



Public Schools of North Carolina

Early Learning & ESSA: What are the Opportunities?

NC Homeless Education Institute

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**OFFICE OF
EARLY LEARNING**



Office of Early Learning (Pre-K – Grade 3)

<http://www.ncpublicschools.org/earlylearning>

Each child is honored, respected, and empowered to achieve success in school and life.

OEL Programs

NC KEA/K-3 Formative Assessment Process

Pre-K Exceptional Children, 619

Head Start-State Collaboration Office

Pre-K Title I

Early Learning Sensory Support



ESSA & Early Learning: Focus for Today

- Setting the Stage
- Research: The Early Years
- Opportunities/Strategies



ESSA (Every Student Succeeds Act) Overview

Elementary & Secondary Education Act (ESEA) reauthorization bill

- Moves more authority from the federal level back to states/districts
- Provides more flexibility
- Provides opportunities/challenges for the early childhood community



Meaning/impact of ESSA will continue to play out through regulations, guidance, and implementation over the coming months and years

ESSA and Early Learning

- References to early education programs, teachers, and students appear throughout the legislation
 - improving transitions
 - enhancing quality
 - improving coordination between LEA's, schools, & existing early childhood programs
- Flexible approach to interventions and programming



ESSA Provides An
Opportunity to **Strengthen
Birth-to-Eight Alignment**
to Improve Outcomes for
Children.



Coordination Requirements

- **Encourages support for transitions** between community-based providers and schools, including between Head Start and local schools
- **Opportunity:** Transition activities are not defined within the legislation, providing an opportunity for LEAs and local early childhood providers to work together
- **Examples:**
 - sharing assessment data
 - joint professional development
 - alignment of curriculum and standards
 - summer learning programs for preschool children moving into school settings
 - family engagement activities



Coordination Requirements

LEAs are required to coordinate with Head Start programs. LEAs are responsible for developing agreements to work with Head Start programs to coordinate services, which could include

- data reporting and sharing
- alignment of standards and curriculum
- transition plans for children moving from Head Start and into the public school programs for pre-kindergarten /kindergarten

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



Professional Development

- Title I, Title II & Title III language encourages opportunity for PD expansion
 - to include early childhood providers
 - to expand the child development knowledge of principals/ other school leaders
- Language promotes joint PD
 - public/private
 - focuses on transition, "issues related to school readiness"



NC's FY 2017-19 Budget

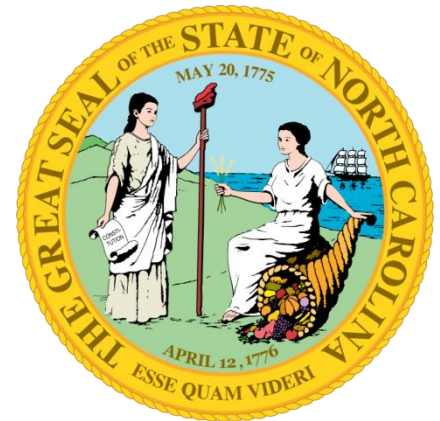
FYI

For Your Information

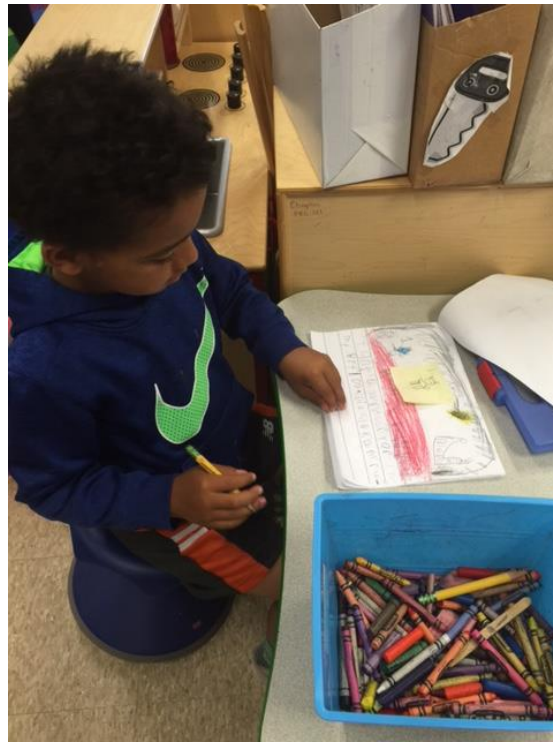
- Creation of Birth-3rd Grade Interagency Council

And

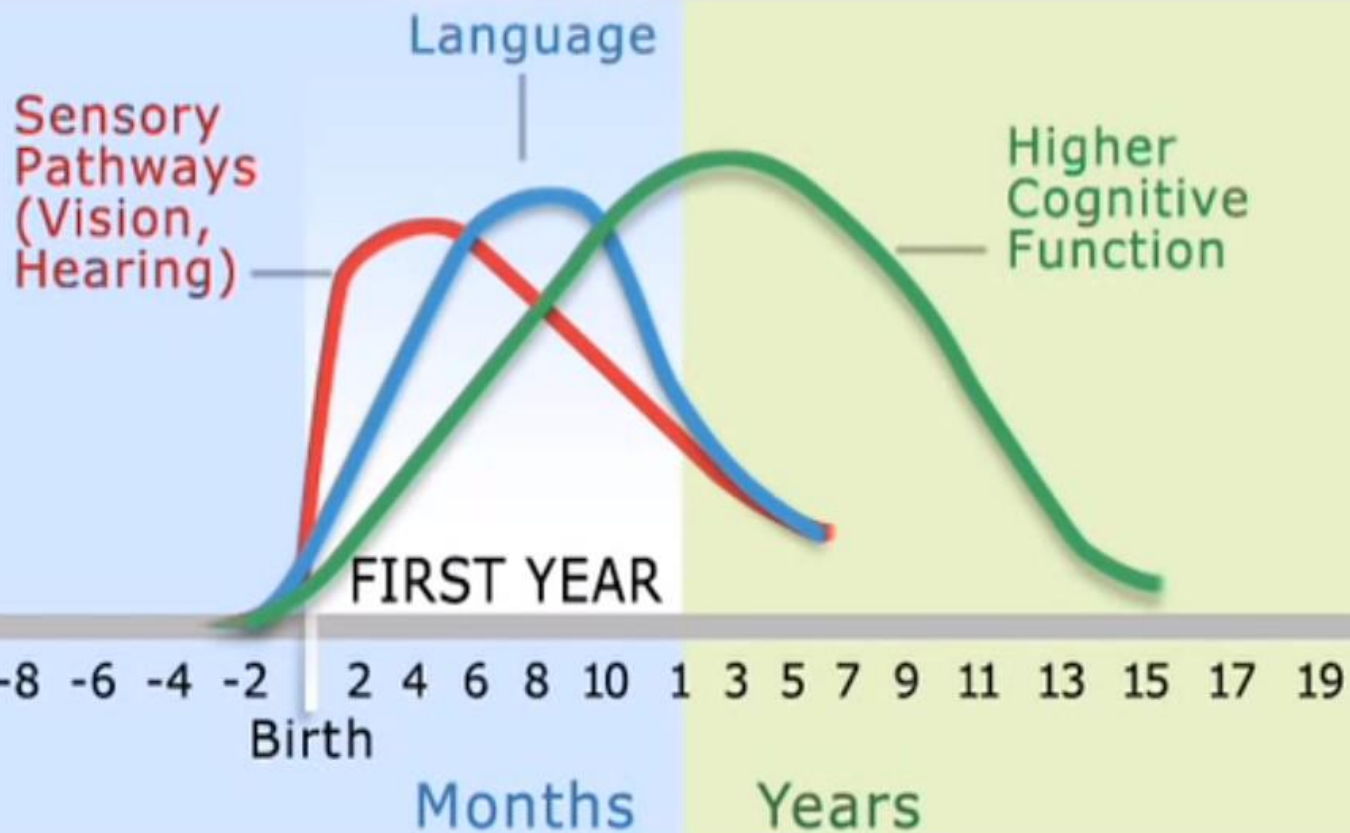
- Associate Superintendent of Early Education



Why Pre-K through Grade 3?

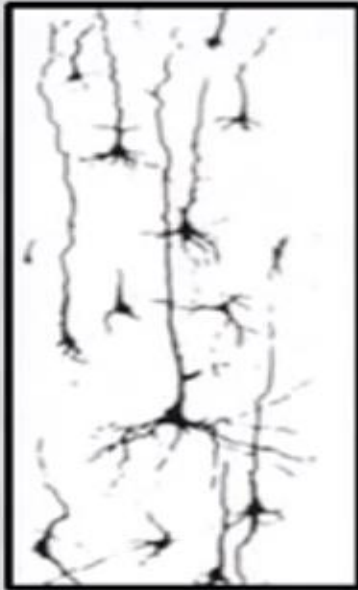


Neural circuits are wired from a bottom-up sequence.



Brain Architecture

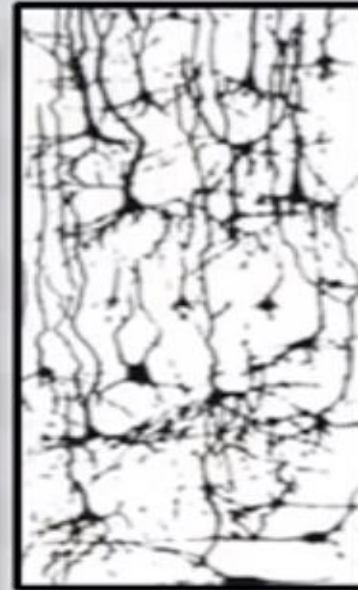
Birth



6 years

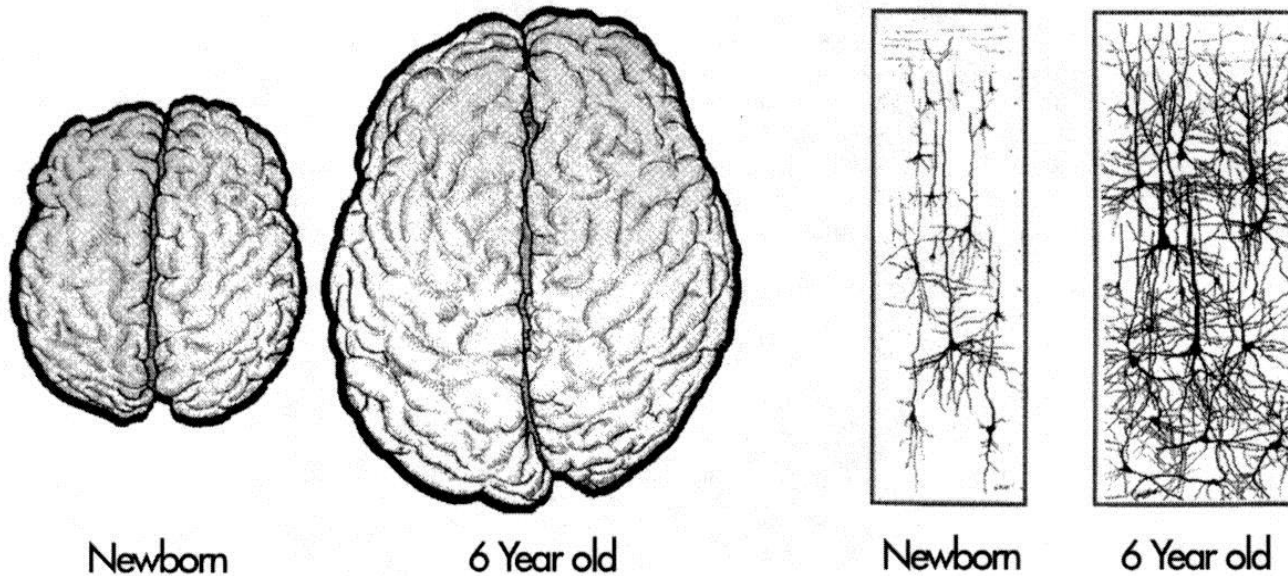


14 years



Important Connections are Made Prior to School-Entry

90% of brain growth occurs before kindergarten



Newborn
6 Year old

Newborn brain size compared to that of a 6-year-old brain

Newborn
6 Year old

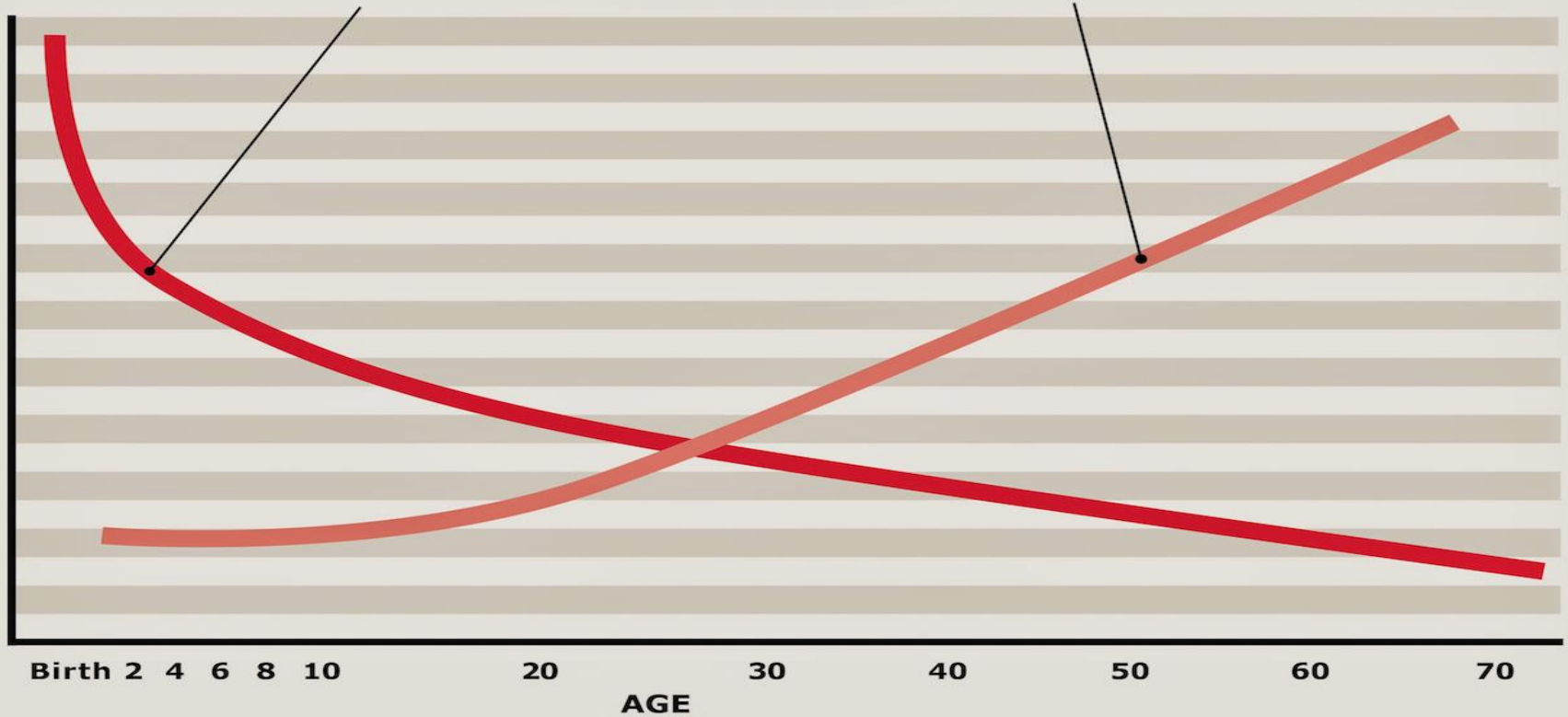
Newborn neural networks compared to networks of a 6-year-old

Source: Paul Lombroso, "Development of the cerebral cortex. VI. Growth Factors I." *Journal of the American Academy of child and Adolescent Psychiatry* 37(6): 674-675, 1998.



**The Brain's Ability to Change
in Response to Experiences**

**Amount of Effort
Such Change Requires**



NC's ESSA/Early Learning Initiative

- New opportunities for birth-third grade alignment, accountability, & funding
- NC's collaborative effort
 - Raise awareness
 - Convene regional meetings
 - Provide coaching & TA on district plan development





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

- NCDPI Office of Early Learning
 - Head Start
 - Title I

- NC Early Childhood Foundation
 - EducationCounsel



Support for Districts in Preparing ESSA Plans

- **Build awareness** on early learning opportunities in ESSA, how early learning supports district goals, and how to engage the early learning community in district plan development.
- **Convene regional meetings of district teams.** The meetings will delve deeper into the early learning strategies available to districts, share best practices, highlight using early childhood data to make informed-decisions, and provide time and support for working together on their plans.
- **Provide intensive support** to a small number of local teams, including coaching, materials, a shared learning community and plan review. Materials and lessons learned will be shared across the state.



Support for Districts in Preparing ESSA Plans

**Host
Webinars/Pre
sentations**

Nov/
Dec

**Host Regional
Meetings**

1/8/17

Week
of 1/22

**Provide
Intensive
Support**

2/2/17

Feb
Thru
May

Release RFP

RFP Due



Non-Regulatory Guidance- Homeless Children & Youths

July 27, 2016; Updated March, 2017



Implementation Oct 1, 2016

State plans including new requirements
required - 2017



McKinney-Vento Act Requirements: Preschool

- Local liaisons must ensure preschool aged homeless children
 - have **access** to and
 - **receive** services
 - **if eligible**
 - under LEA administered preschool programs



LEA Administered Programs

- Title I Preschool
- Exceptional Children/Developmental Day
- Head Start (also administered by Community Action, Govt., Non-Profits, etc.)
- NC Pre-K (also administered by local Partnership for Children)
(fee for service)



NC Public Preschool Programs

Program	Administered by LEA	Contact Information
Title I Pre-K	Yes - optional	Contact LEA
Head Start	Sometimes	Contact LEA, Community Action Agency, etc.
Exceptional Children	Yes	Contact LEA
NC Pre-K	Yes or Local Partnership for Children	Contact LEA or local Partnership for Children



Eligibility

Program	Age of Child	Eligibility
Title I Pre-K	Typically 4 (Birth-School Age)	Educational Need
Head Start	Early HS 0-3 Preschool 3-5	Income & Other Risk Factors
Exceptional Children	Beginning on 3 rd Birthday	Diagnosed Disability
NC Pre-K	4 (by Aug. 31)	Income & Other Risk Factors



Title I

- Homeless children are **automatically eligible** to participate in Title I preschool
- This **does not mean** homeless children are **automatically enrolled** - often waiting lists prevent access
- Utilize the Homeless Liaison

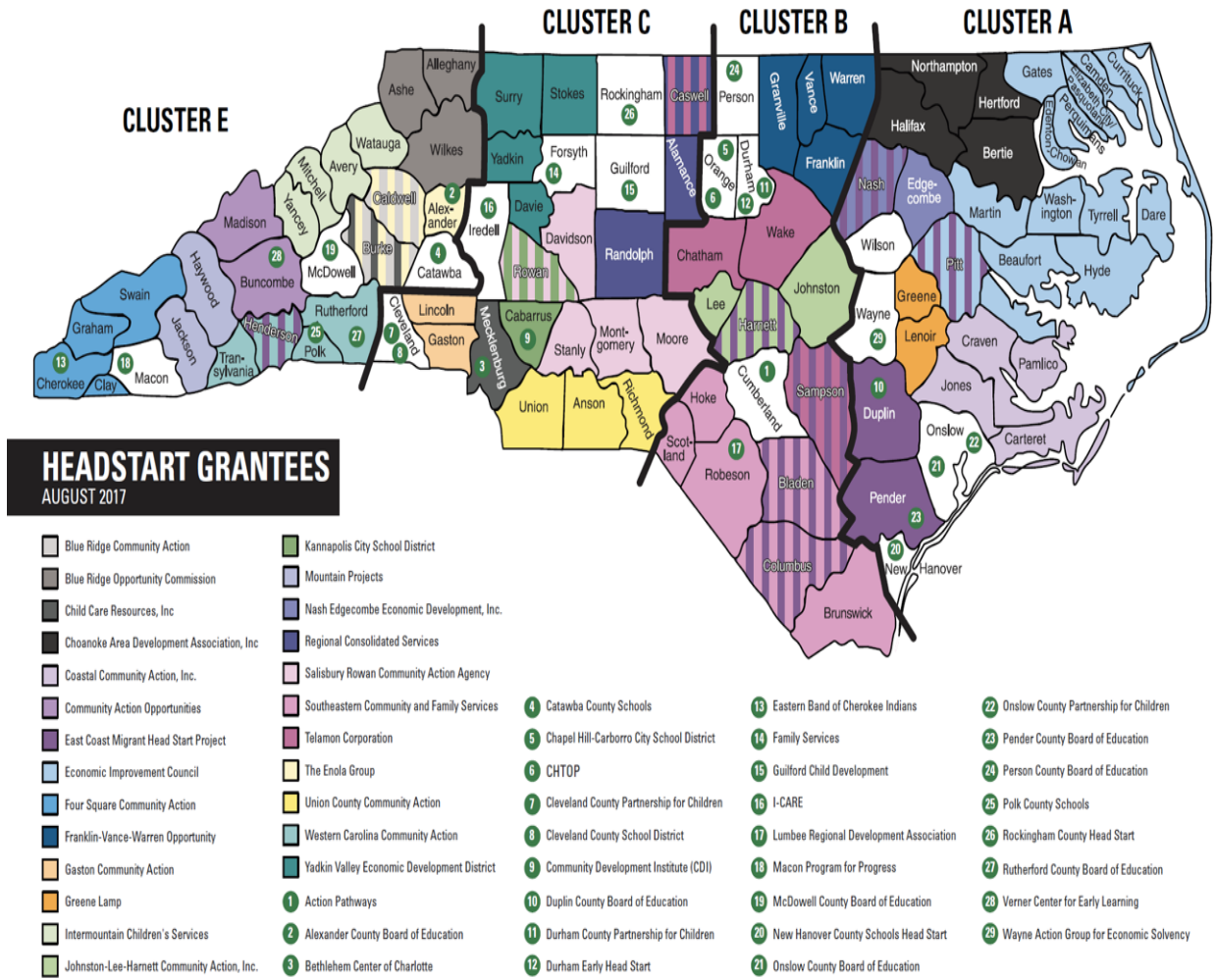


Head Start

- Ensure homeless children identified/prioritized for enrollment
- Allow families to apply, enroll, & attend program while required documents obtained within reasonable time frame
- Slots may be reserved
- Provide transportation where possible
- Homelessness is a risk factor that is federally mandated to be given enrollment priority



Head Start is federally funded, comprehensive preschool program designed to meet the emotional, social, health, nutritional, and psychological needs of children aged 3 to 5 and their families. Early Head Start addresses the same needs of children birth to age 3, expectant mothers, and their families.



Enrolling Children

Liaisons should make every effort to enroll preschool age homeless children in preschool programs.

How do you do that???



Collaboration

- Why is it important?
- Who are your partners?
- Who could your partners be?



McKinney-Vento Act-New/Changed Requirements: Preschool

- Collaboration/coordination – other service providers



Examples



Strategies for Serving Homeless Preschoolers



- Identify all preschool programs, both public and private (CCR&R Agencies)
- Create awareness of the needs of homeless families/young children (Why is this important?)
- Train preschool (public/private) staff on McKinney-Vento rights and provisions



Strategies for Serving Homeless Preschoolers (cont.)



- Enlist the help of school personnel and the community in identifying preschool-aged children among homeless families
- Initiate interagency communication and collaboration
- Offer preschool programs; consider homelessness as a criteria for enrollment
- Reach out to homeless families prior to enrollment and on an ongoing basis





- Challenges
- Strategies



Resources

- NCDPI Office of Early Learning:
www.ncpublicschools.org/earlylearning
- National Center for Homeless Education:
<https://nche.ed.gov/index.php>



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Questions/Comments



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