

HB 3 in 30: Prekindergarten

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TEA Staff

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Agenda

- Early education allotment
- Full-day high-quality prekindergarten program
- Exemptions
- Partnerships
- Progress Monitoring Tools



Early Education Allotment



Early Education Allotment

Establishes an Early Education Allotment (**additional 0.10 weight**) for each student in ADA:

- In grades K-3, *and*
- Who is educationally disadvantaged or Limited English Proficient (LEP)
 - A student who is both educationally disadvantaged and limited English proficiency generates a funding weight of 0.20
- Funds must be used to support implementing early literacy and mathematics proficiency plans that lead to improved third grade proficiency

Early Education Allotment Examples

The Early Education Allotment is:

- \$616 per K-3 student that is economically disadvantaged
- \$616 per K-3 English learner
- If a student is **both** economically disadvantaged and an English learner, the allotment would be \$1,232 for that student

Example:

- If a district has **1000** students per grade in **Kindergarten-Grade 3** that are economically disadvantaged (but not LEP):

$$1000(\text{students}) \times 4(\text{grade levels}) \times \$616.00 = \$2,464,000$$

- Effective September 1, 2019
- Eligible prekindergarten students will continue to generate half-day ADA
- **Early Education Allotment** funds (generated by your K-3 students) will come on top of this prekindergarten ADA.
 - ✓ **May use** funds for the second half of the day for eligible 4-year-olds
 - ✓ **May use** funds towards implementing the early childhood literacy and mathematics proficiency plans
 - ✓ **May be used** to pay for teachers and principals attending the Reading Academies.

Frequently Asked Questions

Question:

Do I need to spend all my early education allotment funds on early education?

Answer:

Yes. 100% of early education allotment funds must be spent on programs or services that support eventual student proficiency in 3rd grade reading and/or mathematics. While this can be virtually anything that supports that goal, it would exclude spending anything on, for example, support for 4th graders.

Key Point:

This funding is actually more flexible than just ADA for prekindergarten students, as it could be spent on students not yet enrolled in prekindergarten, or students not eligible for prekindergarten ADA.

Frequently Asked Questions

Question:

If a district is currently funding full-day prekindergarten through existing funding sources, must they use the allotment for full-day prekindergarten?

Answer:

A district may continue to leverage existing funding sources, as long as they continue to meet any additional eligibility requirements, to fund full-day.

Key Point:

If the district or charter is offering a full day Pre-K program for four-year-olds, they may use other funding sources as long as the student meets the allowability for use guidelines.

Frequently Asked Questions

Question:

Do we have to worry about supplement/supplant requirements?

Answer:

There are no state supplement/supplant requirements. However, if you are currently using federal funds to support Pre-K, you may want to consult with your federal grant manager to determine if you have any supplement/supplant issues when removing federal funds as a funding source for Pre-K and replacing it with a different source of funds.



Full-day High-Quality Prekindergarten

New Full-Day Prekindergarten Requirements

- ✓ Eligible four-year-olds will have full-day prekindergarten
- ✓ High-quality prekindergarten components apply to all eligible four-year-olds
- ✓ Prekindergarten eligibility remains the same

In Statute:

Texas Education Code, Section 29.166-29.172

Minutes of Operation requirements are the same for full-day Pre-K as other grades.

- Effective September 1, 2019
- 75,600 operational minutes to include intermissions, meals, rest time, and recess for students
- Student Attendance Accounting Handbook will be updated to reflect changes

For half day programs (which can continue to be operated for three-year-old students), Minutes of Operation requirements remain as previously adopted:

- 32,400 instructional minutes will remain for a half-day program to include intermissions, meals and recess for students. Excludes rest time

High-Quality Prekindergarten Components

- ✓ Curriculum
- ✓ Student progress monitoring
- ✓ Class size/ratio
- ✓ Teacher qualifications
- ✓ Family engagement
- ✓ Kindergarten readiness data
- ✓ Program evaluation

In Statute:

Texas Education Code, Section 29.166-29.172



**Prekindergarten
Curriculum**



**2015 Texas
Prekindergarten
Guidelines**



High-Quality Component: Student Progress Monitoring (Pre-K)

Student progress monitoring tool must:

- Be listed on the *Commissioner's List of Approved Prekindergarten Assessment Instruments 2017-2021*
https://tea.texas.gov/Academics/Early_Childhood_Education/Educator_Resources/

- Measure the 5 primary developmental domains:
 - ✓ Emergent literacy - reading
 - ✓ Emergent literacy - writing
 - ✓ Language and communication
 - ✓ Health and wellness
 - ✓ Mathematics



High-Quality Component: Teacher Qualifications and Professional Development

Options	Appropriately certified to teach early childhood	Additional qualification
Option #1	Yes	Has a Child Development Associate Credential (CDA)
Option #2	Yes	Has a Montessori certification
Option #3	Yes	Has taught for at least 8 years in a nationally accredited child care program
Option #4	Yes	Has a degree in ECE, Special Education–ECE or a non-ECE degree with 15 units of ECE-specific coursework
Option #5	Yes	Completion of TSR – Comprehensive program
Option #6	Yes	Has completed 150 hours of professional development in ECE-specific topics; 75 of the 150 hours being in a mentoring/coaching relationship
Option #7	Yes	Completes 30 hours of ECE-specific professional development annually with 15 of the 30 hours being in a mentoring/coaching relationship until 150 hours are documented

High-Quality Component: Student to Teacher Ratio



High-Quality Component: Family Engagement Plan

Family Engagement Plan:

Develop, implement, and make available

Facilitate family-to-family support

Establish a network of community resources

Increase family participation in decision-making

Equip families with tools to enhance and extend learning

Develop staff skills in evidence-based practices that support families in meeting their children's learning benchmarks

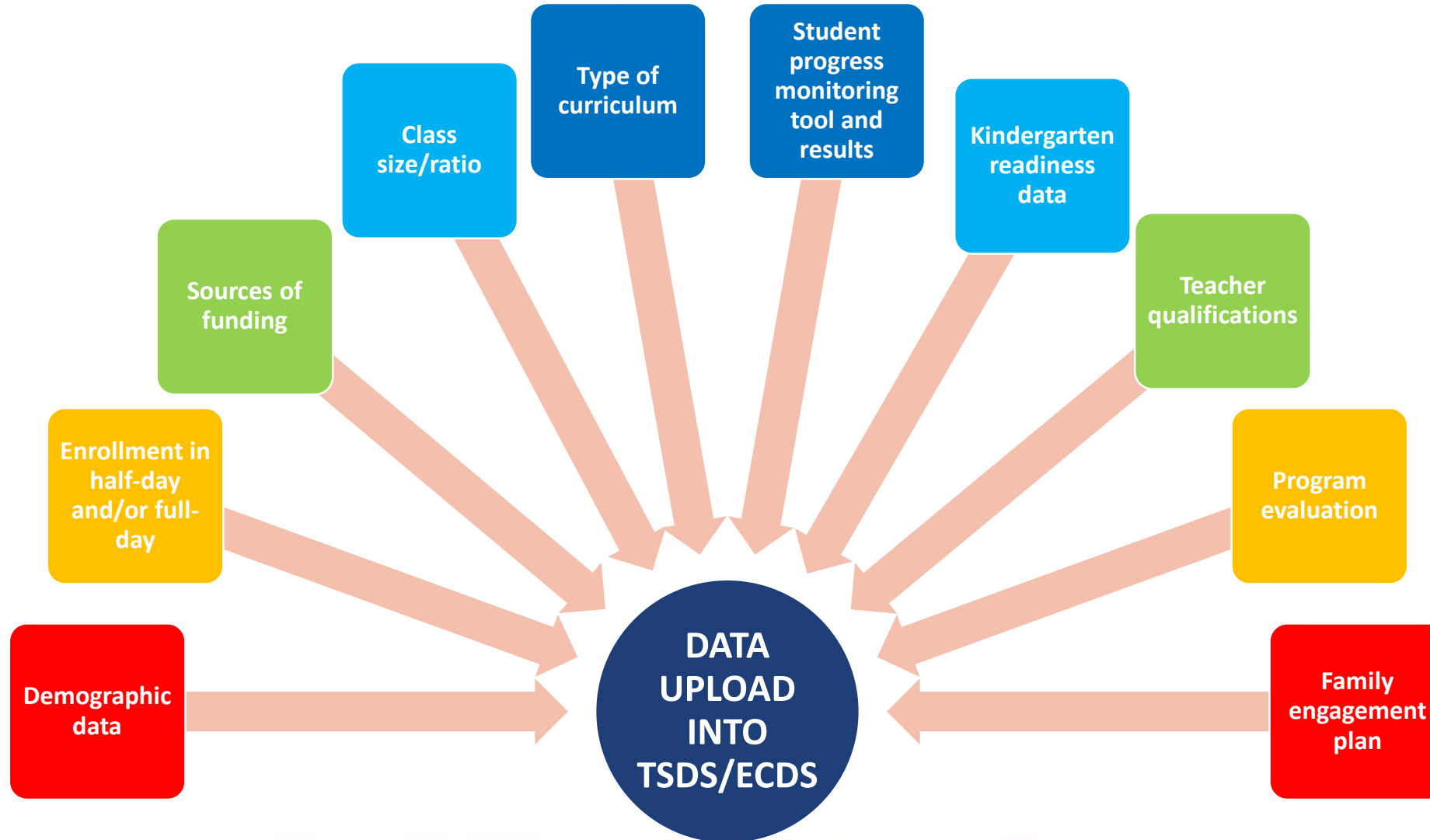
Evaluate family engagement efforts and use evaluations for continuous improvement

The LEAs must:

- Select and implement a method of evaluation
- Use student progress monitoring data
- Make results of the program evaluation available to parents

[TEA Early Childhood Program Self-Assessment](#)

High-Quality Component: Data Reporting



New HB 3 Pre-K Data Elements to be reported in TSDS:

- ✓ Update and add instructional program type code for prekindergarten
- ✓ Full-day waiver indicator code
- ✓ Prekindergarten school type code
- ✓ Prekindergarten funding source code for early education allotment

Frequently Asked Questions

Question:

If I do not currently offer prekindergarten, am I required to do so now?

Answer:

HB 3 did not change the law on whether prekindergarten must be offered; only the nature of prekindergarten if offered. TEC Sec 29.153 notes that a district shall offer prekindergarten classes if it identifies 15+ eligible four-year-olds. This provision does not apply to charter schools.

Parents are not required to enroll students in Pre-K. However, once enrolled attendance is required.

Frequently Asked Questions

Question:

Is full-day high-quality prekindergarten required for all prekindergarten students?

Answer:

If you are providing prekindergarten for eligible four-year-olds, the format of that PreK must now be full-day, and it must meet the high-quality requirements. An exemption may be applied for if an LEA would need to construct facilities or fewer children would be served.

The law did not change prekindergarten eligibility. Foundation school program funds are available for eligible students; for non-eligible students, districts may offer prekindergarten (and may charge tuition), if the district chooses.

Frequently Asked Questions

Question:

Are all students receiving early childhood special education services automatically required to be served in full-day prekindergarten programs?

Answer for prekindergarten eligible students: Yes, with caveats.

- Students eligible for a full day prekindergarten program are also eligible to receive early childhood special education (ECSE) services.
- The **ARD committee** will determine the **frequency, location, and duration** of the ECSE services that the student will receive during the **full instructional day, unless** the ARD committee determines that a **shorter day is appropriate**.

Answer for prekindergarten ineligible students: No, with caveats.

- Students eligible for ECSE services are not automatically eligible for a full day prekindergarten program.
- The **ARD committee** will determine the **frequency, location, and duration** of the services, **which may or may not include a full instructional day**.



Exemptions and State Waivers

Districts may request an exemption from offering full-day Pre-K to eligible four-year-olds in two limited circumstances:

1. A district or open-enrollment charter school would need to construct, repurpose, or lease a classroom facility, or issue bonds for the construction or repurposing of a classroom facility
2. Implementation of full-day would result in fewer eligible children being enrolled in prekindergarten

In Statute:

Texas Education Code, Section 29.153 (c) (d)

An LEA may not receive an exemption unless the LEA has solicited and considered at a public meeting the following:

- Proposals for partnerships with public or private entities regarding offering full-day prekindergarten for eligible four-year-old students.

Exemptions from Full-day Prekindergarten

- Effective September 1, 2019
- A waiver request to receive an exemption will be:
 - Available from TEA no later than January 1, 2020 (but not likely available till well after the start of the school year)
 - Applications will be due to the agency no later than March 2, 2020
 - Approved or denied by programs staff within 30 days of submission
 - Approved for 1, 2, or 3 years with one renewal for up to 3 additional years

Key Point:

Compliance in year 1 may be difficult for many districts, and exemptions will be granted for that year if districts need them. But exemptions will be granted beyond year 1 only when districts demonstrate good faith attempts to comply with the new prekindergarten requirements.

Applying for an Exemption

- Districts and charters requesting an exemption from full-day prekindergarten, should do so through TEA's [State Waivers Unit](#)
- Districts and charters should apply for a one year, two year or three-year waiver based on the exemption criteria listed for each one
- When an LEA applies for either one to three-year exemption, the superintendent will need to affirm that the district will adhere to the exemption requirements (gradually increased responsibility due to years requested)



YEAR	ONE YEAR EXEMPTION (2019 2020)	TWO YEAR EXEMPTION (2019 2020 AND 2020 2021)	THREE YEAR EXEMPTION (2019 2020, 2020 2021, AND 2021 2022)
2019 2020 SCHOOL YEAR	<p>Gather data to inform method of providing full-day prekindergarten.</p> <p>Solicit and consider proposals at a public meeting for partnerships with eligible early learning centers.</p> <p>After receiving and considering partnership proposals, make decision to:</p> <ul style="list-style-type: none"> ○ Establish partnerships with eligible early learning centers and/or ○ Construct, repurpose, or lease new space, or issue bonds to construct or repurpose space. 	<p>Gather data to inform method of providing full-day prekindergarten.</p> <p>Solicit and consider proposals at a public meeting for partnerships with eligible early learning centers.</p> <p>After receiving and considering partnership proposals, make decision to:</p> <ul style="list-style-type: none"> ○ Establish partnerships with eligible early learning centers and/or ○ Construct, repurpose, or lease new space, or issue bonds to construct or repurpose space. 	<p>Gather data to inform method of providing full-day prekindergarten.</p> <p>Solicit and consider proposals at a public meeting for partnerships with eligible early learning centers.</p> <p>After receiving and considering partnership proposals, make decision to:</p> <ul style="list-style-type: none"> ○ Establish partnerships with eligible early learning centers and/or ○ Construct, repurpose, or lease new space, or issue bonds to construct or repurpose space.
2020 2021 SCHOOL YEAR	<p>Begin offering full-day prekindergarten for all eligible four-year-old students or apply for exemption renewal.</p>	<p>If necessary, hold an additional public meeting to solicit partnerships with eligible early learning centers.</p> <p>Begin offering full-day prekindergarten for some eligible four-year-old students through:</p> <ul style="list-style-type: none"> ○ At least one partnership with an early learning center, and/or ○ At least one constructed, repurposed, or leased classroom(s) 	<p>If necessary, hold an additional public meeting to solicit partnerships with eligible early learning centers.</p> <p>Begin offering full-day prekindergarten for some eligible four-year-old students through:</p> <ul style="list-style-type: none"> ○ At least one partnership with an early learning center, and/or ○ At least one constructed, repurposed, or leased classroom(s)
2021 2022 SCHOOL YEAR		<p>Begin offering full-day prekindergarten for all eligible four-year old students or apply for exemption renewal.</p>	<p>If necessary, hold an additional public meeting for partnerships with eligible early learning centers.</p> <p>Increase full-day prekindergarten opportunities for eligible four-year old students through:</p> <ul style="list-style-type: none"> ○ At least one additional partnership with an early learning center, and/or ○ At least one additional constructed, repurposed, or leased classroom(s)
2022 2023 SCHOOL YEAR			<p>Begin offering full-day prekindergarten for all eligible four-year old students or apply for exemption renewal.</p>

- If a districts submits an exemption for renewal, the LEA will need to provide evidence of the completed actions in your waiver
 - Held a public meeting
 - Solicit and considered partnerships
- If an LEA affirmed to the requirements and there is no evidence of the information, an exemption will not be renewed

Frequently Asked Questions

Question:

If a district receives an exemption from providing full-day prekindergarten will they still receive the early education allotment?

Answer:

Yes. The early education allotment funding is not contingent on providing full-day prekindergarten.

Frequently Asked Questions

Question:

What does it mean to solicit a Pre-K partnership at a public meeting?

Answer:

The agency will be publishing rules to provide more clear guidance on what actions will satisfy this requirement.

In all likelihood, at a minimum, there will need to be at least one board meeting where the board authorizes a call for partners, and at least one board meeting where the board considers the responses.



Public-Private Partnerships

What are Public-Private Pre-K Partnerships?

Direct Pre-K

- Districts can offer Pre-K to students in their facilities directly, without any support from other organizations in their community.

Pre-K Partnerships

- But districts can also offer Pre-K to students in partnership with other organizations that provide early childhood services:
 - **At the partner:** District Pre-K can be offered in licensed child care or head start facilities. Students in those facilities effectively become enrolled in the district, in addition to being enrolled in the child care / head start.
 - **At the district:** District Pre-K can be offered in district facilities, but partner organizations (like head start) could staff or otherwise support those classrooms.

Why create Public-Private Pre-K Partnerships?

- **Reduce Costs:** Partners can fund or otherwise supply facilities, so districts don't have to spend as much on their own facilities.
- **Expand Access:** Partners can help reach more families and can bring additional services to support the classroom activities.
- **Additional Funding Sources:** Partners have access to funding sources (like tuition, subsidies, and head start funding) which can be combined with the foundation school program funds of the school district.
- **Increase Quality:** Partners serve young learners who wouldn't otherwise enroll in district prekindergarten. The partnership can work to improve quality for all these future kindergartners.

Public-private partnerships have been optional for districts for years.

HB 3 makes two changes that **require districts to pursue these partnerships** under specific circumstances:

- 1. Exemptions:** In order to receive an exemption for providing full-day prekindergarten for eligible four-year-old children
- 2. Expansions:** Before a school district or open-enrollment charter school may construct, repurpose, or lease a classroom facility, or issue bonds for the construction or repurposing of a classroom facility, to provide the prekindergarten classes

Partnerships Can Bring Additional Funding Sources



Early Learning Centers

- Funding comes from:
- Parent Tuition
 - Childcare Subsidies



School Districts

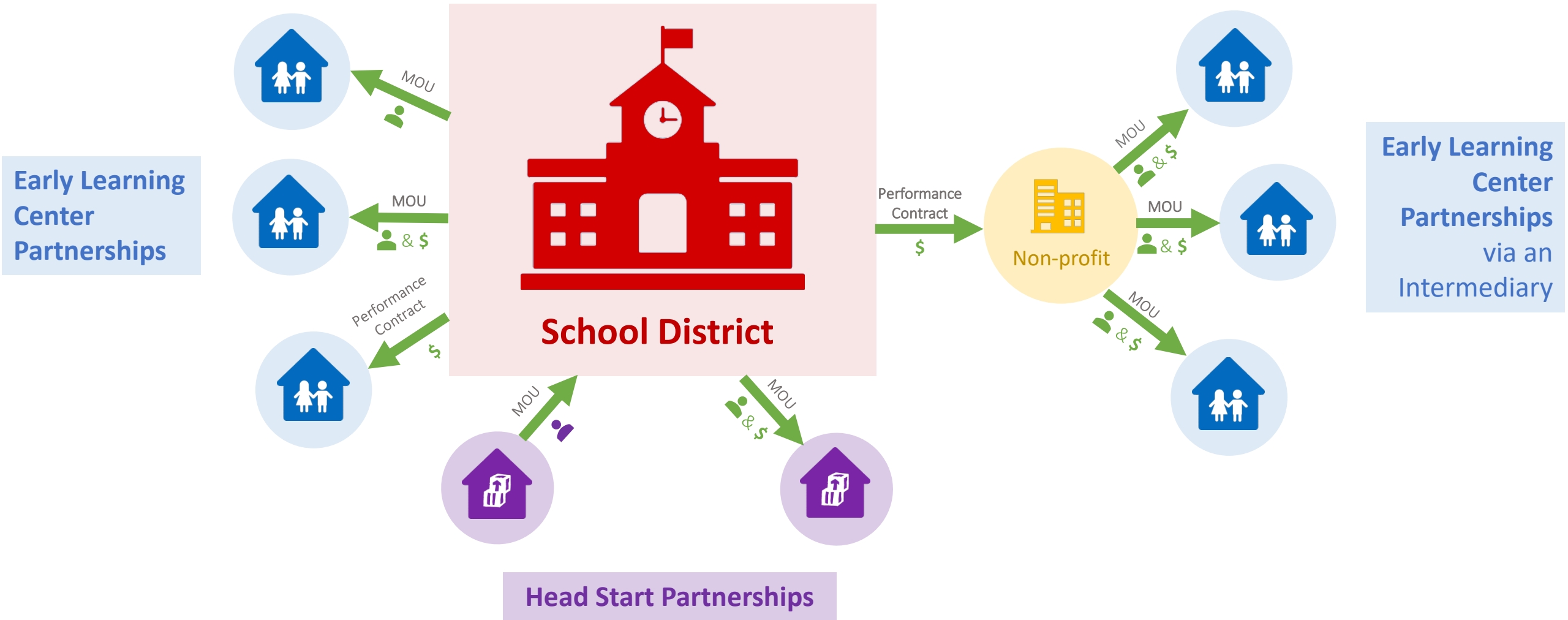
- Funding comes from:
- Foundation School Program
 - Federal Grant Funding



Head Start Programs

- Funding comes from:
- Federal Head Start Funds

Districts Have Many Pre-K Partnership Options



LEA and Head Start Program Partnerships

- Can be provided on-site at the LEA or at the Head Start Program
- Allow for either the LEA or Head Start Program to employ the teacher(s)
- Are funded with (a) FSP funding (which now includes the early education allotment), and (b) Head Start program funding.
 - LEA and Head Start program funding can fund the same hours so long as requirements and standards for each entity are met



MOUs between LEAs and Early Learning Centers

- Services can be provided on-site at the LEA or at the early learning center
- Allow for either the LEA or early learning center to employ the teacher(s)
- Are funded with (a) FSP funding, (b) childcare subsidies, and/or (c) tuition
 - Tuition and/or childcare subsidies may not fund program hours funded by the LEA.
 - Typically, the LEA passes through funding to the early learning center. The amount of funding passed through will depend on the employer of the teacher(s) and the services provided by each entity.
 - For dual-enrolled children, early learning centers should contact their local workforce board to determine which childcare subsidy rate they are eligible to receive (full-time, part-time, or blended) based on the number of hours funded by the LEA.



Performance Contracts with Early Learning Centers

- Allow for districts to partner with a non-profit organization, government entity, institute of higher education, and/or an existing charter school that has applied for and been designated as an in-district charter
- Are funded with (a) FSP funding and other funding that may be available to the partner such as (b) childcare subsidies and (c) tuition.
- LEAs may apply for (d) additional funding through Senate Bill 1882 (85th Legislature)
- More information on SB 1882 can be found here: www.txpartnerships.org



Requirements for Early Learning Center Partners

Early learning centers must meet **one** of the following requirements:

- Are a Texas Rising Star Program provider with a three-star certification or higher
- Are nationally accredited
- Are a Texas School Ready participant
- Meet the requirements under TEC Sec 29.1532

Or districts can partner with head start providers.

In Statute:

Texas Education Code, Section 29.1532 (g) If a school district contracts with a private entity for the operation of the district's prekindergarten program, the program must at a minimum comply with the applicable child-care licensing standards adopted by the Department of Protective and Regulatory Services under Section 42.042, Human Resources Code.

TEA Regional Early Childhood Education Support Specialists (RECESS) Grant

- Awarded to four entities across Texas:
 - ESC Region 9
 - ESC Region 20
 - Commit2Dallas
 - Texas Association for the Education of Young Children
- May be able to assist with partnership development

Early Childhood Education Division at TEA

Kassi Longoria, Early Childhood Education Program Specialist

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Frequently Asked Questions

Question:

May districts braid (combine) funding to provide prekindergarten and wrap-around care?

Answer:

Yes, districts may braid FSP funding, early education allotment, childcare subsidies, and/or Head Start program funding for eligible students. Partnering entities must meet the requirements of the LEA and of the applicable program (childcare and/or Head Start) in order to braid the multiple sources of funding.

TEA has developed a Partnership Guidebook and there are identified support specialists to assist with building and supporting various partnership models.



Early Learning Progress Monitoring Tools

- HB 3 did not change Pre-K progress monitoring tools or processes.
- However, HB 3 did apply the previous requirements in law for a High-Quality Pre-K program to all programs – See TEC 29.167(a).
 - This means that all 4-year-old Pre-K classrooms must follow the progress monitoring requirements.

K – 2 Progress Monitoring Tools Update

- HB 3 made some changes to the progress monitoring framework for Kindergarten, 1, and 2.
- The amended sections of TEC 28.006 apply to the 2020-2021 school year.
- Districts may continue to use their existing kindergarten progress monitoring tool for the 2019-2020 school year
- Districts may continue to use their existing grade 1 and 2 reading progress monitoring tools for the 2019-2020 school year

More information is coming through the *HB 3 in 30 Series* in September.

House Bill 3: Resources

Visit tea.texas.gov/HB3 for the most up-to-date information



tea.texas.gov/HB3

Email HB3info@tea.texas.gov with any questions



HB3info@tea.texas.gov

A photograph of a classroom scene. A male teacher in a light blue shirt is standing and has his hands raised. Several young students are seated at a table, also with their hands raised. The background shows a blue storage cabinet with various items, including a red pennant with the number '2' and some colorful drawings. The overall atmosphere is one of an active learning environment.

Thank you!

Additional questions: Email HB3info@tea.texas.gov
(include the topic name in the subject line)