

# The Nuts and Bolts of ESSA Series: What Principals Need to Know to Support High Quality Early Childhood Education and Leadership

***Thursday, April 21, 2016  
4 pm to 5 pm ET***

***Presented by:***

***Kelly Pollitt, Chief Strategist, Policy and Alliances, NAESP***

***Andrea Brinnel, Connecticut Office of Early Childhood and NAECS-SDE Leadership Committee***

**naesp**<sup>™</sup> National Association of  
Elementary School  
**Principals**



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State Departments of Education*

# Theory of Action: Build the Capacity of our Nation's Principals to Improve School and Student Outcomes



# #1: Growing Body of Evidence on School Leadership

A substantial level of research over the past decade has proven two very important facts:

- ✓ effective school leadership is second only to teaching among-school related factors in improving student achievement; and
- ✓ strong school leadership has the greatest impact in schools with the most needs.

# What the Research Tells Us

- Principal leadership has a “ripple effect” or an indirect correlation to student achievement
- Principal leadership is most tangible in struggling schools
- Collaboration is key to drive continuous improvement



Principals have an inextricable correlation to teaching quality.

# Supporting Principals in Implementing Teacher Evaluation Systems

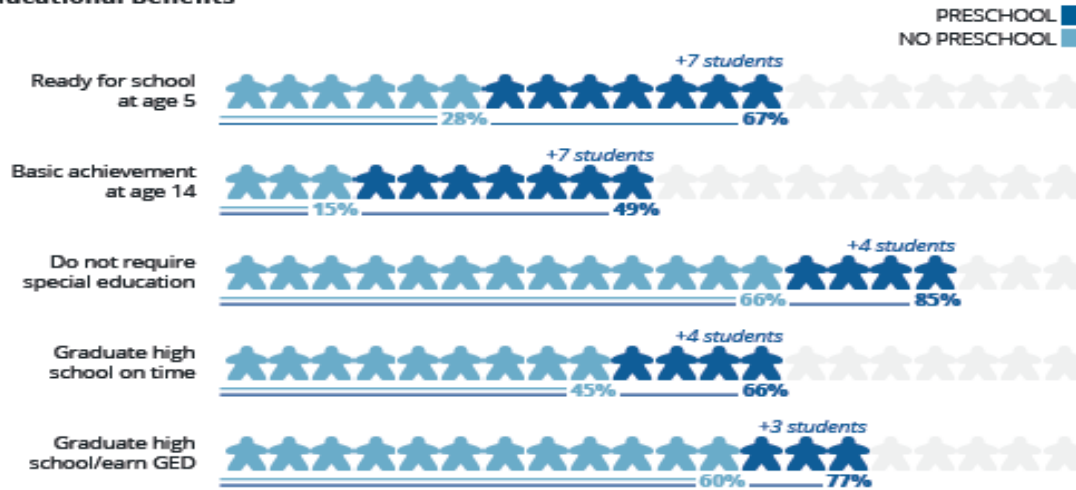
Recommendations from practicing principals to improve instruction and learning

# Pre-K-3 and the Impact on Schools Serving Young Children

- ✓ Shift in instructional leadership and teaching practice in response to early learners
- ✓ Setting goals to drive transition and support learning across early learning and K-12 settings
- ✓ Effective solutions: Pre-K-3 leadership and instructional strategies that are developmentally appropriate

## How would early childhood education change the lives of 20 children living in poverty?

### Educational Benefits



### Lifelong Benefits

Five more adults would earn more than \$2,000/month by age 27



Twice as many men would raise their own children



Homeownership would increase by

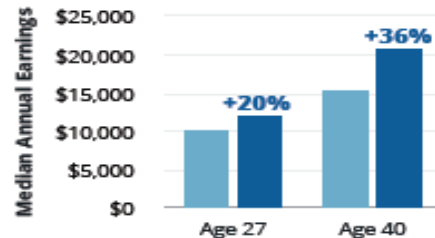


Car ownership would increase by



**46** fewer total arrests by age 27 (2.3 per person)

**440** fewer lifetime months spent in prison (22 per person)





# Supporting a Pre-K-3 Continuum of Learning

- Alignment of early learning and K-12 standards with a focus on “Pre-K-3”
- Critical role of principal as the key to collaboration at all levels of school reform
- Supporting effective instruction and the whole child

## #2: Feedback from the Field

- 2013 U.S. Department of Education's sample of LEA use of Title II Part A funds under ESEA found only 4 percent used to support professional capacity of principals.
- 60% of principals report spending less than 1 percent of their work days per year in state or district sponsored professional development.
- 43% report that their district does not tailor professional development opportunities to meet their specific leadership needs.

# Priorities for Reauthorization of ESEA

- ✓ **Oppose any efforts to include Title I public or private school “portability” —even if it limits portability to public schools.**
- ✓ **Differentiate and support the role of principals consistent with the Principal Recruitment and Training Act of 2015.**
- ✓ **Base accountability systems on student growth and include multiple measures, and ensure that any new policies put an end to the overuse of standardized assessments.**
- ✓ **Include early childhood education and support for Pre-K-3 alignment.**
- ✓ **Set authorization levels that are consistent with the needs of schools and students.**

# The Every Student Succeeds Act P.L. 114-95

One Hundred Fourteenth Congress  
of the  
United States of America

AT THE FIRST SESSION

*Began and held at the City of Washington on Tuesday,  
the sixth day of January, two thousand and fifteen*

An Act

To reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves.

**SECTION 1. SHORT TITLE.**

This Act may be cited as the "Every Student Succeeds Act".

**SEC. 2. TABLE OF CONTENTS.**

The table of contents for this Act is as follows:

- Sec. 1. Short title.
- Sec. 2. Table of contents.
- Sec. 3. References.
- Sec. 4. Transition.
- Sec. 5. Effective dates.
- Sec. 6. Table of contents of the Elementary and Secondary Education Act of 1965.

**TITLE I—IMPROVING BASIC PROGRAMS OPERATED BY STATE AND LOCAL EDUCATIONAL AGENCIES**

**PART A—IMPROVING BASIC PROGRAMS OPERATED BY STATE AND LOCAL EDUCATIONAL AGENCIES**

- Sec. 1000. Resignations.
- Sec. 1001. Statement of purpose.
- Sec. 1002. Authorization of appropriations.
- Sec. 1003. School improvement.
- Sec. 1004. Direct student services.
- Sec. 1005. State plans.
- Sec. 1006. Local educational agency plans.
- Sec. 1007. Eligible school attendance areas.
- Sec. 1008. Schoolwide programs.
- Sec. 1009. Targeted assistance schools.
- Sec. 1010. Parent and family engagement.
- Sec. 1011. Participation of children enrolled in private schools.
- Sec. 1012. Supplement, not supplant.
- Sec. 1013. Coordination requirements.
- Sec. 1014. Grants for the outlying areas and the Secretary of the Interior.
- Sec. 1015. Allocations to States.
- Sec. 1016. Adequacy of funding rule.
- Sec. 1017. Education finance incentive grant program.

**PART B—STATE ASSESSMENT GRANTS**

- Sec. 1201. State assessment grants.

**PART C—EDUCATION OF MIGRATORY CHILDREN**

- Sec. 1301. Education of migratory children.

**PART D—PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK**

- Sec. 1401. Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk.

**PART E—FLEXIBILITY FOR EQUITABLE PER-PUPIL FUNDING**

- Sec. 1501. Flexibility for equitable per-pupil funding.



## Not Changing

- Annual assessment in reading and math
- Subgroup data disaggregation
- Maintenance of Effort
- Supplement not Supplant
- Formula funding (Title I)
- Parents/Report card
- Public school choice

## Change and Opportunity

- Accountability
- Teacher (evaluation and other requirements)
- School Improvement
- Title II formula, new block
- Parent engagement
- Evidence-based strategies
- Early childhood education and coordinating services
- Professional Development
- Charters

# ESSA: Implications for States and Districts

- Focus on transition (procedures), consultation, planning
- Use scarce resources in smarter ways
- Monitor LEA implementation



# “Transition” to ESSA

## Effective dates, timelines and new regulations.

- ✓ July 1, 2016 – noncompetitive formula grants in effect
- ✓ August 1, 2016 – sec. 1111(b)(2) standards set
- ✓ School year 2017-2018 – sec. 1111(c) and (d) assessments and accountability systems
- ✓ August 31, 2016 – waivers no longer have impact
- ✓ October 1, 2016 – appropriations for competitive discretionary programs into effect

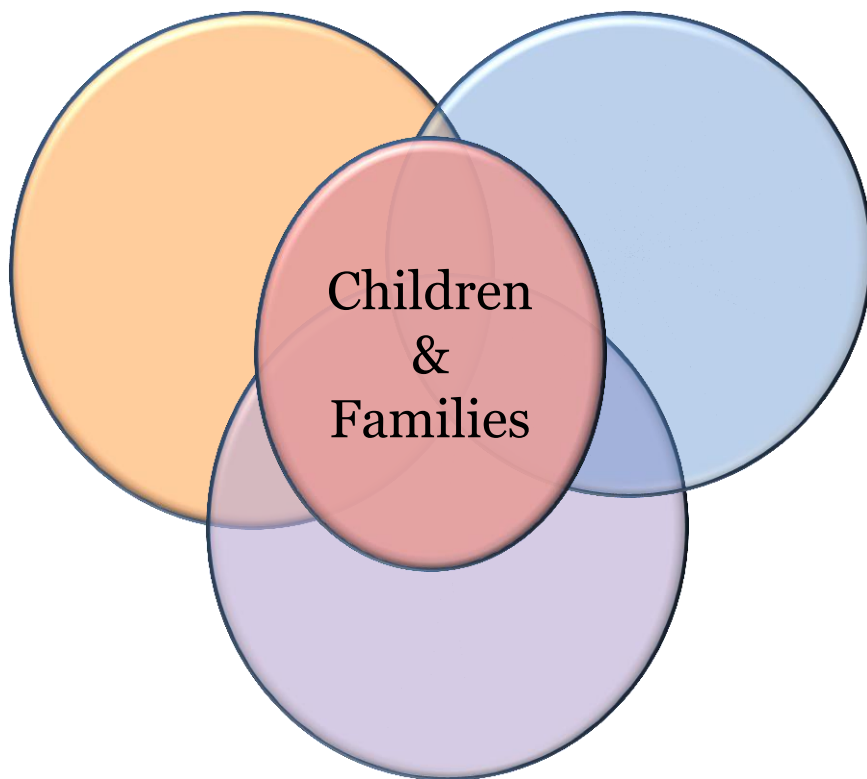
# “Transition” to ESSA

- Planning and procedures in place, state plans likely due Spring or even early Summer 2017
- “Neg Reg” process started on select areas of Title I
- FY 2017 appropriations cycle begin to align to ESSA programs

**ESSA in full implementation  
SY 2017-2018**



# Early Learning Opportunities in the Every Student Succeeds Act (ESSA)



[www.naecs-sde.org](http://www.naecs-sde.org)

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Now  
What...

So  
What...

What...



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# What...

## The What of ESSA for Early Childhood

- Early Childhood is woven throughout ESSA
  - Title I, II, III, IV, VI, with definitions in IX
  - Title I & II noteworthy for NAESP and NAECS-SDE
- State Education Agencies (SEA) and Local Education Agencies (LEA) make key decisions, therefore,
  - Efforts to co-produce plans that intentionally address early childhood will benefit everyone



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# What

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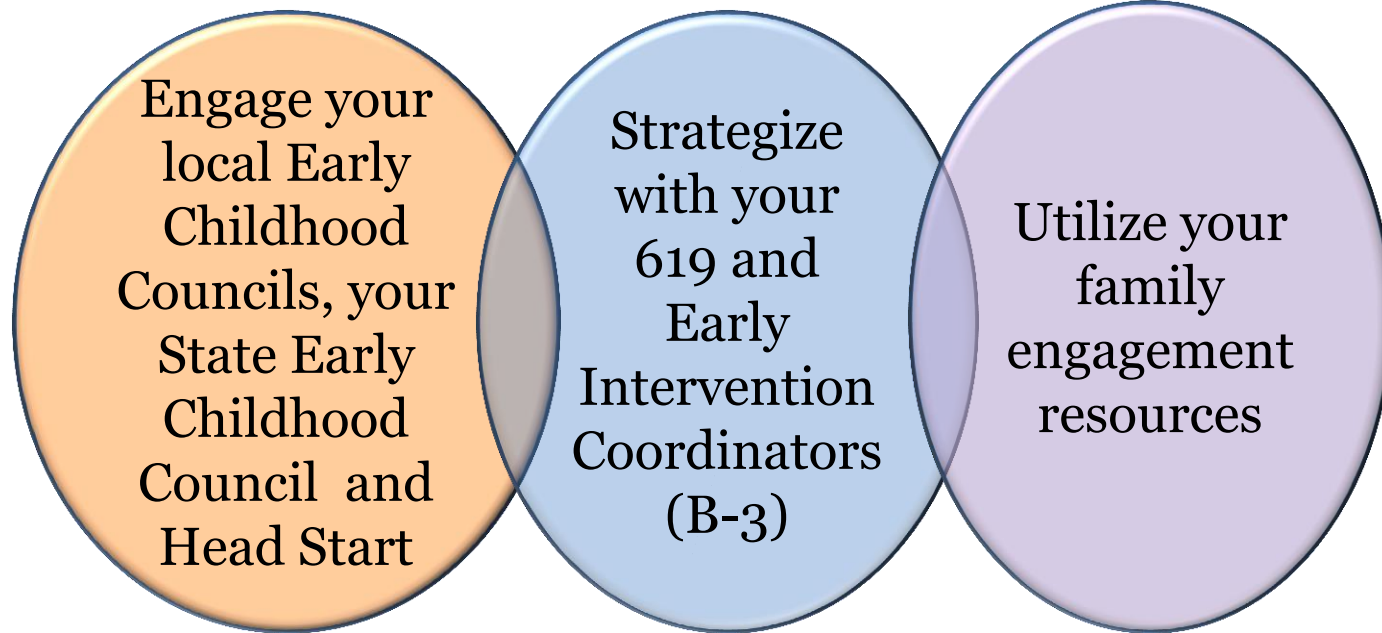
## Improving the Academic Achievement of the Disadvantaged

- Approximately \$14 billion to individual schools and school districts who serve high-percentages or numbers of low-income families
  - Funds come with requirements for accountability, assessment, and school improvement.
  - Requires states to describe how they will help schools and school districts to support early childhood programs. The plan should be consistent with local needs and could be subject to federal regulations and/or guidance when it is issued.

What...

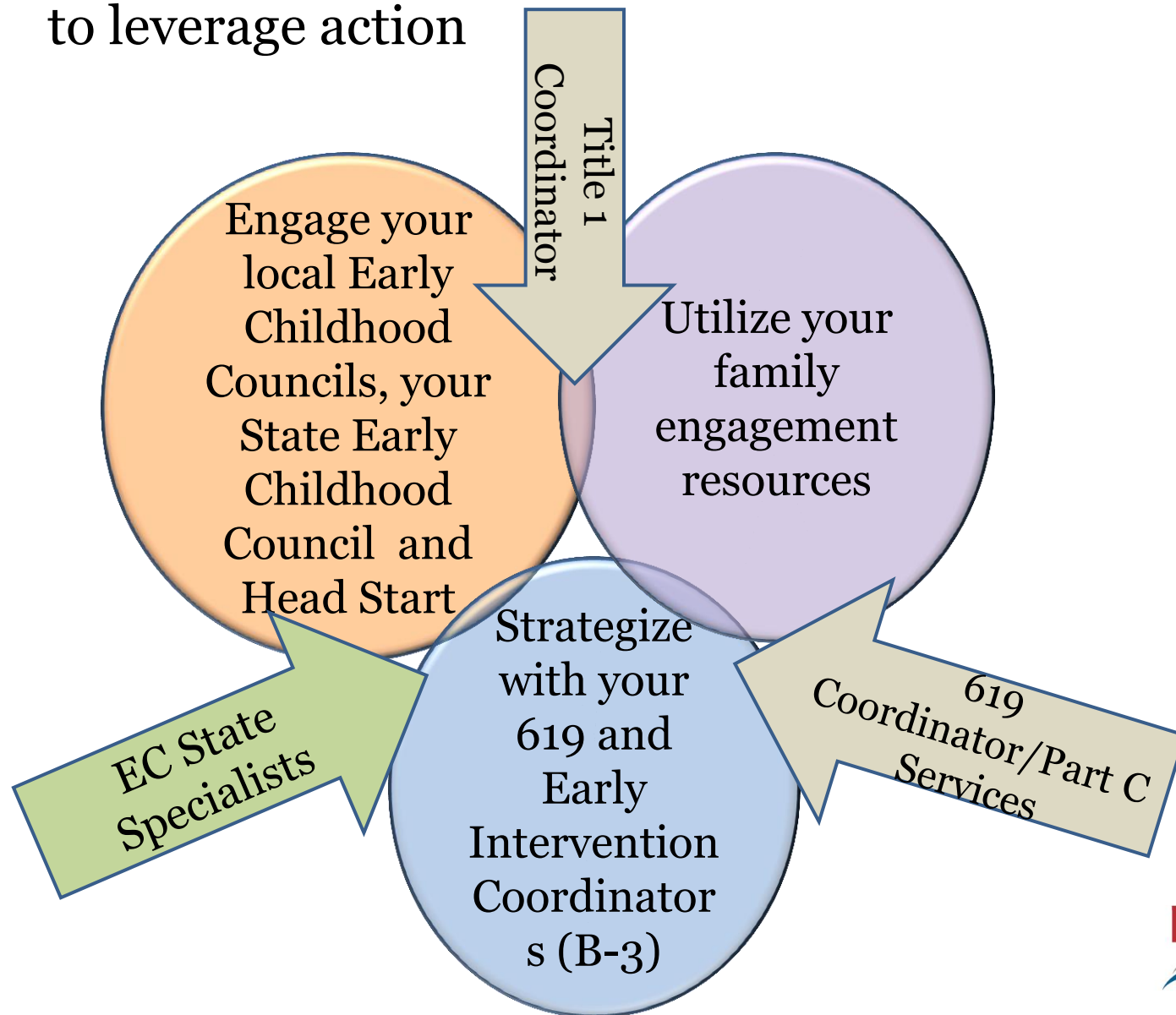
## The What of ESSA for Early Childhood

What could this look like?



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# Coordination is the Key: Broker relationships to leverage action



What...

## The What of ESSA for Early Childhood

### Title II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, and other School Leaders

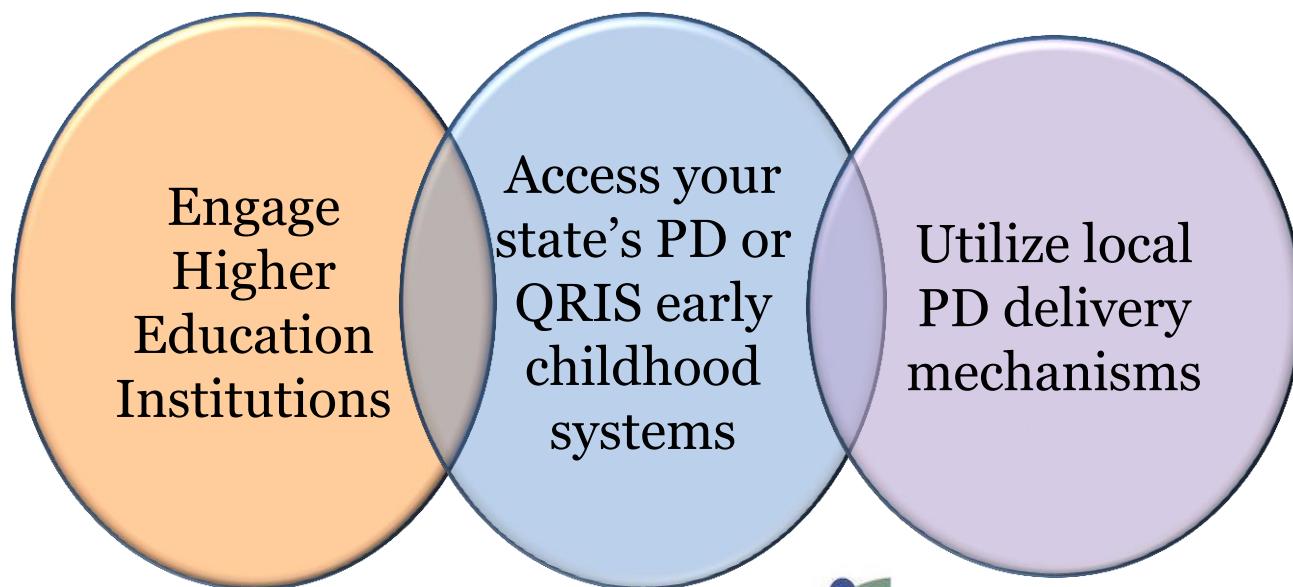
- Professional Development Formula Funds



# What...

## The What of ESSA for Early Childhood

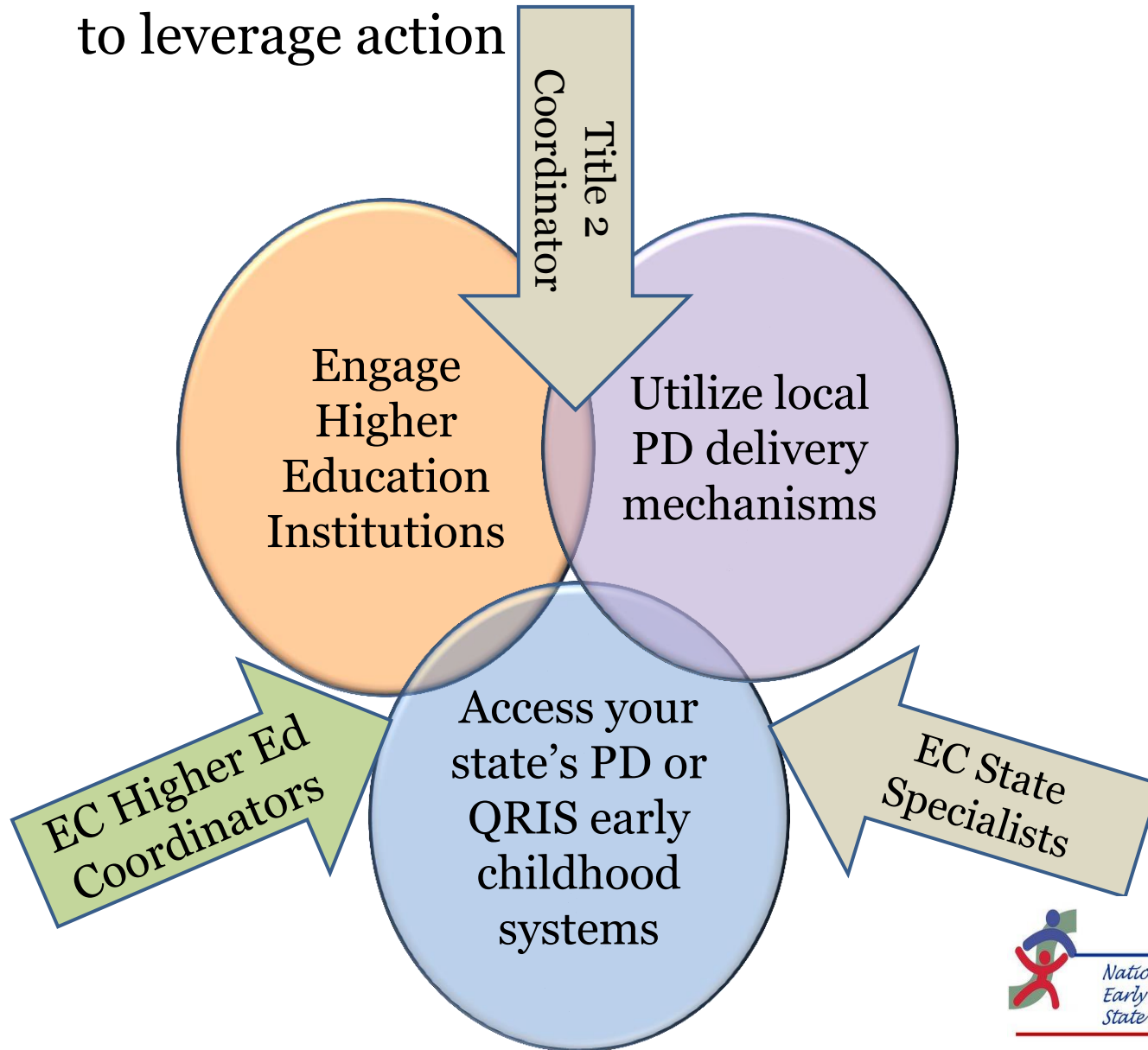
What could this look like?



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# Coordination is the Key: Broker relationships to leverage action



# So What...

## Science is the key

Brains are built over time, from the bottom up.

When children have opportunities to develop executive function and self-regulation skills, individuals and society experience lifelong benefits.

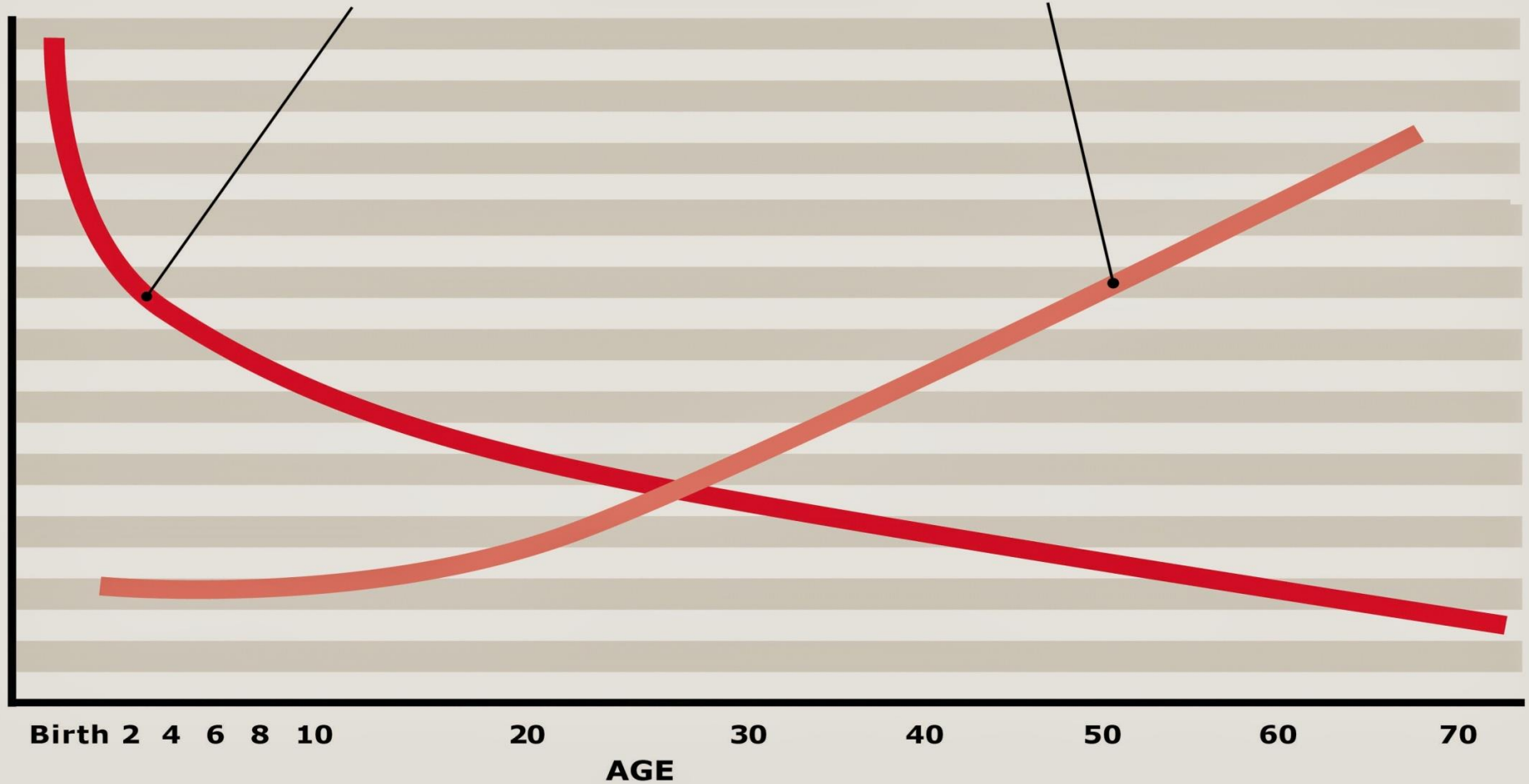
The [emotional and physical health](#), social skills, and cognitive-linguistic capacities that emerge in the early years are all important for success in school, the workplace, and in the larger community.

Source: [Center on the Developing Child Harvard](#)



**The Brain's Ability to Change  
in Response to Experiences**

**Amount of Effort  
Such Change Requires**



It is easier and less costly to form strong brain circuits during the early years than it is to intervene or “fix” them later. Graph Source: Pat Levitt (2009).

# So What...



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Now  
What...



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# Now What...

Title 1  
Coordinator

State EC  
Council

EC  
Higher  
Education

Local EC  
Council

Family  
Services

Professional  
Learning  
Committees

EC  
Specialist

Head Start  
Collaboration  
Office

Title 2  
Coordinator

NAESP  
Affiliate

Community  
Providers

Teachers

619  
Coordinator  
and Part C  
Coordinator



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**Directory of State Early  
Learning Contacts—  
March 2016**

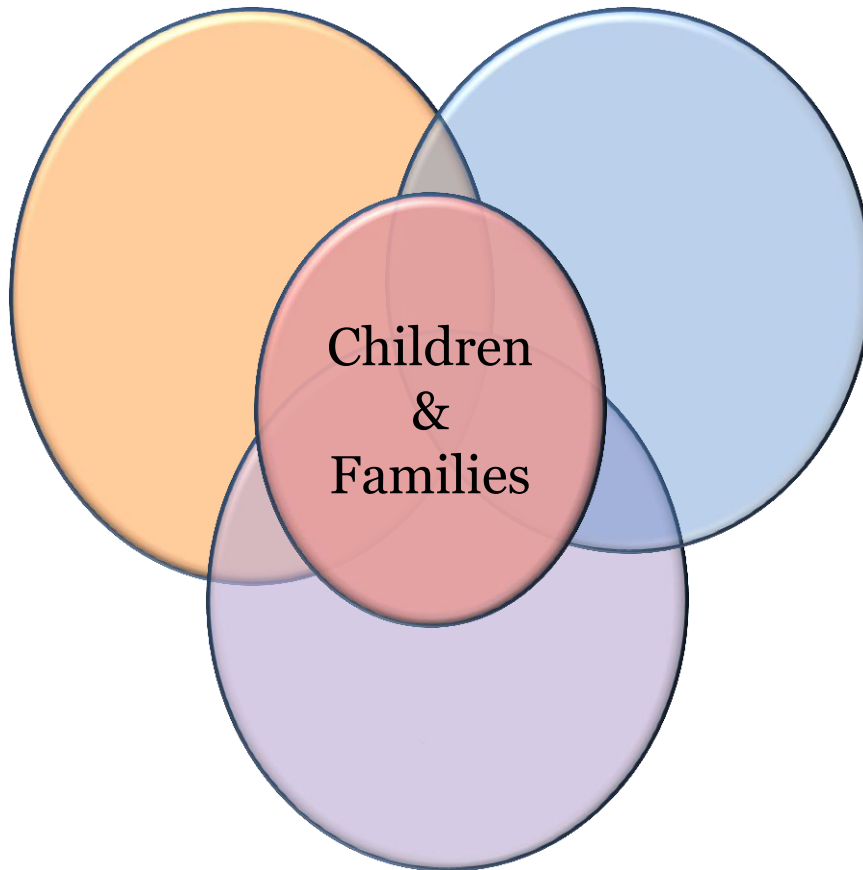
[State EC Directory](https://title2.ed.gov/Public/contactsState.aspx) at  
CEELO.org

<https://title2.ed.gov/Public/contactsState.aspx>  
Title 2 Coordinators



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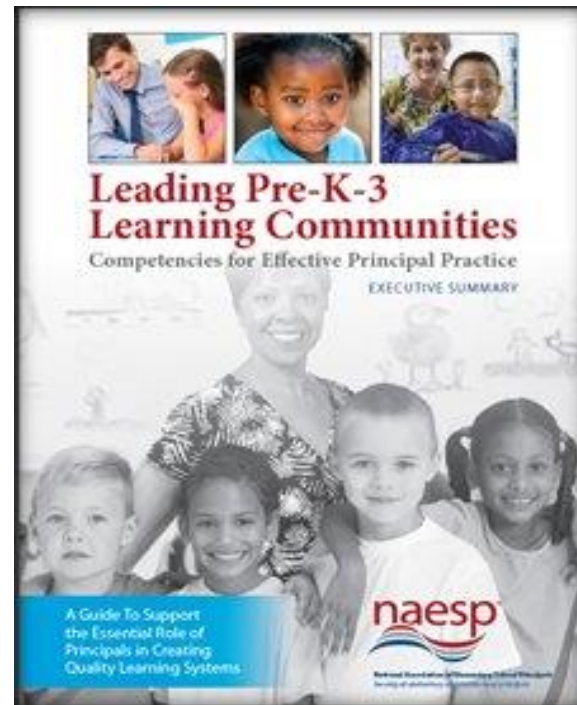
# Impact on Principals and Practitioners: Develop your own ESSA action plan!

- ✓ Identify issues impacting your learning community, ie. student mental health, Pre-K, afterschool, etc.
- ✓ Create your own roadmap of new opportunities in ESSA ( how to use funds in Titles I, III, and IV to meet school conditions and learning needs).
- ✓ Advocate for your school and students.



# NAESP Leading Pre-K-3 Learning Communities: Competencies for Effective Principal Practice

- Aligns to latest research on child development to help refocus instructional leadership



[www.naesp.org/lc](http://www.naesp.org/lc)

# A Shared Vision For Success for Early Learners

- Aligns to latest research on child development
- Focus on age three to grade three:
  - *Academic*
  - *Social*
  - *Emotional*
  - *Physical*

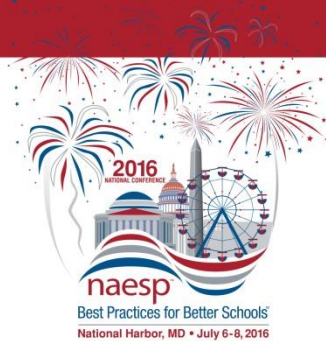


# NAESP Competencies for Effective Principal Practice

- 1) Embrace the Pre-K-3 Early Learning Continuum
- 2) Ensure Developmentally Appropriate Teaching
- 3) Provide Personalized Blended Learning Environments
- 4) Use Multiple Measures To Guide Growth in Student Learning
- 5) Build Professional Capacity Across the Learning Community
- 6) Make Your School a Hub of Pre-K-3 Learning for Families and Communities

# NAESP Supporting The Profession

- National Distinguished Principals Program
- National Mentor Certification Program
- Federal Advocacy, State Support (research, consultation)
- National Panel of New Principals
- Best Practices for Better Schools™ Conference
  - *National Harbor, MD 2016*



**I'M IN!**

Take the pledge to attend!

**Lead. Learn. Light the Way.**

**Join us at NAESP's Best  
Practices for Better Schools™  
July 6-8 National Harbor,  
Maryland  
[www.naespconference.org](http://www.naespconference.org)**

What...

## The What of ESSA for Early Childhood

Building upon the great work of others who have analyzed the ESSA through an early childhood lens:

BUILD Webinar on ESSA February 18, 2016:

[ESSA Opportunities for Early Learning](#)

The Ounce [Valuing the Early Years in State Accountability Systems Under the ESSA](#)

The First Five Years Fund [Summary and Analysis of Early Learning in ESSA](#)



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