

The P-3 Opportunity in ESSA

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CENTER ON ENHANCING EARLY LEARNING OUTCOMES

[HTTP://CEELO.ORG/ESSA](http://ceelo.org/essa)

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

LEA | ECE COORDINATION



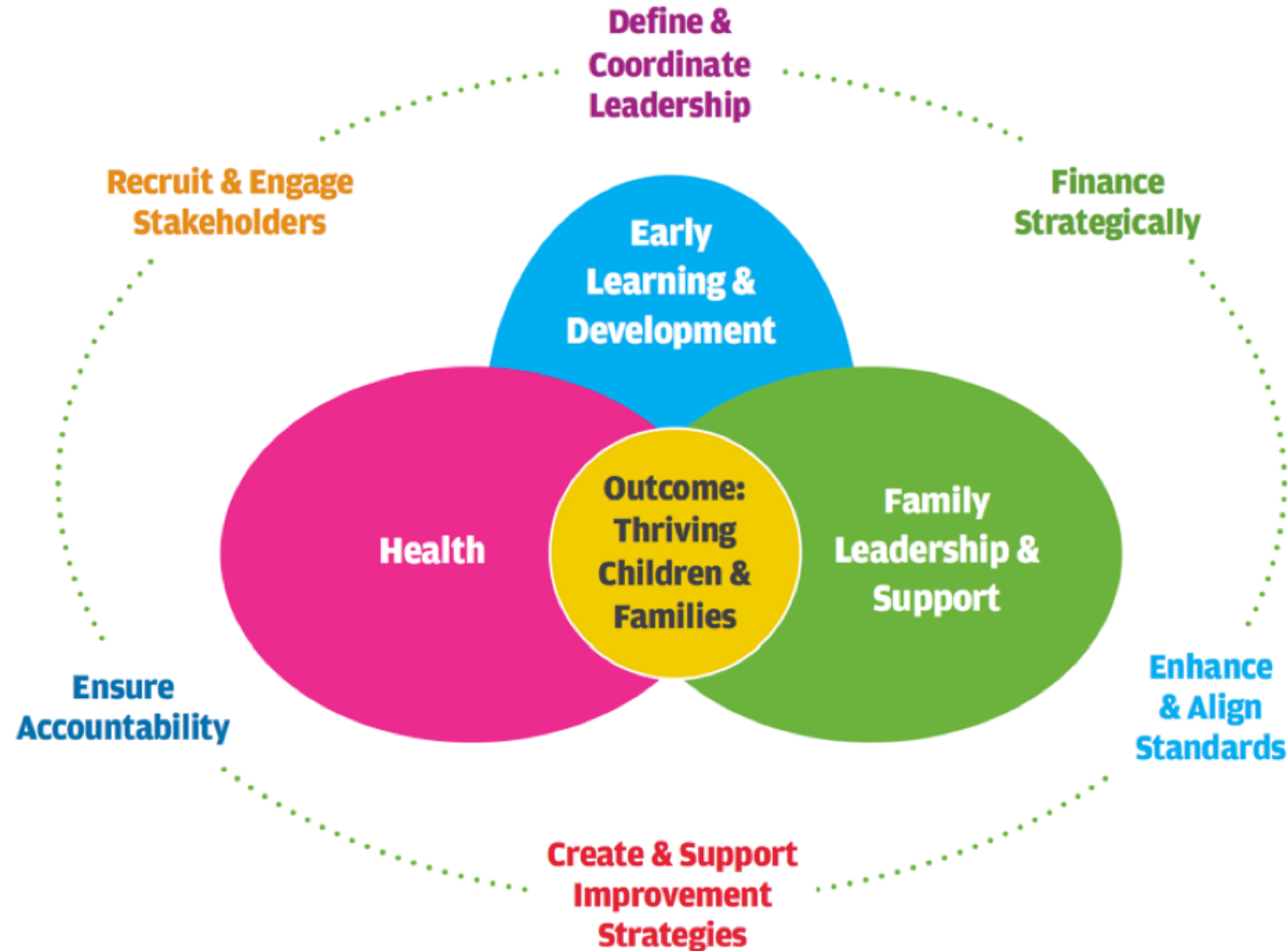
Districts must, regardless if they elect to use Title I resources to support early learning initiatives, undertake activities that increase coordination with early childhood education programs. This includes, for example, developing and implementing a systemic procedure for receiving records, establishing 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

Figure One. Six Key Strategies to Improve the Functioning of a Comprehensive Early Childhood System



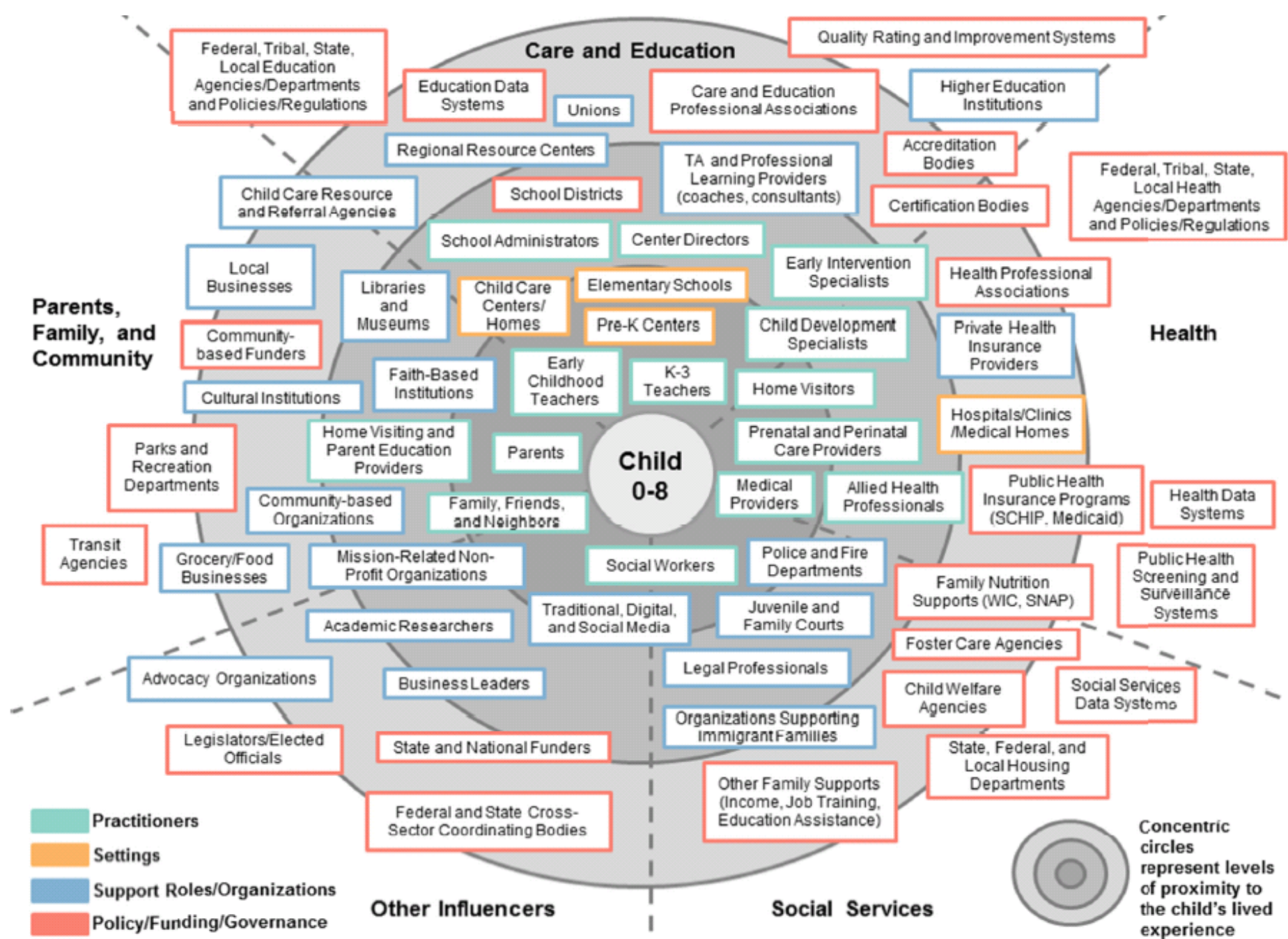
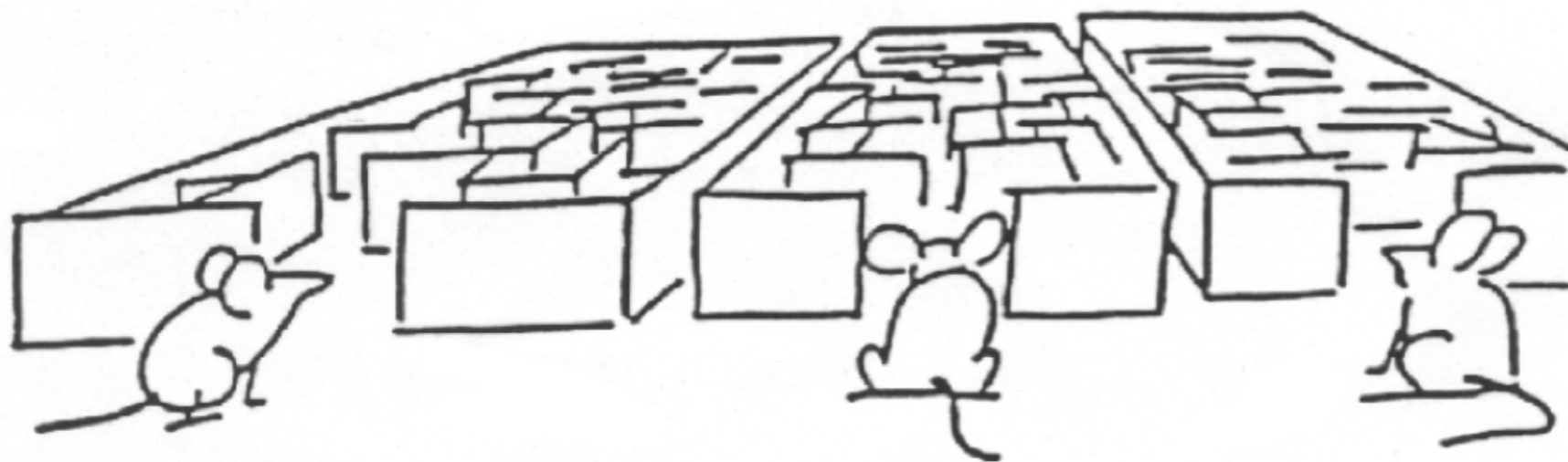


FIGURE 1-1 The complex landscape that affects children ages 0-8.

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

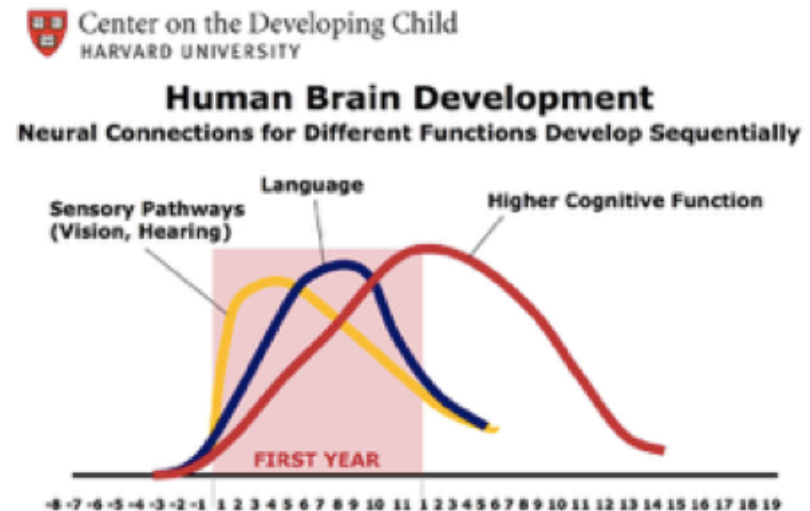
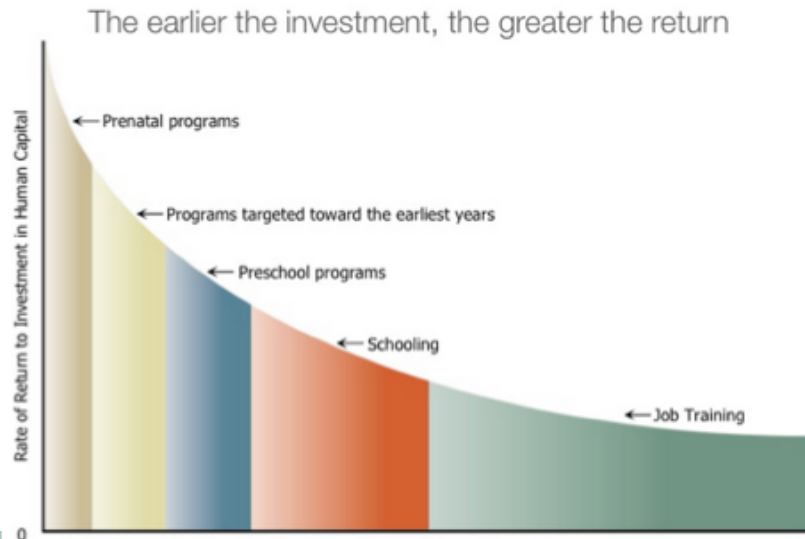
Why ALL YEAR Matters



- 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 Early Childhood Coordination Requirements in the Every Student Succeeds Act (ESSA)

A Toolkit for State and Local Educational Agencies,
Head Start Programs, and the Early Childhood Field



Birth to Grade 3 Indicator Framework: Opportunities to Integrate Early Childhood in ESSA Toolkit



Policy Brief: The State of Early Learning in ESSA: Plans and Opportunities for Implementation



New Report on P-3 in NJ

CEELO POLICY BRIEF

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

January 2018

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.

http://ceelo.org/wp-content/uploads/2018/01/NJEarlyChildhoodAcademy_MR_Jan2018.pdf