

# Big Impact for Little Learners

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**Today's Session**

Participants will dive into the Student Attendance Accounting Handbook, case studies, and scenarios to understand the full continuum of services for three, four, and five year olds in Early Childhood Special Education (ECSE). Participants will learn how to leverage early childhood partnerships within the school district and the community to access the full continuum of services. Session participants will gain tools to make a big impact on RDA results, SPP6, funding, and most importantly outcomes for little learners.



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**Today's Agenda**

- ECSE Continuum of Services
- Case Study
- The WHY



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**Guiding Principles**

- Laws and Funding
  - Least Restrictive Environment
  - Age: 3 year olds
  - "It is the Departments' position that all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations." - US Department of Education

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**Guiding Principles**

- Research and Beliefs
  - Early Intervention is Key
  - "Research indicates that meaningful inclusion is beneficial to children with and without disabilities across a variety of developmental domains." - US Department of Education

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**ECSE Services Overview & Eligibility**

SAAH 4.9

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**Early Childhood Special Education**

|                |               |
|----------------|---------------|
| ECSE is a      | Grade Levels: |
| <i>service</i> | EE            |
| not a          | PK            |
| <i>place</i>   | K             |

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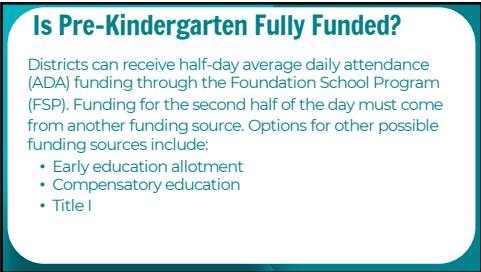
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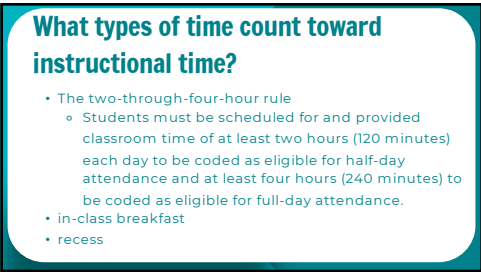
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**What is the difference between instructional and operational time?**

- The Student Attendance Accounting Handbook (SAAH) defines the instructional day as "That portion of the school day in which instruction takes place."
- The instructional day includes recess and in-class breakfast."
- The SAAH defines operational time as "The time between the first instructional school bell and the last instructional school bell (bell to bell)."

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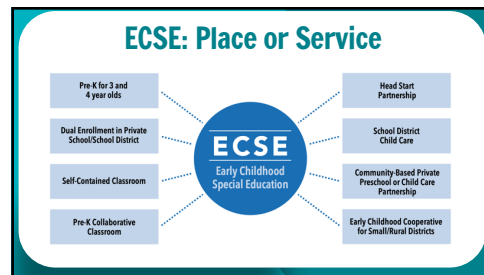
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**ECSE Services & Pre-K Programs**

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**ECSE Services & Pre-K Programs**

ECSE *may or may not* be eligible for PK

Eligible for both: 2 hour 4 hour rule

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**ECSE Services & Pre-K Programs**

Not eligible for PK:  
may be served in the Pre-K classroom  
*per ARD Committee*

Special ed teacher must be in classroom  
entire instructional day for ADA

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**Page 114 of SAAH:**

"The only context in which a dually certified teacher may serve in both a general education and a special education role is in an early childhood program for students aged three or four years."

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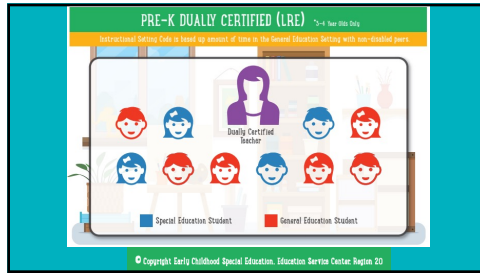
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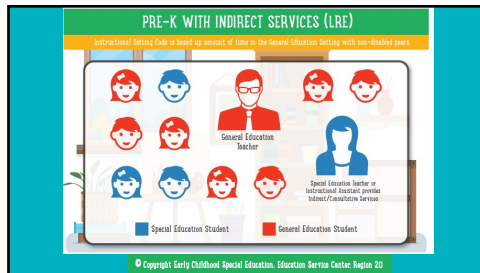
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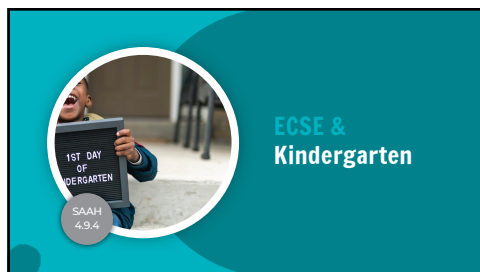
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**ECSE & Kindergarten**  
Eligible for Full Day (4 hour rule)

PPCD Indicator code turns off at 6

Instructional Setting 45 only for 3-5

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**PRE-K DUALY CERTIFIED (LRE)** 7-4 for this day

Instructional Setting Code is based up amount of time in the General Education Setting with non-disabled peers

Special Education Student    General Education Student

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**ECSE Services & Head Start**

SAAH 49.5

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**Head Start Eligibility**

Head Start and Early Head Start services are available to pregnant women and children ages 0-5 and their families.

A family may qualify for Head Start or Early Head Start services if the family's income is at or below the federal poverty level.

Programs may enroll some children from families whose incomes are higher than the federal poverty level if they meet other requirements. Other circumstances that may qualify your child for services:

- You are experiencing homelessness.
- You have children in foster care.
- You are receiving TANF or SSI.

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**ECSE Services & District Operated Preschool or Childcare**

SAAH  
49.6

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**District-Operated Preschool or Child Care Facility**

TEA guidance on Prekindergarten Tuition

Can serve 3 and 4 year old typical peers

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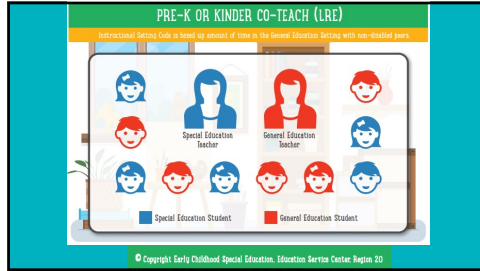
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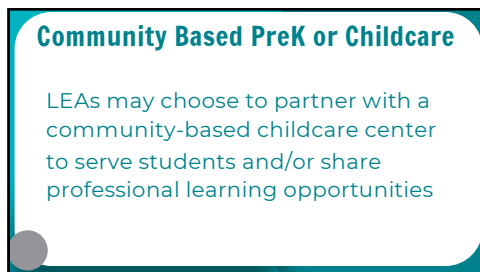
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**ECSE Services &  
Private School or  
Home School**

SAAH  
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**Private or Home School for age 3 or 4**

Parents may:

- enroll the student in public school
- dual enroll the student
- decline to enroll in public school

Parents have the right to dual enroll  
prior to public school kindergarten

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**Other:  
RDSPD & ECSE**

SAAH  
page 138

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**RDSPD and ECSE**

Early Childhood Intervention  
Parent-Infant Services  
Individualized Family Service Plans  
Parent Advisors

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**Other:  
Self-Contained**

SAAH  
page 127

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**US Department of Education Policy  
Statement**

Inclusion in early childhood programs refers to including children with disabilities in early childhood programs, together with their peers without disabilities; holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations; and using evidence-based services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers, and sense of belonging. This applies to all young children with disabilities, from those with the mildest disabilities, to those with the most significant disabilities.

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**Self-Contained**

Coded EE or PK based on eligibility

If Coded a 45, coded EE even if qualifying for Pre-K

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**SELF CONTAINED (MRE)**

Instructional Setting Code is based up amount of time in the Special Education Setting with non-disabled peers

Special Education Teacher

Special Education Instructional Assistant

Special Education Student

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**Deep Dive with Case Study**

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### Deep Dive Case Study

**Early Childhood Partnerships**

This in-depth look at early childhood partnerships will reveal the benefits of partnering with early childhood programs and provide an overview of available resources to build capacity within your current resources.

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### WHAT DOES TEA SAY ABOUT EARLY CHILDHOOD PARTNERSHIPS?

**PUBLIC-PRIVATE PREKINDERGARTEN PARTNERSHIPS ARE COLLABORATIONS BETWEEN LOCAL EDUCATION AGENCIES (LEAs) SUCH AS SCHOOL DISTRICTS OR OPEN-ENROLLMENT CHARTER SCHOOLS, AND PRIVATE CHILD CARE OR PFCPS.**

LEAs, and private child care or Head Start programs, may establish formal or informal partnerships based on enrollment and development activities. The partnerships are designed to reflect the needs of children and families, local resources available, and community trends.

Public-private prekindergarten partnerships are encouraged because of the **collaborative opportunities** they benefit from. However, they are required by **TEA** in some situations. Providers must also meet **licensing, solicitation, eligibility, and enrollment requirements** required by **TEA**.

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### Early Childhood Partners

- Texas Workforce Commission**  
Local Landscape Funding Sources
- Texas Association for the Education of the Young Child**  
[www.tatey.org/](http://www.tatey.org/)
- Community Childcare Centers**  
Waivers  
Childcare Subsidies  
Grants

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### Childcare vs Pre-Kindergarten

**Head Start**  
Head Start and Early Head Start services are available to pregnant women and children ages birth to five and their families.

**Childcare in Texas**  
Texas Administrative Code  

- (A) Infants age 0 to 17 months;
- (B) Toddlers age 18 to 35 months;
- (C) Preschool age children from 36 to 71 months; and
- (D) School-age children 72 months and older.

**Pre-K in Texas Public Schools**  
 Pre-Kindergarten 3  
 • As of September 1, 3 years old  
 Pre-Kindergarten 4  
 • As of September 1, 4 years old  
[\\*See enrollment](#)

\*waivers for childcare licensing

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### Funding Options

**Three-Year-Olds: Year Round**

LEA (All, Early Ed, Allotment, other funds) + Child Care (Subsidy funds, parent tuition) = Full work-day of care (~9.5 hours)

Covers Pre-K Instruction Hours (~3.5 hours/day during school year) | Covers before and after Pre-K instruction 6+ hours/day year-round (full-day subsidy)

**Year Round**

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### Funding Options

**Four-Year-Olds: School Year**

LEA (All, Early Ed, Allotment, other funds) + Child Care (Subsidy funds, parent tuition) = Full work-day of care (~9.5 hours)

Covers Pre-K Instruction Hours (~2.5 hours/day) | Covers before and after Pre-K instruction ~2 hours/day (limited-year subsidy)

**School Year**

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### Funding Options

Four-Year-Olds: Summer



**LEA**  
ADA, Early Ed  
Allotment, other funds

+



**Child Care**  
Subsidy grants,  
parent tuition

=

Full work-  
day of care  
(\*9.5 hours)

Covers Pre-K Instruction Hours  
(9 hours/day)

Covers Before and After Pre-K Instruction  
(6 hours/day (5.5-hour subsidy))

Summer

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### Funding Options

**Average Daily Allotment funds from Foundation School Program Funds (FSP)**

- Average amount for half-day ADA statewide generated by an eligible three or four-year-old is \*\$4,181.00/year
- ADA amount varies by district
- TPEIR report 2019-2020

**TWC Child Care Subsidy funds**

- TWC Child Care Subsidy rates vary. CCS rates are based on the age of the child receiving care, the number of hours of care provided, and the quality rating of the ELP.
- LEAs and ELPs can contact their Local Workforce Board to request information about CCS rates.

Statewide Pre-K Fund 

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### Funding Options

**Head Start Federal Funds can serve as a reimbursement for services the LEA provides.**

Depending on your MOU, this can look like:

- Funding for Instructional Assistant compensation (per classroom)
- Funding for 1/2 Teacher compensation (per classroom)
- Funding for 1/2 Principal compensation (per location)
- Funding for classroom materials (per classroom)
- Funding for playground equipment (per location)
- Funding for student attendance (per student)

**What are the benefits of serving students with Head Start Services within the District?  
What could you do with this unexpected funding availability?**

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**Results Driven Accountability**  
Texas Education Agency  
SPED Indicator # 9: SPED Regular Early Childhood Program Rate (preschool-aged)

**WHY**

Indicator 6  
Preschool Environments

Greater funding for inclusive environments



Most importantly: child outcomes

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**Links to Resources**

[TEA's Student Attendance Accounting Handbook](#)

[ECSE Continuum of Services by ESC Region 20](#)

[Preschool LRE Examples](#)

[TEA Prekindergarten Tuition Guidance](#)

[Policy Statement from US Department of Education](#)

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**THANK YOU!**



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