



Better Together:

Opportunities for State Agencies To Accelerate Early Learning in the Implementation of the Every Student Succeeds Act

June 19, 2018

Welcome and Introductions

- ⌘ Name
- ⌘ Title and State
- ⌘ One thing you are excited to learn/take away from meeting



Agenda

- I. Governance in Early Childhood Education Keynote by Elliot Regenstein
- II. Break out Session
 - I. Leadership for Early Childhood Education: Looking to the Future
 - II. Legacy 2030 Focus Group
- III. Report Outs & Reflections
- IV. Networking Lunch
- V. ESSA Implementation Strategic Planning
- VI. Taking Stock: Key ideas and next steps

Governance in Early Childhood

Elliot Regenstein
Foresight Law + Policy Advisors
June 19, 2018



Authority and Its Distribution

- ⌘ Governance is about authority
- ⌘ Historically authority is organized by subject matter, not age group
- ⌘ Children birth to five have a wide range of needs, meaning many agencies end up serving them
- ⌘ As states have increased their attention to early care and education, they have rethought their governance of early childhood
- ⌘ Goal of governance changes is to provide better service to children and families

Values in Governance

- ⌘ Coordination – governance should connect different programs
- ⌘ Alignment – provide coherence across system-wide tasks
- ⌘ Sustainability – should be durable through political and administrative change
- ⌘ Efficiency – should allocate resources wisely
- ⌘ Accountability – should be accountable to key stakeholders



Models of Governance

- ⌘ Coordinated across agencies
- ⌘ Consolidated within an agency
- ⌘ Creation of a new agency

Coordinated Governance

- ⌘ The status quo in most states – but not you!
- ⌘ How much coordination there actually is varies
- ⌘ Governor's office can play a leadership role

Consolidated Governance

- ⌘ Move multiple functions into an existing agency – generally education or human services (which are very different)
- ⌘ Generally preschool and child care – can also include Head Start collaboration, home visiting, IDEA, and more
- ⌘ How does it fit in larger agency, practically and culturally?
- ⌘ Is consolidation a step toward creation?



Creation of a New Agency

- ⌘ Have to define its function
- ⌘ How does a small new agency thrive in a state's political landscape?

Cross-cutting Issues

- ⌘ State advisory councils
- ⌘ Regional governance
- ⌘ Public-private partnerships
- ⌘ Changing practice, not just arrangements – managing the transition

Values That Lead to Consolidation or Creation

⌘ Elevated leadership

⌘ Greater accountability

⌘ Improved coherence



Discussion Questions

- ⌘ What is your theory of action to improving child outcomes? Do you feel like you have the right mission?
- ⌘ Do you feel like your agency is well designed to achieve its mission?
- ⌘ Do you feel like you have the capacities and skills needed to achieve the mission?
- ⌘ Are kids better off? Do you have markers that you're heading in the right direction?

ESSA Implementation

- ⌘ The opportunity presented by ESSA implementation: the incentive structure operating on K-12 (accountability and school improvement)
- ⌘ The importance of early learning in ESSA implementation (Reardon data)
- ⌘ How has early learning been a part of ESSA conversations in your state? How have you and your colleagues been a part of that conversation personally?

Breakout Session: Leadership for Early Childhood Education, Looking to the Future

Group 1

Facilitator: Elliot Regenstein

Dupont Conference
Room

Group 2

Facilitator: Jeff Capizzano

Anacostia Conference Room



Report Out and Reflections

Your state has just appointed a new state chief/superintendent/secretary, and you have to brief him or her on what is required to create an early childhood system over the next 10 to 12 years that efficiently and effectively supports the development and learning of all children in your state.

⌘ What would your recommendations be?

- How would your state agency be organized?
- How would early childhood be staffed?
- What new policies would you implement to ensure equity for all children—including dual language learners or children with special needs or other children at-risk?
- What policies would you get rid of?
- What types of advocacy and political strategies would you envision to create the public will and political climate to realize goals for children?

ESSA Early Learning Opportunities

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](#).^{xiii}

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.

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**



State Sharing: ESSA Implementation and Early Learning

Brief report from each state:

- ☐ Please share 1 (or 2) things you are most pleased with the progress on ESSA implementation.
- ☐ What would you like to learn from the others in the room to improve the focus of your state's ESSA efforts on Early Learning implementation?

Café Style Roundtables

3 - 30 minute café style conversations on these 3 topics:

1. School Improvement & Data - Tracy/Rolf --
2. Educator (teacher + administrator) Development - Jana/Sheryll -
3. Accountability and Equity - Lori/Elliot --

Discussion:

- ⌘ What have you started to implement, how is it going? What is next?
- ⌘ What other opportunities do you see in ESSA to connect and integrate early learning?
- ⌘ What resources or tools are needed?

Taking Stock: Key Ideas and Next Steps





See our websites for resources - ccsso.org and ceelo.org

This document was originally produced in whole or in part by the Center on Enhancing Early Learning Outcomes with funds from the U.S. Department of Education under cooperative agreement number S283B120054. The content does not necessarily reflect the position or policy of the Department of Education, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement by the federal government.