The Challenges Ahead for Louisiana's Early Childhood Care and Education Network
September 2018

Early Childhood Then and Now

Early Childhood in Louisiana: 2012 vs. 2018

Since 2012, you have shaped publicly-funded early childhood in our state, creating a care and education system focused on quality learning experiences so that more children are ready for kindergarten.

- What began as framework in 2012, was soon transformed to a roadmap with a vision by thirteen pioneering communities.
- By 2014, sixteen additional communities helped inform a policy blueprint that continues to evolve based on your work.
- Small state, big ideas - your work is now at the forefront of national attention.

Louisiana Believes

	Starting Point	Initial Expectations *Most pilots will achieve Year 1*	Emerging *Most pilots will achieve Year 2; exceptional will achieve in Year 1*	Proficient *Most pilots will achieve Year 3; exceptional will achieve in Year 2*	Highly Effective *Most pilots will achieve Year 4; exceptional will achieve in Year 3*
Collaborative Leadership	• Program partners have signed assurances and key supporting partners are on board • Leaders hold regular, organized meetings with participation from all programs	**Leaders:** • Develop and implement written plans for 1) supporting teachers to use new tools and 2) coordinated enrollment • Identify needs and contribute resources towards training, teacher observation/feedback and coordinated enrollment • Track and report on progress with LDOE Deputy/Coach on at least a quarterly basis	**Leaders:** • Develop and implement plans with measurable annual goals for improving teaching and coordinated enrollment • Coordinate existing resources and/or secure new resources to improve practices • Use evidence and data to make improvements against goals on at least a quarterly basis	**Leaders:** • Develop and implement plans with long-term goals, in addition to annual planning and goal-setting • Coordinate existing resources and/or secure new resources to serve more children • Routinely use evidence and data to make improvements against goals	**Leaders:** • Have established network as formal entity with name, governance structure (e.g., board, 501(c)3) • Ensure sustainable funding sources with coordinated oversight to support continual improvement and serving more children • Use outcomes information to make resource and enrollment decisions
Teacher Support	• Quality of training, professional development and evaluation varies • Knowledge and use of standards, curricula and child assessment is inconsistent • Unclear expectations on what excellent teaching looks like	**Teachers:** • Are trained on Standards, CLASS and GOLD • Collect data on ongoing basis and evaluate their children's development at 3 checkpoints • Receive baseline feedback on interactions and instruction from reliable observers	**Teachers:** • Use Standards-aligned curricula to organize activities and instruction • Attain reliability on GOLD and use child assessment results to adjust instruction on a periodic basis • Improve teaching based on regular feedback and coaching on improving interactions and instruction	**Teachers:** • Set annual goals for learning outcomes and receive individualized feedback and coaching based on goals • Use GOLD as a formative assessment to evaluate children's progress and customize instruction • Participate in professional learning communities on a periodic basis	**Teachers:** • Continually refine their teaching based on reflection on multiple forms of data • Participate in professional learning communities focused on improving outcomes on a biweekly basis • Enhance skills by mentoring and coaching other teachers
Coordinated Enrollment	• Programs use different applications, processes and timelines	**Programs:** • Count the at-risk gap (# of children not being served) • Participate in common information campaign with joint enrollment events and/or informational materials	**Programs:** • Serve more at-risk 4-year-olds than the prior year by better coordinating existing funding through diverse delivery or securing new funding • Use coordinated timeline and application processes • Prepare staff to discuss eligibility criteria for other programs and refer families accordingly	**Programs:** • Serve all at-risk 4-year-olds through diverse delivery or by securing new funding • Coordinate application and eligibility processes and eliminate wait lists (when possible) by referring families to other providers • Capture family feedback via formal surveys	**Programs:** • Serve more at-risk children under age 4 than the prior year through diverse delivery or by securing new funding • Establish full coordinated enrollment that matches for all programs based on family preference and addresses mid-year transfers • Use family feedback to continually refine enrollment

The Current Challenge and Approach

Challenges to Resolve

Though greater coordination exists and program quality has improved, all families needing early childhood care and education do not have access to quality options.

Not enough seats - Though Louisiana serves about 90 percent of economically disadvantaged four-year-olds, it reaches just 30 percent of economically disadvantaged three-year-olds. And, even fewer birth through age two economically disadvantaged children are being served.

Too few seats are high quality - The new rating system for publicly-funded sites shows that more than one third of all economically disadvantaged children, birth to three, are served in low-quality sites and 16 percent of four-year-olds are enrolled in low-quality sites.

Lead Agencies have not been positioned to drive growth in access and quality - Lead agencies are funded only to conduct administrative activities, coordinate observations, and coordinate enrollment. Access is driven by state and federal funds that do not carry incentive for local match. Without authority for local coordination, funding is not yielding the greatest potential for access. Improvement is up to providers or programs, rather than strategically managed across all program types.

The State's Approach

To address these challenges, Louisiana's legislature amended RS 17:407.23, Louisiana's Early Childhood Care and Education Network, during the 2018 regular legislative session.

- ***Community Network Pilots*** that will implement new strategies to increase access and improve the quality of early childhood care and education programs. These pilots will partner with the state and receive:
    - a startup investment for improving quality and expanding access;
    - the flexibility of greater local authority for determining where seats are placed and how funds are spent; and
    - priority status to receive additional seats that may come available.

  Lessons learned from these pilot programs will inform and influence policy.
- ***A Commission*** to recommend funding strategy for expanding access and improvement

Reframing and Resetting

Technical vs. Adaptive Challenges:
Shared Decision Making

At your table, take 5 minutes to complete this chart.

Technical Challenges	Adaptive Challenges

Technical vs. Adaptive Challenges:
Expanding Access

At your table, take 5 minutes to complete this chart.

Technical Challenges	Adaptive Challenges

Technical vs. Adaptive Challenges:
Improving Quality

At your table, take 5 minutes to complete this chart.

Technical Challenges	Adaptive Challenges

Wrap and Milestone Reminders

Fall Semester Milestones

Activity	Date
The first required (fall) community network meeting has been conducted.	9/30
Local *CLASS*™ observation protocol has been emailed to kaye.eichler@la.gov . All classrooms have been set up in the *CLASS*™ online system. All fall observations have been scheduled in the *CLASS*™ online system and/or "real time" sites have been submitted to the FTP folder.	10/1
Child Count as of 10/1 has been submitted to the FTP folder.	10/31
All classrooms have been set up in the *GOLD*™ online system and all required informational metrics have been entered.	10/31
The community network's Coordinated Funding Request has been submitted to the FTP folder.	12/1
100% of fall *CLASS*™ observations have been completed and results entered in the *CLASS*™ online system.	12/15
The fall community network calibration exercise has been completed.	12/15
The second required (winter) community network meeting has been conducted.	12/30

Spring Semester Milestones

Activity	Date
The community network's Coordinated Enrollment Plan has been submitted to the FTP folder.	2/1
All classrooms have been set up in the *CLASS*™ online system.	2/1
All spring observations have been scheduled in the *CLASS*™ online system and/or "just in time" sites have been submitted to the FTP folder.	2/1
The community network's Child Count as of 2/1 has been submitted to the FTP folder.	2/28
The third required (spring) community network meeting has been conducted.	3/30
100% of spring *CLASS*™ observations have been completed and results entered in the *CLASS*™ online system.	5/15
The spring community network calibration exercise has been completed.	5/15
The fourth required (summer) community network meeting has been conducted.	6/30