



# Meeting Children's Early Literacy Needs

August 30–31, 2021





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# Early Learning: Policy Updates and Implementation Strategies

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&

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# Session Objectives:



Expand effective collaboration and coordination among existing early learning programs that could lead to a stronger focus on literacy.



Expand and strengthen partnerships and stakeholder relationships among early learning programs and service partners to enhance the early learning system.



Increase understanding of how Federal formula grants funds could be used to support early learning initiatives.



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# BUILD BACK BETTER

EARLY CHILDHOOD DEVELOPMENT AND THE AMERICAN FAMILIES PLAN



# \$450 billion in new early childhood funding proposed

- \$225 billion for the Child Care for American Families program
- \$200 billion for Universal Preschool
- \$25 billion for child care infrastructure



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**  
Early Childhood Development

<https://www.whitehouse.gov/briefing-room/statements-releases/2021/04/28/fact-sheet-the-american-families-plan/>



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# Coordination and Collaboration within the Early Learning System



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# Mixed Delivery Systems

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## DEFINITION OF “MIXED DELIVERY SYSTEM”:

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AS DEFINED BY THE EVERY STUDENT SUCCEEDS ACT (ESSA), MEANS A SYSTEM OF EARLY CHILDHOOD CARE AND EDUCATION SERVICES THAT ARE DELIVERED THROUGH A COMBINATION OF PROGRAMS, PROVIDERS, AND SETTINGS, SUCH AS HEAD START, LICENSED FAMILY AND CENTER-BASED CHILD CARE PROGRAMS, PUBLIC SCHOOLS, AND OTHER COMMUNITY-BASED ORGANIZATIONS, THAT IS SUPPORTED BY A COMBINATION OF PUBLIC AND PRIVATE FUNDS.

# Engagement

**Partners** – a person or group of people who have an investment in the project's goals, a partner brings something to the table— knowledge, skills, and/or resources—and stands to benefit in some way from the success of the project..

**Stakeholders** – a person or group of people who has an interest in the project's goals. Includes SEAs, LEAs, and groups of non-organized people (e.g. teachers as a whole, parents as a whole), the field, and organizations that have influence over implementation of the project.





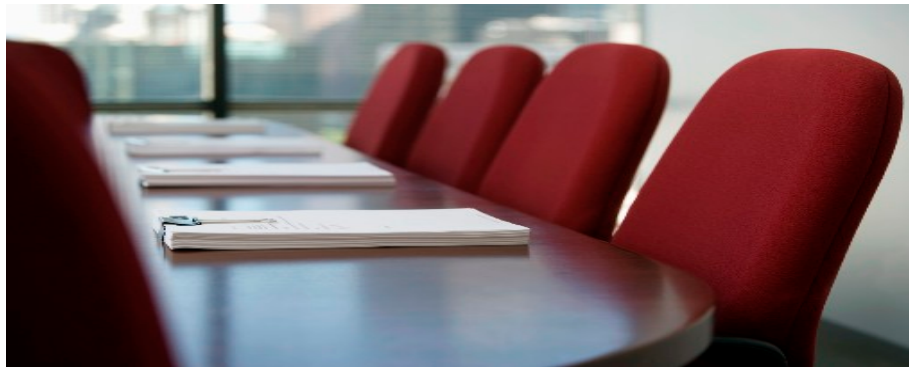
# THE AIM IS TO CHANGE THE WAY WE LOOK AT OUR PARTNERS AND STAKEHOLDERS

**From**



**To**

- Passive recipients of information
- People to be managed
- Skeptics “across the table”
- Active participants in dialogue
- Equal partners in the project
- Problem-solvers alongside you



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# STRATEGIES TO INCREASE ENGAGEMENT



## Inform

One-way emails, press releases, PPTs, web, etc.

## Inquire

Listening, surveys, focus groups, etc.

## Involve

More active engagement, advisory groups, steering committees, etc.

## Inspire

Stakeholders as owners and champions



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# Pulse check

Brainstorm a list of partners and/or stakeholders.




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# Preschool Development Preschool: Birth-5 Partners and Stakeholders

- Formula Grant Programs – Titles I, Part A; Titles II, Part A; III, Part A, IV, Part A
- 21<sup>st</sup> Century Community Learning Centers
- Innovative Approaches to Literacy
- Striving Readers Comprehensive Literacy Program
- Medicaid;
- CHIP; WIC; CACFP;
- Title V Maternal and Child Health Program;
- Healthy Start;
- Health, mental health, and child welfare;
- Program directors and staff across child-serving agencies and programs, including Head Start, child care, preschool and K-12 school districts;
- Representatives of Indian tribes, tribal organizations, and urban Indian organizations within the State;
- State and local early learning councils, if applicable;
- Institutes of Higher Education
- Representatives of relevant community partners, advocacy organizations, think tanks, philanthropic organizations, and business or public/private partners;
- Custodial and non-custodial parents, and/or parent council or association representatives;



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# Empowering the Use of Federal Formula Funds to Support Early Learning



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# Using Title I, Part A Funds to Support Early Learners

- **A Title I LEA or school may use its Title I funds to support:**
  - District-operated preschool programs or a school-operated preschool program, or for coordination with other preschool programs, based on the needs of its eligible students and the most effective use of those funds
  - Support professional learning (including joint professional development for early childhood staff and elementary school staff)
  - Support eligible children before they enter kindergarten

<https://www2.ed.gov/policy/elsec/leg/essa/essaelguidance10202016.pdf>



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# Supports to Early Learners within Special Populations

- **Supports to Children Experiencing Homelessness:**
  - Transportation to the school of origin must be provided (McKinney-Vento Act section 722(g)(1)(J)(iii))
  - Local liaisons must ensure that eligible infants and toddlers and their families who are homeless can access early intervention services under IDEA Part C, and eligible preschool children with disabilities who are homeless can access special education and related services under IDEA Part B (McKinney-Vento Act section 722(g)(6)(A)(iii))
- **Supports to Migratory Children:**
  - Preschool instruction, as well as other activities, including supplemental instruction in reading, math, and other academic areas; family literacy; and support services, including counseling, health and nutrition services, and transportation
- **Supports to English Learners and Immigrant Children:**
  - SEAs may provide professional development for early childhood educators who teach English Learners ages 3 and up (ESEA sections 3102(4), 3111(b)(2)(B), 3115(c)(2))
  - LEAs may use subgrants to strengthen or develop effective language instruction for English Learners in early childhood programs, (ESEA section 3115(d)(4), (g))



# Supports to Early Learners within Special Populations (cont.)

- **Supports to American Indians:**
  - Title VI, Part A Indian Education Grants to LEAs formula grant program, funds can be used for early childhood programs that emphasize school readiness (ESEA section 6115 (b)(3))
  - Title VI, Part A, the Indian Education Demonstration Grants program authorizes the use of grant funds to support preschool and kindergarten programs as long as those programs are effective in preparing children to make sufficient academic growth by third grade (ESEA section 6121 (c)(7))
- **Supports to Alaska Natives:**
  - Early childhood and parent education programs that improve the school readiness of Alaska Native children (ESEA sections 6205 (3)(A), 6205 (3)(B), and 6205 (3)(C))
- **Supports to Native Hawaiians:**
  - A Statewide Native Hawaiian early education and care system,
  - Preschool programs, and research on such programs
  - Family-based education centers, including those that provide services for parents and children from ages birth-3 (ESEA sections 6205 (3)(A), 6205 (3)(B), and 6205 (3)(C))





# Using Formula Grant Funds to Support Early Educators – Title II, Part A

- LEAs may support joint professional learning and planned activities 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 8 (ESEA section 2103(b)(3)(G))
- Supporting LEAs to increase teachers', principals', or other school leaders' knowledge base regarding instruction in the early grades and strategies to measure whether young children are progressing (ESEA section 2103(b)(3)(G))
- Providing LEA training to support the identification of students who are gifted and talented, and implementing instructional practices that support the education of such students, including early entrance to kindergarten (ESEA section 2103(b)(3)(J))
- Allowing SEAs to support opportunities for principals, other school leaders, teachers, paraprofessionals, early childhood education program directors, and other early childhood education program providers to participate in joint efforts to address the transition to elementary school, including issues related to school readiness (ESEA section 2101(c)(4)(B)(xvi))



# Using Formula Grant Funds to Support Early Educators – Title I, Title II, & Title III

- **Building teacher capacity to support English Learners** (*in ways consistent with the program's non-supplanting requirement*):
  - Train early learning teachers to support ELs in developing English language proficiency and academic readiness, including training in instruction strategies, the use of appropriate language support services, and use of curricula.
  - Support efforts to increase the number of effective bilingual teachers in early learning programs.
  - Develop and implement new English language instruction educational programs for early learning, including dual-language programs, or supplement existing ones.

<https://www2.ed.gov/policy/elsec/leg/essa/essaelguidance10202016.pdf>



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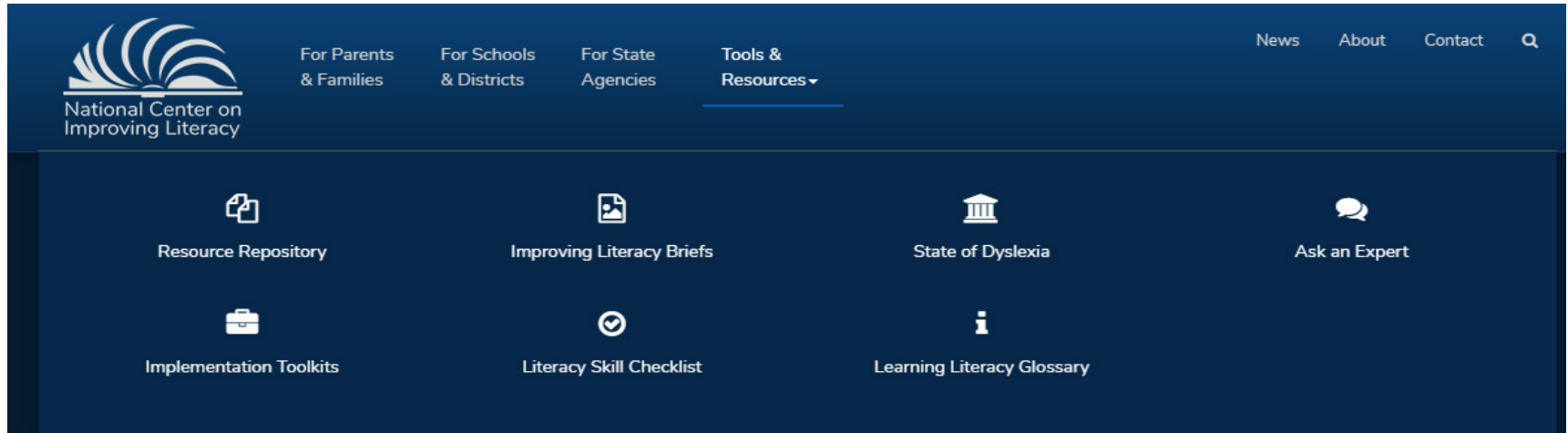
# Additional Resources – Guidance & TA Resources

- **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>
- **IDEA, Parts B & C Formula Grants -**  
<https://www2.ed.gov/about/offices/list/osers/osep/programs.html>
- **National Technical Assistance Center for Preschool Development Grants Birth Through Five (PDG B-5 TA) -** <https://childcareta.acf.hhs.gov/centers/national-technical-assistance-center-preschool-development-grants-birth-through-five-pdg-b-5>
- **The departments of Education and Health and Human Services' joint Policy Statement on Supporting the Development of Children Who are Dual Language Learners in Early Childhood Programs –** <https://www2.ed.gov/about/inits/ed/earlylearning/files/dll-policy-statement-2016.pdf>
- **Promising Birth-3<sup>rd</sup> Grade State Level Strategies -** <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/preschool-development-grants/resources/>



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# Additional Resources – National Center on Improving Literacy



- The Supporting Children with Reading Needs toolkit
- The Supporting Your Child’s Literacy Development at Home toolkit
- Route to Reading Infographics



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# Additional Resources – Institutes of Educational Sciences

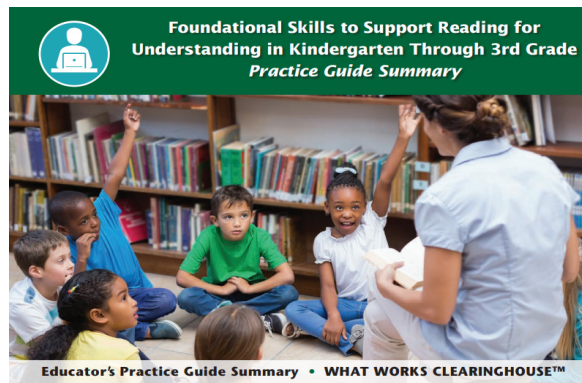


Effectiveness of Early Literacy Instruction:  
Summary of 20 Years of Research

<https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4564>



<https://nces.ed.gov/blogs/nces/post/the-growing-reading-gap-ies-event-to-link-knowledge-to-action-through-literacy-data>



[https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc\\_found\\_reading\\_summary\\_051517.pdf](https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_found_reading_summary_051517.pdf)



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# Contact Information



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**Early Learning Newsletter & Mailing List**  
<https://www2.ed.gov/about/inits/ed/earlylearning/newsletter.html>



[oese.ed.gov](http://oese.ed.gov)