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

CEELO @ www.ceelo.org/ESSA
And from CCSSO @
http://www.ccsso.org/Resources/Programs/Every_Student_Succeeds_Act.html
The State Specialists @
www.naecs-sde.org/policy
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 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
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 ESSA Draft Plan Includes Birth-to-Eight Strategies

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 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.
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
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
Arizona’s Plan on the Arizona Department of Education website:

www.azed.gov/essa
Arizona ESSA Plan Development Timeline

**State Plan Preparation**
ADE will draw on educator and stakeholder expertise to create Arizona’s plan for implementing ESSA.

**Public Comment**
The state plan will be posted for public comment.

**Submit Plan**
Submit plan to the U.S. Department of Education

**Stakeholder Meetings & Public Feedback**
ADE will engage public and private stakeholder groups in conversation about what ESSA means to them. Public feedback will be solicited and gathered at every opportunity, then incorporated into plan development.

**Finalize Plan**
Plan will be revised per public comment.

**Final Approvals**
Submit plan to Governor and State Board of Education

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**Key Dates**
- **MAY THROUGH OCTOBER**: Stakeholder Meetings & Public Feedback
- **JULY THROUGH SEPTEMBER**: State Plan Preparation
- **OCT & NOV**: Public Comment
- **DEC & JAN**: Finalize Plan
- **JANUARY**: Submit Plan
- **DECEMBER**: Final Approvals
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
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