



First Five Years Fund

Early Learning in State ESSA Plans

Implementation Snapshot: How States Are Using the Law

March 2018

STATES ARE PRIORITIZING EARLY LEARNING

The latest addition to FFYF's ESSA toolkit of resources, *Early Learning in State ESSA Plans: Implementation Snapshot* provides an early look at where states are leveraging ESSA to develop new or bolster ongoing early childhood education (ECE) efforts. As of January 2018, all consolidated state plans* have been submitted to the U.S. Department of Education (ED) and undergone review. These consolidated state plans are a preliminary indicator of how states intend to implement the new law. A subsequent series of state- and district-level decisions are forthcoming in operationalizing their ESSA plans.

Based on the ESSA plans submitted by states, there is a clear sign that states see ECE as an integral part of their education systems and pipeline—from how they can help schools improve to how they are holding schools accountable.

What's most telling is that few early-learning related provisions of ESSA are mandated. This resource demonstrates that, right from the outset, states are voluntarily electing to articulate and broaden pathways for ECE opportunities within the larger continuum of learning.

In fact, 13 states have reported plans to incorporate early learning into their state accountability system under Title I. What's more, 15 states and the District of Columbia specify early learning as a strategy for school improvement within Title I. This is a clear sign that states see ECE as a pivotal piece of the education system.



Additionally, 31 states plan to strategically use their Title II professional development dollars to increase the ability of principals or other school leaders to support teachers and other professionals to meet the needs of students age eight and younger. And 38 states have explicitly included early learning within their Well-Rounded Education Initiatives under the Student Support and Academic Enrichment Grants under Title IV.

From every corner of the nation, in red and blue states alike, these consolidated state plans have not missed the opportunity to meaningfully factor in early learning as a cornerstone of their education systems.

EARLY LEARNING IN THE EVERY STUDENT SUCCEEDS ACT (ESSA)

On December 10, 2015, the Elementary and Secondary Education Act (ESEA) was reauthorized through the bipartisan passage of the Every Student Succeeds Act (ESSA), thus replacing the No Child Left Behind Act of 2001. By explicitly specifying early childhood education as an allowable use of funds, the new law elevates the importance of high-quality early learning and care. Equipped with flexibility, states, and districts can use ESSA to build upon their early learning and care investment.

ESSA also authorizes a new program, the Preschool Development Grants Program, making it the first-ever ECE-dedicated funding stream in any iteration of the ESEA. An announcement for Preschool Development Grants applications has not been made at this time. FFYF will provide a subsequent update at such time.

ED accepted state plans in two application rounds. Sixteen states and the District of Columbia submitted their plans for the Round I deadline in April 2017, and the remaining 35 plans were submitted for the Round II deadline in September 2017.

Note: States are listed if plans included early childhood education in service to a specific statute of ESSA. Being listed below here does not constitute assessment or analysis of that particular state's plan in any way, rather it identifies which states have included early learning opportunities in their planning. We are optimistic that states and districts will continue to build upon these plans as they move into implementation.

* Consolidated State Plans do not require states to specify comprehensive information for individual programs under ESSA. It is therefore possible that more states intend to implement the varied early learning opportunities allowed under ESSA, but this information would not yet be captured by the consolidated application.

KEY

<p>Voluntary (SEA)</p>	<p>States have discretion to address a particular early learning opportunity in ESSA.</p>
<p>Mandatory (SEA)</p>	<p>States are required to address a particular early learning opportunity in ESSA.</p>
<p>Voluntary (LEA)</p>	<p>Districts have latitude in determining where and how ESSA funding will be directed to serve their student population.</p>
<p>Mandatory (LEA)</p>	<p>Districts must meet certain requirements if a particular funding opportunity is used.</p>
<p>Comment Not Required</p>	<p>The Consolidated State Plan template provided states a framework of elements to address in their plans, and it is not comprehensive of all requirements in ESSA, nor of all opportunities to support early learning.</p>

SEA

State Education Agency

The State Board of Education or other agency or officer primarily responsible for the supervision of public elementary and secondary schools in a state. In the absence of this officer or agency, it is an officer or agency designated by the governor or state law.

LEA

Local Education Agency

A public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools.

Title I: Improving the Academic Achievement of the Disadvantaged

ESSA

State Plans that Include Early Learning in Title I

State ESSA Title I Plans Must Address Early Childhood

ESSA requires states to submit Title I plans to the U.S. Department of Education.

Engage Community Stakeholders

Comment Not Required Mandatory (SEA)

As part of this planning requirement, the new law calls on states to describe how they will assist school districts and elementary schools that elect to use Title I funds to support early childhood education programs. ESSA requires states to engage community stakeholders, inclusive of early childhood educators, leaders, parents and families, in this planning effort.

Long-Term Goals

Comment Not Required Voluntary (SEA)

ESSA provides increased flexibility for states to incorporate early learning into their long-term goals.

State Accountability System

Comment Not Required Voluntary (SEA)

ESSA provides increased flexibility for states to incorporate early learning into their state accountability systems.

ESSA Sections:

- 1111(c)
- 1111(g)(1)(A)

State Plan Submission	Engage Community Stakeholders		Long-Term Goals		State Accountability System	
	Comment Not Required	Mandatory (SEA)	Comment Not Required	Voluntary (SEA)	Comment Not Required	Voluntary (SEA)
Alabama		X		X		
Alaska		No Reference Made				
Arizona		X				X
Arkansas		No Reference Made				X
California		No Reference Made				
Colorado		X				
Connecticut		X				
Delaware		X		X		
District of Columbia		X				X
Florida		No Reference Made				
Georgia		No Reference Made				
Hawaii		X		X		X
Idaho		No Reference Made				
Illinois		X				X
Indiana		X				
Iowa		X		X		X
Kansas		No Reference Made				
Kentucky		No Reference Made				
Louisiana		X		X		
Maine		No Reference Made				
Maryland		No Reference Made				X

Title I: Improving the Academic Achievement of the Disadvantaged

ESSA

State Plans that Include Early Learning in Title I

State ESSA Title I Plans Must Address Early Childhood (CONT.)

State Plan Submission	Engage Community Stakeholders		Long-Term Goals		State Accountability System	
	Comment Not Required	Mandatory (SEA)	Comment Not Required	Voluntary (SEA)	Comment Not Required	Voluntary (SEA)
Massachusetts		X		X		
Michigan		No Reference Made				
Minnesota		No Reference Made				X
Mississippi		No Reference Made				
Missouri		X		X		
Montana		No Reference Made				X
Nebraska		X				
Nevada		No Reference Made				
New Hampshire		No Reference Made				
New Jersey		X				
New Mexico		X		X		X
New York		No Reference Made				X
North Carolina		No Reference Made				X
North Dakota		X		X		
Ohio		No Reference Made				
Oklahoma		X		X		
Oregon		X		X		X
Pennsylvania		X		X		
Puerto Rico		X				
Rhode Island		No Reference Made				

Title I: Improving the Academic Achievement of the Disadvantaged

ESSA

State Plans that Include Early Learning in Title I

State ESSA Title I Plans Must Address Early Childhood (CONT.)

State Plan Submission	Engage Community Stakeholders		Long-Term Goals		State Accountability System	
	Comment Not Required	Mandatory (SEA)	Comment Not Required	Voluntary (SEA)	Comment Not Required	Voluntary (SEA)
South Carolina		No Reference Made				
South Dakota		No Reference Made				
Tennessee		No Reference Made		X		
Texas		No Reference Made				
Utah		No Reference Made				
Vermont		No Reference Made				
Virginia		No Reference Made				
Washington		X				
West Virginia		No Reference Made				
Wisconsin		No Reference Made				
Wyoming		No Reference Made				

STATE EXAMPLES:

Washington: Engage Community Stakeholder. Representatives from the Department of Children, Youth, and Families; Thrive Washington; Head Start; the state preschool program; school district Early Learning Coordinators; and public and private early learning providers participated in the ESSA Early Childhood Workgroup. One of 12 ESSA workgroups in the state, the Early Childhood Workgroup provided recommendations for Washington’s Consolidated Plan.

Oklahoma: Long-Term Goals. By 2025, the Oklahoma State Department of Education (OSDE) endeavors to align early childhood education and learning foundations to ensure at least 75% of students are “ready to read” upon kindergarten entry. Oklahoma defines “ready to read” to mean that children have the necessary prerequisite skills needed to understand print, including meeting the needs of the whole child in cognitive, physical, social, and language development areas as well as in approaches to learning.

Illinois: State Accountability System. The Illinois State Board of Education will include a P-2 indicator as part of the accountability system in recognition of its importance.

Title I: Improving the Academic Achievement of the Disadvantaged

ESSA

State Plans that Include Early Learning in Title I

State Report Cards Must Address Preschool

State Report Cards

Comment
Not Required

Mandatory
(SEA)

ESSA requires states to publish annual Report Cards describing how public schools are performing, and otherwise promoting, greater transparency about educational opportunities. Among other data, ESSA, Title I requires state report cards to include the number and percentage of students enrolled in preschool programs. This requirement appears to be broadly inclusive of any programs serving children less than age six (based on other provisions in Title I and other ESSA initiatives).

ESSA Sections:

- 1111(h)(1)(C)(viii)(II)(aa)
- 1111(h)(2)(C)

Comment
Not Required

Mandatory
(SEA)

North Dakota, Nebraska and South Carolina incorporated how their State Report Cards will address preschool in their Consolidated State Plans.

Title I: Improving the Academic Achievement of the Disadvantaged

ESSA

School District's Title I Plans Must Describe The Early Childhood Programs Supported Using Title I Resources

Title I Funds for Early Childhood (Transition to Local Elementary School Programs)

Voluntary
(SEA)

Voluntary
(LEA)

States are not obligated to use Title I funding for early learning. Districts are likewise not obligated to use Title I funding for early learning, but if they elect to do so, they must develop and describe a strategy for supporting, coordinating, and integrating early childhood education services as part of their Title I plan, including how the district will support Title I students' transition into elementary school.

ESSA Sections:

- 1112(b)(8)
- 1113(c)(5)
- 1304(c)(4)

State Plans that Include Early Learning in Title I

Voluntary
(SEA)

Voluntary
(LEA)

Thirty-eight states and the District of Columbia articulate how Title I funding, if allocated towards early childhood by the school district, would be used to support, coordinate, and integrate services.

*States that did not address this: AK, ID, KS, KY, LA, MO, NE, PR, RI, TN, TX, UT, VT

STATE EXAMPLES:

North Carolina: The North Carolina Department of Health and Human Services, in consultation with the North Carolina Department of Public Instruction, is in the process of identifying key transition plan components and will provide a planning template and guidance for developing a local transition plan. Local North Carolina Pre-K committees will be responsible for developing and implementing local transition plans for their communities and are encouraged to address the transition to kindergarten experience.

Title I: Improving the Academic Achievement of the Disadvantaged

ESSA

School Districts That Receive Title I Funding Must Coordinate With Head Start and other Early Childhood Programs

Programs

Coordination with Early Childhood Programs

Mandatory
(LEA)

Districts must, regardless if they elect to use Title I resources to support early learning initiatives, undertake activities that increase coordination with early childhood education programs, contributing to increased continuity of learning.

ESSA Sections:

- 1111(a)(1)(B)
- 1114(a)(1), (3)
- 1119(a)
- 1119(b)

State Plans that Include Early Learning in Title I

Mandatory
(LEA)

Forty-three states and the District of Columbia address steps for Title I school districts and early childhood programs to coordinate with one another.

*States that did not address this: AK, ID, KS, KY, MO, PR, RI, VT

STATE EXAMPLES:

California: The state will provide guidance for the development of locally driven agreements between local education agencies and Head Start and other entities carrying out early education development programs. This guidance will elevate best practices that support the (1) development and implementation of systematic data and records sharing, (2) establishment of channels of communication from K-12 school staff to early education partners, (3) facilitation of meetings with parents, teachers, and early education staff to discuss developmental needs of individual children, including children with disabilities, (4) organization of joint transition-related training of school and early childhood staff, and (5) linkage and coordination of LEAs with the services provided by early education and support programs, local Head Start agencies, and other programs administered by partner agencies, including California First 5.

Title I: Improving the Academic Achievement of the Disadvantaged

ESSA

State Plans that Include Early Learning in Title I

School Districts Using Title I Resources for Early Learning Must Meet Head Start Program Performance Standards Compliance with Head Start Program Performance Standards

Comment
Not Required

Mandatory
(LEA)

If a district elects to use Title I resources for early learning, ESSA requires that the services comply with the Head Start Program Performance Standards (HSPPS). On September 6, 2016, the U.S. Department of Health and Human Services published a final revision and reorganization of the HSPPS which became effective starting November 2016.

ESSA Sections:

- 1112(c)(7)
- 1119(a)
- 1119(b)

Comment
Not Required

Mandatory
(LEA)

Thirty-six states and the District of Columbia highlight that school districts drawing from Title I funding will comply with Head Start Program Performance Standards.

*States that did not address this: AL, AK, AR, AZ, KS, MN, MO, NM, NC, NV, RI, TN, VT, WI, WV

Title I: Improving the Academic Achievement of the Disadvantaged

ESSA	State Plans that Include Early Learning in Title I
<p>Title I Schools Operating as “Targeted Assistance Schools” Must Describe How Eligible Students Will Be Served, Which May Include Kindergarten Transition Strategies</p> <p>Targeted Assistance Schools</p> <div style="display: flex; gap: 10px;"> <div data-bbox="100 675 218 743" style="border: 1px solid orange; padding: 2px;">Comment Not Required</div> <div data-bbox="233 675 352 743" style="border: 1px solid orange; padding: 2px;">Voluntary (LEA)</div> </div> <p>Each targeted assistance program must serve participating students identified as eligible children, including by describing how the program will be coordinated with the regular education program, which may include services to assist preschool children in the transition from early childhood education programs to elementary school.</p> <p>ESSA Sections:</p> <ul style="list-style-type: none"> • 1115(b)(2)(C) 	<div data-bbox="573 472 690 540" style="border: 1px solid yellow; padding: 2px;">Comment Not Required</div> <p>No states addressed this.</p>

Title I: Improving the Academic Achievement of the Disadvantaged

ESSA

ESSA's School Improvement Sections Do Not Reference Early Learning or other Specific Strategies that State and Local Leaders Should Use to Improve Low-Performing Schools Identified by State Accountability Systems

Early Learning as a School Improvement Strategy

Voluntary
(LEA)

Including early learning as a school improvement strategy is an allowable use of funds. FFYF encourages states and districts to consider adding high-quality early learning as an element of their school turnaround policies and practices.

ESSA Sections:

- 1003

State Plans that Include Early Learning in Title I

Voluntary
(LEA)

Early Learning as a School Improvement Strategy

Arkansas

Arizona

Connecticut

Delaware

District of Columbia

Georgia

Illinois

Kansas

Louisiana

Maryland

Michigan

Minnesota

New Mexico

Ohio

Oregon

Tennessee

STATE EXAMPLES:

Minnesota: Low-performing schools identified by the state accountability system for school improvement will have access to district-level grants for supporting Pre-K through grade 12 school improvement activities. Additionally, grants will be accessible to regional educational service agencies—the Minnesota service cooperatives—to serve schools implementing pre-K through grade 12 comprehensive and targeted support improvement plans through Minnesota's Regional Centers of Excellence.

Title I: Improving the Academic Achievement of the Disadvantaged

ESSA	State Plans that Include Early Learning in Title I																
<p>Family Engagement Funds May Be Used for Joint Professional Development Inclusive of Early Childhood Educators</p> <p>Joint Professional Development with Early Childhood Educators</p> <div data-bbox="100 649 216 714" style="border: 1px solid orange; padding: 2px; display: inline-block;">Voluntary (LEA)</div> <p>Funding can be used to support schools and nonprofit organizations in providing professional development for district and school staff about parent and family engagement. The professional development may be provided jointly to, “teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.”</p> <p>ESSA Sections:</p> <ul style="list-style-type: none"> • 1010(a)(3)(D)(i) 	<p>Joint Professional Development with Early Childhood Educators</p> <div data-bbox="573 475 688 540" style="border: 1px solid orange; padding: 2px; display: inline-block;">Voluntary (LEA)</div> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Arkansas</td> <td style="width: 33%;">Maryland</td> <td style="width: 33%;">New York</td> </tr> <tr> <td>Arizona</td> <td>Maine</td> <td>Ohio</td> </tr> <tr> <td>Colorado</td> <td>Massachusetts</td> <td>Washington</td> </tr> <tr> <td>District of Columbia</td> <td>New Jersey</td> <td></td> </tr> <tr> <td>Illinois</td> <td>New Mexico</td> <td></td> </tr> </table> <p>STATE EXAMPLES:</p> <p>New Jersey: Given the unique birth through third grade organization of the Division of Early Childhood Education and Family Engagement, NJDOE is positioned to assist educators across New Jersey to implement programs throughout the birth-through-third-grade continuum. This continuum includes the experiences of children and families before they enter a school system and includes Head Start and child care programs. Through written guidance, technical assistance sessions, and ongoing in-person and remote application support, the New Jersey Department of Education will support districts in identifying, prioritizing, and addressing student needs with federal and other funding sources, which may include expending federal, state, and/or local funds for family engagement, where appropriate.</p>		Arkansas	Maryland	New York	Arizona	Maine	Ohio	Colorado	Massachusetts	Washington	District of Columbia	New Jersey		Illinois	New Mexico	
Arkansas	Maryland	New York															
Arizona	Maine	Ohio															
Colorado	Massachusetts	Washington															
District of Columbia	New Jersey																
Illinois	New Mexico																
<p>Migrant Education Program Funds May Be Used for Early Learning</p> <p>Education of Migratory Children</p> <div data-bbox="100 1230 216 1295" style="border: 1px solid purple; padding: 2px; display: inline-block;">Mandatory (SEA)</div> <p>States must ensure that it will meet the education needs of preschool migratory children.</p> <p>ESSA Sections:</p> <ul style="list-style-type: none"> • 1301 	<p>Forty-two states and Puerto Rico included early learning for migrant children in their Consolidated State Plans.</p> <p>States that did not address this: CA, CT, D.C., FL, MO, RI, WV, WI, WY</p> <p>STATE EXAMPLES:</p> <p>Tennessee: Tennessee’s Migrant Education Program will begin implementation of an early childhood education program to increase the number of migrant children prepared to enter kindergarten by age five. This initiative will provide services both during the school year and the summer for children ages 3 through 5 across the state.</p>																

TITLE II: Professional Development Formula Funds and Literacy Competitive Grant

ESSA

State Plans that Include Early Learning in Title II

Title II Professional Development Funds May Be Used for Early Learning Capacity Building

Supporting Effective Instruction for Early Childhood Education

Voluntary (LEA)

Districts may provide programs designed to increase the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age eight. This might include providing joint professional learning and planning activities for school staff and educators in preschool programs addressing elementary school transition.

ESSA Sections:

- 2101(c)(4)(B)(xvi)
- 2103(b)(3)(G)(i)
- 2103(b)(3)(G)(ii)
- 2103(b)(3)(J)

Voluntary (LEA)

Professional Development for Early Learning Capacity Building

Alabama
Alaska
Arizona
California
Colorado
Connecticut
Delaware
Georgia
Idaho
Illinois
Indiana

Louisiana
Kansas
Kentucky
Massachusetts
Maryland
Maine
Michigan
Minnesota
Mississippi
North Carolina
New Jersey

New Mexico
Nevada
New York
Ohio
Oregon
Pennsylvania
South Carolina
Utah
West Virginia

STATE EXAMPLES:

Maine: The Maine Department of Education is developing webinars and online courses to help elementary principals support high-quality preschool and kindergarten programming.

TITLE II: Professional Development Formula Funds and Literacy Competitive Grant

ESSA	State Plans that Include Early Learning in Title II
<p>Literacy Education for All, Results for the Nation (LEARN) Funding May Be Used for Early Learning</p> <p>Comprehensive Literacy State Development Grants</p> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 2px;">Comment Not Required</div> <div style="border: 1px solid black; padding: 2px;">Voluntary (SEA)</div> </div> <p>This competitive grant program promotes student literacy from early education through grade 12.</p> <p>States may choose to apply, and if awarded, are subsequently required to spend 15% of grant funds on early learning.</p> <p>ESSA Sections:</p> <ul style="list-style-type: none"> • 2222-2224 	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Comment Not Required</div> <p>No states addressed this.</p>
<p>Innovative Approaches to Literacy Funding May Be Used for Early Learning</p> <p>Innovative Approaches to Literacy Grants</p> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 2px;">Comment Not Required</div> <div style="border: 1px solid black; padding: 2px;">Voluntary (LEA)</div> </div> <p>Funds may be used for literacy programs, including early childhood literacy, in low-income communities.</p> <p>ESSA Sections:</p> <ul style="list-style-type: none"> • 2226 	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Comment Not Required</div> <p>No states addressed this.</p>

TITLE III: Language Instruction for English Learners and Immigrant Students

ESSA

Funding for Language Instruction for English Learners and Immigrant Students May Be Used to Support Preschool-Aged English Learners

Promote School Readiness of English Learners

Voluntary (SEA)

Voluntary (LEA)

ESSA authorizes the U.S. Department of Education to make competitive grants to provide professional development to improve instruction for English learners and support educators working with such students. LEAs may use Title III subgrants to strengthen or develop effective language instruction for English Learners in early childhood programs, in addition to coordinating activities and data-sharing with Head Start and other early learning providers.

ESSA Sections:

- 3102(4)
- 3111(b)(2)(B)
- 3112
- 3115
- 3116(b)(4)
- 3131(c)(1)(C)(6)

State Plans that Include Early Learning in Title III

Voluntary (SEA)

Voluntary (LEA)

Promote School Readiness of English Learners and Immigrant Children

Arkansas

Delaware

District of Columbia

Georgia

Illinois

Massachusetts

Maryland

Michigan

Oregon

Washington

Wisconsin

STATE EXAMPLES:

Delaware: Migrant preschool students are referred to the New Directions Early Head Start and Parents as Teachers (PAT). The state recruiter completes the referral form provided by PAT and the agency appoints a bilingual parent educator. After the appointment is made, the recruiter helps to facilitate the initial meeting between the parent educator and the family. Two migrant summer schools provide services to preschool migratory children through a seven-week program. For this age group, the program focuses on preschool and kindergarten readiness skills and references the Delaware preschool readiness checklist. One summer school program provides services onsite and the other program contracts with a local preschool agency due to licensure requirements.

TITLE IV: Student Support and Academic Enrichment Grant, Charter Schools Program

ESSA

State Plans that Include Early Learning in Title IV

Student Support and Academic Enrichment Grants (SSAEG) May Be Used for Early Learning Across Three Initiatives:

- (1) Well-Rounded Education
- (2) Safe and Healthy Students
- (3) Effective Use of Technology

Pre-K through third grade settings are eligible for support under these initiatives, but may best align with elements (1) and (2).

Well-Rounded Educational Opportunities

Voluntary
(SEA)

Voluntary
(LEA)

Offering well-rounded educational experiences to all students, including low-income students who are often underrepresented in critical and enriching subjects, which may include: high-quality STEM initiatives, activities and programs in music and the arts, and other courses, activities, or programs that contribute to a well-rounded education.

Well-Rounded Educational Opportunities	Safe and Healthy Students
<div style="display: flex; gap: 10px;"> <div style="border: 1px solid orange; padding: 2px; text-align: center;">Voluntary (SEA)</div> <div style="border: 1px solid orange; padding: 2px; text-align: center;">Voluntary (LEA)</div> </div>	<div style="display: flex; gap: 10px;"> <div style="border: 1px solid orange; padding: 2px; text-align: center;">Voluntary (SEA)</div> <div style="border: 1px solid orange; padding: 2px; text-align: center;">Voluntary (LEA)</div> </div>
Alaska	
Arkansas	
Arizona	
California	
Colorado	Colorado
Connecticut	Connecticut
Delaware	Delaware
	District of Columbia
Florida	
Georgia	
Hawaii	
Iowa	Iowa
Illinois	Illinois
Indiana	
Louisiana	Louisiana
Massachusetts	Massachusetts
Maryland	Maryland
Maine	Maine
Michigan	Michigan
Minnesota	

TITLE IV: Student Support and Academic Enrichment Grant, Charter Schools Program

ESSA	State Plans that Include Early Learning in Title IV	
<p>Student Support And Academic Enrichment Grants (SSAEG) (CONT.)</p> <p>Support Safe and Healthy Students</p> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid orange; padding: 2px; text-align: center;">Voluntary (SEA)</div> <div style="border: 1px solid orange; padding: 2px; text-align: center;">Voluntary (LEA)</div> </div> <p>Establishing learning environments and enhancing students' effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports, improving instructional practices for developing relationship building skills, and learning environments that enhance students' effective learning skills.</p> <p>ESSA Sections:</p> <ul style="list-style-type: none"> • Title IV, Part A 	Well-Rounded Educational Opportunities	Safe and Healthy Students
	<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid orange; padding: 2px; text-align: center;">Voluntary (SEA)</div> <div style="border: 1px solid orange; padding: 2px; text-align: center;">Voluntary (LEA)</div> </div>	<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid orange; padding: 2px; text-align: center;">Voluntary (SEA)</div> <div style="border: 1px solid orange; padding: 2px; text-align: center;">Voluntary (LEA)</div> </div>
	Mississippi	Mississippi
	Montana	
	North Dakota	
	Nebraska	
	New Hampshire	
	New Jersey	
	New Mexico	
	Nevada	Nevada
	New York	New York
	Ohio	
	Pennsylvania	Pennsylvania
	Rhode Island	
	South Carolina	South Carolina
	South Dakota	South Dakota
	Virginia	
	Washington	
	Wisconsin	
	West Virginia	
	Wyoming	

TITLE IV: Student Support and Academic Enrichment Grant, Charter Schools Program

ESSA	State Plans that Include Early Learning in Title IV								
<p>Student Support And Academic Enrichment Grants (SSAEG) (CONT.)</p>	<p>STATE EXAMPLES:</p> <p>Colorado: Well-Rounded Educational Opportunities. Equitable access to a well-rounded education and rigorous coursework for young learners requires deep knowledge and understanding of child development, content and standards and instructional strategies. Data from the Colorado Preschool Program and Preschool Special Education demonstrates the connection between academic and developmental domains. Assessment data collected annually and reported to the Colorado General Assembly show that when teaching practices integrate understanding of child development, content, and standards, learning gaps for highest-need children narrowed and gains continued throughout elementary school and beyond.</p> <p>Michigan: Support Safe and Healthy Students. Implementing high-quality early childhood programs/services is included as one of the strategies that districts can consider implementing.</p>								
<p>Funding for 21st Century Community Learning Centers May Be Used For Early Learning</p> <p>21st Century Community Learning Centers</p> <p>Voluntary (LEA)</p> <p>The purpose of this section is to provide opportunities for communities to establish or expand activities in community learning centers for academic enrichment, offer students a broad array of additional services, programs, and activities, and offer families of students served by these centers the opportunity for active and meaningful engagement in their children’s education.</p> <p>ESSA Sections:</p> <ul style="list-style-type: none"> • Title IV, Part B 	<table border="0"> <tr> <td data-bbox="573 870 690 935">Voluntary (LEA)</td> <td data-bbox="726 870 1071 898">21 Century Community Learning Centers</td> <td data-bbox="1163 932 1276 1019">Mississippi North Dakota Utah</td> <td data-bbox="1598 932 1682 959">Wyoming</td> </tr> <tr> <td></td> <td data-bbox="726 932 898 1019">Connecticut District of Columbia Massachusetts</td> <td></td> <td></td> </tr> </table> <p>STATE EXAMPLES:</p> <p>Wyoming: The 21st Century Community Learning Centers coordinate to support effective transition as part of Title I Part A and IDEA plans through communication and shared training. With a focus on the WDE ESSA plan and updated parts of the law, Coordination with Career and Technical Education (CTE) and the Perkins grant will also continue as a partnership to further high-quality STEM opportunities for children and youth, youth engagement, youth leadership, and intentional work on college and career readiness from Pre-K through grade 12.</p>	Voluntary (LEA)	21 Century Community Learning Centers	Mississippi North Dakota Utah	Wyoming		Connecticut District of Columbia Massachusetts		
Voluntary (LEA)	21 Century Community Learning Centers	Mississippi North Dakota Utah	Wyoming						
	Connecticut District of Columbia Massachusetts								

TITLE IV: Student Support and Academic Enrichment Grant, Charter Schools Program

ESSA	State Plans that Include Early Learning in Title IV
<p>Charter Schools Funded by Title IV, Part C May Serve Early Childhood Students</p> <p>Charter School Programs</p> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 2px;">Comment Not Required</div> <div style="border: 1px solid black; padding: 2px;">Voluntary (SEA)</div> </div> <p>Among other purposes, these provisions focus on charter schools' program design and implementation, quality, evaluating impact, access to facilities, work with children with disabilities, and work with English learners and other underserved students. ESSA authorizes the Secretary to use program funds to support charter schools that serve early childhood students, and not just elementary and secondary schools.</p> <p>ESSA Sections:</p> <ul style="list-style-type: none"> • 4302(a) 	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Comment Not Required</div> <p>No states addressed this.</p>
<p>Magnet Schools Assistance May Be Used for Instructional Staff Compensation, Including Early Childhood</p> <p>Magnet Schools</p> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 2px;">Comment Not Required</div> <div style="border: 1px solid black; padding: 2px;">Voluntary (LEA)</div> </div> <p>Magnet schools are eligible for financial assistance towards certain activities in public elementary schools, public secondary schools, and public educational programs.</p> <p>ESSA Sections</p> <ul style="list-style-type: none"> • 4401-4407 	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Comment Not Required</div> <p>No states addressed this.</p>

TITLE IV: Student Support and Academic Enrichment Grant, Charter Schools Program

ESSA	State Plans that Include Early Learning in Title IV
<p>Promise Neighborhood Grants Must Be Used to Implement Pipeline Services Inclusive of High-Quality Early Childhood Education Programs</p> <p>Promise Neighborhoods</p> <div style="display: flex; gap: 10px;"> <div data-bbox="100 641 216 708" style="border: 1px solid black; padding: 2px;">Comment Not Required</div> <div data-bbox="233 641 352 708" style="border: 1px solid orange; padding: 2px;">Voluntary (LEA)</div> </div> <p>Grants must be used to implement pipeline services—that is, a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education, and career attainment, that must include, at a minimum, high-quality early childhood education programs.</p> <p>ESSA Sections:</p> <ul style="list-style-type: none"> • 4624(d)(2) • 4625(e)(1) 	<div data-bbox="573 472 688 539" style="border: 1px solid black; padding: 2px;">Comment Not Required</div> <p>No states addressed this.</p>
<p>Assistance for Arts Educators Funding May Be Used to Promote School Readiness</p> <p>Assistance for Arts Educators</p> <div style="display: flex; gap: 10px;"> <div data-bbox="100 1209 216 1276" style="border: 1px solid black; padding: 2px;">Comment Not Required</div> <div data-bbox="233 1209 352 1276" style="border: 1px solid orange; padding: 2px;">Voluntary (LEA)</div> <div data-bbox="369 1209 489 1276" style="border: 1px solid orange; padding: 2px;">Voluntary (SEA)</div> </div> <p>Programs may promote school readiness through arts education for students, including disadvantaged students and students who are children with disabilities.</p> <p>ESSA Sections:</p> <ul style="list-style-type: none"> • 4107 • 4642 	<div data-bbox="573 1071 688 1138" style="border: 1px solid black; padding: 2px;">Comment Not Required</div> <p>No states addressed this.</p>

TITLE IV: Student Support and Academic Enrichment Grant, Charter Schools Program

ESSA	State Plans that Include Early Learning in Title IV
<p>Ready to Learn Television Funds Must Be Used to Promote School Readiness</p> <p>Ready to Learn Television</p> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 2px;">Comment Not Required</div> <div style="border: 1px solid black; padding: 2px;">Voluntary (SEA)</div> </div> <p>This grant must be used to promote school readiness through the development and dissemination of accessible instructional programming for preschool and elementary school children and their families.</p> <p>ESSA Sections:</p> <ul style="list-style-type: none"> • 4643 	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Comment Not Required</div> <p>No states addressed this.</p>
<p>Supporting High-Ability Learners and Learning Awards May Be Used to Support Early Learning</p> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 2px;">Comment Not Required</div> <div style="border: 1px solid black; padding: 2px;">Voluntary (LEA)</div> <div style="border: 1px solid black; padding: 2px;">Voluntary (SEA)</div> </div> <p>ESSA Sections:</p> <ul style="list-style-type: none"> • 4644 	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Comment Not Required</div> <p>No states addressed this.</p>

TITLE VI: Indian Education, Native Hawaiian, and Alaska Native Education

ESSA	State Plans that Include Early Learning in Title VI
------	---

Indian Education Grants May Be Used to Support Early Childhood Programs

Indian Education Grants, Demonstration Grants for Indian Children and Indian Education—Professional Development for Teachers and Education Professionals

Comment
Not Required

Voluntary
(LEA)

These grants may be used to support early childhood education programs that emphasize school readiness, screening and referrals, and the provision of services to Indian children and youths with disabilities, as well as professional development to support early learning teachers to achieve certification requirements.

ESSA Sections

- 3112
- 6115(b)(3)
- 6121(c)(7)
- 6122

Comment
Not Required

No states addressed this.

TITLE VI: Indian Education, Native Hawaiian, and Alaska Native Education

ESSA	State Plans that Include Early Learning in Title VI
<p>Native Hawaiian/Alaska Native Education</p> <p>Native Hawaiian Education Program</p> <p>Comment Not Required Voluntary (LEA)</p> <p>Nonprofit or other organizations and agencies may use funds to support a Statewide Native Hawaiian early education and care system, and to operate family-based education centers, and for research.</p> <p>Alaska Native Education Program</p> <p>Comment Not Required Voluntary (LEA)</p> <p>Nonprofit or other organizations and agencies may use funds to support early childhood and parent education programs that improve school readiness.</p> <p>ESSA Sections</p> <ul style="list-style-type: none"> • 3112 • 6205(3)(A), (B), (C) • 6304(a)(3)(C) 	<p>Comment Not Required No states addressed this.</p>

Title VIII: Private Schools

ESSA	State Plans that Include Early Learning in Title VIII
------	---

Participation of Students Enrolled in Private Schools

Mandatory (SEA)

Mandatory (LEA)

SEAs, LEAs, or other entities receiving federal financial assistance under applicable programs must provide equitable services to eligible private school participants in elementary and secondary schools. This includes preschool children in states that consider preschool to be part of elementary education under state law. Applicable programs include:

- Title I, Part C, Education of Migratory Children
- Title II, Part A, Supporting Effective Instruction
- Title III, Part A, English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A, Student Support and Academic Enrichment Grants
- Title IV, Part B, 21st Century Community Learning Centers

ESSA Sections:

- 1117
- 4106(e)(2)(B)
- 8501-8504

Mandatory (SEA)

Mandatory (LEA)

Delaware, New Jersey, New Mexico, South Carolina, and Washington included serving preschool children in private schools through the applicable ESSA programs.

STATE EXAMPLES:

Washington: The Office of Superintendent of Public Instruction (OSPI) will work with the federal government and other national organizations to create a guide for school districts that summarizes the early childhood provisions in ESSA, the new opportunities school districts have to serve pre-kindergarten children and to provide professional development opportunities for early learning professionals. As part of the guide, information will be provided discussing the options school districts have in collaborating with private schools and other early learning providers in providing joint professional development and sharing ESSA funded tools and resources.

TITLE IX: Preschool Development Grants and Other Laws

ESSA

State Plans that Include Early Learning in Title IX

McKinney-Vento Act

Preschool Children Experiencing Homelessness

Mandatory
(SEA)

Though not an ESEA program, the McKinney-Vento program is amended by ESSA to provide further support to ensure children experiencing homelessness have reliable access to a public preschool education.

McKinney-Vento Homeless Assistance Act Sections:

- Title VII-B

Mandatory
(SEA)

All 50 states, the District of Columbia, and Puerto Rico articulate general services to be provided to homeless students in their ESSA Consolidated State Plans. Thirty-six states, the District of Columbia, and Puerto Rico specifically address the role of Head Start in serving homeless children*, and 37 states, the District of Columbia, and Puerto Rico articulate how public preschool programs will work to ensure children experiencing homelessness have reliable access to preschool**.

*States that did not address this: AL, AK, AR, AZ, KS, ME, NC, NH, NM, NV, NY, RI, VT, WI

** States that did not address this: AK, KY, MA, ME, MN, MT, NH, NM, RI, SD, UT, WV, WY

STATE EXAMPLES:

Utah: The Utah State Board of Education (USBE) will work with Early Childhood Education partners to ensure that families with Pre-K aged students access early childhood education. Additionally, the McKinney-Vento specialist will ensure that appropriate collaboration and coordination happens within the USBE and the Department of Workforce Services Office of Child Care and the Utah Department of Health to ensure that Teaching and Learning, Special Education, Title I, Title III, Head Start, and all other departments and agencies are not only aware of the requirements under the law, but that they are also training and discussing this with their stakeholders. This will be an ongoing collaboration across departments and agencies.



Notes:

1. States are listed if plans included early childhood education in service to a specific statute of ESSA. Being listed below here does not constitute assessment or analysis of that particular state's plan in any way, rather it identifies which states have included early learning opportunities in their planning. We are optimistic that states and districts will continue to build upon these plans as they move into implementation.
2. Every Student Succeeds Act, Pub. L. 114-95, 129 Stat. 1802, codified as amended at 20 U.S.C. 6301.
3. ESSA State Plan Submission. (2017, November 08). Retrieved January 17, 2018, from <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html>