

The background of the slide is a watercolor-style wash in shades of teal and light green. A large, white, semi-transparent circle is centered on the left side of the slide, containing the main title text.

# Early Childhood Community Network Lead Agencies

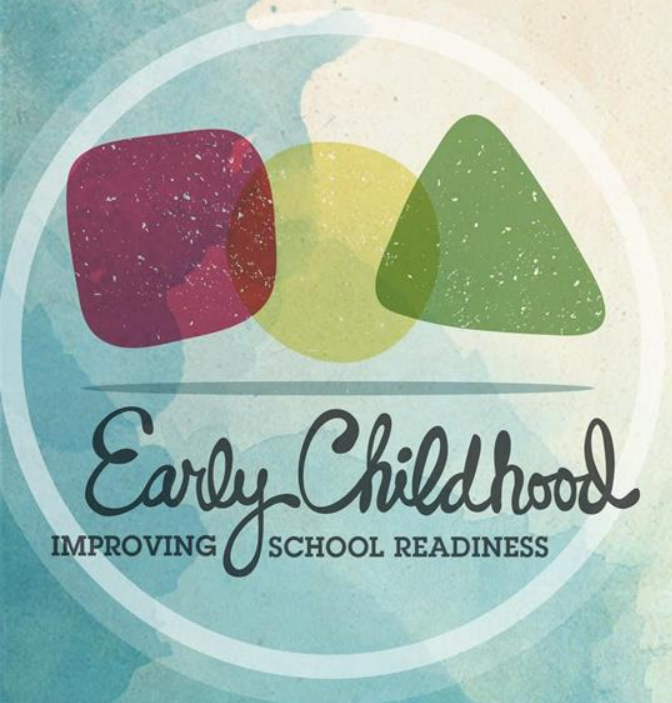
**Welcome, early childhood lead agencies!**

Session 1: Community network administrative functions, CLASS® observations and accountability

- Audience: New lead agencies

Session 2: Coordinated enrollment and state funding

- Audience: New lead agencies



---

# Onboarding New Early Childhood Community Network Lead Agencies


---

# Agenda

*In this session, early childhood community network lead agencies will learn about the three key responsibilities required by lead agencies.*

This session will focus on assurances and responsibilities related to:

- Community Network
- Administration
- CLASS® Observations and Accountability
- Coordinated Enrollment (upcoming session)

Information that is designed to help you meet these responsibilities is also incorporated into this presentation. Slides containing this information are marked with an  .

You will also receive an Onboarding handout that provides you with additional strategies for success to help you succeed in your role as a new lead agency.



# **Louisiana's Early Childhood Vision**

# Louisiana's Vision for Early Childhood

## The Challenge

*Prior to the enactment of a set of sweeping reforms in 2012, Louisiana's statewide early childhood system was fragmented and prepared too few of its children to enter kindergarten ready for success.*

**Before 2012, Louisiana's early childhood programs were fragmented and siloed, resulting in:**

- No coordination of administration of the multiple programs serving young children
- Inefficient use of limited funding for programs birth to five
- No unified measure of quality across schools, Head Starts, and childcare
- Limited supports or information for families navigating a complex system
- Children not ready for kindergarten

# Louisiana's Vision for Early Childhood

## Act 3

*In 2012, the Louisiana Legislature enacted Act 3, a set of sweeping reforms to the early childhood system designed to unify state systems, and to strengthen the coordination and quality of early childhood programs at the local level.*

**Louisiana has made significant progress toward achieving the goals of Act 3:**

- 1. Unifying all early childhood programs under one governing body (LDOE)**
- 2. Establishing a community network in every community in the state:** There is a lead agency that administers the early childhood work and coordinates enrollment and funding at the local level in the 65 early childhood community networks, which cover every community in the state.
- 3. Implementing the statewide unified quality rating system:** Every publicly-funded child care, Head Start, and pre-K participates in the unified quality rating system (roughly 1,600) using the CLASS tool, and results are published on [www.LouisianaSchools.com](http://www.LouisianaSchools.com).
- 4. Aligning quality improvement supports to the unified quality rating system**



**Vision:** All children in Louisiana enter kindergarten ready to learn.  
**All children enter kindergarten ready to learn.** In order to reach this goal,  
**every day**, children birth to five in Louisiana need classrooms that...



respond to  
their emotions  
with **sensitivity**  
and **warmth**,



are **organized**  
to manage their  
attention, time,  
and behavior,

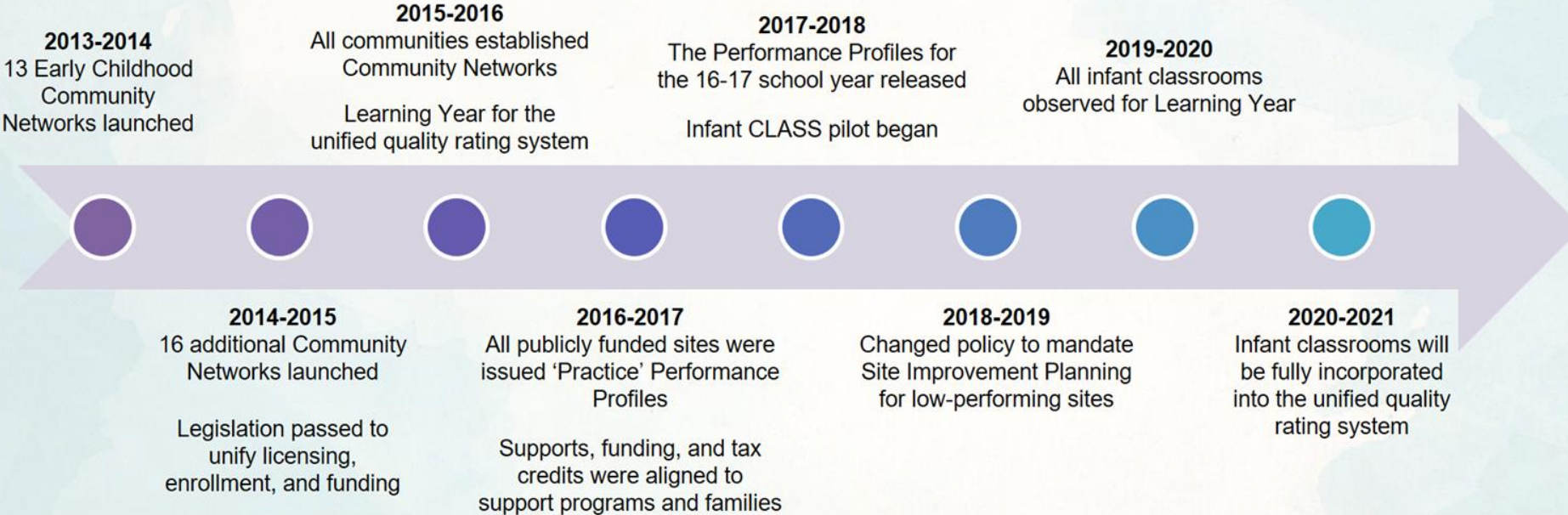


promote their  
learning through  
**engaging language**  
and **interactions**, and



support their  
development with  
**high-quality**  
**instructional tools.**

# Louisiana's Vision for Early Childhood Implementation Timeline





# Community Network

# Community Network In Every Community

## **Community Networks:**

- BESE established community networks and set formal expectations for their roles and responsibilities in 2015, [Bulletin 140](#)

## **Each Community Network:**

- Has a lead agency
- Includes all publicly-funded early childhood programs (type III child care centers, Head Start and Early Head Start, public and nonpublic school pre-K programs)

## **Activities of each Community Network:**

- Report the number of children who are enrolled across all publicly-funded programs via the October 1 and February 1 child count
- Conduct CLASS® observations in every birth to 5 year old classroom
- Coordinate enrollment to improve processes for families
- Request state funding as a community, based on family demand

# Community Network Lead Agency Role

*The Department designates, through a competitive process, a lead agency for each community network that unifies child care, Head Start, and publicly funded pre-K in public and nonpublic schools.*

Each lead agency agrees to:

1. Conduct **administrative functions** for the community network including **serving as the fiscal agent**;
2. Coordinate accurate **CLASS® observations** for all infant, toddler, and pre-K classrooms and provide feedback to all participating programs; and
3. Coordinate the **birth-to-age-five child count, enrollment**, and the **state funding application** for the community network.

Lead agencies' roles are designated for a two-year period beginning July 1.  
Funding cycles are one year at a time: year one being 2020-2021 and year two 2021-2022.



# Community Network Administration

# Community Network Administration Overview

*Early childhood lead agencies are required to conduct administrative functions for the community network including serving as the fiscal agent.*

As part of this responsibility, lead agencies are required to:

- Ensure that all required program partners and any additional partners who are interested in supporting early care and education are engaged in network activities.
- Serve as the fiscal agent and maintain records for their community network.
- Develop a centralized point of contact in order to streamline communication for program partners and ensure all Department information is disseminated timely and efficiently.

# Community Network Administration

## Assurances and Responsibilities

*Lead agencies will ensure that both required program partners and any additional partners in the community who are interested in supporting early care and education are engaged in network activities.*

As part of this assurance, lead agencies will ensure that all of the following **required program partners are engaged**, including:

- Any school district in the community network's geographic boundaries and all early childhood programs within these district(s), and the Recovery School District (RSD) if more than 10% of public schools are governed by the RSD
- Programs that feed into any participating school district's pre-K and kindergarten programs:
  - Head Start and Early Head Start, school-based programs, charter schools, Nonpublic School Early Childhood Development (NSECD) Program, Early Steps, and Type III child care providers
- Additional partners in the community who want to support early care and education



# Community Network Administration

## Assurances and Responsibilities

*Lead agencies will serve as the fiscal agent and maintain official financial records, as well as, accountability records for their community network.*

As part of this assurance, lead agencies will:

- Serve as the **fiscal agent** for their community network.
- Maintain **records and documentation** for their community network and make the records available to representatives of the Department when requested.

# Community Network Administration

## Funding and Budget Information



*Lead Agencies are allocated funding from BESE on an annual basis. The funding period for the allocation is July 1 through June 30 and is based on the number of infants, toddler, and pre-K classrooms.*

### **Funding is determined on a per classroom basis, specifically for expenditures related to:**

- Community network administration
- CLASS® observations for every publicly-funded infant, toddler and pre-K classrooms in the community; one in the fall and one in the spring
- Coordinated enrollment for the community

### **Funding Sources:**

- State General Fund (SGF)
- Child Care Development Fund (CCDF)

### **Funding Restrictions:**

- Cannot be used to increase seats in programs, for construction or facility remodeling, or for expenses such as furniture, food or refreshments
- Funds unexpended at the end of each fiscal year revert to the state

# Community Network Administration

## Funding and Budget Information



The Department has established recommendations for the use of lead agency funds as outlined in the table below. These recommendations are based on the estimated costs associated with each function. Amounts budgeted for supplies that exceed the recommendation may not be approved without clear and compelling justification.

| Recommended Use of Funds  |                              |
|---------------------------|------------------------------|
| Function                  | Estimated Percent of Funding |
| CLASS Observations        | 70%                          |
| Coordinated Enrollment    | 15%                          |
| Network Administration    | 10%                          |
| Materials, Supplies/Misc. | 5%                           |



# Community Network Administration

## eGMS Platform



*The Louisiana Department of Education manages grants using a web-based system called the [Electronic Grants Management System \(eGMS\)](#) which provides public access to allocation and expenditure data for state and federal grant programs.*

To access your budget application, you must complete the **LEA Central Data** requirements located on the eGMS Access/Select screen:

- 1. Contact Information:**

**Update** early childhood **contact information** located on the *Competitive Program Contacts* tab and “save” new information even if no edits are made.

- 1. Assurances:**

**Agree to common fiscal assurances** by the appropriate person located on the *Common Assurances* tab.

New users should contact [Lindsey.Bradford@la.gov](mailto:Lindsey.Bradford@la.gov) to ensure appropriate access is granted.

# Community Network Administration

## Budget Coding Guidelines



*The Louisiana Accounting Uniform Guidelines Handbook ([LAUGH Guide](#)) serves as a tool for program cost accounting at the local and state levels and provides standardized terminology for reporting.*

|          |  |
|----------|--|
| Code 100 | Employee compensation or salaries  |
| Code 200 | Employee benefits  |
| Code 300 | Professional and technical services/Contracts  |
| Code 400 | Purchased property services  |
| Code 500 | Other purchased services   |
| Code 600 | Supplies (cost less than \$5,000)  |
| Code 700 | Property (cost greater than \$5,000)   |
| Code 800 | Debt service and miscellaneous/Amounts paid for goods and services not classified in other object codes. |

-The LAUGH Guide provides the codes and the spending activities that apply.

-Object codes listed are the most frequently used.

# Community Network Administration

## Assurances and Responsibilities

*Lead agencies will develop a centralized point of contact in order to streamline communication for program partners and ensure all Department information is disseminated timely and efficiently.*

As part of this assurance, lead agencies will:

- Designate an individual to serve as the **primary point of contact** between the community network and the Department.
- Send a **representative** to all Department-sponsored meetings for lead agencies.
- **Disseminate communication** to all community network program partners when requested by the Department.
- **Conduct meetings** for all community network program partners a minimum of once each quarter. *Note: Best practice is to conduct meetings once each month.*



# Community Network Administration

## Support from the Department



### Support from Early Childhood Team

|   |   |
|---|---|
| <b>Early Childhood Collaboratives and Roundtables</b> | Opportunities for in-person or virtual trainings of high-quality tools and resources, along with help for lead agencies to achieve ambitious results for the birth to five children in their community network. |
| <b>Early Childhood Newsletter</b>                     | Provides current events and updates for licensing, criminal background checks, child care providers, lead agencies, and LDOE.   |
| <b>Office Hours Weekly Webinar</b>                    | Provides time <b>every Tuesday to collaborate</b> with other colleagues, learn new ideas, share Department updates, and answer questions for lead agencies  |
| <b>Early Childhood Email Inboxes</b>                  | Provides support and answers questions <a href="mailto:leadagencysupport@la.gov">leadagencysupport@la.gov</a> and <a href="mailto:earlychildhood@la.gov">earlychildhood@la.gov</a>                              |
| <b>Early Childhood Team</b>                           | Early Childhood <a href="#">Team Contact Directory</a>  |

# **CLASS<sup>®</sup> Observations and Accountability**

# CLASS® Observations and Accountability Overview

*Coordinate accurate CLASS® observations for all infant, toddler, and pre-K classrooms and provide feedback to all participating programs.*

As part of this responsibility, lead agencies are required to:

- Create a **cadre of CLASS®-reliable observers**
- Ensure all required classrooms are accurately **observed twice each year**
- Ensure CLASS® observations are **accurately conducted** and that all required CLASS® **information is entered into the Department's online system.**
- Manage the processes for **accountability data collection and reporting for state data systems** to ensure accuracy and support program partners.



# Louisiana's Unified Quality Rating System

## Local Investment in the CLASS Tool



*Louisiana has seen improvement year over year as a result of local investment in the tool by local early childhood coordinators, local observers, coaches, and site administrators.*

- Certified observers conduct *CLASS*<sup>®</sup> observations in every toddler and pre-K classroom at publicly-funded early childhood sites in Louisiana (including child care centers, school-based pre-K programs, and Head Start and Early Head Start centers).
  - In the 2018-2019 school year, more than 15,000 observations were conducted across 1,605 sites in 5,500 classrooms, which amounts to more than **1 million minutes of care and education** observed.
  - There are approximately 1,300 certified local *CLASS*<sup>®</sup> observers who conducted observations in 2018-2019.
  - Each site receives third party observations conducted by contractors from the University of Louisiana at Lafayette to ensure the reliability of the observations conducted locally.
- The *CLASS*<sup>®</sup> tool defines what quality looks like for the early childhood field and functions as a coaching and professional development tool across the state.

# CLASS® Observations and Accountability

## Louisiana's Performance Profiles



*In Louisiana, every publicly-funded early childhood program - including public and nonpublic pre-K, subsidized child care, and Head Start/Early Head Start - participate in Louisiana's unified rating system and receive a Performance Profile.*

Performance Profiles are published on [www.LouisianaSchools.com](http://www.LouisianaSchools.com) and contains two components:

- 1. Performance Rating:** Each site receives a ratings based on CLASS® observations that measure the quality of adult-child interactions.
- 1. Informational Metrics:** Each site's profile also reports on the use of best practices, such as using curriculum, assessing children for learning, credentialing of teachers.

### Louisiana's Unified Rating System:

- Measures core elements needed for positive child outcomes;
- Provides a clear and focused path to improvement;
- Gives families an easy way to compare choices in their community;
- Has been validated by researchers at the University of Virginia, who found that Louisiana observers are accurate, that children learn more in Louisiana classrooms with higher ratings, and that adding other quality measures does not help identify high-quality classrooms.



# Louisiana's Unified Quality Rating System

## Louisiana School and Center Finder

*Sites' Performance Profiles, which are based on CLASS, are published on the Louisiana School and Center Finder website, an interactive website designed for families to browse and learn about child care options.*

The screenshot shows the homepage of the Louisiana School and Center Finder. At the top, there is a teal banner with an illustration of the state of Louisiana, a schoolhouse, and a magnifying glass, separated by plus signs. Below the banner, the text reads "Welcome to the Louisiana School Finder" and "Search for schools based on what matters most to you." There are two main search options: "EXPLORE SCHOOLS AND CENTERS" and "JUMP RIGHT TO YOUR SCHOOL OR CENTER". The first option includes a text input field for an address, city, or zip code, a dropdown menu for "Select an age/grade", and a "View Schools/Centers" button. The second option includes a search input field for "Search by school or center name".

Families and providers can utilize the search feature to search for the Performance Profile of a particular site

[www.LouisianaSchools.com](http://www.LouisianaSchools.com)



# Louisiana's Unified Quality Rating System

## Louisiana School and Center Finder



**EXAMPLE EARLY LEARNING CENTER**

EARLY CHILDHOOD PERFORMANCE RATING  
**High Proficient**

ABOUT OUR SCHOOL    ACADEMIC PERFORMANCE

OVERALL PERFORMANCE

WHAT IS THIS SITE'S RATING FOR CLASSROOM QUALITY?

**2018-2019 RATING**  
**High Proficient**

[About this scale](#)

**Birth to Three Honor Roll** >

HOW IS THIS MEASURED?

**2018-2019 SITE SCORE**  
**5.94** out of 7

|                          |                                  |                        |                             |                  |
|--------------------------|----------------------------------|------------------------|-----------------------------|------------------|
| Unsatisfactory<br>1-2.99 | Approaching Proficient<br>3-4.49 | Proficient<br>4.5-5.99 | High Proficient<br>4.5-5.99 | Excellent<br>6-7 |
|--------------------------|----------------------------------|------------------------|-----------------------------|------------------|

These are scores based on classroom observations of teacher-child interactions. Classrooms with high-quality teacher-child interactions are supportive, organized, and promote children's learning and development.

# CLASS<sup>®</sup> Observations and Accountability

## Performance Ratings



*There are incentives and consequences for sites that participate in Louisiana's unified quality rating system, like increased tax credits for child care and mandatory participation in improvement planning.*

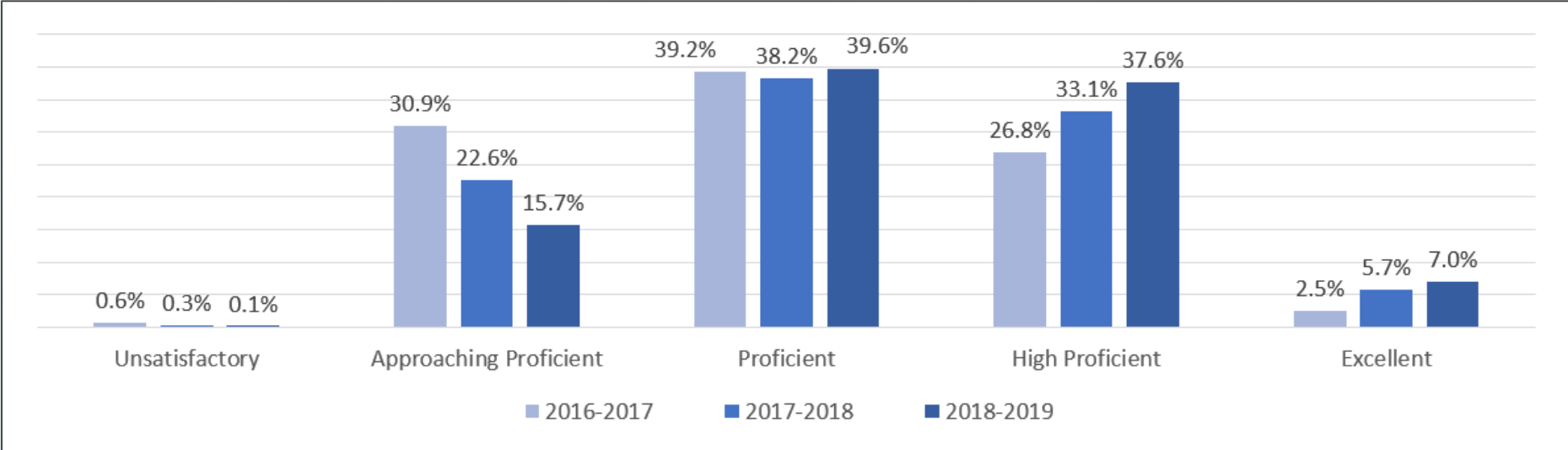
| CLASS <sup>®</sup> Score Range | Performance Rating     | Star Rating for Tax Credit and Bonus Payments | Sites in 2018-2019 |
|--------------------------------|------------------------|---|--------------------|
| 6.00 - 7.00                    | Excellent              | 5 Stars                                       | 113 (7%)           |
| 5.25 - 5.99                    | High Proficient        | 4 Stars                                       | 603 (37.6%)        |
| 4.50 - 5.24                    | Proficient             | 3 Stars                                       | 635 (39.6%)        |
| 3.75 - 4.49                    | Approaching Proficient | 2 Stars                                       | 221 (15.7%)        |
| 3.00 - 3.74                    | Approaching Proficient | 1 Star  | 31 (0.1%)          |
| 1.00 - 2.99                    | Unsatisfactory         | 0 Stars                                       | 2 (0.01%)          |



# Louisiana's Unified Quality Rating System

## Statewide Early Childhood Performance

*Since implementing the unified quality rating system, Louisiana has seen steady improvement in classroom quality each year.*

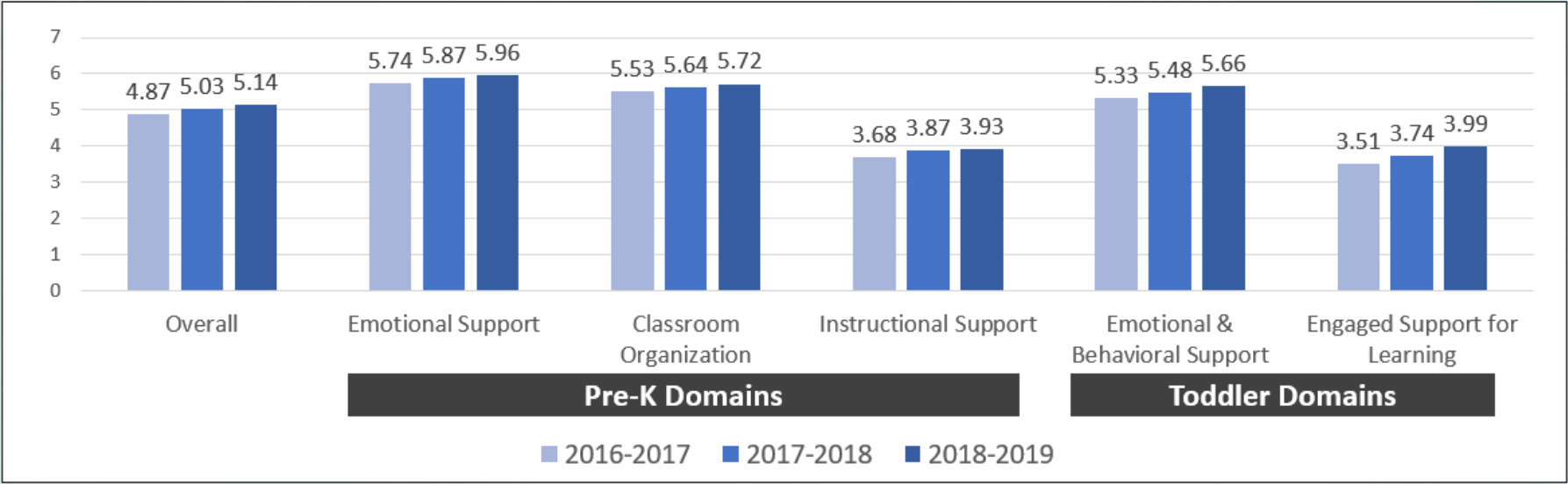






# Louisiana's Unified Quality Rating System Improvement by Domain

*Since implementing the unified quality rating system, there has been steady improvement on each of the domains measured in both the Pre-K and Toddler CLASS tools.*

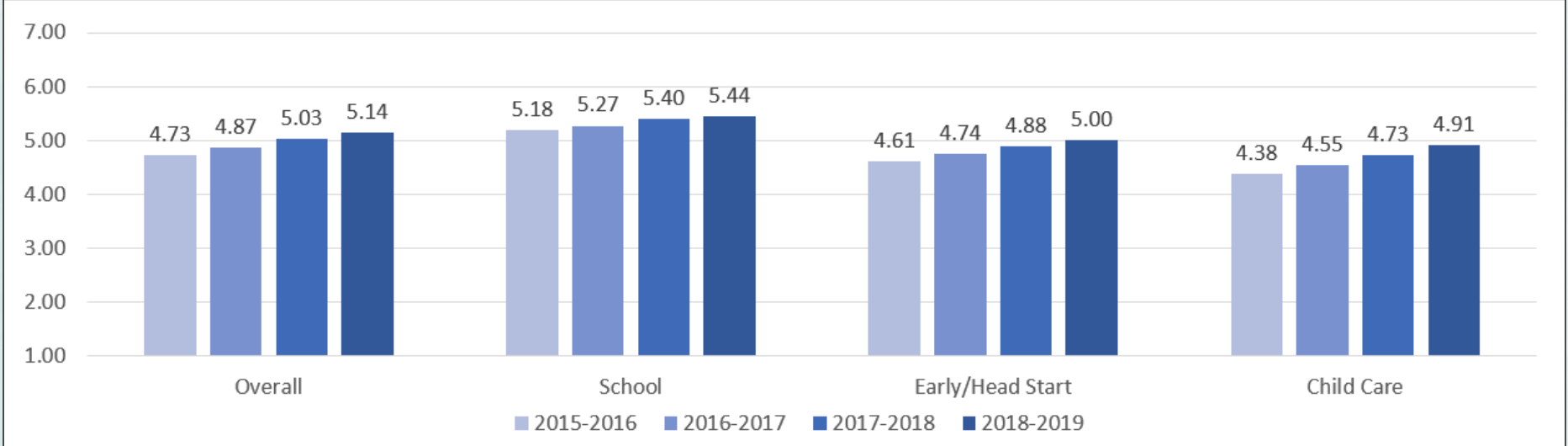




# Louisiana's Unified Quality Rating System

## Improvement by Program Type

*The statewide improvement has not been isolated in any one early childhood program type; the average score for pre-k programs, Head Start programs, and child care centers has increased each year.*



# CLASS<sup>®</sup> Observations and Accountability Assurances and Responsibilities

*Lead agencies will create a cadre of local CLASS<sup>®</sup>-reliable observers to ensure all CLASS<sup>®</sup> observations are accurately conducted using the required observation procedures.*

As part of this assurance, lead agencies will:

- Maintain an adequate **number of local reliable observers** and maintain a copy of their **certificate of reliability**.
- Ensure that all local observers have the required **Child Care Criminal Background Check** and that they are prepared to present it when entering a center.
- Collaborate with all program partners to establish and implement **written procedures** that minimize potential **conflict of interest between local observers and the personnel** in the classrooms they are assigned to observe and incorporate these procedures into the local observation protocol.



# CLASS® Observations and Accountability Assurances and Responsibilities

*Lead agencies will establish procedures, processes and timelines to ensure all required classrooms are accurately observed twice each year.*

As part of this assurance, lead agencies will:

- Develop a **schedule and a written local protocol**, in accordance with Department guidelines, to ensure that all Infant, Toddler, and pre-K classrooms in publicly funded programs and child care centers with Type III licenses are **accurately observed twice each year** by CLASS® reliable observers.
- Establish and implement a **written process and timeline** to ensure that **written results and feedback** from each local observation is reported to sites within **10 business days**.

# CLASS<sup>®</sup> Observations and Accountability Observations and Protocols



*Observation protocols are stipulated by BESE Bulletin 140. Guidance on observation protocols and resources can be found on [this webpage](#), which is updated in August of each year.*

- **Local Observations:** Lead agencies ensure that CLASS<sup>®</sup> observations are conducted once each semester for all infant, toddler, and pre-K classrooms in publicly funded sites
  - Lead agencies should have the capacity to train and recruit, or contract out, local observations
  - Lead agencies identify all sites and classrooms to be observed and create observation schedules
  - Lead agencies ensure that observation information and results are accurately entered into the online portal in a timely manner and maintain records of scoresheets from observers
  - Community networks analyze local observer performance and accuracy
- **Third Party Observations:** Third party observations are conducted by trained observers from the University of Louisiana at Lafayette Picard Early Childhood Center
  - 50% of classrooms at each site and at least one classroom in each age group will be observed by a third party observer

# CLASS<sup>®</sup> Observations and Accountability Assurances and Responsibilities

*Lead agencies will ensure the accuracy of CLASS<sup>®</sup> observations by implementing network protocols and procedures at the observer, classroom, and network levels.*

As part of this assurance, lead agencies will:

- Develop and implement a written process to **monitor and compare the results** of all local observers for the purpose of ensuring accurate observations.
- Conduct a minimum of **one observation calibration activity each semester** and ensure that all observers participate in a minimum of one observation calibration activity each semester.
- Ensure that every local observer is **shadow scored** at least once during each school year.
- Conduct shadow score observation checks for **10 percent of all classrooms** observed during the fall observation period and for 10 percent of all classrooms observed during the spring observation period.
- Ensure that at least **one observation** for each classroom age configuration in the community network is shadow scored during each school year.



# CLASS® Observations and Accountability

## CLASS® Resources



*The Department has made resources available to support communities to build local capacity to conduct CLASS® observations.*

- **CLASS® Video Library:** The Department has contracted with the ULL Picard Center to create 3-4 vignette videos for each dimension of the Toddler and Pre-K CLASS tools. These videos are published on the Department's website and provide examples of high-quality interactions in each of the areas measured by Infant CLASS. Soon, videos of Infant classrooms will also be available.

### CLASS VIDEO LIBRARY

- **CLASS® Calibration Videos:** 15-20 minute long videos with coding justifications can be found in the [Portal](#) under the “calibration videos” drop down menu, and may be used for calibration activities with observers.

# CLASS® Observations and Accountability Assurances and Responsibilities

*Lead agencies will ensure that all required CLASS information, results and data are entered into the Department's online system.*

As part of this assurance, lead agencies will:

- Ensure that all **local observations** entered in the Department's CLASS® online system are conducted in accordance with the publisher's standardized procedures.
- Ensure that observation **information and results** are entered into the Department's CLASS® online system accurately and in accordance with [BESE Bulletin 140](#) timelines.
- Request **corrections** for the observation data in the Department's CLASS® online system in accordance with the Department's established procedures and timelines.
- Collect all CLASS® **scoring booklets** for all community network observations that occur in a school year and maintain them for three school years.

# CLASS<sup>®</sup> Observations and Accountability Protocols



*In the event that there are issues with observations, there are procedures for centers and lead agencies to appeal observations, as well as for local and third party observers to make a correction if they made an error while entering an observation.*

## Error Correction Forms

- Observers submit Error Correction forms to their lead agency contact, who submits them to the Department
- Typical errors include reversing the teacher name and observer name in the score sheet, incorrect observation dates, or entering a score from an observation in the wrong classroom

## Appeals Guidelines

- If a center director and teacher make the decision to appeal an observation score, they should submit an appeal form to their lead agency, who will submit the form to the Department for review
- Appeals decisions are released annually in July



# CLASS® Observations and Accountability

## CLASS® Portal



The [Early Childhood CLASS® portal](#) is used to manage, assign, create, and enter classroom observation data, as part of the state accountability system created by BESE Bulletin 140.

The screenshot shows the login interface for the Early Childhood Web Portal. At the top left is the Louisiana State Seal. The header text reads "Early Childhood Web Portal". Below the header, the text "Please, log in:" is centered. There are two input fields: "Email" and "Password", each with a small icon to its right. A "Log in" button is positioned below the password field.

Early Childhood Web Portal

Please, log in:

Email

Password

Log in

# CLASS<sup>®</sup> Observations and Accountability

## CLASS<sup>®</sup> Portal



*All lead agencies are required to utilize the CLASS<sup>®</sup> portal in order to meet the requirements of submitting CLASS<sup>®</sup> observation data to the Department.*

- All new lead agencies will be assigned login credentials for the CLASS<sup>®</sup> portal.
- Early Childhood lead agencies should become familiar with the CLASS<sup>®</sup> portal by reviewing guidance and resources available online:
  - [CLASS<sup>®</sup> Observation System User Guide PDF](#)
  - [Important Notes on Using the CLASS<sup>®</sup> System PDF](#)
  - Recorded Webinars on CLASS Observation System Guidance:
    - [For Lead Agencies](#)
    - [For Observers](#)
    - [For Site Coordinators](#)
- For questions about the CLASS<sup>®</sup> Portal, please contact [Sydney.Anderson@la.gov](mailto:Sydney.Anderson@la.gov).

# CLASS® Observations and Accountability Assurances and Responsibilities

*Lead agencies will support program partners by managing data collection and reporting for state data systems to ensure accuracy.*

As part of this assurance, lead agencies will:

- Ensure that all sites in this community network have a **site code** assigned by the Department.
- Facilitate and reconcile on an ongoing basis an **accurate accounting in the GOLD® online** system of all classrooms at publicly funded sites in the community network that contain children from age birth to age five.
- Ensure that all infant, toddler, and pre-K classrooms at publicly funded sites are entered in the Department's **CLASS® online system**.
- Use the Department's verification process to **verify community network-level data** that has been collected and reported to the Department for the community network Performance Profile.



# CLASS<sup>®</sup> Observations and Accountability

## GOLD<sup>®</sup>



*All publicly-funded children attending public and nonpublic pre-K, Head Start, and child care centers must be assessed with GOLD<sup>®</sup>.*

- Teachers can use assessment information to add valuable evidence to children's GOLD<sup>®</sup> portfolios, monitor progress and finalize during 3 checkpoint periods (**October, February, May**), which is reported annually.
- Conducted through a variety of methods such as anecdotal observations/notes, checklists, photographs, work samples, benchmark assessments, rubrics, etc.
- Embedded throughout activities and routines within the daily schedule (e.g. whole group, small group, center times, outdoor times, transitions, etc.)

### **Additional GOLD<sup>®</sup> Resources:**

- [GOLD<sup>®</sup> Guidance 2020-2021](#)
- [Linking Tier 1 Curriculum to GOLD<sup>®</sup>](#)

For questions regarding GOLD<sup>®</sup>, please reach out to [meredith.eckard@la.gov](mailto:meredith.eckard@la.gov).

# CLASS<sup>®</sup> Observations and Accountability Data Certification



*Data Certification is a critical process that allows each site to ensure that self-reported informational metrics are accurately captured and reflected in their Performance Profile.*

## **Through Data Certification, programs/sites must verify for each classroom in the site:**

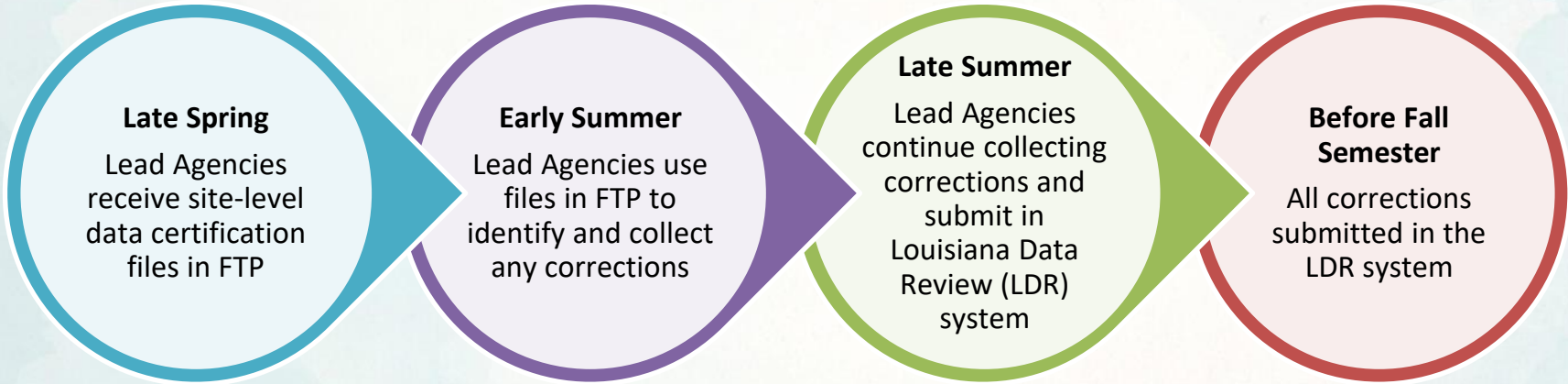
- Ages served by the site
- Number of children assessed in each classroom using GOLD<sup>®</sup>
- pre-K or Infant/Toddler curriculum used in each classroom
- Highest degree earned for one lead teacher for each classroom
- Louisiana Certification for one lead teacher for each classroom (including Early Childhood Ancillary Certificate)

Note: October 1 counts are used in this process but they are not certified in Data Certification.



# CLASS<sup>®</sup> Observations and Accountability Data Certification Timeline

*Data Certification ensures timely review and publication of important metrics*






# Next Steps

| Date                          | Event  |
|-------------------------------|--|
| July 17, 2020, 1:30-2:30 p.m. | Onboarding Session 2: Coordinated Enrollment and State Funding   |
| TBA                           | Back to School Communication   |
| Every Tuesday at 3:00 p.m.    | Office Hours Weekly Webinar  |
| Bi-monthly on Thursdays       | Early Childhood Newsletter<br>(email <a href="mailto:LDOEcommunications@la.gov">LDOEcommunications@la.gov</a> to be added) |

For ongoing lead agency support email [Amy.Poirier@la.gov](mailto:Amy.Poirier@la.gov)



**Q&A**



The background of the slide is a watercolor-style wash in shades of teal, blue, and light green. A large, semi-transparent white circle is centered on the left side of the slide, containing the text.

# Early Childhood Community Network Lead Agencies

**Welcome, early childhood lead agencies!**

Session 2: Coordinated enrollment and state funding

- Audience: New lead agencies




# Agenda

*In session two, early childhood community network lead agencies will learn about the coordinated enrollment and state funding responsibilities required by lead agencies.*

Session 2 will focus on assurances and responsibilities related to:

- Coordinated Enrollment
- State Funding and Super App

Information that is designed to help you meet these responsibilities is also incorporated into this presentation. Slides containing this information are marked with an  .

You will also receive an Onboarding handout that provides you with additional strategies for success to help you succeed in your role as a new lead agency.


# Coordinated Enrollment

# Agenda

*In this session, early childhood community network lead agencies will learn about the three key responsibilities required by lead agencies.*

This session will focus on assurances and responsibilities related to:

- Community Network
- Administration
- CLASS® Observations and Accountability
- Coordinated Enrollment (upcoming session)

Information that is designed to help you meet these responsibilities is also incorporated into this presentation. Slides containing this information are marked with an  .

You will also receive an Onboarding handout that provides you with additional strategies for success to help you succeed in your role as a new lead agency.



# Coordinated Enrollment Overview

*Coordinate the birth-to-age-five child count, enrollment, and the state funding application for the community network.*

As part of this responsibility, lead agencies are required to:

- Plan a fully implemented coordinated enrollment process
- Ensure families can apply to all programs through one application and learn which programs for which they are eligible
- Collaborate with program partners to implement an informational campaign
- Ensure families are placed in programs based on their preferences and implement community-wide waitlist

# Coordinated Enrollment Assurances and Responsibilities

*Lead agencies initiate and manage in the planning for a fully implemented coordinated enrollment process that informs local families of their early childhood program options throughout the year.*

Lead agencies will

- Engage all program partners to submit a **coordinated enrollment plan** to the Department that is signed by all program partners.
- Provide all program partners with the opportunity to be represented in the design, review, and revision of the **application on an annual basis**.
- Collaborate with all program partners and the Regional CCR&R to ensure that the community network's **enrollment application** is easily accessible and available year-round, particularly for families interested in child care.

Community networks meet to develop or revise their Coordinated Enrollment Plan

# Coordinated Enrollment

## Coordinated Enrollment Components

*The Louisiana legislature defined coordinated enrollment with Act 717 (2014) and required all communities to fully implement each component.*

- 1. Coordinate Information: Families know of all available seats**
  - Inform families about the availability of publicly-funded programs*
- 2. Coordinate Eligibility: Families easily know what programs they qualify for**
  - Ensure families are referred to available publicly-funded programs*
- 3. Coordinate Applications: Families apply to all programs through one application**
  - Collect family preferences regarding enrollment choices*
- 4. Match Based on Preference: Families enroll their child in the highest ranked preference available**
  - Enroll children based on family preference so no one occupies more than one seat*



# Coordinated Enrollment

## Achieving Coordinated Enrollment

*Achieving community-wide coordination is an important step in implementing an enrollment process that is efficient and equitable.*

| <b>When communities are coordinated</b>   | <b>When communities are <u>not</u> coordinated</b>   |
|---|--|
| <ul style="list-style-type: none"><li>● Families can easily learn about available seats and determine programs they are eligible for</li><li>● Families can easily apply and there are not undue burdens placed on applicants</li><li>● Children are not enrolled in more than one spot, ensuring maximum use of available spots</li><li>● More children are able to access spots</li></ul> | <ul style="list-style-type: none"><li>● Families do not have a primary contact to learn about early childhood programs</li><li>● Families may be placed on a waitlist for one spot while another spot goes unfilled</li><li>● It is difficult for community networks to measure true demand and plan to meet families' needs</li></ul> |

# Coordinated Enrollment Assurances and Responsibilities

*The lead agency's role is to ensure families can apply to all programs using one application and families can easily determine which programs they qualify to enroll.*

- Collaborate with all program partners to design and **use a coordinated application** that allows **families to indicate/rank their preference** for programs and is used year-round by all programs in the community network.
- Collaborate with all program partners to develop and implement a single **preliminary eligibility determination process** that informs families of the programs for which they are eligible to apply.
- Inform all program partners of **eligibility requirements** for all programs so that appropriate referrals can be made.



# Coordinated Enrollment

## The Full Model

### Coordinated Information Campaign

*Work together to inform families about early childhood programs in the community*

- Collaborate to ensure access to information year-round
- Conduct an on-the-ground information campaign
- Institute a “No Wrong Door” approach by sharing information in-person, online and paper as appropriate
- Use common timelines

### Coordinated Eligibility Determination

*Create one way for families to know what they qualify for and one year-round process to refer families to other available programs when they do not qualify or no seats are available*

- Understand program & funding eligibility requirements
- Determine preliminary eligibility using DirectMatch with a unified application
- Develop a community referral system

### Coordinated Applications

*Create a unified application used by all programs to collect family preferences*

- Guide families through options based on eligibility
- Families designate choices on one application during open enrollment period
- Coordinate application and enrollment timelines across all programs year-round
- Collaborate on management of a community waitlist

### Matching Based on Preference

*Enroll at-risk children based upon where families prefer to send their children, as long as space is available*

- Admit families according to their preference and the capacity of programs
- Provide enrollment options throughout the year
- Collaborate on management of a community waitlist



# Coordinated Enrollment Assurances and Responsibilities

*Lead agencies collaborate with program partners to design an informational campaign to promote and raise awareness of all early childhood programs within the community.*

- Provide all program partners the opportunity to participate in the design of an enrollment **information campaign** that identifies the community network and/or all program partners.
- Provide all program partners in the community network the opportunity to plan and participate in **information and enrollment events** that are conducted on behalf of all program partners.



# Coordinated Enrollment

## Levels of Collaboration and Characteristics

### Five Levels of Collaboration and Characteristics

|                              | Networking   | Cooperation  | Coordination   | Coalition   | Collaboration  |
|------------------------------|--|--|--|---|--|
| Relationship Characteristics | <ul style="list-style-type: none"><li>● Aware of organization</li><li>● Loosely defined roles</li><li>● Little communication</li></ul> | <ul style="list-style-type: none"><li>● Provide information to each other</li><li>● Somewhat defined roles</li><li>● Formal communication</li><li>● All decisions are made independently</li></ul> | <ul style="list-style-type: none"><li>● Share information and resources</li><li>● Defined roles</li><li>● Frequent communication</li><li>● Some shared decision making</li></ul> | <ul style="list-style-type: none"><li>● Shared ideals/vision</li><li>● Shared resources</li><li>● Frequent and prioritized communication</li><li>● All members have a vote in decision making</li></ul> | <ul style="list-style-type: none"><li>● Members belong to one system</li><li>● Frequent communication is characterized by mutual trust</li><li>● Consensus is reached on all decisions</li></ul> |

Frey, Bruce et al., "Measuring Collaboration Among Grant Partners" *American Journal of Evaluation*. 27, 3: (2006) 383-392.

# Coordinated Enrollment Assurances and Responsibilities

*Lead agencies collaborate with program partners to ensure families are enrolled in the early childhood program based on their preferences and community-wide waitlists are used to assist in this process.*

- Collaborate with all program partners to ensure that at-risk children are enrolled in programs **based on family preference**, as long as space is available.
- Collaborate with all program partners to **develop and maintain a community-wide waitlist** of unserved infant-to-age-five children so families that want publicly funded child care and education services are identified and their preferences noted.



# Coordinated Enrollment Assurances and Responsibilities

*The Tracking of Time Services (TOTS) system is the electronic time and attendance process used to track the amount of time children participating in the Child Care Assistance Program spend in child care.*

- Manage the Tracking of Time Services (TOTS) system as part of coordinating enrollment for child care and ensure that:
  - Families can scan their finger image during business hours five days a week unless explicit written permission is obtained from the Department to do otherwise.
  - Trained staff are available to enroll families in the TOTS system.
  - The staff keeps all information related to client records and case files for child care assistance confidential as required by La. R.S. 17:407.29.
  - Lead agencies report any TOTS machine malfunctions to the Department immediately.

Contact [Jackie.Droddy2@la.gov](mailto:Jackie.Droddy2@la.gov) for questions



# Coordinated Enrollment Planning Sequence

*Community networks engage in multiple planning projects to increase access to high-quality early childhood programs for children birth to five.*



# State Funding and Super App



# State Funding and Super App Overview

*Lead agencies count all at-risk publicly-funded children to understand the local family demand and submit a state funding application that allocates resources by funding sources.*

As part of this responsibility, lead agencies are required to:

- Coordinate the count the total number of publicly-funded children and submit to the LDOE
- Complete and submit all components of the Super App and Coordinated Funding Request

# State Funding and Super App Assurances and Responsibilities

*Each lead agency prepares and submits a Coordinated Funding Request in conjunction with Super App that requests seats for LA 4, NSECD, and Pre-K Expansion Grant for the upcoming school year.*

- **Count all at-risk publicly funded birth-to-age-five children** being served in the community network on October 1 and February 1 of each school year and report to the Department as required.
- Coordinate and submit to the Department a **community-wide application for early childhood public funding**.
- Provide an opportunity for each program partner in the community network and the general public to comment on the **proposed funding request** prior to submission to the Department.
- Document the **public comment process** and include the documentation in the funding request that is submitted to the Department.

# State Funding and Super App Child Count



*As established in Bulletin 140, community network lead agency and sites are required to submit a count of all publicly-funded children as of October 1 by October 31 and as of February 1 by February 28.*

- Lead agencies and program partners need to know how many publicly-funded children they are serving, and where they are located as part of their coordinated enrollment work.
- By understanding how funding sources are serving children in their community, community networks can better plan and improve access.
- Performance profiles include metrics based on these counts.
- By receiving and analyzing these counts, the Department can better understand how funding is used across the state to provide early childhood care and education, and support efforts to maximize funding and increase access.



# State Funding and Super App

## Super App Overview



*Super App provides LEAs an opportunity to demonstrate their plans to increase access to and improve the quality of early childhood programs in their community.*

Guidance about completing the early childhood pieces of Super App, funding sources and strategies can be found [here](#).

- **Blueprint:** How will communities design a strategic plan to expand access to quality early childhood programs?
- **Access:** How can communities maximize existing funding to serve in-need children?
  - Communities will indicate what strategies they plan to use to expand access
  - Communities will submit their [coordinated funding request](#) through this process
- **Quality:** How can communities continue to improve the quality of Birth to 5 seats through high quality curriculum, professional development, and assessments?

# State Funding and Super App

## Super App and Blueprint



*Blueprints must be developed with early childhood program partners, including Head Start and child care, and must be representative of what the community wants to achieve for children birth to five.*

The analysis of your community network's current state will:

- Describe the current state of your community's early childhood education structure
- Include your community network's strengths and shortcomings
- Be data-driven. Use data kits provided by the LDOE and any other data you have on hand to inform this section.
- Include critical background information needed to help external stakeholders better understand your community network's needs

Communities that do not have a blueprint completed may respond with N/A in Super App. This will impact the community's prioritization for additional funding to improve quality and increased access.

They should contact [lizzie.cosse@la.gov](mailto:lizzie.cosse@la.gov) with any questions or [guidance](#) on their blueprint.

# State Funding and Super App

## Super App and Improving Access



*Although Louisiana is serving nearly all of its in-need four year olds, affordable high-quality care is not available at the same level or scale for families of young children 0-3.*

- Super App provides LEAs an opportunity to demonstrate their plans to increase access to and improve the quality of early childhood programs in their community. In order to complete the early childhood components of Super App, LEAs will partner with the early childhood community network's lead agency and other community network partners to identify how they support access for in-need children birth to five.
  - LEAs will identify all of the [funding strategies](#) they plan to use to serve or expand service for
    - birth through three year olds in the following school year.
    - four year olds in the following school year.



# State Funding and Super App

## Super App and Improving Quality



*The Department has provided indicators of success for improving early childhood quality.*

Super App provides LEAs an opportunity to demonstrate their plans to improve quality of birth to 5 seats through high quality curriculum, professional development, and assessments.

- The lead agency ensures that central office and site administrators are trained on the *CLASS*<sup>®</sup> observation tool, provide observation feedback to teachers, and use observation results to support staff improvement.
- Teachers and staff of birth to five-year-old children have access to and implement high-quality curriculum, receive orientation to curriculum training and ongoing support during the school year, and use high-quality curriculum-embedded and/or high-quality assessments to plan for individual needs of students.

# State Funding and Super App Coordinated Funding Request

*In order to complete the funding request, lead agencies collaborate with program partners to evaluate their capacity by reviewing their October 1 Child Count information, enrollment data, and funding sources.*

Lead Agencies will request seats by sites for early childhood programs which are funded through the Department: LA 4, NSECD, and Pre-K Expansion Grant.

- The Coordinated Funding Request is submitted along with Super App.
- These programs serve at-risk children only, and have eligibility requirements for children and families.
- Due to limited funding, all requests may not be granted.
- If any seats are not enrolled by October 1, 2020, the LDOE may reallocate or not fund those seats.

# State Funding and Super App Coordinated Funding Request

The Coordinated Funding Request template is used to organize the number of publicly-funded pre-K seats by sites and funding sources which is then approved and submitted to LDOE by the lead agency.

| Early Childhood Community Networks   |                        |                                 |                                 |                        |   |  |                              |        |                                   |                        |                                 |                              |        |                                    |  |                                 |                            |        |
|--|------------------------|---------------------------------|---------------------------------|------------------------|---|--|------------------------------|--------|-----------------------------------|------------------------|---------------------------------|------------------------------|--------|------------------------------------|--|---------------------------------|----------------------------|--------|
| COORDINATED FUNDING REQUEST TEMPLATE   |                        |                                 |                                 |                        |   |  |                              |        |                                   |                        |                                 |                              |        |                                    |  |                                 |                            |        |
| Community Network: <input type="text"/>  |                        |                                 |                                 |                        |   |  |                              |        |                                   |                        |                                 |                              |        |                                    |  |                                 |                            |        |
| COORDINATED FUNDING REQUEST SUMMARY  | 2018-2019 SEATS FILLED | 2018-2019 APPLICATIONS RECEIVED | 2019-2020 SEAT REQUEST          | CHANGE                 |   |  |                              |        |                                   |                        |                                 |                              |        |                                    |  |                                 |                            |        |
| LA 4   | 0                      | 0                               | 0                               | 0                      |   |  |                              |        |                                   |                        |                                 |                              |        |                                    |  |                                 |                            |        |
| NSECD  | 0                      | 0                               | 0                               | 0                      |   |  |                              |        |                                   |                        |                                 |                              |        |                                    |  |                                 |                            |        |
| PreK Expansion Grant   | 0                      | 0                               | 0                               | 0                      |   |  |                              |        |                                   |                        |                                 |                              |        |                                    |  |                                 |                            |        |
| LA 4, NSECD, PreK Expansion Grant Seat Request   |                        |                                 |                                 |                        |   |  |                              |        |                                   |                        |                                 |                              |        |                                    |  |                                 |                            |        |
| SITE SEAT REQUEST  | LEA/SITE CODE          | LA 4                            |                                 |                        |   |  |                              |        | LA 4 RANK                         | NSECD                  |                                 |                              |        | NSECD Rank                         | PREK EXPANSION GRANT -<br><i>Existing Child Care/Head Start Seats ONLY</i> |                                 |                            |        |
|  |                        | 2018-2019 SEATS FILLED          | 2018-2019 APPLICATIONS RECEIVED | 2019-2020 SEAT REQUEST | 2019-2020 SEAT REQUEST <small>LA 4 ONLY</small> | 2019-2020 SEAT REQUEST <small>EXISTING PEG SCHOOL SITES ONLY</small> | 2019-2020 TOTAL SEAT REQUEST | CHANGE | OPTIONAL: Rank LEAs by preference | 2018-2019 SEATS FILLED | 2018-2019 APPLICATIONS RECEIVED | 2019-2020 NSECD SEAT REQUEST | CHANGE | OPTIONAL: Rank sites by preference | 2018-2019 SEATS FILLED   | 2018-2019 APPLICATIONS RECEIVED | 2019-2020 PEG SEAT REQUEST | CHANGE |
| LEA/SITE NAME - Request by LEA for LA 4. Request by site for all other funding sources. (One line entry per site.) |                        |                                 |                                 |                        |   |  |                              |        |                                   |                        |                                 |                              |        |                                    |  |                                 |                            |        |
| <b>TOTAL</b>   |                        | 0                               | 0                               | 0                      | 0   | 0  | 0                            | 0      |                                   | 0                      | 0                               | 0                            | 0      |                                    | 0  | 0                               | 0                          | 0      |
|  |                        |                                 |                                 |                        |   |  |                              |        |                                   |                        |                                 |                              |        |                                    |  |                                 |                            |        |
|  |                        |                                 |                                 |                        |   |  |                              |        |                                   |                        |                                 |                              |        |                                    |  |                                 |                            |        |
|  |                        |                                 |                                 |                        |   |  |                              |        |                                   |                        |                                 |                              |        |                                    |  |                                 |                            |        |
|  |                        |                                 |                                 |                        |   |  |                              |        |                                   |                        |                                 |                              |        |                                    |  |                                 |                            |        |
|  |                        |                                 |                                 |                        |   |  |                              |        |                                   |                        |                                 |                              |        |                                    |  |                                 |                            |        |
|  |                        |                                 |                                 |                        |   |  |                              |        |                                   |                        |                                 |                              |        |                                    |  |                                 |                            |        |
|  |                        |                                 |                                 |                        |   |  |                              |        |                                   |                        |                                 |                              |        |                                    |  |                                 |                            |        |
|  |                        |                                 |                                 |                        |   |  |                              |        |                                   |                        |                                 |                              |        |                                    |  |                                 |                            |        |
|  |                        |                                 |                                 |                        |   |  |                              |        |                                   |                        |                                 |                              |        |                                    |  |                                 |                            |        |





# State Funding and Super App Funding Sources

*Existing funding sources that can be used to fund early childhood seats are fragmented. In order to truly maximize existing funding, lead agency must understand how to use each funding source efficiently.*

| Funding Source                                       | Funding Source/<br>Funding Control | Seat<br>Determination/<br>Seat Control | Infants | Ones | Twos | Threes | Fours |
|--|------------------------------------|--|---------|------|------|--------|-------|
| Cecil J. Picard Early Childhood Program (LA 4)       | Legislature/LDE                    | LDE/<br>LEA                            |         |      |      |        | X     |
| # Child Care Assistance Program (CCAP)               | Federal/LDE                        | LDE                                    | X       | X    | X    | X      | X     |
| Early Head Start/Head Start                          | Federal/Grantee                    | Grantee                                | X       | X    | X    | X      | X     |
| Education Excellence Fund (EEF)                      | Federal/LDE                        | LEA                                    |         |      |      | X      | X     |
| Every Student Succeeds Act (ESSA) Title I            | Federal/LDE                        | LEA                                    | X       | X    | X    | X      | X     |
| Individuals with Disabilities Act (IDEA Part B 619)  | Federal/LDE                        | LEA                                    |         |      |      | X      | X     |
| Louisiana’s Quality Education Support Fund (8(g))    | State Board                        | LEA                                    |         |      |      |        | X     |
| Nonpublic School Early Childhood Development (NSECD) | Legislature/<br>State Board        | LDE                                    |         |      |      |        | X     |
| Rural Education Achievement Program (REAP)           | Federal/ LDE                       | LEA                                    | X       | X    | X    | X      | X     |

# State Funding and Super App Coordinated Funding Request

*The lead agency must provide an opportunity for public comment on the [Coordinated Funding Request](#) and any comments must be submitted along with funding request.*

Providing opportunity for public comment includes but is not limited to:

- Conducting a public hearing, community town hall, or school board meeting that allows for public comment to be submitted
- Distributing the Coordinated Funding Request and allowing for written comment to be submitted, mailed, emailed, faxed, or delivered
- Posting the Coordinated Funding Request in a public location or on a website and allowing for written comment to be submitted, mailed, emailed, faxed, or delivered

Chapter 709, Part B of Bulletin 140 states, "The lead agency shall provide an opportunity for each publicly-funded program in the community network and the general public in the coverage area of the community network to comment on the proposed funding request ..."

# Tentative Annual Timeline

## \*Tentative Coordinated Enrollment and State Funding Estimated Annual Timeline

| Date                | Action   |
|---------------------|--|
| October 1           | Coordinate Child Count with program partners                               |
| October 31          | Submit Child Count data to LDOE  |
| Fall                | LDOE releases the upcoming year's Coordinated Enrollment Plan              |
| November - December | Meet with network to analyze data and plan the Coordinated Enrollment Plan |
| December            | LDOE releases the upcoming year's Coordinated Funding Request              |
| December - January  | Meet with network to begin planning for Coordinated Funding Request        |
| Early-February      | Complete Super App and submit Coordinated Funding Request                  |
| Late-February       | Submit the Coordinated Enrollment Plan                                     |



# Secure File Transfer (FTP)

*The Louisiana Department of Education Secure FTP (File Transfer) Web application*

To access your network's FTP files:

1. Login [here](#) using your username and password, then click login button.
2. To add files- locate upload files in the top left corner, browse and choose a file to upload.
3. After you have successfully uploaded your data files you may log out.

If further assistance is needed, please contact

# Next Steps

| Date                       | Event   |
|----------------------------|---|
| Early August               | Back to School Webinar  |
| Every Tuesday at 3:00 p.m. | Office Hours Weekly Webinar   |
| Bi-monthly on Thursdays    | Early Childhood Newsletter <ul style="list-style-type: none"><li data-bbox="768 587 1816 720">● Contact <a href="mailto:ldoecommunications@la.gov">ldoecommunications@la.gov</a> and request the Early Childhood Connection to subscribe to the newsletter.</li></ul> |

# Questions