

# Transition to Kindergarten

## Coordinated Recruitment and Enrollment Planning Worksheet

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### Introduction

Transition to Kindergarten offers LEAs the option to serve children who are at least four-years-old, and have been identified through a screening process to be in need of additional preparation to be successful kindergarten students in the following school year.

**WAC 392-425-030** addresses the requirement that LEAs coordinate with local child care and early learning providers to demonstrate program need before beginning or expanding a TK program through OSPI's established process of engaging in both coordinated recruitment and enrollment (CRE) strategies as well as a LEA/Building Comprehensive Needs Assessment (CNA). A CRE strategy and the needs assessment serve different purposes and focus on different aspects of successful planning and implementation of TK programs. When used in unison, these resources comprise the comprehensive needs assessment.

**Coordinated Recruitment and Enrollment** (CRE) is a shared process among community programs serving children ages 3 to 5 to support families in selecting a high-quality early learning program that best meets the needs of each child and family; and to assure that community early learning programs are working together in ways that maximize resources and serve the most children possible.

The CRE Planning Worksheet supports planning teams as they consider the need for and feasibility of new or expanded TK classrooms and how to work in partnership with other community programs to meet the need, aiming for efficiency and effectiveness in reaching students who do not have access to high quality early learning prior to kindergarten.



## Purpose

The purpose of the CRE Planning Worksheet is to:

- 1) Find out who is providing care and education of four-year-olds in your area
- 2) Learn about other services that are available to families with four-year-olds in the community
- 3) Establish contacts for coordinated enrollment with other early learning providers

### 1) Find out who is providing care and education of four-year-olds in your area

Resource	Notes
<a href="https://www.dcyf.wa.gov/practice/oiaa/reports/early-learning-dashboards/child-care-need-supply-data">Child Care and Early Learning Need and Supply Data</a> illustrates the estimated percentage of child care need for families currently met by licensed child care, preschool, and/or subsidized child care. Maps are available by County, School District, Legislative District, and Zip Code. <a href="https://www.dcyf.wa.gov/practice/oiaa/reports/early-learning-dashboards/child-care-need-supply-data">https://www.dcyf.wa.gov/practice/oiaa/reports/early-learning-dashboards/child-care-need-supply-data</a>	
<a href="https://childcareawarewa.org/principals/">Child Care Aware of Washington services for principals</a> can provide support to districts and principals with early learning collaboration. <a href="https://childcareawarewa.org/principals/">https://childcareawarewa.org/principals/</a>	
<a href="#">ECEAP &amp; Head Start Saturation Study</a> DCYF provides the number of slots in ECEAP & Head Start, the number of estimated eligible children, the number of unserved eligible children, and priority level for ECEAP expansion. Based on this information, principals can begin dialogue with early learning agencies in their neighborhood using the Head Start & ECEAP saturation study as an estimate of need and a conversation tool.	
<a href="https://childcareawarewa.org/data-advocacy/child-care-data-statistics/">County data on the estimated number of children under the age of 6</a> Child care data, including data on kindergarten readiness, child poverty, and the percentage of children under six living in homes with all adults working. Statewide and county level data available: <a href="https://childcareawarewa.org/data-advocacy/child-care-data-statistics/">https://childcareawarewa.org/data-advocacy/child-care-data-statistics/</a>	



## 2) Learn about other services available to families with four-year-olds in the community

Transition to Kindergarten programs aim to ensure a collaborative system of support that includes integrated resources at the state, regional, and local partnership levels. This work supports families' increasing access to inclusive preschool programming that meets identified needs and ensures consistent and informed parent choice.

Program	Eligibility requirements and services
<a href="#">Special Education: Individuals with Disabilities Education Act, IDEA Part B</a>	Students with Individualized Education Plans (IEPs) may be enrolled in TK if they meet the entrance requirements. <b>Considering TK programs as the Least Restrictive Environment (LRE) for students with disabilities is crucial for promoting inclusive education</b> ( <a href="#">WAC 392-172A-02050</a> ).
<a href="#">Head Start</a>	Head Start is a federally funded preschool program for children 3 to 5 years old and meet one of the following criteria: <ul style="list-style-type: none"> <li>• From families at or below 130% of the federal poverty level, with priority to those at or below 100%; or</li> <li>• Eligible for or receiving one of the following public assistance:               <ul style="list-style-type: none"> <li>○ Temporary Assistance for Needy Families (TANF)</li> <li>○ Supplemental Security Income (SSI)</li> <li>○ Basic Food Assistance in Washington State</li> </ul> </li> <li>• Experiencing homelessness</li> <li>• In foster care</li> <li>• Some children may be accepted who are over the income limit if they have developmental or environmental factors</li> </ul>
<a href="#">Early Childhood Education and Assistance Program (ECEAP)</a>	ECEAP is Washington state's pre-kindergarten program for children 3 years old but not yet 5 years old on August 31st of the school year, and: <ul style="list-style-type: none"> <li>• From a family with income at or below 36% of the state median income (SMI), which includes all children in foster care and all families with Temporary Assistance for Needy Families (TANF) grants,</li> <li>• Is a tribal child defined by rule from Washington State federally recognized tribes and DCYF, and from a family with income at or below 100% SMI,</li> <li>• On Individualized Education Programs (IEPs) for special education,</li> <li>• Experiencing homelessness, or</li> </ul>



	<ul style="list-style-type: none"> <li>• Has participated in: <ul style="list-style-type: none"> <li>○ Early ECEAP,</li> <li>○ Early Head Start (EHS),</li> <li>○ Early Support for Infants and Toddlers ESIT) or received class C developmental services from another state, or</li> <li>○ Early Childhood Intervention and Prevention Services (ECLIPSE)</li> </ul> </li> <li>• Some children may be accepted who are over the income limit, if they have developmental or environmental factors.</li> </ul>
<a href="#">Working Connections Child Care (WCCC)</a>	<p>Working Connections Child Care (WCCC) helps eligible families pay for child care. When a family qualifies for child care subsidy benefits and chooses an eligible provider, the state pays a portion of the cost of child care. Parents may be responsible for a copayment to their provider each month.</p> <ul style="list-style-type: none"> <li>• <a href="#">Child Care Subsidy Regional Map for Licensed Family Homes and Centers</a></li> </ul> <p>Families experiencing homelessness may be approved for up to 12 months to help resolve issues surrounding homelessness.</p>

**3) Contacts for coordinated enrollment with other child care programs and preschool providers in your school boundary area. Contact and/or convene these providers to find out if these programs have waiting lists. Complete and submit the [Provider Data Request form](#) to receive a report of local child care providers.**

Child Care Program/ Preschool Provider	Contact Name	Part-day, school day or extended day	Program type, Early Achievers status	Number of licensed slots	Number of available slots	Number of children who are 4 years old by August 31 on waitlist

