

Funding for Public School Preschool Programs



Overview of School-Based Early Childhood Programs in Virginia

Overview of Key School-Based Preschool Programs

Program	Target population	Setting	Service levels	Cost to family?
Virginia Preschool Initiative	3- and 4-year-olds with low household incomes ($\leq 250\%$ FPG) or other identified risk factor	Primarily public schools; some licensed child care	School-day, school-year	None
Head Start/ Early Head Start	Infants and toddlers (EHS) and preschoolers (HS) with income up to 130% FPG	Schools, licensed child care centers, and licensed family day homes	Typically school-day, school-year, but varies by grant recipient agency	None
Early Childhood Special Education	Children ages 2-5 that have a disability that causes an adverse educational impact	May be served anywhere; special education is a service, not a place	Varies based on child's IEP	None
Title I	Varies by program type, generally children under 6 most at risk of failing to meet academic standards	Generally public schools, may also include other public and private facilities	School-day, school-year	None
Locally Funded	Locally determined	Generally public schools, but may include other facilities	Locally determined	Locally determined

Crosswalk of Guidelines and Regulations

Overview of Topics

- We will review program guidelines on:
 - Curriculum
 - Child Assessments
 - Participation in VQB5
 - Family Engagement and Services
 - Teacher Qualifications
- Classrooms with blended funding must meet requirements for all funding sources represented

Overview of Topics

Program	Curriculum Requirement	Child Assessment	VQB5	Family Engagement & Services	Teacher Qualifications
VPI	Required to use VDOE approved	VKRP and VALLS required	Required for all publicly-funded programs	Outlined in VPI guidelines, must have intentional plan	All lead teachers working in public schools must have Board of Education licensure
Head Start	Required, must align with ELOF	Assessments required, VKRP/ VALLS encouraged		Must meet detailed requirements in HSPPS	
ECSE	Encouraged to use VDOE approved	VKRP/ VALLS encouraged		Any services named in the child's IEP must be provided	
Title I	Required, must align with ELOF	Assessments required, VKRP/ VALLS encouraged		Must meet detailed requirements in HSPPS	
Locally Funded	Encouraged to use VDOE approved	VKRP/VALLS encouraged		Encouraged to have plan for family engagement & services	

Curriculum

- VPI requires use of a [VDOE-approved curriculum](#)
- Head Start & Title I require use of an evidence-based curriculum aligned with the [Head Start Early Learning Outcomes Framework \(ELOF\)](#)
 - All VDOE-approved curricula meet this requirement
- ECSE and locally-funded classrooms are encouraged, but not required, to implement curricula
 - The Individuals with Disabilities Education Act (IDEA) ensures children with IEPs have access to the General Education Curriculum and that their IEPs address how they will participate in and progress within the curriculum.
- In all programs, teachers should be supported to implement any curricula with fidelity

Child Assessments

- VPI programs are required to participate in fall and spring VKRP/VALLSS
 - Mid Year VKRP/VALLSS is optional
 - Any student in a VPI classroom must participate in VKRP/VALLS
- Head Start and Title I classrooms must conduct standardized assessments aligned with the [ELOF](#)
 - Locally-funded, Head Start, and Title I classrooms may choose to participate in VKRP but are not required
 - Participation in VKRP/VALLS meets this requirement
- ECSE is strongly encouraged to participate in VKRP/VALLS
 - VKRP/VALLSS were designed to meet all student needs. While there are limited cases for exemption, most students with IEPs can participate and will benefit.
 - Children may be assessed using standard-administration with allowable accommodations or may be assessed under non-standard administration conditions with modifications based on the child's needs

Virginia's Quality Birth to Five System (VQB5)

- All publicly funded programs are required to participate in VQB5
- Three activities must be completed annually:
 1. All VQB5 participants are required to use [LinkB5](#) to provide information about their sites, classrooms, teachers, and child enrollment through the completion of various profiles.
 2. Every eligible classroom must complete [two local CLASS observations](#), one in the fall and one in the spring, with scores entered in LinkB5
 3. In addition to the two local CLASS observations, all participating sites must participate in [external CLASS observations](#) for each age-level served, between August 15 and May 31

Family Engagement and Services

- All programs emphasize the role of parents and families
- For Head Start and Title I, the Head Start Program Performance Standards (HSPPS) outline detailed requirements related to family engagement and comprehensive services, including:
 - At least two parent-teacher conferences per year
 - At least two home visits per year (see next slide)
- VPI requires an intentional plan for family engagement and facilitation of some comprehensive services:
 - At a minimum, children need a physical, hearing and vision screenings, and current immunizations
 - At least two parent-teacher conferences per year
- For students in ECSE classrooms, any services named in the child's IEP must be provided

Home Visits (Head Start and Title I)

- The HSPPS require at least two home visits per year, separately from the two parent-teacher conferences
- Ideally, the first visit should occur before the program year
- Visits should take place in the child's home or another safe, private location at the family's request
 - This may include the program site, public library, community center, etc.
 - Visits may also be conducted at an alternative site if a visit to the home presents significant safety hazards for staff

Teacher Qualifications

- All programs operated by public schools must follow [state licensing requirements](#)
 - Includes VPI, ECSE, Title I, Locally Funded, and Head Start (when the school division is the grant recipient)
 - Exceptions are made for classrooms funded by these programs but operated by private childcare
- For lead teachers in inclusive classrooms: a Virginia teaching license with appropriate endorsement (PreK-3, PreK-6, or ECSE with 3/4s endorsement)
 - For lead teachers in self-contained/reverse inclusion classrooms: an ECSE license or ECSE with 3/4s endorsement
 - For itinerant teachers delivering educational services to children with IEPs in inclusive settings: an ECSE license or ECSE with 3/4s endorsement
 - All services listed in child's IEP must be provided by appropriately licensed person (e.g., speech, Occupational Therapy, Physical Therapy)
- For paraprofessionals:
 - At least high school diploma/GED and 2 years of relevant experience/coursework, depending on program (experience can be substituted by passing ParaPro Assessment)
- Program-specific information: [VPI](#), [ECSE](#), [Title I](#), [Head Start](#)

Resources for Program-Specific Information

- [VPI Guidelines](#)
- [HSPPS](#)
- [Title I Guidance Doc #1](#), [Title I Guidance Doc #2](#)
- [ECSE Guidance](#)

Funding Preschool Programs

Crosswalk Program-Specific Funding Information

Program	Source of Funds	Lead Agency / Funding Recipient	How is funding amount determined?
VPI	State and Local Match	Local government agencies (generally school divisions)	Per pupil funding, rates set by State Budget
Head Start	Federal	Grant recipients (school division, non-profit, government agency, CAP)	Grant recipient level funding based on total funded enrollment
ECSE	Federal / State/ Local	Local educational agencies	Program level funding based on student enrollment
Title I	Federal	Local educational agencies	Program level funding, not tied to student enrollment. Preschool amount set by school division plan
Locally Funded	Local	Local educational agencies	Locally determined

Use of VPI Funds

Used to establish or expand quality, comprehensive preschool programs. Priority should be to use funds to meet state Early Learning and Development Standards and VPI Guidelines

State dollars may be used to:

1. Upgrade, complement, or expand an existing locally funded program to meet quality criteria,
2. Complement or expand a Title I or Head Start program to serve more children, and
3. Establish a new program to serve additional children

That includes:

- Teacher salary
- Curriculum, Classroom materials, and supplies
- If direct program requirements are met, may use for non-direct service components such as custodial services

May not be used for capital outlay

VPI Local Match

- The VPI per pupil rate is divided into a state share and local match, determined by the locality's Local Composite Index (LCI)
- The Local Match may be up to 50% in-kind resources:
 - Cash outlays that benefit the program but not directly charged to VPI
 - First priority should be using funds for direct services
- VPI local match may not:
 - Be composed of federal or state funds
 - Be double counted toward local match requirements for other programs
- Private funds, such as tuition, qualify as local match if appropriated in the locality's budget

Use of Title I Funds

Federal funds to support schools serving children from low-income families. When Title I funds support preschool aged students, through direct funding or schoolwide resources, the program must adhere to [Part 1302 Subpart C of the Head Start Program Performance Standards](#)

Title 1 funds may be spent on:

- Teacher salary
- Curriculum, classroom materials, and supplies
- Anything not part of the requirement to be met by all public schools outlined in the [Standards of Quality](#)

Title 1 funds may *not* be spent on:

- Items related to the Standards of Quality-
 - In preschool, this restriction mainly applies to staff needed to meet Standards of Quality in early childhood special education

Head Start Non-Federal Share

- As stipulated in the [Head Start Act, Sec 640\(b\)](#), the federal share of the total costs of the Head Start program will not exceed 80 percent of the total grant recipient budget unless a waiver has been requested and granted.
- Grant recipients must contribute a 20 percent non-federal match each budget period.
 - This match can come through resources donated by the communities they serve and state funding as appropriate.
 - If the grant recipient agency fails to obtain and document the required 20 percent, or other approved match, a disallowance of federal funds may be taken.
- Non-federal match must meet the same criteria for allowability as other costs incurred and paid with federal funds.

Note: Grant recipients should be adhering to [45 CFR Part 75 Uniform Administrative Requirements, Cost Principles and Audit Requirements](#) for budget allocations and development of cost allocation plans.

Use of Head Start Funds

Federal grants are awarded to local entities and utilized to support quality comprehensive services that promote school readiness for our most vulnerable children and families as outlined in the [Head Start Program Performance Standards](#). Allowable costs paid with federal dollars should be necessary, reasonable, and directly related to services.

Head Start funding may be spent on:

- Wages and Benefits
- Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) activities
- Education
- Health and Nutrition
- Mental Health
- Family Engagement
- Community Partnerships
- Professional Development

Head Start funding may *not* be spent on:

- Entertainment Costs and Personal Expenses
- Lobbying and/or Political Activities
- Fundraising and/or Donations
- Fines, Penalties or Legal fees
- Unapproved Capital Expenses and/or Facilities(ex. Purchasing or constructing buildings without prior Regional Office approval)
- Unreasonable or Unnecessary Costs

Use of IDEA Funds (619 and 611) for ECSE

Federal funds are to supplement and provide additional supports/services needed by children with IEPs.

- Funds must be used only for a child with an IEP
- 619 Funds may only be used for children with IEPs ages 2-5

IDEA funds may be spent on:

- Special education teachers
- Administrators
- Related services providers
- Specialized equipment or devices
- Materials and supplies
- Professional development
- Technology for recordkeeping and/or data collection
- Case management activities for providing services described in a child's IEP

IDEA funds may not be used to purchase curriculum or materials for a whole inclusive classroom

Use of State Funds for ECSE

- The Board of Education formulates the Standards of Quality (SOQ) for public schools and the General Assembly is charged with revising the SOQ, determining SOQ costs, and apportioning the cost between the state and localities
- A complex formula is used to determine funding allotments to local educational agencies to support numerous programs, including special education
- SOQ funds are used primarily for special education staffing
- State funding must be matched by the locality

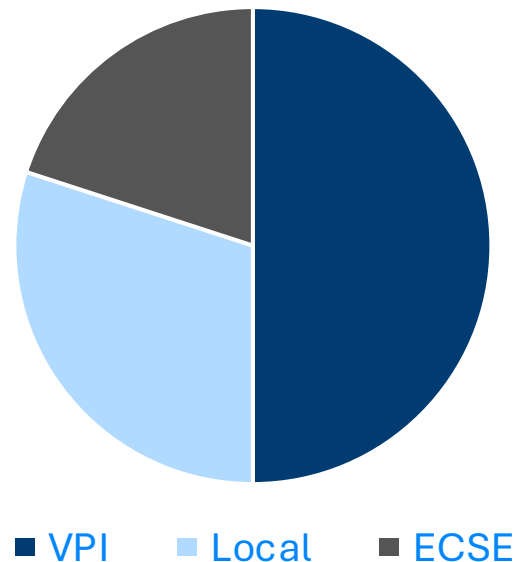
Use of Local Funds

- Local funds may be used separately or to supplement other preschool programs
- Any funds passing through LEAs are considered public funds, therefore programs must adhere to state teacher licensing regulations and participate in VQB5
- Some localities locally fund preschool slots as a benefit for division employees who do not qualify for other programs

Braiding Funds

What is Braided Funding?

- Braided funding occurs when multiple funding streams separately and simultaneously provide distinct services
- The funding streams remain visible and are tracked
- There are many ways to provide braided funding



Preschool Funding Sources

- Head Start
- VPI
- Title I
- IDEA 619
- IDEA 611
- Local
- State Funds using Standards of Quality formula

ECSE Students Are in All Programs

- Every school division providing services to preschool aged children with IEPs receives 619 special education funds
 - 619 funds are to be used only for the excess costs of providing special education and related services to preschool aged children with IEPs
- By enrolling children with IEPs in other preschool programs, the cost to operate these rooms may be shared by multiple funding sources
 - All requirements must be met for any funding source supporting the classroom

Head Start and Title I

- Title I funds may be used to supplement and expand other preschool programs such as VPI, Head Start, or locally funded
 - Title I funds may only pay for services associated with serving Title I eligible students
 - In schoolwide Title I programs (majority across Virginia), all children may be supported with Title I funds, individual eligibility does not need to be established
- Title I and Head Start share many of the same [performance standards](#)
- Title I funds may be used to implement home visiting; parent, family and community engagement strategies; and other support services

Head Start and VPI

- Students may be enrolled in either Head Start or VPI, and each program may be represented within the same classroom
 - Requirements for both programs must be met
 - An individual student may not be enrolled in both programs at the same time
- Funding considerations:
 - State VPI funding may not supplant federal Head Start funds,
 - Head-Start eligible students may not be enrolled in VPI until the local Head Start grant recipient certifies that all local Head Start slots are filled
 - When the same school division is both the VPI LEA and Head Start grant recipient, the program should have a documented process to ensure Head Start slots are filled first
 - Local match may not be double counted for each program

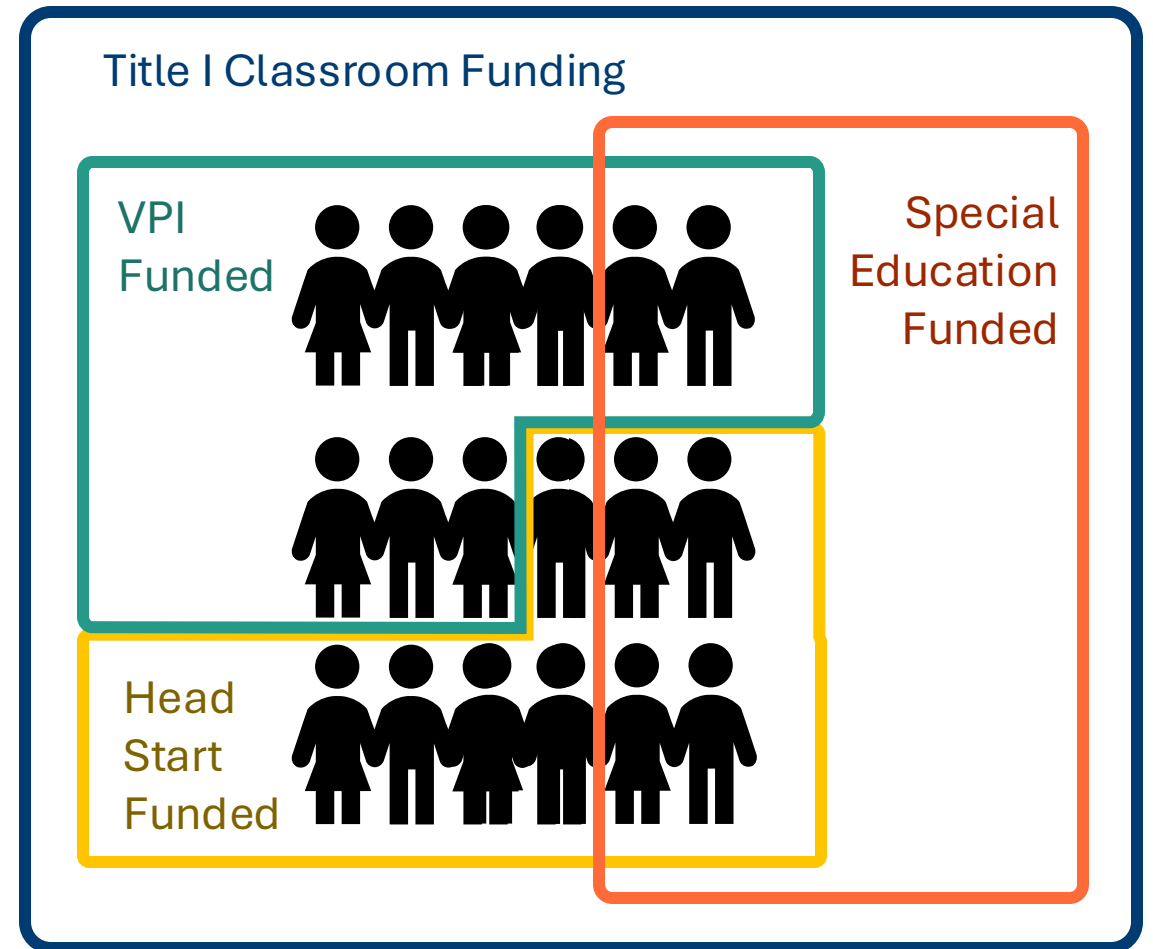
Note: Grant recipients should implement cost allocation methods to ensure there is not any duplicate funding of service costs, and all funds can be traced back to the funding source.

Title I and VPI

- Title I funds may also be used to supplement VPI programs
 - Title I funds may only pay for services associated with serving Title I eligible students
 - In schoolwide Title I programs (majority across Virginia), all children may be supported with Title I funds, individual eligibility does not need to be established
- Title I funds may be used to extend the school day length, number of days in the school year, increase the quality of the program, provide additional services, or increase teacher compensation
- Title I funds may not be used to supplant state or local funds
 - Divisions may not allocate fewer state or local funds to Title I PreK schools based on Title I status

Specific Classroom Example

- These four funding sources may all support a single classroom
- Local funds are a common thread supporting preschool programs



Questions?

Contacts for Each Program

ECSE – Dawn Hendricks, dawn.hendricks@doe.virginia.gov

Head Start – Taundwa Jeffries, taundwa.jeffries@doe.virginia.gov

Title I – Tiffany Frierson, tiffany.frierson@doe.virginia.gov

VPI – Tiffanie Meehling, tiffanie.meehling@doe.virginia.gov