

Transition to Kindergarten FAQ's

2025

General Program Questions

What is Transition to Kindergarten?

Transition to Kindergarten (TK) is a legislatively established and authorized program for children who are at least 4-years-old by August 31 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. Districts may choose to offer a TK program, but they are not required.

What is the TK policy?

[House Bill 1550 \(HB 1550\)](#) as passed by the Legislature in 2023, codified the existing Transitional Kindergarten as Transition to Kindergarten (TK). [Chapter 392-425 WAC](#) provides minimum standards and requirements for authorized local education agencies implementing transition to kindergarten programs. Also see: [RCW 28A.300.072: Transition to kindergarten program](#) and [TK Minimum Standards and Requirements](#).

What Local Education Agencies may implement and administer a TK program?

In accordance with [RCW 28A.300.072](#):

- (1) Common school districts;
- (2) State tribal compact schools authorized under chapter [28A.715 RCW](#);
- (3) Only charter schools authorized under [RCW 28A.710.080\(2\)](#) may implement and administer a transition to kindergarten program.

What are the minimum operating standards and requirements of TK? (See the complete TK Minimum Standards and Requirements Guidance on the [OSPI TK Webpage](#))

- Notify OSPI of intent to operate TK program by June 1.
- Conduct local child care and early learning needs assessment before opening or expanding
- Enroll students that meet the eligibility criteria (outlined in RCW/WAC)
- Staff classroom with certificated teacher(s) and qualified paraeducators (ECE experience preferred)
- Offer curriculum with a rich, varied set of experiences in developmentally appropriate learning environments and addresses the whole child
- Establish learning environments that are developmentally appropriate and promote creativity
- Demonstrate strong connections and communication with early learning community providers (Local area coordination/Coordinated Recruitment and Enrollment)
- Administer the Washington Kindergarten Inventory of Developing Skills twice per year
- Ensure readiness of facilities for this age-group
- Engage in Professional Development opportunities specific to teaching young learners



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Are districts required to notify OSPI prior to opening or expanding a new TK program or classroom?

Yes, pursuant to [WAC 392-425-025](#), lea's planning to implement and administer a TK program must submit notification of intent to OSPI no later than **June 1st** before the school year begins. Complete the annual TK survey found on the side bar of the [OSPI TK web page](#) by June

***Please note** - With the passing of [SB 5769](#) all TK program growth was capped at its current Average Annual Full Time Enrollment. Expansion and opening of TK programs may not resume until the 2027-28 school year and only by 5% (across the state).

How is TK different from regular kindergarten?

TK is not an entitlement program or part of basic education. TK programs are intended for children who are at least four years old by August 31, who have been screened and demonstrate the need for additional preparation to be successful in kindergarten the following year.

The only requirement for kindergarten in Washington state is students must be five years old by August 31. Younger children may be permitted to enter kindergarten if the district and family determine they will be successful.

How are TK programs different from other summer kindergarten transition programs?

Transition to Kindergarten is a pre-kindergarten program model. It occurs during the regular school year and must adhere to the requirements established in [Chapter 392-425 WAC](#). Districts offering TK should continue to offer a range of transition services for all children and families leading up to the regular kindergarten year.

Districts should engage in a wide range of kindergarten transition services (separate from a TK program) to support children and families in making a successful start to their K-12 journey. Many districts offer short summer "Jump Start" programs to familiarize children with the expectations of kindergarten and provide targeted supports to increase children's preparedness.

What curricula are appropriate for TK?

Districts may select any research-based, play-based, whole child curriculum based on developmental continuum that is appropriate for four-year-old and five-year-old children, examples include High Scope, *MyTeachingStrategies Creative Curriculum*® for PreK, or OWL.

Please see the National Academies of Sciences, Engineering, and Medicine's report [A New Vision for High-Quality Preschool Curriculum](#), which articulates a vision for high-quality preschool curricula for all children, grounded in an equity and justice-oriented principles from inception to implementation and evaluation.

Are there guidelines for specialists (music, library, art, etc.)?

TK guidance mirrors kindergarten and states districts must provide a curriculum that offers a rich, varied set of experiences including: (iii) providing experiences in science, social studies, arts, health and physical education, and a world language other than English. Nothing in the guidance or rules state the content must be taught by a certificated music or PE (or any other specialist) teacher. If students attend specialist classes, specialists should have access to district professional development opportunities to ensure developmental appropriateness in all settings. Specialist curricula should also be developmentally appropriate for the TK age range.

What are the guidelines around claiming meals for TK students?

- [Pre-Kindergarten, Pre-school, ECEAP, and Transitional Kindergarten Program Participation and Meal Claiming Reference Sheet](#)
- [CNS Serving Preschool Aged Children Flowchart](#)

How can I find other districts that are implementing TK programs along with contact information?

You can find all the districts offering TK in the state on the [Transition to Kindergarten Enrollment Map](#). Selecting individual schools provides access to district details, enrollment figures, and contact information for district staff, facilitating networking and collaborative opportunities.

Student Eligibility

How are children identified for enrollment into TK?

Enrollment into TK programs is based upon the determination of ability or need(s) that has historically hindered children from successfully participating in and/or benefiting from kindergarten. It is the responsibility of the district to determine the appropriate screening process or tool for evaluating prospective students and establishing need.

It is critical that TK programs work in collaboration with and do not adversely impact enrollment in community-based preschool programs, including Head Start, ECEAP (Early Childhood Education Assistance Program), and those operating in licensed child care centers and licensed family homes. Districts should participate in coordinated outreach, referral, and placement in collaboration with community-based programs to assure best fit and appropriateness of services based on each child and family's need (*refer to Coordinated Recruitment and Enrollment section*).

Can children who are of kindergarten age be enrolled in TK instead of regular kindergarten? (for example, a student with a late summer birthday turning 5 before August 31)?

In accordance with [WAC 392-425-040](#), TK students must be *at least* four years old by August 31. This language provides flexibility for districts to enroll a student in the program that best meets their needs (including enrolling 5-year-olds in TK, if the parents or district determine they are not yet ready for kindergarten). The only requirement for eligibility into kindergarten is to be

age five by August 31. Regular kindergarten classrooms are expected to meet the needs of all eligible children.

Can a child repeat TK?

It is recommended that districts follow their existing retention policies for K-5; there is nothing in statute that would restrict a child from repeating any grade. There is a large body of research within early learning, ECSE, and K-5 related to retention practices, especially for underserved and overidentified populations, districts should consider this research when adopting policies.

CEDARS does not collect retention information for students. However, when you 'rollover' the student data in your student information systems (SIS) to a new year, students who are not to be promoted to the next grade level, whether in PK or in high school, are identified as retained.

Must our district enroll students outside of district boundaries for TK?

TK should follow existing choice transfer requirements. TK students generate state funding and a choice transfer or interdistrict agreement would give a nonresident district the authority to claim a student that does not reside in their district. Students residing in a district that does not offer TK may request to enroll in your TK program directly and would be eligible in the same manner as resident students per [RCW 28A.225.210](#). The district should follow their policies on providing choice transportation. The district's student transportation department will be able to assist with any questions regarding that policy.

Should our district follow the same attendance policies for TK that we would for Kindergarten students? For example, does the Becca Law apply to four-year-olds?

Follow the district's approved attendance policies that are established for kindergarten students. Compulsory attendance does not apply to children under the age of 8.

There are no state requirements on tracking attendance for students in TK (5 or younger).

State law says if a student is enrolled full time and is 6 or 7 years old, then mandatory attendance (BECCA) applies ([RCW 28A.225.015](#))

Does a parent need to fill out an intent to home school form, if they choose to unenroll the child from school for kindergarten? For example, a student was a TK student last year and would be a kindergarten student the following year.

Yes, parents can formally withdraw a child that is 5 years old.

Compulsory attendance law applies to students who are 6 and 7 years old who are enrolled in public school and not formally removed from enrollment ([RCW 28A.225.015](#)), and 8–18-year-olds with exceptions ([RCW 28A.225.010](#)).

Coordinated Recruitment & Enrollment

How do I establish Coordinated Recruitment and Enrollment with other early learning programs, including our local ECEAP and Head Start?

The purpose of coordinated recruitment and enrollment (CRE) is to deepen collaborative, inclusive community early learning enrollment efforts and to ensure the most children as possible are served with the funding available, all while maintaining informed family choice. Since TK seeks to fill a gap in available high-quality early learning opportunities, it is necessary to take steps to assure that families are aware of all the options available to them, as well as the potential benefits and outcomes of those options.

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.

Start CRE conversations among local early learning partners. Take notes using any tool that helps your district document a description of each early learning program, demographics and eligibility requirements, number of children served, number of children on a waitlist, questions, issues to be aware of, and action steps. CRE can streamline the application process for families so they may be referred to the program that offers the best fit for their needs.

CRE considers the differences in early learning settings and needs of each family (home language, work schedule, accommodations needed, distance from home, transportation, among other needs).

OSPI created the [TK Coordinated Recruitment and Enrollment Planning Worksheet](#) with the OSPI-DCYF-AESD-CCA Coordinated Recruitment & Enrollment Work Group.

How do I identify my early learning partners in my school district catchment area?

For a list of licensed child care providers located within your school boundary visit: [Child Care](#)

There are no other preschools or early learning programs in my school district boundaries.

How do I proceed?

Your elementary school or district could document the need using the [TK Coordinated Enrollment and Referral Planning Worksheet](#) to demonstrate the need for inclusive classrooms for four-year-old children. Create a leadership/advisory team including your neighboring school districts, [Educational Service District early learning or special education coordinator](#), local and/or regional [Washington Community for Children early learning coalition](#), family social services agency, WIC, food banks, public housing or service agencies for homeless, faith-based social service programs, DCYF or DSHS Community Service Offices, or other organizations serving children and families.

Screening and Assessment

Can districts create their own screening tool or must it be valid/reliable tool?

Since TK is not an entitlement for all students, TK students must be screened for eligibility. OSPI does not require a specific screening tool for TK. Many districts develop their own screening tool and process to best meet the needs of their community (including on-line, paper, or in-person interviews). We encourage districts to develop a process in collaboration with local early learning partners, such as licensed child care, ECEAP and Head Start.

Listed below are examples of widely used, norm-referenced screening instruments that demonstrate reliability and validity and take 30 minutes or less to administer.

- Ages and Stages Questionnaires® (ASQ® --3, ASQ®:SE-2), Brookes Publishing Company
- Battelle Developmental Inventory Screening Test, Riverside Publishing
- Speed DIAL-4, Pearson Assessments
- Early Screening Inventory-Preschool (ESI-P), Pearson Assessments

Are TK programs required to administer WaKIDS? ([See WaKIDS FAQs](#))

Yes, it must be administered twice a year. RCW 28A.300.072 requires TK programs to administer all three components of WaKIDS at the start of the program and the WaKIDS Whole-child Assessment one more time during the school year.

- **Family Connection:** TK teachers are expected to meet individually with each student's parents or guardians. These individual meetings, which generally take 20–45 minutes, occur at the school or at a mutually agreed upon location, before or near the beginning of the program.
- **Whole-child Assessment:** Students are assessed within the context of daily routines and classroom activities using *My Teaching Strategies GOLD®*. TK teachers are required to complete one checkpoint at the beginning of the program and, additionally, it is

recommended that the WaKIDS whole-child assessment be administered at least one more time during the school year. The checkpoints dates align with kindergarten classrooms using GOLD® for WaKIDS. A student's parent or guardian has the option to decline or excuse their student from the assessment.

- **Early Learning Collaboration:** Local education agencies administering a transition to kindergarten program must make a best effort to coordinate with local childcare and early learning providers to assure best placement and appropriate services based-on each child and family's need.

WaKIDS Whole-child Assessment data for your TK students must be submitted and finalized by the checkpoint date (Fall: November 15, Winter: March 15, Spring: June 15).

Do TK teachers need to be trained to conduct WaKIDS?

Yes, WaKIDS is conducted by the certificated, WaKIDS-trained teacher to whom the student is assigned. WaKIDS 101 and Refresher courses are offered virtually, throughout the year. Training dates can be found on the [OSPI WaKIDS webpage](#).

Can Teaching Strategies GOLD® be used to qualify children for enrollment into TK?

Teaching Strategies GOLD® is not a screening tool and may not be used to determine placement into TK programs.

Is it necessary to screen students for English language development (ELD) services and use English Language Proficiency (ELP) standards in TK?

Current TK students must receive ELD services after enrolling if the Home Language Survey indicates that they may be eligible. Between May 1 and the end of the school year, students in TK programs must complete the listening and speaking domains of the WIDA Kindergarten Screener only. This is how these students will meet the federal annual testing requirement. These results will determine official eligibility for ELD services.

Screening of Students in Transitional Kindergarten

Students who may be eligible for English language development (ELD) services are required to be screened and be provided with those services, including students in Transitional Kindergarten (TK) programs. However, our state-approved English language proficiency assessment, the WIDA Kindergarten Screener and WIDA Kindergarten ACCESS for ELLs assessment have not been validated for children under 5 and therefore, are not appropriate for screening TK students until they are closer to the typical age of kindergarten students.

The following procedure must be used for screening TK students:

1. *Home Language Survey* – Require the Home Language Survey for all TK students and use the information from questions 2 and 3 to determine possible eligibility.
2. *Provisional Qualification* – Record all TK students who are possibly eligible based on the Home Language Survey as provisionally qualified English learners without a screener score, using their date of enrollment as their Initial Placement Test Date.
3. *Spring WIDA Screening* – Beginning May 1st, all TK students must be given the WIDA Kindergarten Screener prior to the end of their time in TK, following the guidance for early kindergarten screening (listening and speaking only). This screening will fulfill the requirement for an annual English language proficiency assessment and will determine their eligibility for ELD services the following school year upon entering kindergarten.

Provisionally qualified TK students are eligible for ELD services and can be claimed on the P-223 count for Transitional Bilingual Instruction Programs (TBIP) and Title III funding. Best practice for early multilingual learners is to provide inclusive services through co-teaching or through professional development for TK educators to integrate ELD supports and strategies into the early learning environment. Pull-out services are not best practice and are discouraged.

For more information on early learning strategies for multilingual learners, see the [WIDA Early Years Can Do Descriptors](#) and [WIDA Focus Bulletin: Promoting Equity for Young Multilingual Children and Their Families](#).

Is it required to conduct an early screening of indicators/weaknesses associated with dyslexia in Transitional Kindergarten?

Districts may forgo early screening for the weaknesses associated with dyslexia in TK. Districts are required to conduct the WaKIDS whole-child assessment within the first few weeks of starting the TK program, which includes indicators of typical development in literacy. Districts will also collaborate with families for each student's literacy development and potential interventions, but this can be accomplished through administration of WaKIDS or other district assessments.

TK Instructional Hours and Operations/Fiscal

How many instructional hours must be provided?

TK uses the same funding model as kindergarten, so its program should match what kindergarten offers ([RCW 28A.150.315](#)), including a minimum one-thousand-hour instructional schedule (adjusted for partial-year TK).

Districts may start TK programs at any point between the beginning of the school year and January 31. TK programs must conclude by the end of the standard school year.

NOTE: Apportionment funding is calculated based on weekly minutes, not annual hours. Pursuant to [WAC 392-121-122](#)(1), 1.0 FTE for all grades (including TK) is 27 hours and 45 minutes a week or 1,665 weekly minutes. Part-time students will be counted as a partial full-time equivalent student in accordance with [WAC 392-121-122](#).

***A note from Fiscal regarding fiscal considerations for programs starting in January**

The commencement date has a direct impact on district funding. Payments are disbursed based on projected enrollment figures from September through December; if districts do not initiate a program before January, payment distributions will be temporarily suspended as enrollment figures shift from some to none.

Due to the enrollment "true-up" if districts have a start date in January, but have not actually entered any TK enrollment in our system until after we pay February apportionment, they will either

- 1) not see any TK funding until February (if they did not enter budgeted enrollment in the system in the fall or
- 2) will see a negative adjustment in January before the enrollment takes effect in February

Can mealtimes be counted as instructional hours?

Mealtimes are excluded from instructional hours per:

- [WAC 392-121-107](#)(1)(a) excludes time for meals from a course of study that can be claimed for funding.
- [RCW 28A.150.205: Instructional hours](#) excludes meals except for the Breakfast After the Bell programs.

Can our district operate a 4-days-per week?

Yes, however, districts should be aware that apportionment funding is calculated based on weekly minutes, not annual hours. Pursuant to [WAC 392-121-122](#)(1), 1.0 FTE for all grades (including TK) is 27 hours and 45 minutes a week or 1,665 weekly minutes. Part-time students will be counted as a partial full-time equivalent student in accordance with [WAC 392-121-122](#).

TK programs must offer a full-day program where a student can enroll and be claimed for up to a 1.0 FTE in any month. 1.0 FTE equates to 1,665 weekly minutes. A program could offer a TK program 4 days a week, but the required weekly minutes would need to be 1,665 to claim the full 1.0 FTE.

Can Transition to Kindergarten be half-day?

As outlined in [WAC 392-425-045](#), transition to kindergarten programs must be offered as an all-day program. Based on individual student needs, a district may allow a child to participate in a transition to kindergarten program as a part-time student (partial day). A part-time student will be counted as a partial full-time equivalent student in accordance with [WAC 392-121-122](#).

For students enrolled in a TK program part-time, their FTE would be based on their enrolled weekly minutes. For example, if the TK student is enrolled for 3 daily hours (900 weekly minutes) they would be calculated as a 0.54 FTE.

In order to get full apportionment, TK requires 1000 hours. If a district follows the 180-day calendar rule, starting on the first day after three days of WA KIDS Family Connection meetings, do they have to do 180 days or just 1000 hours?

The 1,000 annual hours and 180 school day requirements is a State Board of Education (SBE) requirement – not one that OSPI School Apportionment and Financial Services require. For funding purposes, the 1,665 weekly minutes does align with the SBE minimum annual hours.

For apportionment purposes, would the 3 days of TK conferences need to take place on or before K-12 students' first day of school?

There is “no grace period” or “waiver” with regards to the September count day. Instead, there are two methods to determine the TK or K September count day. A district determines which method to use and should apply it to all their TK and K classes.

- Since TK and K classes typically start the year with the first three days as parent/teacher/student conference days, districts can count those days as school days. The first in-person day would be their fourth school day and could be the September count day (if the program starts in September). Provided that the student participated in the conference or attended their first day of school, they can be claimed on the September P223.
OR
- The district can start with the first in-person school day and three days later would be the September count day. As long as the student participates on or before that day, they can be claimed on the September P223.

How should TK enrollment be reported?

P223 Form Reporting for TK Funding - TK students are reported on the monthly P223 to generate TK funding and if eligible, TBIP funding. TK students who are enrolled in a TK program on the monthly count day and shown participation are reported as follows:

- TK HC field – report each eligible TK student as 1 headcount at the school where they are marked “IsPrimary”.
- TK FTE field – report TK FTE at the school where the student attends the TK program. TK FTE is based on the student’s enrolled weekly minutes where 1,665 weekly minutes equal 1.0 FTE. Students attending less are reported as a partial FTE. To calculate the student’s TK FTE, divide the number of enrolled weekly minutes by 1,665.
- TK TBIP – report any TK student who has been identified as eligible for TBIP services based on a placement test and has received services in the prior month at the school where they are marked “IsPrimary”.

P223-H Form Reporting for Special Education Funding: TK students who are eligible for special education funding are reported on the P223–H form in either the TK 14/18 field or the TK Other field. To be eligible, the student must have a current IEP and evaluation in place on the monthly count day and have received special education services on or before the monthly count day but within the prior month.

When a child that is eligible for special education services and is reported in the K–12 category of the P223-H, the district’s special education cap (15.0%) is affected.

CEDARS:

Students enrolled/served in Transition to Kindergarten must be submitted to CEDARS with a grade level of TK. *Program code 67 – Transitional Kindergarten, submitted in Attributes & Programs File (I), Element I06 has been inactivated*

Can Title I funds be used to provide supplemental support to TK students?

Yes. TK is reserved for students who have been identified as needing additional supports prior to entering kindergarten, therefore; Title I, Part A can be used to fund TK as it would any intervention program to include supplies, curriculum, professional development, teacher and paraeducator salaries etc. Title I, Part A funds must be spent according to a program’s School Improvement Plan as informed by its Comprehensive Needs Assessment. Like all Title I, Part A funded programs, LEAs/buildings can run these programs as a Schoolwide or Targeted Assistance Program. Please see the [Title I, Part A Program Model](#) webpage for more information on the two program models and the [Funding Early Learning in Title I, Part A Programs](#) to find more information specifically related to early learning programs. Please note that Title I allocations are based on an estimate of the population, ages 5–17, so **there is no additional allocation for TK students.**

Below are some examples of how Title I, Part A funds can be used to support some best practices for administering a TK program:

- For required Early Learning Collaboration – identify an early learning/extended learning contact in the LEA to serve as a point person between the community and LEA-based early learning programs. Visit [Child Care Aware of Washington](#) to request a list of childcare providers in your area.
- Design high quality TK instruction – to include behavioral support with [Washington Pyramid Model](#), Positive Behavioral Intervention Services, and Multi-Tiered Systems of Support (MTSS).
- Hire teachers with backgrounds emphasizing child development and/or early childhood special education.
- Create an inclusive environment.
- Cultivate relationships with families.

Can other Federal Title funds be used for TK?

Yes. As the LEA performs a needs assessment, the results can be used to help decide which Title funds should be used to support the TK program to benefit the local prekindergarten children. An LEA could strategically examine the needs and possible funding sources, considering which sources overlap and develop a funding plan based upon those available sources. The following Federal programs generally can be used to support preschool activities, though allowability determinations may vary depending on the program.

- Title I, Part C (Migrant Education Program)
- Title II
- Title III
- Title IV
- Title VI
- Rural and Low Income Schools (RLIS)
- School Improvement Funds
- Head Start – TK programs may reserve Head Start slots for children enrolled in this federal program.

Please See the TK Minimum Standards and Requirements on the TK webpage for more information.

Can Transition to Kindergarten classrooms be combined with other sources of funding intended for 3–5-year-olds, like Head Start and the Early Childhood Education Assistance Program (ECEAP)?

Placing ECEAP and Head Start students in the same classroom as TK students is both allowable and encouraged. However, ECEAP and Head Start funding can only be used for students enrolled in their respective programs. State and federal Title funds cannot be blended/combined with ECEAP or Head Start funds. Funds must be **braided**, not blended.

Are students enrolled in TK programs and teachers that provide TK instruction part of the K-3 Class Size Compliance and PSES Compliance calculation?

Yes, TK students and staffing will be included to calculate a district's staffing compliance for K-3 class size and PSES (physical, social, and emotional services) Compliance calculation.

Districts with TK programs that begin after October 1 and whose staff are not included in the S275 reporting and have the specific duty roots available for compliance will report these supplemental staff FTE to OSPI via a smartsheet based tool that is available here: [Apportionment Attachments | OSPI \(www.k12.wa.us\)](#), specific to each reporting year.

Are TK students and teachers included in the monthly K-3 class size reporting?

Yes, for the monthly K-3 class size reporting done in EDS, districts must include their TK enrollment and teachers under the grade TK program category.

[Reference: K-3 Class Size Compliance Q & A](#)

Is it required that our district use Learning Assistance Program funds to provide supplemental supports to TK students?

Yes. In accordance with [HB 1550](#) (2023), funds are generated and included in both LAP base and LAP high poverty allocations for TK based on a per pupil rate. **If operating a TK program, LEAs and schools *must* use a portion of their LAP base and/or LAP high poverty funds to support the TK program.** This portion must be at least equal to the amount that the LEA calculates using the per pupil rate multiplied by the number of students enrolled in TK. Depending on the identified needs in their comprehensive needs assessment, the LEA may use more LAP base and/or LAP high poverty funds to support TK. LEAs should track these funds separately using a budget subcode, such as 55-09. For more support in budgeting LAP funds for TK, please use the [Fund Balance Reporting Tool](#) (tab GL 823 Restricted) on School Apportionment's [Tools and Forms webpage](#). Guidance can also be found in School Apportionment and Financial Services' [presentation at WASBO](#) (starting on p. 61).

LAP funds used to support TK are subject to LAP reporting requirements, including information on participating students, activities, and expenditures. For more information on the LAP reporting, including [step-by-step instructions](#), please review the resources available on the [LAP webpage](#).

If a TK program is offered at a school that has been identified for high poverty, would they generate additional High Poverty LAP funds?

Yes, if a school is eligible for the LAP High Poverty Enhancement, then all of the student FTE at that school generate the funding, including the TK students.

Do TK students qualify for transportation funding?

Yes.

How do I estimate my TK revenue for SY 2024-25?

TK is now included in the **F203 forecasting tool** to add to next year's budget instead of fiscal requiring the additional TK tool to estimate revenue.

Do I need to do Time & Effort for the federal revenue received for TK next school year?

Yes. Time and Effort rules apply to TK and all early learning programs funded with federal sources.

Do we need to track all unspent TK funds. I know the gen-ed funds are tracked separately in program 09, and need to be reserved if not spent by the end of year, but what about the other allocations in Special Education, LAP and TBIP?

All TK funding will need to be tracked separately. A separate Transition to Kindergarten report is included with the monthly apportionment reports with a per pupil allocation amount pulled out for each TK program to make tracking these allocations easier.

Are TK Teachers included in the three funded professional learning days ([RCW 29A.150.415](#))?

A: Yes. TK Teachers are expected to participate in the three days of professional development. For more information, [Bulletin No. 045-21: Professional Learning Days](#).

Can TK funds be used for playground or facilities improvements?

For state funded TK – this is an allowable expense:

- **09 Transition to Kindergarten**

Record expenditures for school districts, charter schools, and state-tribal education compact schools operating transition to kindergarten instructional programs meeting all eligibility requirements. Funding provided for the program is considered enrichment resources and not part of the state's statutory program of basic education. The funding provided must be expended only for the support of operating a Transition to Kindergarten Program and best practices for site readiness of facilities used for the program. All funds used in support of the Transition to Kindergarten Program must be from enrichment sources.

If they want to also **braid it with Title I funding**, it would also be allowable but with these conditions:

If the playground equipment is used to address a need as determined in the comprehensive needs assessment and Title I Schoolwide plan, it could be allowable. The capital expense would need prior approval by OSPI.

What is the difference between PK and TK funding?

PK enrollment does not generate basic ed funding. PK serves children ages 3–5-year-olds in a district run program (Title, ECEAP, Head Start, or developmental PK). TK is a grade level that

serves 4 year olds and generates both Basic Ed and LAP funding. Only students in TK program who are eligible for special ed services are claimed by districts and generate special ed funding.