



# Early Childhood Lead Agency Collaboration December 2016 – Session 1

# Practice Performance Profiles

## Supporting Understanding and Action After the Roll Out

### Agenda

- Welcome and Ice Breaker
- Reviewing the vision
- Department Retrospect - the roll out process, state-level results, how the results have focused state support efforts
- Lead Agency Retrospect - the roll out process, effort to support partners
- Results oriented goal setting – planning for improvement

*Participants will participate in discussion to reflect, learn, and plan next steps to assist their partners with program improvement.*

# Vision for Ensuring Kindergarten Readiness

*Louisiana is unifying the early childhood system – birth to preK – so all children are ready for kindergarten.*

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

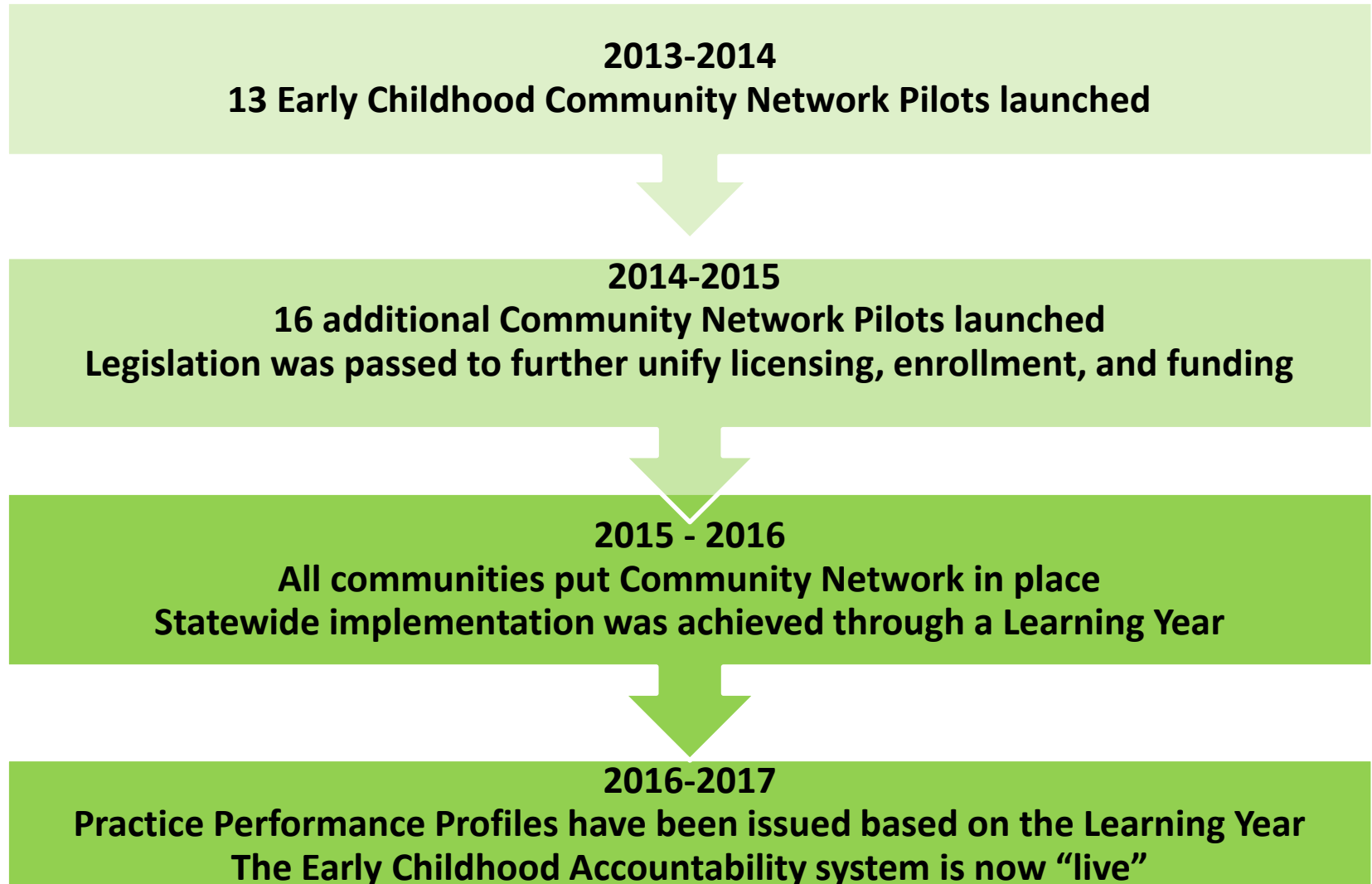
Teachers are excellent at interacting with children and guiding learning.

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.

# Act 3 Implementation Timeline

## Local Communities have Led the Way





# Practice Performance Profile Roll Out

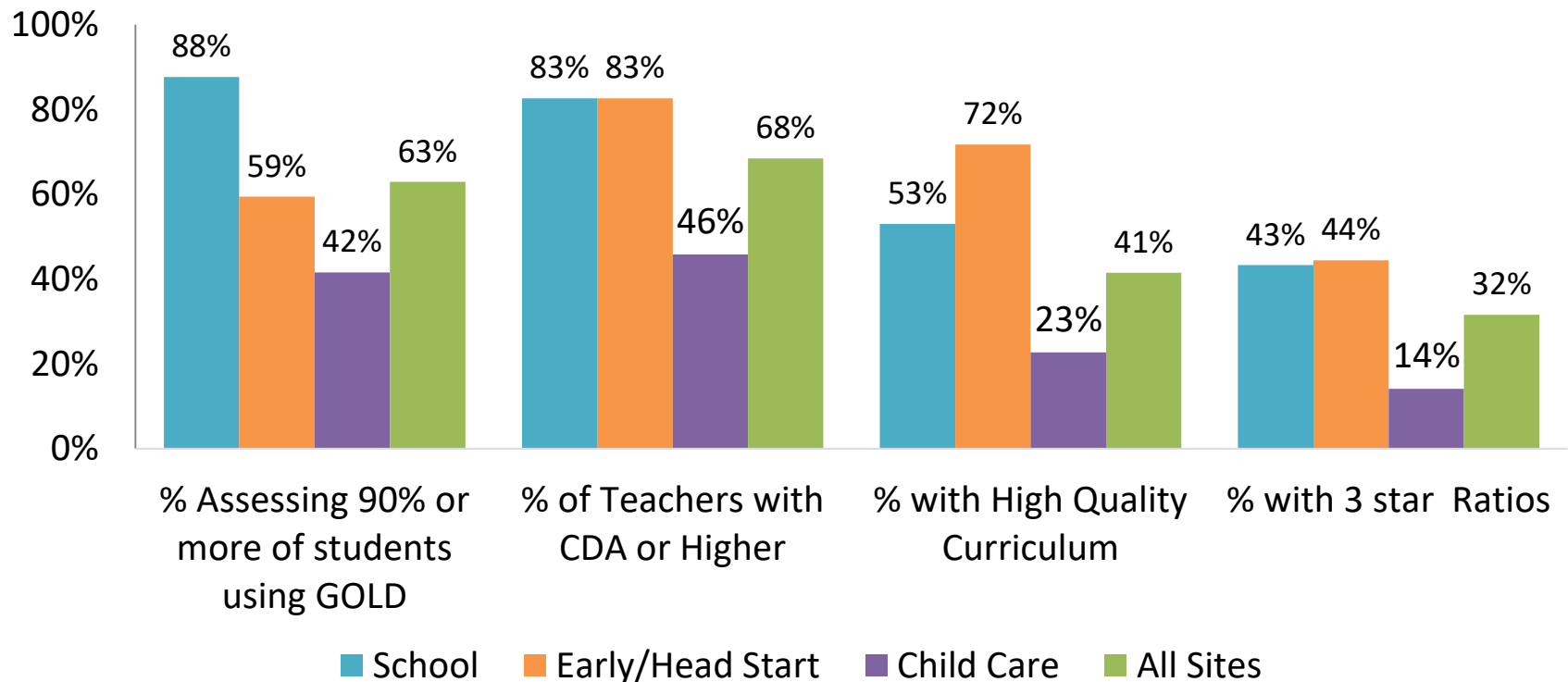
## Timeline and Process

<b>October 27</b>	Lead Agencies participated in a webinar and began receiving embargoed summaries of profile results.
<b>October 27- November 4</b>	Lead Agency leaders participated in calls with the Department to review their profile and discuss their plans for communicating profile results with sites.
<b>Week of November 7</b>	Lead Agencies received Practice Profiles to distribute to sites via their FTP folder.
<b>November 9</b>	Sites participated in a webinar to gain additional information about their Practice Profile and learn about tools available to assist them.
<b>November 14 - 30</b>	Programs and Networks participated in a process to correct any self-reported inaccuracies reflected on profiles.
<b>Ongoing</b>	Lead Agencies and the Department will provide ongoing support to sites to understand and use their profiles to drive improvement.

# Statewide Results

## Insight into the Informational Metrics

*Self-reported informational metrics were not fully reported and varied widely.*

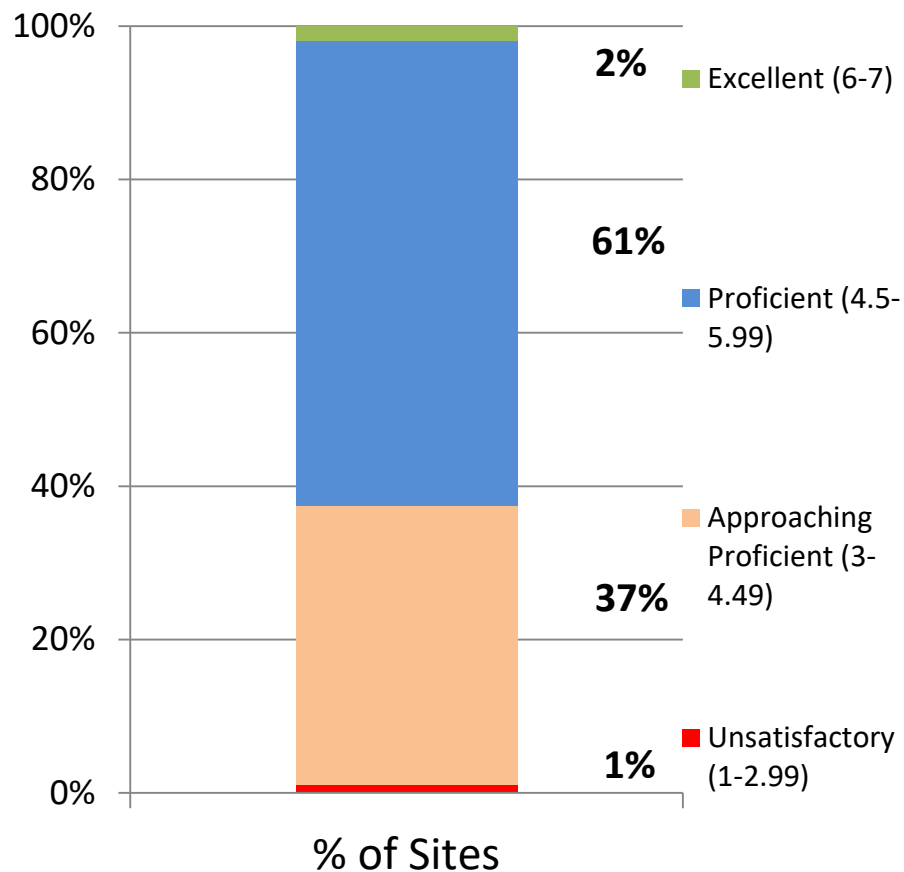


*Did the Practice Performance Profiles assist your partners with understanding the importance of timely and accurate data reporting for the Informational Metrics?*

# Statewide Results

## What the Practice Results Mean for Children

*Our shared challenge is to support every program to achieve proficiency and improve instruction in order to prepare all children for kindergarten.*



- Sites that scored Excellent – child care, Head Start and schools – are national exemplars across the board.
- In proficient classrooms, children benefit from:
  - Warm, positive, trusting relationships;
  - Constant engagement, clear routines and smooth transitions; and
  - Wide range of fun and interesting activities.
- Yet children did not necessarily benefit from:
  - Encouragement to try new things, connect concepts and think critically;
  - Being asked how and why questions or to build on a response and receiving positive feedback; or
  - Exposure to advanced language.

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# Resources for Sites and Networks

<b><i>Tool</i></b>	<b><i>Purpose</i></b>
<b><u><a href="#">Calculator</a></u></b>	To help sites understand what their rating will be
<b><i>Performance Profile Key</i></b> <ul style="list-style-type: none"><li>● <b><u><a href="#">Sites</a></u></b></li><li>● <b><u><a href="#">Networks</a></u></b></li></ul>	To provide brief explanation of each component of profile
<b><i>Plain Language Guide</i></b> <ul style="list-style-type: none"><li>● <b><u><a href="#">Sites</a></u></b></li><li>● <b><u><a href="#">Networks</a></u></b></li></ul>	To explain each component of the profiles in language understandable to the general public
<b><u><a href="#">Performance Profile FAQs</a></u></b>	To answer the most pressing questions
<b><u><a href="#">Third Party Guide</a></u></b>	To clarify role, protocols and feedback process for third party observations
<b><u><a href="#">Five Tips for Sites</a></u></b>	To provide sites guidance on next steps for improvements (e.g., choosing and using a quality curriculum)

# Using the Vision and Profile Results to Plan

- Have you/will you meet with your partners to help them with improvement planning?
- As Lead Agency, what are the ways that you can offer support for their efforts?
- How are the different programs in your community working to support teachers to improve their *CLASS* scores?
- Is there something that seems to be working well for a program in your community that you can share with your group?
- What is one thing that you can do for partners that would have positive impact for teachers?
- What is one thing that you can do for partners that would have positive impact for children?

# Next Steps for Lead Agencies

*Lead Agencies are well-positioned to help partners identify the next steps for improving their programs.*

- Meet with your partners individually or in groups to help them with program improvement planning.
- Help partners identify resources and support for their teachers.
- Work with partners to prepare the Coordinated Enrollment Plan
- Prepare for the February 1 Child Count that will be due 2/28.
- Remind partners to prepare for the February 28 GOLD checkpoint.