

ROUNDTABLE 2018 | AUSTIN, TX



Early Learning Opportunities in the Every Student Succeeds Act (ESSA)

Roundtable 2018 – Webinar
April 26, 2018





Logistics

- For technical issues please describe your issue in the CHAT BOX
- Please enter your questions at any time in the QUESTION BOX
- This session is being recorded and all slides and handouts will be posted on www.ceelo.org/2018-roundtable



Webinars in Advance to the National Roundtable

- Instructional improvement birth through 3rd grade;
- Workforce development;
- Equitably addressing the learning needs of all children;
and
- **ESSA early learning opportunities.**

Objectives

This webinar will provide an overview of the early learning opportunities in the Every Student Succeeds Act (ESSA) focusing on the lessons from the CEELO-CCSSO policy brief reviewing plans approved by USED, [The State of Early Learning in ESSA: Plans and Opportunities for Implementation](#).

The webinar will focus on three key priorities for early learning in ESSA: 1) setting clear goals and policy priorities for early learning; 2) integrating early learning into school improvement; and, 3) supporting early childhood educator development.

Panelists

- ⌘ **Rolf Grafwallner**, CCSSO's Program Director of Early Childhood Education
- ⌘ **Kimberly Krzanowski**-Executive Director of the Office of Early Learning at the Delaware Department of Education
- ⌘ **Cindy Koss**-Deputy Superintendent for Academic Affairs and Planning and **Sharon Morgan**-Director of Early Childhood, both at the Oklahoma State Department of Education
- ⌘ **Elizabeth Alves**-Assistant Commissioner for Early Learning and Literacy at the Tennessee Department of Education

The State of Early Learning in ESSA

Review of state plans submitted to the U.S. Department of Education as of October 1, 2017.

Focus on three key topics for early learning, Birth to Grade 3, in ESSA

Integrating early learning into school improvement

- Does the state propose to use indicators that include students under third grade?
- Does the state address any of the four key components to school improvement – school quality ratings, interventions and supports for low performing schools, public reporting, and school accountability/improvement

Supporting early childhood educator development

- Does the state plan include targeted professional development for teachers of young learners?
- Does the plan include specialized training for principals and other school administrators on school readiness or early literacy?

Policy Brief:

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



The State of Early Learning in ESSA

A few states integrated early learning as a top priority throughout their ESSA plans.

Setting clear goals and policy priorities for early learning:

- Does the state plan include improving early learning as a state goal or key strategy?
- Is early learning embedded in multiple sections of the state plan in a way that demonstrates the state's goals, policy agenda, and priorities around early learning?

A state plan that includes clear goals and policy priorities around early learning communicates a strong message to schools and other stakeholders: this state values children's success from the start.

Integrating early learning into school improvement

Four school improvement opportunities

School quality ratings (e.g., chronic absenteeism of students and teachers, school climate, literacy diagnostics K-2, teacher-student relationship)

Support for low-performing schools (e.g., requirement for schools to analyze data about students below third grade, needs assessment for birth/PreK to third grade, expanding high quality PreK and full-day K)

Transparency and public reporting (e.g., ECE data linked to the state's LDS; KEA reports; ECE landscape analyses)

District accountability (e.g., creating accountability profiles for districts, district partnership with ECE providers birth to 5)



Supporting early childhood educator development

Birth to Grade 3 workforce strategies

- Joint professional development and coaching on early learning
- Targeted training for teachers PreK to third grade for educator development
- Training and support for school leaders in early learning
- Building career pathways for early childhood educators

Setting clear goals and policy priorities for early learning

Delaware

Delaware put “high quality early learning opportunities” front and center as one of the state’s top five priorities.

The state’s plan links with the Delaware Early Learning Council Strategic Plan which set goals around health, high quality early learning programs, aligned birth to grade 3 systems, and sustained improvement.

Kimberly Krzanowski, Ed.D.

Executive Director of the Office of Early Learning at the Delaware Department of Education



Setting clear goals and policy priorities for early learning Delaware

The Delaware Department of Education (DDOE) has selected the following as a commitment to support early learning in the State:

1. Identifying multiple federal funding streams to support goals

- DDOE will use funds from a variety of sources to strengthen LEA support of students' transition between early childhood education to elementary school. Sources of funds include, but are not limited to, IDEA, Title I, Title IV, Part A and other state appropriation funds
- The State also distinguished funding structures between private, community based programs and public, under LEA governance programs to include family fees, Purchase of Care, Early Childhood Assistance Program (ECAP), Head Start, Early Head Start–Child Care Partnership and Part B 619.

2. Offers technical assistance around early learning for schools

- DDOE acknowledged the need to offer technical assistance for change management to district and community programs. Topics included transition to kindergarten, accessing EC mental health resources, shared assessment tools and a focus on comprehensive services available for at-risk children

3. Offers targeted professional development for early educators

- DDOE responded to ESSA with a focus on shared professional learning for educators across 0-5 and K-12 by working with LEAs and community early learning programs to develop innovative ways of delivering shared professional learning to all professionals ensuring that a PK-12 system is designed and supported.
- Particular topics for shared professional development included age-specific, developmentally appropriate practice, differentiated instruction supporting all domains of learning with a focus on social and emotional development, the impact of adverse childhood experiences with an understanding of how this affects student behavior and academic outcomes, inclusive classroom environments and supporting dual language learners using culturally competent teaching practices.

4. Focuses on curriculum and assessment alignment between early learning programs and K-12.

- DDOE will develop a shared definition and vision for appropriate classroom practices birth to third grade to inform all efforts undertaken in aligning K-12 with early learning.
- Updates to include aligning the Delaware Early Learning Foundations (standards for early learning) and state standards for grades K-12.

Setting clear goals and policy priorities for early learning Delaware

The Delaware Department of Education (DDOE) has selected the following as a commitment to support early learning in the State:

5. Requires local districts to report expanded data for state report cards on early learning indicators

- DDOE will require collection of enrollment information on district preschool programs such as demographics and disabilities
- Future projects will include data collection on prior early learning experiences of students entering kindergarten and strengthening partnerships with local early learning programs in close proximity to the district school

Questions or Comments?

Setting clear goals and policy priorities for early learning

Oklahoma

Oklahoma included an ambitious goal for kindergarten readiness in its ESSA plan and 8-year Strategic Plan. By aligning early childhood education and learning foundations to ensure at least 75 percent of students are “ready to learn” by kindergarten, the state is emphasizing the critical partnership between families and early childhood teachers to achieve readiness for schools and learning.

Cindy Koss-Deputy Superintendent for Academic Affairs and Planning and **Sharon Morgan**-Director of Early Childhood, both at the Oklahoma State Department of Education



Setting clear goals and policy priorities for early learning

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Setting clear goals and policy priorities improving early learning as a state goal

- ❖ ESSA state goals – Invest Early, Measure What Matters, Empower Student Options
- ❖ ESSA initiatives support access and equity to universal Pre-K
- ❖ ESSA identifies supports for the whole child
- ❖ ESSA emphasis on family engagement including community convening
- ❖ REL SW research partnership related to Pre-K participation, Kindergarten Early Learning, and Pre-K appropriate curriculum implementation

Integrating Early Learning into School Improvement

- ❖ School Improvement efforts include agency cross-collaborations to provide supports and interventions (MTSS) for low-performing schools
- ❖ Striving Readers Grant - Birth to 5 years old and with IMPACT elements to create an exemplary program.

Instruction and Curriculum Aligned to Standards

Multi-Tiered Support System of Interventions

Professional Learning Network to Increase Teaching Effectiveness

Assessment System to Demonstrate Student and District Progress

Collaborative Leadership Among Various Stakeholders

Team With Families and Communities to Build Relationships

Supporting early childhood educator development

- ⌘ Oklahoma Academic Standards curriculum frameworks created by and for Early Childhood teachers
- ⌘ Targeted training for teachers Pre-K through third grade, aligned to standards in English language arts and mathematics
- ⌘ 2018-2019 Early Childhood Professional Learning Focus - High Quality Instruction through Purposeful Play
- ⌘ Building career pathways for early childhood educators
- ⌘ Providing resources for administrators to support and evaluate Early Childhood educators.

Questions or Comments?

Setting clear goals and policy priorities for early learning **Tennessee**

Tennessee showed a strong commitment to early learning in their state plan, which is one of their five top policy priorities. The creation of the Early Learning Model has focused on improving the state's voluntary pre-K programs, the transition to kindergarten and the continuum of effective instructional practices from birth to grade 3, particularly in the area of literacy. To support this work, the state established a division of early learning and literacy.

Elizabeth Alves-Assistant Commissioner for Early Learning and Literacy at the Tennessee Department of Education



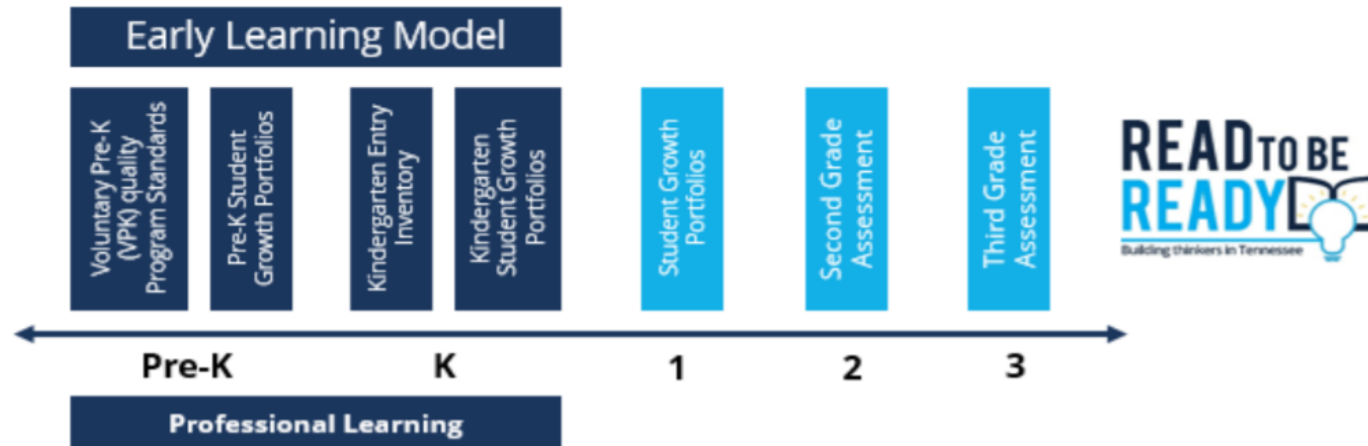
Setting clear goals and policy priorities for early learning

Tennessee

Tennessee's Early Learning Model

To ensure all students grow and thrive academically, socially, and emotionally during the pre-K and kindergarten years and create a continuum of learning from pre-K through third grade:

- ❖ Improving voluntary pre-K (VPK) program quality
 - Competitive grant application
 - Professional development focused on quality indicators
 - High quality curriculum
- ❖ Pre-K and kindergarten student growth portfolio models
- ❖ Kindergarten entry inventory (KEI) assessment



Read to be Ready, statewide literacy campaign:

- ⌘ \$18 million, multi-year governor's initiative
- ⌘ A statewide network to support elementary literacy instruction and improve literacy results for students
- ⌘ Goal is 75 percent of third grade students reading on grade level by 2025 (currently at 34%)
- ⌘ Coaching model focuses on a set of instructional outcomes aligned to state's academic standards and based on collaborative coaching practices.
- ⌘ 100 districts, 250+ coaches, 3000 teachers, over 66,000 students

Questions or Comments?

Brief Overview of States' Early Learning Strategies

APPENDIX B: STATE PLAN SUMMARIES.

This chart provides a brief snapshot into how each state addressed seven areas within their ESSA state plan that could impact early learning strategies. Readers can peruse the chart to identify state and/or topical areas to probe deeper in reading the SEAs plan and/or further researching the state's [ESSA website](#) to identify additional resources.

All state plans as submitted/approved [listed here](#).^{xii}

State	Early Learning Highlights	Early Learning Opportunity Areas						
		Goals	Quality Indicator	School Support	Reports and Data	School Districts	Educator Devel.	Other
AL	Includes chronic absenteeism in school quality ratings, will encourage schools to use federal funds for pre-K, kindergarten access							
AK	Emphasizes reading by third grade in quality ratings, encourages interim assessments in early grades, school improvement process inclusive of early learning strategies							
AZ	Proposes K-2 accountability rubric, targeted professional development system for early childhood educators, links between early childhood education and K-12 data systems							
AR	Planned use of K-2 formative and interim assessments in the future, highlights pre-K access as a school improvement strategy, chronic absenteeism in school quality ratings							
	Includes chronic absenteeism in							

Current timelines of ESSA implementation

Winter 2017/Spring 2018

- ⌘ **Report cards:** SEAs design and develop new state report card under ESSA (with 2017-18 school year data). SEAs and LEAs prepare to report on per-pupil expenditures at district and school level beginning with 2017-18 report card.
- ⌘ **Template for LEA plans, application for funds:** SEAs prepare and *release Local Educational Agency (LEA) application for FY18 ESSA Title funds, LEA consolidated plan template.*
- ⌘ **LEA plan preparation:** LEAs prepare to apply for *FY18* ESSA funds, develop LEA ESSA plans based on stakeholder input, district needs, and priorities *LEAs should work to align LEA strategic vision and ESSA plans.

Resources: First Five Year Fund

— + Automatic Zoom ▾

Early Learning in State ESSA Plans

Implementation Snapshot: How States Are Using the Law

March 2018

STATES ARE PRIORITIZING EARLY LEARNING

The latest addition to FFYF's ESSA toolkit of resources, *Early Learning in State ESSA Plans: Implementation Snapshot* provides an early look at where states are leveraging ESSA to develop new or bolster ongoing early childhood education (ECE) efforts. As of January 2018, all consolidated state plans* have been submitted to the U.S. Department of Education (ED) and undergone review. These consolidated state plans are a preliminary indicator of how states intend to implement the new law. A subsequent series of state- and district-level decisions are forthcoming in operationalizing their ESSA plans.

Based on the ESSA plans submitted by states, there is a clear sign that states see ECE as an integral part of their education systems and pipeline—from how they can help schools improve to how they are holding schools accountable.

What's most telling is that few early-learning related provisions of ESSA are mandated. This resource demonstrates that, right from the outset, states are voluntarily electing to articulate and broaden pathways for ECE opportunities within the larger continuum of learning.

In fact, 13 states have reported plans to incorporate early learning into their state accountability system under Title I. What's more, 15 states and the District of Columbia specify early learning as a strategy for school improvement within Title I. This is a clear sign that states see ECE as a pivotal piece of the education system.

Resources: Non-Regulatory Guidance



Non-Regulatory Guidance
Early Learning in the Every Student
Succeeds Act
Expanding Opportunities to Support our
Youngest Learners

Resource: CCSSO/CEELO



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

Resource: CCSSO/NHSA

December 2017

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**



More Information

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