

# Early Childhood TA Connections

“ESSA, SEAs, and Us”

SEPT. 19, 2016



# Agenda

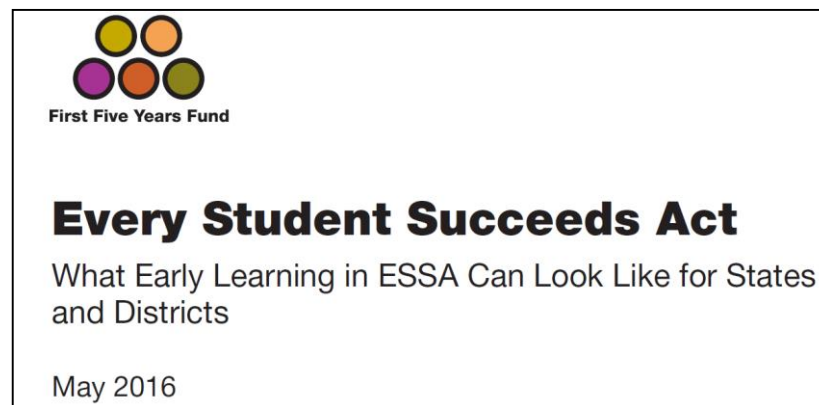
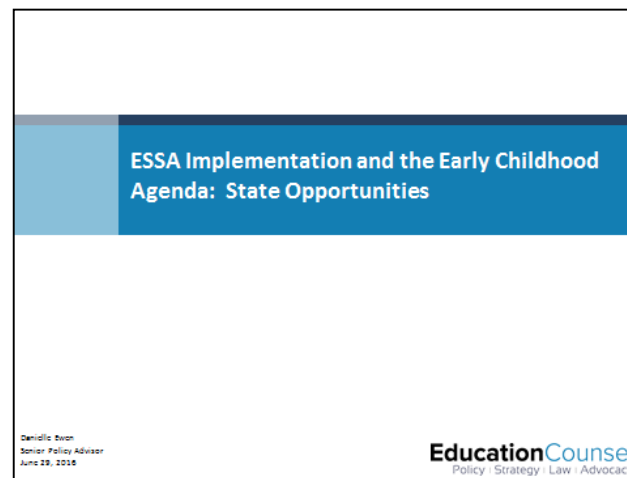
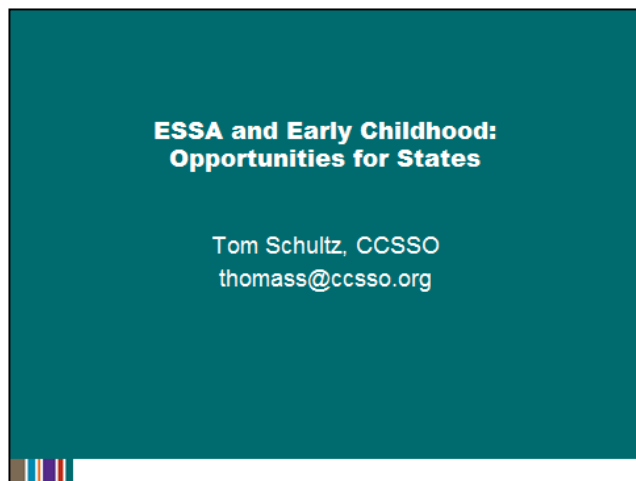
- Purpose and Goals of CONNECTIONS
- ESSA: Implications and Opportunities for Early Learning
- Pennsylvania “Spark”
- CCSSO Involvement
- Sharing/Discussion: State, Regional, and National Developments for ESSA-enabled Reform of Early Learning
- RCC, CEELO & Other Updates
- Looking Ahead



# Regional Comprehensive Centers



# ESSA and Early Learning: Opportunity and Challenge



# “ESSA, SEAs, and Us”

- Lori Connors Tadros (CEELO/NIEER)



- Chris Dwyer (Mid-Atlantic CC/RMC)



- Rolf Grafwallner (CCSSO/CEELO)



- Jim Squires (CEELO/NIEER)



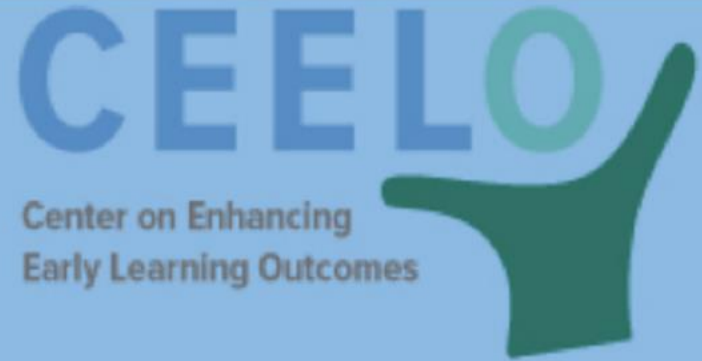
# 4 C's To Ensure Early Learning is a Priority in ESSA Plans

- **C**ommunicating with each other so we have a good sense of the opportunities and needs
- **C**oordinating and **C**ollaborating on resource development to leverage resources
- **C**onnecting with other national organizations and State Support Network



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

<http://ceelo.org/ESSA/>



**ESSA and Early Childhood Education: Opportunities for State Leadership** - On December 10, 2015, the president signed the Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act of 1965. As state education agencies implement ESSA, this brief from CEELO partner CCSSO, highlights opportunities to strengthen the contribution of high quality early childhood improvement efforts. It summarizes key ESSA provisions related to early childhood funding, policy opportunities and mandates for state ESSA planners.

## Selected CEELO Resources to Address Early Learning Opportunities to Address Key Policy Goals in ESSA

**Title 1: Improving the Academic Achievement of the Disadvantaged – Title I state report cards** to include the number and types of preschool programs.

- **State of Preschool: State Profiles**
  - **Appendix A:** state data details including access and funding
  - Appendix B: **Head Start Data**
  - Appendix C: **US Census Population Data** 3 & 4 y.o.
  - Appendix D: **Early Special Education Enrollment**



# MACC Involvement with Pennsylvania

## EVERY STUDENT SUCCEEDS ACT:

EARLY CHILDHOOD REQUIREMENTS AND OPPORTUNITIES



# EARLY CHILDHOOD REQUIREMENTS AND OPPORTUNITIES



# REQUIREMENTS AND OPPORTUNITIES

Locate in one place all parts of the ESSA titles that **explicitly** reference early learning

- highlight key points
- reference law sections
- provide suggestions for how the state might address some provisions

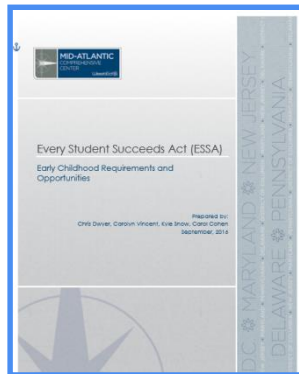


Identify **other** provisions that have implications **or** which open up opportunities for furthering quality early learning

- explain potential connection to early learning
- reference law sections
- provide suggestions for the state role in addressing the provisions

## DOCUMENT'S ORGANIZATIONAL STRUCTURE

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**Title I Part A State Plan, Accountability and Reporting, Schools In Need of Support and Improvement, LEA Plan, LEA Plans—Comprehensive and Targeted Support and Improvement**

**Title I Parts B State Assessment, Part C Education of Migratory Children**

**Title II Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Personnel**

**Title III Language Instruction for English Learners and Immigrant Students**

**Title IV 21st Century Schools**

**Title IX Education for the Homeless and Other Laws**

EXCERPT FROM TITLE I, PART A:

LEA PLAN--TITLE I GENERAL

EARLY LEARNING  
OBLIGATIONS (TO ADDRESS)

OPPORTUNITIES FOR EARLY LEARNING ADVOCACY AND SUPPORT

**LEA Reservation.**

LEA may reserve funds to provide **early childhood programs for Title I eligible** children.

Sec. 1113 (C)(5)  
and Sec. 1007  
(3) (A)(5)

*Provide examples of how LEAs have used Title I funds for early learning including outcomes from programs in the state that have supported Title I eligible children. Opportunity to provide research information about value of strong early learning foundation for later outcomes.*

EARLY LEARNING  
OBLIGATIONS

OPPORTUNITIES FOR EARLY LEARNING ADVOCACY AND SUPPORT

95% of state formula grant is reserved for LEA subgrants but *can also use 3% of the amount reserved for LEAs for state activities to improve principal preparation.*

The State may use a portion of its formula grant to carry out activities such as: improving teacher/leader certification or preparation program standards and approval processes; improving educator evaluation and support systems including training in evaluation tools such as observations; implementing programs for alternative routes to State certification; assisting LEAs to develop career advancement initiatives, including mentoring; induction/mentoring programs for new educators; professional development to support principals in becoming effective instructional leaders; **supporting educators to participate in joint efforts to support transition to elementary school.** Sec. 2101(c) (3) (4)

*The SEA will likely need to create demand within LEAs for using Title II funds for professional development related to early learning. The SEA may consider a set of priorities that are specifically targeted at early education and then coordinate state activities with the priority expectations in the applications for subgrants from LEAs and early childhood providers.* Given the emphasis in Title II provisions and known needs from elementary principals, consider *placing emphasis on developing the knowledge base of principals in early learning*, including conducting observations and evaluations of early learning teachers, working with pre-K providers, and supporting transitions activities. *Given the potential for LEARN grants, also consider emphasis on expanding teachers' and administrators' skills in early language and literacy.*

# POTENTIAL USES OF FRAMEWORK

- an internal state agency information and reference tool
- a briefing document to prepare stakeholders
- a “checklist” for reviewing the draft State Plan to ensure that early learning has a meaningful place
- a tool for early learning advocates who may be familiar with some sections of ESSA but are less certain about the relationships among provisions

# CCSSO Involvement with States on ESSA



## **ESSA and Early Childhood Education: Opportunities for State Leadership**

As state education agencies develop plans to implement the Every Student Succeeds Act (ESSA), this brief highlights opportunities to strengthen the contribution of high quality early childhood education in school reform and improvement efforts. It summarizes key ESSA provisions related to early childhood funding, policy opportunities and mandates, and suggests key questions for state ESSA planners.



# DISCUSSION: State, Regional, and National Developments for ESSA-enabled Reform of Early Learning

- ❑ Implications of ESSA and opportunities for early learning in states
- ❑ What we are hearing from states about ESSA/early learning and their requests for assistance
- ❑ SEA roles and responsibilities
- ❑ TA center roles and responsibilities
- ❑ Coordinating communication, resources, and services for technical assistance to states





# Other Updates



- Regional Comprehensive Centers
- CEELO
- Other Content Centers



# Looking Ahead

- Future CONNECTIONS opportunities
- Closing thoughts





Center on Enhancing  
Early Learning Outcomes

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