

Braided Funding in Early Childhood Education

According to the National Child Care Information and Technical Assistance Center (NCCIC), in braiding, *“funding sources remain visible while they are used in common to produce greater strength, efficiency and/or effectiveness. Accounting for each stream of money is maintained by both the funding source and the agency charged with administering the funds. These coordinated funds are joined into a comprehensive service package.”*

Investing in braided funding for early childhood preschool programs can result in a more inclusive setting for all children and provide for a more viable program to administer research-validated practices that have the strong child development gains and positive family outcomes which are desired. Please note that when braiding to provide an inclusive setting, each classroom would optimally include children who are not at-risk along with targeted and at-risk populations.

This document provides a brief guide on uses for funding. Please view the resources at the end of the document to learn more about the specific requirements for each program.

	Great Start Readiness Program	Early Childhood Special Education (ECSE)	Section 31a	Head Start	Title I, Part A Title I is primarily a K-12 school-based program; however, local educational agencies may calculate an optional district-level set aside with stakeholder input for Early Childhood programming. Then, the following responses apply:
Cover the cost of existing preschool classrooms regardless of funding stream	Appropriately prorated for the number of enrolled GSRP children.	ECSE programs are classroom services only for children with Individualized Education Programs (IEPs) ages 2 ½ through 5 years of age. ECSE services fund approved related services only for qualifying children with IEPs. Services may be provided in general education setting, home, service provider location or residential facilities.	May be used to supplement a full tuition-funded preschool. Funds may not be used to take the place of other funds used to support a previously-existing instructional program or previously-existing direct non-instructional services. Funds may not replace district funds that are currently used for a GSRP or district-designed early childhood program.	Appropriately prorated for the number of enrolled Head Start children.	No.
Increase the Number of Preschool Classrooms	Annual slot allocation.	Funds may be used to support an ECSE classroom program or services to preschool children in general education settings. Funds are awarded	Funds may be used to develop a new district designed Instructional Program for at-risk children age 0–5 in those districts that do not		Yes, if they are already running GSRP and new classrooms are at the same standards as GSRP. To be eligible, preschool

		on a formula basis consistent with the Individuals with Disabilities Education Act (IDEA).	have access to other early childhood programs.		children must be failing, or most at risk of failing, to meet the State's challenging student performance standards.
Subcontract funds to Head Start programs	Yes, serving four-year-olds in GSRP Part-day classrooms, GSRP School-Day classrooms or with the GSRP/Head Start Blend option to create school-day (full) classrooms.	No. Funds may be used for preschool children with IEPs for activities allowed under IDEA. The ISD or LEA is the fiscal manager for all funds.	No. Funds may only be used in a formula GSRP or a district designed program that is underfunded.	N/A	Yes. District may enter into a contract with a Head Start program to run a preschool program.
Increase Time: Full-day, full-week, full-year	Yes. No further funding will be forwarded beyond the allocation.	ECSE programs are funded for ½ day slots. ECSE services are funded for 2 hours a week.	Yes. These programs may be conducted outside of regular school hours or outside the regular school calendar.	Yes.	Yes. Title I may fund additional time during the school year as well as a full calendar year program.
Parent involvement	Yes.	Yes.	No. May not fund parent involvement costs.	Yes.	Yes. Additional parental support, at least the same level as identified by the education component of Head Start. See F-2 of Title I Pre-School Guidance. The Program must meet all of the Title I Parent Involvement requirements of Section 1118 with the exception of signing the Parent Compact in a Face-to-Face meeting at Parent Conferences. If the District operates the program, the pertinent parent involvement provisions would be applicable.
Parent education/family literacy	Yes: focus is on strengthening the home as a learning environment.	Yes.	Yes. May use funds for adult high school completion, general educational development (G.E.D.) test preparation, adult English as a second language, or adult basic education programs. May also fund student programs with parent participation.	Yes.	Yes, if the program planned is to build parent capacity to support their child's education.
Professional development for all community early childhood providers	Prorated share.	Yes, with attention to inclusion and other initiatives defined by IDEA.	No.	Yes.	No. Title I may only fund PD for preschool staff working with Title I eligible students.

					The statutory definition in Section 9101(34) applies to Title I preschools including evaluation for effectiveness.
Braid PD funds with other early childhood PD funds	Yes.	Yes, if funds are used to support children with IEPs.	No.	Yes.	No.
Fund sustainable improvements to local early childhood programs	Yes: requirement to be a part of the strategic plan for the local GSC and PIE option requires connections to quality preschools.	Yes, with a goal to increase inclusion options, if sustainable improvements are approvable under IDEA, activities are part of IEP goals and approved through the program design. Improvements would not be approved if there are additional funds in addition to program funds for improvements, such as ARRA or local mills.	Yes, via direct instructional or support services.	Yes.	No. Must annually involve stakeholders and base program decisions on the Comprehensive Needs Assessment Data to determine program focus and services.
Collect and analyze data on implementation of new ideas.	Yes.	Yes.	No.	Yes.	No funds to support the Comprehensive Needs Assessment. Funds may support data for monitoring student progress or evaluation. Pro-rate costs according to how much Title I is contributing to the program.
Requirement to follow ECSQ-PK	Yes.	No.	No.	No.	No. Must comply with Head Start performance standards or Even Start Model.
Curriculum materials	Yes.	Curriculum materials are not required, but recommended.	Supplementary supplies and materials for instructional purposes.	Yes.	No.
Purchase child assessment and program assessment materials	Yes.	Yes, if consistent with goals of IDEA.	Only materials for <i>supplementary</i> instructional and direct non-instructional services.	Yes.	See D-7 in Title I Pre-school Guidance. It appears that Title I funds can be used for identification if the LEA has no existing criteria. If the LEA uses Title I funds and already had a criteria, then this would be a supplant.
Fund Early Childhood Teacher Consultant positions	Yes; an Early Childhood Specialist is required.	Yes.	Only if the grant does not require it.	Yes.	Maybe. Title I would require submission of a job description that clarifies roles and

					responsibilities. An Early Childhood specialist endorsement would be required.
Fund Early Childhood Teacher	Yes. 1:8 ratio required.	Yes, with attention to IDEA and the Michigan Administrative Rules for Special Education (MARSE) for ECSE programs and services.	Yes. May fund salary/benefits for additional teacher per classroom, beyond requirements, to lower ratio. A teacher must meet Michigan qualifications with Early Childhood credentials. Paraprofessionals must have at least a high school diploma.	Yes.	Yes. May fund 1 teacher, 1 paraprofessional for 17 students. Teacher must be highly qualified and paraprofessional must meet Title I qualifications.
Inclusive preschool programs	Prorated and when the classrooms have GSRP enrolled children.	Yes, with attention to IDEA and the Michigan Administrative Rules for Special Education (MARSE) for ECSE programs and services.		Yes.	Special Education must provide a program that meets the needs of all children according to their IFSP or IEP. Preschool children with disabilities may participate in activities additional to and not required by the IEP.
Purchase assistive technology devices	Yes.	Yes.	Yes. Materials for supplemental instructional and direct non-instructional services not required by an IEP.	Yes.	Yes. Materials for supplemental instructional and direct non-instructional services not required by an IEP.
Fund the additional costs for "wrap-around" for children with IEPs who need additional care	Yes; appropriately prorated for GSRP enrolled children. No further funding will be forwarded.	No, wrap around care is not provided through IDEA in addition to ECSE programs or services.	No.	Yes.	No.
Collaboration to improve school readiness: data infrastructure, inclusion, assess community needs, alignment and transition between programs of birth-3, preschool, K-3	Yes.	Yes.	No.	Yes.	Yes. Must coordinate and integrate services under Title I, Part A with other educational services such as Even Start, Head Start, and other preschool programs, and must include plans for transition.
Comprehensive services: e.g., health, nutrition, mental health, vision, hearing, dental, other family needs	May prorate for portions not covered by existing programs. Grantee is referral agent; must not supplant efforts of other agencies. For example, must work with CACFP for nutrition.	Comprehensive services outlined in the child's IEP are provided as needed according to the IDEA.	May not be used for routine medical processing required by the school, such as reviewing immunization records or administering head lice checks. May be used for salary and/or benefits for staff who are providing direct non-	Yes.	Yes. Only services under the educational component. See H-3 in the Title I Pre School guidance. Based on a Comprehensive Needs Assessment and funds are not reasonably available

			instructional services, such as <ul style="list-style-type: none"> • Community Medical Referrals • Dental Care • Substance Abuse Counseling • Sexually Transmitted Disease (STD) Education • Chronic Disease Management • Mental Health Services • Prenatal Care • Immunizations • Obesity 		from other public or private sources. Which include: Daily tooth brushing Lunch and snack for half-day programs Annual dental, physical, and vision screenings.
Reading Programs	No.	No.	Yes. A mentoring-tutorial reading program must be research-validated. Refer to Section 31a guidance for definition of a reading mentor.	No.	Yes. Developmentally-appropriate reading programs Encouraged.
Transportation	Is not required but is an allowable cost.	Funded with Michigan Special Education dollars only, not Part B/Section 619 funds.	May pay for operation, maintenance, and transportation costs for programs provided outside the regular school day, when the school year is extended or for summer programs.	Is not required but is an allowable cost.	No. To and from school is a district responsibility. Preschool in Michigan is not a required component of the universal education, then Title I may pay for specific transportation for preschool students, if it is a Title I preschool. Transportation is covered if it is a Title I preschool, and does not overlap with regular transportation services.
Breakfast	Is not required but is an allowable cost.	No.	Yes: school breakfast program, not to exceed ten dollars per child.	Is not required but is an allowable cost.	No.
Required to enter enrolled children into MSDS	Yes.	Yes.		No.	Yes.
Administrative Costs	Yes; capped at 10% of grant.	Yes, as approved by the Michigan Department of Education.	No.		Yes. Total administrative cost from the entire district Title I allocation must be reasonable and necessary and may not exceed 10%.
Carryover	Yes; through June 30 of the next fiscal year.	No, grants are approved on 2 year cycles.	Yes, up to 100%, but it must be spent within the next school year, which can include summer school.		Yes. Depends on district practice for handling all Title I, Part A carryover.
Flexibility Application	No.	No.	Yes. District may write a plan		No.

			for funds that are different than the legislative purposes (Flexibility Application), if they meet specific criteria.		
--	--	--	---	--	--

NOTE: Title I, Part A Services

- **All district-level set aside programs must follow the requirements of the Title I preschool guidance.**
- **School-level programs may be approvable. The regional consultant must work with the district to ensure that detailed requirements for programs and services meet the requirements of the Title I preschool guidance and are designed within the context of a Schoolwide or Targeted program.**

RESOURCE WEBSITES

Section 31a: http://www.michigan.gov/mde/0,1607,7-140-6530_30334-43638--,00.html

Early Childhood Special Education (ECSE) : <http://www.michigan.gov/ecse>

Great Start Readiness Program (GSRP): <http://www.michigan.gov/gsrp>

Head Start: <http://www.acf.hhs.gov/programs/ohs/>

Title I:

- [Office of Field Services Website on Title I: http://www.michigan.gov/mde/0,1607,7-140-28753-69709--,00.html](http://www.michigan.gov/mde/0,1607,7-140-28753-69709--,00.html)
- [U.S. Department of Education Archived Information: Serving Preschool Children: http://www2.ed.gov/legislation/ESEA/Title_I/preschoo.html](http://www2.ed.gov/legislation/ESEA/Title_I/preschoo.html)
- [U. S. Department of Education, Non Regulatory Guidance: Serving Preschool Children Under Title I: http://www2.ed.gov/policy/elsec/guid/preschoolguidance.pdf](http://www2.ed.gov/policy/elsec/guid/preschoolguidance.pdf)