

EARLY LEARNING IN CCIP

JUNE 28, 2018



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



EducationCounsel
Policy | Strategy | Law | Advocacy

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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?*



Public Schools of North Carolina
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NC CCIP 2018-19 Revision 2.1.0

ESSA Enhancements and Modifications

NCDPI Consolidated Application

*North Carolina Department of Public Instruction
Federal Program Monitoring and Support Division*

Early Learning in District Plans

District Plans and Early Learning Opportunities

New tool to support LEAs outlines opportunities throughout the 2018 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

Section 3 Funding Application.

1. Local Education Agency Plans
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8. Homeless Children and Youth Services
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10. Coordination Requirements
12. Reduce Overuse of Discipline Practices
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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 and Ongoing Consultation to Update and Improve Activities

3.2 Title III – Language Acquisition (PRC 104)

3. Programs and Activities
5. Parent, Family and Community Engagement

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., Tribal organizations) – indicate below

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 (must be publicly-accessible) 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.

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.

7. Support, Coordination and Integration of Services in Early Childhood Education Programs (SEC-13123)(000)

☐ Check if the LEA has one or more Title I-funded preschool classes.

Funding source: ☐ District Set Aside ☐ School Reservation

A. If applicable, describe how the LEA will support, coordinate and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Indicate any/all partners that assisted with the development of transitions plans:
☐ NC PreK ☐ Exceptional Children ☐ Head Start ☐ Private Childcare ☐ Other (Describe below)

8. Fully-funded Preschool Classrooms

☐ Check if children served in the preschool classrooms are all Title I

Number of Children Amount of Funds allocated

☐ Check if any Title I eligible students also qualify for NC PreK

Number of Students NCPreK Amount per month

9. Blended Preschool Classrooms

☐ Check if children are served in blended classrooms

Total number of children Amount of funds allocated

Number of Title I children included in number above

Indicate the proportion of preschool funding by program:

% Title I % EC % Other – source

☐ Check if any Title I eligible students also qualify for NC PreK

Number of Students Amount of NC PreK per month

10. Other Preschool Programs

Check to indicate any other LEA Preschool Program:

☐ Exceptional Children ☐ Head Start ☐ NC PreK ☐ Other (Describe below)

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.

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.

LEA Coordination with Head Start and Other Early Childhood Programs

Each LEA receiving *Title I* funds, *regardless of whether it operates a Title I preschool program, must develop agreements* and carry out the following coordination activities with Head Start and, if feasible, other early childhood programs:

- ✓ Developing and implementing a systematic procedure for receiving records of preschool children
- ✓ Establishing channels of communication between school staff and their counterparts to facilitate coordination
- ✓ Conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers to discuss the developmental and other needs of children
- ✓ Organizing and participating in joint transition-related training of school, Head Start, and where appropriate, other early childhood education program staff
- ✓ Linking the educational services provided by the LEA with those provided by Head Start agencies

See ESEA Section 1119

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: 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.

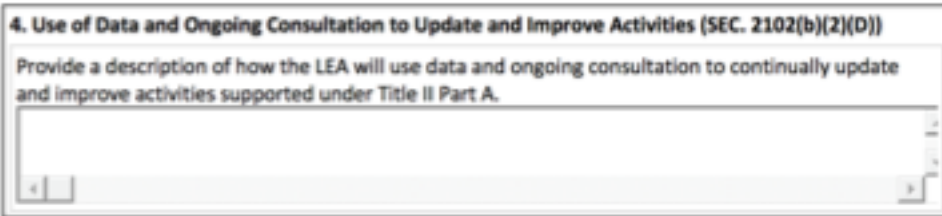
| |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Activities (SEC. 2102(b)(2)(A)) |
| Provide a description of the activities to be carried out by the LEA under this section and how these activities will be aligned with challenging North Carolina academic standards. |
| <div></div> |

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.

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.


A screenshot of a form window. The title bar at the top reads "4. Use of Data and Ongoing Consultation to Update and Improve Activities (SEC. 2102(b)(2)(D))". Below the title bar is a text area with the instruction "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." The text area is empty and has a light gray background. There are small scrollbars on the right and bottom edges of the text area.

Example: Programs and Activities for English Language Learners

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.

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.

The image shows a screenshot of a form. At the top, there is a section header "3. Programs and Activities (SEC. 3115(c)(1)(A) & (B) and SEC. 3116(b)(1))". Below this header is a text prompt: "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." Below the text prompt is a large, empty rectangular box with a scroll bar on the right side, indicating it is a text input area.

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))

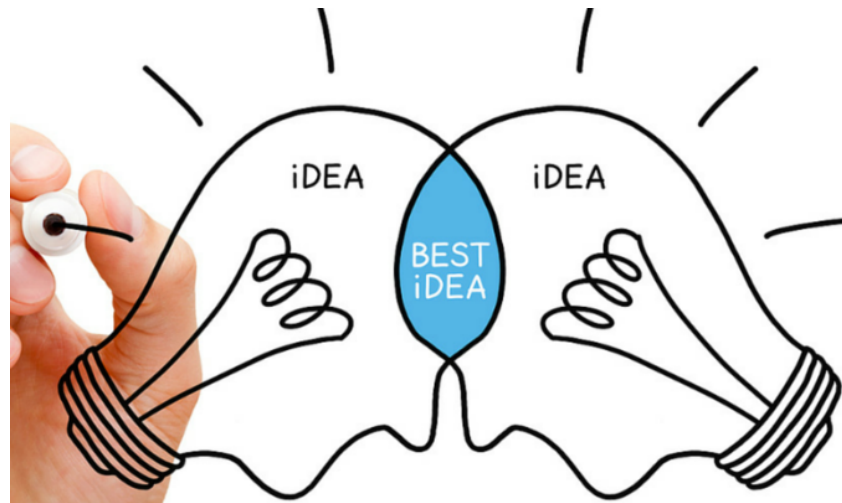
B. If applicable, describe how funds will be used for activities related to supporting safe and healthy students under Section 4108. (SEC. 4106 (e)(1)(C))

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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