EARLY LEARNING IN CCIP
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Public Schools of North Carolina
State Board of Education
Department of Public Instruction

NC Early Childhood FOUNDATION

EducationCounsel
Policy ı Strategy ı Law ı Advocacy

Agenda

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ESSA and Early Learning

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).
- LEAs may use funds to strengthen transitions between pre-k and kindergarten and to align curriculum and content standards between sectors.

Every Student Succeeds Act

Early Learning is woven throughout ESSA

- 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

District Plans (CCIP)

Timelines and Planning for Submission

- *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 community supports?*
- *Who are the partners in this work?*

Early Learning in District Plans

District Plans and Early Learning Opportunities

REVISED tool to support LEAs outlines opportunities throughout the 2019 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.

Table of Contents for Tool

Example: Including Early Learning in Plan

Recommendation: Mark "Other" box and detail how the early learning community has 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

1. Local Educational Agency (LEA) 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

As appropriate, is coordinated with other programs under this Act (e.g., IDEA, Carl D. Perkins)

Other (e.g., Leadership of Tribal organizations) – indicate below
other school and central office staff

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

Example: 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:

Example: Homeless Children and Youth Services

Recommendation: Include in this section how preschool children and their families who are homeless are supported.

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

Describe the services provided, including services with funds reserved under SEC. 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youth, in coordination with services the LEA is providing under the McKinney Vento Homeless Assistance Act. Describe the rational / method for determining the set aside amount.

Example: 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)

B. LEA Preschool Programs (check all that apply)
- None – This option is available ONLY to charter schools. Move to section 11.
- Title I Preschool
  - Preschool set asides (line 10 on the Set Asides page)
  - School Allocation funds per schoolwide decision process
- Exceptional Children
- Head Start
- NC Pre-K
- Other (describe below)

C. Title I Full-Eligibility Preschool Classrooms

This is a preschool classroom that meets all the following conditions:
- 100% of the children in the classroom are documented as eligible for Title I preschool.
- Some of the children may also qualify for NC Pre-K.
- The classroom may be funded 100% with Title I dollars, although other sources of funding may be utilized.

Does the LEA have one or more Title I Full-Eligibility preschool classrooms?
- No – Move to Part D
- Yes – Complete the following:
  - Total number of children in full-eligibility classrooms
  - Total number of Title I children in full-eligibility classrooms who also qualify for NC Pre-K
  - Total amount of Title I funds, allocated to full-eligibility classrooms
  - NC Pre-K funding per child, per month allocated to full-eligibility classrooms

D. Title I Blended-Eligibility Preschool Classrooms

This is a preschool classroom that meets all the following conditions:
- Some, but not all, children are documented as eligible for Title I preschool.
- Some, but not all, of the funding comes from Title I.
- The proportion of Title I funding is determined by the percentage of Title I-eligible children enrolled in the classroom.
- Cost allocation is required.

Does the LEA have one or more Title I Blended-Eligibility preschool classrooms?
- No – Move to section 10
- Yes – Complete the following:
  - Total number of children in blended classrooms

Example: Coordination Requirements

LEAs are required to coordinate with Head Start programs. The new law holds LEAs responsible for developing agreements to role work with Head Start programs to coordinate services, which could include data reporting and sharing, alignment of standards and curriculum, and transition plans for children moving from Head Start and into the public school programs for pre-kindergarten or kindergarten. Change in 2019: Upload agreement.

The requirement to coordinate also applies to local schools who opt to provide early childhood programming as part of their schoolwide model under Title I.

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

A Memorandum of Understanding/Memorandum of Agreement (MOU/MOA) with Head Start is required for any LEA setting aside funds to support Early Childhood Development. The current MOU/MOA with Head Start must be uploaded as a Title I related document.

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

Enter the effective dates for the MOU/MOA:

Start Date:

End Date:

Example: 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.

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).

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.

Example: 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.

16. District-wide Instructional Initiative and/or Professional Development for Teachers Set Aside

If setting aside funds (Line 6 – Professional Development and/or Line 12 – District-Wide Instructional Initiative on Set Asides page), describe initiative(s):

Example: 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.

"LEA" = District, Charter School or Lab School

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.

Example: Use of Data and Ongoing Consultation to Update and Improve Activities

Recommendation: Ensure that 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.

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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.

Example: Programs and Activities for English Language Learners

Recommendation: Ensure that early childhood teachers within the LEA and community-based providers are included in the design and delivery of professional development.

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.

Example: English Language Proficiency Assessment and Professional Development

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

4. English Language Proficiency Assessment and Professional Development (SEC. 3115(c)(2)(A-D) and SEC. 3116(b)(2))

The LEA must use funds to provide effective professional development of classroom teachers (including teachers in classroom setting that are not the setting of language instruction education program), principal and other school leaders, administrators, and other school or community-based organizational personnel.

A. Select all the following groups that will be provided

☐ classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs),

☐ principals and other school leaders,

☐ administrators, and

☐ other school or community-based organizational personnel.

B. Describe how the effective professional development that the LEA shall provide to selected group(s) is -

1. designed to improve the instruction and assessment of English learners;

2. designed to enhance the ability of such teachers, principals and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;

3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and

Example: Activities for LEAs Experiencing Substantial Increases in Immigrant Children

Recommendation: Ensure that parents and other family members of young children in immigrant families and the providers serving them both in schools and in community settings are included in plans to support immigrant children and youth.

1. Activities for LEAs Experiencing Substantial Increases in Immigrant Children and Youth (SEC. 3115 (e)(1))

Indicate the activities the LEA will implement to provide enhanced instructional opportunities for immigrant children and youth.
Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children
Recruitment of, and support for personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth
Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth

Example: 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.

4. Activities (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))**

B. 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))**

C. If applicable, describe how funds will be used for activities related to supporting the effective use of data and technology in schools under Section 4109. **(SEC. 4106 (e)(1)(D))**
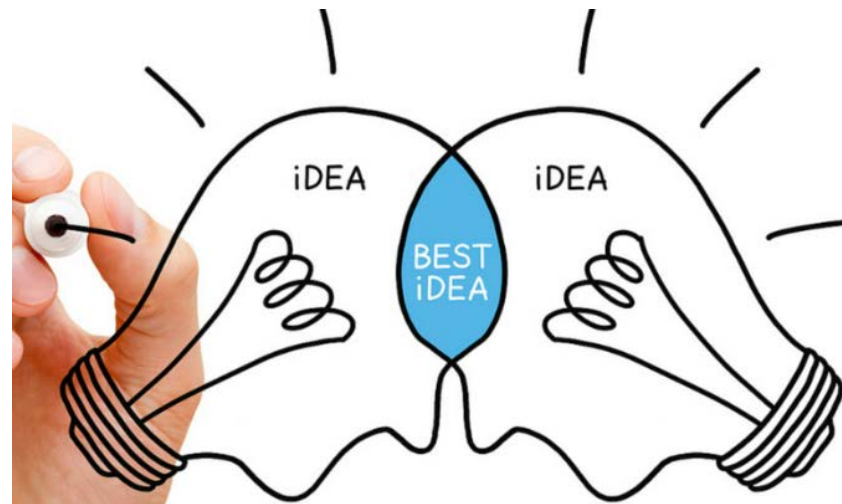
Collaborating Across Systems

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?*

Q and A

THANK YOU

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