

Early Learning in the Every Student Succeeds Act

Expanding Opportunities to Support our Youngest Learners



October 31, 2016



The ESEA contains provisions to support early learning learning in three main ways:

1. Expanding access to high-quality early learning
2. Encouraging alignment and collaboration from birth through third grade
3. Supporting educators

1

Expanding Access to High-Quality Early Learning



Title I Preschool

A Title I LEA or school may decide to use its Title I funds in the following ways:

School

- Schoolwide Program
- Targeted Assistance Program

District (LEA)

- As a Whole
- Portion of the District (LEA)

Coordination

- With Head Start
- Other early learning programs



Title I Preschool

Title I funds may also be used for:

- Professional learning for early childhood staff
- Minor repairs or remodeling to accommodate for preschool program
- Health, nutrition, and other comprehensive services for children in a Title I preschool program

And to support children at risk of failing to meet the State's standards by improving quality of:

- Kindergarten (e.g., extending half-day program to full-day)
- 1st -3rd grade programs (e.g., providing professional learning opportunities for staff on child development or expanding effective family engagement strategies)



Charter Schools

- Title IV of the ESEA provides continued opportunities to serve preschool children through the Charter Schools Program (CSP)
- Amends the CSP definition of “charter school” to include schools that serve students in early childhood education programs in addition to providing a program in elementary or secondary education, or both, as determined under State law



Preschool Development Grants (PDG)

- New discretionary grant for States to improve the coordination and quality of, and access to, early childhood education programs for children birth to age 5
- Jointly administered by ED and HHS
- Builds on original PDG program authorized in 2014



Programs for Special Populations

Special funds are available to serve special populations of students through the ESEA:

- Children experiencing homelessness
- Children in foster care
- Migratory Children
- English learners and immigrant children
- American Indians, Alaska Natives, and Native Hawaiians

2

Encouraging Alignment, Collaboration, and Coordination



Coordinating and Collaborating Across Programs

- Under the ESEA, SEAs are required to coordinate with other programs that provide services for young children, including programs administered by HHS and IDEA
- Guidance provides examples of ways that states and local communities are doing this.
- Encourages SEAs to coordinate with their State Advisory Council on Early Childhood Education and Care (SACs), who are charged with ensuring coordination and collaboration of early childhood programs and services in the State, and include representatives from a diverse range of stakeholder groups



Coordinating and Collaborating Across Programs

New PDG program offers states assistance, through *initial grants*, to facilitate coordination and collaboration of existing Federal, States, and local early learning programs in the State to:

- Align and strengthen programs
- Coordinate delivery models and funding streams across a mixed delivery system of services
- Improve program quality
- Increase overall participation of young children in programs



Collaboration with Head Start

- An LEA that receives Title I funds under ESEA is required to coordinate with Head Start programs and, if feasible, with other early learning programs that serve children who will attend the LEA
- LEAs are also responsible for developing agreements with Head Start programs to coordinate services such as data reporting and sharing, alignment of standards and curricula, and transition for children moving from Head Start into public school programs



Supporting Children with Disabilities

- All young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations
- LEAs should examine their policies, procedures, and practices in ensuring access to and participation of preschool children with disabilities in inclusive preschool classrooms.



Building Strong Communities

Support coordination of programs and services at the local level through place-based initiatives such as the Promise Neighborhoods and the Full-Service Community Schools grant programs, both authorized in Title IV of the ESEA



Vertical Alignment from Preschool to Third Grade

- States are encouraged to think holistically when creating State plans to ensure vertical and horizontal alignment to address the comprehensive needs of all young children
- Increased flexibility provides States an opportunity to think about how to build a stronger continuum of learning from preschool through early elementary school to support school reform efforts.
- ESEA requires a State to describe in its State plan how it will provide assistance to LEAs and schools choosing to use Title I funds for any purpose to support early childhood education programs



New Data Requirements

- ESEA requires States and LEAs to include on their report cards the number and percentage of children enrolled in preschool programs
- Purpose of this data is to identify potential gaps in access to preschool services and facilitate greater awareness about the continuum of learning between early learning and the elementary grades

3

Supporting Educators



Supporting Educators

- Focus on better alignment of systems from preschool through third grade and beyond, including aligned standards, curricula, instructional approaches, and assessments
- Focus professional development needs on early educators and other personnel working in schools, Head Start, or other community-based early learning programs, as well as early elementary school teachers and principals.
- States and LEAs can use funds available under Titles I, II, and III



Supporting Educators: Title I

Title I

Title II

Title III

- Professional development for any teacher in a Title I preschool program so long as the training is designed to meet the educational needs of Title I-eligible children.
- Also may be used for professional development for teachers in a preschool program not receiving Title I funds provided that the children attending the program are likely to attend a Title I elementary school when they enter kindergarten
- May also be used to improve early learning and develop knowledge and skills of K-3rd grade teachers and administrators so that at-risk students meet the challenging State academic standards



Supporting Educators: Title II

Title I

Title II

Title III

- Title II, Part A funds may be used to support professional development of early educators
- Literacy Education for All, Results for the Nation (LEARN) includes the Comprehensive Literacy Development State Grant Program which provide awards to States to support comprehensive literacy instruction
 - States receiving grant must spend 15% on birth to kindergarten entry



Supporting Educators: Title II

Title I
Title II
Title III

The ESEA explicitly includes new ways SEAs and LEAs may support early learning through Title II, Part A:

- joint professional learning to increase ability of principals or other school leaders to support teacher leaders, early childhood educators, and other professionals
- increase teachers', principals', or other school leaders' knowledge base regarding instruction in the early grades and strategies to measure how young children are progressing
- identifying students who are gifted and talented, and implementing instructional practices that support the education of such students, including early entrance to kindergarten
- opportunities for principals, other school leaders, teachers, paraprofessionals, early childhood education program directors, and other early childhood education program providers to participate in joint efforts to address the transition to elementary school, including issues related to school readiness



Supporting Educators: Title III

Title I

Title II

Title III

- Professional development to improve the skills and knowledge of teachers of ELS, including preschool teachers and school leaders
- Subgrantees must coordinate activities and share data with Head Start agencies and other early childhood providers
- Must be used to supplement, not supplant, that would have been expended for programs for ELs and immigrant youth and children in the absence of Title III funds

Appendix A

Early Learning Requirements and
Opportunities in ESEA and Related
Programs by Title

Appendix B

Resources by Topic Area

