



Preschool Development Grants PDG B-5 in ESSA

THE CHILD CARE AND DEVELOPMENT FUND (CCDF) PLAN AND THE STATE OR LOCAL ESSA PLAN: IMPLEMENTATION DISCUSSION GUIDE

Each of these state plans identify goals and plans for the use of federal funds for children that could serve as a connector or catalyst to ensure equitable access to high quality programs/experiences for children 0-8.¹ Both of the planning processes call on the state to address key elements of an aligned, early childhood system. *What can your state do to ensure greater alignment between these planning processes and systems?* The table below can serve as a discussion guide to identify opportunities to create an integrated, coherent approach to implementing these plans as they impact children birth to third grade.

Focus	CCDF Plan example	ESSA plan example	Ideas for Alignment
Consult Stakeholders	As part of the Plan development process, Lead Agencies must consult with a variety of gov't entities, including Early Childhood Advisory Council (ECAC)	Requires stakeholders to be involved in the development and implementation of the ESSA plan	
Coordinate with Partners, and Ensure Smooth Transition	Accessibility and continuity of care and to assist children enrolled in early childhood programs in receiving full-day services... smoothing transitions for children between programs or as they age	Requires that local districts (LEA) receiving Title 1 funds will support, coordinate and integrate ECE programs, including transition planning; specific requirements for any school receiving	

¹ Also note the [State Systemic Improvement Plan](#) required for Federal IDEA Part B and Part C funds could also serve as points of alignment, and stakeholders may want to add a column to assess alignment to include these plans.

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	into school; ...	Title 1 funding to develop an MOU with Head Start and other EC services as relevant ²	
Engage Families	A key purpose of the CCDBG Act is to “promote involvement by parents and family members in the development of their children in child care settings”, mostly through consumer education.	Title I Parent and Family Engagement Set-Aside: Each district is required to reserve at least one percent of its Title I funds to carry out parent and family engagement activities.	
Highly Qualified Workforce	Each state or territory must describe their professional development framework for training, professional development, and post-secondary education for caregivers, teachers and directors, which is developed in consultation with the State Advisory Council on Early Childhood Education and Care or similar coordinating body.	Early childhood educators are explicitly recognized and included as a recipient of Title II or other funds to ensure a highly qualified workforce: improving ability of principals and other school leaders to meet needs of children through age 8; early grades instructional knowledge and child progress measurement for teachers, principals & school leaders; joint learning and planning on transition for school staff and early childhood educators	
Improve Quality of Services (programs, schools)	CCDF requires States and territories are required to develop, maintain, or implement early learning and developmental guidelines and to improve the quality of child care services through a system of	ESSA requires SEAs to identify low performing schools and to implement an improvement process, with evidence based interventions such as quality early childhood programs.	

² See “New Early Childhood Coordination Requirements in Every Student Succeeds Act: A Toolkit” <https://www.nhsa.org/files/resources/toolkit-new-early-childhood-coordination-requirements-in-the-essa.pdf>

Focus	CCDF Plan example	ESSA plan example	Ideas for Alignment
	quality improvement.		
Leverage Funds	CCDF subsidy dollars can purchase slots or provide vouchers for families in early care and education programs, or extend the day for school-age children. Quality dollars can be used for early learning guidelines implementation, training and professional development, and financial incentives for increasing education.	Title 1 dollars can be used for PreK slots, family engagement and other supports for children in Title 1 schools. Title II dollars can be used for training and pd for school and community based educators; Title III for serving DLL and immigrant children; Title VI for Alaska Native, American Indians; with specific reqs in ESSA for serving homeless, foster children.	

NOTES AND OTHER FOLLOW UP: