



Funding Quality Early Childhood Seats:

Reaching for the Apex of Access

November 2017 Lead Agency Collaboration Meetings

Session Agenda

Lead Agencies can play a role in influencing the best use of Early Childhood funding options to meet the needs of their community.

- Louisiana's vision for Early Childhood includes access
- Funding sources available in community networks
- Strategies to support access for at-risk four-year-olds
- Strategies to build greater access for at-risk three-year-olds
- Preparing the Community Coordinated Funding Request
- Questions and next steps

Louisiana's Vision for Kindergarten Readiness

The "a" in all is for access

Louisiana is unifying the early childhood system to prepare all children for kindergarten. The vision will be a reality when access is available for all who qualify.

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.



Louisiana Early Childhood Enrollment Data as of Spring 2017

This is the number of birth to five children served in Louisiana last year. It does not include EEF- or REAP-funded seats.

		Current Service Data					
		Infants	Ones	Twos	Threes	Fours	Totals
Estimated Need	At-Risk Estimate <i>(Census 2012, FRL Rate 67.1%)</i>	42,233	42,585	41,810	41,699	43,183	211,510
Estimated Served	Child Care <i>(2016-2017 Average)</i>	1,296	2,576	3,078	2,877	1,772	11,599
	Early Head Start <i>(2016-17 cumulative)</i>	601	984	1,193			2,778
	Head Start <i>(2016-17 cumulative)</i>				12,344	8,323	20,667
	LA 4 <i>(2016-17)</i>					16,283	16,283
	Title I <i>(2016-17)</i>					8,076	8,076
	8(g) <i>(2016-17)</i>					2,153	2,153
	NSECD <i>(2016-17)</i>					1,339	1,339
	IDEA Part B <i>(2016-17 self-contained)</i>				125	161	286
	PreK Expansion Grant <i>(2016-17)</i>					898	898
		Total Served Estimate	1,897	3,560	4,271	15,346	39,005
	Percent Served	4.5%	8.4%	10.2%	36.8%	90.3%	30.3%
Estimated Unserved	Gap Estimate	(40,336)	(39,025)	(37,539)	(26,353)	(4,178)	(147,431)
SPED*	IDEA Part B <i>(2016-17)</i> <i>inclusive, home-based & less than full-time</i>				1,901	3,310	5,211
	IDEA Part C <i>(Dec. 2016)</i>	814	1,681	2,531			5,026

**these counts may be reflected in the counts above*



Early Childhood Funding Sources

Public Funding Sources for Early Childhood in Louisiana

* No specific seat allocation but can fund early childhood instruction # Seats controlled entirely by the Department	Funding Source/ Funding Control	Seat Determination/ Seat Control	Infants	Ones	Twos	Threes	Fours
Cecil J. Picard Early Childhood Program (LA 4)	Legislature/LDE	LDE/ 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/ State Board	LDE					X
# PreK Expansion Grant	Federal/ LDE	LDE					X
*Rural Education Achievement Program (REAP)	Federal/ LDE	LEA	X	X	X	X	X



Age-Flexible Funding Sources for Seats

Every School Succeeds Act (ESSA) Title 1

Did you know?

- Children from birth up to the age that an LEA provides free public elementary education may receive preschool services through Title I.
- Any Title I LEA or school may use Title I funds to operate, in whole or in part, a preschool program consistent with Title I requirements.
- A Title I LEA or school determines whether to use its Title I funds to operate a preschool program.
- Title I LEAs and schools must collaborate with their local Head Start program.

Policy and references:

<https://www2.ed.gov/policy/elsec/leg/essa/index.html>

<https://www2.ed.gov/policy/elsec/leg/essa/essaelguidance11717.pdf>

Early Head Start and Head Start

Did you know?

- If Head Start operates in a service area where eligible children can enroll in a high-quality publicly funded pre-kindergarten program, the Head Start program must prioritize younger children in their selection criteria.
- Grantees may request to convert Head Start slots to Early Head Start slots through the re-funding application process or as a separate grant amendment.
- Grantees must annually review and update the community assessment to reflect any significant changes including increased availability of publicly-funded pre-kindergarten, rates of family and child homelessness, and significant shifts in community demographics and resources.
- Grantees must take an active role in promoting coordinated systems of comprehensive early childhood services to low-income children and families in their community through communication, cooperation, and the sharing of information among agencies and their community partners.
- To support coordination between Head Start and publicly-funded preschool programs, grantees must enter into a memorandum of understanding with the local entity responsible for managing publicly-funded preschool programs.

Policy and references:

<https://eclkc.ohs.acf.hhs.gov/hslc/hs/docs/hspss-final.pdf>

Rural Education Achievement Program (REAP)

Did you know?

- ESSA Title VI Part B defines the [Rural Education Achievement Program \(REAP\)](#) initiatives that are designed to help rural districts that may lack personnel and resources to compete for Federal grants and often receive allocations that are too small to be effective.
 - [The Small, Rural School Achievement \(SRSA\)](#) program provides rural LEAs with financial assistance to fund initiatives aimed at improving student academic achievement. Local education agencies (LEAs) are entitled to funds if they meet basic eligibility and application requirements. Awards are issued annually, and award amounts are determined using [a formula](#).
 - The [Rural and Low-Income School \(RLIS\)](#) grant program is to provide rural districts with financial assistance for initiatives aimed at improving student achievement. The grant is non-competitive, and eligibility is determined by statute. Awards are issued annually to state education agencies (SEAs), which make sub-grants to local education agencies (LEAs) that meet the applicable requirements.
- Grantees may use SRSA funds to carry out activities authorized under [Title I-A](#) (Improving Basic Programs Operated by Local Education Agencies) and [Title II-A](#) (Supporting Effective Instruction).

Policy and references: Linked above


Education Excellence Fund (EEF)

Did you know?

- In 1999, the Louisiana Legislature created the Millennium Trust to manage proceeds from the tobacco settlement. The same legislation that created the Millennium Trust also established the Education Excellence Fund (EEF) as a part of the Millennium Trust.
- The Department responsible for providing the appropriations and oversight of monies from the Education Excellence Fund.
- The Department distributes funds to eligible local education agencies based on student enrollment.
- Each year, recipients prepare a plan to spend the funds it expects to receive.
- The funds are for pre-k through twelfth grade instruction including early childhood education programs focused on enhancing the preparation of at-risk children for school.

Policy and references:

- Louisiana Revised Statute 39:98.1 - 39:98.5
- [https://www.louisianabelieves.com/funding/grants-management/education-excellence-fund-\(eef\)](https://www.louisianabelieves.com/funding/grants-management/education-excellence-fund-(eef))

A photograph of a young child with dark hair, wearing a striped shirt, sitting on a light-colored floor. The child is holding a red ring of a stacking toy. To the left, a wooden stacking ring toy with rings in purple, green, yellow, orange, and red is visible. The background is a light-colored wall with blue and green watercolor-like splatters. A semi-transparent white horizontal band is overlaid across the middle of the image, containing the text 'Access Strategies'.

Access Strategies

Funding Seats for At-Risk 4 year-olds

The first consideration for filling seats should always be a family's site preference. Funding can be maximized when all programs in a community are of similar quality and diverse delivery is used.

Suggested strategies when there are *unfilled seats* for 4 year-olds :

- LEAs use LA 4 to fund seats in other LEA preK programs that are not income-based, such as magnet programs, where some enrolled children may meet LA 4 eligibility.
- LEAs use “4 year-old only” seats first – *LA 4, 8(g) NSECD, PreK Expansion*.
- Where funding sources are age-flexible, programs convert seats to serve 3 year-olds and younger – *Head Start, EEF, Title I, REAP, and local*.
- If there are at-risk children in LEA or other programs who might benefit from the comprehensive services that Head Start provides, collaborate to explore “dual enrollment” allowing a child to be counted by both programs.

Suggested strategies when there are *not enough seats* for 4 year-olds:

- Use “4 year-old only” seats first – *LA 4, 8(g) NSECD, PreK Expansion*.
- Tap all potential funding sources – *LA 4, 8(g) NSECD, PreK Expansion, Head Start, IDEA, EEF, Title 1, REAP*.
- Explore and encourage diverse delivery partnerships between programs with extra space.

Funding Seats for At-Risk 3 year-olds

The first consideration for filling seats should always be a family's site preference. Funding can be maximized when all programs in a community are of similar quality and diverse delivery is used.

Suggested strategies when there are *not enough seats* for 3 year-olds:

- Where the funding source is age-flexible, convert seats to serve 3 year-olds – *Head Start, EEF, Title I, REAP.*
- Tap all potential funding sources – *Head Start, EEF, Title 1, REAP.*
- Explore and encourage diverse delivery partnerships between programs.



Preparing the Community Coordinated Funding Request

Community Coordinated Funding Request Overview

Bulletin 140 requires lead agencies to submit a Community Coordinated Funding Request (CCFR) on behalf of their community network via FTP folder by December 1, 2017.

- Lead agencies will request seats for programs funded through the LDE: **LA 4**, **NSECD**, and **PreK Expansion Grant**.
- 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, 2018, the LDE may reallocate or not fund those seats.**

Funding Type	Ages Served	Income Eligibility	Requested By
LA 4	Fours	185% FPL	LEA
NSECD	Fours	185% FPL	Nonpublic School, Type III Center
PreK Expansion Grant	Fours	185% FPL	Type III Center, School

Community Coordinated Funding Request Process

LEAs and sites request funding for seats through the CCFR submitted by their lead agency.

Sites evaluate their capacity and make decisions about what they want to request

Sites Involved:

- LEAs
- Type III Centers
- Non-publics



The lead agency prioritizes and submits recommendations to LDE

Funding Involved:

- LA 4
- NSECD
- PreK Expansion



BESE approves final allocations and LDE notifies lead agencies and sites

[Bulletin 140](#) provides details for the responsibilities of sites, lead agencies, and the Department.

No seats should be requested from multiple funding sources (for example, request for funding for same 20 seats through NSECD and PreK Expansion Grant).

Community Coordinated Funding Request

Completing the Request

Local school districts, charters, Type III centers and non-publics each apply through their lead agency for continued and additional seats.

With their partners, lead agencies should review October 1 child count information, applications, waitlist, and other enrollment information, and consider the following when completing the CCFR:

- **Parent Choice:** Where do families want to enroll their children?
- **Demand:** Are families in particular geographic areas currently underserved? Are there sites with waiting lists?
- **Measures of Quality:** How will program requests for seats be prioritized (e.g., use of Performance Profile ratings and metrics, satisfactory participation in the Community Network)? Or, both?
- **Capacity:** Can a program serve the number of children for which it is requesting seats?
- **Funding Requirements:** Can a site meet the requirements associated with the funding, either on its own or through partnerships with other entities?
- **Rationale:** In addition to the things noted above, is there anything else that makes my site a good candidate for the seats being requested?

Considering Measures of Quality

With the release of the 2016-2017 Performance Profiles, lead agencies now have data defining the quality of programs applying for seats.

Lead agencies have options for supporting their recommendations for new or returning providers. There must be a written plan, that all partners are aware of, to support recommendations.

- Will you use Performance Profile Quality Ratings?
- Will you use Performance Profile Information Metrics?
- Will you consider whether a provider's participation in Community Network activities has been satisfactory?

Lead agencies should consider all available quality measures to inform their decision-making process for requesting pre-K funding.

Questions for Lead Agencies to Consider

- How will you engage partners in your community network in developing the CCFR?
- What concerns emerged last year and, as a result, what will you do differently this year?
- How will Performance Profiles for your partners influence the CCFR?
- How will Performance Profiles and Site Finder be incorporated into your Coordinated Enrollment Information Campaign?



Next Steps



Lead Agency Checklist for Next Steps

Lead agencies must engage all program partners when preparing the CCFR and ensure that the public review requirements is met.

- Engage your partners
- Provide opportunity for questions and discussion
- Develop the CCFR
- Share with the public
- Submit the to the Department via the early childhood folder on FTP server