Title I-A: Supporting High Quality Preschool

Title I-A & The Early Childhood Unit

September 18, 2018

Preschool Development Grant COP

Agenda

- Goal of Presentation
- Why Early Childhood Matters
- Arizona's Early Childhood Landscape
- Using Title I-A to support and sustain high-quality preschool programming.
- Voices from the field

Our goal is to support the work of administrators and teachers in their effort to make high-quality educational opportunities available to all students and to improve student outcomes.
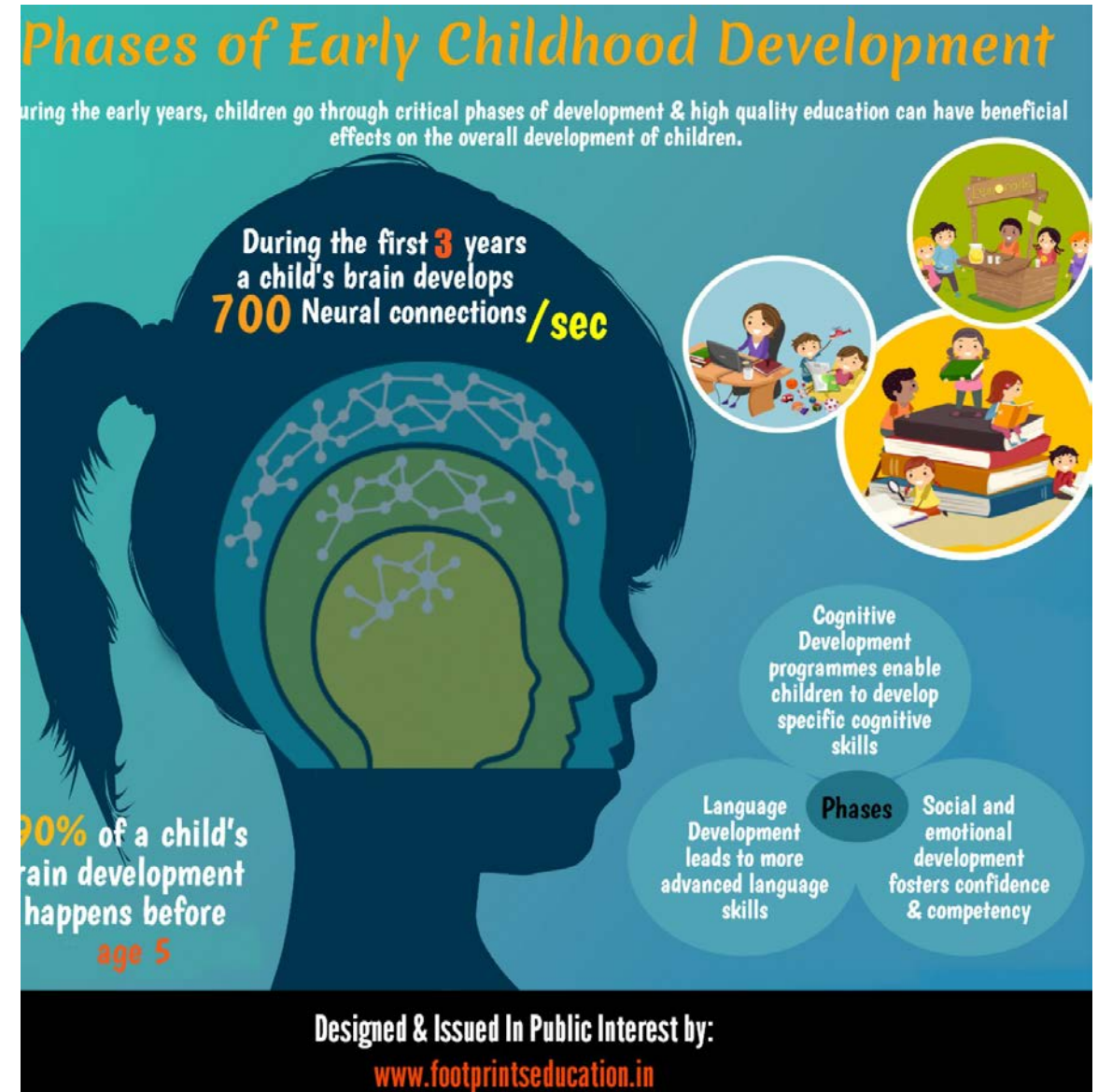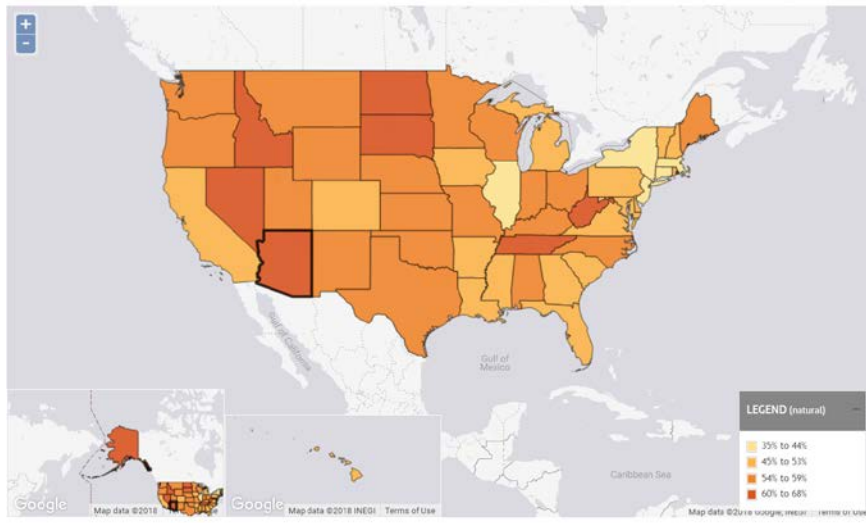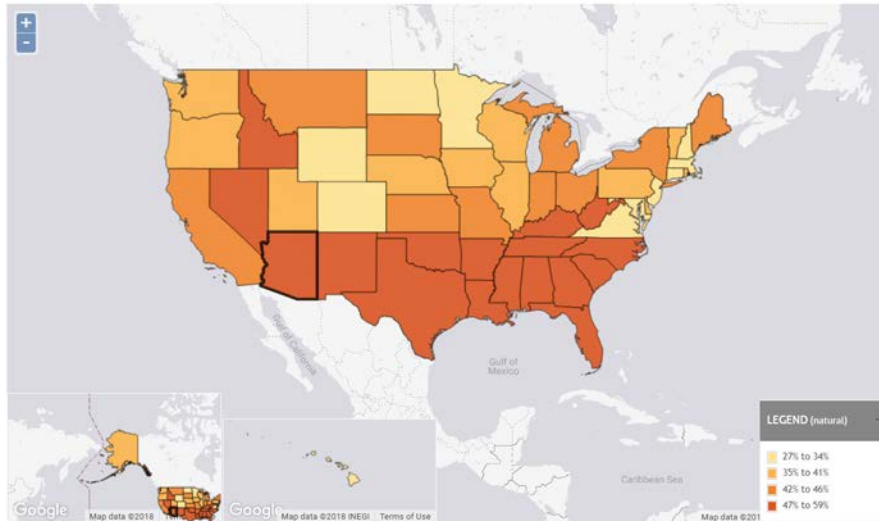
Goal

Why Early Childhood Matters

- High-quality early learning programs promote social-emotional development, assist with English language acquisition, and build a strong academic foundation.
- High-quality early learning programs narrow achievement gaps

Phases of Early Childhood Development

During the early years, children go through critical phases of development & high quality education can have beneficial effects on the overall development of children.

During the first 3 years a child's brain develops 700 Neural connections/sec

90% of a child's brain development happens before age 5

Cognitive Development programmes enable children to develop specific cognitive skills

Language Development leads to more advanced language skills

Phases

Social and emotional development fosters confidence & competency

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Percentage of young children not in school.

Percentage of young children at or below 200% of poverty

Arizona's Early Childhood Landscape

High-quality prekindergarten programs for 3- and 4-year-olds can improve school readiness, with the greatest gains accruing to the highest-risk children. Head Start and the expansion of state-funded programs since the 1990s have greatly increased access to preschool. But many children continue to be left out, exacerbating socioeconomic differences in educational achievement.

Full educational opportunity should be our first national goal.

Title I-A

The purpose of Title I-*Improving the Academic Achievement of the Disadvantaged* of the *Every Student Succeeds Act (ESSA)* (signed into law on December 10, 2015, replacing No Child Left Behind) is to *"provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps"*.

Title I provides technical assistance, service and support to local educational agencies (LEAs) and schools to help ensure every child has access to an excellent education.

Title I-A

Title I preschool programs are intended to assist children most at risk of failing to meet the State's challenging academic standards based on multiple, educationally related, objective criteria

Serving Preschool Children Through Title I
Part A of the Elementary and Secondary Education Act of 1965, as Amended

NON-REGULATORY GUIDANCE

Title I-A and Arizona's Preschools

- Currently, 472 LEAs have received a Title I-A allocation for FY19.

- Several LEAs have chosen to support preschool programs based on identified local needs, through a review of their school Comprehensive Needs Assessments (CNA)

Prioritizing Funds For Preschool

- Schools identify local strengths and needs through the use of a Comprehensive Needs Assessment (CNA). These needs may include early childhood programs such as preschool

- The CNA is intended to be completed by a school-based team that includes diverse stakeholders, including parents

- The CNA incorporates Six Principles of Effective Schools:

Effective Leadership	Effective Curriculum
Effective Teachers & Instruction	Conditions, Climate and Culture
Effective Organization of Time	Family & Community Engagement

Funding Mechanisms

Table 1. Mechanisms by which schools and LEAs can use *Title I, Part A* funds to support preschool programs

School-Operated: A *Title I* school may use all or a portion of its *Title I* funds to operate a preschool program for eligible children.

- Schoolwide Program: If a school operates a preschool program in a schoolwide program school, all preschool children who reside in the school's attendance area are eligible to be served. A *Title I* school may operate a schoolwide program if a minimum of 40 percent of the students enrolled in the school, or residing in the attendance area served by the school, are from low-income families. A *Title I* school with less than 40 percent poverty may request a waiver from the SEA to operate a schoolwide program. Guidance on schoolwide programs can be found in *Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program*.
- Targeted Assistance Program: A school may serve preschool children who reside in its attendance area and whom the school identifies as at risk of failing to meet the State's academic achievement standards when they reach school age.

District (LEA)-Operated: An LEA may reserve a portion of funds from its *Title I* allocation to operate a preschool program for eligible children in the LEA as a whole or in a portion of the LEA.

- District (LEA) as a Whole: An LEA may serve preschool children who reside throughout the LEA and whom the LEA identifies as eligible because they are at risk of failing to meet the State's academic achievement standards when they reach school age. An LEA may not use *Title I* funds to implement a preschool program throughout the district to benefit all preschool students in the LEA unless all the schools in the LEA are *Title I* schools operating schoolwide programs.
- Portion of the District (LEA): An LEA may serve preschool children who reside in specific *Title I* school attendance areas (e.g., its highest-poverty school attendance areas) served by some or all of its *Title I* schools if, for example, an LEA does not have sufficient *Title I* funds to operate a preschool program for the district as a whole.

Coordination with Other Early Childhood Programs: An LEA or school may use *Title I* funds to improve the quality or extend the day or number of days of State preschool, Head Start, child care, or other community-based early learning programs for eligible children. *Title I* funds may be used to provide preschool services for *Title I* eligible children who

- are not eligible for Head Start services based on income requirements;
- are eligible for Head Start but not served in a Head Start center due to unmet need;
- are enrolled in a State preschool, Head Start, child care, or community-based early learning program and are in need of additional services (e.g., extending the day, increasing number of days, etc.); or
- would benefit from home visiting because they are most at risk of failing to meet the State's challenging academic standards.

School Based Programs

District Operated Programs

Supplementing Other Programs

Slicing up the Allocations Pie

Allocation Formula

What is the (high level) Title I Allocation Process?

School Districts

Title I-A allocations are calculated at the LEA level using Census Population and Poverty data

Charter LEAs

Title I-A allocations are calculated at the LEA level using AzEDS October 1 enrollment data, and poverty data derived from HNS data (if participating in HNS programs) or AzEDS 'NLCB' Indicators

<u>Note:</u> *Within county adjustments are then made across all entities to determine final 'adjusted' population and poverty data, to incorporate charter LEAs. These adjusted data are then used to drive the allocation calculations for all entities.*

Schoolwide vs. Targeted Assistance Programs

Schoolwide Programs

- The school must have 40% or greater concentration of income eligible students

- The school may use Title I funds to support comprehensive schoolwide reforms to upgrade the entire educational program of the school, based on local needs identified through the CNA and the development of an Integrated Action Plan (IAP)

Targeted Assistance Programs

- The school may only use Title I funds to support those students who are failing, or most at risk of failing to meet a state's academic achievement standards

Title I-A Funds and Private Programs.

Preschool services may be provided at any location where other Title I services may be provided, including public school buildings, public libraries, community centers, privately owned facilities (including facilities owned by faith-based organizations), the child's home, and other appropriate settings. If appropriate facilities arc not available, the LEA may use Title I funds to rent the facility, or it may wish to consider supplementing other preschool programs.

Voices From the Field

Is your program/district currently utilizing Title I-A funds to support and sustain high-quality preschool?

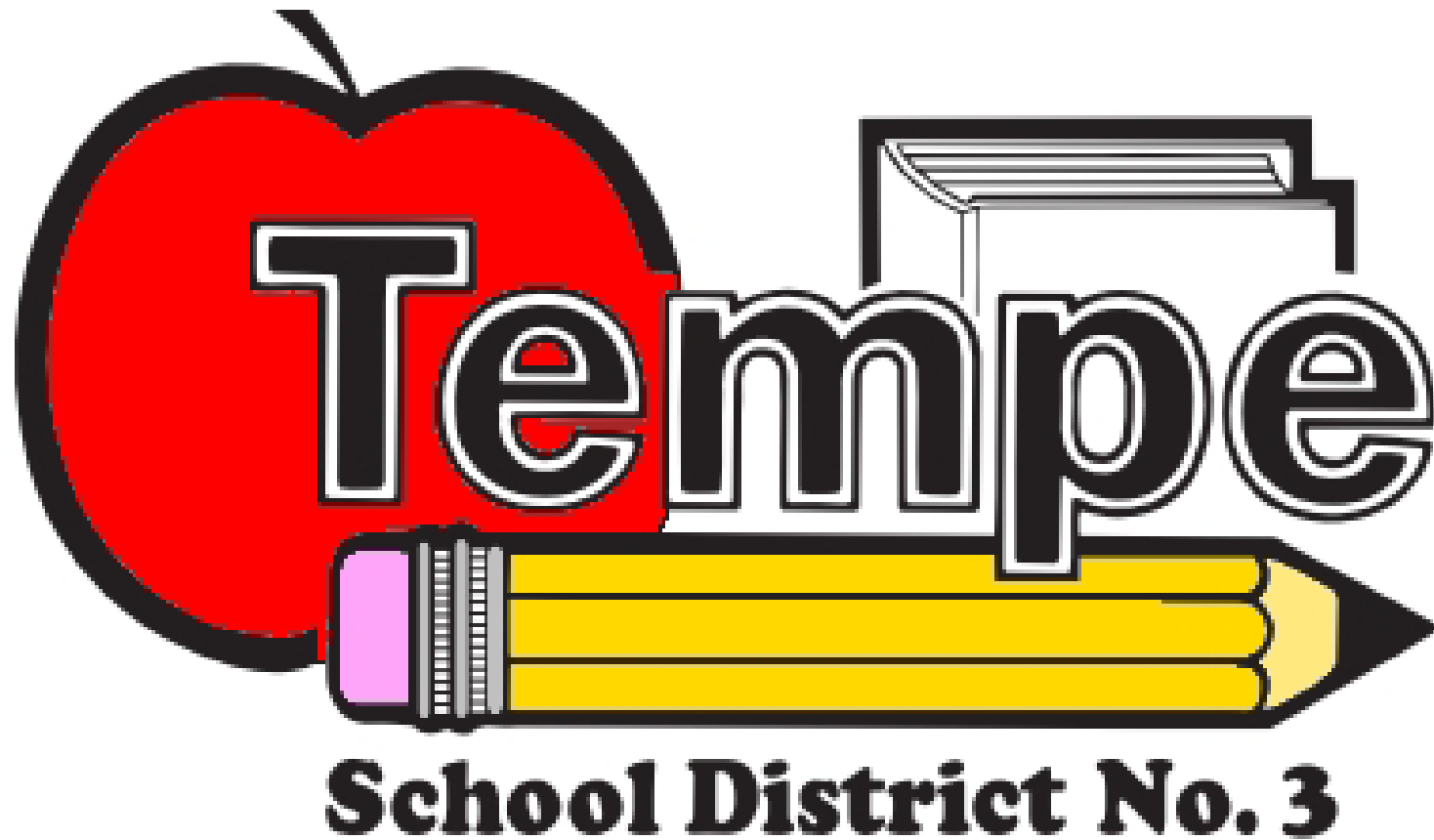Yes

No

Sustainability of Programs

Braiding of Funds

- Early Childhood Special Education Funding
- Preschool Development Grant Funding
- Title I- A Funding (after Early Childhood Block Grant Funding)

Title I-A Funding

- Lead Teacher Salaries and Benefits
- Teaching Assistant Salaries and Benefits
- Instructional Services for children

Sustainability of Programs

- Process of Discovery
  - What are options?
  - Are they already available?
  - Develop a plan
  - Propose to Leadership (if needed)
  - Changes in policies and/or procedures?
  - What are steps to move forward?

- Braided Funding
  - QF Scholarships
  - Tuition-Based

- Other Sources
  - DES Subsidies
  - Title I

Questions/Thoughts/Ideas?

Resources

- "ESSA: Moving Toward a Well-Rounded Title I" from Brustein and Manasevit

- https://www2.ed.gov/policy/elsec/guid/preschoolguidance2012.pdf

- https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance9192016.pdf

- Non-Regulatory Guidance :Early Learning in the Every Student Succeeds Act :*Expanding Opportunities to Support our Youngest Learners* (*https://www2.ed.gov/policy/elsec/leg/essa/essaelguidance10202016.pdf*)

Questions

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