



ESSA and Early Learning

First 5 California

Child Health, Education, and Care Summit

November 9, 2016





ESSA and Early Learning

- The new Every Student Succeeds Act (ESSA) provides:
 - More decision-making authority to states and local communities
 - More support for integrated, coherent programs and plans
 - More explicit federal support for early learning
 - More support for a continuous approach that supports connections between pre-kindergarten to grade 3
 - New requirements to support collaboration and coordination across early education and elementary school programs

TOM TORLAKSON
State Superintendent
of Public Instruction





Support for Early Learning Programs

- From the ESSA early learning guidance (page 7):

Children who attend high quality early learning programs, and more specifically preschool programs for 3 and 4 year olds, are less likely to need special education services or be retained, and are more likely to graduate from high school, go on to college, and succeed in their careers than those who have not attended such programs.

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State Superintendent
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Support for Vertical Alignment

- From the ESSA early learning guidance (page 21):

Vertical alignment from preschool to third grade (P-3) provides greater continuity and better organization of student services and school-family partnerships. In addition, the ability to link individual student preschool data to K-12 data allows elementary teachers to have more complete information about students' learning trajectories and better tailor instruction to meet students' needs. If well implemented, a strategic P-3 approach can help to align expectations between programs and foster a greater sense of a continuum across the early elementary years.

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of Public Instruction





Strengthening the Ties: Requirements

- Local educational agencies (LEAs) receiving Title I funds must coordinate with local Head Start programs and, if feasible, other early learning programs that serve children who will attend the LEA to:
 - Develop a systematic procedure for receiving records
 - Establish communication channels between staff
 - Conduct meetings with parents, early childhood staff, and K-3 staff
 - Organize and participate in joint transition-related training
 - Link educational services between pre-kindergarten and elementary school

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Strengthening the Ties: Professional Learning

- Within the appropriate uses of each funding source:
 - Title I funds may be used to provide professional development to improve coordination around the transition from preschool to elementary school
 - Title II funds may be used for professional learning for principals and other school leaders to support school and preschool program educators to meet the needs of young students, including joint professional learning and planning activities that address the transition to elementary schools

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Stakeholder Engagement Plan for ESSA Plan Development

Phase of Engagement	Activities
Phase 1: What do Californians want for their schools? <i>Spring 2016</i>	<ul style="list-style-type: none">• Webinars• Survey• Statewide Regional Meetings
Phase 2: Feedback on First Draft <i>November 10—December 2, 2016</i>	<ul style="list-style-type: none">• Toolkit for local use• Survey
Phase 3: Feedback on Second Draft <i>January 20—February 10, 2017</i>	<ul style="list-style-type: none">• Toolkit for local use• Survey
Phase 4: Feedback on “Complete” Draft <i>March 17—April 14, 2017</i>	<ul style="list-style-type: none">• Toolkit for local use• Survey• Webinars with Partners• Statewide Regional Meetings

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ESSA Communications

Receive updates by joining the ESSA listserv. To subscribe, send a blank message to join-essa@mlist.cde.ca.gov.

Please send questions and comments to ESSA@cde.ca.gov.

Visit the CDE ESSA Web page at www.cde.ca.gov/essa.

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