



# States, Early Education and the Every Student Succeeds Act

**November 6, 2017**  
**3:30 to 5:00 pm Eastern**



# The BUILD Initiative's Mission

## **The BUILD Initiative**

supports state leaders to develop a comprehensive, equitable system (infrastructure, programs, policies and services) that meets the needs of young children and their families.

## **This systems-building approach**

effectively prepares our youngest children for a successful future, while carefully using private and public resources.

# Approach for Today's Webinar

- New series, Maximizing Federal Investments in Young Children
- Today's focus: Every Student Succeeds Act
- Our topics
  - Top gains to date; role of partnerships, coalitions and stakeholders; opportunities for children who are DLL, homeless; state and local plans; implementation; equity; current priorities; resources

# Our Speakers



**Andrea Brinnel**  
**CT Office of Early Childhood**



**Harriet Feldlaufer**  
**CT Office of Early Childhood**



**Danielle Ewen**  
**Education Counsel**



**Delia Pompa**  
**Migration Policy Institute**



**Harriet Dichter**  
**BUILD Initiative**  
**[moderator]**



**Cynthia Rice**  
**Advocates for Children of New Jersey**

# Question 1:

- Early learning is **largely discretionary** within ESSA.
- With that in mind, what are the **top gains** for early learning for **infants, toddlers, preschoolers** through ESSA that you are seeing in states right now?
- What about for children in the **early elementary grades**?

# Delia Pompa, Migration Policy Institute

- Integration of early childhood education services into K-12 systems
- Enhanced attention to dual language learners (DLL)
- Enhanced professional development for teachers of DLLs



# Cynthia Rice, Advocates for Children of New Jersey

- NJ Department of Education:
  - Pre-ESSA: There were a lot of “moving parts” and a lot looked good on paper
  - Post-ESSA: Provided the impetus for intentionality
- Advocates:
  - Framed out what we wanted adopted...

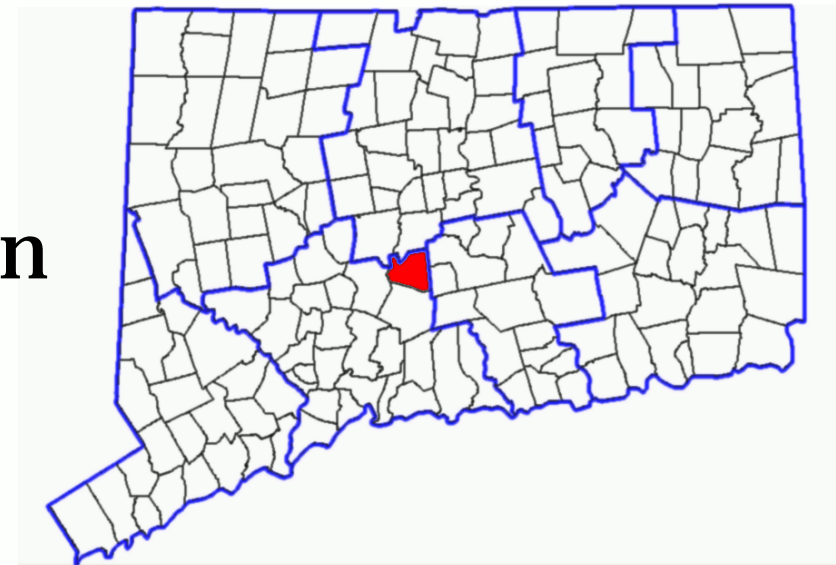
**AND THEN PUSHED...**



# Andrea Brinnel and Harriet Feldlaufer, Connecticut Office of Early Childhood



- Going beyond the K-12 conversation
- Cross agency efforts
- Advocacy outside of state agencies





# Danielle Ewen, Education Counsel

- Access to high quality early childhood programs is an issue of equity
- Districts are key to successful implementation
- Early childhood can be a core component of school improvement strategies
- Information on progress of young students (pre-kindergarten to 3<sup>rd</sup>) is critical to school success
- States want districts to create policy and practice to facilitate transition and coordination between schools and early childhood providers
- Early literacy is the focus of many early interventions

# Danielle Ewen, Education Counsel

- Increased prominence of data on young children and policies and practices to share between early childhood and k-12 system
- Chronic absenteeism is primary school quality/student success indicator used for children before 3<sup>rd</sup> grade
- Indicators and/or measures of progress in kindergarten through 2<sup>nd</sup> grade are under consideration
- Focus on social-emotional skills and on assessments and interventions that support the whole child
- Professional development for district and school leaders on school readiness and child development

## Question 2:

- Is it necessary to build a **coalition and partnership** to see early learning included in ESSA plans at the state level?
- What's going on in states in this area?

# Cynthia Rice, Advocates for Children of New Jersey

- **Y E S !!!**

- Why? Early learning is largely discretionary!
- We knew an early childhood advocacy “army” was necessary
- Needed to have a cadre of stakeholders advocating for a broader B-3 continuum to shift the ESSA lens from primarily focusing on K-12

# Andrea Brinnel and Harriet Feldlaufer, Connecticut Office of Early Childhood



## State Agencies and Organizations

CT Office of Early Childhood  
CT State Department of Education  
CT Association of Schools  
CT Association of Public School Superintendents  
CT Head Start Association  
CT Association of Boards of Education

## Public Schools

Superintendents  
Assistant Superintendents  
Curriculum Directors  
Principals  
PreK Teachers  
K Teachers  
Directors of Pupil Services  
Attendance Officers



## Others

Philanthropy  
Community Action Agencies  
Parents  
CT Data Collaborative  
State Funded PreK Programs  
Higher Education



## Question 3:

- The **demographics** of the United States are rapidly changing, with a growing Dual Language Learner population.
- Who are the **state leaders for DLL** and what can we learn from them for ESSA work?
- What about **young students with disabilities and those who are homeless**?

# Delia Pompa, Migration Policy Institute

- Leaders include states like New York and Washington
- Among the lessons they can teach us are:
  - Work with community groups
  - Include DLLs in an integrated long range plan that addresses ECE through grade 12
  - Embed DLL quality in accountability measures

# Danielle Ewen, Education Counsel

- New McKinney-Vento requirements for preschool children and school of origin
- Required coordination with IDEA programs serving young children with disabilities
- Accountability system indicators and metrics:
  - Suspension and expulsion information
  - Chronic absence





## Question 4:

- What are some things that **states must do** that our listeners might not be aware of?

# Cynthia Rice, Advocates for Children of New Jersey

## **COORDINATION!**



As the plan was being developed

Since the plan's approval

# Danielle Ewen, Education Counsel



Title/Section	Instance	Required	Allowable/Possible <sup>46</sup>
<i>Title I, Part A Sec 1111(a)(1)(B)</i>	SEA Plan <sup>47</sup>	SEAs must coordinate with other programs that provide services for young children, including the <i>IDEA</i> , CCDBG, and Head Start, among other programs.	
<i>Title I, Part A Sec. 1111(c)</i>	SEA Plan		In its State plan, an SEA must describe a Statewide accountability system that includes not less than one indicator of school quality or student success, which State may be of the State's choosing. This indicator must allow for meaningful differentiation in school performance and is valid, reliable, comparable, and Statewide (e.g., an early learning measure).
<i>Title I, Part A Sec. 1111(g)(1)(A)</i>	SEA Plan	SEAs must describe in their State <i>Title I</i> plans how the State will provide assistance to LEAs and schools choosing to use <i>Title I</i> funds to support early childhood education programs.	

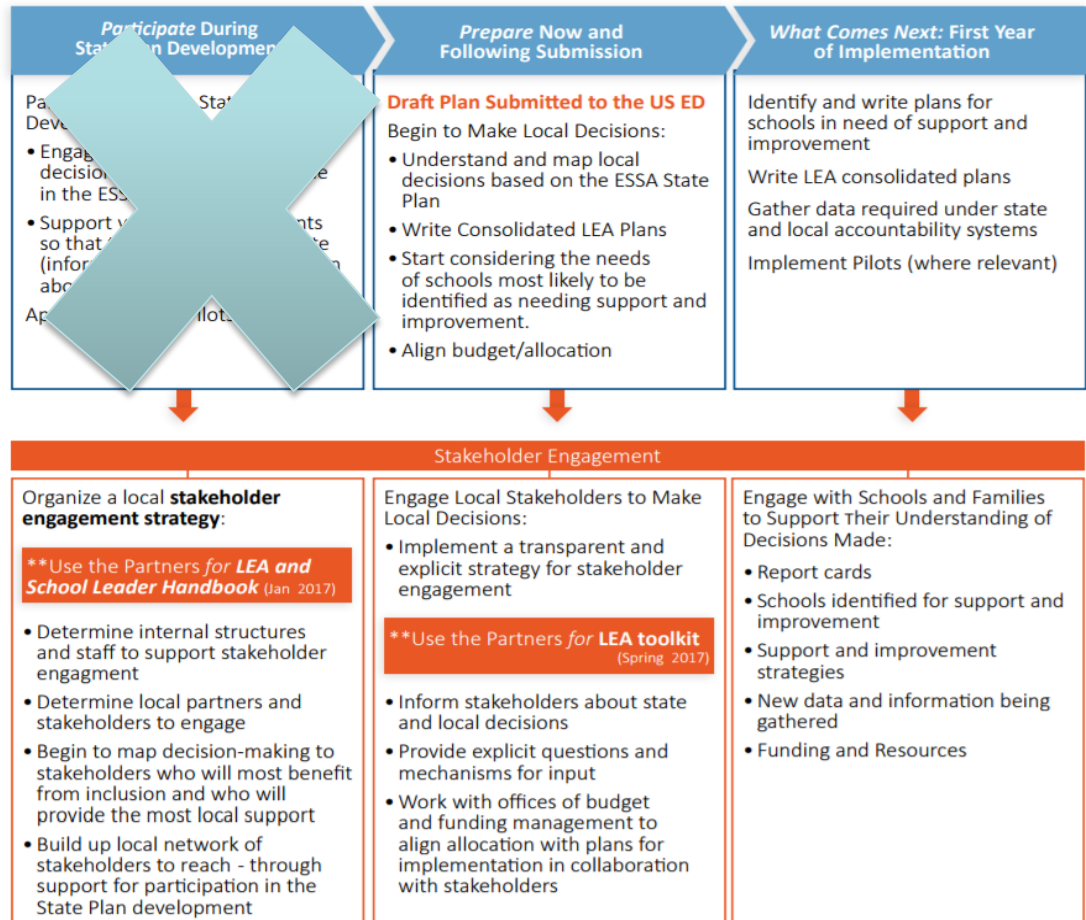
**Non-Regulatory Guidance**  
**Early Learning in the Every Student Succeeds Act**  
*Expanding Opportunities to Support our Youngest Learners*

## Question 5:

- ESSA has a lot of different titles and parts. Can you review the **state and local plans** and their relationships and **timelines** and pinpoint the **leverage points**?

# Danielle Ewen, Education Counsel

## Timeline for LEAs



# CT's Consolidated State Plan

Tiered Supports for Schools and Districts

**SDE Cross Divisional Teams**

**Evidence-based Guidance for School Improvement**

**School Needs Assessment**

Program Review Tool Kit

Electronic Platform (grants, improvement plans & resources)

**Transition Pathways (PK to K)**

Professional Development



## Question 6:

- How can states promote **equity** in their early learning work through ESSA?

# Delia Pompa, Migration Policy Institute

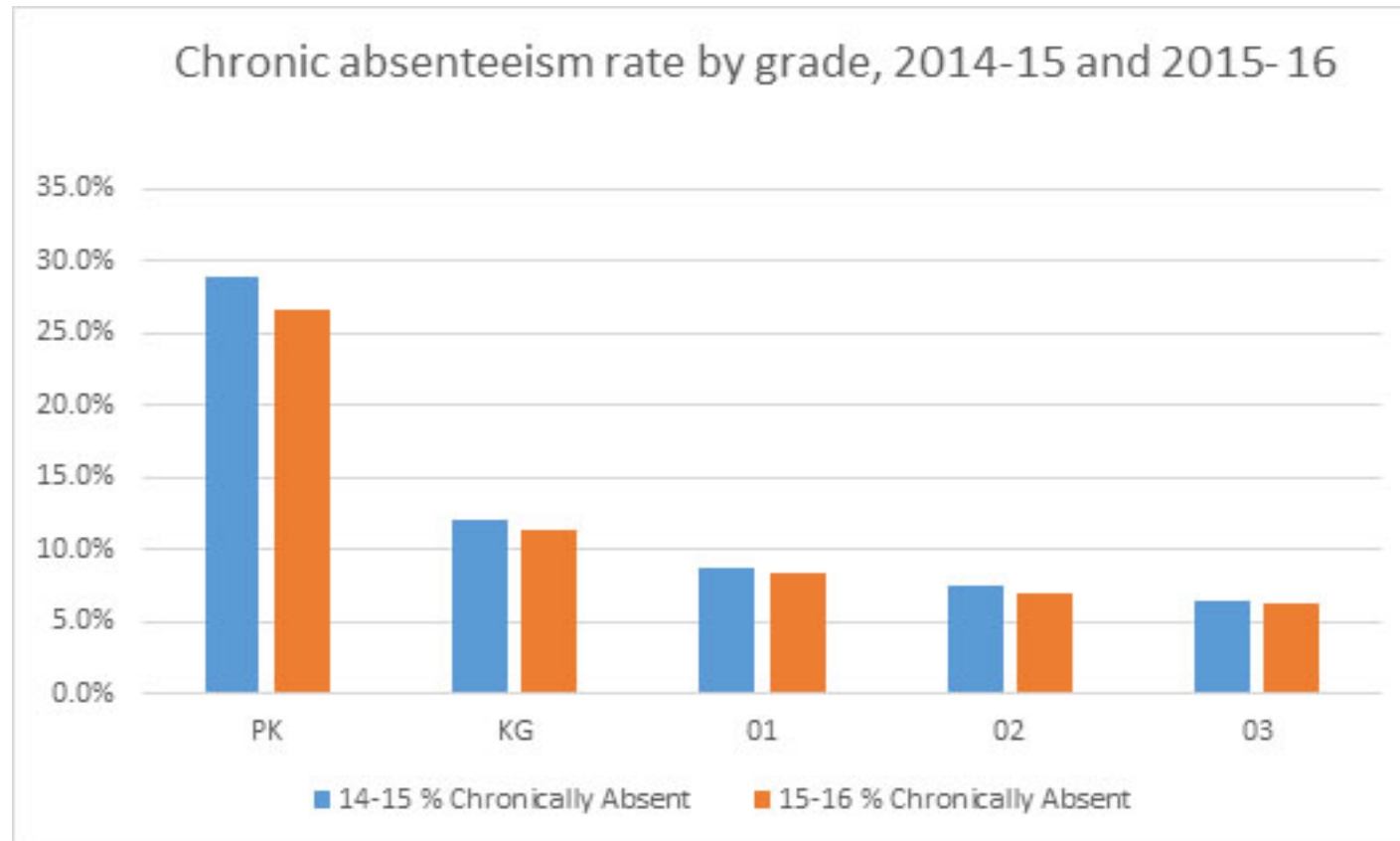
- Weave DLL needs and quality considerations throughout QRIS design as well as implementation processes
- Make DLLs visible in state pre-K and other early learning programs by collecting data at the state level on young children's home languages to enable quality improvement and informed decision-making
- Make provisions for DLLs in Kindergarten Entry or Readiness Assessments where applicable (ideally through provision of assessments in languages other than English, and at a minimum through guidelines on assessment procedures specific to DLLs)



# **Cynthia Rice, Advocates for Children of New Jersey**

- **Promote and expand the “Abbott” preschool model**
- **Address chronic absenteeism and its impact on short- and long-term student academic success**

# NJ's Chronic Absenteeism Problem



## Question 7:

- Where are you putting your effort into ESSA and early learning for the **next six months** and why?

# Cynthia Rice, Advocates for Children of New Jersey

- New Jersey’s early learning advocacy strategies are a “work in progress”
- Even though it’s discretionary, how can we build on the current work?
- Moving forward:
  - Coordination
  - Chronic Absenteeism



# Delia Pompa, Migration Policy Institute

- Learning more about super-diversity sites
- Informing discussions about the skills teachers need to serve a diverse population



# CT ESSA Projects That Intentionally Include Early Childhood

Guidelines for  
PreK-K transition



Landscape  
Analysis Toolkit

Evidence-based  
Guidance for School  
Improvement



## Question 8:

- If our webinar listeners feel inspired to do more now, what are your **go-to resources** to support them?

# Danielle Ewen, Education Counsel

## Accountability

Can the state include metrics that cross birth to 3<sup>rd</sup> (i.e., chronic absenteeism, suspension/expulsion)?

How is data used to improve teaching and learning across birth-3<sup>rd</sup> grade?

How are other early childhood priorities included in reporting requirements?

## School Improvement

Are there early childhood interventions included as schools are identified?

What are the interventions for pk-3?

How does the needs assessment include access to HQ ECE by subgroup?

## Assessment and Standards

What assessments are valid and reliable across the birth to 3<sup>rd</sup> grade?

How can early learning standards and k-3 standards be more closely aligned and implemented in through a coordinated approach??

How can PD be used to support improved alignment across birth to third grade?

## All Students College and Career Ready

How is resource equity applied to early childhood programs/pk-3?

What is the role of a KEA in shaping teaching and learning?

How are states including early childhood in building a continuum across pk-12?



# Danielle Ewen, Education Counsel

- How will district plans incorporate early childhood (birth to third grade)?
- How can states improve coordination between and across early childhood programs at the state level (pre-kindergarten, child care subsidy, IDEA/619, etc.) and at the local level (community based child care, Head Start, school based pre-kindergarten, etc.)?
- How can the state continuous improvement process support and expand alignment between early childhood and early elementary programs?
- What technical assistance is needed to help districts meet ESSA early learning requirements around coordination, use of standards, etc.?

# Thank you!



- Join us for the next webinar in this series:  
**Big Ideas from the Race to the Top-Early Learning Challenge**
- **Monday, December 11  
3:30 pm Eastern**

More Info:

<http://buildinitiative.org/OurWork/LearningCommunity/WebinarsEventsArchives.aspx>

# BUILD Initiative

**For more information:**  
**[www.buildinitiative.org](http://www.buildinitiative.org)**

