The P-3 Opportunity in ESSA

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CENTER ON ENHANCING EARLY LEARNING OUTCOMES
ABOUT CEELO

Mission: Strengthen the capacity of State Education Agencies (SEAs) to lead sustained improvements in early learning opportunities and outcomes.

Goals:
- Increase the knowledge and skills of the early learning workforce
- Strengthen the alignment of birth through 3rd grade educational policies and systems
- Increase the coordination of resources and policies across systems
A BRIEF HISTORY OF ESSA

- 1965 – Elementary and Secondary Education Act
- 1984 – Nation at Risk
- 1988 – Elementary and Secondary School Improvement Act
- 1994 – Improving America’s Schools Act
- 2001 – No Child Left Behind Act (NCLB)
- 2015 – Every Student Succeeds Act (ESSA)
ESSA and Early Childhood

Early education programs, teachers, and students appear throughout the law. Key areas of focus =

- Improving transitions
- Enhancing quality
- Improving coordination
ESSA Early Childhood Policy Mandates

- State Report cards must include number and percentage of students enrolled in preschool programs
- LEAs are required to create agreements to coordinate services with Head Start agencies and must ensure compliance with HS performance standards
Districts must, regardless if they elect to use Title I resources to support early learning initiatives, undertake activities that increase coordination with early childhood education programs. This includes, for example, developing and implementing a systemic procedure for receiving records, establishing channels of communication, conducting meetings with families and other programs, and organizing and participating in training related to the transition to elementary school.
A Marathon Not a Sprint

- State Plan
- District applications
- SEA and LEA implementation guidance
- Monitoring guidance
- Technical assistance
- School improvement planning
- Continuous improvement

HTTP://CEEO.ORG/ESSA
Figure One. Six Key Strategies to Improve the Functioning of a Comprehensive Early Childhood System

- Define & Coordinate Leadership
- Recruit & Engage Stakeholders
- Early Learning & Development
- Finance Strategically
- Health
- Family Leadership & Support

Outcomes: Throwing Children & Families

Ensure Accountability
Create & Support Improvement Strategies
Enhance & Align Standards
FIGURE 1-1 The complex landscape that affects children ages 0-8.
Your system...any system is perfectly designed to produce the results you are obtaining.

(Adapted from Carr, 2008)
Turnaround Strategies that Work from Start to Finish

Leadership
Teaching
Time
Instructional program
Data to drive improvement
Safe and healthy students
Family and Community Engagement
Why ALL DAY Matters

- Time to master standards and frameworks across all domains
- Time to apply developmental science and experiential learning
- Continuity with 1st grade and beyond
Why EVERY DAY Matters

Absence results in:

- Lost hours of learning
- Association with lowered proficiency in reading and math, and increased retention
- A pattern of absenteeism that continues into later grades
Why ALL YEAR Matters

- Two thirds of the income based achievement gap is attributed to summer learning loss by the start of high school.
- Summer learning loss can be recognized as early as grade one.
- It can take up to 2 months from the first day of school for a child’s brain development to get back on track.
Why EVERY YEAR Matters

- Effect sizes for two years of almost anything are much greater than for just one year
- The curves are steepest in the early years
New Report on P-3 in NJ


Building Capacity to Enact Change for Classroom Quality Improvement in New Jersey

Shannon Riley-Ayers, Sharon Ryan, Alexandra Figueras-Daniel, Vincent Costanza, and Kaitlin Northey

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Abstract: The Center on Enhancing Early Learning Outcomes partnered with the New Jersey Department of Education from 2013 to 2017 to implement a peer learning community in selected districts. The goal of the PLC was to support effective implementation of key early childhood policies and improve the quality of instruction preschool through grade 3. This report describes the rationale and theory of change, identifies the impact on the SEA and LEAs, lessons learned, and concludes with next steps for the SEA.