
- A4. If family support services are a high priority for the district, then districts may reimburse Head Start for this service. For the district to receive categorical aid for services provided to special education students, the provider must meet eligibility requirements for special education reimbursement.**
- Q5. If the district Superintendent wants to serve all pre-k children in their home schools, how can Special Education, Four Year Old At Risk and Head Start funding be braided or blended to meet this goal?
- A5. The cost of the early childhood program would be paid with funds from Special Education, Four Year Old At Risk and Head Start in direct proportion to the percent of children from each source that are participating in the EC program.**

Q6. If a teacher has the appropriate licensure, can one teacher be the special education teacher and the Four Year Old At Risk teacher in the same classroom?

A6. Yes. Categorical aid will be paid on a pro-rated basis based on the number of special education students versus the number of Four Year Old At Risk students.

Q6a. How can the funds be braided/blended in this situation?

A6a. The cost of the program would be paid with funds from Special Education and Four Year Old At Risk in direct proportion to the percent of children from each source that are in the classroom.

Q6b. In cases where the At Risk teacher is also endorsed in special education, can a district apply for categorical aid independent of their cooperative or interlocal if they choose to serve special education students in their local At Risk program?

A6b. Yes

Q7. When Early Childhood Special Education (ECSE) teachers and Early Childhood (EC) teachers co-teach in a Four Year Old At Risk or Head Start classroom and there is a ratio of less than 50% of children with disabilities in relation to typically developing peers will categorical aid be prorated for the ECSE teacher?

A7. Categorical aid for collaborative EC/ECSE programs will not have categorical aid prorated for the ECSE teacher if following two criteria are met:

- 1. The district planning a collaborative EC/ECSE program has submitted the EC/ECSE Collaborative Program form included in the Special Education Reimbursement Guide by the date indicated each year; and**
- 2. Program implementation accurately reflects the description provided in the EC/ECSE Collaborative Program form submitted to the state.**

Q7a. Can this co-teaching model be pre-approved for full categorical aid for the ECSE teacher and any special education paraprofessionals placed in the classroom?

A7a. No pre approvals are necessary as funding is based on the two criteria outlined in A7. .

Q8. When an ECSE teacher is an itinerant teacher in a Four Year Old At Risk or Head Start classroom and there is a ratio of less than 50% children with disabilities in relation to typically developing peers will the ECSE teacher's categorical aid be pro-rated for his/her time spent delivering services in this setting?

A8. No. If the ECSE teacher is providing special education services in this setting, categorical aid will not be reduced.

Q9. Is there anything in the Four Year Old At Risk program guidelines that would prohibit the designation of the ECSE teacher as itinerant placing the sole responsibility for the general education teaching on the Four Year Old At Risk Teacher?

A9. No.

- Q10. If children with disabilities are placed in a Four Year Old At Risk program and are served by an itinerant ECSE teacher for a set amount of time each week, can the time the child spends in the Four Year Old At Risk program without special education services be reimbursed with Four Year Old At Risk funds?
- A10. No. The ECSE teacher generates categorical aid based on her/his FTE not on the amount of service provided per child and Four Year Old At Risk funds are generated by actual child count on September 20. In addition, each child in the program (special education and At Risk) generates .5 FTE of general state aid.**
- Q11. Can children in Four Year Old At Risk programs serve as peer models in integrated special education classrooms?
- A11. Yes. Any child without an IEP may serve as a peer model in an integrated special education classroom.**
- Q12. Can the Four Year Old At Risk program exceed the recommended number of 17 students in a classroom by adding children with disabilities that are served by an itinerant special education teacher?
- A12. Yes. However, the size of the classroom and the number of slots for the Four Year Old At Risk program should be carefully reviewed, as well as the intensity of needs – both for the 4-year-olds and those on IEPs. Some balance must be preserved, so that all children’s needs may be addressed. The teacher must be prepared to meet significant challenges. There may not be more than 20 total children in the classroom (with 2 teachers).**

Clarification for Four Year Old At Risk and ECSE Funding

Funding for the Four Year Old At-Risk program is based on the number of identified at risk children in attendance on September 20 and reported in the 9/20 enrollment count. Once districts have been notified that their program has been selected for funding, the approved number of four-year olds attending the district at-risk preschool program must be included in the enrollment counts when calculating the school district’s general fund.

Funding is weighted based on district demographics for at risk children. In addition to the weighted funding, each child that meets the criteria for the At Risk program on 9/20 generates .5 FTE of Base State Aid per Pupil (BSAPP).

While children identified for Head Start and/or Early Childhood Special Education do not generate funds for the at risk program; these children can participate and be included in at risk classrooms. Children with IEPs generate .5 FTE of Base State Aid per Pupil (BSAPP) in addition to special education funds.