



### Early Learning Coordination Requirements and Opportunities

		DPI-ESSA/Title 1/EC	Head Start	DCDEE	Smart Start
<b>Data and Records Sharing</b>	Requirements	<ul style="list-style-type: none"> <li>• Systematic procedure for receiving records</li> <li>• Data sharing between Part B and Part C (charter, agreement, committee)</li> </ul>	<ul style="list-style-type: none"> <li>• Procedure for transferring program records</li> <li>• Procedure to share information on service area and selection priorities</li> </ul>	<ul style="list-style-type: none"> <li>• NC Pre-K database systems</li> <li>• Child Care Regulatory Database – quarterly regulatory reports – number of children in quality environments</li> <li>• NC FAST for Subsidy – maintain waiting list and spending coefficients – each county must spend at 92%; Monthly expenditure reports</li> <li>• Market Rate Study for Subsidy</li> </ul>	<ul style="list-style-type: none"> <li>• Provide NCPC output and outcome data on funded programs to inform program management and quality improvement</li> <li>• Provide data to CCR&amp;R lead agencies to provide one report to DCDEE for work specific to child care centers</li> <li>• Practice data-driven decision making to address the needs of children in the local community</li> </ul>
	Opportunities	<ul style="list-style-type: none"> <li>• Preschool/Kindergarten Quarterly joint meetings: Preschool/Kindergarten data, transition, continuity, etc.</li> <li>• Exceptional Children’s Preschool Collaboration: kindergarten IEP meetings include preschool staff and shared records</li> <li>• Develop communication flow plan (how records are shared and tracking)</li> <li>• Determine school sites with points of contact</li> <li>• Ensure informed consent</li> <li>• Add preschool experience check box or information to kindergarten enrollment form</li> <li>• Take current data and make it relevant and understandable</li> <li>• Professional development on understanding and using of collected data</li> <li>• Determine information needed by the school</li> <li>• Develop a checklist with items (data) needed-screensings, assessment, health</li> <li>• Understand and share data on outcomes for teachers (# completing courses, completing degrees, achieving licensure)</li> </ul>			

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		<ul style="list-style-type: none"> <li>Share Early Childhood Workforce Data – number of teachers receiving TEACH scholarships, WAGES/AWARDS supplements, average amounts of awards; number of centers participating, etc.</li> <li>Share of data on quality rating and change in star rating of centers and homes</li> </ul>			
<b>Coordinating Services/ Communication</b>	Requirements	<ul style="list-style-type: none"> <li>Establish channels of communication</li> <li>CDSA/LEA catchment area transition plans</li> <li>IEP team members per IDEA requirements (parents can invite community partners)</li> </ul>	<ul style="list-style-type: none"> <li>Establish channels of communication.</li> <li>Communications for developing continuity of developmentally appropriate curricular objectives.</li> <li>Increase participation of underserved populations.</li> <li>Additional services to meet the needs of working families</li> </ul>	<ul style="list-style-type: none"> <li>NC Pre-K program must establish and maintain a NC Pre-K Advisory Committee</li> <li>CCDF/Subsidy regulations emphasize coordination with programs such as Head Start, state-funded prekindergarten, and school-age programs to expand continuity of care</li> </ul>	<ul style="list-style-type: none"> <li>Shared leadership on NC Pre-K Advisory Committee</li> <li>Engage community stakeholders to develop and maintain a long-range strategic plan for services to children and to address community assets and needs through a data driven decision making process</li> <li>Work with community partners to collect data and analyze programmatic impact on children and families</li> </ul>
	Opportunities	<ul style="list-style-type: none"> <li>Coordinate and share data for needs assessments across programs</li> <li>Coordinate meeting with schools to discuss transitions</li> <li>Hold interagency meetings</li> <li>Formalize existing processes</li> <li>Monthly/quarterly meetings-Smart Start, Head Start, social workers, Title I Preschool, EC Preschool, child care</li> <li>Alignment of curriculum, enrollment, application process, coordination of schedules and parent outreach</li> <li>Identify resources for non-English speaking families</li> <li>Foster partnerships and alignment</li> </ul>			
<b>Transition</b>	Requirements	<ul style="list-style-type: none"> <li>Title 1 Preschool must have a transition plan</li> <li>Catchment area transition plans for early intervention/early</li> </ul>	<ul style="list-style-type: none"> <li>Establish transition policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>State Agency Collaboration on Early Childhood Education / Transition from Preschool to Kindergarten Session</li> </ul>	<ul style="list-style-type: none"> <li>Based on community needs and strategic planning, plan may outline activities to fund and engage in</li> </ul>

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		childhood special education <ul style="list-style-type: none"> <li>Joint transition-related training</li> </ul>		Law 2017-57, Section 11B.2.(d) <ul style="list-style-type: none"> <li>NC Pre-K programs develop and implement written transition plan</li> <li>90 day transition plan for CCDF assistance</li> </ul>	collaborations that enhance transition between child care centers and LEAs
	Opportunities	<ul style="list-style-type: none"> <li>Develop transition advisory committee including parents/caregivers, administration, preschool coordinator, NC Pre-K administrator, Head Start staff, Smart Start, teachers, private child care staff holding regular meetings using data to determine needs</li> <li>Develop a transition folders/cumulative folder system that includes information such as developmental screening, assessment, work samples, immunizations, IEP, etc.</li> <li>Provide Professional development for teachers and parents on the transition process and continuity between early childhood programs and elementary schools</li> <li>Provide training related to transition from early intervention to early childhood special education (Part C and Part B)</li> <li>Collaboration between pre-k and k teachers to discuss children’s skills, strategies used in preschool</li> <li>Parent sessions/parent nights about Kindergarten</li> <li>Registration supports</li> <li>Preschool staff, children, and their family visit kindergarten</li> <li>Vertical Professional Learning Community between Preschool and Kindergarten</li> <li>Email list for sharing school information</li> <li>Kindergarten readiness kits/bags</li> <li>Ensure parents/caregivers are supported in the transition and understand difference between preschool and kindergarten expectations (e.g., no daily reports)</li> <li>Summer learning opportunities/Transition Camp/Kindergarten prep camp over the summer                             <ul style="list-style-type: none"> <li>Stations to meet school staff and learn about policies (e.g., teachers and administration, school resource officers, health, education, family supports, nutrition, transportation/bus safety, community partners)</li> <li>Consider timing of information-not when they are already over-whelmed</li> </ul> </li> <li>Kindergarten teachers observe at center/Preschool teachers observe Kindergarten</li> <li>Update child care rule to require child care facilities to have transition plans for all children</li> </ul>			
<b>Professional Development</b>	Requirements	<ul style="list-style-type: none"> <li>Joint transition-related training</li> </ul>	<ul style="list-style-type: none"> <li>Joint training of staff on topics such as academic content standards, instructional methods,</li> </ul>	<ul style="list-style-type: none"> <li>NC Pre-K teachers participate in professional development consistent with the level of</li> </ul>	<ul style="list-style-type: none"> <li>Ensures direct service providers are trained and certified in a range of evidence-based or</li> </ul>

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			curricula, and social and emotional development <ul style="list-style-type: none"> <li>• Coordinate program technical assistance</li> </ul>	education and type of educator licensure required for employment <ul style="list-style-type: none"> <li>• All teachers participate in professional development consistent with the level of education and type of educator licensure required for employment</li> <li>• All teachers develop and implement professional development plans</li> <li>• Participate in public/private collaborative efforts to offer professional development</li> </ul>	evidence-informed programs/models <ul style="list-style-type: none"> <li>• Implement, or partner to implement, CCR&amp;R activities to fund training of child care staff, NC PreK staff, etc.</li> </ul>
	Opportunities	<ul style="list-style-type: none"> <li>• Joint training/professional development on topics relevant for early childhood programs and elementary schools                             <ul style="list-style-type: none"> <li>○ Curriculum, social-emotional learning and behavior supports (i.e., Preschool Pyramid Model), transition, literacy</li> <li>○ Data: Understanding and using the data</li> <li>○ Licensing requirements: health and safety, orientation topics, curriculum and instruction, etc.</li> </ul> </li> <li>• Coordination of professional development opportunities: time, space, provider, cost/resource sharing, etc.</li> <li>• Crosswalk requirements to align calendar to facilitate joint professional development</li> <li>• Parent/family trainings</li> <li>• Share facilities and cost</li> <li>• Classroom shadowing</li> <li>• Shared personnel/co-teach</li> <li>• Coaching supports across programs</li> <li>• NC DPI OEL Preschool/Kindergarten Demonstration Program: Guided Observations</li> <li>• Early learning partners attend Exceptional Children’s Preschool regional meetings</li> <li>• Professional learning communities</li> <li>• Training related to early intervention and early childhood special education (Part C and Part B)</li> <li>• Partner with CCR&amp;R to ensure DCDEE requirements are met</li> <li>• Align professional development programs across agencies</li> </ul>			

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<b>Curriculum and Instruction</b>	Requirements	<ul style="list-style-type: none"> <li>• Link educational services provided by with the services provided by local Head Start agencies</li> <li>• Provide evidence-based practices and specially designed instruction for children with IEPs</li> </ul>	<ul style="list-style-type: none"> <li>• Link services provided with educational services, including services relating to language, literacy, and numeracy, provided by schools</li> <li>• Curricula are aligned with the HHS Head Start Child Outcomes Framework and state early learning standards</li> </ul>	<ul style="list-style-type: none"> <li>• NC Pre-K approved curriculum that aligns with the NCFELD (comprehensive, evidence-based and with a reading component)</li> <li>• Use child assessment information to tailor instruction to the individual needs of each child</li> <li>• Any early childhood program that serves 4-year-olds must have an approved curriculum (comprehensive, evidence-based)</li> <li>• Quality Points may be counted if early childhood environment has a curriculum for other age groups (other than 4-year-olds)</li> </ul>	<ul style="list-style-type: none"> <li>• Based on community needs and strategic planning, plan may outline activities related curriculum implementation and supports</li> </ul>
	Opportunities	<ul style="list-style-type: none"> <li>• Preschool-Kindergarten collaborative meetings</li> <li>• Share personnel/co-teach</li> <li>• Preschool Pyramid Model training/coaching</li> <li>• Curriculum alignment (scope and sequence) across programs/embed standards and requirements in each curriculum</li> <li>• Coordinate Services-Exceptional Children/Behavioral/ Programming</li> <li>• Curriculum kits to prepare students for kindergarten</li> <li>• Align with school improvement plans</li> <li>• Provide opportunities for observing classrooms</li> <li>• Update child care rule related to curriculum and instruction</li> <li>• Transitional Kindergarten class hosted at LEA/charter school site</li> </ul>			

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<b>Family Engagement</b>	Requirements	<ul style="list-style-type: none"> <li>• Hold meetings involving parents, kindergarten or elementary school teachers, and early childhood education teachers to discuss the developmental and other needs of individual children</li> <li>• Title 1 Preschool must involve families in meaningful ways in the education of their child, with a goal of shared decision-making</li> <li>• IEP team family participation and engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Outreach to parents and elementary school teachers to discuss the educational, developmental, and other needs of individual children</li> <li>• Helping parents of limited English proficient children understand the instructional and other services provided by the school in which such child will enroll after participation in Head Start</li> <li>• Develop and implement a family outreach and support program, in cooperation with schools and McKinney Vento Liaisons</li> <li>• Enhance educational and developmental continuity and continuity of parental involvement in activities between Head Start services and elementary school classes</li> <li>• Caregivers understand the importance of involvement in a child’s academic success while teaching them strategies for maintaining involvement as their child</li> </ul>	<ul style="list-style-type: none"> <li>• NC Pre-K programs develop written family engagement plans consisting of strategies designed to develop partnerships with families that promote shared decision-making opportunities</li> <li>• Limited family engagement rules for child care facilities (parent handbook, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Engage community stakeholders, including families, to develop and maintain a long-range strategic plan for services to children and families and ensure services meet their needs</li> </ul>

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			moves to elementary school <ul style="list-style-type: none"> <li>• Caregivers understand the instructional and other services provided by the school in which their child will enroll</li> </ul>		
	Opportunities	<ul style="list-style-type: none"> <li>• Monthly parent café'/family engagement meetings (coordinated across partners) for training, transition, curriculum, child development, leadership, etc.</li> <li>• Family leadership networks/family members have opportunity to provide input in developing policies and procedures</li> <li>• Create early learning lending centers</li> <li>• Provide activities during transportation (e.g. Books on the Bus)</li> <li>• Provide parenting education leveraging community resources (i.e., Head Start must use research-based parenting curriculum, MIECHV funded supports, etc.)</li> <li>• Transition opportunities:                             <ul style="list-style-type: none"> <li>○ Presentation and handout</li> <li>○ Open house field trip/parent night</li> <li>○ Kindergarten orientation</li> <li>○ Partnerships with community partners (e.g., local museum) Pre-K-Kindergarten “kick-off”</li> <li>○ Kindergarten transition form/NC Pre-K transition pilot’s “all about me” forms</li> <li>○ Kindergarten/Administration panel for preschool staff and families during parent/family training/open house</li> </ul> </li> <li>• Parent-teacher conferences</li> <li>• Offer family engagement toolkits free ages 0-5</li> <li>• Ready Rosie (school readiness components)</li> <li>• Family fun engagement events with strategies for literacy, transition and math (e.g., Popsicles and Playgrounds)</li> <li>• Develop monthly calendars regarding community resources and activities</li> <li>• Family engagement professional development/parent teacher teams</li> <li>• Align family engagement plans and coordinate activities and supports across programs</li> <li>• Participate in local family engagement coalitions</li> </ul>			
<b>Services for Children with Disabilities</b>	Requirements	<ul style="list-style-type: none"> <li>• Requirements under Individuals with Disabilities Education Act (IDEA)</li> </ul>	<ul style="list-style-type: none"> <li>• Work with schools providing IDEA services to develop procedures for:                             <ul style="list-style-type: none"> <li>○ referral and evaluation</li> <li>○ service coordination</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Document agreements with other community agencies regarding the provision of services to</li> </ul>	<ul style="list-style-type: none"> <li>• Based on community needs and strategic planning, may fund programs/services that</li> </ul>

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			<ul style="list-style-type: none"> <li>○ promotion of service provision in the least restrictive appropriate setting</li> <li>○ transition</li> </ul>	young children with disabilities <ul style="list-style-type: none"> <li>• Developmental day rules included child care rules</li> <li>• Priority selection for children with disabilities in NC Pre-K</li> </ul>	support children with disabilities
	Opportunities	<ul style="list-style-type: none"> <li>• Coordinate across programs to provide efficient transportation options to all (e.g., one bus for EC, Head Start, NC PreK, etc. instead of all running their own busses)</li> <li>• Operationalize and align early identification and referral process from child care, Head Start, NC Pre-K for early intervention and early childhood special education (i.e. define roles, coordinate screening process/tools, share screening information, early intervening process and interventions, etc.)</li> <li>• Screening by LEA used as “in-kind”</li> <li>• Share information across program including child identification information, screening and assessment, IEP transition information, outside therapies, evaluations, history, etc.</li> <li>• Early childhood programs follow up on children as to where going to support transition (ECAT system)</li> <li>• Preschool/LEA/charter transition meetings</li> <li>• Monthly stakeholder meetings to discuss children with concerns (case management supports)</li> <li>• Utilize clinical related service providers in the community for Head Start and K-5 (service providers follow kids from Head Start into school system)</li> <li>• Quality point earned if program serves children with disabilities in child care program</li> <li>• Serve on Local Interagency Coordinating Councils</li> </ul>			
<b>Facilities and Transportation</b>	Requirements	<ul style="list-style-type: none"> <li>• Based on IEP for children with identified disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate the provision and use of facilities, transportation or other programs.</li> </ul>	<ul style="list-style-type: none"> <li>• NC Pre-K programs develop written transportation plan</li> <li>• Any child transported by child care program must have written transportation plan</li> </ul>	<ul style="list-style-type: none"> <li>• Based on community needs and strategic planning, may fund transportation in the community</li> </ul>
	Opportunities	<ul style="list-style-type: none"> <li>• Share space for professional development</li> <li>• Schools offer space for preschool classrooms which can be used as in-kind or match for preschool program</li> <li>• Preschool programs are part of the school culture even if not funded by school district</li> <li>• Offer facility for transition camps/activities</li> </ul>			



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	<ul style="list-style-type: none"> <li>• Coordinate transportation stops with preschool programs</li> <li>• Coordinate across programs to provide efficient transportation options to all (e.g., one bus for EC, Head Start, NC PreK, etc. instead of all running their own busses)</li> </ul>			
<b>Additional Opportunities:</b> <ul style="list-style-type: none"> <li>• enrollment</li> <li>• homelessness</li> <li>• dual language learners</li> <li>• school improvement</li> </ul>	<p><b>Enrollment:</b></p> <ul style="list-style-type: none"> <li>• Common application for enrollment, including linking data systems, to reduce duplication and streamline processes for families</li> <li>• Programs coordinate their outreach efforts to families, so that they are aware of enrollment options and processes for their children</li> </ul> <p><b>Homelessness:</b></p> <ul style="list-style-type: none"> <li>• CCDF plan outlines goals and activities to support coordination for agencies providing services for children experiencing homelessness: <a href="#">Improving Access to ECE Services for Children and Families Experiencing Homelessness</a></li> <li>• Work with homeless shelters to collaborate with high quality child care environments for placement of children ages 5 and below</li> <li>• Develop agreements among early learning partners to identify strategies for serving children and families experiencing homelessness</li> <li>• Revise policies and practices that may act as barriers to the identification, enrollment, attendance, and success of children experiencing homelessness (i.e., documentation required for enrollment)</li> </ul> <p><b>Dual Language Learners:</b></p> <ul style="list-style-type: none"> <li>• Provide professional development for early childhood educators</li> <li>• Strengthen or develop effective language instruction</li> </ul>			
<b>Sources:</b>	<ul style="list-style-type: none"> <li>• <a href="#">NC Pre-Kindergarten (NC Pre-K) Program Requirements and Guidance</a></li> <li>• <a href="#">CHAPTER 9 - CHILD CARE RULES SECTION .3000 NC PRE-KINDERGARTEN SERVICES</a></li> <li>• <a href="#">State Agency Collaboration on Early Childhood Education Transition from Preschool to Kindergarten Session Law 2017-57, Section 11B.2.(d)</a></li> <li>• Notes from November 2019 NC DPI OEL Regional Meetings: Developing or Improving MOUs: Head Start and Public Schools</li> <li>• <a href="#">NC DPI Title I Pre-K NC Standards and Procedures</a></li> <li>• <a href="#">NC Foundations for Early Learning and Development</a></li> <li>• <a href="#">State Agency Collaboration on Early Childhood Education/Transition from Preschool to Kindergarten</a></li> <li>• <a href="#">Non-Regulatory Guidance Early Learning in the Every Student Succeeds Act</a></li> <li>• <a href="#">Smart Start Legislation</a></li> </ul>			