



Funding Early Learning Activities in Washington State with Title I, Part A

Birth – Age 5



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Introduction

In December 2015, the Elementary and Secondary Education Act (ESEA) was reauthorized through the Every Student Succeeds Act (ESSA). The new act places special emphasis on early learning and prekindergarten education. Guidance issued in 2016 by the Department of Education reaffirmed the emphasis.



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The Office of Superintendent of Public Instruction is providing this guide to advise Local Education Agencies (LEAs) of the possible uses of federal funds for early learning activities. This guide is not meant to require LEAs to implement early learning activities, but to make LEAs aware of the possible uses of federal funds for those considering early learning activities.

Current research on the impact of prekindergarten programs illustrates short- and long-term benefits of quality preschool and early intervention programs. On average, quality preschool programs help children “gain about a third of a year of additional learning” in reading and math skills, (Yoshikawa, Weiland, et. al., Investing in our Future, p.1). In some programs, children gained as much as a full year of additional learning.

In addition to preschools, students experience benefits in other settings and activities. Small-scale, intensive programs and activities can also increase positive outcomes. These programs and activities benefit both middle-class and low-income children; however, the benefits for low-income children are greater. One of the most significant benefits is improved school readiness, which can lead to long-term societal benefits. Research points to better high school graduation rates, more years of education completed, and greater occupation-related earnings for children who participated in quality early learning programs. There is reduction in crime and teen pregnancy among those who participated in these programs.

From a long-term investments perspective, this upfront early learning spending saves three to seven dollars in academic and social interventions for every one dollar spent on quality early learning programs. (See Yoshikawa, Weiland, et. al., *Investing in our Future*, and Phillips, Lipsey, et. al., *Puzzling it Out*.)

The following information illustrates early learning activities, the funding possibilities, and examples from LEAs in the state that have already implemented some of those activities. The focus of this guide is narrowed to those activities supporting prekindergarten children from birth to age 5.

Needs Assessment

A needs assessment of your LEA and community will provide a framework for which early learning activities would be most helpful in your area. As part of that assessment, communication and cooperation with early learning stakeholders such as parents, families, childcare providers, and community leaders, could add significant support to the program. In the book, *Making a Difference: 10 Essential Steps to Building a PreK-3 System*, Linda Sullivan-Dudzic, Donna K. Gearns, and Kelli Leavell provide strategies for implementing a needs assessment and community collaboration. (See *Sullivan-Dudzic, p.7-17*) The following questions can assist the LEA with an early learning needs assessment:

- What preschool and early learning programs (public and private) exist in your community?
- Do the children in your community have equitable access to early learning programs? What gaps exist?
- Are there effective programs that you may want to extend or replicate?
- What skills are children excelling at or lacking when entering kindergarten?
- How do you plan, and work with early learning and community leaders in your area?
- What resources and time can you put into this effort?

If the LEA decides to use federal funds, such as Title I, Part A for preschool or other early learning activities, these activities should support the objectives and goals of the LEA. These efforts should also be included in the LEA plan and the building level Title I, Part A programs.

Operating Preschools

Preschools are operated at the building level, the LEA level, or in cooperation with community programs. LEAs and buildings operating a Title I, Part A preschool must comply with all Title I, Part A program requirements. When Title I, Part A funds are used for preschool programs, that program must meet Head Start education performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)). Those standards can be found in the Head Start Early Learning Outcomes Framework (Ages Birth to 5) (ESSA, Sec. 1112 (c)(1)(G)).

Building Level Programs

Targeted Assistance Program Like a K–12 targeted assistance program, preschool children must be identified most at risk of failing to meet state academic standards when they reach kindergarten based on “multiple educationally related objective criteria.” Those criteria may include data from parent interviews, judgements of teachers, and developmentally appropriate measures of child growth. When there are limited Title I, Part A funds, family income can be used to prioritize who to serve, but should not be the only criterion used to identify eligible children. The LEA should use existing information or other funds to identify eligible children. However, if the LEA has no appropriate existing information or funds for identification, Title I, Part A funds can be used to identify eligible children (*Preschool NRG, p.21 (G-1)*). There are, however, **children who are automatically eligible** (ESSA, Sec. 1115 (c)(2)) (meaning that the LEA does not need to identify the child as most at risk of failing).

These include:



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- Children who, at any time in the last two years, attended a Head Start program, or Title I, Part A preschool,
- Children who, at any time in the last two years, received services under Title I, Part C (Migrant Education),
- Children in an institution for neglected or delinquent children and youth, and

- Children who are experiencing homelessness. (*ESSA, Sec. 1115 (c)(2)(B)-(E)*)

Schoolwide Program All preschool children residing in the attendance area of a schoolwide building are eligible to attend a preschool program at that building. A schoolwide building is not required to identify at-risk children. (*See Non-Regulatory Guidance: Early Learning in the Every Student Succeeds Act, Expanding Opportunities to Support our Youngest Learners, January 2017, p. 9-10.*)

LEA Level Programs

LEAs may use Title I, Part A set-aside funds to operate a preschool program in the entire LEA or in a portion of the LEA.

Entire LEA Preschool children identified as most at risk and who reside within the attendance area of the LEA are eligible to attend the LEA-operated preschool program. Unless all schools in the LEA are Title I, Part A schoolwide buildings, children must be identified as most at risk in order to be eligible for services. Even if the preschool is located in a building with a schoolwide program, the children must be identified as eligible for services, because the attendance area for that preschool includes the entire LEA. (*See Non-Regulatory Guidance: Early Learning in the Every Student Succeeds Act, Expanding Opportunities to Support our Youngest Learners, January 2017, p. 10.*)

Portion of LEA The LEA may choose to operate a Title I, Part A preschool program for children who reside in a specific portion of the LEA, such as within the attendance area of a high poverty school. These children must be identified as most at risk of failing state academic standards when they reach school age unless all schools within that entire attendance area have schoolwide programs. (*See Non-Regulatory Guidance: Early Learning in the Every Student Succeeds Act, Expanding Opportunities to Support our Youngest Learners, January 2017, p. 10.*)



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Community Programs

An LEA that chooses to use allowable ESSA funds to provide early learning services for children in a community-based preschool program may only do so as long as these conditions are met:

1. The LEA provides the preschool services directly, or jointly with the community-based preschool provider (e.g., the LEA

may not directly transfer ESSA funds to a community-based preschool program, for instance, by paying tuition, but instead must use funds to supplement or expand services).

2. The LEA meets all of the requirements of the applicable program, other applicable federal laws, and regulations (e.g., ensuring that the use of funds is reasonable and necessary and allowable according to program requirements).
3. The LEA maintains control of the federal funds, ownership of materials, equipment, and property purchased with those funds, and ensures that funds are not used for religious purposes (*20 U.S.C. 8306(a)(2), (5); 34 C.F.R. §§ 75.532, 75.702, 76.532, 76.702*). Title I, Part A funds may be used to improve the quality, extend the day or increase the number of days of a program in ECEAP, Head Start, childcare, or other community-based programs. Title I, Part A funds may be used to provide preschool services for children who:
 - Are not eligible for Head Start services based on income requirements,
 - Are eligible for, but have not served in a Head Start center due to unmet need,
 - Are enrolled in ECEAP, Head Start, childcare, or a community-based early learning program and are in need of additional services (e.g., extending the day, increasing number of days, etc.), or
 - Would benefit from home visiting because they are most at risk of failing to meet the state's challenging academic standards.

(See Non-Regulatory Guidance: Early Learning in the Every Student Succeeds Act, Expanding Opportunities to Support our Youngest Learners, January 2017, p. 8-10.)

“The Riverview School District uses Title I, Part A funds to provide additional paraeducator staffing in the developmental preschool program. The primary function of the staffing paid from Title I, Part A funds is to support the typical peers that are included in the developmental preschool. Title I, Part A funding allows more children to be in the preschool program where typically developing preschool children and children with developmental delays can learn together.”

Riverview School District

Title I, Part A funds can be used to improve the quality of a program by extending the length of a day, or number of days of the existing preschool program for eligible children. LEAs can use Title I, Part A funds to compensate preschool teachers or paraeducators for their time working with eligible children in early learning activities. Coordination between vertical teams (e.g. private preschools and public kindergarten teachers) and horizontal teams (e.g. *LEA preschool teachers and Head Start teachers*) can be a productive use of Title I, Part A funds (*ESSA Sec. 1112 (a)(1)(B)*).

We have an early learning program that serves 252 students' ages 3-4 years of age. We serve our 162 4-year-old students 3 hours a day Mon.-Thurs. in a morning and afternoon session. We also serve our 3-year-old students two days a week (Mon. & Tues. am and pm and Wed. & Thurs. am and pm). We have a Friday preview classroom that starts in Feb. and runs until the first week in June for one and a half hours on Fridays. We serve about 20 students transitioning from Children's Village in Yakima. The Friday preview classroom serves students that are transitioning from the birth to 3 program from Children's Village. We also have students that are not on IEP's so the students can have role models in the classroom. We introduce students to routines, music, stories, gross and fine motor, math, reading and language development. This gives us an opportunity to observe the students to see if they will qualify for special education services or not.

Toppenish School District

When working with the community, consider the possibilities for partnerships with other early learning providers and community organizations. If an LEA does not have adequate space for a preschool, Title I, Part A funds can be used for minor repairs or remodeling on existing spaces. They can also be used for renting a more appropriate space (*Preschool guidance, 2012, p. 27 and 34 CFR 77.1 (c)*). One could also work with other facilities to use their gym space or the library in order to enrich the program.

Private Schools and Equitable Services for Preschool-Not Allowed

Because Washington state defines elementary education as beginning with kindergarten, LEAs cannot provide equitable services to private preschools.

Other Early Learning Activities

In LEAs where a preschool is not available, early learning activities are still possible and can be very helpful and productive. Some activities are required when using Title I, Part A funds and others are optional, but each of these can improve the academic and social success of prekindergarten children. As discussed earlier, when using Title I, Part A funds in early learning activities, an LEA or building must comply with the same regulations as a K–12 program. In a schoolwide setting, there is more flexibility concerning who is eligible for services, but in a targeted assistance setting, only identified children are eligible for services.

New! Transitional Kindergarten Transitional Kindergarten is a kindergarten program for children not yet age five who do not have access to high-quality early learning experiences prior to kindergarten and have been deemed by a school district, through a screening process and/or other instrument(s), to be in need of additional preparation to be successful in kindergarten the following year. Because this program is considered kindergarten in Washington state, Title I, Part A funds can be used just as they would in any K-12 classroom or program. You can learn more about Transitional Kindergarten and the required elements on the OSPI website.

Infants and Toddlers The Department of Education’s “strategic goal for early learning is to improve the health, social-emotional, and cognitive outcomes for all children from birth through third grade (*Early Learning guidance, 2017, p. 4*).” (See also *20 U.S.C. 1003—Additional Definitions*). Beginning at birth, infants and toddlers may be eligible for Title I, Part A services and may benefit most from services provided to their parents and families. Activities and information that give parents and families the skills to support their child’s early learning development are appropriate uses of Title I, Part A funds. The Head Start Early Learning Outcomes Framework: Ages birth–5 provide details for developmentally appropriate skills that parents and families can encourage. Information packets, parental training sessions, play and learn groups, and the modeling of teaching activities are acceptable activities for eligible parents, families and children.

In Bellingham, we started a half-day Title I, Part A preschool program at our highest poverty school this year. It has been a great success. Students are able to start school in their neighborhood school at age 3, reducing the impacts of transition to kindergarten. We also have Promise Kindergarten at the school. Promise K is an early

entrance kindergarten program that provides an even start for children who have not had access to high quality early learning experiences. It starts the first day of 2nd semester and students are fully integrated into our schools, attending a regular kindergarten day. Students ride the big bus, play at recess, eat lunch in the cafeteria and participate in specialists. We believe that the first nine weeks of kindergarten should look, feel and sound like preschool. Our vision is to have the half day program feed into Promise K and then kindergarten for a developmental continuum of early childhood programs. The curriculum we use at the beginning of the regular kindergarten year is the exact curriculum we use in Promise Kindergarten. Our curricular resources we use for Promise K and kindergarten are aligned with our outside community partners and are grounded in child development. This took several years of building partnerships within our community to build common understandings around what a PreK–K continuum of learning would look like for students. This process took time with strong partnerships being formed. It was opening the lines of communication and welcoming opportunities for PreK–K teachers to grow together in a trusted learning environment where we openly shared expertise.

Bellingham High School

Transition Activities Title I, Part A encourages transition activities between grade levels and identifies early learning transition as a priority in sections 1112, 1114 and 1115 of ESSA. Sharing preschool data with



kindergarten programs is a great initial step for Title I, Part A funds. An LEA could also use Title I, Part A funds to support the alignment of prekindergarten and K– 3 curriculum to improve the transition process (ESSA Sec. 1119 and Early Learning in ESSA guidance, 2017, p. 16-19). Trainings for those involved in the transition process, such as private preschool, childcare

providers, and public school kindergarten teachers are allowable. Title I, Part A funds can also be used to extend the day or number of days of an existing summer transition program or to implement a summer program such as JumpStart.

Sumner School District utilizes Title I, Part A funding to support our kindergarten JumpStart program. Kindergarten JumpStart is a 1-2 week kindergarten readiness program for students at risk of starting school behind their peers. We use the following risk factors to determine eligibility to the program: Preschool/Childcare experience, PreK Skill Inventory score, social-emotional concerns, fine-motor concerns, July– August birth date, late kindergarten registration, as well as any student in our school- wide Title I, Part A school catchment areas. Eligible families are invited to enroll in June and classes are typically held early to mid-August. We keep class sizes at 20 or less and have two adults in each classroom. Our goal is to have a certified kindergarten teacher and a classified preschool teacher co-teaching each section. The focus of the program is to gain exposure and practice with kindergarten routines and expectations, fine motor skills, and social emotional development. We also support literacy development through a focus on student names. We have found great success with this program, especially when the students are in their future classroom with their future teacher. Parents have been highly supportive of the program as well, with many expressing that their child was more prepared for success in kindergarten, and they felt more comfortable with the transition. Kindergarten teachers have expressed that they see an advantage for students who participate in JumpStart, and often these students who may have been at risk of struggling become the leaders in the classroom on the first days of school. Our goal is to have a JumpStart program at each elementary school in the district by 2018.

Sumner School District

Professional Development/Training Title I, Part A funds can be used for the professional development of all those who work with eligible children in an early learning setting. For example, public preschool teachers, public kindergarten teachers, and paraeducators can receive professional development and/or training related to the development and/or transition of prekindergarten children. Private childcare and preschool providers can participate in that professional development if the children they serve will attend kindergarten at a targeted assistance building and are identified as most at risk, or will attend kindergarten at a schoolwide building when they reach that age. Professional development for early learning stakeholders could be as simple as early learning study groups, in which participants choose a book to read and discuss in an effort to improve the education of or transition of those students identified as most at risk of failing. (See *ESSA Sec. 1116 (a)(3)(D)(i)*)

Bremerton School District utilizes their Title I, Part A funds to work with community and state preschool providers, birth–5, to provide a strong foundation for children and families prior to kindergarten. We pay a 0.5 FTE professional developer and

instructional coach to work with all preschool staff and provide and coordinate monthly professional development training and resources for preschool teachers to do this important work. The needs of our community and priority goals drive the professional development. Directors of the early childhood programs meet with the Director of Elementary and Title I, Part A to review data, study neuroscience (How young children learn) and implement highly effective instructional strategies. Assessments are gathered, aligned to benchmarks and standards to celebrate growth, and revise and replicate promising approaches. Title II, Title I, Part A, and Title III professional development is shared with preschool partners. Materials to support additional practice for young children are shared with our preschool partners from our lending library.

Bremerton School District

Parent and Family Engagement Parent and family engagement—formerly parent involvement—has long been an important part of ESEA, but has increased emphasis in ESSA. Engaging parents and family can improve the early learning program dramatically and Title I, Part A will support, and in some cases require it. Title I, Part A funds can be used for reasonable activities that bring families of eligible children into the building to participate in the learning/teaching process. They can also be used to train family members in early learning teaching techniques and to support the transition process. In some cases Title I, Part A funds can be used to transport parents to these training meetings (*see Parent involvement guidance, E-7, p. 28*) as long as these are parents of eligible children and the training includes an educational component (e.g. techniques for reading with children, home math activities, etc.). However, the availability of other sources should be considered before Title I, Part A funds are used for transportation. (*See ESSA Sec. 1116*)

The West Valley School District (West Valley—Yakima) uses Title I Part A set-aside funds for the Parent Child Home Program, a home visitor program that focuses on early learning. A staff member from the school district visits families twice a week for 23 weeks over a two year span. The program serves children who are 2, 3, and 4 years old. Through the Parent Child Home Program, parents experience the joy and value of reading, talking, and playing with their child. The program serves 45 families of which 60% are minority, primarily Hispanic, and 85% have an income below \$25,000 annual salary. Each family in the program receives books and educational toys within the context of 92 home visits. Home visitors generate excitement about learning and verbal interaction in the home through books, toys, and play. Home visitors model quality reading, conversation, and play with the emphasis of the parent's role as the child's first teacher.

West Valley (Yakima) School District

Home Visits Visiting the home of eligible children has shown great success in the Head Start program, but can also be used under Title I, Part A, Parent and Family Engagement (*ESSA, Sec. 1116 (c)(2)*). These visits



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are also expressly mentioned to support children and families in Title VI (*ESSA, Sec. 6304 (a)(3)(C)(i-ii)*) for Alaskan Native children. Home visits can promote school readiness and the transition to kindergarten, and are especially helpful for providing information and support to parents and families in an environment in which they are comfortable.

Social Services Children learn best when they have all of their health and nutritional needs met. Title I, Part A provides a way to support those needs when other public or private sources of these services are not reasonably available. Title I, Part A can, as a last resort, provide basic medical equipment such as eyeglasses or hearing aids, compensation for a social services coordinator, family support services, integrated student supports and professional development related to the students' needs (*ESSA, Sec. 1115 (e)(2)(A-B)*).

Tacoma School District's Title I, Part A preschool is a comprehensive preschool program focused on academic need, working to ensure all children are ready for kindergarten. Our free program is offered to families that reside within a Title I served school and have demonstrated an academic or social and emotional risk factor. Preschoolers learn a variety of skills that will prepare them for kindergarten and beyond. Preschoolers are assessed using Teaching Strategies Gold to align with Washington State Inventory of Developing Skills (WaKIDS). Tacoma Title I, Part A preschools are the first step to school success.

Tacoma School District

Homeless Children Children experiencing homelessness are automatically eligible to receive early learning services under Title I, Part A (ESSA, Sec.1115 (c)(2)(E)) and the McKinney-Vento Act. These children are at a very high risk of failing to meet state standards and have many academic and social obstacles to overcome. As a result, the homeless liaison should determine the services needed by the child—both academic and non-academic. Because there is often a waiting list for participation in an early learning program, homeless students rarely have the ability to sign-up on those lists early enough to be able to participate. LEAs and early learning staff are encouraged to work with the homeless liaisons in their area to reserve participation slots for homeless students.

Additional Funding Sources

In addition, several other federal and state funds can be used in conjunction with Title I, Part A funds for early learning activities. As the LEA performs a needs assessment, the results can be used to help decide which of these funds should be used to support the entire early learning program and benefit the local prekindergarten children. An LEA could strategically examine the needs and possible funding sources, considering which sources overlap and develop a funding plan based upon those available sources.

Below are some of the most common federal and state funding sources for early learning activities.

We currently have three Title I, Part A schoolwide buildings running a Title I/ECEAP preschool. In these classrooms, fifty percent of the students are enrolled in ECEAP and fifty percent in Title I, Part A. That allows our teachers to be split funded 0.5 ECEAP and 0.5 Title I, Part A. The coordinated model allows us to place our pre-schools in multiple sites within our district allowing access to more students.

ECEAP “slots” are given to districts as a fixed number. Clustering all ECEAP students in one school would only allow us to serve a small portion of our need, the same is true of funding all Title I, Part A Pre-K at these schools. Coordinating the programs allows us to reach more students with need in our district. The ECEAP process for eligibility is income below the 110% poverty line with a few slots available for over income with other indicators. We assess all of the Title I, Part A students on the Ages & Stages Questionnaires (ASQ-3) to determine greatest need. When a student does not qualify for ECEAP, but shows an educational need

we are able to enroll them in the Title I, Part A Pre-K. The Pre-K classrooms follows the education guidelines set by Head Start.

We also use the coordinated model for our para educators to support the early learning classrooms.

Richland School District

Title I, Part C (Migrant Education Program) Title I, Part C, Migrant Education Program funds can be used to provide preschool services to eligible migrant students ages 3–5 not yet in kindergarten. Funds can also be used for training parents and families on strategies to support kindergarten readiness in the home, and increase professional development to enhance understanding of the migratory lifestyle.

Title II Title II, Part A funds can be used to support professional development activities for those involved in early learning activities. LEAs can use these funds to increase the abilities of principals and other school leaders to support teachers and other professionals to meet the needs of preschool children. School leaders, elementary teacher, preschool teachers, and private preschool teachers can participate in professional development that supports strategies to measure the progress of prekindergarten children, identification and instruction of gifted, talented, transition, and school readiness programs. (*ESSA, Sec. 2103 (b)(3)(G), (J) and Sec.*

2101(c)(4) B)(xvi)) Efforts and trainings to support English Learners, English language instruction, language support strategies, and dual-language programs can be funded through Title II, Part A. Coaching and training for early learning providers and administrators to support children with disabilities or challenging behaviors are also appropriate uses.

Title III In Washington State, prekindergarten services cannot be funded with Title III because there is no state screener for prekindergarten English learners. However, Title III can fund professional development for early learning educators who teach these English learners. Funds may be expended on professional development that is specifically related to English Language Development for English learners.

Title VI There are a variety of effective early learning activities and strategies that can have a positive impact in the education of Native prekindergarten children. Title VI funds can support those activities, but each Native group has specific differences. The following chart from the most recent Federal guidance can help understand the differences.

Rural and Low Income Schools (RLIS) Rural and Low Income Schools grant funds may be used for any of the expanded opportunities allowed under ESSA in Title I, Part A, Title II, Part A, Title III, and Title IV, Part A. This includes Early Learning services.

Head Start Most Head Start programs use a variety of added funding sources to operate their early learning program. LEAs that receive Title I, Part A funds are required to coordinate with Head Start programs and with other early learning programs when practical. That coordination could include sharing student information, transition activities, professional development, family engagement activities and summer learning programs (See ESSA Sec. 1119).

Support for Children who are American Indians, Alaska Natives, and Native Hawaiians

American Indians and Alaska Natives	Under the Title VI, Part A Indian Education Grants to LEAs formula grant program, funds can be used for early childhood programs that emphasize school readiness (<i>ESEA section 6121 (b)(3)</i>). Also in Title VI, Part A, the Indian Education Demonstration Grants program authorizes the use of grant funds to support preschool and kindergarten programs as long as those programs are effective in preparing children to make sufficient academic growth by third grade (<i>ESEA section 6121 (c)(7)</i>).
Native Hawaiians	Under the Native Hawaiian Education program (Title VI, Part B) funds can be used to support a Statewide Native Hawaiian early education and care system, and to operate family-based education centers, including those that provide services for parents and children from ages birth–3, preschool programs, and research on such programs (<i>ESEA section 6205 (3) (A), 6205 (3) (B), and 6205 (3) (C)</i>).
Alaska Natives	The Alaska Native Education program (Title VI, Part B) allows funds to be used to support early childhood and parent education programs that improve the school readiness of Alaska Native children (<i>ESEA section 6205 (3)(A), 6205 (3)(B), and 6205 (3)(C)</i>).

Non-Regulatory Guidance: Early Learning in the Every Student Succeeds Act, Expanding Opportunities to Support our Youngest Learners, January 2017, p. 16.

Learning Assistance Program (LAP) LAP funds may support transition to kindergarten through a number of different strategies provided in the Menu of Best Practices and Strategies. Districts are encouraged to set up data-sharing opportunities with early learning providers and families to identify the children who may need additional transition support prior to the start of the kindergarten year.



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Please note Washington state statute starts LAP eligibility at kindergarten. As such, kindergarten transition strategies funded with LAP should start after a child has enrolled in kindergarten. They may start prior to the first day of school. Examples of allowable LAP funded options after a child has been identified as needing extra support are:

- In late spring/summer, conduct family engagement activities and home visits.
- Summer before kindergarten starts: early start programming. This could be an earlier start to the year (extended time) or a more informal play and learning group held weekly.

LAP funds could be used throughout the year for professional learning between early learning providers (preschool and childcare) and kindergarten teachers to focus on strategies to improve the academic readiness of students arriving at kindergarten. LAP funds for this professional learning should be focused on initial early skills alignment (social emotional, numeracy, and literacy) and focused on the providers serving students most in need of kindergarten transition support. WaKIDS has great resources for districts to use for transition to kindergarten and support for locating childcare providers.

Because Transitional Kindergarten (TK) is considered Kindergarten in Washington, LAP funds can be used in the TK program.

Early Childhood Education and Assistance Program (ECEAP)

Washington state ECEAP can provide prekindergarten services for 3 and 4 year old children. To be eligible, a child must fit in one or more of the following categories: the child qualifies for special education and has an IEP, is receiving CPS/ICW or FAR services, is at or below 110 percent of the federal poverty level (FPL), or above the 110 percent FPL and is impacted by environmental/developmental risk factors. There are limited slots available for ECEAP funding, so if the LEA is interested in in this program, please reach out to the Department of Early Learning ECEAP staff.

Title I, Part A Preschool Teacher & Paraeducator Minimum Qualification

Teacher Minimum Employment Requirements

Teachers assigned to Title I, Part A targeted assistance programs and all teachers assigned to a Title I, Part A schoolwide building must meet applicable state certification and licensure requirements. A teacher assigned to Title I, Part A may be out-of-field or out-of-endorsement as long as they hold an eligible certificate type and the school board approved the placement (per WAC 181-82-110 or WAC 392-172A-02090). School board approval must be in place prior to the date the teacher was assigned to a Title I, Part A program.

New! Paraeducator Minimum Employment Requirements

All preschool paraeducators (instructional assistant teachers, paraeducators, or paraprofessionals) in a Title I, Part A funded preschool program must meet the new preschool requirements by the beginning of school year 2020–2021. (see ESSA Section 1111(g)(2)(J))

In a Title I, Part A preschool program in a **Schoolwide program school**, all paraeducators must meet the requirements below, regardless of how their salaries are funded.

In a Title I, Part A preschool program in a **Targeted Assistance school**, a paraeducator paid with Title I, Part A funds must meet the requirements below.

(Note: If instructional assistant teachers, paraeducators, or paraprofessionals, in ECEAP and Head Start programs are paid out of Title I, Part A funds, they must also meet minimum requirements below.)

Effective school year 2020—21 all K-12 paraeducators (instructional assistant teachers, paraeducators, or paraprofessionals) must meet the following minimum employment requirements:

Be at least eighteen years of age and hold a high school diploma or its equivalent;

In addition, a paraeducator must meet one or more of the following:

- Have received a qualifying score on the Education Testing Service paraeducator assessment (461); or
- Hold an associate degree or higher from an accredited college or university; or
- Have earned seventy-two quarter credits or forty-eight semester credits at the one hundred level or higher at an accredited college or university; or
- Have completed an apprenticeship as a paraeducator, in a program registered with the Washington State Apprenticeship and Training Council.

Resources

Federal

- U.S. Department of Education, Office of Elementary and Secondary Education, [*Non-Regulatory Guidance Early Learning in the Every Student Succeeds Act: Expanding Opportunities to Support our Youngest Learners*](#), Washington, D.C., 2017.
- U.S. Department of Education, Office of Elementary and Secondary Education, [*Serving Preschool Children Through Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended, Non-Regulatory Guidance*](#), Washington, D.C., 2012. This guidance is valid through the 2016–17 school year, but schools and districts may find it useful in regards to family engagement, examples of supplement not supplant, and resources.
- U.S. Department of Education, Office of Elementary and Secondary Education, [*Parent Involvement: Title I, Part A, Non-Regulatory Guidance*](#), Washington, D.C., 2004.
- *Federal Register*, Vol. 61, No. 78 / April 22, 1996, 17794-17795 (Head Start standards)
- [*2 CFR 225, Appendix B \(37\)*](#), page 171. (Renting private facilities)
- [*34 CFR 77.1\(c\)*](#) (minor repairs or remodeling)

Office of Superintendent of Public Instruction

- [Transitional Kindergarten](#)
- [Early Learning and Development Guidelines](#)
- [WaKIDS](#)
- [Learning Assistance Program \(LAP\)](#)
- [Early Numeracy Pathways](#)
- [Early Literacy Pathways](#)

Washington State Department of Children, Youth & Families (DCYF)

- [Early Childhood and Assistance Program \(ECAEP\)](#)

Head Start

- [Head Start Early Learning Outcomes Framework](#)

Third Party

- Sullivan-Dudzic, Linda, Gearn, Donna K., and Leavell, Kelli, *Making a Difference; 10 Essential Steps to Building a PreK-3 System*, Corwin, Thousand Oaks, CA, 2010.
- Hirokazu Yoshikawa, Christina Weiland, Jeanne Brooks-Gunn, Margaret R. Burchinal, Linda M. Espinosa, William T. Gormley, Jens Ludwig, Kathertine A. Magnuson, Deborah Phillips, Martha J. Zaslow, [*Investing in our Future: The Evidence Base for*](#)

[Preschool Education](#). Policy brief, Society for Research in Child Development and the Foundation for Child Development, Foundation for Child Development, (Society for Research in Child Development, 2013).

- Deborah A. Phillips, Mark W. Lipsey, Kenneth A. Dodge, Ron Haskins, Daphna Bassok, Margaret R. Burchinal, Greg J. Duncan, Mark Dynarski, Katherine A. Magnuson and Christina Weiland, [Puzzling It Out: The Current State of Scientific Knowledge on Pre-Kindergarten Effects](#), Brookings, 2017.

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