



Early Childhood Lead Agency Collaboration September 2016 – Session 1



Early Childhood Care and Education Network
Updates and Preparation for 2016-2017

Early Childhood Care and Education Network: Updates and Preparation for 2016-2017

Agenda

- *Welcome and Ice Breaker*
- *Lead Agency Milestones for 2016-2017*
- *Child Count and the Coordinated Funding Request*
- *Instructions for the October 1 Child Count*
- *Early Childhood Teacher Policy*
- *Believe and Prepare: Early Childhood Update*

Participants will leave with information and guidance to successfully carry out Lead Agency expectations for the fall quarter and information to assist their child care partners with accessing quality resources.

Lead Agency Milestones and Expectations

Lead Agency Milestones and Expectations

Fall 2016

Activity	Date
The first required (fall) Community Network meeting has been conducted.	9/30
All classrooms have been set up and all fall observations have been scheduled in the <i>CLASS</i> [™] online system.	10/1
Child Count as of 10/1 has been reported to the Department using the FTP folder.	10/31
All classrooms have been set up in the <i>GOLD</i> [™] online system and all required informational metrics have been entered.	10/31
The Community Network's Coordinated Funding Request has been submitted to the Department using the FTP folder.	12/1
100% of fall <i>CLASS</i> [™] observations have been completed and results entered in the <i>CLASS</i> [™] 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

Lead Agency Milestones and Expectations

Spring 2017

Activity	Date
The Community Network's Coordinated Enrollment Plan has been submitted to the Department.	2/1
All classrooms have been set up and all spring observations have been scheduled in the CLASS™ online system.	2/1
The Community Network's Child Count as of 2/1 has been reported to the Department using 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

Child Count and Coordinated Funding Request

Bulletin 140

Lead Agency, Community Network, and Site Expectations

As established in Bulletin 140, Community Networks and Sites are required to submit specific information for Coordinated Enrollment and the Coordinated Funding Request.

In order for the Department to evaluate funding requests based on local enrollment, Lead Agencies are required to:

- Count all at-risk publicly-funded children
- Submit a Coordinated Funding Request
- Submit a Coordinated Enrollment Plan

Program Partners will need to collaborate on all of these requirements to complete the work successfully.

2016-2017 Academic Year

Coordinated Enrollment and Coordinated Funding Request

Child Count (October 1)

Communities count children being served through public dollars.



Coordinated Funding Request (Fall/Winter)

Communities use coordinated enrollment work to request funding for early childhood.



Coordinated Enrollment Planning (Fall/Winter)

Communities plan to increase access based on child count, at-risk data, and family demand.



Coordinated Enrollment Implementation (Spring/Summer)

Communities fill publicly-funded seats through coordinated enrollment work.

2016-2017 Academic Year

Coordinated Enrollment Expectations

Coordinated enrollment is a continuous planning process that occurs in phases throughout the year.

Activity	Due Date
Work with all programs in the Community Network to count all publicly-funded children enrolled on October 1	October 31
Meet as a Community Network to complete Coordinated Funding Request	December 1
Meet as a Community Network to plan for Coordinated Enrollment	January 31
Work with all programs in the Community Network to count all publicly-funded children enrolled on February 1.	February 28
NOTE: All Community Networks must implement the full Coordinated Enrollment model for children enrolling for 2017-2018.	

October 1 Child Count

Understanding Where/How Children are Currently Served

As established in Bulletin 140, Community Networks and Sites are required to submit a count of all publicly-funded children as of October 1 by October 31. This is important because:

- Lead Agencies and sites need to know how many publicly-funded children they are serving, and where they are located as part of their coordinated enrollment work.
- By understanding how funding sources are serving children in their community, Community Networks can better plan to improve access.
- Performance profiles include metrics based on these counts.
- By receiving and analyzing these counts, the Department can better understand how funding is used across the state to provide early childhood care and education, and support efforts to maximize funding and increase access.

Child Count Instructions

October 1 Child Count

Instructions for Counting Children

Enter enrollment numbers by age and type as of October 1, 2016, for publicly-funded children at each site.

- **The 10/1 Child Count is a snapshot of enrollment counts on 10/1**, even if there are changes between 10/1 and the date you submit the count.
- **Only count children served with public funds.** NOTE: For this purpose, public funds do NOT include Child and Adult Care Food Program (CACFP) or Food/Nutrition funding.
- **Only count each publicly-funded child ONCE.** Do NOT count children in more than one category.
- Only count publicly-funded children who are enrolled during the “regular” school day. (No before- or after-school children and no home-based children except for Early Head Start.)
- Do NOT count children receiving special education services in the home (including EarlySteps home-based children).
- Only count children receiving special education services who are enrolled full day in a center-, school-, or site-based program in the appropriate SPED category and age.
- **The “SPED ONLY” category with each age is for children receiving special education services who are enrolled full day in a center-, school-, or site-based program that CANNOT be counted in any other category.**

October 1 Child Count

Age of Children

A child's age cohort is determined by the child's age on September 30 of the current school year. Children are placed in age cohorts as follows:

Infants	Children ages birth to one year who have not reached and will not reach their first birthday by or before September 30
One-year-olds	Children who have reached or will reach their first birthday on or before September 30
Two-year-olds	Children who have reached or will reach their second birthday on or before September 30
Three-year-olds	Children who have reached or will reach their third birthday on or before September 30
Four-year-olds	Children who have reached or will reach their fourth birthday on or before September 30

October 1 Child Count

Entering Sites and Counts

Bulletin 140 requires that Lead Agencies submit the October 1 Child Count by October 31, 2016.

- The template is an Excel spreadsheet with one tab and 225 rows.
- If you need additional rows, insert them above row 225. The instructions for each column are provided on the instructions document in your FTP folder.
- There are many shaded cells in the workbook. DO NOT enter data in these cells.
- You will not need to calculate any totals. Do NOT enter totals in row 8. The spreadsheet calculates totals automatically.
- Ensure all publicly-funded early childhood sites are included. This includes:
 - Head Start/Early Head Start
 - Type III Child Care Centers
 - NSECD/nonpublic schools
 - Public schools

Coordinated Funding Request Overview and Instructions

Coordinated Funding Request Overview

Bulletin 140 requires each Lead Agency to submit a Coordinated Funding Request on behalf of their Community Network via FTP Folder by December 1, 2016.

- Lead Agencies will request seats for programs funded through the Department: **LA 4**, **NSECD**, and **PreK Expansion Grant seats**.
- 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.

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

Coordinated Funding Request

Completing the Template

Each Lead Agency will submit ONE Coordinated Funding Request per Community Network.

The Coordinated Funding Request should be used to request:

- Continued funding for current seats
- Additional funding for new seats

Community Networks should consider the following when completing the Coordinated Funding Request:

- **Parent Choice:** Where do families want to enroll their children?
- **Demand:** Are families in particular geographic areas currently underserved?
- **Capacity:** Can the site serve the number of children for which it is requesting seats?
- **Optional - Existing Quality Measures:** Does the Community Network want to use existing criteria for ranking requests (e.g., Quality Start ratings, licensing inspections, monitoring violation reports, satisfactory participation in the Community Network)?

Note: Community Networks should only use existing criteria and be transparent. Performance Profile results from the 2015-2016 Learning Year should not be used to determine quality (e.g. CLASS™ observations)

Coordinated Funding Request

Public Comment

Each Lead Agency must provide opportunity for public comment.

Chapter 709, Part B of Bulletin 140 states, "The lead agency shall provide an opportunity for each publicly-funded program in the community network and the general public in the coverage area of the community network to comment on the proposed funding request prior to submission to the Department and shall include documentation of this process in the funding request."

Providing opportunity for public comment includes but is not limited to:

- Conducting a public hearing, community town hall, or school board meeting that allows for public comment to be submitted
- Distributing the Coordinated Funding Request and allowing for written comment to be submitted, mailed, emailed, faxed, or delivered
- Posting the Coordinated Funding Request in a public location or on a website and allowing for written comment to be submitted, mailed, emailed, faxed, or delivered

Coordinated Funding Request Complaints and Reviews

Bulletin 140 establishes review and complaint processes for providers and families.

- Any publicly-funded program may request that the Department review an enrollment decision or funding request of its Lead Agency.
 - *Programs must email the request to earlychildhood@la.gov no later than 30 calendar days after the due date for funding requests (December 31).*
- Any program or individual may submit a written complaint to the Department regarding the action or inaction of the Lead Agency in its Community Network.
 - *Complaints must be submitted to earlychildhood@la.gov within 30 calendar days of the action or inaction of the Lead Agency upon which the complaint is based.*
- Lead agencies must provide programs written notice of the opportunity to request a departmental review, with the contact information for the Department.

Early Childhood Teacher Policies

Early Childhood Teacher Policies

Unified expectations for teacher credentials will professionalize the workforce, and ensure teachers refine their skills at quality preparation programs.

- 1. Maintain a Bachelor's degree AND teaching certificate requirement for teachers in public and nonpublic pre-K for four-year-olds**
- 2. Establish the Early Childhood Ancillary Teaching Certificate as a expectation for child care lead teachers by 2019**
 - Currently, teachers can receive the certificate by presenting any qualifying credential*
 - Through Believe and Prepare: Early Childhood, Louisiana is developing of Early Childhood Ancillary Certificate Programs that will offer specialized child care teacher coursework*
- 3. Create specialized Birth to Kindergarten Bachelor's degree field of study and teaching certificate**
 - Courses align with Ancillary Teaching Certificate so teachers can stack courses*
- 4. Support teachers to pursue credentials and reward performance**
 - Increase scholarship program and link credentials to School Readiness Tax Credits*

EC Ancillary Certificate required for all lead teachers in Type III centers by 2019.

Early Childhood Ancillary Teaching Certificate

Qualifying Certificates and Coursework

Teachers may obtain an Early Childhood Ancillary Teaching Certificate by demonstrating the successful completion of **one** of the following:

<p>1. Child Development Associate (CDA) awarded by the Council for Professional Recognition <u>and</u> a high school diploma or equivalent</p>	<p><i>After January 1, 2018, coursework must be completed at at a BESE-approved Early Childhood Ancillary Certificate Program</i></p>
<p>2. A technical diploma or certificate of technical studies in an early childhood related field from an accredited technical or community college</p>	
<p>3. An early childhood career diploma that has been approved by the Louisiana Pathways Career Development System</p>	<p><i>Must be earned prior to January 1, 2018</i></p>
<p>4. An associate degree in an early childhood related field from a regionally accredited college or university</p>	
<p>5. A bachelor degree or higher from a regionally accredited college or university</p>	

Early Childhood Ancillary Teaching Certificate

How to Apply

Qualified teachers complete Ancillary Certificate application packet and submit documentation to LDE. No fees will be charged.

Obtain CDA*,
Technical
Diploma*, AA,
or BA

Submit Ancillary
Certificate Application
and credential to LDE

Receive
Ancillary
Teaching
Certificate

*Application can be
found at
www.teachlouisiana.net*

After January 1, 2018, candidates must attend a BESE-approved Early Childhood Ancillary Certificate Program.

Believe and Prepare: Early Childhood

Believe and Prepare: Early Childhood provides grant funding to teacher preparation programs to develop BESE-approved coursework.

Believe and Prepare: Early Childhood

- To support the development of programs, the Department initiated a competitive grant opportunity to support program development and startup.
- Programs participate in a collaborative process to design coursework that will prepare child care lead-teachers to receive their Early Childhood Ancillary Certificate.
- Cohort 1 was awarded funding in January 2016, and received BESE-approval to offer coursework in June 2016.
- Cohort 1 members: NSU Child and Family Network/NSU, Children's Coalition, Agenda for Children, Volunteers for America-GBR, and LSU-Eunice.
- An application for Believe and Prepare: Cohort 2 has been released.

Believe and Prepare: Early Childhood programs receive funding and support to develop an application to become an Early Childhood Ancillary Certificate Program.

Early Childhood Ancillary Certificate Programs

Early Childhood Ancillary Certificate Programs receive BESE-approval to offer high-quality coursework to early childhood teachers.

Early Childhood Ancillary Certificate Programs:

- Provide high-quality CDA qualifying coursework that includes:
 - Integrated applied practice and CLASS™ observations;
 - Opportunities for mentorship and feedback; and,
 - Coursework built to support positive teacher-child interactions.
- Receive a formal review by BESE to evaluate the quality and coherence across programs
- Qualifying teachers will receive a tuition scholarship through LA Pathways
- Currently, there are four approved Early Childhood Ancillary Certificate Programs:
 1. Agenda for Children (New Orleans area)
 2. Children's Coalition (Northeast)
 3. NSU Child and Family Network (Northwest, Central)
 4. Volunteers for America (Baton Rouge area)

Beginning in 2018, all teachers seeking an Ancillary Teaching Certificate through a CDA or technical diploma will be required to attend a BESE-approved provider.