



Recommendations for Early Learning Additions to the NC CCIP 2020-2021/NCDPI Consolidated Application

The North Carolina Early Childhood Foundation, the Office of Early Learning at the Department of Public Instruction and EducationCounsel continue to partner 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 2021 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.

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Title 1A Grant Details

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
- Para/Professionals
- 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
- If applicable, is coordinated with other programs under this Act (e.g., IDEA, Carl D. Perkins)
- Leadership of Tribal organizations, if LEA receives \$40,000 or more for Indian Education
- Other

* 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))

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* 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. Provide instructions on how to access the Parent and Family Engagement policy from LEA webpage.

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.

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	<ul style="list-style-type: none"> • 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>3. Parent and Family Engagement – Use of Funds (SEC 1112 (b)(7))</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>3. Parent and Family Engagement - Use of Funds (SEC. 1112 (b)(7))</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"> • 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)) • Supporting programs that reach parents and family members at home, in the community, and at school. (SEC. 1116(a)(3)(D)(ii)) • 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)) • 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)) • 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)) </div>	<p>Recommendation: 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>8a. Homeless Children and Youths Services (SEC. 1112(b)(6))</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>8a. Homeless Children and Youths Services (SEC. 1112(b)(6))</p> <p>* How are Title I homeless set-aside funds used to provide support for identified homeless students? Check any/all boxes (must check at least one box) that Title I funds are used to support students identified as homeless (this does not include McKinney-Vento funds).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Excess transportation <input type="checkbox"/> School supplies <input type="checkbox"/> School uniforms <input type="checkbox"/> Experiential field trips <input type="checkbox"/> Tutoring <input type="checkbox"/> Other <p>* Describe the rationale/method for determining the set aside amount.</p> </div>	<p>Recommendation: 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"> • Training to all school and district personnel and community providers to identify and serve children who are homeless, including working with the local Child Find staff to identify children who are both homeless and in need of early intervention services. • Improved enrollment procedures to identify and connect all children (both school-age and younger) who are homeless in a family as they enter school. • Transportation for preschool-aged children to stay at their original school of enrollment. • Community outreach to identify preschool-aged children who are or are at-risk of becoming homeless. • 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. • 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. • 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.
<p>8b. Foster Care (SEC. 1111(g)(1)(E)(iv))</p>	<p>Recommendation:</p> <ul style="list-style-type: none"> • Provide transportation for preschool children to stay at their original school of enrollment, particularly

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B. Foster Care (SEC. 1111g)(1)(F)(iv)
*Please list the point of contact for the LEA for foster care.
*Please list the point of contact from DSS for foster care.

when the child has been taken into foster care (DSS care and placement/custody) or has had a placement disruption (changed foster care placements) and it is in the child's best interest through a Best Interest Determination (BID) meeting.

- Coordinate the district plan in collaboration with the LEA foster care point of contact.
- Establish formal partnerships and/or agreements with DSS to serve foster children and provide support as they transition into programs and school placements.
- Collaborate with early learning partners to ensure foster children are considered and receive priority, as applicable, for enrollment.

9. Early Childhood Education Programs (SEC 1112(b)(8))

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 aside (line 10 on the Set Asides page)
 School Allocation funds per statewide 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 funds, 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
 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)

Recommendation: Include any/all efforts by the district to coordinate services for young children with community providers.

For "other," consider a range of community partners. Partners who should be consulted in the process of developing the plan could include:

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

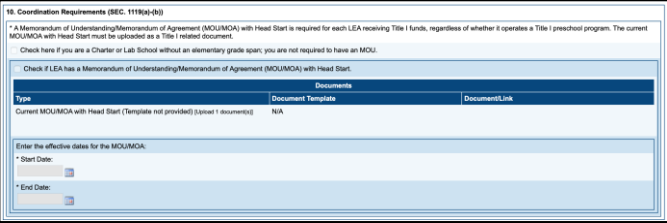
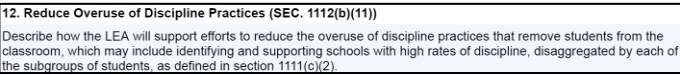
Examples of coordination might include:

- 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.

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- 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](#)).
 - Create or expand summer programs to give children a school experience.
 - 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.
 - [Hold a spring or summer Kindergarten Summit](#)
 - Develop a [list of questions](#) 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

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	<p>questions should be used to develop action plans.</p>
<p>10. Coordination Requirements (SEC. 1119(a)-(b))</p> 	<p>Recommendation: 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 NC's Coordination Guidance).</p> <ul style="list-style-type: none"> • Data and Records Sharing • Coordinating Services/ Communication • Transition • Professional Development • Curriculum and Instruction • Services for Children with Disabilities • Family Engagement <p>Characteristics of a strong MOU/A</p> <ul style="list-style-type: none"> • Identifies the LEA, Head Start, and early childhood programs covered by the MOU • Includes a vision, goals and/or purpose of the MOU (the why) • Outlines the major activities to meet the coordination requirements • Describes the roles and responsibilities of each agency • Describes the methods of communication • Provides a realistic timeline for implementing the activities • Includes implementation and oversight • Describes the length or term of the agreement <p>For additional information and resources, see:</p> <ul style="list-style-type: none"> • NHSA New Early Childhood Coordination Requirements in ESSA Toolkit
<p>12. Reduce Overuse of Discipline Practices (SEC 1112(b)(11))</p> 	<p>Recommendation: 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"> • 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

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	<p>eliminating racial disparities among children in these grades who may be suspended or expelled.</p> <ul style="list-style-type: none"> • Identifying and developing in-school resources to support young children who may need additional help to thrive in a classroom environment. • Training for teachers on identifying developmental delays or other developmental issues in young children. • Professional development to help teachers and other school staff support young children with restorative justice approaches. • The NC Preschool Pyramid Model Project, 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. • Use of special spaces in schools that are calming for young children and include time with a counselor, psychologist or other trained therapist. • Use of play therapies. • 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.
<p>14. Targeted Assistance Schools (SEC 1115)</p> <p>14. Targeted Assistance Schools (please make sure this aligns with ESSR) (SEC. 1115) If operating TAS programs, describe the process for selecting students served (1112(b)(9)):</p>	<p>Recommendation: 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>16a. District-wide Instructional Initiative Set-Aside</p> <p>16a. District-wide Instructional Initiative Set-Aside Check here if you are not setting aside funds for District-wide Initiative. If setting aside funds (Line 12 - District-Wide Instructional Initiative on Set Asides, "Current Fiscal Year" column page), describe initiative(s):</p>	<p>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.</p>
<p>16b. Professional Development for Teachers Set-Aside</p> <p>16b. Professional Development for Teachers Set-Aside Check here if you are not setting aside funds for Professional Development for teachers. If setting aside funds (Line 6 - Professional Development for Teachers on Set Asides page), describe how funds will be used:</p>	<p>Recommendation: Professional development for early childhood teachers includes training related to transition, trauma-informed approaches and social-emotional learning, family engagement, etc.</p>
<p>Title II-A (PRC 103) Grant Details</p>	
<p>1. Activities (SEC 2102(b)(2)(A))</p> <p>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. List activities being funded to include personnel and activities, (e.g., Mentors, BT training, etc.):</p>	<p>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</p>

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	<p>leaders to advance understanding of early learning and child development. This section can address:</p> <ul style="list-style-type: none"> • The identification of professional development opportunities that promote coordination with the early childhood community. • Training to improve transitions for young children from early childhood to school-based programs. • Promoting an expanded understanding of child development among teachers and other school staff and leaders through leadership academies focused on early childhood. • 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. • Coordination of professional development resources between the LEA, Head Start, Smart Start, NC Pre-K and other providers.
<p>2. Professional Growth and Improvement (SEC 2102(b)(2)(B))</p> <div style="border: 1px solid black; padding: 2px; margin-top: 10px;"> <p>2. Professional Growth and Improvement (SEC. 2102(b)(2)(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>Recommendation: 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"> • Creation of early learning leadership academies for principals and other school leaders. • 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. • Development of resources for teachers to understand the content of early childhood experiences before school to help create scaffolded learning opportunities. • Use of Early Learning Inventory (ELI) data to develop teaching and learning plans in kindergarten and first grade. • Agreements to share cohort information (in line with FERPA) from assessments in early childhood programs.

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<p>3. Comprehensive and Targeted Support and Improvement Prioritization (Sec 2102 (b)(2)(C))</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><small>3. Comprehensive and Targeted Support and Improvement Prioritization (SEC. 2102(b)(2)(C))</small></p> <p><small>Check here if you are a Charter or Lab School or an LEA without CS/STI schools</small></p> <p><small>* By checking the box, the LEA assures that funds will be prioritized to schools served that are implementing comprehensive support and improvement under section 1111(c) and have the highest percentage of children counted under section 1124(c).</small></p> <p><small>**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(c) and have the highest percentage of children counted under section 1124(c).</small></p> </div>	<p>Recommendation: Ensure that teachers of children in pre-kindergarten through third grade in these schools are receiving equitable supports.</p>
<p>4. Use of Data and Ongoing Consultation to Update and Improve Activities (SEC 2102(b)(2)(D))</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><small>4. Use of Data and Ongoing Consultation to Update and Improve Activities (SEC. 2102(b)(2)(D))</small></p> <p><small>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.</small></p> </div>	<p>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 prekindergarten programs in the district.</p>
<p>Title III – Language Acquisition (PRC 104) Grant Details Page</p>	
<p>2. Parent, Family and Community Engagement (SEC 3115(c)(3)(A) & (B) and SEC 3116(b)(3))</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><small>2. Parent, Family and Community Engagement (SEC. 3115(c)(3)(A) & (B) and SEC. 3116(b)(3))</small></p> <p><small>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.</small></p> </div>	<p>Recommendation: 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>3. Programs and Activities (SEC 3115(c)(1)(A) & (B) and SEC 3116(b)(1))</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><small>3. Programs and Activities (SEC. 3115(c)(1)(A) & (B) and SEC. 3116(b)(1))</small></p> <p><small>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.</small></p> </div>	<p>Recommendation: 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"> • Creation of early learning leadership academies for principals and other school leaders supporting large numbers of young English Learners. • 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. • 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.
<p>4. English Language Proficiency Assessment and Professional Development (SEC. 3115(c)(2)(A-D) and SEC. 3116(b)(2))</p>	<p>Recommendation: Ensure that early childhood teachers within the LEA and community-based providers are included in the design and delivery of professional development.</p>

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<p>4. English Language Proficiency Assessment and Professional Development (SEC. 3115(c)(2)(A-D) and SEC. 3116(b)(2))</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"> <input type="checkbox"/> classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), <input type="checkbox"/> principals and other school leaders, <input type="checkbox"/> administrators, and <input type="checkbox"/> other school or community-based organizational personnel. <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"> 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 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. 	
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Title III – Language Acquisition (PRC 111) Grant Details Page

<p>1. Activities for LEAs Experiencing Substantial Increases in Immigrant Children and Youth (SEC. 3115 (e)(1))</p> <p>1. Activities for LEAs Experiencing Substantial Increases in Immigrant Children and Youth (SEC. 3115 (e)(1))</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"> <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 <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 <input type="checkbox"/> Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth <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 <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 <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 <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. 	<p>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.</p>
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Title IV – Part A, Subpart 1 (PRC 108) – Student Support and Academic Enrichment Grants (SSAE)

<p>1. Consultation (SEC 4106(c)(1))</p> <p>1. Consultation (SEC. 4106 (c)(1))</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"> <input type="checkbox"/> Parents <input type="checkbox"/> Teachers <input type="checkbox"/> Principals <input type="checkbox"/> Other school leaders <input type="checkbox"/> Specialized instructional support personnel <input type="checkbox"/> Students <input type="checkbox"/> Community-based organizations <input type="checkbox"/> Local government representatives (i.e., law enforcement agency, juvenile court, child welfare agency, public housing agency) <input type="checkbox"/> Leadership of Indian tribes or tribal organizations located in region served by LEA (where applicable) <input type="checkbox"/> Others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart 	<p>Recommendation: 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>3. Partnership(s) (SEC 4106 (e)(1)(A))</p>	<p>Recommendation: Partnerships should include at least one early childhood provider.</p> <p>Partnerships could include:</p>

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<p>3. Partnership(s) (SEC. 4106 (e)(1)(A))</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>	<ul style="list-style-type: none"> • Provision of high quality, developmentally appropriate before- or after-care programs for young children. • Development of anti-bullying programs that are explicitly designed for use with children in pre-kindergarten through third grade. • Development of drug abuse prevention programs that are explicitly designed for use with children in pre-kindergarten through third grade. <p>Implementation of art, music and STEM programs that are developmentally appropriate for children in pre-kindergarten through third grade.</p>
<p>4. Well-Rounded Education (SEC. 4106 (e)(1)(B-D))</p> <p>4. Well-Rounded Education (SEC. 4106 (e)(1)(B-D))</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)) (to include any positions funded using Title IV funds for this activity).</p> <p>B. Describe the program objectives, intended outcomes and how the organization will periodically evaluate the effectiveness of the activities carried out under Section 4106, based on such objectives and outcomes. (SEC. 4106 (e)(1)(C))</p>	<p>Recommendation: Include how funds are used to support the specific activities for children in pre-kindergarten through third grade.</p> <p>These might include:</p> <ul style="list-style-type: none"> • Music, arts, science, and engineering programs that provide scaffolded learning opportunities for children in pre-kindergarten through third grade. • Nutrition education and supports designed for young children such as Farm to ECE, Be Active Kids, or I am Moving I am Learning (Head Start).
<p>5. Safe and Healthy Students (SEC. 4106 (e)(1)(B-D))</p> <p>5. Safe and Healthy students (SEC. 4106 (e)(1)(B-D))</p> <p>A. 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)) (to include any positions funded using Title IV funds for this activity).</p> <p>B. Describe the program objectives, intended outcomes and how the organization will periodically evaluate the effectiveness of the activities carried out under Section 4106, based on such objectives and outcomes. (SEC. 4106 (e)(1)(E))</p>	<p>Recommendation: Include how funds are used to support the specific activities for children in pre-kindergarten through third grade.</p> <p>These might include:</p> <ul style="list-style-type: none"> • Supports for drug and bullying prevention that are developmentally appropriate for young children. • Incorporation of the NC Preschool Pyramid Model Project, 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. • Support for restorative justice programs for all children pre-kindergarten through third grade.
<p>6. Effective use of Technology in Schools (SEC. 4109 (e)(1)(B-D))</p> <p>6. Effective Use of Technology in schools (SEC. 4109 (e)(1)(B-D))</p> <p>A. If applicable, describe how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109, (SEC. 4106 (e)(1)(D)) (to include any positions funded using Title IV funds for this activity).</p> <p>B. Describe the program objectives, intended outcomes and how the organization will periodically evaluate the effectiveness of the activities carried out under Section 4106, (SEC. 4106 (e)(1)(E)).</p>	<p>Recommendation: Include how funds are used to support the specific activities for children in pre-kindergarten through third grade.</p> <p>These might include:</p> <ul style="list-style-type: none"> • Training for teachers and support staff (including before- and after-school staff) in how to identify and use appropriate technology, including software and

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	hardware, with children in pre-kindergarten and kindergarten.
Migrant Education Program	
<p>II. Supplementary Instructional Services (SEC. 1304(b)(2), SEC. 1306(a)(C)) A. Pre-K (SEC. 1304(b)(1), SEC. 1304(c)(4))</p> <div data-bbox="126 512 800 741" style="border: 1px solid black; padding: 5px;"> <p>Supplementary Instructional Services (SEC. 1304(b)(2), SEC. 1306(a)(C))</p> <p>A. Pre-K (SEC. 1304(b)(1), SEC. 1304(c)(4))</p> <p>Objective 1 By the end of 2020-21, 80% of children that participated in school readiness activities will show an increase in school readiness as measured by a developmental skills assessment.</p> <p>Objective 2 By the end of 2020-21 75% of all migrant support staff will have attended a training on family literacy and/or school readiness and will rate the usefulness of training as a 3 or 4 on a 4-point scale.</p> <ul style="list-style-type: none"> * Identify and maintain a list of local Pre-School programs that use state-approved curricula, to increase enrollment of migratory children in those programs. Facilitate training of support staff in school readiness and/or family literacy. Include Pre-K children in local family literacy efforts. Provide a minimum of 18 hours of evidence-based services in the homes (or in other settings when available) of Pre-K age students not enrolled in a formal Pre-K program. Provide parents/guardians of Pre-K age children with strategies and materials to promote school readiness. Include Pre-K children in summer schools or camps sponsored by the district or by contracting with Pre-K providers. Administer developmental skills assessment to all pre-K students participating in MEP-sponsored school readiness activities. <p>Other:</p> </div>	<p>Recommendation: Include how funds are used to support the specific activities for children in pre-kindergarten through third grade.</p> <p>These might include:</p> <ul style="list-style-type: none"> • Increase in enrollment of migrant children in preschool programs. • PD for support staff on transition, family literacy, early learning standards, etc. • Home services for children not enrolled in preschool programs. • Appropriate at home activities for children and families. • Summer programming. • Developmental screenings for children participating in MEP activities.
<p>Additional Resources:</p> <ul style="list-style-type: none"> • 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 	