



Six Actionable Steps to Improve Preschool Environments (Indicator 6)



Discuss with a partner: Why do YOU believe inclusion is good for preschool children with disabilities?

Session Outcomes

Our time together will be a success if participants:

- Gain a deeper understanding of Indicator 6 (Preschool Environments)
- Identify actionable strategies, ideas, and resources to improve the delivery of early childhood special education services in the regular education setting
 - Learn how to use the [Indicator 6 Data Guide for Preschool Environments](#) to understand Indicator 6 data





What is Indicator 6: Preschool Environments?

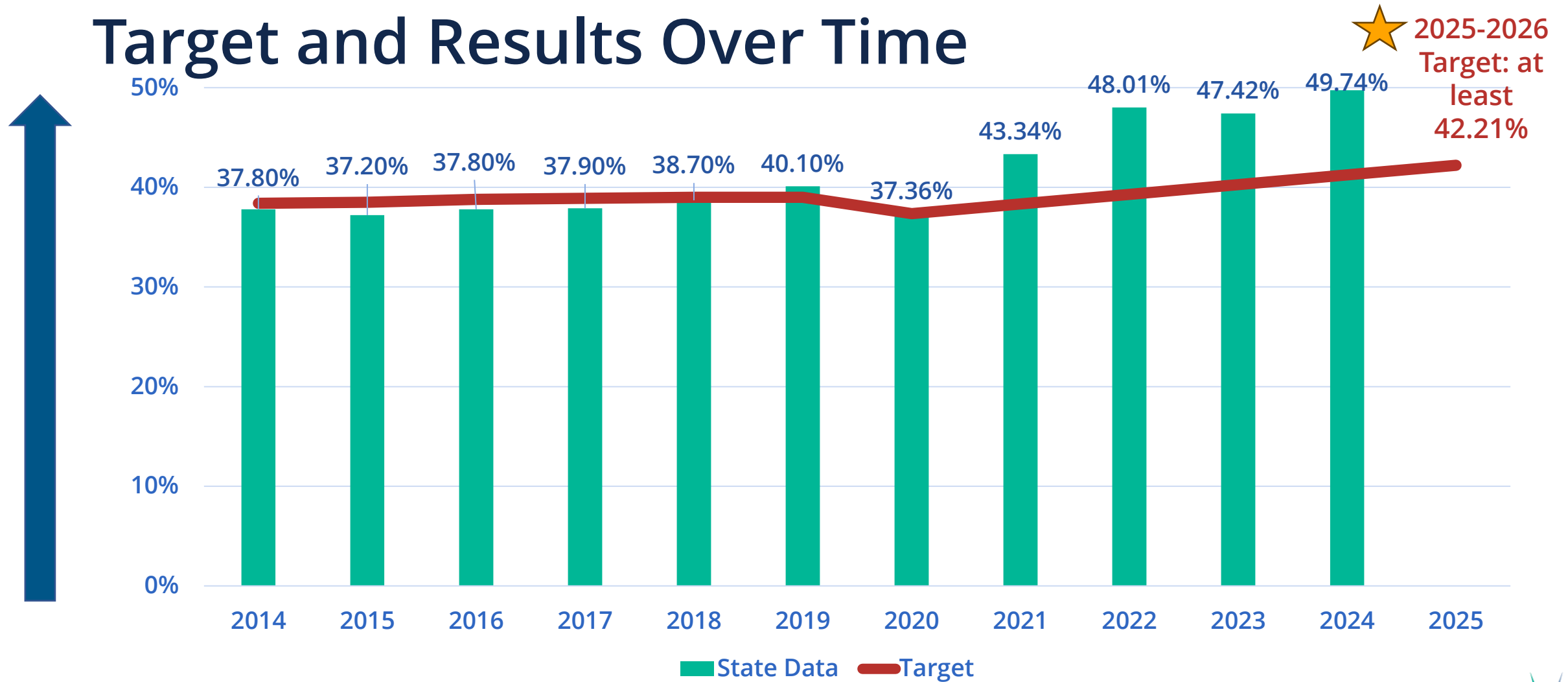
Indicator 6A: Preschool Environments



Indicator 6A measures the percent of children ages 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.



Indicator 6A: Kansas Preschool Environments Target and Results Over Time

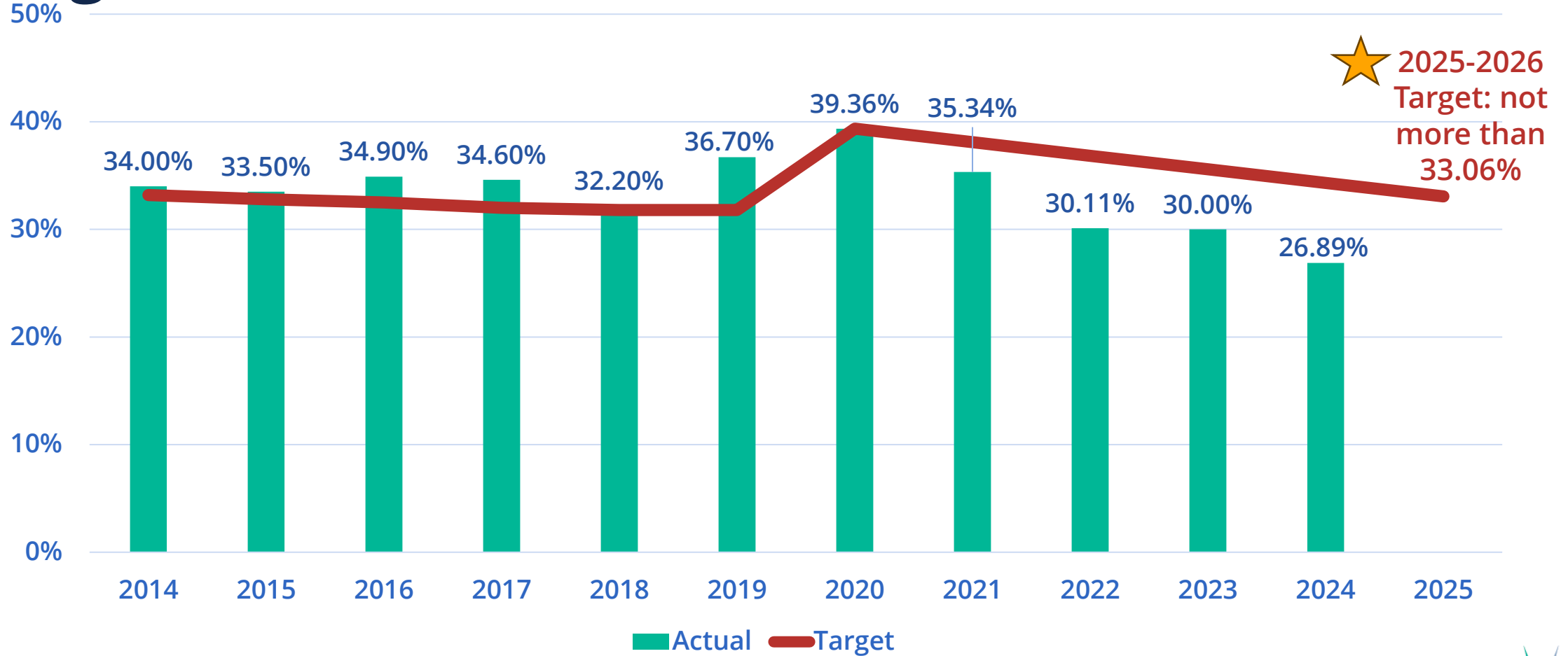


Indicator 6B: Preschool Environments



Indicator 6B measures the percent of children ages 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.

Indicator 6B: Kansas Preschool Environments Target and Results Over Time



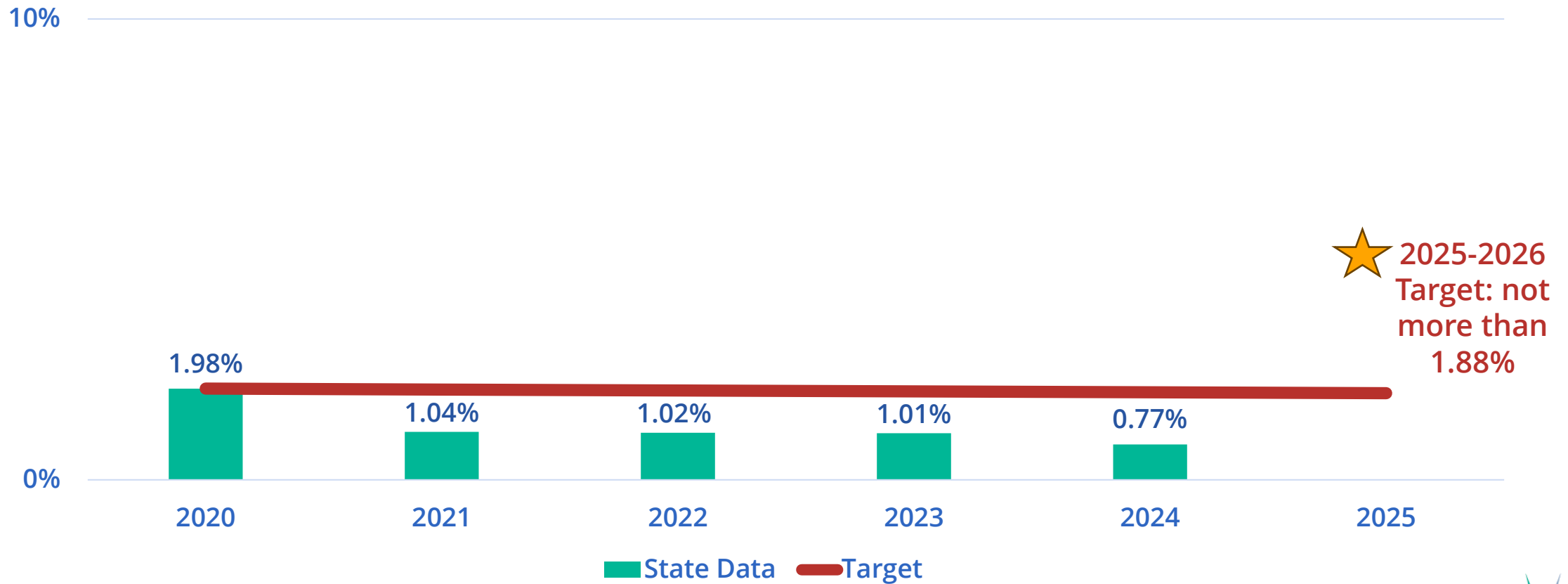
Indicator 6C: Preschool Environments



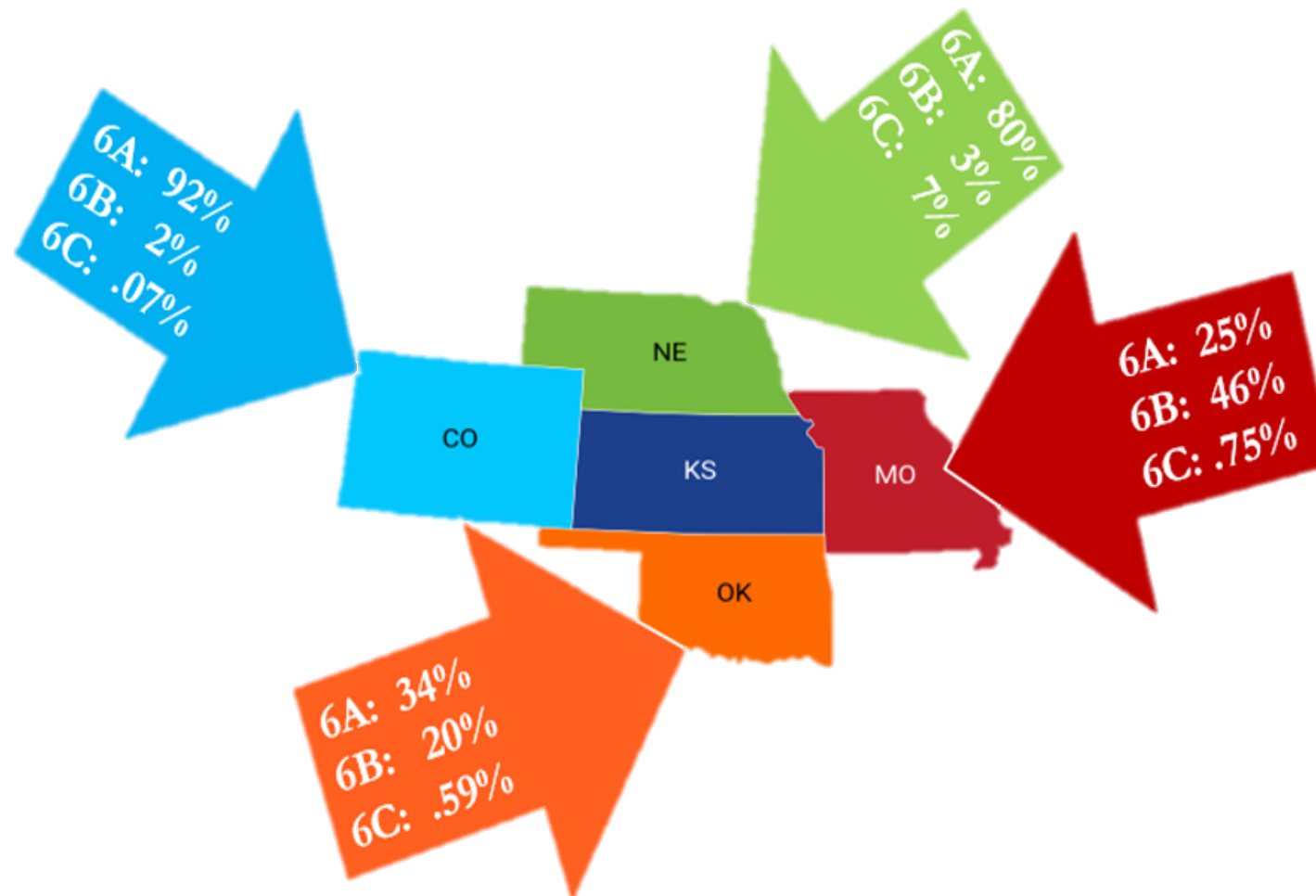
Starting in FFY 2020:
Indicator 6C measures the percent of children ages 3 through 5 with IEPs receiving special education and related services in the home setting.



Indicator 6C: Kansas Preschool Environments Target and Results Over Time



Indicator 6 in our neighboring states



Six Actionable Steps to Improve Preschool Environments (Indicator 6)



1. Get ready to lead through change
2. Know your data
3. Strengthen collaborative relationships
4. Build capacity through professional development
5. Learn from your peers
6. Monitor progress and celebrate success



One: Get ready to lead through change

Who are we trying to engage?

Special Education
and General
Education Early
Childhood Staff

Families,
Caregivers, and
Community
Partners

Decision-makers



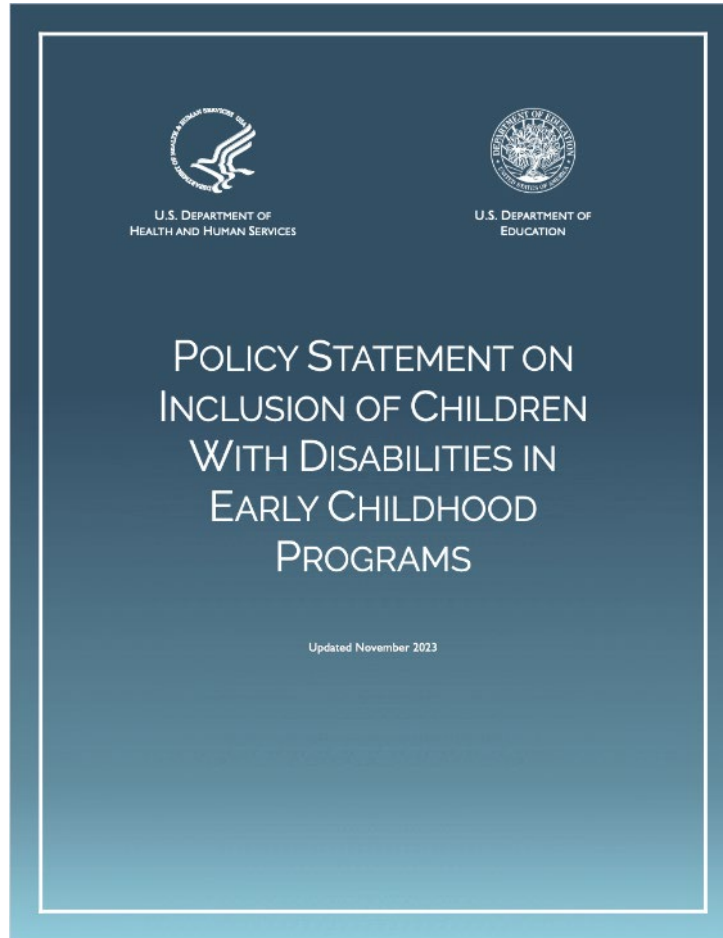
Indicator 6 Resources

Visit the KSDE TASN site: Indicator 6 for resources:

- Policy and Position Statements
 - [Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs](#)
- Inclusion Research and Resources
 - [Inclusion of Children with Disabilities in Kansas Early Childhood Programs Infographic](#)



Federal Policy Statement



- Released jointly by the U.S. Department of Education and the U.S. Department of Health and Human Services.
- States that 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.
- Most recently updated November 2023.



We have a responsibility to 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.





Research shows that early childhood inclusion is beneficial both to children with and without disabilities. The beginning years of all children's lives are critical for building the early foundations of learning and wellness needed for success in school and later in life... High-quality inclusion that begins early and continues into school likely produces the strongest outcomes.

[Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs](#)

Inclusion of Children With Disabilities in Kansas Early Childhood Programs

Early childhood inclusion is the practice of educating and caring for children with and without disabilities in the same environments. It embodies values, policies and practices that lead to high-quality early childhood programs.

To advance preschool inclusion in Kansas, the Kansas State Department of Education embraces the following five principles based on the federal joint policy statement from the U.S. Department of Health and Human Services/U.S. Department of Education.



- 1 Hold high expectations and intentionally promote the participation** of preschoolers with disabilities in all learning and social activities.



- 2 Use evidence-based practices and supports** to foster the development (cognitive, communication, physical and social-emotional) of all preschoolers.



- 3 Promote friendships** between preschoolers with and without disabilities.



- 4 Promote a sense of belonging** for preschoolers with disabilities and their families.



- 5 Promote the inclusion of children** regardless of their level of disability (mild to most significant).



Read the full federal joint policy from the U.S. Department of Health and Human Services/U.S. Department of Education.



Federal and state requirements and guidance on least restrictive environment is located in Chapter 6, Section D of the Kansas Special Education Process Handbook. This infographic is technical assistance and a reference tool that can be used in conjunction with or in addition to the Kansas Special Education Process Handbook.



Kansas Early Learning Standards



- Updates adopted in 2014.
- “Introduction” section includes information on promoting high-quality programming in the least restrictive environment and inclusion of children with disabilities (pages 12-15).
- Visit kels.ksde.gov for resources.



All In For Kansas Kids Strategic Plan

- Completed Summer 2024
- Extensive rounds of feedback and opportunities for input
- Outlines shared state early childhood goals and vision
- Available on the Children's Cabinet Website: kschildrenscabinet.org/strategic-plan



PILLAR 1

Ecosystem

When we speak of early childhood in Kansas, we are describing an ecosystem focused on their families centered around the Blueprint's three Building Blocks—Strong Families, Early Healthy Development. This ecosystem, depicted in the graphic on page 14, includes programs from the state, the systems in which these resources are funded, administered, and delivered; environment of local programming and community services designed to support thriving families. The early childhood ecosystem also considers other supports families may need: health care, behavioral health services, and employment supports.

With a focus on family well-being in addition to services that directly support young children, our early childhood ecosystem are collaborating more than ever before. Kansas leaders have been insulated work within individual state agencies and moving toward more unified child data sharing, and cross-cutting solutions. Study and actions in this pillar are crafted to gain collaboration and to prioritize child and family well-being most efficiently to meet a wider Pillar is also about nurturing the ecosystem by creating new resources, increasing capacity, private partnerships, and using data to improve outcomes for all Kansas children and families.

ALL IN FOR KANSAS KIDS STRATEGIC PLAN | 2024

GOAL 2

Connect families to the right service at the right time through comprehensive networks of resources and programs.

Actions

2.1 Inventory existing local networks that help families connect to services. Promote successful models and of "the wrong do or" approaches for families.

2.2 Capture and communicate the bright spots and lessons learned around referral and care coordination networks in local communities. Use allforokansasids.org, governance group, communication channels, and community coalition meetings to promote peer-to-peer learning and widespread adoption of proven practices.

2.3 Increase family uptake of 1-800-CHILDREN as a trusted information source. Increase provider awareness of the resource directory behind 1-800-CHILDREN to facilitate provider-to-provider referrals.

2.4 Develop community- and family-informed benchmarks for seamless navigation of the early childhood ecosystem. Invest in resources that help communities ensure that full range of local services meets these benchmarks.

2.5 Increase the number of community-based referral networks that include both early childhood and health care providers to support stronger cross-sector relationships and to help identify and address social determinants of health.

Community-based Referral Networks
These are...

Framework

This strategic plan is organized to follow the 2024 All In For Kansas Kids and actions arranged into three pillars of emphasis: the ecosystem of environments, and the experiences of children and families. Goals, each pillar after a brief introduction. Goals broadly describe priorities, streamline the work ahead while allowing flexibility for ecosystem workplans and timelines. Metrics are intended to measure progress, match for each action, they capture what it means to achieve that

Strategic Plan Organization

Pillars



Ecosystem



Early Childhood Workforce

Environment

Goals, Actions

GOAL 1

State desired

Ac

1.1 Detailed steps to achieve

Progress

Details to know decision or where

ALL IN FOR KANSAS KIDS STRATEGIC PLAN | 2024



All In For Kansas Kids strategic plan

Pillar 1: Ecosystem

- **Goal 6:** Strengthen existing tools and create new resources to ensure providers offer families seamless transitions in support of their child's interests, healthy social-emotional development, and academic potential.
 - **Action 6.2:** Promote inclusive practices and providing accompanying supports so that all children from ages birth to 5 can participate in early childhood programs together, including: children with, or at risk of, developmental delays and children with special health care needs.



So, what's your why?

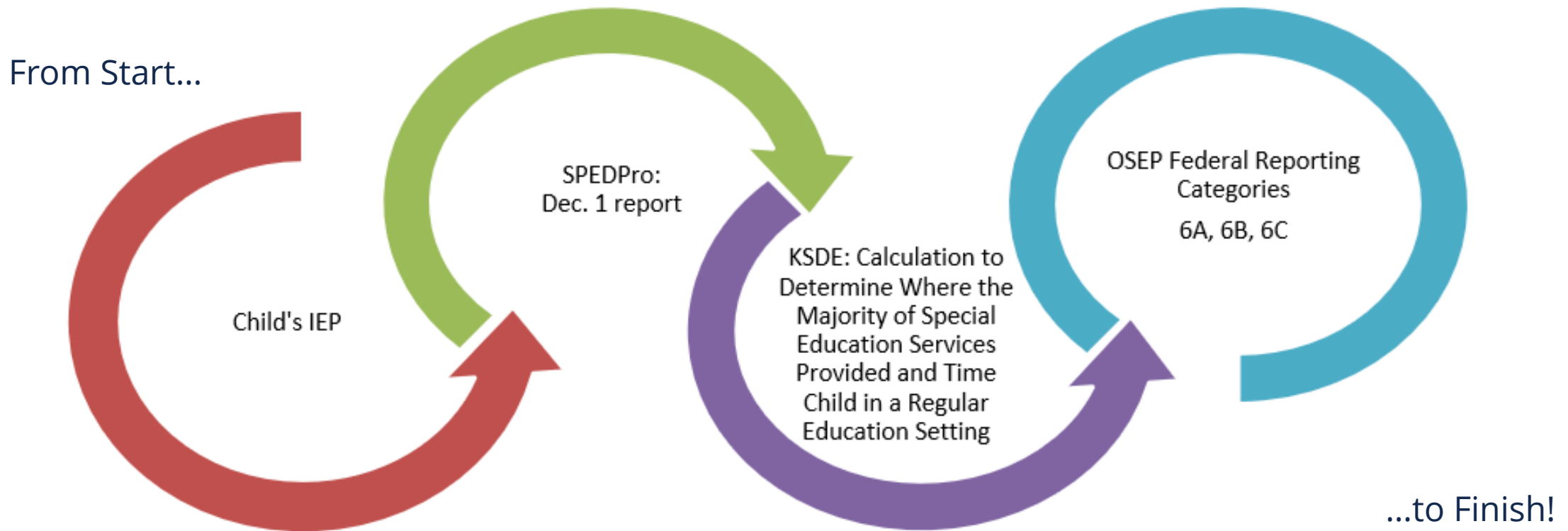
- Improves outcomes for preschool students.
- Students can learn together with their peers.
- General educators are more aware of special education services.
- Follows our state direction for early childhood.
- It's required by law.





Two: Know your data

Process to Determine Preschool Child's Least Restrictive Environment



Indicator 6 Data Resources

Visit the KSDE TASN site: Indicator 6 for resources:

- Indicator 6 Data Guide for Preschool Environments



Indicator 6 Data Guide for Preschool Environments

Contents:

- Overview: Preschool Environments and Least Restrictive Environment
 - Understanding the Data Collection
 - Understanding Calculations
 - Data Reporting: How IEP Documentation leads to a Kansas Federal Environment Category Determination
- Using Data for Program Improvement
- Additional Resources

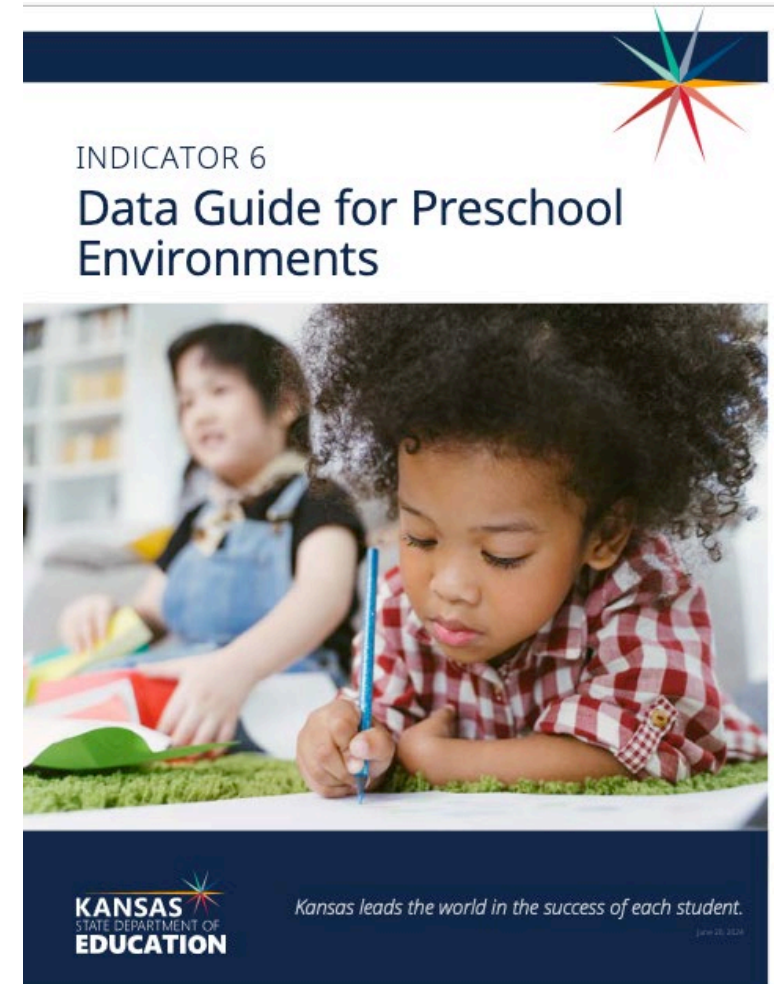


Figure 2: Decision Tree for Kansas Educational Environments (page 10)

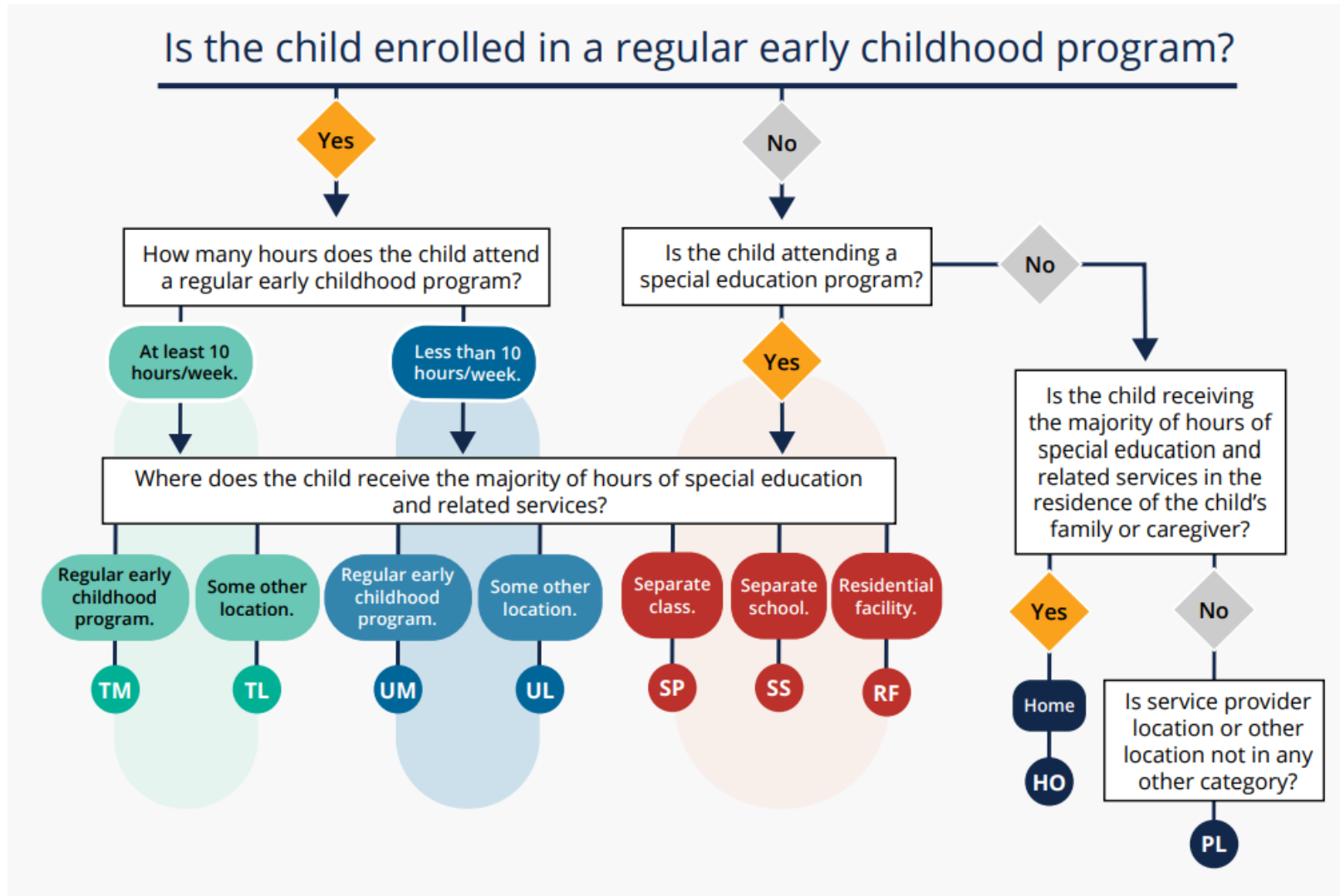
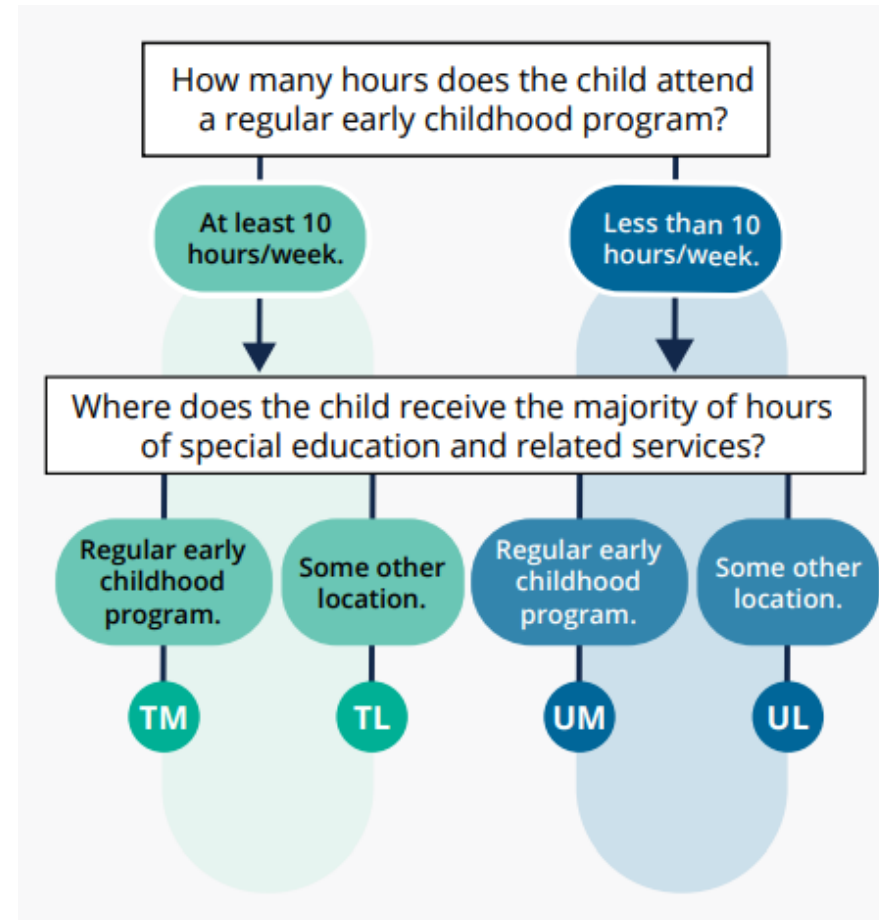


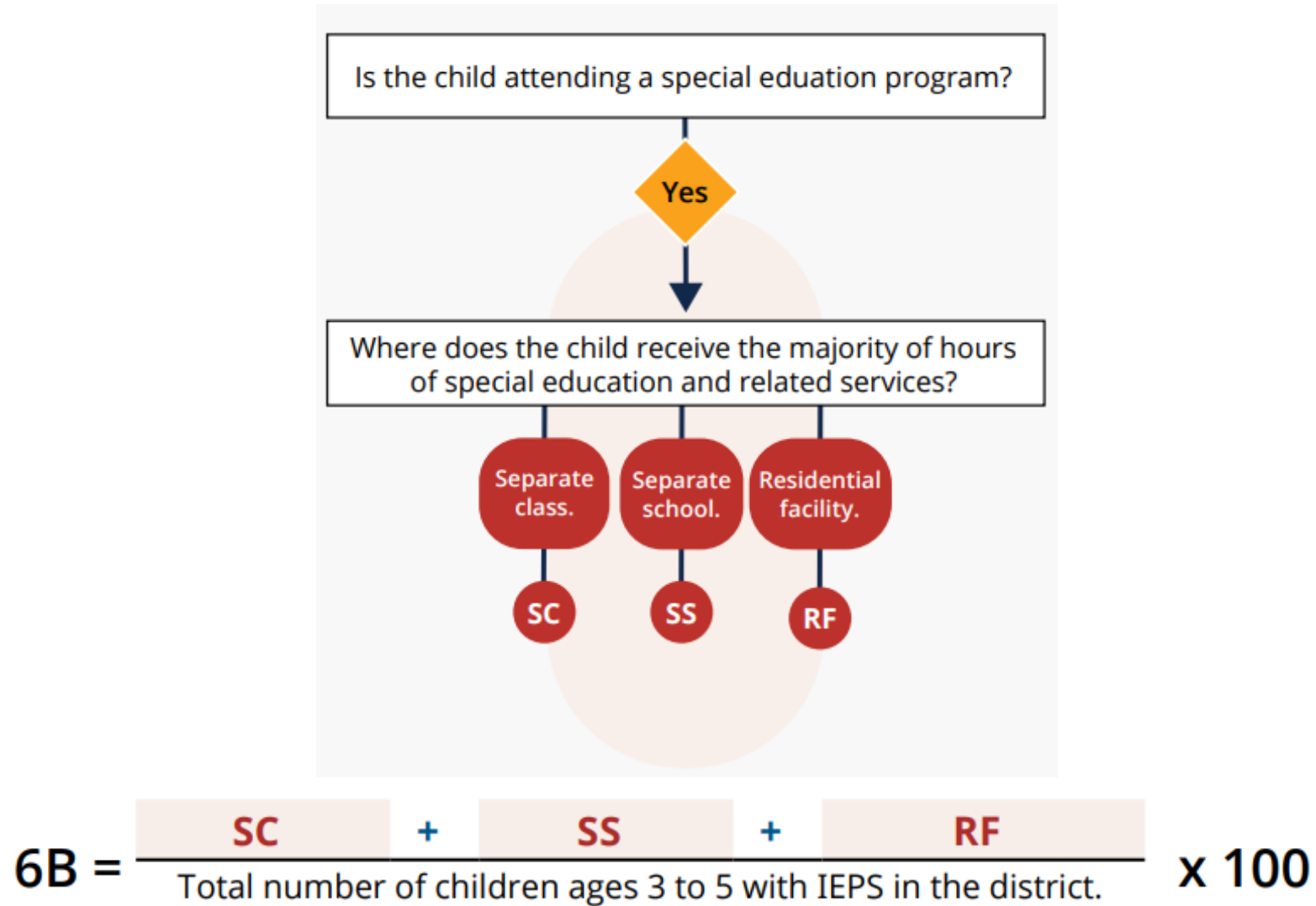
Figure 3: Decision Tree Determination for Indicator 6A (page 11)



$$6A = \frac{\text{TM} + \text{UM}}{\text{Total number of children ages 3 to 5 with IEPs in the district.}} \times 100$$



Figure 4: Decision Tree Determination for Indicator 6B (page 13)



SPEDPro Indicator 6 Reports

- The **December 1 count** is used to compute Indicator 6.
- **Projected Indicator 6 Report**
 - Allows you to see current-year, real-time Indicator 6 projection.
 - Once LEAs make initial submission of students with IEPs in SPEDPro (typically around Labor Day), the Projected Indicator 6 report will populate with students who have services intersecting December 1.
- **Final Indicator 6 Report**
 - Typically available in May.
- Proactively check your data! Add it to your calendar – Oct. 1, Nov. 1, after Dec. 1.



SPEDPro Final Indicator 6 Report

Indicator 6A	Indicator 6B	Indicator 6C
Definition: Percent of children with IEP's aged 3, 4 and aged 5 who are enrolled in a preschool program attending a regular childhood program and receiving the majority of special education services in the regular early childhood program	Definition: Percent of children with IEP's aged 3, 4 and aged 5 who are enrolled in a preschool program attending a separate special education class, separate school or residential facility.	Definition: Percent of children with IEP's aged 3, 4 and aged 5 who are enrolled in a preschool program receiving special education and related services in the home.
Measurement: Percent = [(# of children ages 3, 4 and 5 with IEP's attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children ages 3, 4 and 5 with IEP's)] times 100	Measurement: Percent = [(# of children ages 3, 4 and 5 with IEP's attending a separate special education class, separate school or residential facility) divided by the (total # of children ages 3, 4 and 5 with IEP's)] times 100	Measurement: Percent = [(# of children ages 3, 4 and 5 with IEP's receiving special education and related services in the home) divided by the (total # of children ages 3, 4 and 5 with IEP's)] times 100
Formula: $\frac{REC10YSVCS + REC09YSVCS}{REC10YSVCS + REC09YSVCS + REC10YOTHLOC + REC09YOTHLOC + SC + SS + RF + H + SPL} \times 100 = \%$	Formula: $\frac{SC + SS + RF}{REC10YSVCS + REC09YSVCS + REC10YOTHLOC + REC09YOTHLOC + SC + SS + RF + H + SPL} \times 100 = \%$	Formula: $\frac{H}{REC10YSVCS + REC09YSVCS + REC10YOTHLOC + REC09YOTHLOC + SC + SS + RF + H + SPL} \times 100 = \%$
Kansas specific formula codes Indicator 6A	Kansas specific formula codes for Indicator 6B	Kansas specific formula Indicator 6C
$\frac{TM + UM}{TM + UM + TL + UL + SP + SS + RF + HO + PL} \times 100 = \%$	$\frac{SP + SS + RF}{TM + UM + TL + UL + SP + SS + RF + HO + PL} \times 100 = \%$	$\frac{HO}{TM + UM + TL + UL + SP + SS + RF + HO + PL} \times 100 = \%$
SY 2024-2025 FFY 2025 State Target : > or equal to 41.24%	SY 2024-2025 FFY 2025 State Target : < or equal to 34.32%	SY 2024-2025 FFY 2025 < or equal to State Target : 1.90%



Final Indicator 6 Report – State Data

Kansas specific formula codes for Indicator 6A		Kansas specific formula codes for Indicator 6B	
$\frac{TM + UM}{TM + UM + TL + UL + SP + SS + RF + HO + PL} \times 100 = \%$		$\frac{SP + SS + RF}{TM + UM + TL + UL + SP + SS + RF + HO + PL} \times 100 = \%$	
SY 2024-2025 FFY 2025 State Target : > or equal to 41.24%		SY 2024-2025 FFY 2025 State Target : < or equal to 34.32%	
Indicator 6A calculation		Indicator 6B calculation	
$\frac{3531 + 599}{3531 + 599 + 1403 + 407 + 14 + 2219 + 0 + 64 + 66} \times 100 = \mathbf{49.74\%}$		$\frac{2219 + 14 + 0}{3531 + 599 + 1403 + 407 + 14 + 2219 + 0 + 64 + 66} \times 100 = \mathbf{26.89\%}$	

Kansas specific formula codes for Indicator 6C
$\frac{HO}{TM + UM + TL + UL + SP + SS + RF + HO + PL} \times 100 = \%$
SY 2024-2025 FFY 2025 State Target : < or equal to 1.90%
Indicator 6C calculation

$$\frac{64}{3531 + 599 + 1403 + 407 + 14 + 2219 + 0 + 64 + 66} \times 100 = \mathbf{0.77\%}$$



SPEDPro Indicator 6 Reports include at the child level:

- Student KIDS ID number, First Name, Last Name, Date of Birth, Gender, Grade
- Age on December 1
- Primary Disability
- LEA
- ACC
- Current IEP Date
- Primary Provider
- Most Prevalent Service Location
- All Services
- All Settings
- Kansas Federal Environment Code
- OSEP Formula Code
- Indicator 6 (6A, 6B, 6C, Other)





Three: Strengthen collaborative relationships

Some Tips to Strengthen Collaborative Relationships

- Plan collaborative professional learning.
 - Build understanding of embedded learning practice and push-in (itinerant) service delivery.
- Provide regular collaborative planning time for teachers and special education providers.
- Partner with school district leaders to consider current options to serve preschool students and plan for future services.



Kansas districts can offer preschool in a variety of settings.

Kansas state law ([K.S.A. 72-3215](#)) authorizes local school boards 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.



Preschool Budgeting Resources

Visit www.ksde.gov, Early Childhood > Early Childhood Funding:

- The Kansas Preschool Revenue Calculator and Budget Template can help estimate revenue and budget across multiple funding sources.
- 2025 Summer Budget Workshops - Early Childhood Funding information summarizes key considerations for 2025-2026.
- The [KSDE Fiscal Auditing webpage](#) includes the Special Education Reimbursement Guide.
- KSDE (Amanda.Petersen@ksde.gov) is glad to help!



Preschool Budgeting – Keep in mind

- Preschool-aged students with disabilities who are enrolled and attending on Count Day are included in calculating a district's enrollment and accompanying weightings.
 - The [KSDE Fiscal Auditing webpage](#) includes the Enrollment Handbook.
- The Kansas Preschool Revenue Calculator and Budget Template allows districts to estimate revenue generated from Special Teacher Reimbursement Categorical Aid from prorated staff.

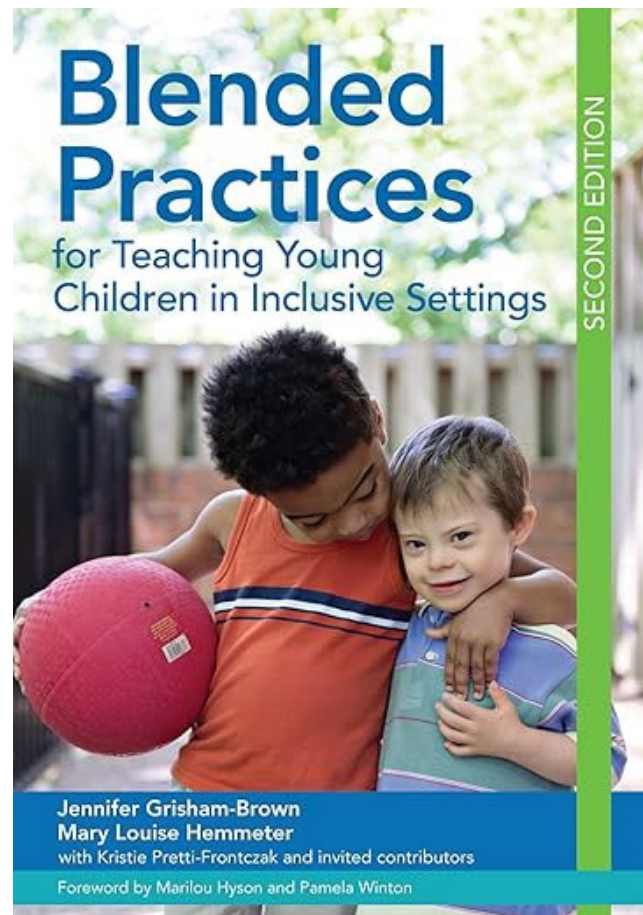




Four: Build capacity through professional development

Plan a book study

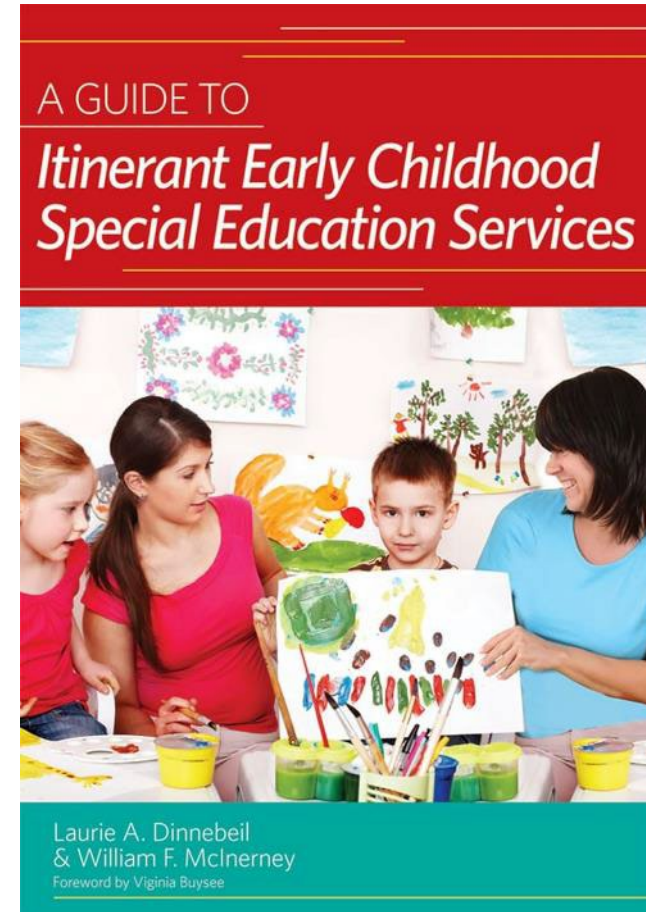
Blended Practices for Teaching
Young Children in Inclusive
Settings (Second Edition)



Support for itinerant service delivery

[A Guide to Itinerant Early Childhood Special Education Services](#)

[Kansas Inservice Training System \(KITS\) Itinerant Services Resources](#)



Early Childhood Special Education Resources

Visit the KSDE TASN site: High Quality Early Childhood Special Education:

- Division of Early Childhood Recommended Practices
- Embedded Instruction for Early Learning
- The Inclusive Classroom Profile





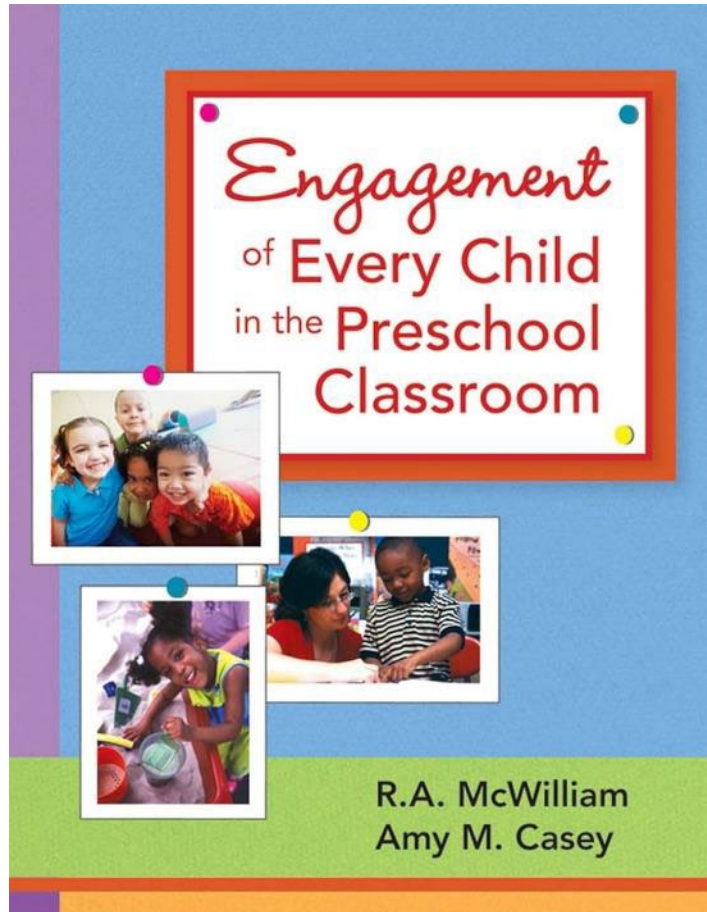
Five: Learn from your peers

Reno County Education Cooperative

- Dr. Lena Kisner
 - Executive Director
- Val Shober
 - Early Education Center Director, Infant-Toddler Coordinator



Building staff capacity – Engagement Classroom Model



Engagement of Every Child in the Preschool Classroom

“Engagement is the amount of time children spend interacting with their environment (adults, peers, and materials) in a developmentally and contextually appropriate manner”
(McWilliam & Bailey, 1992).



Northwest Kansas Educational Service Center

- Kathy Kersenbrock-Ostmeyer
 - (Outgoing) Director of Special Education





Six: Monitor progress and celebrate success

Some Tips to Monitor Progress and Celebrate Success

- Find and highlight the bright spots!
- Progress is not all-or-nothing.
- Keep track of your own data locally.
 - Do you see changes in terms of students' outcomes, behaviors, attendance, engagement?



Our state picture

- **2023-2024:** 110 districts met state targets for Indicator 6, 169 did not, 7 had no preschool students with disabilities
 - 6A: 47.42%
 - 6B: 30.00%
- **2024-2025:** 114 districts met state targets for Indicator 6, 166 did not, 6 had no students preschool students with disabilities enrolled
 - 6A: 49.74%
 - 6B: 26.89%
- **Thank you** for your hard work to improve services for preschool students!



Let's Recap: Six Actionable Steps to Improve Preschool Environments (Indicator 6)



1. Get ready to lead through change
2. Know your data
3. Strengthen collaborative relationships
4. Build capacity through professional development
5. Learn from your peers
6. Monitor progress and celebrate success



Wrapping up

What one thing will you take away from this session?

Do you have other ideas to share with your peers?

What questions do you have?

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