**ESSA State Plan ECE and DLL Recommendations**

Copy the recommendations you want to forward to CDE and paste them into the designated Title Sections of the ESSA Survey (hot link ESSA Survey).

**Title I, Improving the Academic Achievement of the Disadvantaged, Part A**

Background: Title I provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Fifteen billion dollars in annual funding is earmarked for public schools to serve students living in poverty.

Funds can be used for preschool programming, including coordination with local early childhood programs. Under Title I, preschool curriculum needs to be in alignment with the Head Start Performance Standards, which also have very explicit guidelines relative to Dual Language Leaners.

Title I Part A, recommendations to consider:

1. Ensure that preschool children are identified and assessed using authentic measures that capture both first and second language development.
2. Create a roadmap and flexibility for LEAs to partner with neighborhood preschool providers to extend professional development opportunities for supporting children’s education transition between programs and to invest in the P-12 workforce.
3. *Section 1013, Coordination Requirements:* Support and strengthen data systems and practices to enable the transfer of children’s information, using transitional kindergarten (TK) as the alignment bridge between early education programs and elementary programs; coordinate with local programs enrolled in California’s Quality Rating and Improvement System (QRIS) and other program models aligned with the preschool learning foundations.
4. Identify and disseminate information on promising practices of alignment of early childhood and TK-12 systems, including family engagement, that are already occurring in California to help LEAs and early childhood education providers craft evidence-based programs tailored to local needs.
5. *Section 1111, State Accountability:* Identify and include provision for an early childhood indicator in the state’s accountability plan.
6. Provide focused assistance to LEAs and early childhood providers that supports ongoing research-based pedagogical practice designed for DLLs.
7. *Section 1114, Schoolwide Title I Program Plans and Section 1115 Targeted Assistance to Schools:* Ensure that preschool children are identified and assessed using measures that capture both first and second language development. Create a roadmap and flexibility for LEAs to partner with neighborhood preschool providers to extend professional development opportunities for supporting children’s education transition between programs.
8. *Section 1116, Parent and Family Engagement:* Encourage the use of funds for professional development for staff that advances parent and family engagement with respect to serving DLL families, which should include examining the best engagement practices related to family literacy models, and family album and writing workshops of early childhood education providers.

**Title II, Preparing, Training and Recruiting High-Quality Teachers, Principals and Other School Leaders, Part A: Supporting Effective Instruction**

Background: Title II provides grants to educational agencies for higher education, as well as to eligible partnerships, to increase academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers. Two-and-a-half billion dollars in yearly funding is earmarked for states and school districts to support educators.

Through understanding research-based curricular approaches and practices that are conducive to the academic performance of DLLs, Title II provides a platform for leadership at both the school district and local school levels to advance best practices for DLLs and their families.

Title II, recommendations to consider:

1. *Section 2103, Local Uses of Funds:* Facilitate sharing research-based, effective professional development practices that bring prekindergarten through grade 3 teachers, principals, staff, and program leaders together for joint professional learning and collaboration and include center-based providers and school administrators to emphasize the social-emotional developmental and educational needs of young learners.
2. *Section 2101, Formula Grants to States:* Support the language certification of teachers to align with Proposition 58 workforce needs; update and align certification and licensing standards for early childhood educators, which can provide higher education grants to support immediate workforce needs.
3. Support the continuum of learning by providing a Birth to 3rd grade (B-3) credential to ECE and elementary school teachers.
4. *Part B, Subpart 2, Literacy for All, Results for the Nation:* Consider using funding directed to early childhood services under “Literacy Education for All, Results for the Nation” to align curricular goals and objectives and enhance educational opportunities for young DLLs.

**Title III, Language Instruction for English Learners and Immigrant Students**

Background: Title III focuses on the needs of children who come from homes where English is not the primary language. Seven-hundred-thirty-million dollars is earmarked yearly for educating English learners.

Title III, recommendations to consider:

1. *Section 3115, Subgrants to Eligible Entities:* Identify and disseminate information to LEAs and preschool providers about models and best practices to support ELL transitions from preschool to elementary school, and invest in promising practices at both the state and local levels, including dual immersion programs and family and community engagement strategies.
2. Invest in both pre-service and in-service for P-3rd grade teacher education that advances the knowledge, pedagogical best practice, and retention of DLL teachers and paraprofessionals.
3. Allot funds that specifically support best practices for the transition of DLLs from preschool to elementary school; earmark a portion of funds to support the transition practices of preschool providers.
4. Create a toolkit to distribute to preschool and K-12 that outline strategies for communicating with families about the benefits and value of the home language, with clearly defined child outcomes; include an outline of existing language program approaches to support providers and teachers in explaining programmatic options and differences to families and students.

**Title IV, 21st Century Schools, Place-Based Early Learning**Background: Title IV provides opportunities to improve the state’s early learning system through place-based focused strategies and the development of school-community partnerships such as Full-Service Community Schools and Promise Neighborhoods. Providing a full continuum of services requires consistent collaboration with community stakeholders to address resource gaps to help improve student outcomes, while supporting the comprehensive needs of young children and the community.

Title IV, recommendation to consider:

1. Support local efforts to invest in evidence-based community learning programs that serve young children and their families, including Promise Neighborhoods and Full-Service Community Schools. By providing guidance to districts on how to include early learning within a continuum that spans the ages 0-8, California will effectively support cross-sector collaboration that promotes child development, as well as transitions, across several interdependent settings. Fostering coherence across early childhood programs and elementary schools is, therefore, a promising pathway for school improvement and a key building block for broadly defined child and community outcomes. [[1]](#endnote-1)

**Title IX, Preschool Development Grant**

Background: The Title IX references a competitive grant program that focuses on quality within the preschool sector and collaboration between early learning providers and effective transition from PK to elementary school.

Title IX, recommendation to consider:

1. *Section 9212, Preschool Development Grants:* Encourage the state to apply for the $250 million grant for each fiscal year from 2017 to 2020.
1. **Click here to go directly to the ESSA Survey (hot link survey), paste your recommendations and submit your recommendations today!** [↑](#endnote-ref-1)