



Every Student Succeeds Act (ESSA) Early Childhood Coordination Requirements for Local Educational Agencies (LEAs) and Head Start Programs

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Welcome and Introductions



Agenda

- I. DC's Early Childhood Development Program Landscape
- II. Every Student Succeeds Act (ESSA) and Head Start Act
Coordination Requirements
- III. ESSA Early Learning Working Group
- IV. Review of Final Citywide Memorandum of Agreement
(MOA) and Discussion Questions
- V. Preschool Development Grant Birth through Five (PDG B-5)
and Discussion Questions



DC's Early Childhood Development Program Landscape



Licensed Infant and Toddler Programs

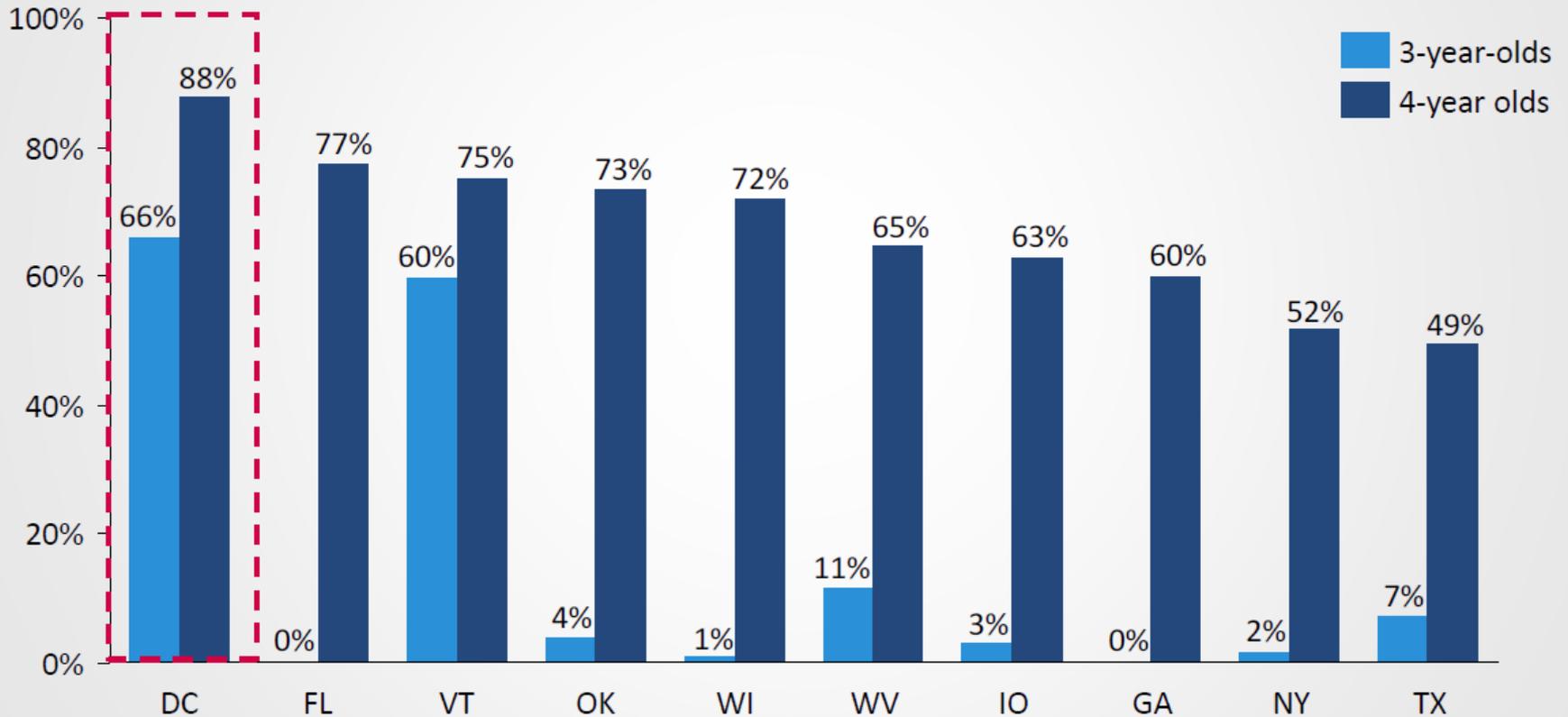
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity*
Total	386	5,124	8,643
1	31	601	935
2	51	122	1,704
3	19	2	508
4	76	928	1,341
5	52	861	1,082
6	41	223	829
7	54	1,018	945
8	62	1,369	1,299



DC ranks #1 in having the highest percentage of children enrolled in state PK3 and PK4 programs

Pre-K

Percent of Children Enrolled in State PK3 and PK4, Top 10 States, 2016-17

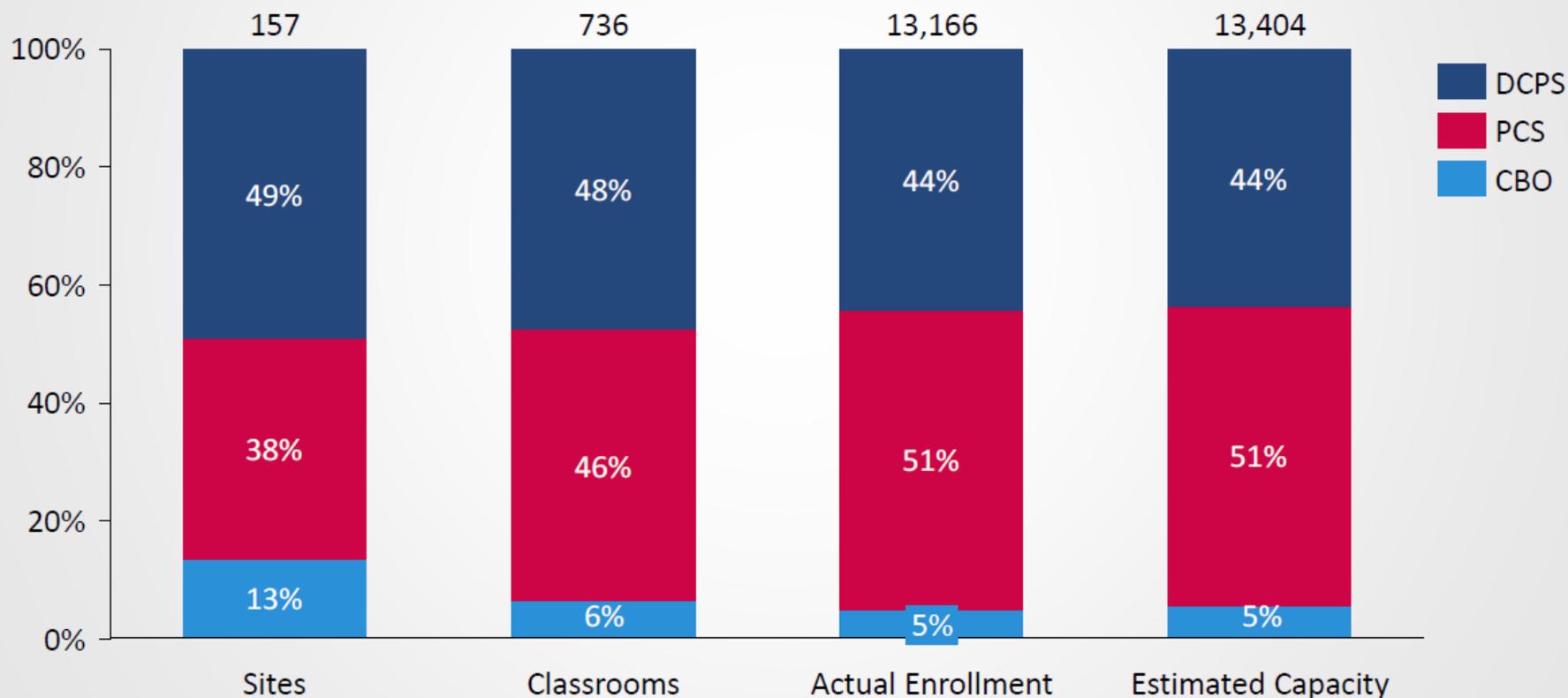




More than 50% of Pre-K students attend charters; CBOs make up 13% of Pre-K sites

Pre-K

Public Pre-K Program Access by Sector in FY17





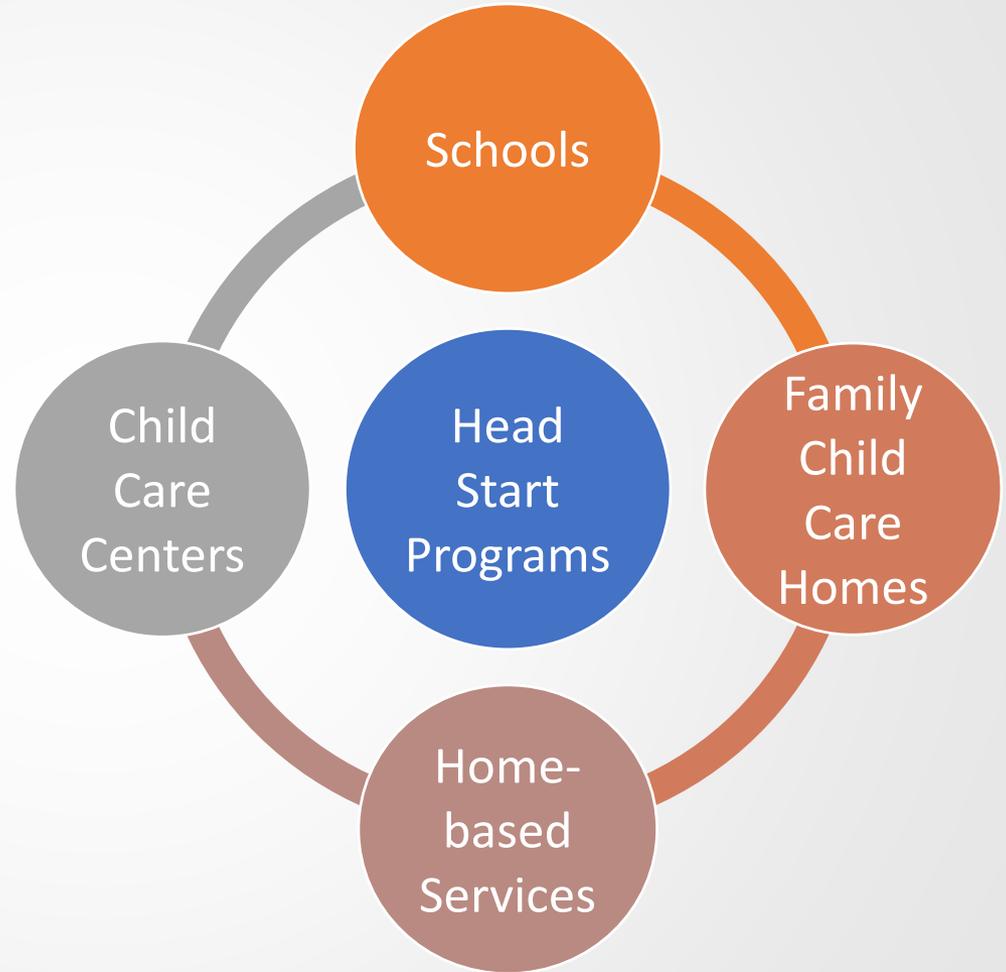
Early Head Start and Head Start Programs

- The federally funded Head Start program is an integral component of DC's high-quality early childhood development system and is key to building capacity for public Pre-K programming.
- OSSE is committed to partnering with DC's Head Start grantees to eliminate the systemic barriers to educational opportunities by supporting high-quality, developmentally appropriate, family-centered services for all children throughout the District.



Early Head Start and Head Start Programs

- Head Start programs promote school readiness of children ages birth to five from low-income families by supporting their development through early learning, health services and family well-being.
- Head Start and Early Head Start programs offer a variety of service models, depending on the needs of the local community.



Source: <https://www.acf.hhs.gov/ohs/about/head-start>



Early Head Start and Head Start Services

Early Learning

- Children's readiness for school and beyond is fostered through individualized learning experiences.

Health

- All children receive health and development screenings, nutritious meals, oral health and mental health support.
- Programs connect families with medical, dental and mental health services to ensure that children are receiving the services they need.

Family Well-being

- Parents and families are supported in achieving their own goals, such as housing stability, continued education, employment assistance and financial security.

Source: <https://www.acf.hhs.gov/ohs/about/head-start>



Early Head Start and Head Programs in DC

Program	Early Head Start Home-Based	Early Head Start Center	Head Start Center	Total Enrollment by Grantee
DC Public Schools			5,249	5,249
Bright Beginnings, Inc.	64	104	45	213
CentroNía	60	12		72
Rosemount	77	39		116
Edward C. Mazique Parent Child Center, Inc.		180		180
United Planning Organization (UPO)				671
Educare of Washington, DC ¹⁶		72	85	
AppleTree Early Learning Center PCS Douglas Knolls			27	
AppleTree Early Learning Center PCS Parkland			43	
AppleTree Early Learning Center PCS Oklahoma Avenue			28	
Azeeze Bates		16		
Ballou		16		
Christian Tabernacle		16		
C.W. Harris Elementary School		48		
Dunbar		8		
Edgewood		24		
Fredrick Douglass		40		
Luke C. Moore		8		
Roosevelt High School		16		
Woodson		8		
Spanish Education Development (SED) Center		36		
Anacostia High School		24		
Paradise		16		
Atlantic Gardens		16		
Healthy Babies		52		
Home-Based Program	72			
OSSE Quality Improvement Network (QIN)		200		200
Total Enrollment by Model	273	951	5,477	6,701



ESSA and Head Start Act Coordination Requirements



ESSA – New Head Start Language

- Local education agencies (LEAs) must form coordination agreements with Head Start agencies.
- Some alignment with Head Start Act coordination requirements
- Other early childhood programs must be in the agreements, if feasible
- Benefits of school-Head Start coordination

*Source: School District Coordination with Head Start and Early Childhood: Helping Young Students Succeed
National Head Start Association (NHSA) and Council of Chief State School Officers (CCSSO) PPT Oct. 2017*



Background of Coordination Requirement

- Previous Elementary and Secondary Education Act (ESEA) versions required coordination, but had loopholes.
- Head Start Act was one way
- Coordination “agreements” added to ESSA
- National Head Start Association (NHSA) involvement
- Key coordination issues: Records, training, parent meetings, education services, staff communication and English learners.

*Source: School District Coordination with Head Start and Early Childhood: Helping Young Students Succeed
National Head Start Association (NHSA) and Council of Chief State School Officers (CCSSO) PPT Oct. 2017*



ESSA Required Coordination Requirements





ESSA Early Learning
Working Group



ESSA Early Learning Working Group

- Working group members included Head Start agencies (HSAs), LEAs, Public Charter School Board (PCSB), FOCUS and District of Columbia Association for the Education of Young Children (DCAEYC).
- Working group members offered their expertise and recommendations from DC and/or national best practices and research. The working group met monthly to brainstorm best practices and recommendations on each domain of coordination (November through May 2018). [Past meeting presentations can be found here.](#)
- The working group helped draft a [citywide MOA to meet ESSA coordination requirements](#). The MOA includes commitments by LEAs, HSAs and supports OSSE will provide to help the parties meet the MOA.
- **By Sept. 30, 2018**, LEAs serving pre-K and/or K and applying for ESEA Title I funds were required to sign the citywide MOA, or separate MOAs with Head Start agencies serving their incoming students.



Review of Final Citywide MOA and Discussion Questions



Citywide MOA: LEA Commitments

Data:

- Attend joint professional development (PD) to learn about existing Head Start transition packets for incoming students.
- Use transition packets to find Head Start agencies (HSAs) sending largest number of children
- Use packets to improve instruction and services.
 - Future: Use secure OSSE online data system, with early childhood data sent by parent consent
- Add question to 2019-20 LEA enrollment packet:
Which early childhood program did the child attend?



Communication and Coordination of Services, Parent and Family Engagement:

- Meet at least annually with DC Head Start Association.
- Post online and share: LEA transition policy/ requirements.

At least one of the following annually:

- Invite all DC HSAs and other early childhood staff and parents to join field trips, info sessions, etc.
- Publicly post transition events for prospective students



Communication and Coordination of Services, Parent and Family Engagement (continued):

After the My School DC lottery acceptance date, LEAs must do at least one of the following annually:

- Post events online for enrolled incoming students or parents
- View incoming students' transition packets/data and contact Head Start staff to discuss student needs
- Conduct meetings with Head Start and LEA staff and parents to discuss individual student needs
- Provide translation/interpretation in home language



Joint Professional Development:

LEA staff must join at least two of these annually:

- Early childhood-elementary joint PD
- Early childhood PD (i.e., cross-listed)
- LEA PD for pre-K 3 – second grade staff (cross-listed)
- National or regional conferences or webinars with experts on best practices for early childhood/transition



Standards, Curriculum and Instruction

LEAs will work collaboratively with HSAs on standards, curriculum and instruction, which could include:

- Organize/join joint PD on standards/curriculum
- Work directly with HSAs to align lessons or curriculum
- Share facilities for PD where scheduling allows
- Send an LEA instructional coach to HSA to explain academic expectations and how to prepare children academically for the transition to elementary grades



Focus Group

For each of the focused questions we will be presenting, we will ask you to:

1. Think about the question, and read the corresponding part of the MOA or chart.
2. Respond to the question posed in your small group.
3. Write your organization and your responses on a sticky note and place it on the corresponding chart paper by topic.



Discussion Questions

Review the final MOA and chart detailing each party's commitments.

- 1. How does your organization (LEA, Head Start, early learning program or OSSE) currently coordinate or meet each area?**
- 2. What additional supports do you need to implement these commitments?**



Preschool Development
Grant Birth through Five
(PDG B-5)



Program Purpose

- PDG B-5 Funding Opportunity Announcement (FOA) will fund States to develop, update, or **implement a strategic plan to facilitate collaboration and coordination among early childhood care and education (ECE) programs in a mixed delivery system** to prepare low-income and disadvantaged children to transition into the local educational agency or elementary school.
- PDG B-5 is designed to support States in **coordinating and aligning ECE programs, resources and services that already exist**, improving program quality; facilitating better partnerships between programs and **improving the transition from ECE programs into elementary school**; increasing program operating and cost efficiencies; **expanding parental choices and involvement**; and ensuring families are linked to the full range of services they need.



Definition of B-5 Early Childhood State System

The term “B-5 Early Childhood State System” refers to core early childhood care and education programs, including the **Child Care and Development Fund** and **State child care**, which may include center-based, family child care, and informal care providers, **Early Head Start and Head Start, the Maternal, Infant, and Early Childhood Home Visiting Program**, and other State or locally funded home visiting services, **Part C and Section 619 of Part B of IDEA, State preschool programs, and programs funded by Title I of the ESEA**. In addition, it also includes a wide range of early childhood care and education programs and services that strengthen, engage, and stabilize families and their infants and young children including supports that target health and wellness, such as **Medicaid, the Children's Health Insurance Program (CHIP), Title V Maternal and Child Health Programs, Healthy Start, Child and Adult Care Food Program (CACFP), the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)**, and the infrastructure components that support these programs and services.



Program Activities

The PDG B-5 requires the state to conduct **five program activities**.

Activity	Description
Activity One	Conduct or update a periodic, statewide birth through five needs assessment of the availability and quality of existing programs in the State.
Activity Two	Develop or update a strategic plan that recommends collaboration, coordination and quality improvement activities (including activities to improve children's transition from early childhood care and education programs into elementary schools) among existing programs in the State and local educational agencies.
Activity Three	Maximize parental choice and knowledge about the State's mixed delivery system of existing programs and providers by ensuring that parents are provided information about the variety of early childhood care and education programs for children from birth to kindergarten entry in the State's mixed delivery system, and promoting and increasing involvement by parents and family members, including families of low-income and disadvantaged children, in the development of their children and the transition of those children from an early childhood care and education program into an elementary school .
Activity Four	Share best practices among early childhood care and education program providers in the State to increase collaboration and efficiency of services, including to improve transitions from such programs to elementary school.
Activity Five	After activities one and two are completed, improve the overall quality of early childhood care and education programs in the State, including, but not limited to, developing and implementing evidence-based practices, improving professional development for early childhood care and education providers, and enhancing learning opportunities for children.



Focus Group

For each of the focused questions we will be presenting, we will ask you to:

1. Think about the programs and services in the District's mixed-delivery system that you are most familiar with (e.g., LEA pre-K, DCPS Head Start/ECE, etc.)
2. Respond to the question posed in your small group.
3. Write that program (e.g., "DCPS Head Start/ECE") and your response on a sticky note and place it on the corresponding chart paper



Feedback on OSSE Proposed Grant Activities

OSSE's PDG B-5 application currently would include three activities to strengthen coordination and collaboration across the District's birth to five programs and services:

1. Develop an early childhood integrated data system that informs policy and practice
2. Expand the use of trauma-informed approaches to care and education
3. Effectively engage families as they transition from early childhood programs to LEAs, including IDEA Part C (infants and toddlers) to IDEA Part B (preschool)

Key question: In each of these activities, how could PDG B-5 funds be most helpful?



Additional Questions for Feedback

- 1. What are barriers to families accessing your pre-K program, and what is needed to overcome these barriers?**
- 2. How do you support families with children's transition to other programs from birth to age five, including kindergarten?**
- 3. What do you recommend to improve outcomes for DC children from B-5, in your program and citywide?**



Next Steps and Timeline

- Gather data and information from key stakeholders (surveys, focus groups)
 - Parents
 - Public sector programs
 - Private sector partners
- Final application to agency directors week of Oct. 29
- Submit application through Grants.gov by 11:59 p.m. Nov. 6
- Celebrate our collective success! Nov. 7



Q&A



Key Links and OSSE Contacts

ESSA Early Learning Coordination Working Group

<https://osse.dc.gov/page/essa-early-learning-coordination-working-group>

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ESEA Consolidated Application and Guidance

<https://osse.dc.gov/publication/essa-guidance-leas>

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Head Start Collaboration Office

<https://osse.dc.gov/service/dc-head-start-state-collaboration-office>

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Preschool Development Grant Birth to Five

<https://www.acf.hhs.gov/occ/resource/pdg-b-5-initiative>

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| Thank you!