



Supporting Student Outcomes

Questions to consider when using your ESEA funds for Preschool activities

Overview: Elementary and Secondary Education Act (ESEA) funds are intended to assist districts in achieving accelerated growth for those students most at-risk of not meeting academic standards. Through the Consolidated Application, local education agencies (LEAs) are able to coordinate grant strategies to lead to a greater impact on student achievement. To help maximize these strategies through the use of ESEA funds, CDE has created a series of guiding questions intended to help LEAs focus their efforts. Below are a series of questions to consider when an LEA chooses to use funds for PRESCHOOL activities

What are the primary activities that Title I funds may support?

- Purchasing slots by paying a per-pupil cost in a high quality program
- Extending hours in the instructional day
- Extending days in a school week
- Providing summer school programming
- Provide high quality professional development

Are you supporting more preschool slots?

- What are the eligibility criteria for selecting students from the waiting list? Will students meet the federal or the state requirements for eligibility? CPP eligibility, for instance, may give a higher priority for children of Guatemalan parents.
- Is the district pursuing a quality rating for levels 2-5? QRIS?
- What staffing might be needed for this expansion? Title I funded paras must meet HQ requirements. Are teachers degreed?
- Do new slots in CPP meet all 11 of the quality criteria? BA or above for teachers? <http://www.cde.state.co.us/cpp/qrresources>
- Is full-day CPP a possibility? (Ensure that students with disabilities aren't served in segregated classrooms)
- What kind of supplies and materials: boxed curriculum might be okay but worksheets are not

Are you supporting Professional Development?

- What kind of coaching is available?
- What data is underpinning the use of funds in this manner?
- What student data is available to help inform PD needs?
- PD possibilities: PBIS, improving child/family interactions, curriculum
 - Early Childhood Coaching credential sometime in the future
 - Continuing support for highly effective preschool teachers
 - Support for systems put into place through the RTTT early learning grant
 - Expanding the use of authentic assessments

What are other options?

- Support for technology: CPP has video library of supplemental activities
- Family liaisons to help with the transition planning to kindergarten, including reading and math strategies with families

CDE Strategic Goals

Districts should keep in mind CDE's Strategic Goals when completing the Consolidated Application:

- Start Strong
- Read by 3rd Grade
- Meet or Exceed Standards
- Graduate Ready

CPP statute <http://www.cde.state.co.us/cpp/facts>

