

ESSA Map: The Integration of Early Education Opportunities

Consolidated Plan Themes	Explicit Early Learning Connections	Selected Other Opportunities
<p>Consultation and Coordination</p> <ul style="list-style-type: none"> – Meaningful consultation with stakeholders in development of plan – Leveraging of system resources 	<ul style="list-style-type: none"> – Title I: SEA and LEA coordination with Head Start, CCDBG – Use State Advisory Councils 	<ul style="list-style-type: none"> – Reduce financial/ regulatory barriers caused by multiple programs – Encouragement to subgrant to community providers
<p>Challenging Academic Standards and Academic Assessments</p> <ul style="list-style-type: none"> – Content standards/English proficiency standards – High quality academic assessments – Review/monitoring/TA support for LEA 		<ul style="list-style-type: none"> – PreK-3 alignment of standards/curriculum – PreK-3 assessment review and audits/progress monitoring – Use of data to inform practice – Integrate early childhood data into statewide longitudinal data systems
<p>Accountability, Support, and Improvement for Schools</p> <ul style="list-style-type: none"> – Indicators for statewide reporting – Identification of comprehensive and targeted support and improvement schools – Support for/differentiated TA for school improvement – Evidence-based interventions – Review/monitoring LEA comprehensive support and improvement plans 	<ul style="list-style-type: none"> – Title I: Report card--number/percent of students enrolled in preschool programs – Title I: LEA use of Title I funding for early childhood 	<ul style="list-style-type: none"> – Title I: Report card--School quality or student success indicator; English proficiency indicator – School improvement needs assessment/ evidence-based interventions
<p>Supporting Excellent Educators</p> <ul style="list-style-type: none"> – Educator development, retention, advancement system – State-level strategies for supporting high quality educators – PD for specific learning needs – Educator preparation – Educator equity 	<ul style="list-style-type: none"> – Title I and II: LEA use of funds for joint PD related to transition; instruction /measurement – Title II: LEARN grants – Title III: Support for English learners, including national PD 	<ul style="list-style-type: none"> – Title II SEA: Support for teacher preparation/ development; additional 3% set aside for leader PD – Title II LEA: PD, pay differentiation, induction, career paths; hiring teachers, parent engagement – Ensure low-income/minority children not served by ineffective teachers
<p>Supporting All Students</p> <ul style="list-style-type: none"> – Strategies for supporting academic and non-academic needs of all students – School conditions for learning – Promoting parent/family engagement – Migrant, homeless, rural and low income children, English learners, children in foster care, children with disabilities 	<ul style="list-style-type: none"> – Equitable access to PreK – Support PreK to K transitions – Title IV: Well-rounded education; Improved school conditions – Title IV, 21st Century schools, Promise neighborhoods – Title IX: PreK included in homeless – Title IX: Preschool Dev. Grants 	<ul style="list-style-type: none"> – Opportunities for well-rounded education – Improved school conditions, including reducing overuse of harmful discipline practices – Effective family engagement practices – Magnet/charter schools.

Note: Items listed in **blue** have prepared note-taking sheets.