

Danielle Ewen and Jana Martella

# ESSA AND EARLY LEARNING A MARATHON NOT A SPRINT

# THE EARLY LEARNING SYSTEM IS COMPLICATED ESSA CAN HELP

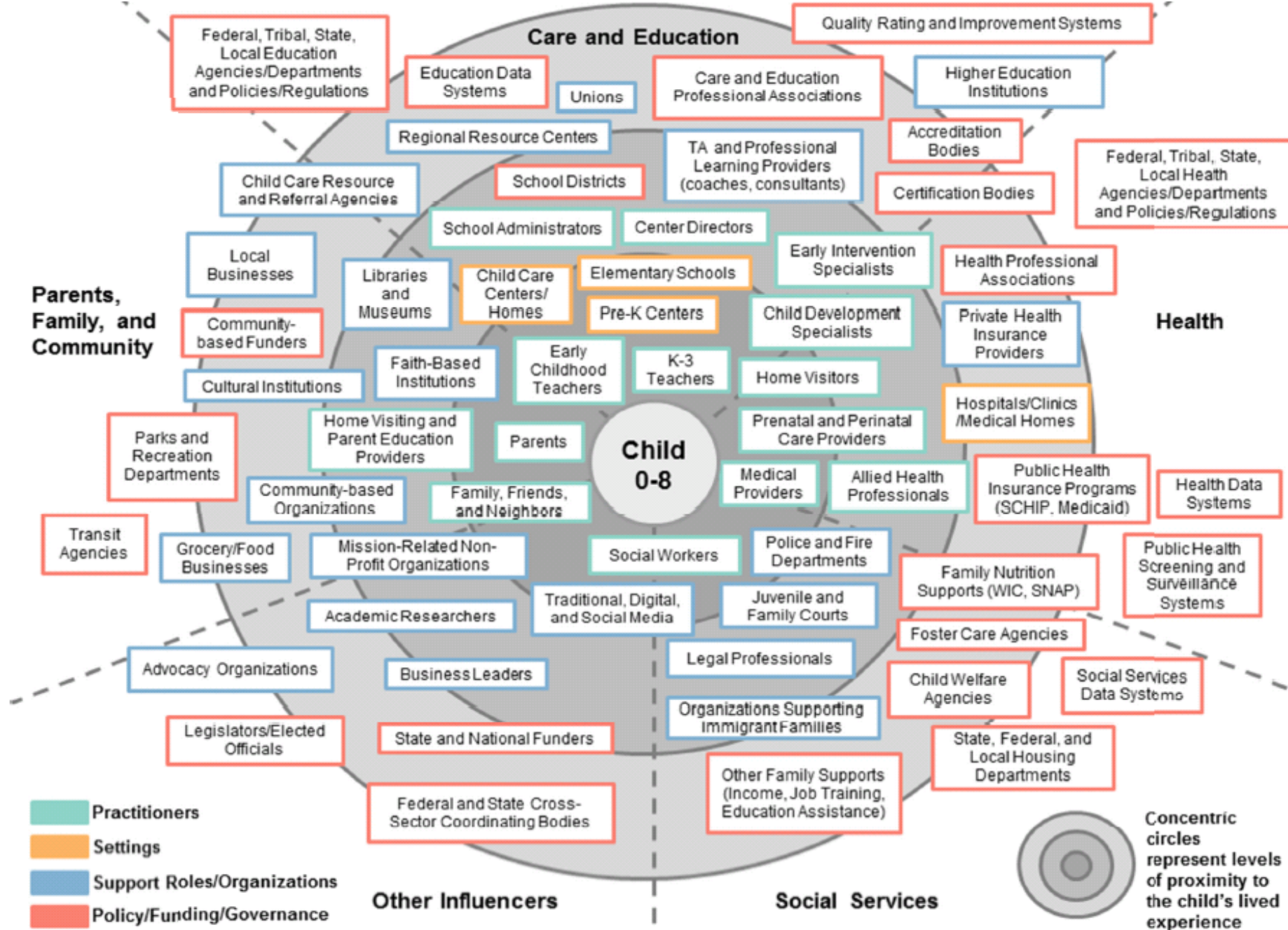


FIGURE 1-1 The complex landscape that affects children ages 0-8.

## True or False

***FALSE***

There are no requirements around early childhood for the SEA in ESSA.

- SEAs must coordinate with other programs that provide services for young children, including the IDEA, CCDBG, and Head Start, among other programs.
- SEAs and LEAs must include on their report cards the number and percentage of students enrolled in preschool programs.
- SEAs must use McKinney-Vento funds to help ensure that homeless children, including preschoolers, have equal access to free, appropriate public education.



## True or False

The LEA must send all Title I funds to schools.

***FALSE***

LEAs may choose to use some or all of their Title I funds for districtwide early childhood programs, and then allocate any remainder to individual schools according to the federal Title I allocation requirements.





## True or False

Title I funds can be used to serve infants and toddlers, even if they do not have special needs.

***TRUE***

Title I funds can be used in programs serving children from birth to the age at which the school district provides a free elementary education



## Multiple Choice - Which of these is an allowable use of Title I funds?

- A. Classroom-based instructional programs.
- B. Salaries and benefits for teachers and other staff.
- C. Home visiting programs.
- D. Extended day programs in Head Start or community-based child care programs.
- E. Professional development for early childhood professionals who serve Title I eligible children, including providers in non-school settings.
- F. Support services, such as nutrition, vision, dental, and counseling services.
- G. Screening and diagnostic assessment.
- H. Summer enrichment programs for young children and their families.
- I. Transition programs.

*All of the above*

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- I. Transition programs.



## True or False

A school or district that provides preschool services must only follow state pre-k program requirements.

***FALSE***

The program must meet the education performance standards of the Head Start Program Performance Standards that are aligned with the Head Start Child Early Learning Outcomes Framework Ages Birth to Five (2015).



## True or False

# FALSE

Only Head Start eligible children are eligible for Title I funded early childhood services.

Certain children are “automatically eligible” to participate in a Title I preschool program, including:

- children who participated in Head Start,
- received services supported by the Comprehensive Literacy State Development Grants program within Literacy Education for All, Results for the Nation (LEARN) (formerly known as Striving Readers Comprehensive Literacy Program),
- attended a Title I preschool program at any time in the prior two years;
- children who received services under Title I, Part C (migrant education) in the prior two years;
- preschool-age children experiencing homelessness; and
- children who are in a local institution or attending a community day program for neglected or delinquent children and youth.





## True or False

Only children in Head Start centers can be served with Title I funds outside of the school.

# FALSE

Eligible children include children who:

- are not eligible for Head Start services based on income requirements;
- are eligible for Head Start but not served in a Head Start center due to unmet need;
- are enrolled in a State preschool, Head Start, child care, or community-based early learning program and
- are in need of additional services (e.g., extending the day, increasing number of days, etc.); or
- would benefit from home visiting because they are most at risk of failing to meet the State's challenging academic standards.



## True or False

***TRUE***

An LEA may provide early childhood services in community based settings such as Head Start or private child care using Title I funds.

An LEA may use funds to provide early education services consistent with applicable program requirements. LEAs may do so in public schools or in preschool centers operated by the LEA, as well as in community-based preschool programs.



## Fill in the blank

1. The LEA may/may not directly transfer ESEA funds to a community-based preschool program.
2. An LEA may/may not pay tuition to a community-based preschool program for eligible children.
3. An LEA may/may not extend the day and year for Head Start children.
4. A Title I school may/may not use all or a portion of its Title I funds to operate a preschool program for eligible children.



## Fill in the blank

1. The LEA **MAY NOT** directly transfer ESSA funds to a community-based preschool program.
2. An LEA **MAY NOT** pay tuition to a community-based preschool program for eligible children.
3. An LEA **MAY** extend the day and year for Head Start children.
4. A Title I school **MAY** use all or a portion of its Title I funds to operate a preschool program for eligible children

## Auditor, May I?

- May I support home visiting services?
- May I provide vision, hearing and dental screenings for four year olds?
- May I buy equipment for community-based providers?
- May I support high quality early childhood programs for infants, toddlers and preschoolers as part of a school improvement strategy?
- May I create full-day kindergarten?
- May I support family engagement activities with community-providers?



## Auditor, May I?

- May I support home visiting services? **YES**
- May I provide vision, hearing and dental screenings for four year olds? **YES**
- May I buy equipment for community-based providers? **YES**
- May I support high quality early childhood programs for infants, toddlers and preschoolers as part of a school improvement strategy? **YES**
- May I create full-day kindergarten? **YES (with caveats)**
- May I support family engagement activities with community-providers? **YES**





## What else do I need to know?

### LEA Coordination with Head Start and Other Early Childhood Programs

Each LEA receiving *Title I* funds, *regardless of whether it operates a Title I preschool program*, **must develop agreements** and carry out the following coordination activities with Head Start and, if feasible, other early childhood programs:

- ✓ Developing and implementing a systematic procedure for receiving records of preschool children
- ✓ Establishing channels of communication between school staff and their counterparts to facilitate coordination
- ✓ Conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers to discuss the developmental and other needs of children
- ✓ Organizing and participating in joint transition-related training of school, Head Start, and where appropriate, other early childhood education program staff
- ✓ Linking the educational services provided by the LEA with those provided by Head Start agencies

*See ESEA Section 1119*



## True or False

The only funds in ESSA that can be used to support children not yet in kindergarten are in Title I.

***FALSE***

Title II (Professional Development) and Title III (Supports for English Language Learners) funds can be used for early learning services.



## What does it look like?

- **Gwinnet County, GA** has used Title I to support a district transition specialist and transition teams in 25 Title I elementary schools.
- **Melrose, MA** used Title I to offer comprehensive screening to all 4-year-olds in the district, to identify at-risk children. One hundred percent of Title I funds were used for early childhood.
- Children from birth to age five attend all-day, early childhood learning centers in **Davenport, Iowa**. Title I supported infant and toddler classrooms. State grants, special education, Head Start funding and tuition supported integrated preschool classrooms in the Children's Villages.
- *The **Chicago-Child Parent Centers** provide comprehensive educational and family support services to low-income children at 13 sites in high-poverty neighborhoods. Title I has supported all program components.*



# DRAFT

## Early Childhood Landscape Analysis Tool For Connecticut Schools and Districts



Connecticut State Department of Education



<http://portal.ct.gov/SDE/ESSA-Student-Transition-Resources-PreK-to-Kindergarten>

	Demographics	Quality	Student Learning and Achievement	Family and Community Engagement
<b>Must Have</b>	<ul style="list-style-type: none"> <li>Rates of children with disabilities (infants and toddlers, pre-K)</li> <li>Race and ethnicity</li> <li>Family income/Poverty rate</li> <li>Home language</li> <li>Parent needs</li> <li>IEPs/IFSP</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood providers serving the school/district community</li> <li>Workforce credentials/certifications</li> <li>Type of curriculum</li> <li>Transitions between programs</li> </ul>	<ul style="list-style-type: none"> <li>Participation in early childhood experiences</li> <li>Suspension/expulsion data (K-3)</li> </ul>	<ul style="list-style-type: none"> <li>Information about early childhood experiences</li> <li>Information about parent engagement opportunities in the early childhood community</li> </ul>
<b>Good to Have</b>	<ul style="list-style-type: none"> <li>Chronic absenteeism (pre-K-3)</li> </ul>	<ul style="list-style-type: none"> <li>Access to nutrition services</li> <li>Access to transportation</li> </ul>	<ul style="list-style-type: none"> <li>Vision/hearing screenings</li> <li>Child assessment data</li> <li>Number of early childhood slots by quality</li> <li>Incidents of suspension/expulsion (birth-5)</li> <li>Formative assessment information</li> </ul>	<ul style="list-style-type: none"> <li>Asset map of community resources</li> </ul>
<b>Nice to Have</b>	<ul style="list-style-type: none"> <li>Duration and intensity of early childhood participation</li> <li>Health status (lead exposure rates, obesity, asthma)</li> <li>Community participation in public benefit programs (e.g., Supplemental Nutrition Assistance Program [SNAP], Medicaid, WIC)</li> <li>Level/amount of subsidies available for early childhood</li> </ul>	<ul style="list-style-type: none"> <li>Access to medical/dental care</li> <li>Community safety</li> </ul>	<ul style="list-style-type: none"> <li>Developmental screenings</li> <li>Availability of professional development (PD) pre-K-3</li> </ul>	<ul style="list-style-type: none"> <li>Coordinating bodies (e.g., School Readiness/early childhood councils)</li> </ul>

Data	Questions for Districts
<b>Students with identified special needs</b>	<ul style="list-style-type: none"> <li>Has this number increased or decreased from the previous school year?</li> <li>What are the resources your district has in place to serve these students?</li> <li>Does the data suggest ways that the school or district could leverage or maximize resources in a new way?</li> <li>What professional development is needed for pre-K to third-grade teachers and how are needs identified and addressed in conjunction with community-based early childhood providers?</li> </ul>
<b>Race/Ethnicity</b>	<ul style="list-style-type: none"> <li>Are there demographic shifts in this community? If so, do teachers and support staff reflect the children they serve? Are professional development resources and school supports culturally appropriate?</li> <li>How do orientation materials and activities reflect and respect racial and ethnic differences across the community?</li> <li>Are classroom materials/environments reflective of the children, families, and community?</li> </ul>
<b>Income</b>	<ul style="list-style-type: none"> <li>Has the percentage of children in poverty, including those living in deep poverty, increased or decreased?</li> <li>How is the school addressing issues of poverty, including supports through partnerships with other organizations for food, clothing (e.g., cold weather clothing)?</li> <li>Are additional resources (e.g., transportation subsidies, before and after school services) needed to better support families with limited resources?</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>Are assessments available or administered in the primary languages of the children served?</li> <li>Do you provide information and supports for non-English-speaking parents and families? Have teachers received training to be culturally responsive to families?</li> </ul>
<b>Parent needs</b>	<ul style="list-style-type: none"> <li>What are the support services and community partnerships available for parents and families?</li> <li>How do these support services include engagement opportunities for non-traditional families (e.g., single parent, military)?</li> </ul>



# Using ESSA to Coordinate in North Carolina

## 9. Support Coordination and Integration of Services in Early Childhood Education Programs (SEC 1112(b)(8))

9. Support, Coordination and Integration of Services in Early Childhood Education Programs (SEC. 1112(b)(8))

☐ Check if the LEA has one or more Title I-funded preschool classes.

Funding source: ☐ District Set Aside ☐ School Reservation

A. If applicable, describe how the LEA will support, coordinate and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including

plans for the transition of participants in such programs to local elementary school programs.

Indicate any/all partners that assisted with the development of transitions plans:

☐ NC PreK ☐ Exceptional Children ☐ Head Start ☐ Private Childcare ☐ Other (Describe below)

B. Fully-funded Preschool Classrooms

☐ Check if children served in the preschool classrooms are all Title I

Number of Children  Amount of funds allocated

☐ Check if any Title I eligible students also qualify for NC PreK

Number of Students  NCPreK Amount per month

C. Blended Preschool Classrooms

☐ Check if children are served in blended classrooms

Total number of children  Amount of funds allocated

Number of Title I children included in number above

Indicate the proportion of preschool funding by program:

**Recommendation:** Include any/all efforts by the district to coordinate services for young children with community providers.

Examples of coordination might include:

- Participating in local early learning committees (such as NC Pre-K, Smart Start Partnerships, Head Start boards or advisory committees, etc.) in order to improve access to high quality services for all children birth to five.
- Providing resources to increase access to high quality services in partnership with community providers (either in the community or in schools) for all children birth to five, including:
  - Classroom-based instructional programs.
  - Blended programs and/or dual enrollment in school-based and community-based programs.
  - Salaries and benefits for teachers and other staff.
  - Home visiting programs.
  - Extended day programs in Head Start or community-based child care programs.
  - Professional development for early childhood professionals who serve Title I eligible children, including providers in non-school settings.
  - Support services, such as nutrition, vision, dental, and counseling services.
  - Screening and diagnostic assessment.
  - Summer enrichment programs for young children and their families that are part of a larger strategy to support young children.
  - Full working day and year-round programs in coordination with local early childhood

- Identifying and supporting opportunities for joint professional development with community early childhood partners.
- Creating formal transition plans at each school, including:
  - Create or adopt a transition self-assessment tool that meets the needs of the district (see for example: [New York State's Tool to Assess the Effectiveness of Transitions from Prekindergarten To Kindergarten](#), [Massachusetts self-assessment tool](#), or [Illinois Birth Through Third Grade Self-Assessment and Action Planning Guide](#)).
  - Create or expand summer programs to give children a school experience.
  - Identify and convene local providers to design and develop transition plans that convey joint expectations across settings, help to share information on what children know and are able to do, and create opportunities for partnership, collaboration and innovation.
  - [Hold a spring or summer kindergarten summit](#).
  - Develop a [list of questions](#) to help school and district leaders identify existing transition practices and supports for children moving from early childhood programs into school, and for students moving between kindergarten, first, second and third grades. The answers to these questions should be used to develop action plans.



# What Are State Options?

## Accountability

Can the LEA look at metrics that cross birth to 3<sup>rd</sup> (i.e., chronic absenteeism, suspension/ expulsion)?

How is data used to improve teaching and learning across birth-3<sup>rd</sup> grade?

How are other early childhood priorities included in reporting requirements?

## School Improvement

Are there early childhood interventions included as schools are identified)?

What are the interventions for pk-3?

How does the needs assessment include access to HQ ECE by subgroup?

## Assessment and Standards

What assessments are valid and reliable across the birth to 3<sup>rd</sup> grade?

How can early learning standards and k-3 standards be more closely aligned and implemented in through a coordinated approach??

How can PD be used to support improved alignment across birth to third grade?

## All Students College and Career Ready

How is resource equity applied to early childhood programs/pk-3?

What is the role of a KEA in shaping teaching and learning?

How can the LEA include early childhood in building a continuum across pk-12?



## The State and ECE in ESSA

How will the state plan support early learning at the LEA?

- Strong state office of early learning
- Guidance on high quality standards
- Provide technical assistance through partners such as Head Start

How will the state plan support effective transitions?

- Share best practices
- Promote coordination/partnerships
- Encourage local needs assessments
- Transition includes data, standards, PD, ongoing communication



## The State and ECE in ESSA

How is the state coordinating with CCDBG/Head Start agencies?

- Support for CCDBG state plan goals
- Coordinated joint PD and technical assistance
- Connecting partners at the state and local level
- Stakeholder engagement opportunities (fully transparent, timely)

How are LEAs coordinating with Head Start and other ECE programs?

- Developing MOU
- Sharing data, curriculum, PD resources
- Understanding gaps in system



## The State and ECE in ESSA

How can local delivery of services be expanded?

- Provide guidance on planning for service delivery including avoiding duplication of services
- Highlight various uses of Title I funds
- Promote use of community needs assessments

How can the state plan support quality?

- Promote, explain and provide technical assistance for implementing Head Start standards
- Connect technical assistance providers to LEA



# PRESCHOOL DEVELOPMENT GRANTS

- PDG 1.0
- PDG 2.0

# Preschool Development Grants

Birth – Third Grade

Year one of the PDG B-5 is intended to support optimization of existing early childhood education resources. Grantees will use the funds for five key activities:



# Preschool Development Grants

## Birth – Third Grade

- Needs Assessment
- Developing a Strategic Plan
- Maximizing parent choice and knowledge about the State's mixed delivery system of existing programs and providers
- Sharing best practices among early childhood education program providers in the State to increase collaboration and efficiency of services, including to improve transitions from EC programs to elementary school
- Improving overall quality of early childhood education programs in the State, including by developing and implementing evidence-based practices to improve professional development for early childhood education providers and educational opportunities for children.





# Preschool Development Grants

## Birth – Third Grade

- Develop, update, or implement a strategic plan—based on what is learned from their thorough, statewide B-5 needs assessment— that facilitates collaboration and coordination among existing programs of early childhood care and education within a statewide mixed-delivery system to prepare low-income and disadvantaged infants, toddlers, and young children to enter kindergarten.
- More efficiently use existing federal, state, local, and nongovernmental resources to align and strengthen the delivery of existing programs; coordinate delivery models and funding streams within the state’s or territory’s mixed-delivery system; and develop recommendations to better use existing resources.
- Encourage partnerships among Head Start programs, child care and preK providers, state and local governments, Indian tribes and tribal organizations, private entities (including faith- and community-based entities), and school systems.
- Improve transitions between early childhood and school systems.
- Maximize parental choice and knowledge about the state’s and territory’s mixed-delivery system of early childhood education program providers.



# DISCUSSION

# SOME KEY RESOURCES ON ESSA

[www.ceelo.org/ESSA](http://www.ceelo.org/ESSA)



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

1

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



September 2017



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



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



[www.ceelo.org/ESSA](http://www.ceelo.org/ESSA)

# SOME KEY RESOURCES ON PDG-B-5

[www.ceelo.org/ESSA](http://www.ceelo.org/ESSA)



Administration for Children and Families

Office of Child Care

Preschool Development Grant Birth through Five (PDG B-5)  
HHS-2018-ACF-OCC-TP-1379  
Application Due Date: 11/06/2018

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**Writing a Preschool Development Grant Birth through Five Application that Will Continue State Progress toward Greater System Efficiency, Higher Program Quality, and Improved Child Outcomes:**

**An Application Guide<sup>1</sup>**

September 2018

Jeffrey Capizzano      Harriet DiKster  
Policy Equity Group, LLC      BUILD Initiative

**Introduction**

No one knows better than a state administrator how difficult it is to coordinate federal and state early childhood programs. State early childhood administrators—often housed in different agencies—have responsibility for numerous programs designed to support young children and their families. These programs frequently have different program goals, eligibility criteria, and standards, which makes coordination exceptionally difficult. In some cases—as with the federal Head Start program—state administrators have little control over the program, creating an additional set of coordination challenges. In contrast, other programs, like the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program, give states greater control and flexibility over the delivery of services. These differences across programs make it challenging for states to create an early childhood system that is easy to access and navigate for families who are low income and/or face barriers to opportunity.

Despite the challenges, states have made significant progress in creating coordinated systems. Through the use of State Early Childhood Advisory Councils, Race to the Top—Early Learning Challenge grants, Early Childhood Comprehensive Systems grants, MIECHV, and other federal and state coordination opportunities, state early childhood systems continue to evolve. Across the country, states are utilizing new governance structures, building stronger early childhood workforce and professional development systems, improving the

<sup>1</sup>The authors would like to thank the following reviewers for their thoughtful comments on earlier versions of the guide:  
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The Policy Equity Group  
Many members of the BUILD Team

## Appendix A: Needs Assessment Questions

GOVERNANCE			
Guiding Questions for Needs Assessment	Information currently exists in state	Information must be gathered through needs assessment/strategic planning	Resources and supports
<p>Which offices and agencies have responsibility for administering the following programs?</p> <ul style="list-style-type: none"> <li>Child Care and Development Block Grant</li> <li>Head Start State Collaboration Office</li> <li>IDEA Part C (Early Intervention)</li> <li>IDEA Part B, Section 619 (Early Childhood Special Education) State Prekindergarten Program</li> <li>Medicaid</li> <li>CHIP</li> <li>WIC</li> <li>Title V Maternal and Child Health Programs</li> <li>Healthy Start</li> <li>CACFP</li> <li>MIECHV</li> </ul>			<ul style="list-style-type: none"> <li>A Framework for Choosing a State-level Early Childhood Governance System</li> <li>Vision to Practice: Setting a New Course for Early Childhood Governance</li> <li>Putting the Pieces Together for Infants and Toddlers: Comprehensive, Coordinated Systems</li> <li>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</li> </ul>
For the offices or agencies that have responsibility for early childhood programs, what formal agreements or memoranda of understanding currently exist between agencies, and for what purpose (including data-sharing agreements)?			<ul style="list-style-type: none"> <li>State Early Learning Leads</li> <li>Directory of State Early Learning Contacts</li> <li>State of the States on Systemic Improvement Planning: A National Overview of Phase I SSIPs</li> <li>States' selected SSIPs for Part C</li> </ul>
What cross-agency working groups or advisory councils currently exist and for what purpose?			<ul style="list-style-type: none"> <li>States including their data systems in their SSIP improvement strategies for Part C</li> </ul>
Who created them (are they statutory, gubernatorial or more ad hoc)?			<ul style="list-style-type: none"> <li>States including their fiscal systems in their SSIP improvement strategies for Part C</li> </ul>
How well are they working? Is the purpose being achieved?			<ul style="list-style-type: none"> <li>States including governance in their SSIP improvement strategies for Part C</li> </ul>
How is state-local governance supported by the state's current governance structure? How well is this working? Is the purpose being achieved?			<ul style="list-style-type: none"> <li>States including quality standards in their SSIP improvement strategies for Part C</li> </ul>
What are the most pronounced barriers for stakeholders (parents, programs, etc.) created by the current governance structure and how do the barriers impact service delivery?			<ul style="list-style-type: none"> <li>Populations in State SSIPs for Part C</li> </ul>
How are stakeholders—early childhood programs, teachers, families and children engaged by the current governance structure?			<ul style="list-style-type: none"> <li>619 Involvement in State SSIPs</li> </ul>
If the state already has a strategic plan, how well does the current governance structure support the achievement of the goals of the strategic plan?			<ul style="list-style-type: none"> <li>Annotated Version - QSEP Transition Checklist for Reviewing Transition Documents under Section II.A.10 of the IDEA Part C Grant Application</li> <li>Self-Assessment for an Early Childhood Transition Infrastructure</li> <li>State Early Childhood Inclusion Self-Assessment</li> </ul>



[www.ceelo.org/ESSA](http://www.ceelo.org/ESSA)

## Learning and ESSA Blog

### EARLY ED IN ESSA: *Helping Every Child Succeed*



CEELO is partnering with [New America](#) on a blog series focused on how states have implemented early childhood policies and programs in their Every Student Succeeds Act (ESSA) plans. The series, kicking off in September, will assess progress one-year into ESSA in five areas: school quality indicators, school improvement, data and transparency, educator support and family engagement and transitions.

State, national and local education leaders are invited to share blogs discussing ESSA implementation, emerging obstacles and solutions, and early success. If you are interested, please contact [Jana Martella at CEELO](#) or [Laura Bornfreund at New America](#).

Interested in writing for the *Early Ed in ESSA Blog*? Download and send us this [fill-able form](#) .

This major federal education law provides both significant flexibility and opportunity to state and local education agencies. While early childhood education (ECE) has always been recognized by federal education law, ESSA "provides an open door for states to expand early learning opportunities." ([Unlocking ESSA's Potential to Support Early Learning](#))

Here you can find blogs by early childhood education scholars and researchers exploring key issues raised by ESSA and its implementation. Our goal is to inform educators and policymakers, as well as spark conversations about how best to enable every child to succeed under ESSA. We recommend accessing our [Early Learning and ESSA](#) page to find relevant and timely resources. [Please share your feedback and ideas.](#)

### ESSA Blog





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