Welcome

Background on ESSA and Early Learning

District Plans—Timelines and Submission

District Plans and Early Learning Opportunities

Collaborating Across Systems

Q & A
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

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.

buildthefoundation.org/resource/early-learning-in-CCIP
# Table of Contents for Tool

**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

**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
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.
Example: Homeless Children and Youth Services

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

**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.
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.
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.
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.
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

Tracy Zimmerman
Carla Garrett
Karen McKnight
Danielle Ewen