

# ESSA and Early Learning: What the Plans Tell us

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# State and District Models



*Figure 14. Core components of Colorado's system of performance management*

# ESSA and Early Childhood: Themes

- Access to high quality early childhood programs is an issue of equity
- Districts are key to successful implementation
- Early childhood can be a core component of school improvement strategies
- Information on progress of young students (pre-kindergarten to 3<sup>rd</sup>) is critical to school success
- States want districts to create policy and practice to facilitate transition and coordination between schools and early childhood providers
- Early literacy is the focus of many early interventions

# ESSA and Early Childhood: Round 1 and Round 2

- Increased prominence of data on young children and policies and practices to share between early childhood and k-12 system
- Chronic absenteeism is primary school quality/student success indicator used for children before 3<sup>rd</sup> grade
- Indicators and/or measures of progress in kindergarten through 2<sup>nd</sup> grade are under consideration
- Focus on social-emotional skills and on assessments and interventions that support the whole child
- Professional Development for district and school leaders on school readiness and child development

# ECE Policy Questions for ESSA Implementation

## Accountability

Can the state include 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 are states including early childhood in building a continuum across PK-12?

# ESSA and Early Childhood: What's Next?

- How will district plans incorporate early childhood (birth to third grade)?
- How can states improve coordination between and across early childhood programs at the state level (pre-kindergarten, child care subsidy, IDEA/619, etc.) and at the local level (community based child care, Head Start, school based pre-kindergarten, etc.)?
- How can the state continuous improvement process support and expand alignment between early childhood and early elementary programs?
- What technical assistance is needed to help districts meet ESSA early learning requirements around coordination, use of standards, etc.?

For more information

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