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ESSA State Plan: Recommendation Form

Development Cycle No: 3	Decision Point No(s): 27	Author: Mulloy
Date submitted: August 22, 2016		Bounce Team Coordinating: CFP
ESSA Citation:		ESSA Page Number: multiple sections - Link to ESSA
Question(s) being considered: What definition of a preschool child will Vermont use for ESSA programs?		
What ESSA requirements need to be met?: Affects Title 1, Title IIA, Title III, Title IV, Title IX (Homeless Education) and also data reporting.		
Solution being proposed: <ul style="list-style-type: none"> Vermont will define a preschool student as any child enrolled in a pre-qualified public or pre-qualified private preK program (as defined under Act 166, VSA Title 16 § 829). Preschool teachers will be teachers in public preK programs and those teachers working in pre-qualified preK programs during the 10 hours of publically funded preschool programming. 		
Rationale: Explain why your proposal supports each decision logic element below: <i>Equity:</i> <ul style="list-style-type: none"> Enables preschool children, especially those from low income families, to participate in programming funded under ESSA. <i>Alignment with current VT policy and practice:</i> <ul style="list-style-type: none"> Aligns with the practice and processes set up by VTAOE in implementing Act 166. ESSA refers to public preK and non-profit preK programs that have a demonstrated record of improving the literacy and the school readiness of preschool children. This mirrors the rationale for VTAOE’s pre-qualified preschool status. <i>Efficiency (streamlining processes, eliminating duplicative systems or requirements):</i> <ul style="list-style-type: none"> By aligning with Act 166, we won’t be creating separate definitions for programs administered by VTAOE and will enable VTAOE to create clear and understandable guidance for LEAs. <i>Possibility (implementation feasibility for the AOE and impacted stakeholders):</i> <ul style="list-style-type: none"> By having a clear definition, LEAs will be able to make better decisions about preschool activities that may be funded under ESSA. 		
Identify any known or potential risks associated with your proposed solution: <ul style="list-style-type: none"> Known: Many believe that ESSA opens up funding for preschool services – both for children and the staff that works with preschoolers. Many see this as a new funding stream and have already inquired about obtaining funds. There is little understanding that there are no additional funds and that the sub-grantees are LEAs. Potential: Inquires have already been made regarding using Title IIA funds for professional development for all child care personnel, not just for those who are working with preK students (3-5 year olds). Interested parties may be disappointed that all funding goes to LEAs who decide on expenditures and activities. In addition, these parties may feel that all early childhood educators be considered preschool teachers and may not agree with aligning our definition to the limits outlined in Act 166. Potential: Title IIA funds are already limited and with additional pressure to provide professional learning for preK staff, there will be less available for teachers of school-aged children. 		
What are the expected benefits associated with your proposed solution: <ul style="list-style-type: none"> By having a clear definition, LEAs will be able to make better decisions about preschool activities that may be funded under ESSA. 		
Secretary’s Decision Date: 9/7/16 Initials: <input checked="" type="checkbox"/> Confirm recommendation of ESSA State Plan Management Team <input type="checkbox"/> Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative:		