



FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

2025 Early Intervention Preschool Grant FAQs



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Maximizing Impact of the EIPG

The Early Intervention Preschool Grant (EIPG) is an ongoing funding stream that provides \$260 million annually to California school districts serving preschool (Pre-K)-aged children with or at risk for exceptional needs. This FAQ outlines how the funds are generated, allowable uses, key guidelines, and how districts are leveraging the funds to enhance early education support.

How Are EIPG Funds Generated?

EIPG funding is calculated based on the number of first-grade students with active Individualized Education Programs (IEPs) reported on Census Day. The total pool of \$260 million is then distributed proportionally to districts.

What Are the Allowable Uses of EIPG Funds?

Districts may use EIPG funds to:

- **Provide early intervention and prevention services** for children not meeting developmental milestones and who are at risk of special education identification
- **Support Pre-K students with exceptional needs** with services determined by the district to have a positive impact
- **Promote inclusive practices** ensuring access to the least restrictive environment (LRE)
- **Deliver wraparound services** for Pre-K students that are not federally or state-mandated or offered on an IEP
- **Offer professional development** to Pre-K staff on:
 - Inclusive and evidence-based instructional practices
 - Development of physical, social, emotional, and academic skills
 - Crafting IEPs that support education in inclusive settings

Which Pupils Are Covered Under EIPG?

Funds can support children from birth to age five, including:

- Infants and toddlers at risk for needing special education
- Pre-K children not yet eligible for special education
- Children served on an IEP but needing services beyond legal IEP requirements

Can EIPG Funds Be Used for TK/K Students?

No. EIPG funds cannot support students enrolled in transitional kindergarten (TK) or kindergarten (K). A “Pre-K child with exceptional needs” is defined as a child age three to five, identified with a disability, and not enrolled in TK/K, even if they receive IEP services. Children enrolled in TK/K are excluded, even if their age overlaps with Pre-K eligibility.

How Are EIPG Funds Distributed?

EIPG funds are distributed through the **Principal Apportionment** process, which is certified at the First Principal (P-1) Apportionment and Second Principal (P-2) Apportionment. Entitlement amounts are subject to change at P-1 and P-2, with funding rates becoming final at P-2. Funds are recorded in the Standardized Account Code Structure using Resource Code 6547.

Will EIPG Spending Affect the District's MOE?

Yes, potentially. If expenditures are coded using Goal 5xxx (special education goals), they may impact maintenance of effort (MOE) requirements. To avoid MOE impacts, districts should utilize general education coding when appropriate. Activities that impact students with IEPs which are available to all students can be coded outside of special education, preserving MOE flexibility.

Can Districts Use EIPG for Existing Pre-K Special Education Programs?

EIPG funds are intended to supplement existing services. Permitted uses include the following:

- One-time enhancements not required by law or IEPs
- LRE-focused inclusive programming
- Holistic wraparound or integrated services not mandated by law
- Expansion of inclusive practices

The Education Code emphasizes supplemental use. Using EIPG to replace local General Fund contributions to existing required special education services does not meet intent.

Are the Funds Unrestricted Due to the Phrase “To the Extent Practicable”?

Not exactly. The “to the extent practicable” language allows flexibility, not unrestricted use. Funds must be aligned with the intent of prevention, early intervention, and supplementing required services. Creative and student-centered applications are encouraged, and district decisions should remain compliant and well-documented.

Examples: How Are Districts Using EIPG?

Innovation is occurring across the state in multiple ways, including:

1. Early Intervention and Multi-Tiered System of Supports Pre-K

- Screening and supporting high-risk Pre-K students not yet on IEPs
- Providing small-group or targeted interventions before IEP determination

2. Non-IEP Pre-K Enrollment

- Offering access to full Pre-K programs for children referred from Early Start but ineligible for special education
- Providing supports such as language development and behavior support without formal assessment

3. Pre-K Enrichment Programs

- Hosting bootcamps for Pre-K students transitioning to TK/K
- Summer or after-school programs for Pre-K students not eligible for extended school year

4. Community Collaboration

- Offering consultative occupational therapy and speech services in community Pre-K sites
- Observations, preventative support, and staff training for inclusive practices

5. Professional Development

- Training Pre-K aides, teachers, and administrators on inclusive, evidence-based practices

- Inviting TK staff or community providers to participate for broader impact

6. Facilities and Classroom Support

- Remodeling to improve accessibility and inclusion
- Providing flexible seating, inclusive curriculum materials, and multi-language resources

7. Regional Collaboration

- Pooling funds across districts or Special Education Local Plan Areas for regional services
- Supporting shared Pre-K programs or specialized staff for small or rural districts

8. Creative Local Justifications

- Some districts use funds to support existing Pre-K special education by ensuring activities go above and beyond IEP requirements—but this requires strong documentation and alignment with grant intent.

Where Can I Find More Information?

- **Education Code References:**
 - [Education Code Section 56836.39](#)
 - [Education Code Section 56836.40](#)
- **California Department of Education Funding Profile:**
 - [Early Intervention Preschool Grant](#)