



Title I-Part A and Early Childhood

Illinois ESSA Conference— February 2019



Agenda

- ISBE Vision, Mission, Goals
- Overview and Use of Funds
- Describe and Define:
 - Title I, Part A “preschool program”, “preschool-age child,” and children eligible to participate in program.
- Components of a High Quality Preschool Program



Illinois Board of Education

Vision

Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all people are socially and economically secure.

Mission

Provide leadership and resources to achieve excellence across all Illinois districts by engaging legislators, school administrators, teachers, students, parents, families, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.



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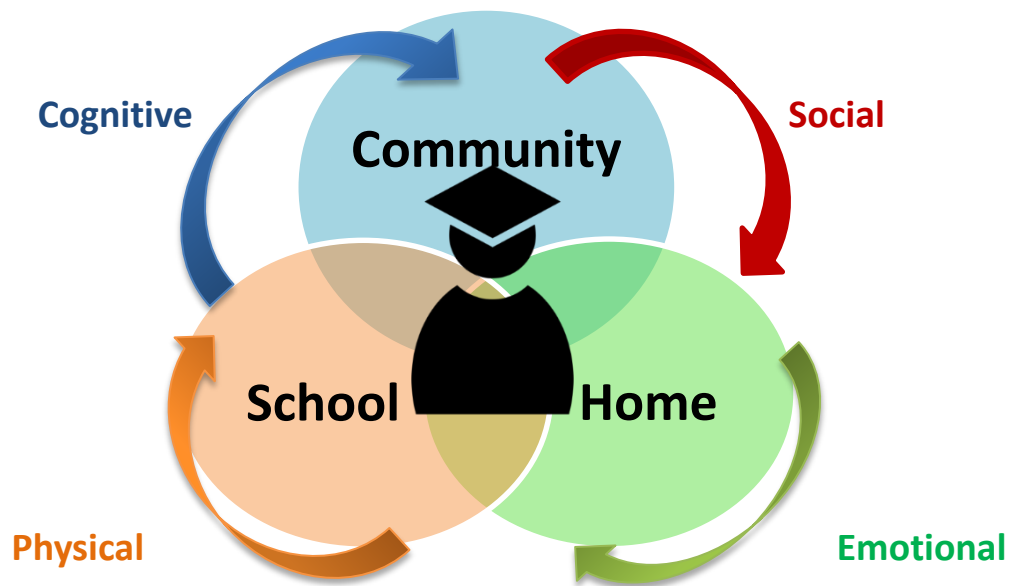
Goals

- *Every child in each public school system in the State of Illinois deserves to attend a system wherein...*
 - All kindergartners are assessed for readiness.
 - Ninety percent or more of third-grade students are reading at or above grade level.
 - Ninety percent or more of fifth-grade students meet or exceed expectation in mathematics.
 - Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
 - Ninety percent or more of students graduate from high school ready for college and career.
 - All students are supported by highly prepared and effective teachers and school leaders.
 - Every school offers a safe and healthy learning environment for all students.



The Whole Child

A child within an ecology of multiple and interconnected parts
nested in overlapping systems





Overview

- Any Title I LEA or school may use Title I funds to operate, in whole or in part, a preschool program consistent with Title I requirements.
- A Title I LEA or school makes a determination as to whether to use its Title I funds to operate a preschool program based on the needs of its eligible students and the most effective use of those funds.



Overview

- An LEA may use Title I funds to support existing preschool programs, such as
 - Preschool for All
 - Head Start
 - Other comparable publicly funded preschool programs.
- If an LEA decides to use its Title I funds to support a preschool program, the LEA must describe how it will do so in its Consolidated District Plan.



Use of Funds

Schools and LEAs have three methods by which they can use Title I-Part A funds to support preschool programs:

- School-Operated
- District-Operated
- Coordination with Other EC Programs



School-operated Title I Preschool

- 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:** All preschool children who *reside in the school's attendance area* are eligible to be served.
 - **Targeted Assistance Program:** A school may serve preschool children who *reside in its attendance area* whom are identified as at risk of failing to meet the State's academic achievement standards.



District-operated Title I Preschool

- An LEA may reserve a portion of funds off the top of its Title I allocation to operate a preschool program for eligible children in the district as a whole or in a portion of the district.
- **District (LEA) as a Whole:** An LEA may serve preschool children who reside throughout the district and whom the district identifies as eligible because they are at risk of failing to meet the State's academic achievement standards when they reach school age.
 - Note: An LEA may not use Title I funds to implement a preschool program throughout the district to benefit all preschool students in the district unless all the schools in the LEA are Title I schools and are schoolwide.



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, such as Preschool for All, and Head Start programs for eligible children.



Use of Funds

- Title I funds in preschool programs may also be used to:
 - Provide professional development for any teacher or paraprofessional who works in a Title I preschool program supported, in whole or in part, with Title I funds even if his or her salary is not paid for with Title I funds, so long as the training is related to the Title I preschool program and is designed to meet the educational needs of Title I-eligible children, and
 - Provide families with educational training in those parenting skills most closely associated with children's language, social-emotional, and cognitive development.



Use of Funds

- An LEA or school operating a Title I preschool program must comply with the same supplement not supplant and fiscal requirements that apply to all Title I programs.



High-Quality Preschool Program

- A Title I preschool program is a preschool program for which an LEA or school uses Title I funds, in whole or in part, to improve the cognitive, social, emotional, physical and health outcomes for eligible children below the grade at which an LEA provides a free public elementary education.



Components of High-Quality Preschool Programs

- The program meets a *minimum* of two and a half hours each day, five days a week.
- The staff-child ratio for each classroom does not exceed 1 adult to 10 children, and no more than 20 children are served in a single classroom.
- Three and four year old students are served in the same classroom.



Components of High-Quality Preschool Programs

The program uses a research-based curriculum with fidelity.



The curriculum and instructional practices are based on a solid foundation of child development and developmentally appropriate practices.

The curriculum and instructional practices are aligned with the Illinois Early Learning & Development Standards and meet the learning needs of the group and individual children.

https://www.isbe.net/documents/early_learning_standards.pdf



Components of High-Quality Preschool Programs

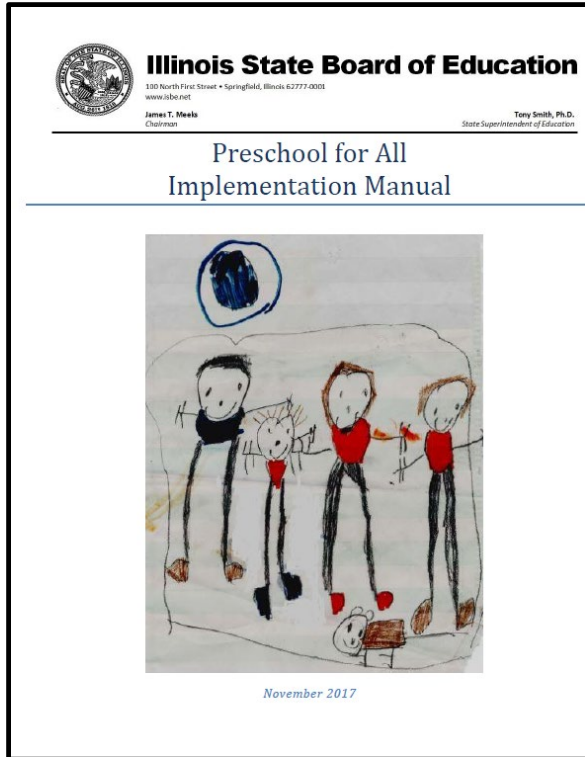
- Program uses a research-based authentic assessment tool that utilizes observation and portfolios to assess and document children's learning and growth over time.
- Outdoor and indoor environments are well maintained and provide sufficient developmentally appropriate materials, equipment, supplies, and learning tools.
- Provisions are made for children with disabilities to participate in the program.



ISBE Preschool For All Program

INCLUDES ADDITIONAL HIGH QUALITY COMPONENTS

- Highly prepared teachers with ISBE Professional Educator License and Early Childhood endorsement
- Robust community outreach, recruitment, and partnerships to ensure access for the most at-risk children and families
- Use of weighted eligibility factors that prioritize the most at risk children for enrollment
- Comprehensive developmental screening
- Family engagement and education
- Supports and services to children who are English Language Learners
- Provision of resources and technical assistance to support full inclusion of children with disabilities in the classroom



More information can be found
in the ISBE Preschool for All
Implementation Manual

https://www.isbe.net/Documents/Preschool_for_All_Implementation_Manual.pdf



Preschool-Age Children

- One who is below the grade at which an LEA provides a free public elementary education.
 - For the purpose of Title I, children from 2 years preceding participation in a preschool or preschool like program to the age that the LEA provides a free public elementary education are eligible to receive preschool services.



Eligible Children

- Children Eligible to Participate in Title I Preschool Programs include:
 - All preschool-age children residing in the attendance area of a school that operates a Title I schoolwide program, and
 - Preschool-age children residing in the attendance area of a school that operates a targeted assistance program who are identified as most at risk of failing to meet the State's academic achievement standards.



“Automatic” Eligible Children

- Certain children are “automatically eligible” to participate in a Title I Preschool Program, including:
 - Preschool-age children who participated in Head Start or a Title I preschool program at any time in the prior two years;
 - Preschool-age children who received services under Part C of Title I (migrant education) in the prior two years;
 - Homeless preschool-age children; and
 - Preschool-age children who are in local institution for neglected or delinquent children and youth.



“Automatic” Eligible Children

- Preschool-age children who are **automatically eligible** to participate in a Title I preschool program need not be identified as most at risk of failing to meet the State’s academic achievement standards.



References

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http://www.isbe.net/earlychi/pdf/ec_implementation.pdf
- What to Look for in a High Quality Preschool, American Institutes for Research, December 2014
- Early Learning: America's Middle Class Promise Begins Early, a publication of the Office of Early Learning Department, Department of Education, www.ed.gov/early-learning
- Illinois Prevention Initiative Implementation Manual.
<http://www.isbe.net/earlychi/pdf/prevention-intiative/manual-complete.pdf>



Questions and/or Comments





THANK YOU!

Questions/concerns, please contact
your principal consultant.

Title Grants Administration Division:

(217) 785-1969

Early Childhood Division:

(217) 524-4835