



What Lead Agencies Need to Know to Start 2017-2018

September 2017 Lead Agency Collaboration Meeting

Lead Agency Sessions Today

Session 1 8:30 – 9:30

The Right Stuff: What Lead Agencies Need to Know to Start 2017-2018

- The Early Childhood Team will discuss Lead Agency Assurances with participants and provide information about current initiatives and upcoming milestones

Session 2 9:40 – 10:40

On Your Mark, Get Set, Go!: Preparing for the 2016-2017 Performance Profiles

- The Early Childhood Team will preview state results and for 2016-2017 and present the Department's timeline and plan for rolling out the Performance Profiles. Lead Agencies will formulate plans for their communities.

Session 3 10:50 – 11:50

PreK – Grade 3 Guidebook

- Participants will explore features of the new PreK-Grade 3 Guidebook and discuss strategies for creating strong plans to ensure quality and continuity across the PreK-3 continuum.

Department of Education Early Childhood Team

Contacts for Lead Agencies

All staff can be reached at firstname.lastname@la.gov or by calling 225-342-3647

Jenna Conway	Assistant Superintendent
Kaye Eichler	Lead Agency Support, Lead Agency Milestones and Budgets
Nasha Patel	Accountability, Performance Profiles, PreK Expansion Grant
Taylor Dunn	Accountability, Performance Profiles, PreK Expansion Grant
Tara Baylot	CLASS Portal, Data Certification
Kahree Wahid	Head Start Collaboration Office
Dominick Robinson	Coordinated Enrollment
Lindsey Bradford	LA 4, NSECD, CCAP Provider Certification (Portfolio)
Erin Carroll	Advisory Council, Ancillary Certification, Teacher Preparation
Mary Jo Smith	Field Support for Centers, R and R Liaison, Child Care Curriculum
Melinda George	CCAP Eligibility
Shelia Campbell	Licensing

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Agenda for Session 1

The Right Stuff: What Lead Agencies Need to Know to Start 2017-2018

Lead agencies are funded to manage their early childhood community network. It is important for lead agency contacts to understand the requirements of the Lead Agency Assurances .

- Louisiana's Vision for Early Childhood
- Lead Agency Responsibilities and Assurances
 - Administrative Functions
 - Coordinate CLASS observations
 - Coordinate Enrollment and the State Funding Request
- Additional "Need to Know" Information for Lead Agencies
- Questions



Louisiana's Vision for Early Childhood

Louisiana's Vision for Early Childhood

Improving Kindergarten Readiness

Lead Agencies should focus their community network on this vision and support their partners to plan and execute improvement strategies across the four target areas.

Shared high standards for what children should learn and what excellent teaching looks like.

Teachers are excellent at interacting with children and guiding learning.

Expectations for health, safety, and learning are consistent with adequate funding levels for programs that serve children well.

Families can easily enroll and choose the best option for their children.

In 2016-2017, Louisiana completed the first full year of actual implementation of the Early Childhood Care and Education Network which will result in performance profiles being published for Fall 2017.

Key Accomplishments in 2016-2017

National Research Validation of Louisiana's Approach

Researchers at the University of Virginia found children learn more in Louisiana classrooms with higher ratings.

In 2014-2015, researchers evaluated Louisiana classrooms and children:

- 90 child care, Head Start and pre-K classrooms serving 4-year-olds statewide;
- Conducted four *CLASS™* observations per classroom;
- Assessed ~1,100 children in the fall and spring; and
- Surveyed teachers, program directors and parents/guardians.



Initial results indicate that:

1. Louisiana observations are accurate: local and research *CLASS™* scores closely align.
2. Children learn more in classrooms with higher *CLASS™* scores.
3. Adding other quality measures does not help identify effective classrooms.

Local Raters	Math	Literacy	Achievement Average
Emotional Sup.			
Classroom Org.	★	★	★
Instructional Sup.	★	★	★
<i>CLASS</i> Total	★	★	★

A baby with dark hair, wearing a striped shirt, is sitting on a light-colored surface. The baby is holding a red ring of a stacking toy. To the left, a wooden stacking ring toy with a purple handle and rings in purple, green, yellow, orange, and red is visible. The background is a light, textured wall with some blue and green watercolor-like splashes.

Lead Agency Assurances

Lead Agencies will Conduct *Administrative Functions* for Their Community Network

Lead Agencies must organize, communicate, and engage to effectively manage their community network.

1. Designate an individual to serve as the primary point of contact between their community network and the Department.
2. Serve as fiscal agent for the community network.
3. Maintain records and documentation for the community network and make the records available to representatives of the state when requested.
4. Send a representative to all state-sponsored meetings for lead agencies.
5. Ensure that all required program partners are engaged.
6. Engage community partners who want to support early care and education in the community.
7. Disseminate communication from the Department to all program partners when requested.

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Lead Agencies will Conduct *Administrative Functions*

Lead Agencies should accomplish these things in collaboration with their partners.

8. Conduct meetings for program partners a minimum of once each quarter
Note: Best practice is to hold monthly meetings.
9. Ensure that all sites in the community network have a site code assigned by the Department.
10. 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.
11. Verify through the Department's certification process, data that has been collected and reported to the Department for the Performance Profile.

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Group Discussion

How might these administrative activities influence the performance of programs and community networks?

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Lead Agencies will Coordinate CLASS™ Observations

Lead Agencies have very specific responsibilities related to coordinating local CLASS™ observations.

A local observation protocol must be implemented for 2017-2018

- The Department has provided several supports:
 - Protocol Webinar - *addresses local protocol requirements and alignment with third party protocol*
 - Protocol Guidance Document - *provides side by side comparison of local and third party requirements*
 - Protocol Template – *to be used by lead agencies for their local protocol*
 - Protocol Worksheet* *Introducing this today to assist with finalizing local protocols*

Lead Agencies will Coordinate Birth-to-5 Enrollment and the State Funding Application

Lead Agencies must coordinate and plan coordinated enrollment with their partners.

Coordinated Enrollment has been a multi-year effort.

- Cohort 1 Communities have been engaged for 4 years
- Cohort 2 Communities have been engaged for 3 years
- Cohort 3 Communities have been engaged for 2 years

What changes have resulted from your efforts?

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A close-up photograph of a baby lying on a light-colored, textured rug. The baby is wearing a white t-shirt and blue pants. The baby's right hand is reaching towards a colorful, spherical toy ball with a lattice-like structure and various colored segments (yellow, red, blue, green). The background is slightly blurred, showing a blue square with a white number '2' on the wall and a colorful toy on the left. A semi-transparent white banner is overlaid across the middle of the image, containing the text.

**2017-2018 “Need to Know” Information
for Lead Agencies**

Curriculum Initiative for Child Care

Type III Child Care centers are continuing to work on implementation of Tier I curricula in their classrooms.

2016-2017

- 273 (35%) Type III Child Care centers purchased Tier I curriculum
- ~1700 Technical Assistance visits on curriculum by the Resource and Referral Agencies
- ~200 trainings on curriculum by Resource and Referral Agencies

2017-2018

- 1.5M dollars allocated for curriculum purchases
- All Type III Child Care centers can purchase Tier I curriculum including centers that purchased in 2016-2017
- Type III centers can purchase up to two curriculum kits and be reimbursed for 80% of the cost up to \$4,000
- Type III centers purchasing Tier I curriculum will complete an Implementation Plan that the Resource and Referral Agencies will use to guide classroom assistance

Early Childhood Ancillary Certificate

Louisiana's child care lead teachers are working to increase their professional training and preparation by earning the Early Childhood Ancillary Certificate.

Early Childhood Ancillary Certificate Requirement (July 2019):

- Beginning July 2019, all lead teachers working in Type III child care centers will be required to have the [Early Childhood Ancillary Certificate](#).
- Starting July 2019, teachers will have two years from start date as a lead teacher to earn the Ancillary Certificate.
- The certificate can be earned at no cost by demonstrating a qualifying credential.
- Currently over 3,000 individuals have the EC Ancillary Certificate.

Attending a BESE-approved Early Childhood Ancillary Certificate Program (July 2018):

- Beginning July 2018, teachers earning the EC Ancillary Certificate through a CDA or technical diploma must attend a BESE-approved EC Ancillary Certificate Program.
- There are currently 11 [BESE-approved EC Ancillary Certificate Programs](#).
- The Department is currently supporting Believe and Prepare: Cohort 3 and will soon release an RFP for a statewide vendor to increase the availability of approved preparation programs.

Lead Agency Milestones and Expectations

Fall 2017

Around the Corner

The first required (fall) Community Network meeting has been conducted.	9/30
All classrooms set up and all fall observations scheduled in <i>CLASS</i> ™ online system and/or the Department has been informed of “just in time” scheduling via the FTP folder.	10/1
Local observation protocol submitted to FTP folder	10/1
All classrooms are set up in the <i>GOLD</i> ™ online system and all required informational metrics have been entered.	10/1

On the Horizon

Child Count as of 10/1 has been reported to the Department using the FTP folder.	10/31
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Questions and Wrap