

Early Childhood Education Guidance: Section Topics

Click on the section topics below to go directly to that section of the FAQ

- [Full-Day Prekindergarten Waiver](#)
- [Prekindergarten Registration](#)
- [Prekindergarten Eligibility](#)
- [Prekindergarten Student Progress Monitoring](#)
- [High Quality Prekindergarten](#)

Full-Day Prekindergarten Waiver

The full-day prekindergarten waiver deadline has been extended to July 1, 2020 because of the COVID-19 pandemic.

Prekindergarten Registration

Prekindergarten Registration for 2020-2021 School Year & COVID-19:

Many districts preregister prekindergarten students to plan for the size of the next school year's program. Districts may begin this process on or after April 1 of each year, and once a child is determined to be eligible, he/she remains eligible without reverification prior to the next school year. Section 7, *Student Attendance Accounting Handbook*. Despite these preregistration requirements, districts may conduct pre-identification of students for planning purposes prior to April 1.

In response to COVID-19, districts may adapt their prekindergarten registration in the following ways:

- Delay/postpone prekindergarten registration
- Collect applicable information online (if possible)
- Implement a virtual registration (to the extent possible)
- Use the 2019-2020 income guidelines until the 2020-2021 income deadlines are released. Families that are close to the income threshold (too high or too low) should be documented and notified if eligible once the updated income guidelines are released

The prekindergarten eligibility information must be verified between April 1st and prior to a child being placed in a classroom for the 2020-2021 school year to generate state prekindergarten funds.

Please note: TEA has requested a waiver from the U. S. Department of Education for local determinations to be used to guide English learner exit determinations/reclassifications this year. Further guidance on this will be posted to the [COVID-19](#) and [BIL/ESL](#) page.

Prekindergarten Eligibility

New
4/23/2020

1. What impact does the COVID-related situation have on applying the “educationally disadvantaged” eligibility criterion for prekindergarten enrollment?

None. The educationally disadvantaged eligibility criterion (student is eligible to participate in the National School Lunch Program) for prekindergarten remains the same. Districts and open-enrollment charters are encouraged to use the following resources to find answers to their specific questions regarding this prekindergarten eligibility criteria:

- District nutrition personnel
- [Student Attendance Accounting Handbook, Section 7](#)
- [National School Lunch Program \(NSLP\) Handbook: Administrator’s Reference Manual](#)
- [General prekindergarten FAQs located on TEA’s website, specifically # 16 - 24](#)

Districts and open-enrollment charters should anticipate a larger number of students qualifying for prekindergarten under this eligibility criterion due to the economic impact of COVID.

Please note: A student who qualifies for prekindergarten because he/she meets the educationally disadvantaged eligibility criterion (he/she is eligible to participate in the National School Lunch Program) at the time of enrollment remains eligible for the entire school year, even if the family’s annual income increases above the qualifying level during year.

Prekindergarten Student Progress Monitoring

Updated
4/23/2020

1. Has the end of year (EOY) prekindergarten student progress monitoring requirement been changed due to COVID-19?

Because districts and open-enrollment charters are not delivering instruction in their buildings but are instead operating in an alternative or distant learning capacity (“Closed, Instructing” per other agency guidance), administration of an EOY assessment would not be expected/required.

New
4/23/2020

2. Will the TPRI or other primary grade reading assessments be waived as the prekindergarten end-of year assessments have been?

There is no specific requirement for end-of-year assessment (EOY) for grades K-2. Districts and open-enrollment charters must have a reading instrument in place for required beginning-of-year (BOY)

use; however, additional administration beyond BOY is a local district decision. Guidance regarding the end-of-year dyslexia screening for kindergarten students is forthcoming.

High-Quality Prekindergarten

New
4/23/2020

1. Has the requirement to complete a prekindergarten program evaluation been changed due to COVID-19?

Completion of a prekindergarten Program Evaluation is not expected/required but is encouraged. If a district or open-enrollment charter is unable to complete a prekindergarten Program Evaluation due to COVID-19, this would be taken into consideration by agency staff when reviewing data and providing support.

New
4/23/2020

2. Has the requirement for prekindergarten teachers to have an “additional qualification” been changed due to COVID-19?

Prekindergarten teachers have seven options to meet the “additional qualification” requirement. The only option that might be affected due to COVID-19 is Option #7 requiring that the prekindergarten teacher be appropriately certified to teach prekindergarten and complete 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. Schools were in operation for approximately 70% of the year; therefore, the following is required:

- The prekindergarten teacher would be expected/required to be appropriately certified to teach prekindergarten and complete 10 hours of ECE-specific professional development and 10 hours of mentoring/coaching (approximately 70% of the requirement).
- **However**, if a district’s prekindergarten teachers are unable to complete their required professional development and mentoring/coaching due to COVID-19 (for example, the teacher planned to complete a large percentage of the required training near the end of the year but is unable to due to the COVID-19 pandemic), this would be taken into consideration by agency staff when reviewing data and providing support.

New
4/23/2020

3. What do we do about the ECDS report since we may not have complete data to upload?

Districts and open-enrollment charter schools should submit all required data that is available. Districts may have gaps in data for the following high-quality prekindergarten components:

- End-of-year student assessment data
- Teacher qualifications
- Program evaluation

Gaps in data submission resulting from the COVID-19 pandemic will be taken into consideration by agency staff when reviewing data and providing support.

New
4/23/2020

4. Will districts still be required to submit the information concerning High Quality Pre-K related to teachers' professional learning and coaching?

Districts and open-enrollment charters should submit all required data that is available. Districts may have gaps in for the following high-quality prekindergarten components:

- End-of-year student assessment data
- Teacher qualifications
- Program evaluation

Gaps in data submission, due to the COVID-19 pandemic, will be taken into consideration by agency staff when reviewing data and providing support.

New
4/23/2020

5. We have families who are requesting to enroll in prekindergarten. Do you have guidance for qualifying students for PK as an English Learner student for *the current school year*?

Please refer to the *English Learner Guidance (TELPAS and LPAC) FAQ* on TEA's [COVID-19](#) web page.