



## 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. **New items, items with changes in 2019 and items we are newly highlighting in 2019 are in red font.**

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.

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## Section 3 Funding Application. 3.1.1 Grant Details Page

### 1. Local Education Agency (LEA) Plans (SEC. 1112)

#### 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
- ☐ 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

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

**Recommendation:** Mark "Other" box and detail how the early learning community has been involved in the development of the LEA plan.

The process for including the early learning community should be ongoing and should complement existing early childhood planning and engagement structures. Partners who should be consulted in the process of developing the plan could include:

- Head Start grantee agencies, individual program directors, and staff
- Smart Start agency leaders and staff
- NC Pre-K
- Child Care Resource and Referral
- Exceptional Children
- Private child care providers
- Home visiting staff
- Pediatricians
- Local health agencies

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

#### 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:

**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.

In the formal policy posted on the LEA website, it would be useful to:

- Discuss transition plans so that families and their children are supported as they move between early learning settings and school-based programs in pre-kindergarten, kindergarten or first grade.
- Identify a set of effective parent and engagement practices based on Head Start (see, for example: <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/pfce-interactive-framework>)
- Recommend that schools hold parent and family engagement activities at times when working families can attend and provide child-friendly activities and food.
- Encourage parent and family outreach activities that take place during the summer for families transitioning from early childhood programs to school.
- Require that parent and family engagement resources be available in languages that reflect the community served by the school.
- Encourage schools to support and train family liaisons at each school to welcome new families.
- Identify parent and family ambassadors to welcome new families and provide information and resources.

<p><b>3. Parent and Family Engagement – Use of Funds (SEC 1112 (b)(7))</b></p> <p><b>3. Parent and Family Engagement – Use of Funds (SEC. 1112 (b)(7))</b></p> <p>Funds reserved for parent and family engagement shall be used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one (1) of the following (SEC. 1116(a)(3)(D)):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members. (SEC. 1116(a)(3)(D)(i))</li> <li><input type="checkbox"/> Supporting programs that reach parents and family members at home, in the community, and at school. (SEC. 1116(a)(3)(D)(ii))</li> <li><input type="checkbox"/> Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. (SEC. 1116(a)(3)(D)(iii))</li> <li><input type="checkbox"/> Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (SEC. 1116(a)(3)(D)(iv))</li> <li><input type="checkbox"/> Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy. (SEC. 1116(a)(3)(D)(v))</li> </ul>	<p><b>Recommendation:</b> Mark last box (“Engage in any other activities and strategies...” ) and ensure that parent and family engagement plans include young children and their families.</p>
<p><b>8. Homeless Children and Youth Services (SEC 1112 (b)(6))</b></p> <p><b>8. Homeless Children and Youths Services (SEC. 1112(b)(6))</b></p> <p>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 rationale/method for determining the set aside amount.</p>	<p><b>Recommendation:</b> Include in this section how preschool children and their families who are homeless are supported.</p> <p>This might include:</p> <ul style="list-style-type: none"> <li>• Training to all school and district personnel and community providers to identify and serve children who are homeless, including working with the local ChildFind staff to identify children who are both homeless and in need of early intervention services.</li> <li>• Improved enrollment procedures to identify and connect all children (both school-age and younger) who are homeless in a family as they enter school.</li> <li>• Transportation for preschool-aged children to stay at their original school of enrollment.</li> <li>• Community outreach to identify preschool-aged children who are or are at-risk of becoming homeless.</li> <li>• Formal partnerships and/or agreements with Head Start and other community providers to identify and serve homeless children and provide support as they transition into programs and school placements.</li> <li>• Policies that require coordination and collaboration within the LEA to support children and their families who are homeless as they transition into programs and school placements and then as they move between grades.</li> <li>• Information and resources to families who are homeless on Early Head Start, Head Start, SNAP (Supplemental Nutrition Assistance Program, formerly Food Stamps), housing supports and other needed supports.</li> </ul>
<p><b>9. Early Childhood Education Programs (SEC 1112(b)(8))</b></p> <p><b>9. Early Childhood Education Programs (SEC. 1112(b)(8))</b></p> <p><b>A. Support, Coordination and Integration of Services in Early Childhood Education Programs</b></p> <p>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.</p> <p>Indicate any/all partners that assisted with the development of transitions plans:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> NC Pre-K</li> <li><input type="checkbox"/> Exceptional Children</li> <li><input type="checkbox"/> Head Start</li> <li><input type="checkbox"/> Private Childcare</li> <li><input type="checkbox"/> Other (Describe below)</li> </ul>	<p><b>Recommendation:</b> Include any/all efforts by the district to coordinate services for young children with community providers.</p> <p>For “other,” consider a range of community partners. Partners who should be consulted in the process of developing the plan could include:</p> <ul style="list-style-type: none"> <li>• Smart Start agency leaders and staff</li> </ul>

**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)

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**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

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**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

Total number of Title I children in blended classrooms who also qualify for NC Pre-K

Total amount of Title I funds, allocated to blended classrooms

NC Pre-K funding per child, per month allocated to the blended classrooms

Indicate the proportion of preschool funding for blended classrooms by program:

% Title I

% NC Pre-K

% Exceptional Children

% Other (describe below)

- Home visiting staff
- Child Care Resource and Referral agency staff
- Pediatricians
- Local health agencies

Examples of coordination might include:

- Participating in local early learning committees (such as NC Pre-K, Smart Start Partnerships, Head Start boards or advisory committees, etc.) in order to improve access to high quality services for all children birth to five.
- Providing resources to increase access to high quality services in partnership with community providers (either in the community or in schools) for all children birth to five, including:
  - Classroom-based instructional programs.
  - Blended programs and/or dual enrollment in school-based and community-based programs.
  - Salaries and benefits for teachers and other staff.
  - Home visiting programs.
  - Extended day programs in Head Start or community-based child care programs.
  - Professional development for early childhood professionals who serve Title I eligible children, including providers in non-school settings.
  - Support services, such as nutrition, vision, dental, and counseling services.
  - Screening and diagnostic assessment.
  - Summer enrichment programs for young children and their families that are part of a larger strategy to support young children.
  - Full working day and year-round programs in coordination with local early childhood providers that support schedules for working families beyond the school day.
  - Transition programs.
- Developing agreements to share demographic and other data on children transitioning from early childhood settings to schools (see for example: [Data-Sharing Tool Kit For Communities: How To Leverage Community Relationships While Protecting Student Privacy, Data-Sharing: Federal Rules and Best Practices to Improve Out-of-School-Time Programs and Student Outcomes](#)).
- Identifying and supporting opportunities for joint professional development with community early childhood partners.
- Creating formal transition plans at each school, including:
  - Create or adopt a transition self-assessment tool that meets the needs of the district (see for example: [New York State's Tool to Assess the Effectiveness of Transitions from Prekindergarten to Kindergarten](#) or [Illinois Birth through Third Grade Self-Assessment and Action Planning Guide](#)).

	<ul style="list-style-type: none"> <li>○ Create or expand summer programs to give children a school experience.</li> <li>○ Identify and convene local providers to design and develop transition plans that convey joint expectations across settings, help to share information on what children know and are able to do, and create opportunities for partnership, collaboration and innovation.</li> <li>○ <a href="#">Hold a spring or summer Kindergarten Summit</a></li> <li>○ Develop a <a href="#">list of questions</a> to help school and district leaders identify existing transition practices and supports for children moving from early childhood programs into school, and for students moving between kindergarten, first, second and third grades. The answers to these questions should be used to develop action plans.</li> </ul>
<p><b>10. Coordination Requirements (SEC. 1119(a)-(b))</b></p> <div data-bbox="125 779 794 984"> <p><b>10. Coordination Requirements (SEC. 1119(a)-(b))</b></p> <p>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.</p> <p><input type="checkbox"/> Check if LEA has a Memorandum of Understanding/Memorandum of Agreement (MOU/MOA) with Head Start.</p> <p>Enter the effective dates for the MOU/MOA:</p> <p>Start Date: <input type="text"/></p> <p>End Date: <input type="text"/></p> </div>	<p><b>Recommendations:</b> Agreements should be tailored to suit the community’s unique needs and consider a comprehensive approach, rooted in best practices. The following activities must be addressed in a formal agreement between the LEA and Head Start (for information, see <a href="#">NC LEA Head Start Coordination Guidance</a>).</p> <ul style="list-style-type: none"> <li>• Data and Records Sharing</li> <li>• Coordinating Services/ Communication</li> <li>• Transition</li> <li>• Professional Development</li> <li>• Curriculum and Instruction</li> <li>• Services for Children with Disabilities</li> <li>• Family Engagement</li> </ul> <p>Characteristics of a strong MOU/A</p> <ul style="list-style-type: none"> <li>• Identifies the LEA, Head Start, and early childhood programs covered by the MOU</li> <li>• Includes a vision, goals and/or purpose of the MOU (the why)</li> <li>• Outlines the major activities to meet the coordination requirements</li> <li>• Describes the roles and responsibilities of each agency</li> <li>• Describes the methods of communication</li> <li>• Provides a realistic timeline for implementing the activities</li> <li>• Includes implementation and oversight</li> <li>• Describes the length or term of the agreement</li> </ul> <p>For additional information and resources, see:</p> <ul style="list-style-type: none"> <li>• <a href="#">NHSA New Early Childhood Coordination Requirements in ESSA Toolkit</a></li> </ul>

<p><b>12. Reduce Overuse of Discipline Practices (SEC 1112(b)(11))</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>12. Reduce Overuse of Discipline Practices (SEC. 1112(b)(11))</b></p> <p>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).</p> </div>	<p><b>Recommendation:</b> Ensure that all policies described in this section (including data analysis and policies on in-school 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.</p> <p>This section can address:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Identifying and developing in-school resources to support young children who may need additional help to thrive in a classroom environment.</li> <li>• Training for teachers on identifying developmental delays or other developmental issues in young children.</li> <li>• Professional development to help teachers and other school staff support young children with restorative justice approaches.</li> <li>• The <a href="#">NC Preschool Pyramid Model Project</a>, designed to help improve child outcomes and increase opportunities in least restrictive environments, promotes healthy social-emotional development for ALL children birth through five years of age.</li> <li>• Use of special spaces in schools that are calming for young children and include time with a counselor, psychologist or other trained therapist.</li> <li>• Use of play therapies.</li> <li>• Data analysis that looks at trends in use of discipline for young children from pre-kindergarten through third grade disaggregated by race, gender, and IEP status.</li> </ul>
<p><b>14. Targeted Assistance Schools (SEC 1115)</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>14. Targeted Assistance Schools (please make sure this aligns with ESSR) (SEC. 1115)</b></p> <p>If operating TAS programs, describe the process for selecting students served (1112(b)(9)):</p> </div>	<p><b>Recommendation:</b> Ensure that pre-kindergarten and kindergarten-aged students are included in the development of a plan and the selection criteria for students to be served.</p>
<p><b>16. District-wide Instructional Initiative Set-aside</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>16. District-wide Instructional Initiative and/or Professional Development for Teachers Set Aside</b></p> <p>If setting aside funds (Line 6 – Professional Development and/or Line 12 – District-Wide Instructional Initiative on Set Asides page), describe initiative(s):</p> </div>	<p><b>Recommendation:</b> 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.</p>
<p><b>Section 2.3 Title II-A (PRC 103) Grant Details Page</b></p>	
<p><b>1. Activities (SEC 2102(b)(2)(A))</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>1. Activities (SEC. 2102(b)(2)(A))</b></p> <p>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.</p> </div>	<p><b>Recommendation:</b> Ensure that professional development funds are used to improve the quality of early learning programs in the community and in schools</p>

	<p>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. This section can address:</p> <ul style="list-style-type: none"> <li>• The identification of professional development opportunities that promote coordination with the early childhood community.</li> <li>• Training to improve transitions for young children from early childhood to school-based programs.</li> <li>• Promoting an expanded understanding of child development among teachers and other school staff and leaders through leadership academies focused on early childhood.</li> <li>• Leveraging community resources to increase the availability of joint professional development designed to create common expectations between and across early childhood and school-based settings for children in programs from birth through third grade.</li> <li>• Coordination of professional development resources between the LEA, Head Start, Smart Start, NC Pre-K and other providers.</li> </ul>
<p><b>2. Professional Growth and Improvement (SEC 2102(b)(2)(B))</b></p> <div data-bbox="123 1014 802 1104" style="border: 1px solid black; padding: 2px;"> <p><b>2. Professional Growth and Improvement (SEC. 2102(b)(2)(B))</b> Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.</p> </div>	<p><b>Recommendation:</b> Create opportunities for teachers or school leaders working with children in all settings in prekindergarten through third grade to have comprehensive, ongoing knowledge of child development.</p> <p>This section can address:</p> <ul style="list-style-type: none"> <li>• Creation of early learning leadership academies for principals and other school leaders.</li> <li>• Development of coaching cadres composed of teachers from school-based early childhood classrooms and community-based early childhood programs to improve the quality of teaching and learning.</li> <li>• Development of resources for teachers to understand the content of early childhood experiences before school to help create scaffolded learning opportunities.</li> <li>• Use of Kindergarten Entry Assessment (KEA) data to develop teaching and learning plans in kindergarten and first grade.</li> <li>• Agreements to share cohort information (in line with FERPA) from assessments in early childhood programs.</li> </ul>
<p><b>3. Comprehensive and Targeted Support and Improvement Prioritization (Sec 2102 (b)(2)(C))</b></p> <div data-bbox="123 1795 802 1885" style="border: 1px solid black; padding: 2px;"> <p><b>3. Comprehensive and Targeted Support and Improvement Prioritization (SEC. 2102(b)(2)(C))</b> Provide a description of how the LEA will prioritize funds to schools served that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).</p> </div>	<p><b>Recommendation:</b> Ensure that teachers of children in pre-kindergarten through third grade in these schools are receiving equitable supports.</p>

<p><b>4. Use of Data and Ongoing Consultation to Update and Improve Activities (SEC 2102(b)(2)(D))</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>4. Use of Data and Ongoing Consultation to Update and Improve Activities (SEC. 2102(b)(2)(D))</b></p> <p>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.</p> </div>	<p><b>Recommendation:</b> 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 prekindergarten programs in the district.</p>
<p><b>Section 3.2 Title III – Language Acquisition (PRC 104) Grant Details Page</b></p>	
<p><b>3. Programs and Activities (SEC 3115(c)(1)(A) &amp; (B) and SEC 3116(b)(1))</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>3. Programs and Activities (SEC. 3115(c)(1)(A) &amp; (B) and SEC. 3116(b)(1))</b></p> <p>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.</p> </div>	<p><b>Recommendation:</b> 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.</p> <p>This section might address:</p> <ul style="list-style-type: none"> <li>• Creation of early learning leadership academies for principals and other school leaders supporting large numbers of young English Learners.</li> <li>• Adoption of materials and resources for parents and families of young English learners that are in the appropriate language and can support home-based activities to develop English skills.</li> <li>• Partnerships and agreements with community providers serving cohorts of English learners to develop joint professional development, share materials and resources, and design specific transition activities for families of young English Learners.</li> </ul>
<p><b>4. English Language Proficiency Assessment and Professional Development (SEC. 3115(c)(2)(A-D) and SEC. 3116(b)(2))</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>4. English Language Proficiency Assessment and Professional Development (SEC. 3115(c)(2)(A-D) and SEC. 3116(b)(2))</b></p> <p>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.</p> <p>A. Select all the following groups that will be provided</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs),</li> <li><input type="checkbox"/> principals and other school leaders,</li> <li><input type="checkbox"/> administrators, and</li> <li><input type="checkbox"/> other school or community-based organizational personnel.</li> </ul> <p>B. Describe how the effective professional development that the LEA shall provide to selected group(s) is -</p> <ol style="list-style-type: none"> <li>1. designed to improve the instruction and assessment of English learners;</li> <li>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;</li> <li>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</li> <li>4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate.</li> </ol> </div>	<p><b>Recommendation:</b> Ensure that early childhood teachers within the LEA and community-based providers are included in the design and delivery of professional development.</p>

<p><b>5. Parent, Family and Community Engagement (SEC 3115(c)(3)(A) &amp; (B) and SEC 3116(b)(3))</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>5. Parent, Family and Community Engagement. (SEC. 3115(c)(3)(A) &amp; (B) and SEC. 3116(b)(3))</b></p> <p>Describe how your LEA/Charter will promote parent, family, and community engagement in the education of English learners that will enhance or supplement the EL program being used in your district.</p> </div>	<p><b>Recommendation:</b> Ensure that parents and other family members of young English Learners from birth through third grade and the providers serving them both in schools and in community settings are included in plans to promote parent, family and community engagement.</p>
<p><b>Section 3.3 Title III (PRC 111)</b></p>	
<p><b>1. Activities for LEAs Experiencing Substantial Increases in Immigrant Children and Youth (SEC. 3115 (e)(1))</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>1. Activities for LEAs Experiencing Substantial Increases in Immigrant Children and Youth (SEC. 3115 (e)(1))</b></p> <p>Indicate the activities the LEA will implement to provide enhanced instructional opportunities for immigrant children and youth.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth</li> <li><input type="checkbox"/> Identification, development and acquisition of curricular materials, educational software, and technologies to be used in the programs carried out with awarded funds</li> <li><input type="checkbox"/> Basic instructional services that are directly attributable to the presence of immigrant children and youth in the local educational agency involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services</li> <li><input type="checkbox"/> Other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in United States</li> <li><input type="checkbox"/> Activities coordinated with communities-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.</li> </ul> </div>	<p><b>Recommendation:</b> 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.</p>
<p><b>Title IV – Part A, Subpart 1 (PRC 108) – Student Support and Academic Enrichment Grants (SSAE)</b></p>	
<p><b>1. Consultation (SEC 4106(c)(1))</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>1. Consultation (SEC. 4106 (c)(1))</b></p> <p>The LEA has consulted with the following in the development of the Title IV – Part A application:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parents</li> <li><input type="checkbox"/> Teachers</li> <li><input type="checkbox"/> Principals</li> <li><input type="checkbox"/> Other school leaders</li> <li><input type="checkbox"/> Specialized instructional support personnel</li> <li><input type="checkbox"/> Students</li> <li><input type="checkbox"/> Community-based organizations</li> <li><input type="checkbox"/> Local government representatives (i.e., law enforcement agency, juvenile court, child welfare agency, public housing agency)</li> <li><input type="checkbox"/> Leadership of Indian tribes or tribal organizations located in region served by LEA (where applicable)</li> <li><input type="checkbox"/> Others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart</li> </ul> </div>	<p><b>Recommendation:</b> Mark last box (“Others with relevant and demonstrated expertise in programs and activities.”) and invite early childhood providers, before- and after-school providers and other social service agencies working with young children birth through third grade to participate in the development of the grant-funded programs.</p>
<p><b>3. Partnership(s) (SEC 4106 (e)(1)(A))</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>3. Partnership(s) (SEC. 4106 (e)(1)(A))</b></p> <p>Describe any partnership(s) with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart.</p> </div>	<p><b>Recommendation:</b> Partnerships should include at least one early childhood provider.</p> <p>Partnerships could include:</p> <ul style="list-style-type: none"> <li>• Provision of high quality, developmentally appropriate before- or after-care programs for young children.</li> <li>• Development of anti-bullying programs that are explicitly designed for use with children in pre-kindergarten through third grade.</li> <li>• Development of drug abuse prevention programs that are explicitly designed for use with children in prekindergarten through third grade.</li> </ul>

	<ul style="list-style-type: none"> <li>Implementation of art, music and STEM programs that are developmentally appropriate for children in prekindergarten through third grade.</li> </ul>
<p><b>4. Activities (SEC 4106 (e)(1)(B-D))</b></p> <div data-bbox="125 394 797 581" style="border: 1px solid black; padding: 5px;"> <p><b>4. Activities (SEC. 4106 (e)(1)(B-D))</b></p> <p>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))</p> <p> </p> <p>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))</p> <p> </p> <p>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))</p> <p> </p> </div>	<p><b>Recommendation:</b> In each section, include how funds are used to support the specific activities for children in prekindergarten through third grade.</p> <p>These might include:</p> <ul style="list-style-type: none"> <li>Supports for drug and bullying prevention that are developmentally appropriate for young children.</li> <li>Music, arts, science, and engineering programs that provide scaffolded learning opportunities for children in pre-kindergarten through third grade.</li> <li>Training for teachers and support staff (including before- and after-school staff) in how to identify and use appropriate technology, including software and hardware, with children in pre-kindergarten and kindergarten.</li> <li>Incorporation of the <a href="#">NC Preschool Pyramid Model Project</a>, which is designed to help improve child outcomes and increase opportunities in least restrictive environments and promote healthy social-emotional development for all children birth through five years of age.</li> <li>Support for restorative justice programs for all children pre-kindergarten through third grade.</li> <li>Nutrition education and supports designed for young children.</li> </ul>

**Additional resources available online:**

- [Webinar and Materials: Developing or Improving your MOU among Early Learning Partners](#)
- [LEA/Head Start Coordination Guidance](#)
- [Meeting Agendas for Local Collaborative Action Planning](#)
- [Regional Meetings: Using District ESSA Plans to Support Early Learning Agenda](#)
- [ESSA and Early Childhood: Exploring What's Possible](#)
- [Pathways Data Book January 2018](#)
- [Research Basis for Pathways Measures of Success Framework](#)
- [Fact Sheet on NC's Efforts to Strengthen the Birth-through-Eight Continuum](#)
- [Early Learning Requirements and Opportunities in the ESEA and Related Programs](#)
- [Policy Levers to Promote Early Literacy in ESSA State and Local Plans](#)
- [Planning for the Transition to Kindergarten: Why It Matters and How to Promote Success](#)
- [Attendance in the Early Grades: Why it Matters for Reading](#)
- [AttendaNCe Counts](#)
- [What is Title I Preschool?](#)
- [New Early Childhood Coordination Requirement in the Every Student Succeeds Act](#)
- [Directory of Child Care Staff at County Departments of Social Services](#)
- [Child Care Licensing Staff](#)
- [Federal Program Monitoring Support](#)
- [Directory of Staff at the Office of Early Learning, Department of Public Instruction](#)
- [Directory for the North Carolina Partnership for Children \(Smart Start\)](#)
- [Directory of Smart Start Local Partnerships](#)