

**NC Title I Preschool
NCFEPA**

**Achieving Educational Excellence
Strategic Plan
PK-K Transition Plan
ESEA as amended by ESSA MOU**

**Office of Federal Programs
North Carolina Department of Public Instruction**

Strategic Plan

Pillar 1: Prepare Each Student
for Their Next Phase in Life

Pillar 2: Revere Public School
Educators

Pillar 3: Enhance Parent,
Caregiver and Community
Support

Pillar 4: Ensure Healthy, Safe
and Secure Learning
Environments

Strategic Plan

Pillar 5: Optimize Operational Excellence

Pillar 6: Lead Transformative Change

Pillar 7: Celebrate the Excellence in Public Education

Pillar 8: Galvanize Champions to Fully Invest in and Support Public Education

PK-K Transition

- Guiding Practice **#1**: Transition from Preschool to Kindergarten should be a yearlong process with multiple activities during the year.
- Guiding Practice **#2**: Throughout the school year, multiple opportunities should occur for preschool and kindergarten teachers to collaborate and participate in professional development.
- Guiding Practice **#3**: Preschool and Kindergarten Teachers have opportunities to align pre-K and kindergarten processes and standards

PK-K Transition

- Guiding Practice **#4**: Multiple opportunities should be available for families to engage in the transition process and share information with preschool and kindergarten teachers.
- Guiding Practice **#5**: Preschool teachers share child specific developmental data with families and kindergarten teachers

PK-K Transition

- Guiding Practice **#6**: The MOU and Transition to Kindergarten Plan is a living document and should be revisited and revised on an ongoing basis to ensure Continuous Quality Improvement (CQI)

ESSA MOU = Preschool to Kindergarten Transition Plan

ONE IN THE SAME

- CCIP-#10-Transition Plan
- CCIP-#11- Upload MOU

Title I Preschool MOU

ESSA Section 1119 (2015) and the Head Start 642 Act (2007):

1. Data and Records Sharing/ Enrollment
2. Coordinating Services/ Communication
3. Transitions
4. Professional Development
5. Curriculum and Instruction
6. Services for Children with Disabilities
7. Family Engagement

CCIP-Comprehensive Continuous Improvement Plan- Grant Details: Title IA PRC50

#9 Describe the LEAs plan for children transitioning from OK to K.

#10 Coordination Requirements (SEC.1119 (a)-(b))

A Memorandum of Understanding/Agreement with Head Start is required for each LEA receiving Title I funds, regardless of whether it operates a Title I preschool program. The current MOU/MOA with Head Start must be uploaded as a Title I related document.

ESSA Legislation Reference

- SEC. 1119. [20 U.S.C. 6322] COORDINATION REQUIREMENTS 2015

The “*Elementary and Secondary Education Act*” (ESEA), as amended in 2015 by the “*Every Student Succeeds Act*” (ESSA), requires local educational agencies (LEAs) receiving Title I funds to develop agreements with Head Start and other early childhood providers (if feasible) to increase coordination.

Head Start Legislation Reference

- **Head Start Transition and Alignment With K-12 Education Reference SEC. 642A. [42 U.S.C9837a] 2007**
(a) In General- Each Head Start agency **shall** take steps to coordinate with the local educational agency serving the community involved and with schools in which **children participating in a Head Start program** operated by such agency will enroll following such program to promote continuity of services and effective transitions

Resources

- [NC_Foundations.pdf](#)
- [OEL-LetsGetReady.pdf - Google Drive](#)
- [Achieving Educational Excellence: 2025 – 2030 Strategic Plan for North Carolina Public Schools](#)
- [Title I Pre- Kindergarten | NC DPI](#)
- [Crosswalk of Transition Requirements - Principles.pdf - Google Drive](#)
- [Guiding Principles & Practices - Google Docs](#)