

The Elementary and Secondary Schools Act (ESSA) and Early Learning: Plans and Opportunities for Implementation

LORI CONNORS-TADROS, CEELO

DR. MARGARETH LEGASPI, DISTRICT OF COLUMBIA

NASHA PATEL, LA

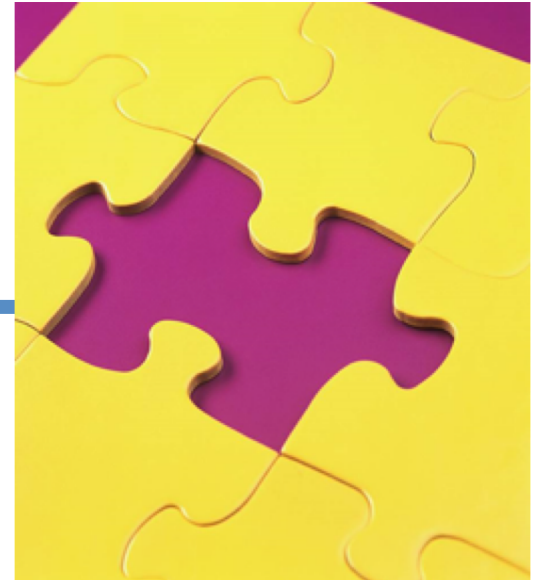
KAREN MCNIGHT, NC

QRIS NLN, JULY 18, 2018



Session Agenda

- What Are State's Doing To Ensure ESSA addresses young children's success and ensures equity?
- Tools You Can Use
- Table Talk: Can ESSA and CCDF Plans spur greater alignment of EC Systems?
- Resources





Poll ~ What is your most pressing question about ESSA?

- ☐ *How can I get involved in my LEAs plan?*
- ☐ *Who gets the money? For what?*
- ☐ *How can the requirements around coordination being addressed?*
- ☐ *What are evidence-based strategies?*
- ☐ *Are any states engaging all providers in professional development?*
- ☐ *Other questions*





State of Early Learning in ESSA

Reviewed SEAs' ESSA plans in three key priorities for early learning:

- 1) Setting clear goals and policy priorities for early learning,
- 2) Integrating early learning into school improvement, and
- 3) Supporting early childhood educator development.





School Quality Ratings

More than 30 SEAs included chronic absenteeism in their school quality/school success formula.

- **RI** has proposed a “Chronic Absenteeism Indicator” that will examine the percentage of teachers and students who are chronically absent in Grades preK–12.
- **IL** is considering weighting chronic absenteeism in kindergarten through Grade 2.



School Improvement

CO: [new legislation](#) requiring districts conduct early learning needs assessment.

LA: School system planning and resource guides.

NJ: [“Unlocking Your Federal Funds”](#) and planning tools.

WA: [“Funding Early Learning with ESSA”](#) + other resources for districts

Delaware

DDOE Continuous Improvement Model (ESSA)





District Accountability

The local district has the authority to require schools to address early learning and to support collaboration with early learning providers. Plans are still emerging.

- **MA** will create accountability profiles for school districts.
- **WA** will help school districts connect with local early learning providers around kindergarten transitions and alignment.
- **CO** and **CT** require school districts to conduct an early childhood landscape analysis in the district plan for improvement.



Transparency and Public Reporting

AZ: ADE has linked early childhood data to the states' longitudinal data system

NM: NM has included K-3 in statewide school performance measurement in ELA and math

NY: School Quality Snapshots, include PreK and family guides

Michigan *MI*SchoolData.org

How-Tos & News

Detroit Public Schools - Recent Report Changes

Our Schools - At A Glance

Early Childhood

Kindergarten - 12th Grade

Dashboard & Accountability Scorecard

District/School Information

Student Counts

Graduation and Dropout Rates

Non-Resident Status

Student Assessment

Special Education - Annual Public Reporting

Postsecondary Outcomes by High School

Career and Technical Education

New Early Childhood Report

Check out our new [Early Childhood Impact on K-3 Absenteeism](#) report!



Third Grade Proficiency in ELA 46.0%

Early Childhood



Information about programs that provide education and services to Michigan children from birth through age eight will be found here.

Kindergarten – 12th Grade



See how Michigan's public and nonpublic K-12 schools and students are faring by exploring student test results, school operational information, graduation and dropout rates, and much more.

Postsecondary



Here you will find enrollment and longitudinal student tracking information for Michigan's public colleges and universities as well as independent colleges that participate in the data collection efforts.

Workforce



Explore the connection between education, work, and wages.



Supporting EC Educators

Early childhood educators are explicitly included as intended recipients of ESSA funded professional development (PD).

- **MS** offers PD for early childhood educators in schools, Head Start sites, and community-based programs.
- **MI, OR, and NC** are developing a PD system for birth to third grade educators.
- **PA** will award grants for principals to focus on early learning.





LEAs Will Drive Implementation

- LEAs are required to create agreements to coordinate services with Head Start agencies and must ensure compliance with HS performance standards
- LEAs can use Title II funds for PD for principals, teachers and community based providers on early learning
- LEAs can use Title IV funds for community school models to support school readiness of children in poverty
- LEAs can use school improvement funds for B-3rd grade approach



Louisiana's Early Childhood Performance Profiles

Performance Profile Overview

Performance Profiles provide information about the quality of publicly-funded sites to families to inform choice and to communities to guide improvement.

In 2015, Louisiana launched a unified rating system to:

- Measure core elements needed for positive child outcomes;
- Provide a clear and focused path to improvement; and
- Give families an easy way to compare choices in their community.

Louisiana's unified rating system has two components, featured on Performance Profiles:

1. Ratings that relate to positive child outcomes
 - *Adult-child interactions and instructions, as measured by CLASSTM; and*
2. Information on classroom best practices
 - *E.g., using curriculum, assessing children for learning, credentialing of teachers*

Researchers at the University of Virginia found that Louisiana observers are accurate, that children learn more in Louisiana classrooms with higher ratings, and that adding other quality measures does not help identify quality classrooms.

Performance Rating Approach:

Focus on Interactions with Children

Louisiana uses CLASS™ to measure, provide information on and support improvement on the core elements needed for quality: adult-child interactions and instruction.

As a research-based, nationally regarded early childhood quality measure for all young children, CLASS™:

- Assesses how well teachers interact with children, including how well they:

Description	PreK Domain	Toddler Domain
<i>Create a warm, positive environment and build trusting relationships with children</i>	Emotional Support	Emotional & Behavioral Support
<i>Organize daily routines and minimize disruptions</i>	Classroom Organization	
<i>Help children learn concepts and connect ideas through dialogue and play</i>	Instructional Support	Engaged Support for Learning

- Correlates with child outcomes
 - *Programs that perform better on CLASS™ have better child outcomes (i.e., kindergarten readiness)*
- Supports teacher growth by providing useful information for coaching

Performance Rating:

Calculating Measures of Classroom Quality Scores

Performance scores and ratings are calculated from CLASS® observation scores using a set of rules aligned with Bulletin 140 Policy.

Individual CLASS™ observation dimension scores are averaged together to calculate domain scores and overall scores

- **Overall scores:** All of the site's dimension scores across all domains are added together and divided by the total number of dimension scores
- **Domain scores:** All of the site's dimension scores within the domain are added together and divided by the number of dimension scores

Note: Negative Climate dimension is not included in any ratings

If local observation scores are missing for a classroom within a semester:

1. Third party scores for the classroom for that semester are used if available
2. The average of the site's third party scores for that age type are used if no other classroom score is available

Third party observation domain scores are used to replace local observation domain scores if the domain scores differ by more than 1 point, or if there are consistent inaccuracies.

Performance Rating: Incentives and Consequences

There will be incentives and consequences for providers tied to ratings beginning in 2016-2017.

- Tax credits and bonuses for child care centers have been revised to reward performance and improvement.

CLASSTM Score Range	Performance Rating	Star Rating for Tax Credit and Bonus Payments
6.00 - 7.00	Excellent	5 Stars
5.25 - 5.99	Proficient	4 Stars
4.50 - 5.24	Proficient	3 Stars
3.75 - 4.49	Approaching Proficient	2 Stars
3.00 - 3.74	Approaching Proficient	1 Star
1.00 - 2.99	Unsatisfactory	0 Stars

- **Programs that fail to meet minimum standards for two years in any three year period may lose Type III license or funding.**

Louisiana's School and Center Finder

Engaging and Informing Families

Early Childhood and K-12 School and Center Finder

Louisiana's new tool was designed for families to use, to help them to navigate their choices and make informed decisions about care and education for their child.

The screenshot shows the homepage of the Louisiana School and Center Finder. At the top, there is a header with a sun, a map of Louisiana, a schoolhouse, and a magnifying glass. Below this is the title "Welcome to the Louisiana School Finder" and the subtitle "Search for schools based on what matters most to you." There are two main search panels. The left panel is titled "EXPLORE SCHOOLS AND CENTERS" and contains a location input field with a pin icon and placeholder text "Enter an address, city, or zip code in Louisiana", a dropdown menu for "Select an age/grade", and a "View Schools/Centers" button. The right panel is titled "JUMP RIGHT TO YOUR SCHOOL OR CENTER" and contains a search input field with a magnifying glass icon and placeholder text "Search by school or center name". Two purple callout boxes with arrows point to these panels. The left callout box says "Browse by address, city, or zip code to see all nearby schools or centers." and the right callout box says "Or search directly for a school or center by name."

Browse by address, city, or zip code to see all nearby schools or centers.

Welcome to the Louisiana School Finder

Search for schools based on what matters most to you.

EXPLORE SCHOOLS AND CENTERS

📍 Enter an address, city, or zip code in Louisiana

Select an age/grade

View Schools/Centers

JUMP RIGHT TO YOUR SCHOOL OR CENTER

🔍 Search by school or center name

Or search directly for a school or center by name.

The School and Center Finder can be accessed at www.LouisianaSchools.com

Supporting Informed Family Choice

Map Browsing View

The map browsing view helps families easily find a variety of schools or centers that are near them. Families can also use the filters to narrow their search.

1201 N 3rd St, Baton Rouge, LA 70802, L

Age/Grade Level
PK (ages 3-4)

More Filters

Displaying 1-20 of 218 schools within 10 miles and any district/parish [Change Filters](#)

Map Satellite

Sort By
Early Childhood Performance Rating

Search by School Name

1

TREASURES FROM HEAVEN CHILDCARE AND LEARNING CENTER

Infant (Under 1) - PK (ages 3-4) | East Baton Rouge Parish

Distance 5.9 Miles

Early Education Performance Rating
Excellent

2

WESTDALE HEIGHTS ACADEMIC MAGNET SCHOOL

PK (ages 3-4) - Grade 5 | East Baton Rouge Parish

Distance 3.8 Miles

Early Education Performance Rating
Excellent

K-12 Letter Grade
A

3

A LIL ONE'S LEARNING CENTER, INC.

Infant (Under 1) - PK (ages 3-4) | East Baton Rouge Parish

Distance 10 Miles

Early Education Performance Rating
Proficient

4

ABC CHILDRENS LEARNING ACADEMY

Infant (Under 1) - PK (ages 3-4) | East Baton Rouge Parish

Distance 4.7 Miles

Early Education Performance Rating
Proficient

This list of numbered sites corresponds to the numbers on the map.

Supporting Informed Family Choice

Tracking and Comparing Centers

Within the tool, families can select up to three sites to compare side by side, or they can create a list of favorite sites to bookmark them.

The screenshot shows a web application for comparing schools. At the top, there are tabs for 'Compare' (with a plus icon) and 'View Favorites' (with a heart icon), both highlighted by red arrows. Below these is a status bar indicating 'Displaying 1-20 of 221 schools within 10 miles and any district/parish' with a 'Change Filters' link. A 'Sort By' dropdown menu is set to 'Early Childhood Performance Rating'. A search bar is labeled 'Search by School Name'. The main content area lists three schools, each with a rank in a dark blue box on the left and icons for comparison and favorites on the right. The first school, 'TREASURES FROM HEAVEN CHILDCARE AND LEARNING CENTE', is ranked 1 and has a distance of 5.9 miles; it is highlighted by a purple arrow pointing to its comparison icon. The second school, 'WESTDALE HEIGHTS ACADEMIC MAGNET SCHOOL', is ranked 2 and has a distance of 3.8 miles; it is highlighted by a red arrow pointing to its favorite icon. The third school, 'A LIL ONE'S LEARNING CENTER PERKINS', is ranked 3 and has a distance of 3.8 miles; it also has both comparison and favorite icons.

Rank	School Name	Program	Distance	Comparison Icon	Favorite Icon
1	TREASURES FROM HEAVEN CHILDCARE AND LEARNING CENTE	Infant (Under 1) - PK (ages 3-4)	5.9 Miles	Yes	No
2	WESTDALE HEIGHTS ACADEMIC MAGNET SCHOOL	PK (ages 3-4) - Grade 5	3.8 Miles	No	Yes
3	A LIL ONE'S LEARNING CENTER PERKINS	Infant (Under 1) - PK (ages 3-4)	3.8 Miles	Yes	Yes

Supporting Informed Family Choice

Site-Level Overview Information

The “About Our School” section displays general information about the school or center that families have selected.

[Back to School Finder](#)


EXAMPLE EARLY LEARNING CENTER

EARLY EDUCATION PERFORMANCE

Approaching Proficient

[ABOUT OUR SCHOOL](#) [ACADEMIC PERFORMANCE](#)

ABOUT OUR SCHOOL



1201 North Third Street Baton Rouge, LA 70802
[View on Google Maps](#)

877-453-2721
[View School Website](#)

assessment@la.gov

Mon: 6:00am to 6:30pm
Tue: 6:00am to 6:30pm
Wed: 6:00am to 6:30pm
Thu: 6:00am to 6:30pm
Fri: 6:00am to 6:30pm
Sat: 6:00am to 6:30pm
Sun: 6:00am to 6:30pm

ZZZ903

[f](#) [t](#)

OVERVIEW


AGES/GRADES SERVED
Infant (Under 1)-PK (ages 3-4)
Infant (Under 1)-Toddler (ages 1-2)

DISTRICT/PARISH
East Baton Rouge Parish

SCHOOL/CENTER TYPE
Licensed Center

LICENSE TYPE
III

INSPECTION VISIT INFORMATION
[Click here to view inspection visit information](#)

STAR RATING


DIRECTOR/PRINCIPAL
Mr. John White

TRANSPORTATION
Yes

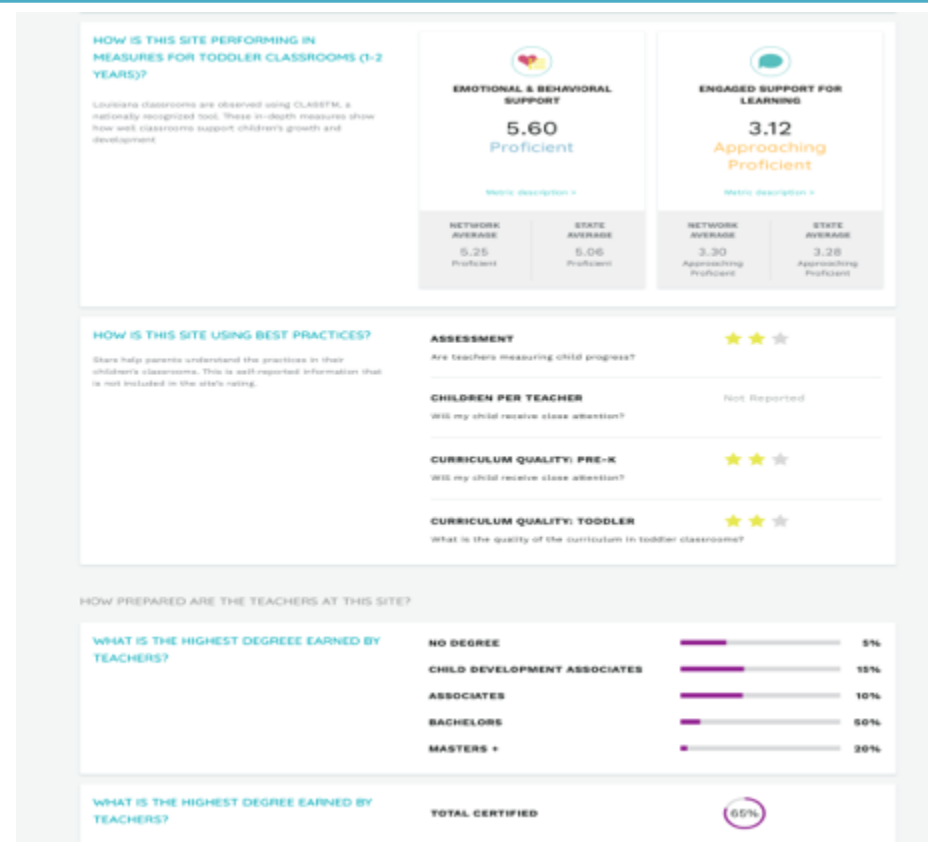
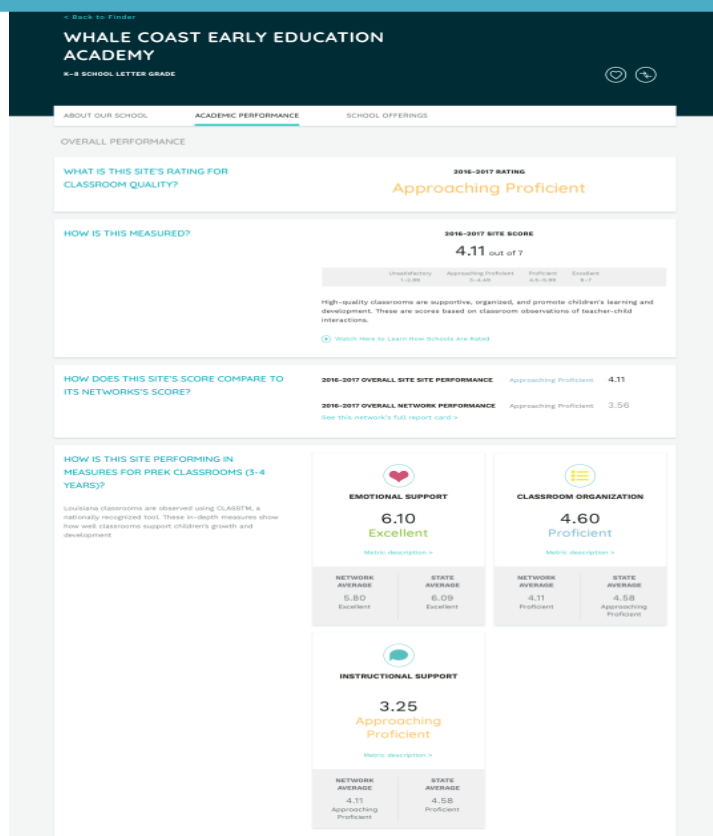
TAKES CHILD CARE ASSISTANCE PROGRAM (CCAP)
Yes

BEFORE CARE
Yes

AFTER CARE
Yes

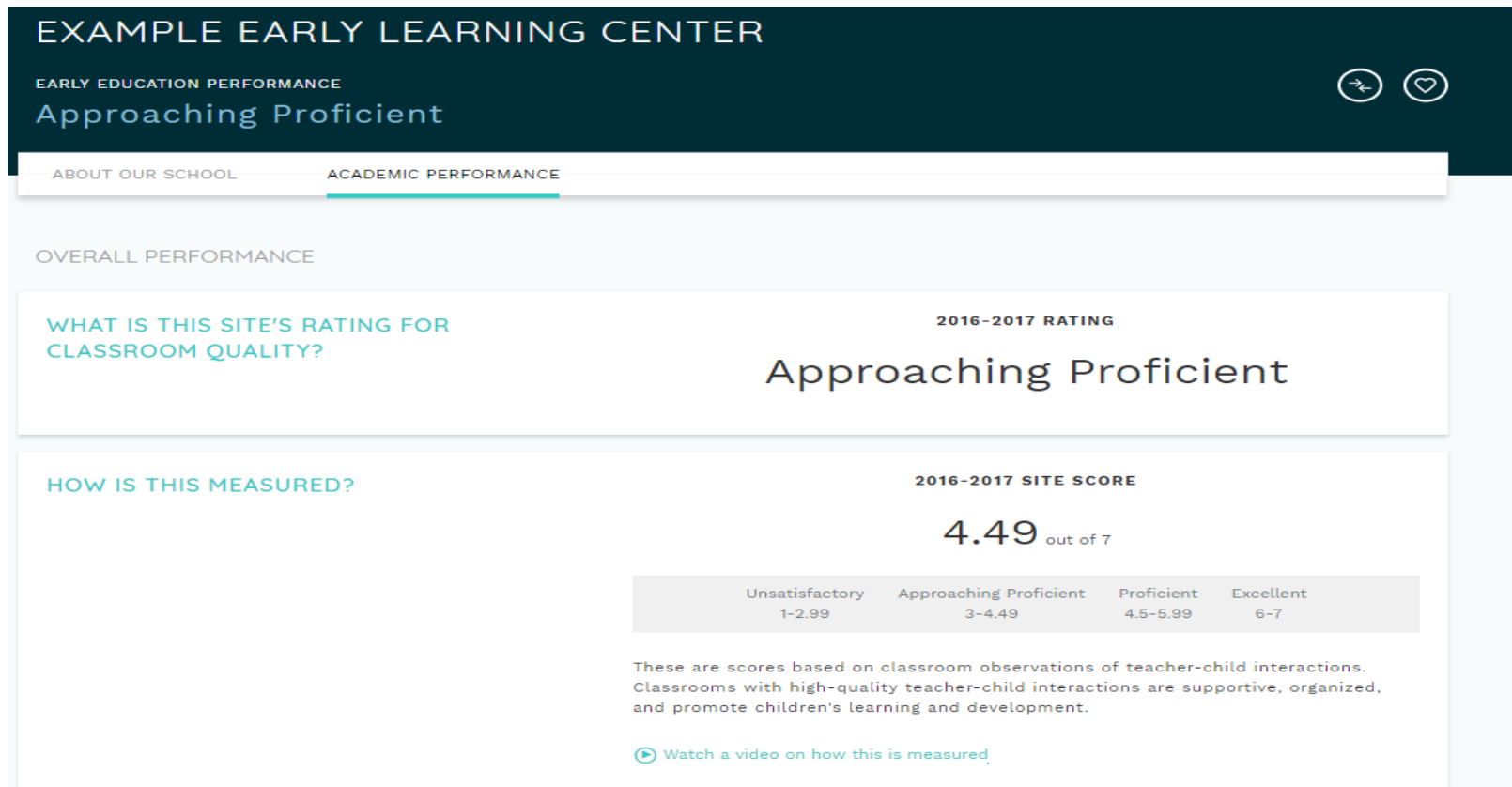
Release of 2016-2017 Performance Profiles New School and Center Finder

Families will access 2016-2017 Performance Profiles directly in the new Louisiana School and Center Finder, alongside other important information.



Viewing Site Performance Profiles

The “Academic Performance” section displays specific details about the classroom quality of the school or center.



“Academic Performance” Section Includes:

- Overall Classroom Quality Numerical Score and Rating
- A link to video with explanation for families about how rating is derived

Viewing Site Performance Profiles

The “Academic Performance” section displays specific details about the classroom quality of the school or center.

HOW IS THIS SITE PERFORMING IN MEASURES FOR PREK CLASSROOMS (3-4 YEARS)?



EMOTIONAL SUPPORT

5.40
Proficient

[Metric description >](#)

NETWORK AVERAGE

5.63
Proficient

STATE AVERAGE

5.74
Proficient



CLASSROOM ORGANIZATION

5.48
Proficient

[Metric description >](#)

NETWORK AVERAGE

5.49
Proficient

STATE AVERAGE

5.53
Proficient



INSTRUCTIONAL SUPPORT

2.60
Unsatisfactory

[Metric description >](#)

NETWORK AVERAGE

3.58
Approaching Proficient

STATE AVERAGE

3.68
Approaching Proficient

“Academic Performance” Section Includes:




- Domain-level performance for site, network, and state
- A link to a description of each domain for families

Viewing Site Performance Profiles

The “Academic Performance” section displays specific details about the classroom quality of the school or center.

HOW IS THIS SITE USING BEST PRACTICES?

Stars help parents understand the practices in their children’s classrooms. This is self-reported information that is not included in the site’s rating.

ASSESSMENT Are teachers measuring child progress?	 2 out of 3 stars
CHILDREN PER TEACHER Will my child receive close attention?	Not Reported
CURRICULUM QUALITY: PRE-K Will my child receive close attention?	 2 out of 3 stars
CURRICULUM QUALITY: TODDLER What is the quality of the curriculum in toddler classrooms?	 2 out of 3 stars

“Academic Performance” Section Includes:

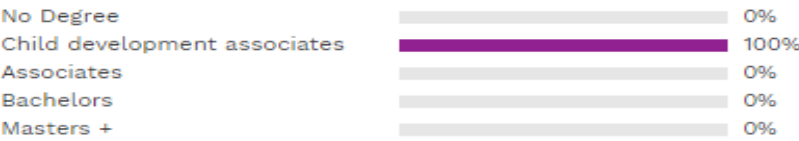
- Informational Metrics that include *Assessment Rating, Child per Teacher Rating, and Curriculum Quality*
- A link to an explanation of each best practice for families

Viewing Site Performance Profiles

The “Academic Performance” section displays specific details about the classroom quality of the school or center.

HOW PREPARED ARE THE TEACHERS AT THIS SITE?

WHAT IS THE HIGHEST DEGREE EARNED BY TEACHERS AT THIS SITE?



HOW MANY TEACHERS AT THIS SITE ARE CERTIFIED BY THE STATE OF LOUISIANA?

TOTAL CERTIFIED
Metric description >



“Academic Performance” Section Includes:

- Percent of lead teachers with each degree level
- Percent of lead teachers with certification, including Early Childhood Ancillary Certificate
- A link to an explanation of each informational metric for families

Network Performance Profiles

Network Performance Profiles contain a roll up of each community's results, along with at-risk access metrics and community survey results, and are linked on each site's page.

These are scores based on classroom observations of teacher-child interactions. Classrooms with high-quality teacher-child interactions are supported and promote children's learning and development.

[Watch a video on how this is measured](#)

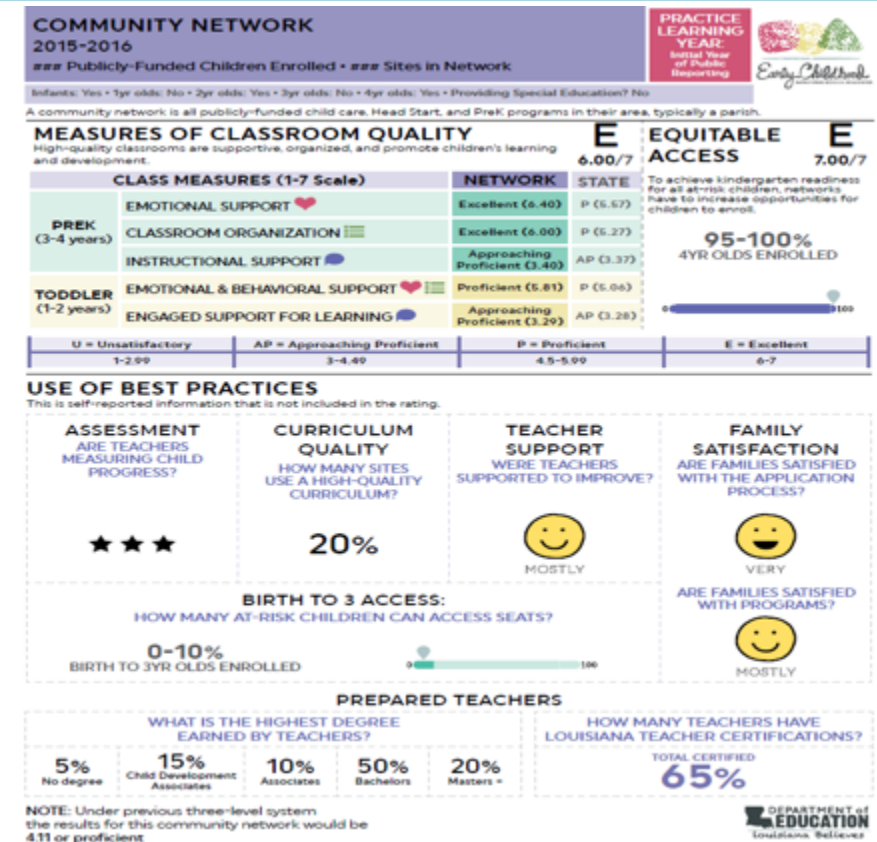
HOW DOES THIS SITE'S SCORE COMPARE TO ITS NETWORK'S SCORE?

2016-2017 OVERALL SITE PERFORMANCE Approaching P
4.34
2016-2017 OVERALL NETWORK PERFORMANCE Proficient
4.79

[See this network's full report card](#)

HOW IS THIS MEASURED FOR YEARS?)

Click here to pull up the network profile



Marketing the School and Center Finder

Reaching and Engaging Families

The Department has rolled out several tools and resources for Louisiana communities to use to promote their sites via School and Center Finder.

As part of the School and Center Finder release, the Department has:

- Released a [one page flyer](#), [parent night presentation](#) and [animated video](#);
- Promoted the School and Center Finder with statewide media and through social media;
- Provided [talking points and resources](#) for organizations that interact closely with families so that they can promote the school and center finder in their own communities:
 - Schools and centers
 - Community organizations
 - Chambers of commerce
 - Realtor organizations
 - Non-profits

Louisiana has supported communities to collaborate around their own plans to include the new School and Center Finder in their coordinated enrollment work.



Every Student Succeeds Act (ESSA) Early Learning Working Group

July 18, 2018



DC's Early Childhood Development Program Landscape



My Child Care DC

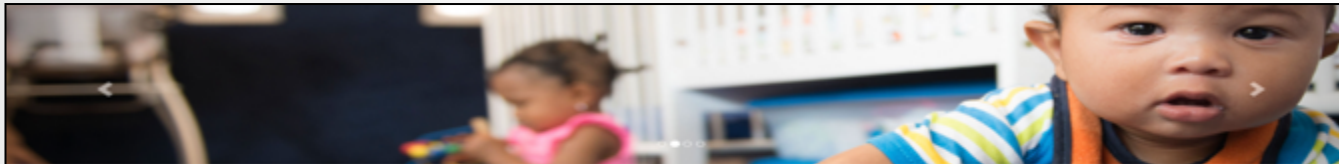
My Child Care DC features:

- **All** licensed child care providers are on the website.
- **Easy-to-use search** with multiple options for searching and filtering results.
- **Clean, bright provider profiles** with regularly updated information about each facility, including location, ages of children served, quality information and information about most recent facility inspection reports.
- **Important information about early child development and care** for families and early learning professionals.





My Child Care DC





WELCOME TO MY CHILD CARE DC


My Child Care DC is a place for parents to access meaningful information about child care in DC at their fingertips. You can search for licensed child care, browse and compare child care options, and learn about helpful early learning resources. Start browsing now!


[Find Child Care](#)

Early Care and Education at a Glance

 **465** OSSE licensed child development facilities


 **353** Center-based child development facilities


 **112** Home-based child development facilities







Search Our Provider Network


Welcome to My Child Care DC. Below, you can search for child care facilities in the District of Columbia. Start by entering a facility's name, an address, or a zip code and clicking the magnifying glass icon. Or, you can click on the button for "Search All Providers" to see a full list. You may filter your choices further on the Search Results page.










Provider 

Address 

Zip Code 

If unknown, type first few letters ... Max distance:  1 Miles  3 Miles  7 Miles Search zip code area ...

[Search All Providers](#) 

MY CHILD CARE DC				
Search Search Results Comparison Table				
✓	Map	Facility	Accreditation ⓘ	Services ⓘ
<input type="checkbox"/>	A	2 New Heights Child Development Center 4124 3rd ST,NW 20011 (202) 726-1999 - Ward #4 More Info Compare Refine	NAEYC	
<input type="checkbox"/>	B	A Step Above Child Development Center 1424 North Capitol ST, NW 20002 (202) 986-1351 - Ward #5 More Info Compare Refine	N/A	★
<input type="checkbox"/>	C	ABC Child Development Center 32 Grant Circle, NW 20011 (202) 829-8444 - Ward #4 More Info Compare Refine	N/A	 
<input type="checkbox"/>	D	Ada Masin Guzman 305 Hamilton ST, NW 20011 (202) 425-9027 - Ward #4 More Info Compare Refine	N/A	
<input type="checkbox"/>	E	Adeola Oyekola 866 Yuma ST, SE 20032 (202) 341-3504 - Ward #8 More Info Compare Refine	N/A	 
<input type="checkbox"/>	F	Adventureland Day Nursery # 1 4015 Kansas AVE, NW 20011 (202) 722-0828 - Ward #4 More Info Compare Refine	NAEYC	 
<input type="checkbox"/>	G	Adventureland Day Nursery II 1109 Buchanan ST, NW 20011 (202) 722-0801 - Ward #4 More Info Compare Refine	NAEYC	



Licensed Infant and Toddler Programs

Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity*
Total	386	5,124	8,643
1	31	601	935
2	51	122	1,704
3	19	2	508
4	76	928	1,341
5	52	861	1,082
6	41	223	829
7	54	1,018	945
8	62	1,369	1,299



Overview of DC Pre-K Programs

Figure 12. THREE-YEAR olds and FOUR-YEAR olds served in DC in FY 2017

Age	Census Data ⁹	Number Enrolled	Percent Served
3-Year-Olds	8,710	5,980	69%
4-Year-Olds	8,077	7,186	89%
Total	16,787	13,166	78%

Figure 13. Public Pre-K Program Access by Sector in FY 17

Sector	Sites	Enrollment	Number of Classrooms	Estimated Capacity	Estimated Utilization	Estimated Number of Available Slots
DCPS	77	5,829	350	5,864	99.4%	35
Public Charter Schools	59	6,700	341	6,820	98.2%	120
Pre-K Enhancement and Expansion Program in CBO Sites	21	637	45	720	88.5%	83
Total	157	13,166	736	13,404	98.2%	238



Early Head Start and Head Programs in DC

Program	Early Head Start Home-Based	Early Head Start Center	Head Start Center	Total Enrollment by Grantee
DC Public Schools			5,249	5,249
Bright Beginnings, Inc.	64	104	45	213
CentroNía	60	12		72
Rosemount	77	39		116
Edward C. Mazique Parent Child Center, Inc.		180		180
United Planning Organization (UPO)				671
Educare of Washington, DC ¹⁶		72	85	
AppleTree Early Learning Center PCS Douglas Knolls			27	
AppleTree Early Learning Center PCS Parkland			43	
AppleTree Early Learning Center PCS Oklahoma Avenue			28	
Azeeze Bates		16		
Ballou		16		
Christian Tabernacle		16		
C.W. Harris Elementary School		48		
Dunbar		8		
Edgewood		24		
Fredrick Douglass		40		
Luke C. Moore		8		
Roosevelt High School		16		
Woodson		8		
Spanish Education Development (SED) Center		36		
Anacostia High School		24		
Paradise		16		
Atlantic Gardens		16		
Healthy Babies		52		
Home-Based Program	72			
OSSE Quality Improvement Network (QIN)		200		200
Total Enrollment by Model	273	951	5,477	6,701



ESSA Early Learning Working Group



ESSA Early Learning Working Group

- Working group members included Head Start agencies, LEAs, Public Charter School Board (PCSB), FOCUS and District of Columbia Association for the Education of Young Children (DCAEYC).
- Working group members offered their expertise and recommendations from DC and/or national best practices and research. The working group met monthly to brainstorm best practices and recommendations on each domain of coordination (November through May 2018).
- The working group has helped draft a citywide MOA that LEAs may sign to meet the ESSA coordination requirements.
- LEAs that serve pre-K and/or kindergarten applying for ESEA Title I funds in fall 2018 must sign the citywide MOA, **or** may sign separate MOAs with Head Start agencies serving their incoming students.



Working Group Meetings and Timeline

Meeting Dates	Topics
Nov. 16, 2017	Professional development/Technical assistance
Dec. 12, 2017	Coordinating services/Communication
Jan. 9, 2018	Family engagement
Feb. 15, 2018	Curriculum and instruction
March 22, 2018	English learner data and Title III plan
April 17, 2018	Data and records sharing/enrollment
May 14, 2018, 11 a.m.-1 p.m.	LEAs were invited to review and provide feedback on the draft MOA
June-July 2018	Final citywide MOA ready for signature
November 2018	All LEAs applying for ESEA Title I funds must sign citywide MOA or separate MOAs with each Head Start agency.



Resources

1. Please visit the website below for more information about the ESSA early learning working group:
<https://osse.dc.gov/page/essa-early-learning-coordination-working-group>
2. You will find more information about:
 - a. Key Resources
 - 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 (National Head Start Association/ Council of Chief State School Officers)
 - Early Learning in the Every Student Succeeds Act: Non-Regulatory Guidance (US Department of Education)
 - ESSA and Head Start Act Statute – Excerpts with Coordination Requirements
 - b. Presentation Materials



Public Schools of North Carolina

Using ESSA to Advance Birth-through-Eight Strategies in North Carolina

Karen McKnight
Head Start State Collaboration Office

The Approach

- Determining who should lead and be engaged
- Creating demand
- Creating strategic partnerships
- Requiring cross-system teams
- Providing support

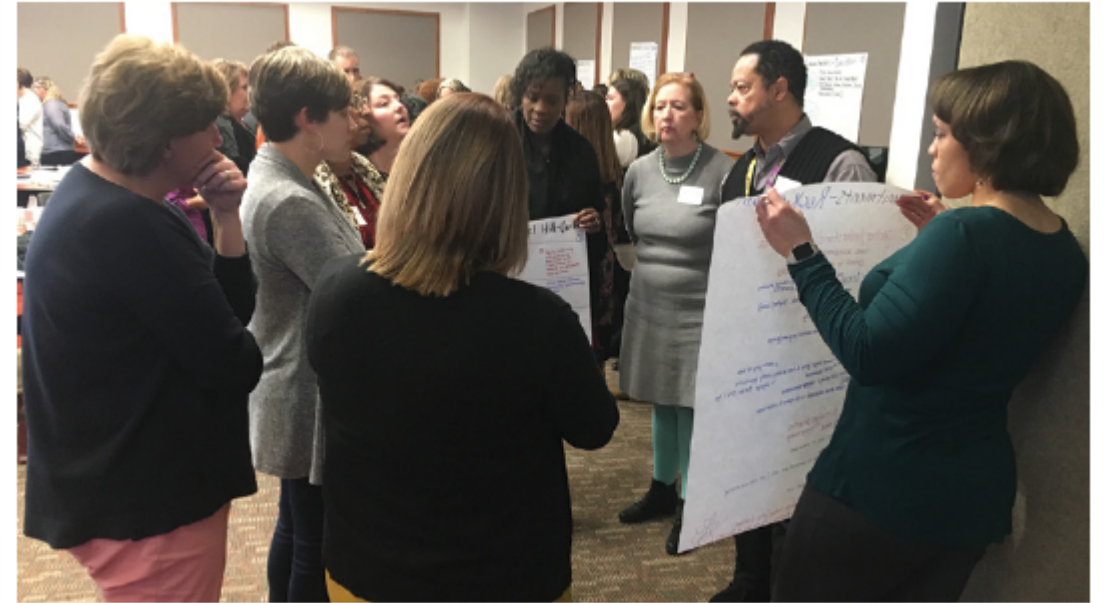
Successes

- Local planning tool
- Agreements
- Relationships



“This meeting set aside a day out of our busy schedules to come together and focus on children birth to eight. The time we spent together was so very powerful. We collaborated, shared our thoughts and ideas, created a commitment plan and reflected on our district goals. I learned and grew so very much. Thank you for providing this opportunity! What a wonderful investment of our time together.”

“Our Pre-K Director has reached out to the Head Start Director in meetings for ideas about specific concerns. This would not have happened before these meetings. This opportunity gave us a way to bring Head Start back to the table.”



Lessons Learned

- Start earlier
- Create a broader planning and support team
- Provide data
- Create an inventory of existing supports and professional development being provided by the state
- Hold more regional meetings
- Local teams need support collaborating

Next Steps

- State agreement model
- Analysis and case studies
- Focused support
- Regional meetings



“I met with some of the key people in my county and was able to put a face to their name. I was able to hear their perspective and I learned that they too want what is best for children and they had great ideas of how to do it.”

“We (LEA/NC Pre K) attended the regional meeting along with representation from Head Start, the Partnership for Children and EC Preschool. Our team was able to discuss practices that were already in place, but loose, then develop a plan to tighten the practices. We were very strategic and intentional with our plan development and really did not need any new or expanded dollars to successfully implement.”

“We have begun having conversations, and were not previously. Working together on these activities is increasing trust, encouraging resource sharing, and will hopefully improve the experiences of children and families.”

“Our Head Start coordinator taught our committee about the TS Gold assessment that all Head Start classroom teachers administer to their students. We thought the information was so valuable that he should present it to principals. In bridging this gap we are also asking that Head Start teachers form partnerships with the Kindergarten Teachers in their schools by shadowing each other and attending PLC meetings once per year. Bridging this gap will give us more information about incoming students to the [school] system and also help us to reach parents of students feeding into our schools.”

Karen McKnight

NC Department of Public Instruction/Office of Early Learning

Head Start State Collaboration Office

karen.mcknight@dpi.nc.gov



Tools You Can Use

- ❑ Birth to Grade 3 Indicator Framework: Opportunities to Integrate Early Childhood in ESSA Toolkit
- ❑ 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
- ❑ Every Student Succeeds Act: Guiding LEA Needs Assessments and Plan Development to Consider Early Learning



TABLE TALK

Opportunity to create greater system alignment

- ❖ New Preschool Development Grant in ESSA - Assist States to develop, update, or implement a strategic plan that facilitates collaboration and coordination among existing programs of early childhood care and education in a mixed delivery system



What are the “touch points” to use both CCDF State Plan and ESSA to ensure equity for ALL young children?

Each Plan asks states to:

- Engage stakeholders and coordinate EC services
- Define Goals for Children
- Improve Quality of Programs and Schools
- Engage Families
- Ensure a Highly Qualified Workforce
- Use Resources Accountably



TABLE TALK





OPPORTUNITY AHEAD

- CEELO ESSA resources and blog:
<http://ceelo.org/essa/>
- Meaningful Local Engagement Under ESSA
http://partnersforeachandeverychild.org/wp-content/uploads/2017/07/LEA-and-SL-Handbook_7.25.17.pdf
- North Carolina Resources -
<https://buildthefoundation.org/2018/06/new-tool-to-support-leas-to-include-early-learning-in-essa-plans/>

