



NOTE: The ESSA Early Childhood workgroup developed the following recommendation(s) for Washington's ESSA Consolidated Plan. They will not take effect unless they are approved by the State Superintendent and the U.S. Department of Education.

September 20, 2016

**Every Student Succeeds Act
Early Childhood Workgroup
FINAL Workgroup Recommendations**

Rec. #	Item	ESSA Citation	Discussion	Change to Current Practice	Recommendation(s)	Minority Opinion	Decision of Members
ECE 1	<p>State Agency Preschool Technical Assistance: State plans are to describe: "(A) how the State will provide assistance to local educational agencies and individual elementary schools choosing to use funds under Title I to support early childhood education programs;"</p> <p>School District Plans: "Each Local Education Plan shall describe: - (8) if applicable, how the local educational agency will support, coordinate, and integrate services with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs;"</p>	Sec. 1111 (g)	<ul style="list-style-type: none"> ESSA requires OSPI to provide technical assistance to school districts that are using Title I funds to serve preschool children. It also requires preschool programs using Title I funds to adhere to Head Start learning standards. Currently, OSPI does not have the capacity to provide this technical assistance. Whether school districts use these funds to serve Title I children is a local decision. As such, the workgroup thinks it is important to provide information to school districts that this is an allowable use when they develop their ESSA implementation plans. In addition, as ESSA allows school districts to provide joint PD and 	<ul style="list-style-type: none"> Yes. Currently there is not a position at OSPI specifically designed to provide technical assistance to school districts regarding use of Title I funds in preschools. Additionally, there is no website or school district guide on how to utilize Every Student Succeeds Act (ESSA) funding. 	<p>1. State and Regional Technical Assistance: Provide capacity at the Office of Superintendent of Public Instruction (OSPI), either by hiring a staff member or through a contractor, to provide technical assistance to school districts regarding: The availability and use of ESSA funds for serving prekindergarten children (e.g., Title I, Title II, Title III); creating quality preschool programs; how to create socioeconomically diverse classrooms using multiple funding streams; transitions into kindergarten; Head Start requirements; and other related information.</p> <p>This state-level technical assistance should be supplemented with regional technical assistance provided by ESDs, Child Care Aware, and/or regional offices of DEL.</p>		Unanimous Agreement

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	<p>School Wide Plans: An eligible school operating a school wide program shall develop a comprehensive plan that:</p> <p>“(7) includes a description of — (A) the strategies that the school will be implementing to address school needs, including a description of how such strategies will —</p> <p>(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include—</p> <p>(V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;”</p>	<p>Sec. 1112 (b)</p> <p>Sec. 1114 (b)</p>	<p>share Title I funded tools and resources with early Learning providers, including private schools, the workgroup wanted to make sure information was available to these organizations.</p> <ul style="list-style-type: none"> • Currently, it is difficult to determine to determine whether school districts are using Title I funds to serve preschool children. This information will help in targeting the required technical assistance. • The need for additional capacity for preschool services varies from community-to-community, as does the organizational capacity to provide needed services. Having a model process with key questions would be helpful when school districts are considering their role in providing additional preschool capacity. 	<ul style="list-style-type: none"> • Tools are available to help communities analyze the demand for additional preschool opportunities, but the tools are not well known. 	<p>2. Website: Create a website that will provide information to school district staff pertaining to expanding high quality prekindergarten programs in school districts that would include information on the Head Start standards, blending and braiding funding streams, best practices, model programs, and other useful information.</p> <p>3. ESSA Guides for School Districts and Private Schools: Prior to the development of school district consolidated plans, the federal government or OSPI should create a guide for school districts that summarizes the early childhood provisions in ESSA and the new opportunities that school districts have to serve prekindergarten children and to provide professional development (PD) opportunities for early learning professionals. As part of the guide, information should be provided discussing the options that school districts have in collaborating with private schools and other early learning providers in providing joint PD and sharing ESSA funded tools and resources. In addition, the federal government or OSPI should create and distribute a guide for private schools that provides information regarding the assistance that is available to private schools through ESSA.</p>		

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					<p>4. School District Planning: When school districts are preparing their plans for utilizing ESSA funding, provide opportunities (e.g., face-to-face meetings, webinars) for school district staff to understand ways to utilize ESSA funds for early childhood programs and activities.</p> <p>5. School-wide Title I Programs: As school-wide Title I programs provide additional opportunities to serve preschool children, OSPI should consider granting waivers to allow schools that have less than 40% of their children in poverty to have school-wide Title I programs.</p> <p>6. Indistar Planning Tool: OSPI should review the current early childhood provisions/questions in the Indistar planning tool to determine if early learning is adequately addressed.</p> <p>7. Assessing Community Need and Technical Assistance: OSPI and the Department of Early Learning should either identify, or develop, a process that school districts and communities can use: to assess the need for additional preschool opportunities in their community, to determine how best to meet the need, and how to provide technical assistance to organizations identified as potential sources for additional opportunities.</p>		

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ECE 2	<p>Using the Washington Kindergarten Inventory of Developing Skills (WaKIDS) “context” information in the accountability system: ESSA’s more flexible accountability framework offers states greater opportunity to use non-assessment factors, which could include the use of WaKIDS as a measure of how ready students are when they enter the K–12 system.</p>	Sec. 1111	<ul style="list-style-type: none"> When a school district accepts full-day kindergarten funding, it is required to administer the Washington Kindergarten Inventory of Developing Skills (WaKIDS), which includes a “Whole Child Assessment” at the beginning of the school year that measures “kindergarten readiness.” The information from the assessment provides useful information to teachers and school districts in measuring how prepared children are when they enter kindergarten, and could be used in a statewide accountability system in analyzing the initial “Opportunity Gap” of incoming students and the amount of growth that occurs in subsequent years. DEL’s analysis of WaKIDS performance of children who participate in the state’s Early Childhood Education and Assistance Program (ECEAP) indicates that English Learning students who demonstrate readiness for kindergarten on the TS-Gold assessment in Spring of their ECEAP year are significantly more likely than 		<p>1. WaKIDS as a “readiness” context measure: It is recommended that the Accountability and School Report Card Workgroups consider using the fall WaKIDS “Whole Child Assessment” results as baseline information when school districts and others evaluate the progress and growth made by students subsequently in kindergarten and in later grades.</p> <p>2. Using WaKIDS Data: It is recommended that OSPI, ESDs, Thrive, DEL and school districts expand efforts to utilize the information collected in WaKIDS, including using it as kindergarten report cards, to measure progress, to provide feedback to early learning providers, and for other uses. Also consider WaKIDS kindergarten results for Comprehensive School Improvement Planning and for preschool to kindergarten transition planning.</p> <p>3. English Learners and WaKIDS Results: It is recommended that OSPI and the Department of Early Learning examine the reliability of WAKIDS (TS GOLD) results for English Learners and identify additional actions that should be taken to increase the reliability of the assessment for EL students.</p>		Unanimous Agreement

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			English-only students to assess as not ready on WaKIDS when they enter kindergarten.				
ECE 3	State Report Cards: “State Report Cards must include: (II) the number and percentage of students enrolled in: (aa) preschool programs;”	Sec. 1111 (h) (1)(C)	<ul style="list-style-type: none"> • There is flexibility in how the data is reported by age grouping. <ul style="list-style-type: none"> ○ The disaggregation must be consistent with the specified Civil Rights legislation. ○ It makes sense to initially use the information in CEDARS regarding the number of preschool children served by school districts. However, to understand to what extent children in the school district have been served by all early learning providers, a more comprehensive data collection is needed. This information could be collected at the time of registration or part of the “Family Connection” component of WaKIDS. • The law does not specify what states should use as the denominator for reporting the “percent of children” in preschool in a school district (e.g., percent of K–6 enrollment or percent of kindergarten). 	Yes. Currently preschool data is not included in School District Report Cards.	<p>1. Data to be shared: It is recommended that this ESSA requirement be completed in two phases:</p> <p>Phase 1 would include preschool data currently available in CEDARS of children enrolled in school-district preschool programs by age groupings that correspond with major programs (e.g., Part C and B of IDEA).</p> <p>Phase 2 would also include non-school district operated preschool participation data, such as ECEAP, Head Start, and licensed and certified childcare. OSPI, DEL, school districts, parents, and other stakeholders will need to determine how best to collect this information.</p> <p>2. The “denominator”: When determining the “percent” of children served by school districts in preschool programs, it is recommended that the denominator be the number of children enrolled in kindergarten in the school district multiplied by the number of age cohorts being calculated. For example, the denominator for calculating the percent of all preschool children (Birth up to age 5) would be the district’s kindergarten enrollment multiplied by 5.</p>		Unanimous Agreement

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ECE 4	<p>PD for early childhood providers: ESSA allows state and district Title IIA (PD) and Title III (EL) funding may be used for PD of early childhood providers.</p> <p>“(xviii) where practicable, provide jointly for school staff and other early childhood education program providers, to address the transition to elementary school, including issues related to school readiness.”</p>	<p>Sec. 2101</p> <p>Sec 9101 (Definitions)</p>	<ul style="list-style-type: none"> ESSA provides new opportunities for using state and school district Title IIA and Title III professional development funds to provide PD to preschool providers. The focus of the PD is to be on transitions, which may include “school readiness.” Because there are large numbers of English Learners in preschool programs and research has found that many preschool teachers lack skills and strategies in working with these children, the workgroup recommended that state-level PD funds be used to create instructional material for PD for preschool and kindergarten teachers. 	Yes. This funding was not previously provided for early childhood providers.	<p>1. State PD funds: It is recommended that a portion of the <u>state-level</u> Title IIA and Title III PD funds be used to:</p> <ul style="list-style-type: none"> i. Create and provide PD for elementary principals/teachers and early learning providers in improving transitions for children into kindergarten. ii. Create and support joint PD for elementary school principals, K-1 teachers, and early learning providers in language acquisition and culturally relevant strategies for preschool through grade 1 English Learners. <p>2. School District PD funds: As is allowed by ESSA, it is recommended that a portion of <u>school district</u> Title IIA and Title III PD funds be used to provide joint professional development opportunities with early learning providers in their communities and elementary teachers pertaining to the transition into kindergarten and kindergarten readiness.</p>		Unanimous Agreement
ECE 5	<p>Title III (English Learner) funds for serving prekindergarten children: School districts may utilize Title III funds for providing educational services to prekindergarten English learners.</p>	Sec. 3102	<ul style="list-style-type: none"> Based on discussions with Title III staff at OSPI, before school districts can serve preschool children with Title III funds, the state will need to identify or create: <ul style="list-style-type: none"> i. A screener for program eligibility; and 	Yes. A screener and assessment for preschool English language learners are currently not available.	<p>1. Development of an EL screener and assessment for prekindergarten children: It is recommended that OSPI and DEL staff work with their colleagues in other states to identify or create a prekindergarten EL screener and assessment. The screener should incorporate information from the child’s parent.</p>		Unanimous Agreement

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			<ul style="list-style-type: none"> ○ ii. An assessment that will measure language acquisition progress. 				
ECE 6	<p>PD project for English Learners: Competitive grants are to be available to provide for PD that will improve classroom instruction for EL and assist educational personnel working with EL to meet high professional standards.</p> <p>Grants may be used— “(6) as appropriate, to support strategies that promote school readiness of EL and their transition from early childhood education programs, such as Head Start or state-run preschool programs, to elementary school programs.”</p>	Sec. 3131	<ul style="list-style-type: none"> • These funds would be helpful in improving the instruction of EL students in preschools. 	Yes.	1. EL PD grant application: It is recommended that OSPI, in collaboration with other interested organizations, apply for a federal English Learner PD grant.		Unanimous Agreement
ECE 7	Family Engagement: Engaging families in the education of their children is referenced in multiple sections of ESSA, including in Title I and Title III		<ul style="list-style-type: none"> • The OSPI ESSA Parent and Community Engagement Workgroup has developed recommendations in this area, including recommendations pertaining to early childhood parent engagement. 		1. Family Engagement: The workgroup reviewed the recommendations developed by the ESSA Parent and Community Engagement Workgroup and agrees with their recommendations pertaining to early learning family engagement.		Unanimous Agreement
ECE 8	School Improvement: There is no specific reference to early learning as a school turnaround strategy, but the ESSA’s new Title I school improvement set aside provides wide latitude to districts to use the funds for any evidenced based	Sec. 1114	<ul style="list-style-type: none"> • Enhancing the learning opportunities of children prior to entering kindergarten has been demonstrated to be an effective strategy for improving student outcomes in school and beyond. 	Expands current efforts to include preschool strategies in student and school improvement efforts.	1. School Improvement: It is recommended that OSPI include enhancing preschool access and improving preschool quality as an evidenced-based strategy, as well as improving transitions and enhancing and aligning PreK–3 instruction.		Unanimous Agreement

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	strategies to improve student achievement, instruction, and schools.						
ECE 9	Early literacy grant program: Will provide federal support to states to develop, revise, or update comprehensive literacy instruction plans that, when implemented, ensure high-quality instruction and effective strategies in reading and writing from early education through 12th grade.	Sec. 2221	<ul style="list-style-type: none"> These funds could be useful in improving the literacy skills of preschool children. 	Currently not available.	1. Early literacy grant application: It is recommended that OSPI, in collaboration with school districts, apply for a federal early literacy grant.		Unanimous Agreement
ECE 10	Coordination with other federal programs: OSPI is required to coordinate their ESSA Plan with other federal programs, including Head Start, McKinney-Vento, and the Child Care Block Grant.	Sec. 4101	<ul style="list-style-type: none"> In the recent reauthorization of the McKinney-Vento act, there is a provision that requires specified early learning providers to transport children to the preschool they previously attended “when it is in the best interest of the child.” ESSA requires school districts that use Title I funds to for preschool students to meet federal Head Start learning standards. As the Head Start program is most knowledgeable in how to implement these standards, it would be helpful if they would provide technical assistance in implementing this requirement. 	Yes. Currently there is some coordination, but additional guidance regarding implementation and assistance will be necessary.	<p>1. McKinney-Vento: It is recommended that OSPI continue to work with the Department of Early Learning on the application for the new transportation requirement in McKinney –Vento pertaining to preschool children in school district-operated programs program. In these discussions, there must be a focus on “when it is in the best interest of the child” to transport a child to his/her former preschool.</p> <p>2. Head Start Standards: It is recommended that OSPI inform school districts of the recently adopted Head Start Standards that must be used when school districts use Title I funds for preschool programs. In addition, OSPI should initiate discussions with representatives of the Head Start program regarding how the</p>		Unanimous Agreement

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					program can help provide technical assistance to school districts in meeting these new standards.		
ECE 11	21st Century Learning Community Grants: School districts may utilize 21st Century Learning grants for after school and summer preschool programs.	Sec. 4002	<ul style="list-style-type: none"> An increasing number of school districts are implementing summer “Jump Start” programs for children who will be entering kindergarten in the fall. It would be helpful on 21st Century funds could be used for this purpose. 	Yes. Currently, these grant funds cannot be used for preschool children.	1. 21st Century funding for preschool children: It is recommended that OSPI notify school districts in future grant cycles that these funds may be used for before/after school and summer programs for preschool children. This may require that technical assistance be provided for supporting preschool children in 21 st Century grant programs.		Unanimous Agreement
ECE 12	Early Learning Planning and Implementation Grants: ESSA authorizes funds for states to develop plans to improve coordination of prekindergarten services and, once a plan is created, fund implementation of the plan.	Sec. 4101	<ul style="list-style-type: none"> These planning and implementation grants could be useful in improving coordination and alignment among early learning providers and programs and school districts. While these funds were “authorized,” they have not been “appropriated” by Congress. When, and whether, they will be appropriated is not clear. 	Yes. These funds were authorized in ESSA.	1. State application for the grants: If Congress appropriates funds for these grants, it is recommended that Washington submit an application to obtain a grant.		Unanimous Agreement

ESSA Consolidated Plan Team Feedback

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Federal Programs Workgroup Feedback							

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