

Early Learning in the Every Student Succeeds Act

EXPANDING OPPORTUNITIES TO SUPPORT OUR
YOUNGEST LEARNERS

CEELO-NAECS-SDE WEBINAR – OCTOBER 31, 2016



Logistics

- For technical issues please describe your issue in the CHAT BOX
- Questions and comments will be held until the end - enter at any time in the QUESTION BOX
- This session is being recorded and all slides and handouts will be posted on www.ceelo.org/ESSA

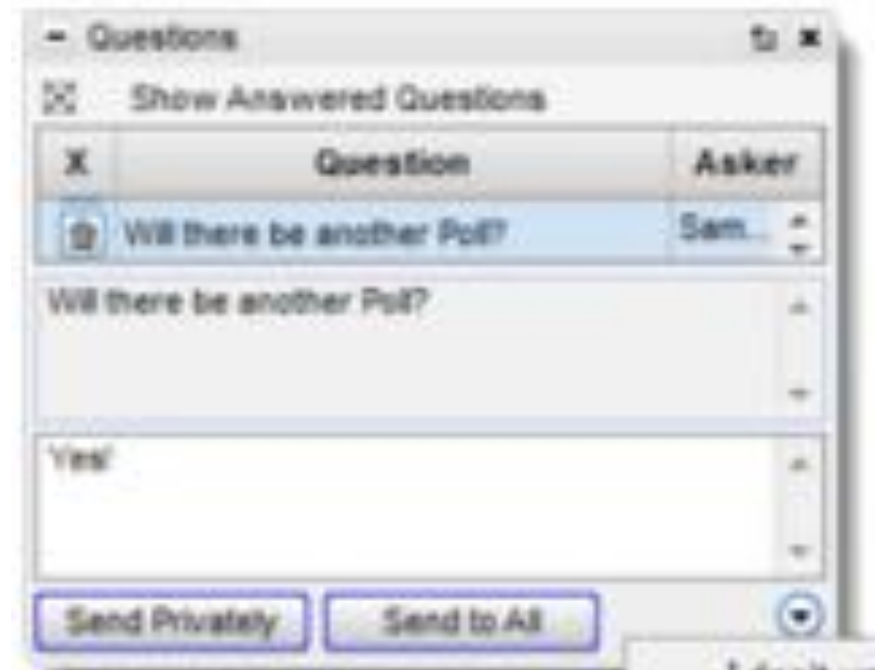
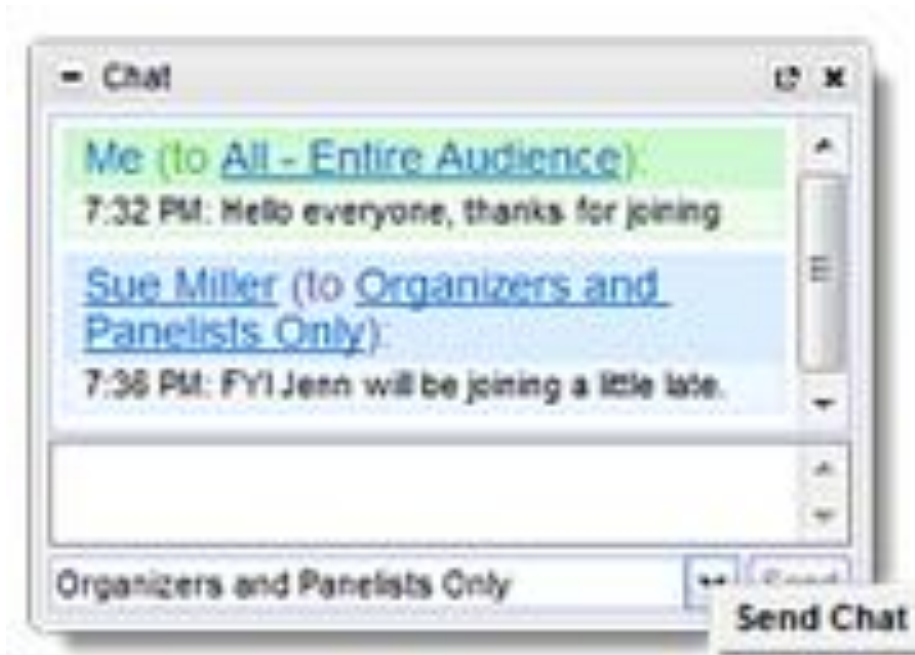




Q & A will go until 4:15 Eastern

Use Chat for Tech Issues

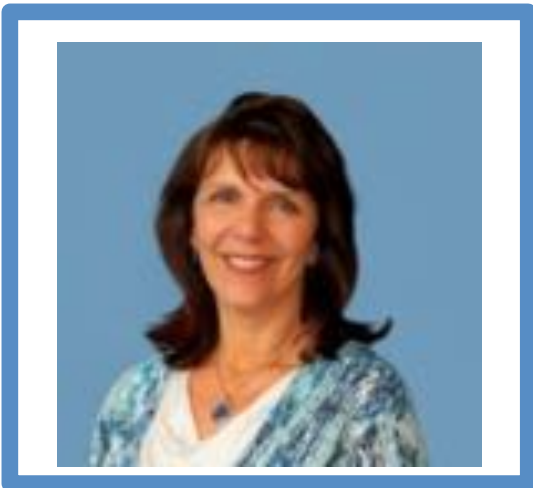
Use the Question Box for Questions





Welcome to our ESSA Discussion - AGENDA

- Introductions
- Federal Overview of the Guidance
- State Perspectives
- Q & A





CEELO's TA on ESSA

EARLY LEARNING AND THE EVERY STUDENT SUCCEEDS ACT (ESSA)

Preparing for the
Every Student Succeeds Act (ESSA):
Early Learning



Non-Regulatory Guidance – Early Learning in the Every Student Succeeds Act: Expanding Opportunities to Support Our Youngest Learners - The U.S. Department of Education released non-regulatory guidance to help ensure young children from birth through third-grade get the strong start they need to achieve success in school and in life. This is the Department's first comprehensive look at how the nation's new education law supports our youngest learners.

CEELO @ www.ceelo.org/ESSA





And from CCSSO @

http://www.ccsso.org/Resources/Programs/Every_Student_Succeeds_Act.html

The screenshot shows the CCSSO website's 'Resources' page. At the top left is the CCSSO logo (Council of Chief State School Officers) and a search bar. Navigation links include 'WHO WE ARE', 'WHAT WE DO', 'NEWS & EVENTS', and 'RESOURCES'. A 'Resources' sidebar on the left contains a 'Resources Listing' link. The main content area features a heading 'Resources' with social media icons, followed by 'The Every Student Succeeds Act'. Below this is a large banner image of diverse children with the text 'The Every Student Succeeds Act' and the CCSSO logo. The text below the banner states: 'The Council of Chief State School Officers (CCSSO) strongly supports the Every Student Succeeds Act, a reauthorization of the Elementary and Secondary Education Act. The Every Student Succeeds Act (ESSA) creates a long-term stable federal policy that gives states additional flexibility and encourages states and schools to innovate, while at the same time holding us accountable for results. The new law is signed with key priorities for reauthorization that CCSSO released in January 2015. CCSSO stands ready to support all states as they move forward in implementing the Every Student Succeeds Act. Our support includes:'





The State Specialists @ www.naecs-sde.org/policy

About Us Policies & Positions Meetings

NAECs-SDE POLICIES - Supporting successful child development and continuous learning from birth through age eight

WHERE WE STAND - OUR POLICY STATEMENTS AND POSITION PAPERS

The National Association of Early Childhood Specialists in State Departments of Education responds to current early childhood issues through the creation of policy statements, position papers, and planning tools which are often cited in contemporary publications.

- [NAECs-SDE COMMENTS TO ED ON THE 2015-2020 STRATEGIC VISION](#)
- [NAECs-SDE STATEMENT TO THE IOM-NRC COMMITTEE ON THE SCIENCE OF CHILDREN BIRTH TO AGE EIGHT - FEBRUARY 2014](#)
- [NAECs-SDE COMMENTS SUBMITTED TO US-ED ON THE NEW COMPETITION TO BUILD, DEVELOP AND EXPAND HIGH QUALITY PRESCHOOL PROGRAMS - FEBRUARY 2014](#)





Information from the US Department of Education

OFFICE OF EARLY LEARNING



The ESEA contains provisions to support early learning in three main ways:

1. Expanding access to high-quality early learning
2. Encouraging alignment and collaboration from birth through third grade
3. Supporting educators





Expanding Access to High-Quality Early Learning



Title I Preschool

Title I funds may also be used for:

- Professional learning for early childhood staff
- Minor repairs or remodeling to accommodate the preschool program
- Health, nutrition, and other comprehensive services for children in a Title I preschool program





Title I Preschool

And to support children at risk of failing to meet the State's standards by improving quality of:

- Kindergarten (e.g., extending half-day program to full-day)
- 1st -3rd grade programs (e.g., providing professional learning opportunities for staff on child development or expanding effective family engagement strategies)





Charter Schools

- Title IV of the ESEA provides continued opportunities to serve preschool children through the Charter Schools Program (CSP)
- Amends the CSP definition of “charter school” to include schools that serve students in early childhood education programs in addition to providing a program in elementary or secondary education, or both, as determined under State law





Preschool Development Grants (PDG)

- New discretionary grant for States to improve the coordination and quality of, and access to, early childhood education programs for children birth to age 5
- Jointly administered by ED and HHS
- Builds on original PDG program authorized in 2014





Special Populations – funds are available for:

- Children experiencing homelessness
- Children in foster care
- Migratory Children
- English learners and immigrant children
- American Indians, Alaska Natives, and Native Hawaiians



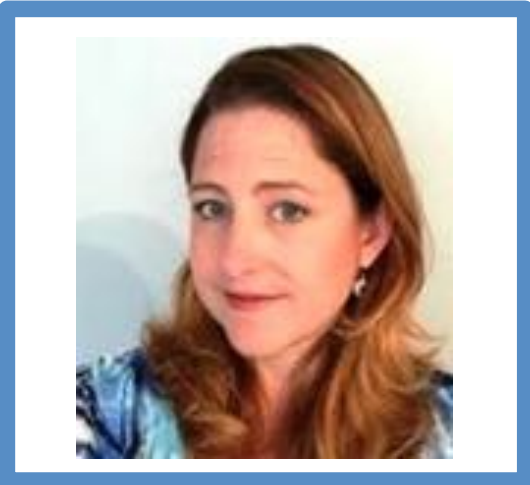


Encouraging Alignment, Collaboration, and Coordination



Coordinating and Collaborating Across Programs

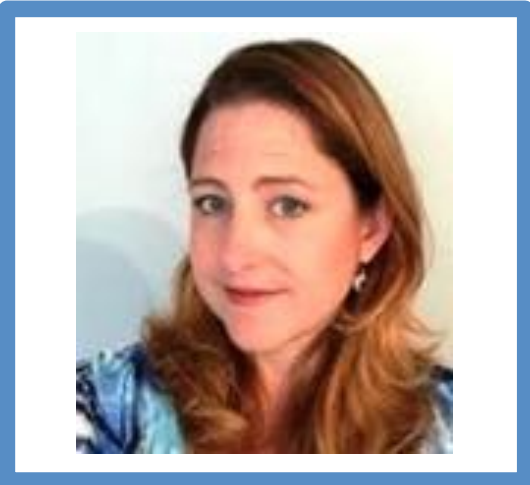
- Discusses the requirements in the law
- Suggests strategies that States and school districts could consider
- Provides examples from States and local communities





Requirements

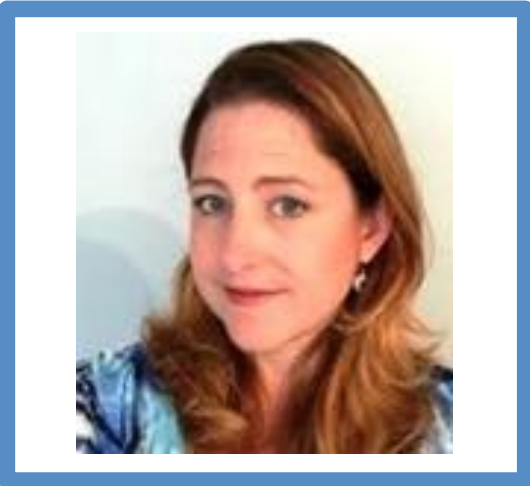
- SEAs are required to coordinate with other programs that provide services for young children: CCDBG, HS and IDEA
- States and LEAs are required to include on their report cards the number and percentage of children enrolled in preschool programs





Collaboration with Head Start

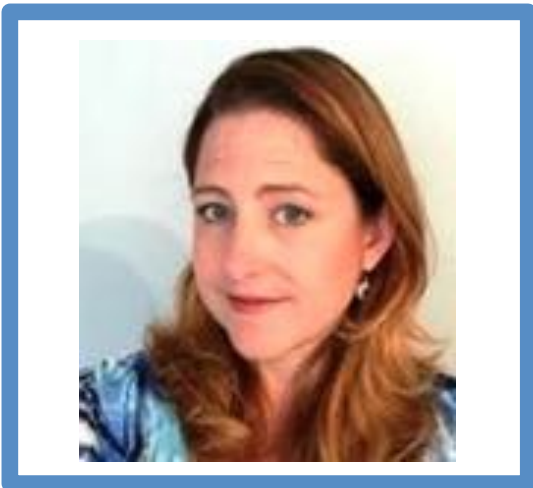
- An LEA that receives Title I funds is required to coordinate with Head Start programs and, if feasible, with other early learning programs that serve children who will attend the LEA
- LEAs are also responsible for developing agreements with Head Start programs to coordinate services (i.e. data sharing, transition activities)





Preschool Development Grants Program

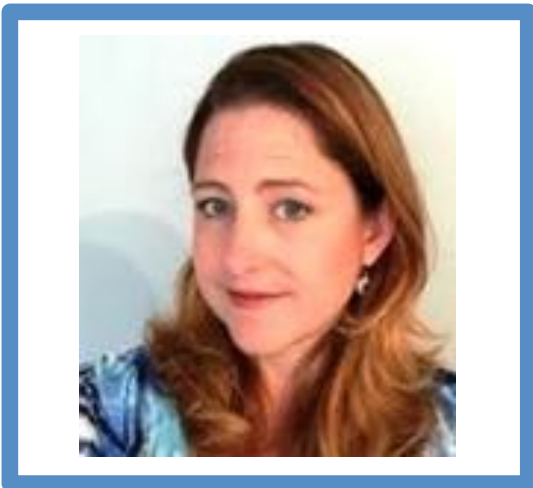
- Initial grants facilitate coordination of existing Federal, State, and local early learning programs:
 - Aligning and strengthening programs
 - Coordinating delivery models and funding streams across a mixed delivery system of services
 - Improving program quality
 - Increasing overall participation of young children in programs





Ideas to Consider

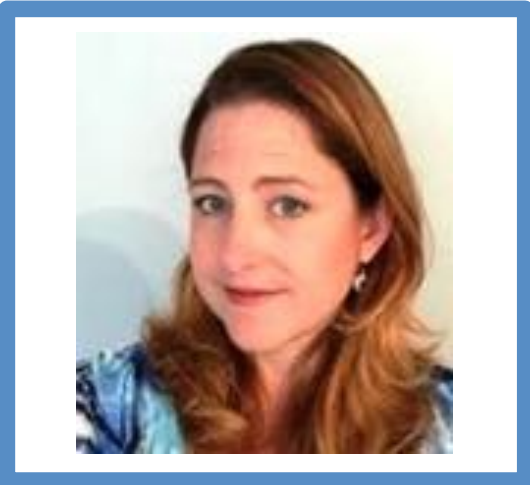
- Examine policies, procedures, and practices to ensure access to and participation of preschool children with disabilities in inclusive preschool classrooms,
- Encourage SEAs to coordinate with State Advisory Council on ECEC (SACs),
- Coordinate local programs and services through place-based initiatives such as Promise Neighborhoods and Full-Service Community Schools grant programs





Vertical Alignment

- States are encouraged to think about vertical and horizontal alignment in their State Plans
- Increased flexibility in ESSA provides States an opportunity to think about how to build a stronger continuum of learning from preschool through early elementary school and how early learning can support school improvement.
- ESEA requires a State to describe in its State plan how it will provide assistance to LEAs and schools to support early childhood education programs





Supporting Educators



How to Support Educators in ESSA

- States and LEAs can use funds available under Titles I, II, and III
- Focus on better alignment of systems from preschool through third grade and beyond.
- Focus on professional development needs of early educators/personnel in community settings and schools.





Title I

- Professional development for teachers in Title I preschool programs to meet the needs of Title I-eligible children.
- Professional development for teachers in non Title I preschool programs provided that the children are likely to attend a Title I school in kindergarten
- Improve knowledge and skills of K-3rd grade teachers and administrators so that at-risk students meet the challenging State academic standards





The ESEA explicitly includes new ways SEAs and LEAs may support early learning through Title II, Part A:

- Joint professional learning to increase ability of principals & other school leaders to support teachers, early childhood educators, and other professionals
- Increase teachers', principals', or other school leaders' knowledge base regarding instruction in the early grades and strategies to measure how young children are progressing
- Identifying students who are gifted and talented, and implementing instructional practices that support the education of such students, including early entrance to kindergarten
- 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





Title II

- Title II, Part A funds may be used to support professional development of early educators
- Literacy Education for All, Results for the Nation (LEARN) includes the Comprehensive Literacy Development State Grant Program which provide awards to States to support comprehensive literacy instruction
- States receiving grant must spend 15% on birth to kindergarten entry





Title III

- Professional development to improve the skills and knowledge of teachers of ELs, including preschool teachers and school leaders
- Sub-grantees must coordinate activities and share data with Head Start and other early childhood providers
- Must be used to supplement, not supplant, funds expended for ELs and immigrant youth/children in the absence of Title III funds
- Provides competitive program through the National Professional Development Project to improve pre and in-services support for all educators serving ELs





Appendices

Appendix A

Early Learning Requirements and Opportunities in ESEA
and Related Programs by Title

Appendix B

Resources by Topic Area





ESSA Planning in the States

EARLY LEARNING AT THE START



North Carolina's Strategy

- Engage early childhood leaders and advocates
- Serve as a value-add to state agencies
- Employ an informed-collaborative process
- Apply multiple pressure points





NC - Engage and Value-add

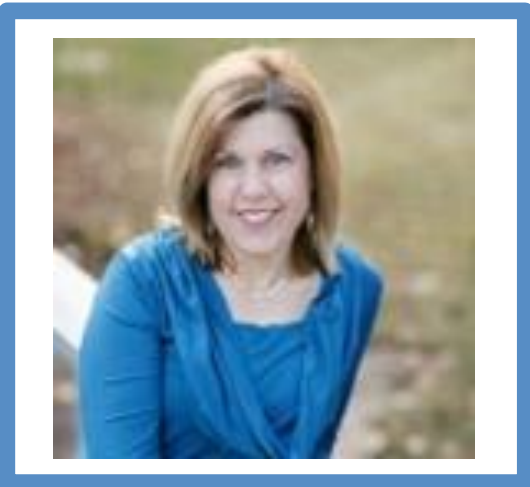
- Hosted two webinars for NC birth-to-eight leaders
- Highlighted opportunities in ESSA that meet existing NC early learning goals
- Helped state meet stakeholder engagement goals
- Supported key role of Office of Early Learning





NC- Informed Collaborative Process

- Brought in outside expert
- Led collaborative process to identify strategies with key stakeholders





NC- Apply Multiple Pressure Points

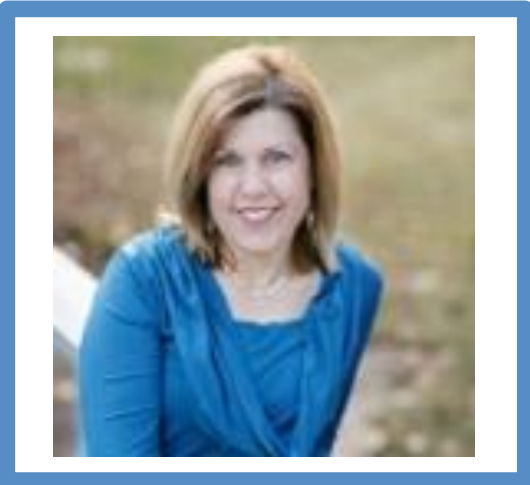
- **Share recommendations with policymakers** – members of the State Board of Education, the Department of Public Instruction, the State Superintendent, members of the House and Senate Education Committees and the Governor’s Office.
- **Share recommendations with your network** and ask them to also share with policymakers.
- **Attend a public comment session.**





NC Early Childhood Foundation @
<http://buildthefoundation.org/2016/10/nc-essa-draft-plan/>

The screenshot shows the top of a website page. On the left is the logo for the NC Early Childhood Foundation, which includes a stylized green plant with roots. On the right is a navigation link that says "GET TO KNOW US" with a dropdown arrow. Below this is a green horizontal bar. The main content area has a large, bold title: "NC ESSA Draft Plan Includes Birth-to-Eight Strategies". Below the title is a sub-header: "Posted October 7, 2016 in News". The main text of the article begins with: "North Carolina's draft plan for the Every Student Succeeds Act includes a focus on birth-to-eight alignment. ESSA strengthens federal support for early learning and provides new opportunities for birth-through-third grade alignment, accountability and funding. States are required to develop their own ESSA plan to comply with the federal law, which replaces No Child Left Behind." The text continues: "The North Carolina Early Childhood Foundation partnered with the Office of Early Learning (OEL) at the Department of Public Instruction to convene a group of state leaders to develop the birth-to-eight strategies that are included in NC's draft ESSA plan. The Department of Public Instruction is currently holding public comment sessions on the draft."





North Carolina's Challenge and Opportunity

- North Carolina General Assembly charge to “develop and implement a statewide vision for early childhood education.”
- Leverage the considerable opportunities spelled out in the ESSA that challenge states to address the complexity that is the system of early care and education.





NC-Informing the Plan

- Advance the North Carolina General Assembly's mandate to develop a comprehensive approach to early childhood education birth through third grade.
- Invest in policies that have widespread, bipartisan public support.
- Promote evidence-based approaches that support children to read at grade-level by the end of third grade.





NC Priorities

- Support smooth transitions for children as they begin school and through the early grades.
- Ensure that children learn in environments and through practices that are developmentally appropriate and support their success.
- Develop a birth-to-eight professional development system that ensures teachers and administrators have the skills and knowledge to support young children's learning.
- Implement accountability measures that reflect the importance of children's early years.





Sharon Triolo-Moloney - CO



APPROVAL*

- Colorado Department of Education
- Governor's Office
- State Board of Education
- ESSA Committee of Practitioners

* List of approvers is dictated in the federal law.

CRITICAL PARTNERSHIPS FOR INPUT THROUGHOUT THE PROCESS

- General Assembly
- School Districts
- Education organizations
- Advocacy Groups
- Parents, students & community





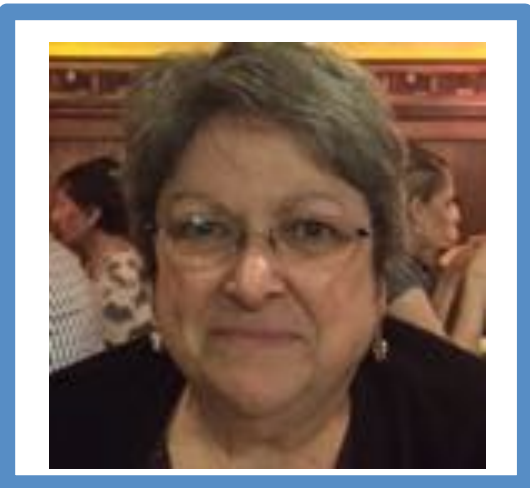
Sharon - CO

Early Learning Partners

- P-3 umbrella shared with internal and external teams
- Listening tour
- Early Childhood Leadership Commission
- Early Childhood Councils
- Early Childhood Summit

ESSA P-3 State Level and LEA tables and other resources
Non-Regulatory Guidance

November 11, 2016 - Early Learning Advisory – Begin review of draft





Nicol Russell - AZ

Arizona's Plan on the
Arizona Department
of Education website:
www.azed.gov/essa





Arizona ESSA Plan Development Timeline





Q & A

- Please insert any questions or comments in the QUESTION BOX
- Feel free to stay on the line – we will continue until 15 past the hour with Q & A





Q & A





NEXT UP ON ESSA AT CEELO

- Webinar recording and materials found at www.ceelo.org/ESSA
- Additional sessions will be hosted in the coming months
- Reach us at:
 - Lori Connors-Tadros - ltadros@nieer.org
 - Jana Martella - jmartella@edc.org

