



It Takes a City to Ensure Every Student Succeeds

LEA Institute

February 28, 2017

Supporting Early Learners Under ESSA

Presenter: Carolyn Terry-Taylor, Policy Officer

OSSE – Division of Early Learning



Welcome and Goals for This Session

- Provide an overview of ESSA early childhood provisions
- Share state-level strategies in the draft state plan
- Hear your recommendations on state-level strategies
- Understand your questions and needs in order to address them through the ESSA planning and implementation process



Overview of ESSA and the State Plan: Key Connections



New Early Learning Requirements under ESSA

- State and LEA report cards must now include numbers and percentages of children enrolled in preschool (SY 17-18).
- SEA must coordinate with other programs that provide services for young children, including the Individual with Disabilities Education Act (IDEA), Child Care and Development Block Grant (CCDBG), and Head Start, among other programs.
- As part of the McKinney-Vento Homeless Education Program, SEAs must use funds to help ensure that homeless children have equal access to preschool. (McKinney-Vento Homeless Assistance Act, Sec. 722(d)(2), as amended by ESSA)



Early Learning Requirements under ESSA

- Each LEA receiving Title I funds must develop agreements and ensure coordination activities with Head Start agencies and other early childhood development programs, if feasible. Examples include:
 - Transferring student records (with parental consent)
 - Program coordination between school, parents, and early childhood staff
 - Joint training on transition from early childhood to elementary
 - Linking LEA services with Head Start/ early childhood services
- If LEAs choose to use Title I funds to provide preschool services, they must comply with Head Start standards. Note: under NCLB, this only applied to DCPS. ESSA now applies this to charter schools as well (Sec. 1112(c) (7)).
- LEAs must describe in their Title I plans, if applicable, how they will support, coordinate, and integrate Title I services with early childhood education programs at the LEA or school level, including plans for the transition of children to elementary school.



Key Connections to the State Plan

- Section 1: Long-Term Academic Goals
- Section 2: Method for Inviting and Considering Community Input (Consultation)
- Section 2.2: System of Regular LEA Oversight (Performance Management)
- Section 3: Use of Academic Assessments to Measure Student Progress (Assessments)
- Section 4: System of Ensuring Improvement for Schools (Accountability)**
- Section 5: Strategies for Supporting Excellent Educators
- Section 6: Strategies for Supporting All Students**



Continuing What Works Under ESSA

Universal Pre-Kindergarten (Pre-K)

- The District of Columbia continues to lead all other states in universal access and funding of early childhood education, starting at age three, and leads the country in pre-kindergarten enrollment.
- Each year the District has continued to expand funding to high quality designated community based organizations

Support for Transition from Pre-K to Elementary

- Pre-K programs provide information and assistance to families in the transition process and registration to kindergarten



Continuing What Works Under ESSA

Collaboration with Partner Agencies

- DC actively works with partner agencies such as the Department of Health, Department of Behavioral Health, and the Department of Human Services to coordinate interagency services

Data and Professional Development

- OSSE has established Community of Practice for CLASS Professional Development.
- A four part professional development series for early childhood leaders explores effective instructional leadership strategies that supports teacher and program level quality.
- Professional development is tailored each year based on the needs and data reflected in the CLASS assessment.



Competitive Grants in ESSA

ESSA Competitive Grant Opportunities Involving Early Learning

Note: all are subject to congressional appropriations

- Check U.S. Department of Education and OSSE websites for updates

- **Preschool Development Grants (*NEW* state-level competitive grant**):**
 - Support States to develop, update, or implement a strategic plan;
 - Improve professional development and share best practices among early childhood education program providers
 - Conduct a periodic statewide needs assessment;
 - Collaboration, coordination and quality improvement activities;
 - Increase participation of children from low-income and disadvantaged families in high quality early childhood education programs;
 - Improve transitions to elementary school;
 - Encourage partnerships among early childhood education providers; and
 - Maximize parental choice.

**OSSE will evaluate whether to apply



Competitive Grants in ESSA

- **Literacy for All, Results for the Nation (LEARN) State Grants**
(update to NCLB-era program, Striving Readers)
 - Use 15 percent of subgranted funds for State and local programs and activities to support high-quality early literacy initiatives for children from birth through kindergarten entry; and
 - 40 percent of subgranted funds for State and local programs and activities to support children in kindergarten through grade five.

**OSSE will evaluate whether to apply



Group Discussion



Key Questions

1. From your perspective, do the new state plan strategies make sense?
2. What additional questions or considerations do you want to raise as we work to finalize the plan for DC?
3. In what ways can OSSE best support you and your team with this work moving forward?



Thank you for your
participation!