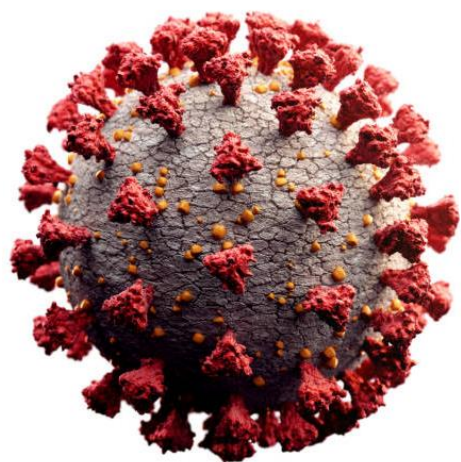# Early Learning in CCIP

June 10, 2020

Panelists

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Agenda

- Welcome
- Background on ESSA and Early Learning
- District Plans—Timelines, Submission, Early Learning Opportunities
- ESSER – Early Learning Opportunities
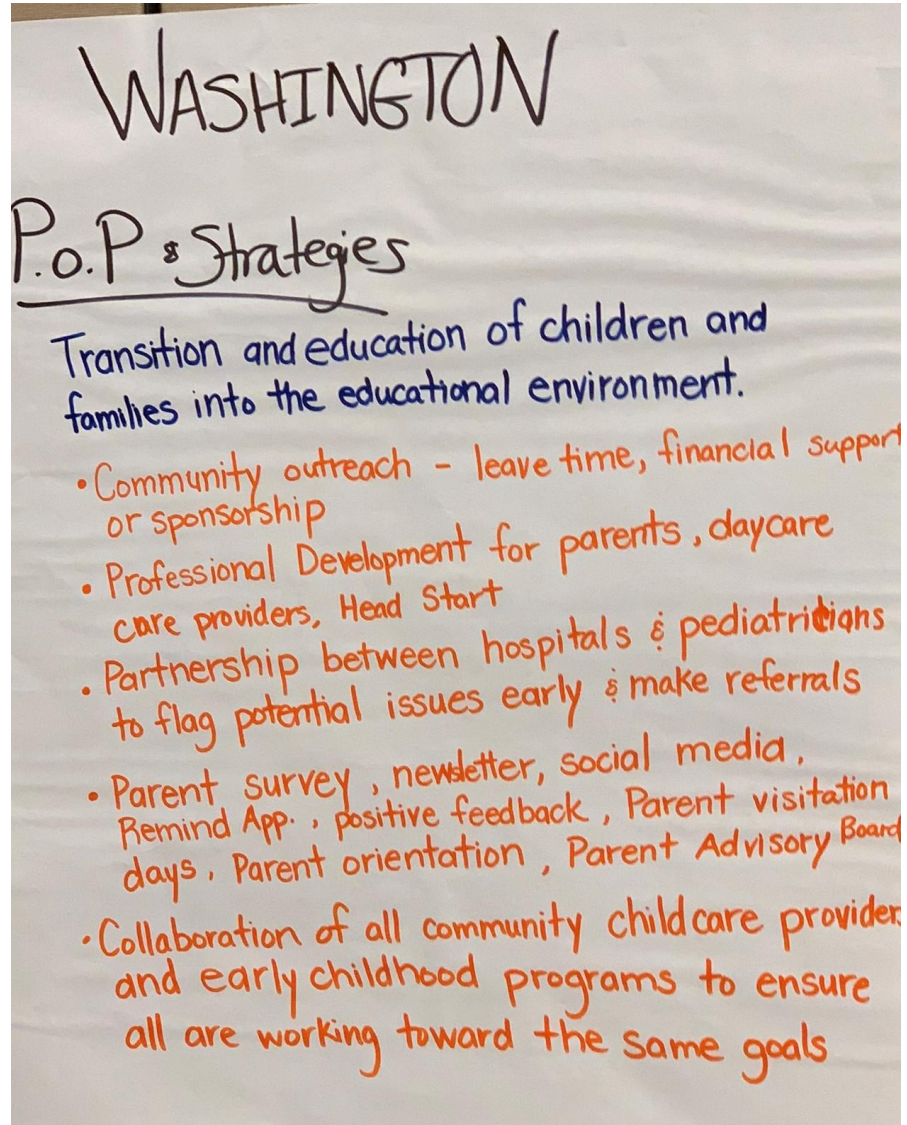- Collaborating Across Systems
- Question and Answer

Every Student Succeeds Act

Early Learning is woven throughout ESSA

- Schools are able to use all or a portion of Title I, Part A funds to operate schoolwide preschool programs.

- LEAs may use a portion of Title I, Part A funds to operate preschool programs throughout the LEA, or in a portion of the LEA, for eligible children.

- An LEA may also coordinate with other programs to improve the quality or extend the day or number of days in a program (for example, extending kindergarten to full-day).

Every Student Succeeds Act

WASHINGTON

P.o.P & Strategies

Transition and education of children and families into the educational environment.

- Community outreach - leave time, financial support or sponsorship
- Professional Development for parents, daycare care providers, Head Start
- Partnership between hospitals & pediatricians to flag potential issues early & make referrals
- Parent survey, newsletter, social media, Remind App., positive feedback, Parent visitation days, Parent orientation, Parent Advisory Board
- Collaboration of all community childcare providers and early childhood programs to ensure all are working toward the same goals

Early Learning is woven throughout ESSA
- LEAs may use funds to strengthen transitions between pre-k and kindergarten and to align curriculum and content standards between sectors.
- LEAs and schools may use Title I funds to improve educators' knowledge of child development in birth through third grade settings through joint professional development.
- Funds can also be used for comprehensive services, including home visiting, developmental screenings for children before entering school, transportation and nutrition services.
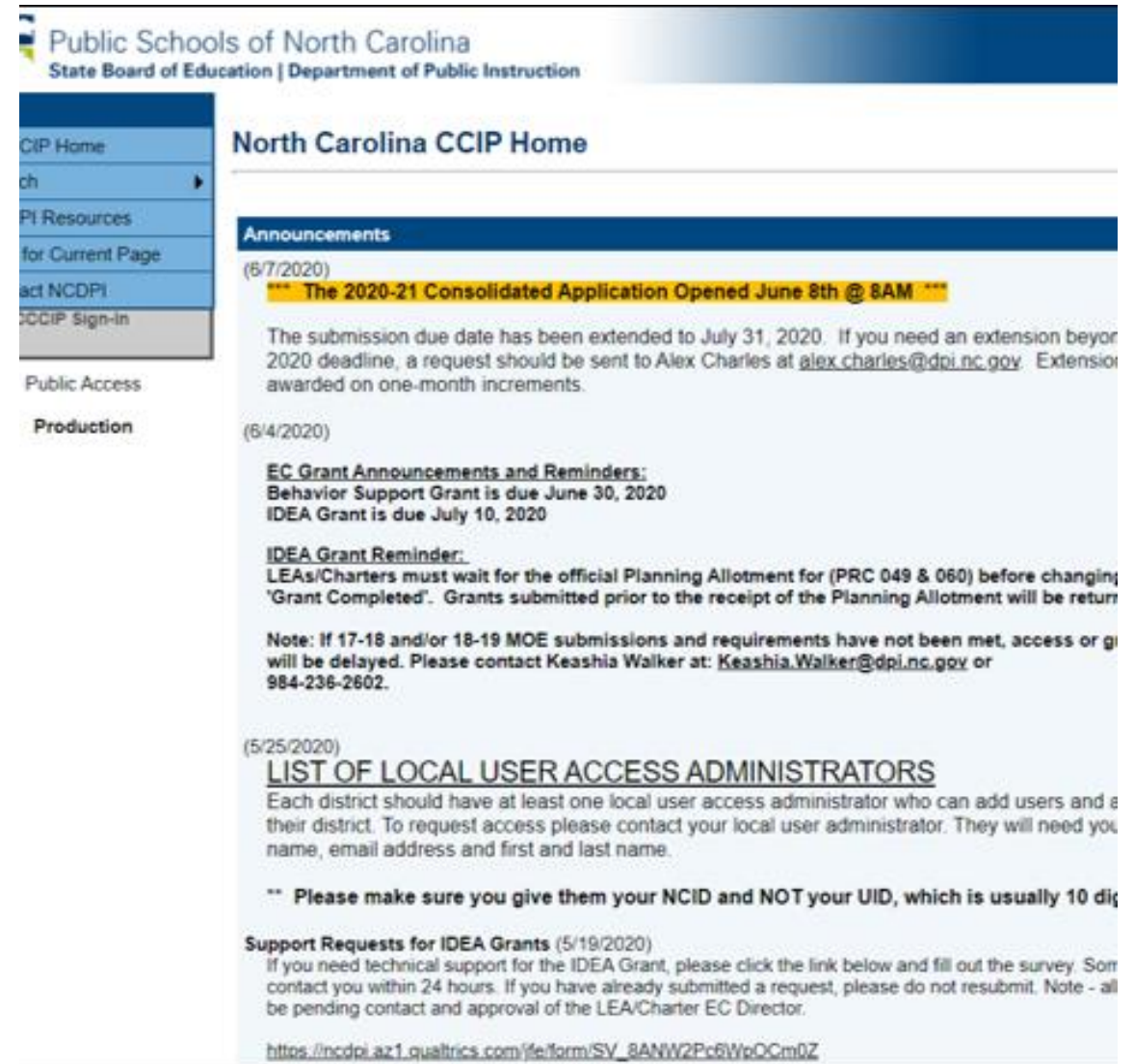
District Plans

Comprehensive Continuous Improvement Plan

District Plans (CCIP)

- *What are the timelines for submitting the plan?*
- *What does planning for submission look like?*
- *What is a district plan?*
- *What is the timeline for development and submission of plans? What is the process?*
- *How should stakeholders be included?*
- *How can we work together to create a new strategic plan for use of resources and*
- *Who are the partners in this work?*

Early Learning in District Plans

District Plans and Early Learning Opportunities

Updated tool to support LEAs outlines opportunities throughout the 2021 Consolidated Application to support young children's development beginning at birth.

We recommend that district leaders review the application and this document with early childhood leaders in their community to develop a strong, coordinated plan that supports optimal development for all children in the community.

EducationCounsel · Head Start · NORTH CAROLINA · Early Childhood FOUNDATION

Recommendations for Early Learning Additions to the NC CCIP 2020-2021/NCDPI Consolidated Application

The North Carolina Early Childhood Foundation, the Office of Early Learning at the Department of Public Instruction and EducationCounsel continue to partner to support Local Education Agencies (LEAs) and early childhood community leaders in collaborating to incorporate early learning strategies into district plans for the Every Student Succeeds Act (ESSA). ESSA can serve as one tool available to communities to strengthen their birth-through-eight system and support children's school success.

This document is designed to support LEAs as they develop their ESSA plans. It outlines opportunities throughout the 2021 Consolidated Application to include activities to support young children's development beginning at birth.

In addition to the specific questions noted below, there are opportunities throughout the application to include additional information related to early learning programs and policies.
We strongly encourage district leaders and their partners to understand whether and how funds are being used for early childhood programming (see Title I, Question 9) and to work together on how to address this section through a coordinated community plan.

Please refer to the federal guidance in *Non-Regulatory Guidance Early Learning in the Every Student Succeeds Act: Expanding Opportunities to Support our Youngest Learners* for additional information and requirements.

We recommend that district leaders review the application and this document with early childhood leaders in their communities to develop a strong, coordinated plan that supports optimal development for all children in the community.

Table of Contents

Title 1A Grant Details

Lead Educational Agency Plans

Recommendation: Mark "Other" box and detail how early learning partners have been involved in the development of the LEA plan

Potential partners include:

- Head Start grantees
- Smart Start
- NC Pre-K
- Child Care Resource and Referral
- Exceptional Children
- Private child care providers
- Home visiting staff
- Pediatricians
- Local health agencies
- Librarians
- DSS
- WIC

1. Local Educational Agency ("LEA" = District, Charter School or Lab School) Plans (SEC. 1112)

The LEA's Consolidated Plan has been developed with timely and meaningful consultation with (SEC. 1112(a)(1)):

- [ ] * Teachers
- [ ] * Principals
- [ ] * Other school leaders
- [ ] * Paraprofessionals
- [ ] * Specialized Instructional Support Personnel
- [ ] * Administrators (including administrators of programs described in other parts of this title)
- [ ] * Parents of children in schools served under this part, and
- [ ] If applicable, is coordinated with other programs under this Act (e.g., IDEA, Carl D. Perkins)
- [ ] Leadership of Tribal organizations, if LEA receives $40,000 or more for Indian Education
- [ ] Other

* Enter the date(s) for stakeholder meeting(s) (MM/DD/YYYY):

Parent and Family Engagement

Recommendation: Highlight how the district is working with early learning providers to enhance parent and family engagement by **updating the Parent and Family Engagement Policy** that is posted on the website.

2. Parent and Family Engagement (SEC. 1116 (a)(2))

* The LEA has a current LEA Parent and Family Engagement Policy posted on their website. Enter the URL (link) made available to the public for the LEA's written Parent and Family Engagement Policy. Provide instructions on how to access the Parent and Family Engagement policy from LEA webpage.

Homeless Children and Youths Services

Recommendation: Include in this section how preschool children and families experiencing homelessness are supported.

8a. Homeless Children and Youths Services (SEC. 1112(b)(6))

* How are Title I homeless set-aside funds used to provide support for identified homeless students? Check any/all boxes (must check at least one box) that Title I funds are used to support students identified as homeless (this does not include McKinney Vento funds).

- ☐ Excess transportation
- ☐ School supplies
- ☐ School uniforms
- ☐ Experiential field trips
- ☐ Tutoring
- ☐ Other

* Describe the rationale/method for determining the set aside amount.

Foster Care

Recommendation: Strategies include providing transportation for children to stay at their original school, establish agreements with DSS and other partners.

8b. Foster Care (SEC. 1111(g)(1)(E)(iv))

* Please list the point of contact for the LEA for foster care.

* Please list the point of contact from DSS for foster care.

Support Coordination and Integration of Services in Early Childhood Programs

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

9. Early Childhood Education Programs (SEC. 1112(b)(8))

A. Support, Coordination and Integration of Services in Early Childhood Education Programs

Describe how the LEA will support, coordinate and integrate Title I services with early childhood education programs, including plans for the transition of children to elementary school.

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

☐ NC Pre-K

☐ Exceptional Children

☐ Head Start

☐ Private Childcare

☐ Other (Describe below)

Support Coordination and Integration of Services in Early Childhood Programs

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

Coordination Requirements

LEAs are now required to develop agreements with Head Start programs, and other early learning partners as applicable, to coordinate services:

- Enrollment/Eligibility
- Data and Records Sharing
- Coordinating Services/Communication
- Transition
- Professional Development
- Family Engagement
- Services for Children with Disabilities
- Facilities and Transportation

10. Coordination Requirements (SEC. 1119(a)-(b))

* A Memorandum of Understanding/Memorandum of Agreement (MOU/MOA) with Head Start is required for each LEA receiving Title I funds, regardless of whether it operates a Title I preschool program. The current MOU/MOA with Head Start must be uploaded as a Title I related document.

☐ Check here if you are a Charter or Lab School without an elementary grade span; you are not required to have an MOU.

☐ Check if LEA has a Memorandum of Understanding/Memorandum of Agreement (MOU/MOA) with Head Start.

Documents		
Type	Document Template	Document/Link
Current MOU/MOA with Head Start (Template not provided) [Upload 1 document(s)]	N/A	

Enter the effective dates for the MOU/MOA:

* Start Date:

* End Date:

Reduce Overuse of Discipline Practices

Recommendation: Ensure that all policies described in this section (including data analysis, policies on in or out of school suspensions, expulsions and other disciplinary practices) include all children in the school from pre-kindergarten on, and that policies are developmentally appropriate for all children at each grade.

Example: Policies/written plans to severely limit/eliminate suspension and/or expulsion for children in pre-k through 3rd grade with a focus on identifying and eliminating racial disparities among children in these grades who may be suspended or expelled.

12. Reduce Overuse of Discipline Practices (SEC. 1112(b)(11))

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2).

District-Wide Instructional Initiative Set-Aside

Recommendation: When identifying district-wide needs for new instructional support or programmatic changes, include the needs of children birth to five in school-based and community settings.

16a. District-wide Instructional Initiative Set-Aside

☐ **Check here if you are not setting aside funds for District-wide Initiative.**

If setting aside funds (Line 12 - District-Wide Instructional Initiative on Set Asides, 'Current Fiscal Year' column page), describe initiative(s):

16b. Professional Development for Teachers Set-Aside

☐ **Check here if you are not setting aside funds for Professional Development for teachers.**

If setting aside funds (Line 6 - Professional Development for Teachers on Set Asides page), describe how funds will be used:

Title II-A (PRC 103) Grant Details

Professional Development Activities

Recommendation: Ensure that professional development funds are used to improve the quality of early learning programs in the community and in schools and are available to community providers, pre-kindergarten through third grade teachers, and school and district leaders to advance understanding of early learning and child development.

1. Activities (SEC. 2102(b)(2)(A))

* Provide a description of the activities to be carried out by the LEA under this section and how these activities will be aligned with challenging North Carolina academic standards. List activities being funded to include personnel and activities, (e.g., Mentors, BT training, etc.)

Use of Data and Ongoing Consultation to Update and Improve Activities

Recommendation: Ensure data analysis includes teachers of children in early childhood programs, including those in early intervention (birth to three) and preschool special education services, Head Start, Title I, NC Pre-K or other pre-kindergarten programs in the district.

4. Use of Data and Ongoing Consultation to Update and Improve Activities (SEC. 2102(b)(2)(D))

Provide a description of how the LEA will use data and ongoing consultation to continually update and improve activities supported under Title II Part A.

Title III – Language Acquisition (PRC 104) Grant Details

Programs and Activities for English Language Learners

Recommendation: Ensure that developmentally appropriate programs, resources, and professional development are available for children who are English Learners and their teachers in pre-kindergarten through third grade programs.

3. Programs and Activities (SEC. 3115(c)(1)(A) & (B) and SEC. 3116(b)(1))

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Title IV – Part A, Subpart 1 (PRC 108) – Student Support and Academic Enrichment Grants

Student Support and Academic Enrichment Grants - Activities

Recommendation: In each section, include how funds are used to support the specific activities for children in pre-kindergarten through third grade.

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4. Well-Rounded Education (SEC. 4106 (e)(1)(B-D))

A. If applicable, describe how funds will be used for activities related to supporting well-rounded education under Section 4107. (SEC. 4106 (e)(1)(B)) (to include any positions funded using Title IV funds for this activity)

B. Describe the program objectives, intended outcomes and how the organization will periodically evaluate the effectiveness of the activities carried out under Section 4106, based on such objectives and outcomes. (SEC. 4106 (e)(1)(E))

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5. Safe and Healthy students (SEC. 4106 (e)(1)(B-D))

A. If applicable, describe how funds will be used for activities related to supporting safe and healthy students under Section 4108. (SEC. 4106 (e)(1)(C)) (to include any positions funded using Title IV funds for this activity)

B. Describe the program objectives, intended outcomes and how the organization will periodically evaluate the effectiveness of the activities carried out under Section 4106, based on such objectives and outcomes. (SEC. 4106 (e)(1)(E))

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6. Effective Use of Technology in schools (SEC. 4109 (e)(1)(B-D))

A. If applicable, describe how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109. (SEC. 4106 (e)(1)(D)) (to include any positions funded using Title IV funds for this activity)

B. Describe the program objectives, intended outcomes and how the organization will periodically evaluate the effectiveness of the activities carried out under Section 4106. (SEC. 4106 (e)(1)(E))

Migrant
Education

Migrant Education Program: Pre-K

Recommendation: Partner with Migrant Head Start programs to coordinate summer services or with other early learning partners to coordinate enrollment and summer learning opportunities.

II. Supplementary Instructional Services (SEC. 1304(b)(2), SEC. 1306(a)(C))

A. Pre-K (SEC. 1304(b)(1), SEC. 1304(c)(4))

Objective 1

By the end of 2020-21, 80% of children that participated in school readiness activities will show an increase in school readiness as measured by a developmental skills assessment

Objective 2

By the end of 2020-21 75% of all migrant support staff will have attended a training on family literacy and/or school readiness and will rate the usefulness of training as a 3 or 4 on a 4-point scale.

- [ ] * Identify and maintain a list of local Pre-School programs that use state-approved curricula, to increase enrollment of migratory children in those programs.
- [ ] Facilitate training of support staff in school readiness and/or family literacy.
- [ ] Include Pre-K children in local family literacy efforts.
- [ ] Provide a minimum of 18 hours of evidence-based services in the homes (or in other settings when available) of Pre-K age students not enrolled in a formal Pre-K program.
- [ ] Provide parents/guardians of Pre-K age children with strategies and materials to promote school readiness.
- [ ] Include Pre-K children in summer schools or camps sponsored by the district or by contracting with Pre-K providers.
- [ ] Administer developmental skills assessment to all pre-k students participating in MEP-sponsored school readiness activities.
- [ ] Other:

CARES Act: ESSER Funding

What is ESSER?

On April 23, the U.S. Department of Education (USED) announced $13.2 billion for states is being made available under the Elementary and Secondary School Emergency Relief (ESSER) Fund in the Coronavirus Aid, Relief, and Economic Security (CARES) Act.

These grants are awarded to State educational agencies (SEAs) to provide local educational agencies (LEAs) with emergency relief funds to address the impact of the coronavirus.

North Carolina received approximately $389 million through the ESSER Fund, of which approximately $350 million will be distributed to LEAs.

LEAs will have to demonstrate how they will use the funds to NCDPI.

ESSER Applications in NC

ESSER Application/PRC 169: Update as of June 8, 2020

- 265 District/Charter/Lab School Allotments
- 203 approved applications (77%)
- $356,180,446 funding available
- $304,437,756 funding approved

CARES ACT: ESSER Opportunities

Any allowable activities under Title I are allowable uses of ESSER funds:
- Salaries & benefits for teachers and other staff
- Home visiting programs
- Extended day programs in school sites, Head Start, and other community based child care programs
- PD for early childhood professionals who serve Title I eligible children
- Support services, such as nutrition, vision, dental, and counseling services
- Screening and diagnostic assessment
- Summer enrichment programs for young children and their families
- Transition programs

NC ESSER Application: Needs Assessment

Analyze school and community data to determine needs

- COVID-19 rates
- Engagement and participation in online learning/virtual services
- Access to internet and technology
- Access to meals
- Employment rates
- Changes in vaccination rates

Work with early learning partners to determine data sources

- Head Start surveys staff and parents to determine needs
- Smart Start is keeping track of early learning program needs
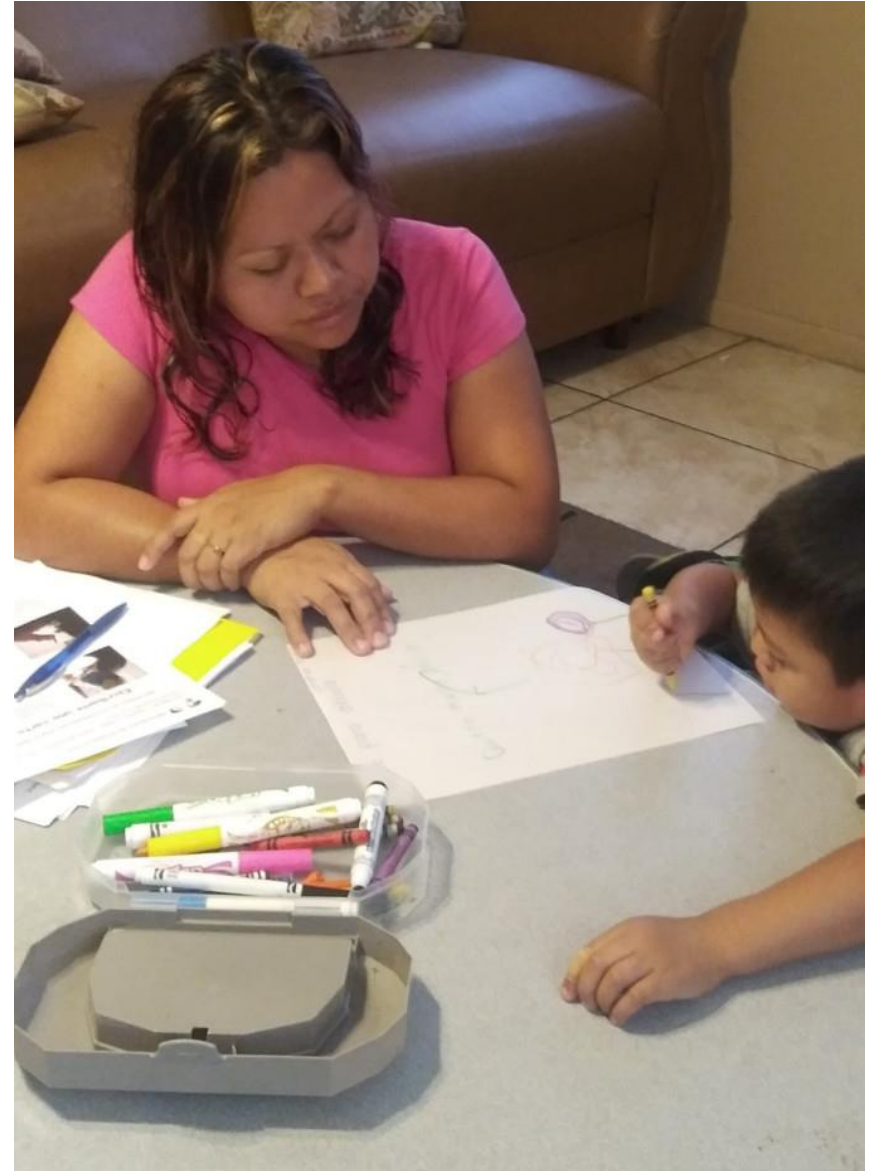- NC Pre-K conducted a remote learning survey

NC ESSER Application: Funded Strategies

- Summer learning opportunities, including preschool
- Transition to kindergarten activities including virtual tours, online meetings with teachers, and socially distanced home visits
- Professional development related to social and emotional development, trauma-informed practices, and/or Multi-Tiered Systems of Support
- Developmental screening programs that can be administered virtually (i.e., ASQ-3 online or PEDS online) for determining preschool eligibility

NC ESSER Application: Funded Strategies

- Support staff such as social workers and counselors to support family's needs and enhance comprehensive services
- Family engagement supports and strategies on remote learning, developmentally appropriate practices, technology use, social emotional learning and mental health and wellness
- Nutrition services and meal access
- Professional development for remote learning and DAP for preschool and kindergarten
- Health and sanitation preparedness and relief efforts

Collaborating Across Systems

Collaborating Across Systems

- *What data do we have about young children?*
- *Who are our partners in early childhood across the community?*
- *How are we currently spending Title I funds?*
- *How are we currently investing in professional development?*
- *What do we know about elementary schools most at risk of being in school improvement status?*

THANK YOU

Contact Information

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