

Louisiana Believes

**2021-2022 - Improving Early Childhood
Access and Quality**
November 6, 2020



Super App Timeline

Date	Item
November 6, 2020	Super App and school system planning resources released
February 5, 2021	Super App submitted to LDOE
March 2021	LDOE provides feedback to school systems on alignment to CIR/UIR-Academics approval and funding requirements
	LDOE provides feedback and requests additional information from early childhood lead agencies, as applicable
	School systems submit revised Super App to LDOE, as applicable
April 20, 2021	Competitive funding allocations submitted to BESE for approval

Super App Launch Materials

All 2021-2022 Super App and school system planning materials can be found in the Department's [School Improvement Library](#).

To access the presentation recordings, please click on the image below.



Objectives

School system planning teams will:

- Recognize the importance of high-quality early childhood care and education and identify gaps in access for economically disadvantaged children in Louisiana.
- Understand funding opportunities to support the Department's priorities for early childhood:
 - Local governance
 - Access
 - Quality
- Understand how to complete the Super App questions related to Early Childhood.

Today's Agenda

- I. Overview of Early Childhood in Super App
- II. Guidance on Early Childhood Super App Questions
 - LS1.1: Early Childhood Blueprint
 - LS2.1-LS2.3: Early Childhood Access & Coordinated Funding Request
 - LS3.1-LS3.3: Early Childhood Quality Supports
- III. Support for Completing Super App

Early Childhood in Super App

Early Childhood in Super App

Systems Supporting Early Childhood

School systems have a vested interest in ensuring that children at risk of entering kindergarten behind have access to a high-quality early childhood education.

Research demonstrates that the experiences children have from birth to age five can have a dramatic impact on their kindergarten readiness and that their kindergarten readiness is a strong predictor for how well they will perform in later grades.

Funding opportunities in Super App provide school systems and/or early childhood lead agencies with ways to support the early childhood work in their local communities.

Early Childhood in Super App Overview

School systems should work with their early childhood community network lead agency to complete the early childhood components of Super App.

The Super App questions related to **Early Childhood Strategy sit in the LEA Structures domain.**

The early childhood questions in Super App are aligned to the Department's three key priorities for early childhood:

Local Governance	Communities should be driving faster rates of improvement in quality and access and the local level.
Access	More children birth through age three should be able to access publicly-funded spots in high-quality child care centers.
Quality	All early childhood classrooms in the state should be offering high-quality care and education for children enrolled.

Early Childhood in Super App Overview

In order to complete the early childhood components of Super App, school systems should partner with the early childhood community network's lead agency and other community network partners. [Guidance](#) has been developed to provide additional information.

The [guidance](#) contains 3 key components:

Early Childhood Topic	Super App Section	Description of Questions
Local Governance	LS1.1	Link Blueprint
Expanding Access	LS2.1 and LS2.2	Identify strategies to increase access
	LS2.3	Upload Coordinated Funding Request
Improving Quality	LS3.1 and LS3.2	Request funding for B-5 classroom supports
	LS3.3	Request funding for specialized supports

The guidance document also contains an appendix with detailed information on available early childhood funding sources for school systems and community networks to leverage.

Early Childhood in Super App

School Systems Serving as Lead Agencies

In cases where the entity completing Super App serves as **both the school system and the early childhood lead agency**, the entity, in coordination with their program partners, will complete all components of the Super App, including the Access and Quality questions and the Coordinated Funding Request upload.

Community networks serve children birth to five across centers and schools, and school systems must work together with all programs to ensure all children within the community are accounted for in planning.

Early Childhood in Super App

School Systems Not Serving as Lead Agencies

In cases where the entity completing Super App is a **Charter Management Organization (CMO)** or a **school system that is not the early childhood lead agency** for its community, there are special considerations for completing the early childhood components of Super App.

These systems should work with their [lead agency](#) to:

- Complete the blueprint (LS1.1) and submit the link.
- Complete the Coordinated Funding Request (LS2.3) which will be submitted by the lead agency.
- Prepare responses to the Access (LS2.1 & LS2.2) and Quality (LS3.1-LS3.3) questions. All systems within the same early childhood community network should provide the same responses, inclusive of all sites in the network, for these questions. They should be submitted by each system within the community network and reflect the collaborative strategies developed by each network.

Early Childhood in Super App

School Systems Not Serving as Lead Agencies

School systems should work with their early childhood community network lead agency to complete the early childhood components of Super App.

LS1.1: Early Childhood Blueprint	LS2.1: Early Childhood Access	LS2.3: Coordinated Funding Request	LS3.1 and LS3.2: Early Childhood Quality	LS3.3: Specialized Supports
School systems work with early childhood lead agency and submit the network's blueprint.	School systems work with early childhood lead agency to identify strategies to increase access.	School systems work with early childhood lead agency to complete Coordinated Funding Request which will be submitted by the lead agency .	School systems work with early childhood lead agency to identify curriculum and professional development needs across all B-5 sites.	School systems work with early childhood lead agency to identify vendors to train teachers on specialized supports for children with disabilities.

Early Childhood in Super App

School Systems Not Serving as Lead Agencies

Parish or City School System	Early Childhood Lead Agency
Avoyelles	Volunteers of America (Avoyelles lead agency)
Central	Volunteers of America (Central lead agency)
City of Baker	East Baton Rouge Parish Schools (EBR/City of Baker lead agency)
City of Monroe	Children's Coalition (Ouachita/City of Monroe lead agency)
Claiborne	Webster Parish Schools (Claiborne/Webster lead agency)
Madison	Delta Community Action Association, Inc. (Madison lead agency)
Morehouse	Children's Coalition (Morehouse lead agency)
Orleans	Agenda for Children (Orleans lead agency)
Ouachita	Children's Coalition (Ouachita/City of Monroe lead agency)
Richland	Children's Coalition (Richland lead agency)
St. Mary	St. Mary Community Action Agency, Inc. (St. Mary lead agency)
Tensas	Catahoula Parish Schools (Catahoula/Tensas lead agency)

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Guidance on Early Childhood Super App Questions

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LS1.1: Early Childhood Blueprint

Early Childhood Blueprint

What is a blueprint?

The blueprint is an early childhood strategic plan that empowers communities with a clear vision, agreed-upon goals, and clear strategies to achieve those goals.

An early childhood blueprint should include:

- Updated analysis of network's current state.
- Guiding statements (mission and vision statements).
- 3-5 goals with strategies, resources, and performance metrics.

55 community networks developed and submitted blueprints in their 2020 Super App. Networks that develop or update their blueprint for the 2021 Super App will be prioritized for competitive Early Childhood funding opportunities.

Early Childhood Blueprint

Completing Super App LS1.1

Blueprints should be created or updated in collaboration with early childhood program partners and be representative of the vision the entire community has for children birth to five.

LS1.1 What is the website address for the community's early childhood blueprint for the upcoming school year?

Website Link

Super App will ask all LEAs to enter the website link to their early childhood blueprint. Communities with a blueprint will be prioritized for additional funding to improve quality and increase access.

Communities that do not have a blueprint completed may type N/A in the box.

LEAs that are not the early childhood lead agency must work with their lead agency to submit their community's blueprint.

Early Childhood Blueprint

Blueprint Guidance

All community networks will have access to blueprint guidance to support the develop and/or update of their blueprint.

The [Super App - Blueprint Guidance](#) includes:

- Details on all elements needed in the blueprint, including how to develop a mission statement, vision statement, and SMART (specific, measurable, attainable, realistic, time-bound) goals.
- Links to an Optional Workbook and a Suggested Template.

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The background of the slide is a watercolor-style illustration. It features soft, blended washes of light blue and white, creating a textured, painterly effect. The colors are more concentrated at the edges and fade towards the center, where the text is located. The overall aesthetic is clean and professional, suitable for a formal document or presentation.

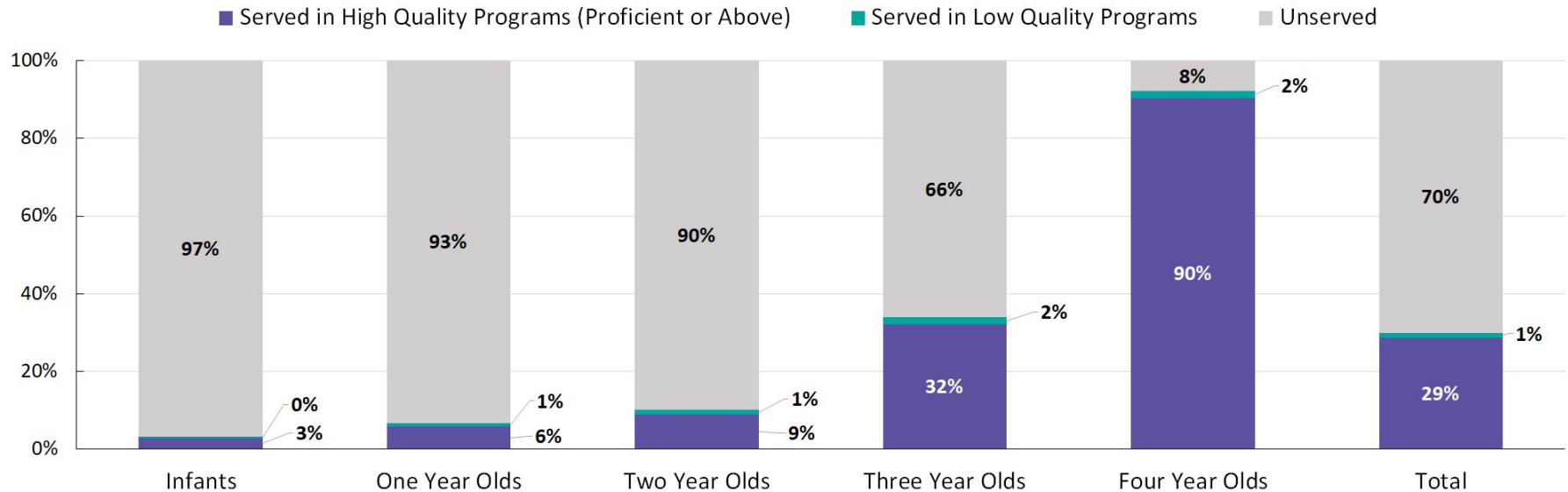
LS2.1-LS2.3: Early Childhood Access and Coordinated Funding Request

Early Childhood Access

Statewide Access to Quality

While the state is providing high-quality pre-K to 90 percent of economically disadvantaged 4 year olds, only 5 percent of economically disadvantaged birth through 2 year olds and 32 percent of 3 year olds are being served in high-quality sites.

Percent of Economically Disadvantaged Children Served, by Age (Fall 2020)



Early Childhood Access

2020-2021 Super App

For the 2020-2021 school year, more than \$6.5M was awarded to establish more than 600 new birth through three year old seats in Ready Start Networks with an average allocation of \$503,000.

Because of an increase in funding for seats in the PDG award for the 2021-2022 school year, the establishment of the Louisiana Early Childhood Trust Fund, and the potential for additional state investment, the Department anticipates being able to fund more seats than were funded in 2020-2021.

Lead agencies should submit bold and ambitious requests for birth through three-year-old and four-year-old seats.

In completing the Early Childhood Access questions in Super App, lead agencies should consider the local context:

- While some communities serve every four year old in need, others may not yet have LA 4.
- Some communities have several child care partners, others have few or no publicly-funded child care partners
- LEAs have varying degrees of partnerships with their Head Start partners, or sometimes are the Head Start grantees

Early Childhood Access

Completing Super App LS2.1

LS2.1 Check all the strategies that the school system will use to maximize access to birth through three-year-old children within your community network.

- Place four-year-old seats at child care centers.
- Provide more birth through three-year-old seats at child care centers.
- Convert Head Start seats to Early Head Start seats.
- Develop agreements with Head Start to serve more three year olds.
- Use IDEA dollars to expand delivery of early childhood special education and related services to child care centers (children with disabilities age three and older).
- Secure new funding to serve more children birth to five.

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Other:

- LS2.1 asks systems to identify all **funding strategies** that apply to birth through three year olds.
- When answering this question, systems should identify **all** of the funding strategies they plan to use to serve birth through three year olds in the following school year.
- If systems plan to use strategies not included here, they should select “Other” and provide a written description of the funding strategy(s) they plan to use.

Early Childhood Access

Completing Super App LS2.2

LS2.2 Check all the strategies that the school system will use to maximize access for four-year-olds within your community network.

- Offer targeted seats for four year olds beyond those funded by LA4.
- Place school-based pre-K classrooms in zip codes of high need.
- Maximize eligibility criteria for pre-K funding.
- Collaborate with Head Start to serve the maximum number of four year olds across each funding source.
- Offer universal pre-K for four year olds in the school system.

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Other:

- LS2.2 asks systems to identify all **funding strategies** that apply to four year olds.
- When answering this question, systems should identify **all** of the funding strategies they plan to use to serve four year olds in the following school year.
- If systems plan to use strategies not included here, they should select “Other” and provide a written description of the funding strategy(s) they plan to use.

Early Childhood Access

Completing Super App LS2.3

LS2.3 Is the school system the Lead Agency for their early childhood community network?

Yes No

Please upload the completed Coordinated Funding Request template as an Excel document.

File name format: School System Name_CFR

Allowable file types are Microsoft Excel (.xls/.xlsx). Files must be less than 10MB in size and the file name should not include special characters (i.e. #, \$, % etc.). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

Choose File No file chosen

Upload

- LS2.2 asks systems that are the lead agency to upload the community network **Coordinated Funding Request**.

Early Childhood Access

LS2.3: Coordinated Funding Request

School system lead agencies will submit their Coordinated Funding Request through Super App. Lead agencies who are not school systems will submit their Coordinated Funding Request via FTP or survey.

- Again this year, lead agencies will request seats for four year old programs funded through the LDOE: **LA 4** and **NSECD**, as well as **PDG**-funded birth through three year old seats.
- These programs serve economically disadvantaged children only, and have eligibility requirements for children and families.
- Due to limited funding, all requests may not be granted, but lead agencies are encouraged to submit ambitious requests for birth through three and four year old seats.

The Coordinated Funding Request template can be accessed directly through this [link](#).

- Lead agencies who are school systems should submit their request by uploading it into Super App.
- Other lead agencies should either submit their requests through a survey to be provided or through their FTP folder.

If applicable, for the first time this year, lead agencies will be asked to report any non-state and non-federal funding secured by a local entity. Lead agencies that secure local funding may be eligible for funding through the Early Childhood Education Trust fund to fund additional seats in type III early learning centers.

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LS3.1-LS3.3: Early Childhood Quality Supports

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**.

Early Childhood Quality Supports

CLSD Grant Overview

Teachers in all early childhood settings need strong and coordinated professional development, curricula, and assessments that advance the quality and continuity of practice across early childhood settings.

- Grant awards supporting early childhood quality are available through the **Comprehensive Literacy State Development (CLSD)** grant.
- The purpose of the CLSD grant is to award competitive funding opportunities to local education agencies (LEAs) to advance literacy and pre-literacy skills for all children from birth through grade 12, with a special emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.
- The state must ensure that 15 percent of the sub-granted funds serve children from birth through age 5.

Early Childhood Quality Supports

CLSD Grant Eligible Expenditures

The purpose of the CLSD grant is to award competitive grants to local education agencies (LEAs) to advance literacy and pre-literacy skills.

Eligible expenditures for CLSD funding include:

- High-quality [early childhood curriculum](#) and/or supplemental curriculum materials (e.g., big books, manipulatives) for purchase in publicly-funded birth-5 schools and centers;
- Approved curriculum supports to enhance family literacy engagement (e.g., Teaching Strategies Ready Rosie and Family Engagement Lab);
- Site licenses for online resources necessary to implement high-quality [early childhood curriculum](#), such as e-libraries for class use and home connections, and computer software to reinforce skills;
- Professional development (PD) by vendors in the [LDOE PD Vendor Guide](#).

Early Childhood Quality Supports

Completing Super App LS3.1

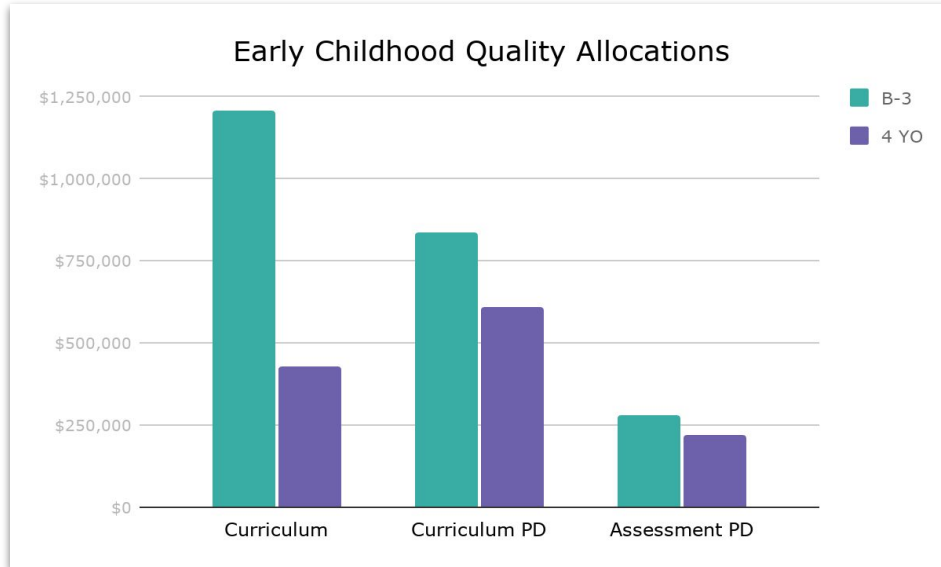
Question LS3.1 asks school systems to **identify high-quality curricula and/or curricula supports** for the 2021-2022 school year.

Infant/Toddler	Pre-K
<ul style="list-style-type: none">● Frog Street Infants and Toddlers● Learn Every Day, The Program for Infants, Toddlers, and Twos● Little InvestiGators● The Creative Curriculum for Infants, Toddlers, and Twos	<ul style="list-style-type: none">● Develop, Inspire, Grow (DIG)● Blueprint for Early Literacy● Frog Street Pre-K and Frog Street Threes● Big Day for Pre-K● Connect4Learning● Opening the World of Learning (OWL)● InvestiGators Club Preschool● Creative Curriculum for Preschool● We Can Early Learning Curriculum

85 percent of all classrooms have access to high quality curriculum, compared to only 78 percent of classrooms in child care centers.

Early Childhood Quality Supports 2020-2021 Super App

For the 2020-2021 school year, more than \$3.5M was awarded to support early childhood quality to 39 school systems and/or early childhood lead agencies with an average allocation of \$92,000.



65 percent of allocations were awarded to support B-3 classrooms with \$1.2M used to purchase high quality curriculum.

Early Childhood Quality Supports

Completing Super App LS3.1

Question LS3.1 asks school systems to *identify high-quality curricula and/or curricula supports for the 2021-2022 school year.*

LS3.1 Identify the number of birth to five-year-old classrooms that will be newly using the following high quality curricula and/or curricula supports for the 2021-2022 school year.

Curriculum	Contribution with Existing Funds			Funding Request
	Infant/Toddler	3 Year Old	Pre-K (4 Year Old)	
Big Day (Houghton Mifflin Harcourt)				
Blueprint (Children's Literacy Initiative)				
Connect4Learning (Kaplan)				
Creative Curriculum (Teaching Strategies)				
DIG (Abrams/Frog Street)				
Eureka Math (Great Minds)				
Frog Street (Frog Street)				
InvestiGators (Robert-Leslie)				
Learn Every Day (Kaplan)				
OWL (Pearson/Savvas)				
We Can (Voyager Sopris)				

[Add Additional Entries](#)

Early Childhood Quality Supports

Completing Super App LS3.1

*Question LS3.1 asks school systems to **identify high-quality curricula and/or curricula supports** for the 2021-2022 school year.*

- Based on the blueprint, identify the number of early childhood classrooms, in each age band, that will be **newly** using the following high-quality curricula and/or curricula supports for the 2021-2022 school year.
- Funds cannot be used to provide duplicative payment for materials or activities within each school or child care site that were previously funded through the Striving Readers Comprehensive Literacy (SRCL) grant or the Comprehensive Literacy State Development (CLSD) grant, previously referred to as the Early Childhood Literacy Fund.
- Curriculum purchases can be made for any type of early childhood classroom within the district. This includes, Type III child care, Head Start/Early Head Start, and public and nonpublic pre-K.

Early Childhood Quality Supports

Completing Super App LS3.2

*Question LS3.2 asks school systems to **identify professional development on high-quality curricula, child assessments, and/or interactions** for the 2021-2022 school year.*

- Based on the blueprint, identify the number of early childhood classrooms, in each age band, that will partner with vendors in the [PD Vendor Guide](#) to provide professional development on high-quality curricula, child assessments, and/or interactions for the 2021-2022 school year.
- Funds cannot be used to provide duplicative payment for materials or activities within each school or child care site that were previously funded through the Striving Readers Comprehensive Literacy (SRCL) grant or the Comprehensive Literacy State Development (CLSD) grant, previously referred to as the Early Childhood Literacy Fund.
- Professional development purchases can be made for any type of early childhood classroom within the district. This includes, Type III child care, Head Start/Early Head Start, and public and nonpublic pre-K.

Early Childhood Quality Supports

Completing Super App LS3.2

*Question LS3.2 asks school systems to **identify professional development on high-quality curricula, child assessments, and/or interactions** for the 2021-2022 school year.*

Successful implementation of high-quality curriculum, teacher-child interactions and assessments requires the following:

- **Initial support:** Provide pre-service PD for teachers and leaders that builds their familiarity with the structure, approach, and key components of high-quality curricula and assessments.
- **Ongoing, focused coaching:** Build teachers' and leaders' ability to use high-quality curricula and assessments; deepen knowledge of content and content pedagogy; build skill in using child data to meet the needs of all learners; and demonstrate how to use classroom observations to foster teacher leadership, collaboration, and improved implementation.

Early Childhood Quality Supports

Completing Super App LS3.2

Question LS3.2 asks school systems to **identify professional development on high-quality curricula, child assessments, and/or interactions** for the 2021-2022 school year.

LS3.2 Identify the number of birth to five-year-old classrooms for which partner(s) will provide teacher professional development on high-quality curricula, child assessment, and/or interactions.

Partners	Contribution with Existing Funds			Funding Request
	Infant/Toddler	3 Year Old	Pre-K (4 Year Old)	
Children's Literacy Initiative				
Frog Street				
Great Minds				
Houghton Mifflin Harcourt				
Kaplan Early Learning				
Pearson/Savvas				
Robert Leslie Publishing				
Teaching Strategies (Creative Curriculum)				
Teaching Strategies (Gold Assessment)				
Teachstone				
Voyager Sopris Learning				

[Add Additional Entries](#)

Early Childhood Quality Supports

Completing Super App LS3.3

Question LS3.3 asks school systems to **identify which vendor(s)** will train teachers on the use of specialized supports for children ages three to five with disabilities.

Lead Agencies are eligible to receive up to \$3,000 in order to identify which [vendor\(s\)](#) will train teachers on the use of specialized supports for children ages 3-5 with disabilities.

LS3.3 Identify which vendor(s) will train teachers on the use of specialized supports for children ages three to five with disabilities.

Priority Order	Priority Area	Vendor Name	Contribution with Existing Funds		
			State/Local	Federal Formula	Funding Request
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

The school system will not partner with any professional development vendors from the *Partnerships for Success Vendor Guide*.

Note: this is supplemental funding; any additional funding needs will be met with state/local funding.

Early Childhood Quality Supports

Completing Super App SDN3.1 and SDN3.2

*Questions SDN3.1 and SDN 3.2 asks what steps the school system will take **to identify children with disabilities early and accurately.***

SDN3.1 What steps will the school system take to identify early and accurately children who have disabilities? How will the school system work with the Early Childhood Lead Agency and community partners to screen children ages 3-5 for disabilities?

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SDN3.2 How will you use the data from the assessments and screeners proposed in the Core Academics section (CA3.1 and CA3.2) to make instructional decisions and/or refer a student to the School Building Level Committee (SBLC)?

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How will you use the data from the assessments and screeners proposed in the Core Academics section (CA3.1-3.3) to make instructional decisions and/or refer a student to the School Building Level Committee (SBLC)?

How will the school system work with the Early Childhood Lead Agency and community partners to screen children ages 3-5 for disability?

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Support for Completing Super App

Support for Completing Super App

Support for completing the Super App will be provided through:

- [School Improvement Library](#)
- [LDOE Weekly Newsletters](#)
- [System Leader Monthly Calls](#)
- [Super App Planning Support Calls](#)
- School System Relations Team
- Office Hours on scheduled Fridays at 10 a.m. (details via LDOE Weekly Newsletter)

Send all questions related to school system planning and Super App to LDOE.grantshelpdesk@la.gov and include “Super App” in the subject line.