

ROUNDTABLE 2018 | AUSTIN, TX



Welcome!

ESSA Cohort Agenda:

Thursday, June 7th

10:30am-12:00pm: Introduction/Welcome, Expectations, Setting the Stage on National ESSA Landscape

3:15-4:45pm: Data Systems & Accountability Birth –Third Grade

Friday, June 8th

10:00am-11:30am: School Improvement

1:30-3:00pm: Professional Learning

ESSA Early Learning Opportunities

LEARNING OBJECTIVES SESSION 1: ESSA OVERVIEW

STRAND: SYSTEMS THINKING & ALIGNMENT

Objectives

This session 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 session 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.

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.

Setting clear goals and policy priorities for early learning

A state plan that includes clear goals and policy priorities around early learning or by integrating early learning as a top priority throughout the SEA's plan.

State Exemplars:

New Mexico:

Policy priorities include improving kindergarten readiness, and closing achievement gaps as emphasis in early elementary schools.

Other examples from **Tennessee** and **Oklahoma** at Session 3

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)

State Exemplars

Arkansas:

SEA directs persistently low-performing schools and districts to allocate more Federal funds toward PreK quality and access to PreK.

Pennsylvania:

Developed tools to support low-performing schools in the areas of kindergarten transition, family engagement, and school readiness.

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

State Exemplars

Michigan:

Developing a professional development system for birth to third grade educators, including community-based early childhood educators in joint professional learning opportunities.

Pennsylvania:

Building out career pathways for early childhood educators and awarding grants for principals to focus on early learning.

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							

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.

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

CCSSO Early Childhood Education

Rolf Grafwallner, Ph.D.

Rolf.Grafwallner@ccsso.org

202-312-6432

Table Facilitation Guide: “Taking Stock of Where You Are”

- Do you have similar strategies to implement in your State or you are aware of to support States? What are those strategies?
- What other strategies would be helpful in this (select topic) area?
- Develop/discuss a strategy or goal you may take home to implement in your own State or to support States.

CEELO & New America ESSA Blog Series

- ⌘ Laura Bornfreund, New America, Director, Early & Elementary Education Policy
- ⌘ “One Year Later: From Plans to Actions.”