

Early Childhood in Your Community

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Policy | Strategy | Law | Advocacy



Early childhood education may be key to solving economic woes

By Sara Solovitch | Searchlight New Mexico Jan 28, 2018 Updated 9 hrs ago 🗨️ (1)



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Nobel winner touts early learning programs

By Bobby Harrison Daily Journal Jackson Bureau 8 hrs ago [Comments](#)

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What happens between infancy and adulthood can create a lifetime of addictions, abuse and mental health problems.



More information available at www.cdc.gov/ace/index.htm

Why Birth to Eight?

The most rapid period of development in human life happens from birth to eight.

End of third grade outcomes **predict academic achievement and career success.**



Core Early Childhood Programs

What are the Early Childhood Programs in Your Community?

Different Components of Early Childhood Education



Child care
Zero to School Age



Part B/C/619



- Pre-K
- Ages 4 to 5



Early Head Start-Zero and up
Head Start 2 to 5

Core Federal Early Childhood Programs

- *Child Care and Development Block Grant*
 - Helps low-income working families pay for child care
 - Serves children 0-13
 - Federal to state
 - States set eligibility policies, amount paid to providers, quality standards
 - Most eligible families do not get help
- *Head Start and Early Head Start*
 - Provides high quality child development program with supports for families
 - Mostly supports preschoolers but some infant/toddler programs
 - Federal to local
 - High standards
 - Only about half of preschoolers and very few infants/toddlers served
- *Preschool Development Grants*
 - Small grants to states to do “system building” to better coordinate programs serving children 0-5
 - Promote family choice and diverse delivery
 - Improve quality and policies that promote access

Other Federal Supports for Early Childhood

- *Temporary Assistance to Needy Families (TANF)*
- Welfare programs that vary by state
- Child care can be paid for but time limits and other rules may apply
- No standards for quality
- *Every Student Succeeds Act (ESSA)*
- Federal to state
- Largely funds k-12 programs
- Can serve 0-5 population in direct services, help improve quality, focus on transitions, provide comprehensive supports
- Limited funding
- *Child Care Access Means Parents in School (CCAMPIS)*
- Provides child care subsidies to parents in college
- Limited funding
- Limited number of colleges accessing the program

Other Federal Supports for Early Childhood

- *Higher Education Act*
- Provides loans and scholarships to educators and others
- Improves the quality of teacher preparation programs
- *Individuals with Disabilities Act (IDEA)*
- Resources to identify and support children with disabilities
- Specific programs for children birth to five
- Includes ChildFind resources
- Eligibility varies by state
- Limited funding
- *Child and Adult Care Food Program (CACFP)*
- Supports access to nutritional food in child care settings (including centers and family child care)
- Includes supports to include quality of programs

Pathways 0-8 Literacy Development Milestones



Language Skills on Track at 24, 36, and 48 Months



Developmentally Ready at Kindergarten Entry



Meeting Expected Growth in Reading (K-3)



Reading at Grade-Level by the End of Third Grade

All children with disabilities achieve expressive and receptive communication skills commensurate with their developmental ages.

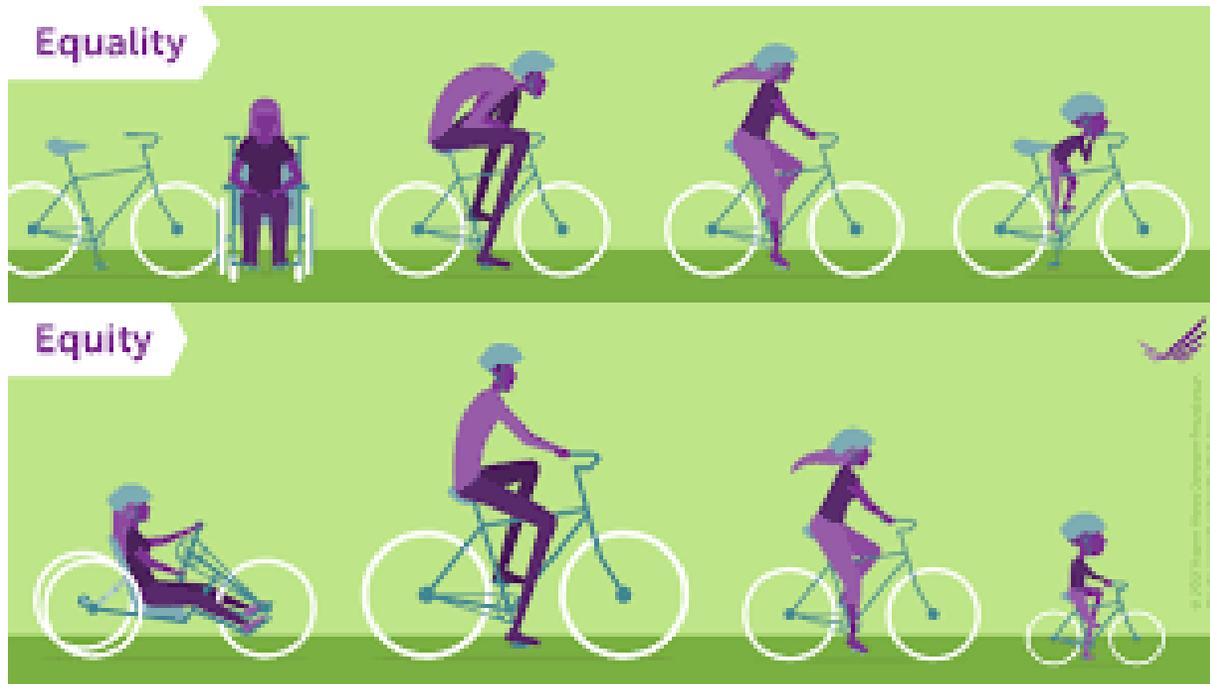
ESSA and Early Childhood

Exploring What's Possible

ESSA Overview

- The biggest shift in ESSA is that it moves more authority regarding the design of state education systems from the federal level back toward states and districts to build on and go beyond state flexibility reflected in ESEA waivers.
- The precise meaning and impact of ESSA will continue to play out through regulations, guidance, and implementation over the coming months and years – presenting both opportunities and risks on the federal, state, and local levels for improving education systems and outcomes for all students in the nation.
- This new structure provides opportunities and challenges for the early childhood community, both inside and outside of state and local education agencies.
- References to early education programs, teachers, and students appear throughout the legislation, with a focus on improving transitions, enhancing quality, and improving coordination between local education agencies, schools and existing early childhood programs and reflect the overall transition in ESSA to a flexible approach to interventions and programming.

ESSA and Equity



- *Children who are homeless*
- *Children from language minority households*
- *Children in protective services*
- *Children living in communities with schools in improvement status*

There are no requirements around early childhood for the SEA in ESSA.

FALSE

- SEAs must coordinate with other programs that provide services for young children, including the IDEA, CCDBG, and Head Start, among other programs.
- SEAs and LEAs must include on their report cards the number and percentage of students enrolled in preschool programs.
- SEAs must use McKinney-Vento funds to help ensure that homeless children, including preschoolers, have equal access to free, appropriate public education.

True or False

The LEA must send all Title I funds to schools.

FALSE

LEAs may choose to use some or all of their Title I funds for districtwide early childhood programs, and then allocate any remainder to individual schools according to the federal Title I allocation requirements.

True or False

Title I funds can be used to serve infants and toddlers, even if they do not have special needs.

TRUE

Title I funds can be used in programs serving children from birth to the age at which the school district provides a free elementary education

Multiple Choice

Which of these is an allowable use of Title I funds?

- A. Classroom-based instructional programs.
- B. Salaries and benefits for teachers and other staff.
- C. Home visiting programs.
- D. Extended day programs in Head Start or community-based child care programs.
- E. Professional development for early childhood professionals who serve Title I eligible children, including providers in non-school settings.
- F. Support services, such as nutrition, vision, dental, and counseling services.
- G. Screening and diagnostic assessment.
- H. Summer enrichment programs for young children and their families.
- I. Transition programs.

Multiple Choice

All of the above

Multiple Choice

All of these are allowable uses of Title I funds!

- A. Classroom-based instructional programs.
- B. Salaries and benefits for teachers and other staff.
- C. Home visiting programs.
- D. Extended day programs in Head Start or community-based child care programs.
- E. Professional development for early childhood professionals who serve Title I eligible children, including providers in non-school settings.
- F. Support services, such as nutrition, vision, dental, and counseling services.
- G. Screening and diagnostic assessment.
- H. Summer enrichment programs for young children and their families.
- I. Transition programs.

True or False

A school or district that provides preschool services must only follow state pre-k program requirements.

FALSE

The program must meet the education performance standards of the Head Start Program Performance Standards that are aligned with the Head Start Child Early Learning Outcomes Framework Ages Birth to Five (2015).

True or False

FALSE

Only Head Start eligible children are eligible for Title I funded early childhood services.

Certain children are “automatically eligible” to participate in a Title I preschool program, including:

- children who participated in Head Start,
- received services supported by the Comprehensive Literacy State Development Grants program within Literacy Education for All, Results for the Nation (LEARN) (formerly known as Striving Readers Comprehensive Literacy Program),
- attended a Title I preschool program at any time in the prior two years;
- children who received services under Title I, Part C (migrant education) in the prior two years;
- preschool-age children experiencing homelessness; and
- children who are in a local institution or attending a community day program for neglected or delinquent children and youth.

True or False

An LEA may provide early childhood services in community based settings such as Head Start or private child care using Title I funds.

TRUE

An LEA may use funds to provide early education services consistent with applicable program requirements. LEAs may do so in public schools or in preschool centers operated by the LEA, as well as in community-based preschool programs.

Auditor, May I?

- May I support home visiting services?
- May I provide vision, hearing and dental screenings for four year olds?
- May I buy equipment for community-based providers?
- May I support high quality early childhood programs for infants, toddlers and preschoolers as part of a school improvement strategy?
- May I create full-day kindergarten?
- May I support family engagement activities with community-providers?

Auditor, May I?

- May I support home visiting services? **YES**
- May I provide vision, hearing and dental screenings for four year olds? **YES**
- May I buy equipment for community-based providers? **YES**
- May I support high quality early childhood programs for infants, toddlers and preschoolers as part of a school improvement strategy? **YES**
- May I create full-day kindergarten? **YES (with caveats)**
- May I support family engagement activities with community-providers? **YES**

True or False

Only Title I funds can be used to serve children before the reach they age where they must start school.

FALSE

Title II (Professional Development) and Title III (Supports for English Language Learners) funds can be used for early learning services.

Integrating Early Learning

- Needs Assessment/Landscape Analysis
- Evidence based Interventions
- Quality Standards
- Effective Transitions



Allowable Uses of Title I, II, and II Funds

- Classroom-based instructional programs.
- Salaries and benefits for teachers and other staff.
- Home visiting programs.
- Extended day programs in Head Start or community-based child care programs.
- Professional development for early childhood professionals who serve Title I eligible children, including providers in non-school settings.
- Support services, such as nutrition, vision, dental, and counseling services.
- Screening and diagnostic assessment.
- Summer enrichment programs for young children and their families.
- Transition programs.



What Are the Early Learning Requirements in ESSA?



Non-Regulatory Guidance
Early Learning in the Every Student Succeeds Act
Expanding Opportunities to Support Youngest Learners

Title/Section	Instance	Required	Allowable/Possible ⁴⁶
<i>Title I</i> , Part A Sec. 1111(a)(1)(B)	SEA Plan ⁴⁷	SEAs must coordinate with other programs that provide services for young children, including the <i>IDEA</i> , CCDBG, and Head Start, among other programs.	
<i>Title I</i> , Part A Sec. 1111(c)	SEA Plan		In its State plan, an SEA must describe a Statewide accountability system that includes not less than one indicator of school quality or student success, which State may be of the State's choosing. This indicator must allow for meaningful differentiation in school performance and is valid, reliable, comparable, and Statewide (e.g., an early learning measure).
<i>Title I</i> , Part A Sec. 1111(g)(1)(A)	SEA Plan	SEAs must describe in their State <i>Title I</i> plans how the State will provide assistance to LEAs and schools choosing to use <i>Title I</i> funds to support early childhood education programs.	
<i>Title I</i> , Part A Sec. 1111(h)(1)(C)(viii)(II)(aa), (h)(2)(C)	SEA and LEA Report Cards	SEAs and LEAs must include on their report cards the number and percentage of students enrolled in preschool programs.	
<i>Title I</i> , Part A Sec. 1112(b)(8)	LEA Plan	LEAs must describe in their <i>Title I</i> plans, if applicable, how they will support, coordinate, and integrate <i>Title I</i> services with early	

ESSA and Early Learning: Professional Development

- *Title I, Title II and Title III include language encouraging SEAs and LEAs to expand professional development opportunities to include early childhood providers and to expand the child development knowledge of principals and other school leaders.*
- This language promotes joint professional development that includes school staff and community based providers, and that focuses on transition, "issues related to school readiness," and other content designed to meet the needs of students through age 8.
- If implemented well, these provisions could elevate the quality of professional development available to early learning providers and improve alignment and expectations between community based early learning providers and pre-kindergarten and kindergarten teachers in schools.



ESSA and Early Learning: Professional Development

- **Opportunity:** This could provide new funding for aligned professional development that incorporates child development and includes professionals along the early learning continuum.
- **Activities:**
 - Identify and promote existing professional learning opportunities and leverage substitutes, CEUs and cohort training models.
 - Joint professional learning that focuses on the full range of development and promotes teaching and learning practices appropriate for all children.
 - Create local Early Childhood Education leadership track to support school and community leaders in effectively implementing early childhood programs.
 - Adopt coaching and mentoring practices, as well as peer-to-peer modeling for early childhood and early elementary classrooms.
 - Promote and evaluate appropriate classroom management strategies and teacher-child interactions.

ESSA and Early Learning: Coordination Requirements

<https://www.ed.gov/policy/eisec/leg/essa/essaeguidance10202016.pdf>

- **LEAs are required to coordinate with Head Start programs.** The new law holds LEAs responsible for developing agreements to role work with Head Start programs to coordinate services, which could include data reporting and sharing, alignment of standards and curriculum, and transition plans for children moving from Head Start and into the public school programs for pre-kindergarten or kindergarten.
- The requirement to coordinate also applies to local schools who opt to provide early childhood programming as part of their schoolwide model under Title I.

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The District of Columbia's Model of Coordination

MEMORANDUM OF AGREEMENT (MOA)

BETWEEN

[DC PUBLIC CHARTER SCHOOL LOCAL EDUCATIONAL AGENCY (LEA) NAME(S)]

AND

DC Public Schools (in its capacity as both a Head Start Agency and LEA), Bright Beginnings, CentroNia, Edward C. Mazique Parent Child Center, Rosemount Center, and United Planning Organization, collectively the Head Start Agencies ("HSAs")

AND

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION (OSSE)

AND

[OTHER EARLY CHILDHOOD DEVELOPMENT PROGRAM NAME(S) IF FEASIBLE]

REGARDING THE IMPLEMENTATION OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) PROVISIONS REGARDING COORDINATION REQUIREMENTS BETWEEN LEAS AND HEAD START AGENCIES AND IF FEASIBLE, OTHER EARLY CHILDHOOD DEVELOPMENT PROGRAMS

I. INTRODUCTION

OSSE, the LEA NAMES listed above (collectively "LEAs"), Bright Beginnings, CentroNia, DC Public Schools (both a Head Start Agency and LEA), Edward C. Mazique Parent Child Center, Rosemount Center, and United Planning Organization, collectively the Head Start Agencies ("HSAs"), and/or early childhood development programs as applicable, collectively referred to as the "Parties," enter into this memorandum of agreement ("MOA") for the purpose of establishing a collaborative partnership to ensure the implementation of the Elementary and Secondary Education Act ("ESEA"), as amended by the Every Student Succeeds Act ("ESSA"), P. L. No. 114-95 [20 U.S.C. §6301 et seq.], provisions regarding coordination between LEAs and Head Start Agencies and, if feasible, other early childhood development programs.

In the MOA, OSSE is providing support for coordination activities, including:

- **developing a secure data system** to transfer Head Start students' records (with parental consent) to their enrolling LEA, so elementary school staff can learn how best to support incoming students. (OSSE already helps with the similar Bridge to High School Data Exchange and KidTalk, in which middle and high school educators review and discuss individual students' data to help their transition to high school);
- compiling and sharing early childhood programs' and LEAs' points of contact to facilitate coordination organically;
- providing resources to **help Head Start families navigate DC's common lottery** to select and enroll in an elementary school,
- sharing LEAs' **transition events** for prospective and enrolled students; and
- providing opportunities for **joint professional development between early childhood program and elementary school staff** to learn about each other's programs and improve instruction and services.

ESSA and Early Learning: Coordination Requirements

- **Opportunity:** Transition activities are not defined within the legislation, providing an opportunity for SEAs, LEAs and local early childhood providers to work together to create appropriate and meaningful pathways for children and their parents into schools.
- **Activities:**
 - Convening regular planning committees or joining existing community-level working groups
 - Sharing assessment data
 - Joint professional development
 - Alignment of curriculum and standards
 - Summer learning programs for preschool children moving into school settings
 - Family engagement activities



Recommendations for Early Learning Additions to the NC CCIP 2019-2020/NCDPI Consolidated Application

The North Carolina Early Childhood Foundation, the Office of Early Learning at the Department of Public Instruction and EducationCounsel have been partnering to support Local Education Agencies (LEAs) and early childhood community leaders in collaborating to incorporate early learning strategies into district plans for the Every Student Succeeds Act (ESSA). ESSA can serve as one tool available to communities to strengthen their birth-through-eight system and support children’s school success.

This document is designed to support LEAs as they develop their ESSA plans. It outlines opportunities throughout the 2019 Consolidated Application to include activities to support young children’s development beginning at birth. **New items, items with changes in 2019 and items we are newly highlighting in 2019 are in red font.**

In addition to the specific questions noted below, there are opportunities throughout the application to include additional information related to early learning programs and policies.

We strongly encourage district leaders and their partners to understand whether and how funds are being used for early childhood programming (see Title I, Question 9) and to work together on how to address this section through a coordinated community plan.

Please refer to the federal guidance in [Non-Regulatory Guidance Early Learning in the Every Student Succeeds Act: Expanding Opportunities to Support our Youngest Learners](#) for additional information and requirements.

We recommend that district leaders review the application and this document with early childhood leaders in their communities to develop a strong, coordinated plan that supports optimal development for all children in the community.

10. Coordination Requirements (SEC. 1119(a)-(b))

10. Coordination Requirements (SEC. 1119(a)-(b))
 A Memorandum of Understanding/Memorandum of Agreement (MOU/MOA) with Head Start is required for each LEA receiving Title I funds, regardless of whether it operates a Title I preschool program. The current MOU/MOA with Head Start must be uploaded as a Title I related document.

Check if LEA has a Memorandum of Understanding/Memorandum of Agreement (MOU/MOA) with Head Start.

Enter the effective dates for the MOU/MOA:

Start Date:

End Date:

Recommendations: Agreements should be developed to suit the community’s unique needs and create a comprehensive approach, rooted in best practices. The following activities must be addressed in the MOU/MOA agreement between the LEA and Head Start. For more information, see [NC LEA Head Start Coordination Guidance](#).

- Data and Records Sharing
- Coordinating Services/ Communication
- Transition
- Professional Development
- Curriculum and Instruction
- Services for Children with Disabilities
- Family Engagement

Characteristics of a strong MOU/A

- Identifies the LEA, Head Start, and early learning programs covered by the MOU
 - Includes a vision, goals and/or purpose (the why)
 - Outlines the major activities to meet the requirements
 - Describes the roles and responsibilities of each agency
 - Describes the methods of communication
 - Provides a realistic timeline for implementation of activities
 - Includes implementation and oversight
 - Describes the length or term of the agreement
- For additional information and resources, see [NHSA New Early Childhood Coordination Requirements in ESSA Toolkit](#)

ESSA and Early Learning: Accountability and Data Reporting

- *SEAs and LEAs are now required to report on the number and percentage of children enrolled in preschool programs.*
- SEAs and LEAs will create report cards with a set of indicators and measures that provide stakeholders with information about children's progress.
- **Opportunity:** Indicators and measures can highlight demographic shifts, status of children's learning, experiences and gaps. Existing data efforts may provide the policy recommendations and data infrastructure for state and local leaders to work together to understand children's experiences and needs.



ESSA and Early Learning: Accountability and Data Reporting

- ***Activities:***

- Identify sources of information about children in early childhood programs to know where children birth to five are enrolled, whether they are enrolled in multiple settings to create full day and year programs
- Adopt tracking and reporting mechanisms and targeted school-based interventions tied to suspensions and expulsions from birth through third grade
- Use Ages and Stages Questionnaire (ASQ) for all districts using Title I funds for early learning programs
- Create materials in all required languages for parents to understand information in assessments and develop home based activities to support teaching and learning goals.

Louisiana's Early Childhood Performance Profiles

WHAT IS THIS SITE'S RATING FOR CLASSROOM QUALITY?

2017-2018 RATING

Proficient

[About this scale](#)

[Birth to Three Honor Roll >](#)

HOW IS THIS MEASURED?

2017-2018 SITE SCORE

5.90 out of 7

Unsatisfactory	Approaching Proficient	Proficient	Excellent
1-2.99	3-4.49	4.5-5.99	6-7

These are scores based on classroom observations of teacher-child interactions. Classrooms with high-quality teacher-child interactions are supportive, organized, and promote children's learning and development.

[Watch a video on how this is measured](#)

HOW IS THIS SITE PERFORMING IN MEASURES FOR PREK CLASSROOMS (3-4 YEARS)?

Louisiana classrooms are observed using CLASS™, a nationally recognized tool. These in-depth measures show how well classrooms support children's growth and development.



EMOTIONAL SUPPORT

6.96
Excellent

[Metric description >](#)

NETWORK AVERAGE

5.89
Proficient

STATE AVERAGE

5.87
Proficient



CLASSROOM ORGANIZATION

6.88
Excellent

[Metric description >](#)

NETWORK AVERAGE

5.58
Proficient

STATE AVERAGE

5.64
Proficient



INSTRUCTIONAL SUPPORT

4.21
Approaching Proficient

[Metric description >](#)

HOW IS THIS SITE PERFORMING IN MEASURES FOR TODDLER CLASSROOMS (1-2 YEARS)?

Louisiana classrooms are observed using CLASS™, a nationally recognized tool. These in-depth measures show how well classrooms support children's growth and development.



EMOTIONAL & BEHAVIORAL SUPPORT

6.41
Excellent

[Metric description >](#)

NETWORK AVERAGE

5.21
Proficient

STATE AVERAGE

5.48
Proficient



ENGAGED SUPPORT FOR LEARNING

5.13
Proficient

[Metric description >](#)

NETWORK AVERAGE

3.59
Approaching Proficient

STATE AVERAGE

3.74
Approaching Proficient

ESSA and Early Learning: School Improvement

- States are required under the law to identify the lowest performing schools, based on their own indicators and develop evidence based interventions to improve outcomes.
- ***LEAs and schools must do a needs assessment.***
- ***Opportunities:*** The process should reflect the experiences of children before they enter school and community resources.
- ***Activities:***
 - Include a “landscape analysis” of the early childhood opportunities available to children in the community. This analysis could focus on a set of key questions designed to identify whether families served by the low-performing school have access to quality.
 - Use the needs assessment to identify partners for evidence based interventions for early learning, before- and after- school, summer learning and wraparound supports and services.
 - Promote use of evidence-based early learning interventions in school improvement plans.

DRAFT

Early Childhood Landscape Analysis Tool For Connecticut Schools and Districts



Connecticut State Department of Education

Quality	Student Learning and Achievement	Family and Engagement
<ul style="list-style-type: none"> • Early childhood providers serving the school/district community • Workforce credentials/certifications • Type of curriculum • Transitions between programs 	<ul style="list-style-type: none"> • Participation in early childhood experiences • Suspension/expulsion data (K-3) 	<ul style="list-style-type: none"> • Information about childhood experiences • Information about engagement in the early childhood community
<ul style="list-style-type: none"> • Access to nutrition services • Access to transportation 	<ul style="list-style-type: none"> • Vision/hearing screenings • Child assessment data • Number of early childhood slots by quality • Incidents of suspension/expulsion (birth-5) • Formative assessment information 	<ul style="list-style-type: none"> • Asset map of resources

leaders should consider. We include sample questions below for district assessment conversations.

Data	Questions for District
Students with identified special needs	<ul style="list-style-type: none"> • Has this number increased or decreased from last year? • What are the resources your district has in place to support these students? • Does the data suggest ways that the school could maximize resources in a new way? • What professional development is needed to support these students and how are needs identified and addressed by school-based early childhood providers?
Race/Ethnicity	<ul style="list-style-type: none"> • Are there demographic shifts in this community? Do support staff reflect the children they serve? • Do resources and school supports culturally appropriate for all ethnicities? • How do orientation materials and activities reflect ethnic differences across the community? • Are classroom materials/environments reflective of the community and culture?
Income	<ul style="list-style-type: none"> • Has the percentage of children in poverty, increased or decreased? • How is the school addressing issues of poverty? Are there partnerships with other organizations for food bank, clothing, etc.? • Are additional resources (e.g., transportation, mental health, school services) needed to better support these students?
Language	<ul style="list-style-type: none"> • Are assessments available or administered for children with language differences? • Do you provide information and supports for families? Have teachers received training on how to engage with diverse families?
Parent needs	<ul style="list-style-type: none"> • What are the support services and community resources available to parents?

What does it look like?

- **Multnomah County, OR** has a pilot in nine elementary schools to provide supports to children ages 0-4 and their families in the communities served by each school. Coordinators conduct outreach to families and family child care providers, build relationships and trust with them, support them in weekly play-and-learn groups, connect them to services, and engage them in the school community.
- The **Boston Public Schools** district leadership has engaged in a multi-year process with public and private funding to ensure high quality programming for children from pre-kindergarten through kindergarten and into first and second grade. The district focuses on professional development for teachers, invests in curriculum and standards that support improved outcomes for young children, and partners with community-based early childhood programs to increase access.

3. How are district or school leaders improving the quality of early childhood programs?

Look for:

- Training for teachers serving children from birth to third grade that focuses on the needs and development of young children
- Partnerships and formal agreements to share resources and data, and develop common expectations for educators, with community-based programs
- Using funding in ESSA (Title I, II, III and IV) for programs that serve infants, toddlers, and preschool-aged children and their families, including bilingual programs
- Using the school improvement planning process to improve access to and the quality of early childhood programs in high-need communities
- Participating in community-wide, data-informed planning to increase access to high-quality early childhood settings, especially in low-income communities and communities of color
- Analyzing all funding sources to leverage all available resources to support young children
- Providing staff or other support to ensure that children and families with young children have the resources they need

Watch out for:

- No investments in pre-kindergarten or other early childhood programs
- No connections to Head Start or other community-based child care programs

4. How are district and school leaders ensuring that low-income families and families of color have access to high-quality early childhood?

Look for:

- A needs-assessment process that includes information on which early childhood programs are serving which communities
- Strategic planning process for elementary schools identified for improvement that addresses access to high-quality early childhood programs
- The development and expansion of bilingual programs for all children, home visiting, and full-day and year programs to meet the needs of working families
- Grants and other funding for early childhood programs that prioritize services to low-income families, families of color, and the communities in which they live

Watch out for:

- School improvement interventions that do not include early childhood
- Materials and resources that do not reflect the languages, cultures, and demographics of communities

District Planning Overview

- *What is a district plan?*
- *What is the timeline for development and submission of plans? What is the process?*
- *How should stakeholders be included?*
- *How can we work together to create a new strategic plan for use of resources and community supports?*
- *Who are the partners in this work?*



Action Steps

- Convene regular planning committees or join existing community-level working groups with district leaders to create plans that link ESSA and early childhood.
- Work with schools and child care partners to facilitate transitions.
- Improve the quality and availability of early childhood programs by identifying public (Title I, state pre-kindergarten, child care subsidies, early intervention, Head Start, other) and private (foundation, etc) resources.
- Identify sources of information about children in early childhood programs to know where children birth to five are enrolled, whether they are enrolled in multiple settings to create full day and year programs.
- Help create a needs assessment template that includes an early childhood landscape analysis for schools in improvement status and links to state/district data to guide decision making.

PRESCHOOL DEVELOPMENT GRANTS: OVERVIEW

Preschool Development Grants Awarded

- Current grants (new grants to be awarded December 31, 2019)
- 47 jurisdictions submitted applications for grants compared to 36 states that applied for grants through Legacy PDG
- Given the significant interest in the program, a greater number of grants, 46, were ultimately awarded ranging between \$538,000 and \$10.6 million
- Some states received less than requested (app. 71%) and had to revise their original plan



Preschool Development Grants: Overview



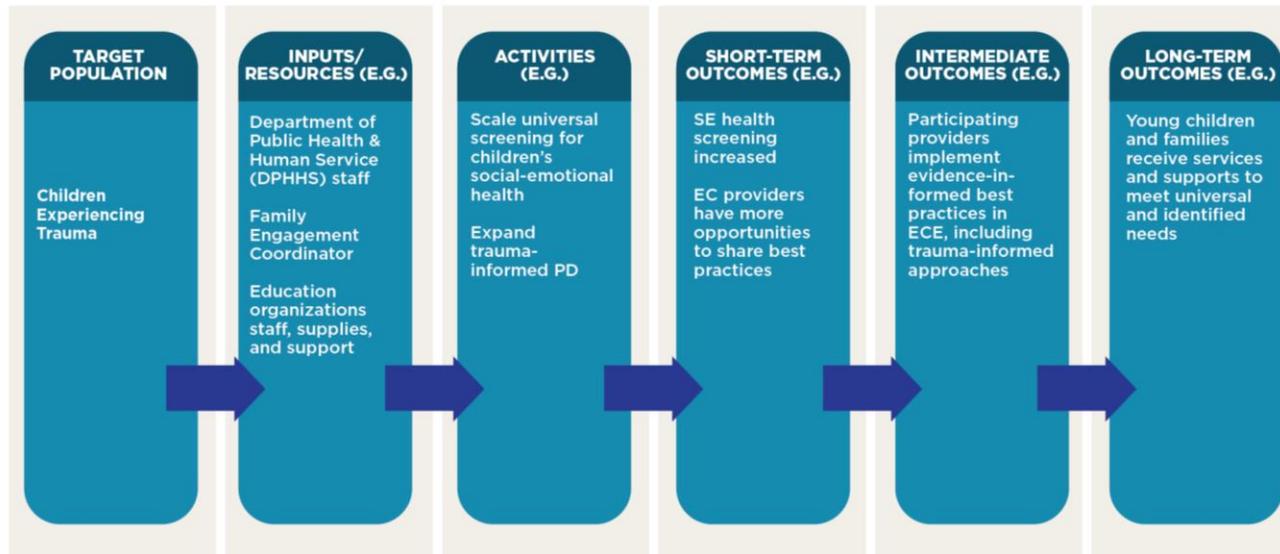
- The goal of the PDG B-5 grants is to assist States in promoting growth and success among children from birth through age five, improving developmental outcomes at kindergarten entry, ensuring families are linked to the full range of services they need, improving the quality of ECE programs, and facilitating stronger partnerships and transitions between early childhood care and education and school systems.

Preschool Development Grants: Overview

- States were encouraged to meaningfully engage the full range of stakeholders in developing their applications
- States were required to specify how they would engage stakeholders in developing and implementing strategic plans and identify which stakeholders will be meaningfully impacted
- Strategic plan must recommend partnership opportunities among Head Start providers, local educational agencies, State and local governments, Indian tribes and tribal organizations, and private entities (including faith and community-based entities) that would improve coordination, program quality, and delivery of services

Preschool Development Grants

Figure 3: PDG B-5 Logic Model for Children Experiencing Trauma



SOURCE: MONTANA PDG B-5 APPLICATION, P. 56.

Preschool Development Grants—Current Grant Activities

- A number of states included outcomes focused on building the capacity of local/community ECE systems to better support children and families. In some cases, community-level outcomes focused on building local leadership, capacity, and engagement.
 - **Indiana's** application includes a short-term outcome focused on communities being more engaged in leading local B-5 ECE system development.
 - **Pennsylvania's** application included a short-term outcome on increasing the capacity of the state's local early learning resource centers to provide “relationship-based, culturally and linguistically responsive resource and referral.”
 - **Nebraska's** application discussed increasing the capacity of communities to understand service gaps at the local level to support children and families.
- Other states included short-term outcomes focused on building or enhancing a local ECE system infrastructure. Examples include **New Hampshire's** creation of a “regional EC infrastructure” aligned with the state ECE governance structure; **Virginia's** networked group of local ECE systems; Maryland's effort to enhance its local early childhood advisory councils; and **New Jersey's** desire to see that the state's central intake hubs are fully operational.
- Finally, in some cases, states appear to go a step further by proposing a short-term outcome that involved devolving authority for ECE decision making to localities. For example, **Louisiana's** short-term outcomes include that “communities have the authority to make changes and find investments to improve quality and access.” Additionally, **Nevada** includes “opportunities to plan and implement community-specific innovations” as a short-term outcome.

Preschool Development Grants—Current Grant Activities (Serving ELL Families)

- Of the 46 state applications, a total of 43 states addressed children and families who spoke a language other than English in their PDG B-5 applications. Most of these states (33 and USVI) cited plans to ensure parent education, outreach activities, and provider training are accessible to families/providers who speak languages other than English.
- Nineteen states **included children and families who speak a home language other than English as part of the definition of vulnerable populations**. Beyond inclusion in the definition, only three states plan discussed including this population as part of their needs assessment.
- Thirty-three states and the U.S. Virgin Islands discussed how they would engage with families who speak a home language other than English. Of these, most states focused **on ensuring that communication and materials aimed at families were culturally and linguistically sensitive and inclusive**. This included offering information across platforms (website, text messaging, brochures, parent portals, etc.) in multiple languages and offering translators for families. A few states proposed eliciting information from families to inform future work and to provide feedback on plans and materials.
- Other types of direct family engagement included provision of family services (Michigan), offering peer network events to connect families, including those who do not speak English as a home language, with one another (California), and support for community-based organization who are or plan to provide programming to empower parents to support their child's education, development, and transitions between early education programs (Rhode Island).

Preschool Development Grants—Current Grant Activities (Serving ELL Families)

- Eighteen states described ways it would either **support the workforce in appropriately working with children and families who speak a home language other than English** or would reach providers who did not speak English themselves. In terms of professional development on effective approaches and strategies for working with these children and their families, states typically wrote about training and coaching opportunities to build capacity. Six states mentioned the use of *WIDA's Early Years* to guide professional development, with some noting the inclusion of state leaders (Connecticut), institutes of higher education (Georgia, Minnesota), social workers (Minnesota), the state's Migrant Education Program (Pennsylvania), and other stakeholders outside of program directors/staff. New Mexico shared plans to create video exemplars and online training modules. Meanwhile, three states recognized providers who speak a home language other than English and proposed to offer professional development resources in multiple languages to make content more accessible (California, Nebraska, Oregon).
- Twelve states stated that **children and families who speak a home language other than English would be considered and /or included their needs assessment and/or strategic plan process**. This often related to stated need or intent to explore how to best support these children and families through these processes (Georgia, Indiana, Massachusetts, Montana, New Jersey, South Carolina, Vermont). Some states noted the inclusion of advocacy groups (California), ensuring accessibility of public sessions or surveys to *families who speak a home language other than English* (Texas, Utah, Washington), and using the needs assessment to identify baseline and target numbers for tracking of the number of high-quality programs serving *children and families who speak a home language other than English* (Oregon).
- Four states shared how **children and families who speak a home language other than English children would be included or considered in early learning standards**. For Georgia, this meant alignment of standards with best practices for working with DLL/LEP Children. Maryland stated it would integrate WIDA Early Years into the state's early learning standards. Pennsylvania proposed to align its Migrant Education Program's Kindergarten Preparation Inventory to the state's early learning standards. Virginia planned to update their early learning standards so it could be used with all children, including DLL/LEP children.

Preschool Development Grants—Renewal Grants

- *Activity One:* Refining and enhancing **statewide, birth through five needs assessments** by ensuring they are updated periodically, not less than once during the renewal grant period, and exploring additional elements not previously assessed by or identified as initial gaps related to the availability and quality of existing programs in the state, including programs serving the most vulnerable or underserved populations and children in rural areas, and implementing a collaborative state data system to strengthen and enhance information on children and family needs.
- *Activity Two:* Refining, **enhancing and/or implementing statewide birth through five strategic plans**, based on the most current needs assessment findings. The strategic plan shall include information that further describes how accomplishing the specific activities within the plan will better serve children and families in existing programs and recommend partnership opportunities that go beyond those previously identified that would improve coordination, program quality, and delivery of services.
- *Activity Three:* **Maximizing parent and family choice and knowledge about the state's mixed delivery system** of existing programs and providers by expanding the state's efforts to: ☐ ensure families are provided information about the quality (e.g., through inspection reports, QRIS ratings, etc.) and variety of early childhood education programs including health, mental health and family support for children from birth into kindergarten entry; and ☐ promote nurturing parent-child interactions, family and community protective factors and increase involvement by parents and family members of low-income and disadvantaged children in transitions between the various early childhood care and education programs and services.
- *Activity Four:* **Sharing best practices** among early childhood education providers in the state by expanding efforts to increase collaboration and efficiency of services, including **improving transitions** that happen across all age spans in early childhood. **Providing interdisciplinary professional development** to build shared understanding and connections across ECE, health and human services providers that serve families with young children.

Preschool Development Grants—Renewal Grants

- **Activity Five: Improving the overall quality** of early childhood programs and services in the state, by expanding efforts, including, but not limited to: developing and implementing evidence-based practices that ensure inclusion of all children, especially children at risk of or with a disability, a special health care need, or developmental need; improving collaborative professional development for early childhood providers; improving developmental, social-emotional, and other learning opportunities for children birth through five; aligning standards, curriculum, assessment, and child outcomes; and strengthening systems needed for data sharing and use, monitoring and quality improvement, accountability, effective governance, communication and decisionmaking.
- **Activity Six: Refining, enhancing, and/or implementing the program performance evaluation plan** to align with the most current needs assessment findings and strategic plan. The program performance evaluation plan shall include information that details how states will leverage data to examine the implementation, outputs, and costs of strategic plan activities and support continuous quality improvement.

Preschool Development Grants—Renewal Grants

- *Subgrants:* To improve the overall quality of programs or expand the reach of its ECE system, **states have the option to award subgrants with up to 60 percent of funds in the first year, and up to 75 percent in years two and three.** Proposals to subgrant should be supported by findings from the needs assessment and align with activities articulated in the strategic plan. Examples for how funds could be used to subgrant include:
 - Providing funds for comprehensive early childhood services within the state’s mixed delivery system to expand access to or enhance the quality of existing programs or develop new programs to meet the unique and unmet needs of children and families in communities across the state;
 - Providing funds for other systemic activities that would enhance the quality of early childhood services available to families throughout the state, such as investments in data integration and sharing; workforce supports; curriculum, assessment, and standards alignment; shared cross-sector professional development opportunities; enhanced monitoring and quality improvement system; extending family engagement from birth through age 8; universal application, screening, and enrollment processes; deploying early childhood health or mental health specialists; and integration of behavioral health or early learning promotion within pediatric primary care.

Preschool Development Grants—Renewal Grants

- Possible Funding for PDG B-5 Renewal Grants:
 - Band 1: \$10M per year for 3 years AK, AR, CT, DE, DC, HI, IA, KS, ME, MD, MA, MN, MS, MT, NE, NH, NM, NV, ND, OR, RI, USVI, UT, VT (24 States)
 - Band 2: \$12.5M per year for 3 years AL, CO, IN, KY, LA, MO, NJ, OK, SC, TN, VA, WA (12 States)
 - Band 3: \$15M per year for 3 years AZ, CA, FL, GA, IL, MI, NY, NC, OH, PA, TX (11 States)
- Due Date for Applications: 11/05/2019

Discussion