

# EARLY LEARNING IN CCIP

## JULY 16, 2019



**Public Schools of North Carolina**  
State Board of Education  
Department of Public Instruction



**EducationCounsel**  
Policy | Strategy | Law | Advocacy

# Agenda

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**1**

Welcome

**2**

Background on ESSA  
and Early Learning

**3**

District Plans—  
Timelines and  
Submission

**4**

District Plans and  
Early Learning  
Opportunities

**5**

Collaborating Across  
Systems

**6**

Q & A

# ESSA and Early Learning

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# Every Student Succeeds Act

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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

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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

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# 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?*

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### North Carolina CCIP Home

Alamance-Burlington Schools (012) Regular Local School District - Alamance County - 2020

**Announcements**

**Planning Tool**  
APPLICATION - LEAs and Charters ONLY (7/22/2019)  
The 2019-2020 Eligible Schools Summary Report (ESSR) is available within your respective PowerSchool instances to begin entering data. For new charter schools in the 2019-20 School Year, or for those LEAs opening new schools in 2019-20, or modifying school information (e.g., grade spans) you must wait until after EOY, some time in mid-late July, to allow for the EDDIE data refresh.

ALL LEAs and charters in North Carolina report these data, regardless if the school receives Title I, Part A funds. The ESSR Module in PowerSchool collects the total number of children enrolled in the school(s), the total number of low-income children, the Title I program that will be operated during the 2019-20 school year, and Community Eligibility Provision (CEP) participation. Please note that there are no changes from the previous years' collections.

**CONSOLIDATED APPLICATION - OPEN! (6/26/2019)**  
The 2019-20 Federal Consolidated Application is now open! Only personnel with the role of Chief Administrator can promote the Plan (in the Planning Tool) into FY20. If you have any questions, please contact your NC DPI Federal Program Administrator.

**21st CCLC - New and Year 2 (3/18/2019)**  
The 21st CCLC Program Attendance Update - 3rd Installment is now available on the Related Documents page, in the category Optional document. Your funding application must be in Draft Started or Reviewed Started to upload the document.

**Reminders**

If you are having problems logging in due to NCID ISSUES\*\*\* (12/5/2018)  
If you are a NON-LEA having problems with your NCID (expired password, locked out), contact DIT at 919.754.6000 or toll-free at 1.800.722.3946 for assistance. If you are an LEA/Charter, please contact your local NCID Administrator. The CCIP Administrators do not manage NCIDs, other than to authenticate you are who you say you are, and to make you "known" to the system.

"An LEA Plan Goal, Strategy, and Fiscal Resource..." Error (10/30/2018)  
If you receive the error, "An LEA Plan Goal, Strategy, and Fiscal Resource must be defined" while trying to submit a funding application, you will need to go back into the Planning Tool and make sure you have a Goal, Strategy AND a Fiscal Resource for the grant in FY20. In the Planning Tool, click on Organization, then Expand All. In the Fiscal Resources table, for the Consolidated Application, you can click on an undefined grant already there and you can update the amount for the application year. If you don't see a grant:  
1. Click on Create Fiscal Resource and choose the CORRECT grant in the pulldown list when selecting the Funding Application.  
2. For the 2019-20 Consolidated Application, put an amount in 2020 for a particular grant.  
3. Click the Save button.  
Repeat steps 1-2 for all the other applicable Goals' Fiscal Resources. They will appear on the Plan Relationships page of the respective grant, in the 'Related Goals' section.

Planning Tool is NOT Program-Specific (10/18/2017)  
NCDPI is noticing that Goals, Strategies and Fiscal Resources are being deleted in the Planning Tool, depending on which Funding Application is being submitted for review/approval. This is a reminder that the Planning Tool is NOT program-specific, but should be the guiding principles for ALL programs your organization is receiving funding for. Please don't delete those items that may be pertinent to others' programs.

# Early Learning in District Plans

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# 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.



## Recommendations for Early Learning Additions to the NC CCIP 2019-2020/NCDPI Consolidated Application

The North Carolina Early Childhood Foundation, the Office of Early Learning at the Department of Public Instruction and EducationCounsel have been partnering 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 2019 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 for Tool

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## Section 3 Funding Application.

1. Local Education Agency Plans
2. Parent and Family Engagement
3. Parent and Family Engagement – Use of Funds
8. Homeless Children and Youth Services
9. Support Coordination and Integration of Services in Early Childhood Education Programs
10. Coordination Requirements
12. Reduce Overuse of Discipline Practices
14. Targeted Assistance Schools
16. District-Wide Instructional Set-Aside

## Section 2.3 Title II-A (PRC 103)

1. Activities
2. Professional Growth and Improvement
3. Comprehensive and Targeted Support and Improvement Prioritization
4. Use of Data, Consultation to Update, Improve Activities

## 3.2 Title III – Language Acquisition (PRC 104)

3. Programs and Activities
4. English Language Proficiency Assessment and Professional Development
5. Parent, Family and Community Engagement

## 3.3 Title III – Language Acquisition (PRC 111)

1. Activities for LEAs Experiencing Substantial Increases in Immigrant Children and Youth

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

1. Consultation
3. Partnership(s)
4. Activities

# 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

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**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

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**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

Total number of Title I 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.


## 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

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**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 3<sup>rd</sup> 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

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**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

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**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

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**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.

#### 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

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**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

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**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

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**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

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**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

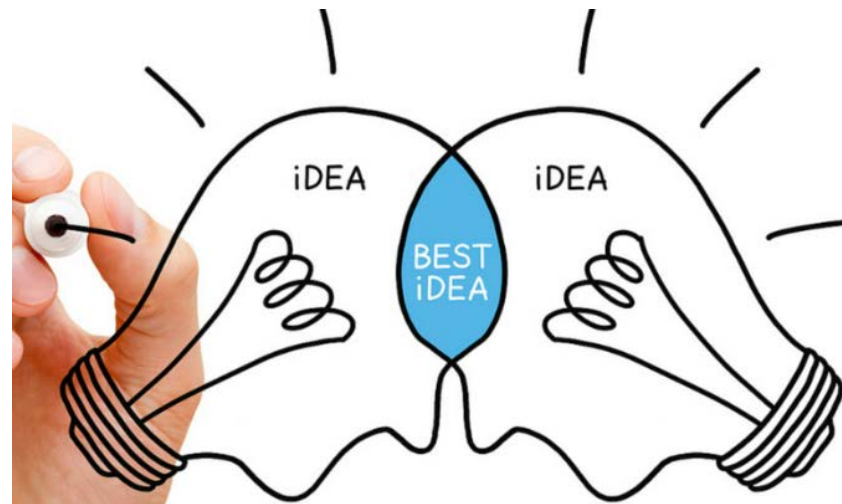
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# Collaborating Across Systems

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- *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

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# THANK YOU

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