

LOUISIANA'S

EARLY CHILDHOOD

GUIDEBOOK:

PREPARING CHILDREN
FOR KINDERGARTEN;
STRENGTHENING EARLY
CHILDHOOD PROGRAMS
& COMMUNITY
NETWORKS

2015
Version 2



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INTRODUCTION

You have in your hands a *Louisiana Guidebook*, one in a series of three booklets released this year by the Louisiana Department of Education to provide educators a simple reference guide for state policies and tools.

Louisiana Believes is the state's comprehensive plan to provide all children the opportunity to attain a college degree or a professional career. The guidebooks bring together many of the plan's most important elements into three booklets:

- **Early Childhood Guidebook:** Preparing Children for Kindergarten; Strengthening Early Childhood Programs and Community Networks
- **High School Student Planning Guidebook:** A Path to Prosperity for Every Student
- **Teaching and Learning Guidebook:** A Path to High-Quality Instruction in Every Classroom

Each guidebook provides practitioners with detailed information on state policies, statewide programs, and access to tools that help individual educators achieve goals with their students. The intent of publishing the guidebooks is not, however, for every school or school district to adopt all of the items they contain. Rather, the guidebooks provide a variety of options for use in the distinct, unique plans each community, district, and school should have for itself and its students.

It is, after all, a result of those individual, local plans that our state's education outcomes are moving in such a positive direction. Consider these facts:

- The class of 2014 set the state's all-time graduation record, with a four-year rate of 74.6 percent, 1.1 percentage points above the preceding class. Over the last 13 years, the graduation rate has increased by 13.3 percentage points.
- The class of 2014 went on to establish an all-time high for college attendance, increasing the number of college freshmen in Louisiana by 1,228, a 5.6 percent increase from 2013. Over the last three years alone, Louisiana has seen 12 percent growth in the number of students entering college each year.

There is no one plan for each student's life. Likewise, each teacher needs different supports, and each school or program has goals all its own. *Louisiana Believes* starts with the idea that those closest to students—parents, teachers, and administrators—should be trusted to determine the best path for children. The *Louisiana Guidebooks* are tools for them to use in carrying out that most important of missions.



UNIFYING EARLY CHILDHOOD IN LOUISIANA

ACT 3: UNIFYING EARLY CHILDHOOD IN LOUISIANA

Children who enter kindergarten with the critical cognitive, social-emotional, and learning skills – the fundamental building blocks for learning to read, write, and do math – are more likely to succeed in school, in college, and in their career. Louisiana is in a multi-year effort to unify its early childhood system and improve kindergarten readiness. By empowering families with choice and ensuring access to high-quality options, the state seeks to start every child on track for success.

To address a fragmented early childhood system that prepares only 54% of children for kindergarten, Louisiana passed Act 3 (2012) to unify preschool, Head Start, and child care programs into a statewide early childhood network. To implement Act 3, the Department called on communities to create Community Networks comprised of child care, Head Start, publicly funded private preschools, and public school pre-K under a unified system of academic and development standards, enrollment, and teacher preparation expectations. In 2013, Cohort 1 launched with 13 pilots, followed by Cohort 2 in 2014 with 16 pilots. All remaining communities opted into Cohort 3 which launched in early 2015.

Act 3 requires full implementation by August 2015, which means all communities in Louisiana must:

- Have a collaborative leadership structure in place;
- Support all teachers in publicly-funded programs to improve instruction—by understanding the state’s learning and development standards, using standards-based curricula, evaluating children on an ongoing basis, and providing quality interactions and instruction—to help children learn;
- Demonstrate progress in coordinating enrollment to make it easier for families to apply; and
- Ensure all publicly-funded programs participate in the new Performance Profile System.

FULL IMPLEMENTATION OF ACT 3: EXPECTATIONS FOR LEAD AGENCY AND PROGRAM PARTNERS IN 2015-2016

As required by law, Louisiana will shift from pilot stage to full implementation in 2015-2016. Lessons learned from pilots demonstrate the need for one agency to coordinate two key functions at a local level: CLASS observation and enrollment.

Starting in spring 2015, Community Networks will be asked to identify an organization to serve as Lead Agency. Organizations will apply to the Department for Lead Agency designation and funding. Lead Agencies will be selected and funded based on:

- Capacity to perform the two Lead Agency functions: coordinated CLASS observation and enrollment
- Support of program partners (e.g., child care, Head Start, and pre-K leaders)

Lead Agencies would be approved by the BESE of Elementary and Secondary Education (BESE) in June and funding would begin in July 2015.

To help clarify roles and responsibilities of Lead Agencies as compared to Program Partners, see below.

LEAD AGENCY

- Can be any agency or can be a consortia of organizations so long as there is a formal leadership structure in place.
- Must apply for Lead Agency designation and funding and be approved by BESE.
- Primary responsibilities are coordinating CLASS observations and enrollment for all publicly-funded early childhood programs within the Community Network.

PROGRAM PARTNER

- Refers to any publicly-funded early childhood program including child care, Early Head Start, Head Start, or pre-K at a public or non-public school.
- Primary responsibilities are:
 - » Participating in collaborative leadership and enrollment.
 - » Supporting teachers by implementing classroom best practices and providing professional development (See Section on **“Teacher Support” on page 12** for specifics).
 - » Reporting on classroom practices, teacher credentials, and other elements as required for Performance Profiles.

PURPOSE OF EARLY CHILDHOOD GUIDEBOOK

This guidebook serves as a how-to guide for strengthening Community Networks in 2015-2016. It is organized around the vision for success—*Community Networks Rubric*—and will prepare Networks to be successful under the new Performance Profile System.

Specifically, the Guidebook provides advice for two audiences:

1. **For Lead Agencies:** guidance on coordinating CLASS observations and enrollment.
2. **For Program Partners:** guidance on teacher support and improving instruction.

The guidebook will:

- Provide guidance, highlight resources, and suggest action steps for key activities.
- Offer anecdotes to illustrate best practices and innovative approaches.
- Include an Appendix with templates, in-depth resources, and links.

WHAT SUCCESS LOOKS LIKE: EARLY CHILDHOOD COMMUNITY NETWORK RUBRIC & PERFORMANCE PROFILE SYSTEM

INTRODUCTION TO EARLY CHILDHOOD COMMUNITY NETWORK RUBRIC

The rubric lays out the steps for success for Community Networks. It outlines key building blocks to achieving a unified system and illustrates what excellence looks like at different stages. It is organized by the three key functions:

1. Collaborative Leadership
2. Teacher Support
3. Coordinated Enrollment

The rubric presents implementation as a spectrum, from *Starting Point* to *Highly Effective*, based on the years a Community Network has been in existence. For example, Cohort 3 is expected to achieve *Initial Expectations* in 2015-2016 while Cohort 1 should be at a level of *Proficient* or higher. Networks may not move neatly in lock-step across the rows. However, Networks that struggle to develop a strong collaborative leadership structure tend to find it more difficult to make progress.

All Program Partners may use the rubric to support planning and ongoing evaluation of progress. However, note there are no consequences attached to performance for the 2015-2016 Learning Year. See [Early Childhood Network Rubric](#).

PREPARING FOR PERFORMANCE RATINGS

All publicly-funded programs will be required to participate in the new Performance Profile System in 2015-2016. The purpose of the early childhood Performance Profile System is to provide simple, clear information about quality of teacher-child interactions and instruction in all publicly-funded early childhood programs. This information will help:

- Families to make informed choices for their children; and
- Early childhood programs to understand how they can improve the classroom experience for children.

Note that the 2015-2016 year will be a practice year in which there are no consequences attached to the performance profiles.

The Performance Profiles will consist of two parts:

1. Performance Rating based on CLASS observations; and
2. Informational metrics associated with quality in early childhood settings.

PART 1: PERFORMANCE RATINGS

Programs: The proposed Early Childhood Program Performance Rating would be based on observation scores using the *CLASSroom Assessment Scoring System (CLASS)*.

Networks: The proposed Community Network Performance Rating includes both the aggregate CLASS observation scores for all programs and the percentage of at-risk children able to access early childhood programs.

Two Local Observations per Classroom: In 2015-2016, Lead Agencies must ensure every classroom in a publicly-funded site is observed using CLASS at least two times each school year, once in the fall and once in the spring. All observations must be conducted by CLASS-reliable observers. Observation results will be submitted to the Department within ten days and may be used as part of performance ratings.

Third Party Observations: The Department will use third party CLASS observers for comparison and to ensure accuracy. Results from both local and third party observations will be shared with programs so they can provide feedback to teachers.

PART 2: INFORMATIONAL METRICS

Community Networks will also report on informational metrics associated with quality in early childhood programs. The proposed metrics are based on practices that support kindergarten readiness:

- **Child Assessment that Informs Instruction:**
 - » **Ready to Assess:** *How many lead teachers are prepared to reliably observe child progress?*
 - » **Ongoing Assessment use: For how many children is progress measured three times annually?**
 - » **Assessing accuracy:** *How accurately is child progress being measured?*
- **Investment in Quality Measures:**
 - » **Prepared Teachers:** *What degrees and certifications have teachers in each site attained?*
 - » **Child to teacher ratios:** *Are sites using ratios that support child development?*
 - » **Standards-Based Curriculum:** *Are sites using a curriculum that is aligned to Louisiana's early learning and development standards?*
- **Family Engagement and Supports:**
 - » **Family satisfaction with their site:** *How satisfied are families with their child's learning and care experiences?*
 - » **Family satisfaction with their community:** *How satisfied are families with the process in their community to enroll their children?*
- **Community Network Supports** (reported at the community network level only)

All Program Partners will be evaluated on the above metrics. Specific details on reporting expectations for the performance profiles will be provided throughout the year, beginning with weekly webinars in August and September.

ACTION STEP

Lead Agencies and Program Partners should become familiar with the rubric and Performance Profiles by September 2015. Communicate expectations to teachers and help them connect what is happening in their classrooms to what the community is trying to achieve. Explain why this matters for young children. For sample performance profiles, see the Learning Year Performance Profiles for Sites and Community Networks. Note that additional guidance on Bulletin 140 will be provided throughout the year, beginning with a weekly webinar series through August and September.

ENGAGING TEACHERS ON VISION & EXPECTATIONS:

ST. MARTIN AND LAFAYETTE

The St. Martin Network shares the vision and expectations for Community Networks with teachers at their first training session. Teachers learn how the different tools connected to kindergarten readiness, giving them a strong foundation for the work ahead.

Lafayette Program Partners have united around a shared goal of ensuring children are ready to enter kindergarten. Collaborative leadership represents an organized effort across leaders and teachers to share knowledge, resources, and get a better understanding of each other's programs.

FOR LEAD AGENCIES: STRENGTHENING COLLABORATIVE LEADERSHIP & COORDINATION

Strong collaboration and coordination is instrumental to the success of Louisiana's Community Networks.

No one program—Head Start, schools, or child care—can serve all children, so programs must work together to ensure the entire community's success. In collaboration with Program Partners, Lead Agencies play a key role in coordinating Network-wide functions, specifically CLASS observations and enrollment.

This section of the guidebook covers five steps needed to strengthen collaborative leadership and coordination:

Step 1: Create an Annual Plan that includes CLASS Observation and Enrollment

Step 2: Prepare for Reporting

Step 3: Provide Two Class Observations for All Teachers and Report to State and Program Partners

Step 4: Use Evidence and Data to Make Improvements on an Ongoing Basis

Step 5: Develop a Long Term Strategic Plan

STEP 1: CREATE AN ANNUAL PLAN THAT INCLUDES CLASS OBSERVATIONS AND ENROLLMENT

Lead Agencies should develop annual plans outlining key action steps to achieve shared goals. In these plans, Lead Agencies should specifically indicate how they will coordinate evaluation and enrollment to ensure all teachers receive two CLASS observations and families are able to apply through a unified application process. See sections on planning for "[CLASS Observations](#)" on page 6 and "[Coordinated Enrollment](#)" on page 8 for additional guidance. Plans may also include goals related to collaborative leadership and teacher support. Lead Agencies should work with Program Partners to ensure all leaders and teachers are committed to the goals and actions needed.

In the annual plan, Lead Agencies should:

- Decide on specific action steps – each should have an owner(s) and timeline and be directly connected to the Performance Profiles.
- Address resource needs and indicate how resources will be coordinated to achieve goals.
- Anticipate barriers and proactively develop solutions to address potential obstacles.
- Identify which people or groups need to be communicated to and how to best reach them.

ACTION STEP

Lead Agencies should develop a written 2015-2016 [Community Network plan](#) with measurable annual goals that include a plan for providing CLASS observations and coordinating enrollment.

ACTION PLANNING ACROSS PROGRAMS:

ASCENSION AND SABINE

The Ascension Community Network supports each campus to set goals and develop a specific action plan. The effectiveness of the action plans is measured based on children's goals using assessment data. The goal has been to build the leaders' capacity to work with their own teachers with high expectations for children's success. The action plans drive all support for the individual programs and the overall Community Network and programs are held accountable for implementation. Meetings are about what program partners can do to move their own program to their next steps based on CLASS and Teaching Strategies GOLD.

Planning together has been key for Sabine. The best ideas for ways to efficiently support child care and coordinate information for families come from leadership meetings.

STEP 2: PREPARE FOR REPORTING

In 2015-2016, Community Networks will be expected to report on progress throughout the year. Both Lead Agencies and Program Partners will be asked to provide updated data on Performance Profile elements shown in the table below. This reporting will replace the progress report system used in prior years.

Program Partners will report on and/or verify the following to Lead Agencies:

CLASSROOM EXPERIENCE	COORDINATED ENROLLMENT
<ul style="list-style-type: none"> Classroom counts – submitted in the fall and the spring List of curricula used – submitted in the spring Teaching Strategies <i>GOLD</i> reliability and child results reports – submitted after each of three checkpoints (October, February, May) Teacher credentials – submitted through Teaching Strategies <i>GOLD</i> once annually 	<ul style="list-style-type: none"> Child counts – submitted annually

Lead Agencies will gather and submit this data to the state.

In addition, the Lead Agency will report on and/or verify:

CLASSROOM EXPERIENCE	COORDINATED ENROLLMENT
<ul style="list-style-type: none"> <i>CLASS</i> observations – submitted no more than ten days after an observation. Note that all fall observations must be submitted by December 15, and all spring observations must be submitted by May 15. 	<ul style="list-style-type: none"> Implementation status based on four stages of coordinated enrollment – submitted in October for Cohorts 1 and 2, and in January for Cohort 3

To prepare for reporting, Lead Agencies should work with Program Partners to establish system(s) to collect and verify all of the data listed above with the exception of the survey data which will come from the Department. For example, Lead Agencies need to track *CLASS* observations to ensure every classroom receives two and results are submitted to the Department.

ACTION STEP

In August and September, Lead Agencies should begin preparing for coordinated observations by ensuring there is sufficient reliable observer capacity, planning their observation schedule by reviewing Program Partner calendars and observer availability, and completing the Coordinated Observation plan. The Coordinated Observation plan will be due in September.

WORKING WITH PROGRAMS TO GATHER & VERIFY INFORMATION:

ST. JAMES AND TANGIPAHOA

St. James and Tangipahoa have developed a system to successfully gather, verify, and submit information demonstrating the progress of their Community Network. District staff work collaboratively with child care, Head Start, and pre-K programs to collect and analyze data, allowing them to better plan for the Community Network and help teachers improve.

STEP 3: PROVIDE TWO CLASS OBSERVATIONS FOR ALL TEACHERS AND REPORT TO STATE AND PROGRAM PARTNERS

To help improve the classroom experience for all publicly-funded children within the Community Network, Lead Agencies will be responsible for coordinating evaluation to ensure:

- Each publicly-funded classroom receives two *CLASS* observations during the school year;
- Observations are conducted by a *CLASS*-reliable observer and results are accurate and reliable;
- Results are reported to the Department as part of Performance Profile System; and
- Results are reported to Program Partners so feedback can be shared with teachers.

As part of the planning process, Lead Agencies should:

- Determine how many *CLASS*-reliable observers are needed based on the number of teachers (pre-K and toddler);
- Determine how to build observer capacity;
 - » This may include training existing staff to become *CLASS* reliable or contracting with other *CLASS*-trained observers for toddler and/or pre-K ([CLASS Observer List](#))
- Create a schedule for observations for both pre-K and toddler classrooms; and
- Develop a system for gathering, verifying, and submitting *CLASS* information to the Department and to Program Partners.
- In August**, the Department will release a template for Lead Agencies to use to schedule their year-long Coordinated Observation plan, as required by Bulletin 140.
- In September**, Lead Agencies will submit their Coordinated Observation plan, which will include their schedule for observing every PreK and Toddler classroom twice in the 2015-2016 school year, as well as their narrative plan for ensuring reliability of observers, maintaining fidelity and inter-rater reliability through shadow scoring, and avoiding conflict of interest.
- In February**, Lead Agencies will revise their plans as needed to show any changes in their community for the spring.

The Department will provide technical assistance for completing the Coordinated Observation plan through webinars, individualized assistance, and workshops. Guidance on submitting *CLASS* observations to the Department will come in the fall.

Additional guidance, technical assistance, and support will be provided to lead agencies and sites over the course of the year, leading up to the release of the 2015-2016 Learning Year Practice

Performance Profiles. Practice Performance Profiles will be released in the fall of 2016.

Lead Agency funding will be contingent upon the completion of deliverables related to CLASS observations. Specifically, Lead Agencies will be expected to submit a CLASS observation schedule at the start of the school year, submit the first round of CLASS observation results by mid-year, and submit the second round of CLASS observation results by the end of the school year.

Additional guidance may be found in the [CLASS Implementation Guide](#).

ACTION STEP

Lead Agencies must complete the template for the Coordinated Observation plan. Lead Agencies should determine how many CLASS-reliable observers are needed, build adequate observer capacity and work with Program Partners to set a schedule for the full school year. Coordinated Observation plans are due to the Department in September, and may be revised by Lead Agencies in February to account for any changes in their community.

CREATING A CADRE OF CLASS RELIABLE OBSERVERS: ASCENSION AND POINTE COUPEE

Like many other Networks, the Ascension Network has limited reserves of CLASS reliable observers. To address their requirement to conduct observations, they trained a cadre of their classroom teachers to reliability on the CLASS tool. These teacher leaders meet a critical need by providing feedback and support to their peers to improve the quality of interactions in the classroom.

Across the river, Pointe Coupee took a different approach. They trained principals and assistant principals in Pointe Coupee to become CLASS reliable. This increases their capacity to provide more frequent onsite technical assistance to early childhood staff on their campuses.

STEP 4: USE EVIDENCE AND DATA TO MAKE IMPROVEMENTS ON AN ONGOING BASIS

Lead Agencies should use evidence and data to evaluate progress against the annual plan on at least a quarterly basis. Lead Agencies should familiarize Program Partners with the different sources of data and how to access information in order to track, report on, and improve their program's progress.

Together, Lead Agencies and Program Partners should review evidence and data to make improvements on a quarterly basis. They should focus on priority areas, including but not limited to CLASS observation results, and consider the following questions:

- *What are the key learnings from this information?*
- *What should the Community Network do differently? What does this mean for the Lead Agency? Program Partners?*
- *What changes are needed to the annual plan (e.g., action steps, responsibilities, timeline)?*

For additional guidance on improving the classroom experience, see section on Strengthening Teacher Support.

ACTION STEP

Lead Agencies incorporate data into meetings on a quarterly basis, starting no later than October 2015.

USING INFORMATION TO IMPROVE: ORLEANS AND EAST BATON ROUGE

In addition to tracking CLASS and Teaching Strategies GOLD information, Orleans Leaders have created a program evaluation tool to assess each program's unique strengths and needs. Using all this information, Leaders develop and refine program goals and strategies. Technical assistance is provided to support programs to achieve goals. Following technical assistance, the same evaluation tool is used to determine improvements in teaching.

The East Baton Rouge Parish Early Childhood Network has developed an action plan in order to maximize the use of time and resources and inform training and technical assistance to our partners. Leaders host one or two meetings a month with the Resource and Referral partner. The first meeting is with program partners to review results and get their views on different topics. Preliminary feedback and questions then go to the governing board for discussion and next steps. This two-step collaborative process includes the input of all.

STEP 5: DEVELOP A LONG TERM STRATEGIC PLAN

Lead Agencies should formally establish their Community Network and develop a long-term strategic plan to ensure lasting success. This will involve several key activities such as developing a mission statement, formalizing governance and identifying long-term goals. Recommended activities include:

- *Creating a Mission Statement*
- *Establishing Formal Governance Structure for Community Network*
- *Building a Community Network Identity or Brand*
- *Developing a Strategic Plan with Long Term Goals and Strategies for Sustainable Funding*

See ["Appendix A"](#) for additional guidance on these activities.

ACTION STEP

Lead Agencies should complete at least one of these activities in the 2015-2016 year.

SECURING A SUSTAINABLE STRUCTURE: LAFAYETTE AND CALCASIEU

Already pioneers in using different funding sources to maximize services for children, Lafayette and Calcasieu Community Networks became Louisiana's first school systems to become Child Care Resource and Referral Agencies. Not only do both Community Networks provide direct training and professional development to child care, but they are able to pursue new, sustainable funding mechanisms such as tax credits to increase resources to support teachers and serve more children in high-quality settings.

FOR LEAD AGENCIES: STRENGTHENING COORDINATED ENROLLMENT

Coordinating enrollment supports families and increases access to early childhood programs.

Coordinated enrollment is key to building a unified system of early childhood education. Families should be able to apply through shared processes in their community, and be more satisfied with their children's experience. No single early childhood provider (schools, Head Start, or child care) can serve all families and prepare all children for kindergarten. Coordinated enrollment results in the greatest number of children in each community being served as:

- Families know of all available seats;
- Families have an easy way to know what they are eligible for and apply; and
- Families do not occupy more than one seat, for maximum use of available seats.

This section of the Guidebook covers six steps needed to coordinate enrollment:

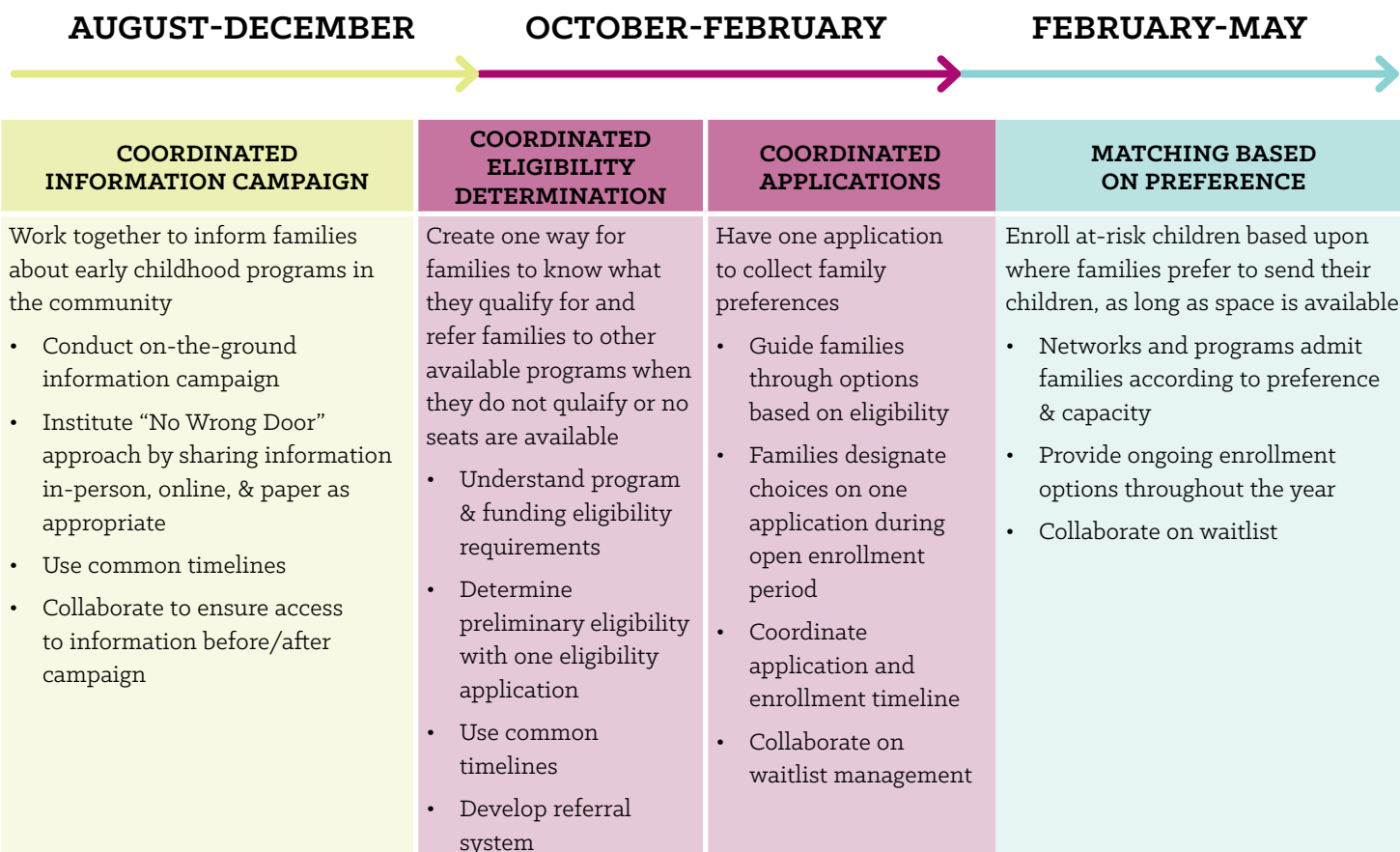
- Step 1: Build a Coordinated Enrollment Plan**
- Step 2: Coordinate Information Campaigns**
- Step 3: Coordinate Eligibility Determination**
- Step 4: Coordinate Applications**
- Step 5: Match Based on Family Preference**
- Step 6: Apply for Funding as a Network**

All Community Networks must begin to coordinate enrollment across these areas by June 2016. Lead Agencies must be coordinating local enrollment by June 2017 or the state may appoint third-party coordinators.

WHAT COORDINATED ENROLLMENT SUCCESS LOOKS LIKE - FULL MODEL

MAXIMIZE SYSTEM CAPACITY

1. Analyze historical demand for services in the community (e.g., count seats currently occupied)
2. Project community need (e.g., how many seats are needed and where are they available)



When fully implemented, Coordinated Enrollment will follow the annual timeline laid out above.

STEP 1: BUILD A COORDINATED ENROLLMENT PLAN

Lead Agencies should convene Program Partners and count the at-risk gap, identify all funding sources, and develop or refine the plan for implementing coordinated enrollment. The following questions may be considered:

- *What funding streams are being used to pay for publicly-funded children right now?*
- *How many children are currently being served?*
- *How many seats are these funding streams able to subsidize?*
- *How many more at-risk children are there in our community?*
- *How many children enter and exit programs mid-year and will those children be served?*
- *How many children with special needs and how will their needs be addressed?*
- *How will this community implement coordinated enrollment?*

For additional guidance on building a coordinated enrollment plan see [“Appendix B”](#).

ACTION STEP

Lead Agencies should work with Program Partners to complete the enrollment self-assessment by August 2015. Lead Agencies should also ensure enrollment is included as part of the annual plan (See earlier section on Annual Plan). Lead Agencies will be required to submit a coordinated enrollment status report in fall or winter 2015, depending on Cohort. For information on the enrollment self assessment from Summer 2014, see [Coordinated Self Assessment Results 2014](#), and [Sample Coordinated Enrollment Self-Assessment 2014](#).

BUILDING COORDINATED ENROLLMENT NEW ORLEANS AND IBERVILLE

The New Orleans Early Education Network (NOEEN) formed sector-specific working groups to get feedback on each sector’s eligibility, priorities, and registration processes. Once these groups agreed upon the outline of a process that would work for them, they launched a new working group that includes representatives from each sector (charter schools, traditional public schools, NSECD providers, Head Start grantees, Head Start delegate agencies, and child care centers) to develop policies and procedures for the launch of a unified application process in fall of 2015.

Through coordinated enrollment planning, Iberville developed a coordinated continuum of care. The result is that child care centers primarily serve birth to three-year-olds while Head Start and schools serve the three- and four-year-old population.

STEP 2: COORDINATE INFORMATION CAMPAIGNS

Lead Agencies should use a single timeline for enrollment activities and develop coordinated ways to inform families about all early childhood programs in the community. This may include promotional materials such as guides, pamphlets, websites, and/or social media. Leaders may also plan joint enrollment events, such as round-ups or fairs. Information should include each program’s quality rating, philosophy, location, hours, eligibility, and space availability. Note that some families will require services outside of these events so Lead Agencies should ensure available and accurate information all year round.

ACTION STEP

Lead Agencies will be required to use a single timeline and conduct coordinated information campaigns in the 2015-2016 school year.

INFORMING FAMILIES ABOUT ALL PROGRAMS: VERNON AND OUACHITA

Capitalizing on a strong sense of community, the Vernon Community Network partners joined together to host a community-wide coordinated information campaign highlighting each program. They also launched a referral system whereby each partner became knowledgeable of each other’s programs and referred families to every other partner. The result: families easily know all their options and the numbers of children enrolled in child care increased.

The Ouachita Community Network launched one of the state’s first, media-based information campaigns. Their approach included developing an interactive website, brochures, and television commercials highlighting program options for families. To further strengthen their coordinated enrollment effort, the Leaders developed a unified timeline for all providers so notifications of acceptance go out to all families at the same time for all programs.

STEP 3: COORDINATE ELIGIBILITY DETERMINATION

All Program Partners need to know the options available to at-risk children, so that families are not turned away when they may be eligible for another program. Lead Agencies should establish a referral system among program partners to reduce waitlists and serve more children. Eligibility information for each program should be provided in any informational materials or events.

ACTION STEP

Cohort 1 and 2 Lead Agencies will be required to coordinate eligibility determination in 2015-2016. Cohort 3 Lead Agencies are strongly encouraged to begin coordinating eligibility determination.

COORDINATING ELIGIBILITY: JEFFERSON DAVIS

The Jefferson Davis Parish Pilot has a consolidated enrollment process and is utilizing a unified printed flyer and application. The electronic form can be found on our district website and has contact information for all partners. The site provides access for all parents to all programs (public pre-K, Head Start, and childcare) and has links available to help families determine for which programs they qualify. They click on their program preference and the application is sent to the agency of their choice as well as to the coordinating partner. They are using flyers, local newspapers, TV stations, Facebook, and mobile apps for all partners to get the word out about our coordinated enrollment.

STEP 4: COORDINATE APPLICATIONS

Families need to be able to apply through a unified application that is used and accepted by all providers for all children birth to four. Lead Agencies should create single applications that provide clear and understandable directions, available in other languages when necessary. All Program Partners should enroll children on the same timeline, even when allowing for year-round enrollment options. Lead Agencies should also prepare to closely coordinate communication and outreach to families.

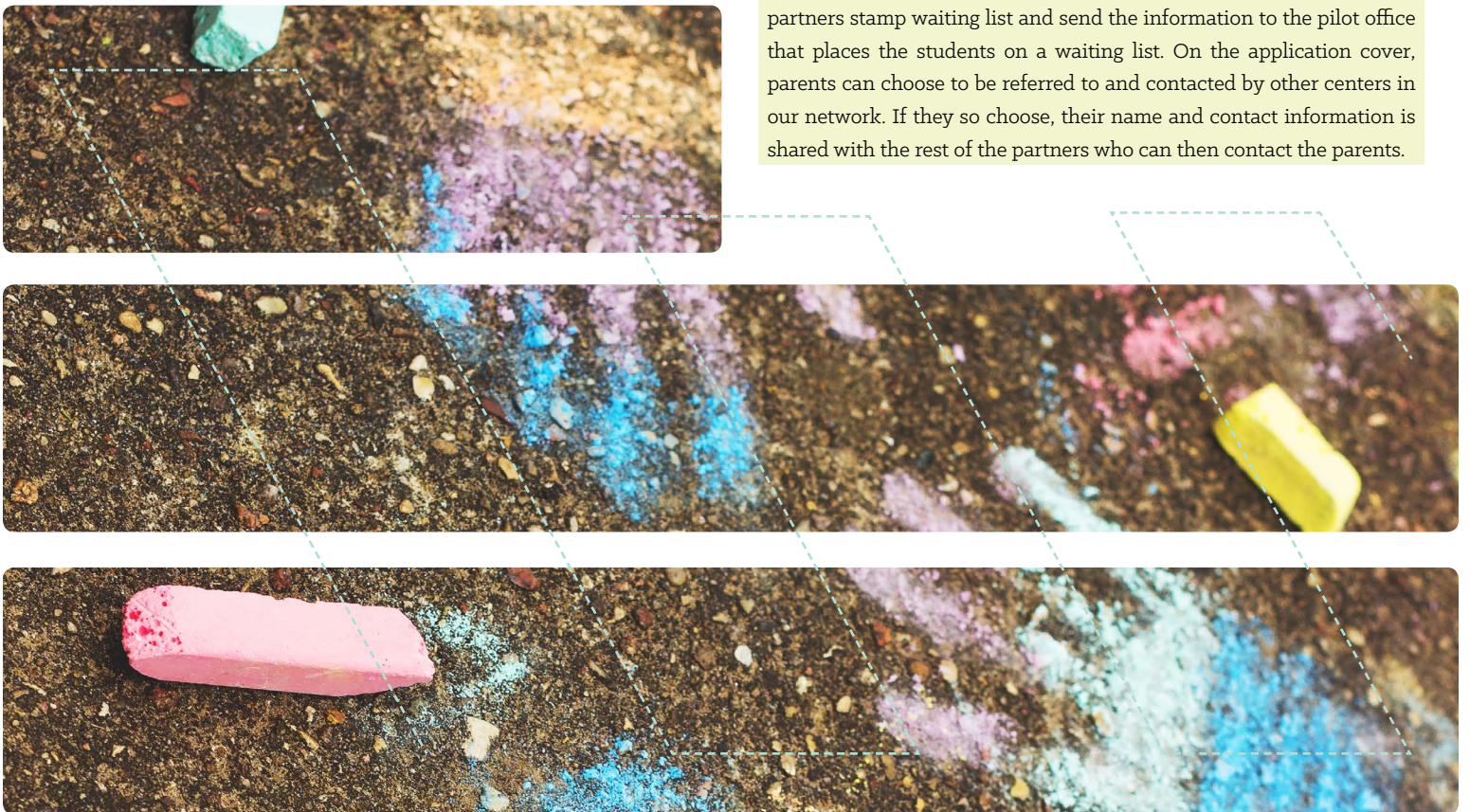
ACTION STEP

Cohort 1 Lead Agencies will be required to coordinate applications in 2015-2016. Cohort 2 and 3 Lead Agencies are strongly encouraged to begin coordinating applications in 2015-2016.

MAKING ENROLLMENT EASIER FOR FAMILIES: ASCENSION, WEST BATON ROUGE, & EAST BATON ROUGE

By creating websites for families to indicate preferences online, the Ascension and West Baton Rouge Community Networks streamline enrollment and make it easier for families to apply for the program of their choice. Ascension Leaders manage applications online, increasing efficiency and giving them a greater understanding of the community's needs. West Baton Rouge's website provides information and links for families to learn about options. Visit the [Ascension](#) and [West Baton Rouge](#) websites.

The East Baton Rouge Pilot created a database that documents how many seats each program partner has available. If partners have students to enroll, they stamp the cover application with accepted and send it to the pilot office. If partners are full and people apply, program partners stamp waiting list and send the information to the pilot office that places the students on a waiting list. On the application cover, parents can choose to be referred to and contacted by other centers in our network. If they so choose, their name and contact information is shared with the rest of the partners who can then contact the parents.



STEP 5: MATCH BASED ON FAMILY PREFERENCE

Every family who submits an application through the coordinated enrollment system should be considered equitably. Coordinated enrollment systems cannot rely upon a “first-come, first-served” method — there must be open enrollment periods for all providers, through which children are matched to seats based on family preferences. Lead Agencies should establish a method for understanding family preferences and seat constraints in the community. With this information, Lead Agencies should work closely with Program Partners to increase diverse delivery and maximize funding to meet family demand.

ACTION STEP

All Lead Agencies should begin planning for matching in 2015-2016.

MATCHING FAMILIES TO MAXIMIZE CHILDREN SERVED: SABINE

Leaders in the Sabine Community Network recognize that every available dollar needs to be maximized. To offer universal pre-K, Leaders match families based on preference and eligibility to guarantee every child care, Head Start, and public pre-K funding source is used to the fullest. The result: each family is matched to the seat that takes most advantage of their eligibility (e.g., a family at 170% of federal poverty would be funded by LA 4 and not by Head Start).

STEP 6: APPLY FOR FUNDING AS A NETWORK

Under coordinated enrollment, Lead Agencies should work with Program Partners to apply for funding as a Community Network. For LA 4, 8(g), or NSECD funding, Lead Agencies apply through the eGrants Management System using the Early Childhood Competitive Application. Lead Agencies should make projections on family demand and convene Program Partners to discuss all applications for funding. Lead Agencies should coordinate projections and funding request to reduce the at-risk gap and ensure parent choice is honored. Leaders then submit the Community Network application to the Department.

Lead Agencies should work with Program Partners to maximize all funding resources. Specifically, Lead Agencies should pursue approaches such as diverse delivery and shared services. See [“Appendix C”](#) for additional guidance on maximizing funding.

Community Networks will be able to apply for new funding in 2015-2016. Lead Agencies will be able to apply for the new federal Preschool Development Grant funding to offer new seats and improve existing seats. In fall 2015, every established Community Network will be able to compete for funding to offer up to 660 new slots for four-year-olds and improve an additional 858 slots. Note these seats will be funded at a rate designed to sustain quality under Act 3, approximately \$5,185 per child, and diverse delivery is strongly encouraged. These seats are in addition to existing seats such as LA 4 or NSECD. Lead Agencies will have to demonstrate that new seats will be allocated through coordinated enrollment based on parent choice.

ACTION STEP

All Community Networks will be required to apply for funding as a Network in 2015 for enrollment for the 2016-2017 school year. Lead Agencies should work with Program Partners to make projections and submit an application. For more information on the Preschool Development Grant, see [“Appendix D”](#).

COORDINATING RESOURCES AS A COMMUNITY: NEW ORLEANS

The New Orleans Early Education Network (NOEEN) convenes an enrollment work group to determine potential allocations for providers. Collectively, this group makes funding recommendation to benefit the entire Community network. Additionally, NOEEN uses diverse delivery to increase capacity and increase parent choice. For example, Wilcox Academy of Early Learning, a child care center, and FirstLine charter schools work together to offer LA-4 classes in a child care setting. This partnership allows families to keep their children in a familiar, high-quality setting while building a pipeline of kindergarten-ready children for Firstline schools. NOEEN will expand diverse delivery by 120 seats in 2015-2016 through the Preschool Development Grant.

FOR PROGRAM PARTNERS: STRENGTHENING TEACHER SUPPORT

Effective professional development helps teachers to achieve better outcomes with children.

Teachers are the most critical factor in the early childhood classroom. Children are more likely to enter kindergarten ready when they have access to teachers who create a positive learning environment; provide organized, standards-based instruction; and intentionally help them to develop a full range of skills. Lead Agencies and Program Partners should work together to ensure all early childhood teachers have access to effective, ongoing professional development that includes training, observations and feedback, and coaching.

For specific guidance for principals on instructional leadership, see also the Department's *Fundamentals of Classroom Practice Guidebook*.

Starting in 2015-2016, Early Childhood Programs and Networks will be evaluated on how well teachers do on the CLASS tool which measures emotional support, classroom organization, and instructional support. In addition, Networks will report on curriculum and assessment use, teacher preparation, and child outcomes as well as a survey on how well teachers feel supported.

There are six steps needed to strengthen teacher support:

Step 1: Prepare and Hire Strong Teachers

Step 2: Implement Classroom Best Practices (Ratios, Curriculum, Assessment)

Step 3: Create a Professional Development and Collaboration Plan

Step 4: Provide CLASS Observations and Feedback to all Teachers

Step 5: Monitor Progress and Support Improvement

Step 6: Adjust Support for Teachers of Children with Special Needs or English Language Learners

STEP 1: PREPARE AND HIRE STRONG TEACHERS

The first step to preparing more children for kindergarten is to build a great team of teachers. Children are more likely to enter kindergarten ready to learn when they have access to teachers who create a positive learning environment, provide organized, standards-based instruction, and intentionally help them to develop a full range of skills.

Currently there are stark differences in the training, tools, feedback, and compensation available to early childhood teachers depending on their teaching setting (pre-K, child care, Head start). By professionalizing the early childhood workforce, Louisiana will have prepared, professional teachers working with all at-risk children.

The state has recently taken steps to increase preparation and credentials for the early childhood workforce, specifically child care teachers:

- Maintain high standards for teacher credentials for pre-K programs;
- Establish a new Early Childhood Ancillary Certificate Credential based on the Child Development Associate (CDA) or associate degree in Early Childhood that will be required of all lead child care teachers within publicly-funded early learning centers by July 2019;
- Create a new birth to kindergarten bachelor's degree and teaching certificate that may be used in any publicly-funded early childhood program; and
- Provide funding and support to teachers to pursue credentials such as scholarships and tax credits

For more information on these policies and supports for teachers, see "[Appendix E](#)".

ACTION STEP

Program Partners should become familiar with statewide teacher preparation efforts and support their teachers to pursue higher credentials and/or hire teachers with an Ancillary Teaching Certificate. Note that teachers with an Ancillary Teaching Certificate that work for 6 months in a Quality Start rated center may be eligible for tax credits.

PREPARING TEACHERS FOR SUCCESS

The Northwestern State University Child and Family Network developed a set of trainings and support opportunities responsive to the needs of the child care providers in the community. For example, when the staff of the NSU Child and Family Network learned about the shift in the time requirements for the professional education needed to receive a Child Development Associate (CDA), they developed a series of "CDA Wrap-Up" sessions. These five half-days of wrap-up support and training allow teachers to receive assistance in determining what training they may need to complete the CDA coursework, and determine when they will be able to receive it. By creating this additional opportunity for support, more teachers within the NSU Child and Family Network are able to receive the CDA certificate.

STEP 2: IMPLEMENT CLASSROOM BEST PRACTICES (RATIOS, CURRICULUM, ASSESSMENT)

Research shows that children thrive in an organized classroom environment with teachers who use quality curriculum, assess children accurately on an ongoing basis, and provide high quality interactions and instruction.

All Program Partners should implement the following classroom best practices if they have not done so already. In 2015-2016, these practices will be included as informational metrics in the Program and Network Performance Profiles.

1. Set and maintain classroom ratios

Maintaining an appropriate child to teacher ratio establishes a learning environment in which children can benefit from high-quality interactions and develop meaningful relationships with adults. The minimum standard required by licensing sets a minimum standard for safety. Depending on the program type, ratios may set by Head Start Program Guidelines, LA 4, 8(g), or NSECD regulations.

AGES OF CHILDREN	LICENSING	EARLY HEAD START	HEAD START	LA 4/8(G)/ NSECD
Infants under 1 year	5:1	4:1	---	---
1 year	7:1	4:1	---	---
2 years	11:1	4:1	---	---
3 years	13:1	---	17:2	---
4 years	15:1	---	20:2	10:1
5 years	19:1	---	---	---
6 years and up	23:1	---	---	---

2. Choose and implement a standards-based curricula

To improve children's success by enhancing their early skills and knowledge, programs need to decide on curriculum – the content of what children should learn, as well as how they will best learn it. Programs also need to ensure teachers use the curriculum and associated materials consistently and appropriately. Many pre-K and Head Start programs use formal curriculum while some child care programs do not. All Program Partners should select and implement a standards-based curriculum.

The Department will identify quality instructional materials and assessment tools aligned to Louisiana's Early Learning and Development Standards. Starting in February 2015, the Department will review and provide feedback on how aligned curricula are with the standards. For more information, [click here](#).

3. Choose and help teachers accurately and effectively use ongoing assessment to promote learning

To support children's progress, programs should use a standards-aligned, developmentally-appropriate assessment on an ongoing basis to evaluate children. Teachers who accurately understand what each child knows and can do are better able to adjust their teaching and care to support each child. In 2015-2016, Community Networks will have the option to continue using Teaching Strategies *GOLD* or to select an alternative assessment.

For those that select *GOLD*, Lead Agencies should work with Program Partners to achieve the following:

ACTIVITY	ACTION STEPS NEEDED	TIMELINE
Set Up	<ul style="list-style-type: none"> Ensure all programs and teachers have access to their <i>GOLD</i> account Ensure all publicly-funded children are entered into the data system 	<ul style="list-style-type: none"> By start of school year Children should be enrolled within 30 days upon entry into the program
Reliability	<ul style="list-style-type: none"> Ensure all teachers are trained on <i>GOLD</i> and pass the online reliability test 	<ul style="list-style-type: none"> By the first checkpoint in October
Evaluation	<ul style="list-style-type: none"> Ensure all teachers enter anecdotes on an ongoing basis and complete three checkpoints Verify that all children have been leveled, and that there is sufficient evidence to support each benchmark 	<ul style="list-style-type: none"> Ongoing At the end of every checkpoint, which is the last working day of October, February, and May

Community Networks interested in an alternative assessment will be asked to complete a brief application indicating the rationale for using the alternative assessment as well as demonstrating how teachers will be supported to use the tool and how necessary information will be reported to the Department. Guidance will be forthcoming in spring 2015.

ACTION STEP

Program Partners should determine what standards-aligned curriculum and ongoing assessment will be used in the 2015-2016 school year and ensure they are set up by August 2015.

IMPLEMENTING CLASSROOM BEST PRACTICES: BOSSIER, NEW ORLEANS & VERNON

Bossier has worked hard to enhance the learning environment for infants and toddlers. Noting specific areas assessed through Teaching Strategies *GOLD*, Leaders purchased supplies to help address current needs for these two age groups. Child care programs were lacking learning materials and needed guidance for curriculum and interventions. Child care now uses the same curriculum and intervention program as district preschool in hopes of providing more consistency for teachers and quality learning opportunities for children.

The New Orleans Early Education Network (NOEEN) has developed a range of supports for best practices. In the first year of the pilot, Leaders used private funding to provide child care classrooms with the materials they needed to improve on *CLASS* and support children's development, as measured by *GOLD*. Materials and furnishings were selected based on an assessment of each classroom's needs that was conducted by our technical assistance coaches in partnership with the center director and teachers.

Vernon has been using a Coach/Master Teacher in an effort to model common, high standards for what children should learn (curriculum) and what excellent teaching looks like. The Coach teaches in a pre-K classroom, deemed the Model Classroom where teachers from all programs visit the class and observe the teacher. The Coach also visits other classrooms to provide support to others in curriculum, assessment (*GOLD*), and interactions (*CLASS*).

STEP 3: CREATE A PROFESSIONAL DEVELOPMENT PLAN

Once classroom best practices are in place, Program Partners should create comprehensive professional development plans for their teachers for the 2015-2016 school year. Plans should include three components:

- **Quality professional training** that helps teachers deepen content knowledge and use materials.
- **Collaboration** that allows teachers the time to constantly reflect on children's development and adjust instruction.
- **CLASS Observation** and feedback that provides teachers differentiated support (This is addressed in the next section.)

TRAINING

Program Partners are responsible for supporting teachers to use the standards and assessment effectively and understand what high-quality interactions and instruction look like. Program Partners should work with Lead Agencies to do the following:

- Identify teachers who need foundational training on the Standards, *CLASS*, and Teaching Strategies *GOLD* or an alternate assessment
- Determine topics and when and how training will occur
- Create a calendar of training opportunities to share with all programs
- Monitor course completion rates and understanding
- Use observation and assessment results to adjust training plan throughout the year

See "[Appendix F](#)" for additional guidance on foundational training on the Standards, *CLASS*, and *Teaching Strategies GOLD*.

COLLABORATION

One-time training should be complemented by frequent opportunities for teachers to reflect on children's learning and development and to adjust their instruction based off of the expertise of their peers. Strong collaboration models support the continuous growth of teachers. For more information on collaboration models, see the Department's *Fundamentals of Classroom Practice Guidebook*.

STEP 4: CLASS OBSERVATION AND FEEDBACK

All Program Partners need to support teachers to provide high-quality interactions and instruction. Teachers will need *CLASS* observations and feedback in order to understand where they are doing well, areas to improve and practice to make adjustments in their teaching.

Lead Agencies are required to report *CLASS* observation results to Program Partners so they can provide feedback and ongoing support to their teachers. Each teacher's *CLASS* observation will provide specific areas for teacher growth in each domain. Program Partners should review *CLASS* observation data to customize their support for their teachers. Based on where a teacher is at, this may include:

- Providing supplemental training on fundamentals or in-depth training on specific domains
- Providing individual or small group coaching or mentoring
- Conducting professional learning communities with focus on *CLASS*
- Training peers to provide observations and actionable feedback

CHOOSING THE RIGHT OBSERVATION TOOL FOR PUBLIC SCHOOL EARLY CHILDHOOD CLASSROOMS

Public School Program Partners are able to use *CLASS* as the *COMPASS* observation rubric for early childhood teachers. Note that if the district does not substitute *CLASS* for their current teacher evaluation, Lead Agencies will still conduct and report on two *CLASS* observations for these teachers as part of the Performance Profile system. See "[Appendix G](#)" for guidance.

COLLABORATIVE PROFESSIONAL DEVELOPMENT

Neither Lead Agencies nor Program Partners are expected to provide all professional development services themselves. They should work together with programs to collaborate, share services, and connect with outside support. This may include:

- **Head Start**

Each Head Start designs training based on their self-assessment utilizing resources from their state-based Training and Technical Assistance team and local Training and Technical Assistance funds. Head Start grantees are required to develop collaborative relationships with community partners for the purpose of providing training and/or technical assistance to meet local needs. For more information, [click here](#).

- **Resource and Referral Centers (R&Rs)**

R&Rs are regional organizations contracted by the Department to provide training and technical assistance to using the standards, improving interactions and assessment, and early childhood best practices. For more information, [click here](#).

- **Mental Health Consultation**

Mental Health Consultation is a research-based coaching model targeted to developing social-emotional and executive function skills in children by working with teachers through weekly visits, with an emphasis on supporting teachers of infants. For more information, [click here](#).

- **Teacher Leaders**

Teacher Leaders are experienced early childhood teachers who are interested in acting as mentors for other teachers in their Community Network. Note that this is a new program for early childhood which is expected to launch in June 2015. For more information, [click here](#).

In addition, the Department provides basic online resources through the Teacher Toolbox. The Toolbox offers resources related to setting goals, planning and teaching, and evaluating children's results. New resources are continually added to the Toolbox. [Click here](#) to learn more.

ACTION STEP

Program Partners should collaborate to create a comprehensive professional development plan that for their teachers by August 2015. A sample plan template is included in the [Sample Professional Development Plans](#).

PRODUCING A COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN: EAST BATON ROUGE & RAPIDES

The East Baton Rouge Community Network has one the state's largest pool of early childhood professionals. Rather than traditional training approaches, they employ a cross-program training strategy whereby trainers from one setting offer professional development to other programs. They also recognize teacher support extends beyond providing training and giving teachers feedback after observations. Leaders send out surveys to all partners. Based on results, they assign centers in three tiers: 1) no support, 2) some support, and 3) intensive support. They then make weekly visits to help them program partners in areas of need. Leaders also provide a free monthly "Helping Hands" session at our Professional Development Center where are partners are invited to come and receive one on one assistance with any areas they need.

The Rapides Early Childhood Network (RECN) provides deliberate and planned professional development to teachers. Each year, Leaders develop a plan to meet teachers where they are at and help them be successful through individualized, small group, face to face, and/or online training scaffolded to the level of implementation necessary to address their immediate needs.



STEP 5: MONITOR PROGRESS AND SUPPORT IMPROVEMENT

Teachers need support to reflect on what is helping their children make progress and what must change. Program leaders play a critical role in supporting teachers with this reflection and improvement through individual support via observation and feedback and providing space for teacher collaboration. All Program Partners should establish systems to support their teachers on an ongoing basis.

In addition to *CLASS* observation data, Program Partners should use child assessment data to inform teaching planning and instruction. Following each checkpoint, Programs Partners should review aggregate *CLASS* and *GOLD* data and work with each other and Lead Agencies to develop specific strategies for ongoing support for teachers. This may include:

- Supporting teachers to use activities suggested by *GOLD* to support children's learning
- Setting or adjusting specific content and developmental goals for their children
- Providing content-based observations and feedback on how teachers work with children to achieve goals
- Conducting professional learning communities
- Providing or referring programs for coaching or mentoring

For additional guidance on supporting instructional improvement, see the Department's *Fundamentals of Classroom Practice Guidebook*.

ACTION STEP

Program Partners should monitor progress and support teacher improvement on ongoing basis. Programs that have little or no experience in these practices should seek assistance from the Lead Agency or Resource and Referral Agency.

SUPPORTING TEACHERS TO IMPROVE: OUACHITA, RAPIDES & ASSUMPTION

Head Start teachers help other teachers improve in the Ouachita Community Network. Leaders produce videos with local Head Start teachers that highlight exemplar teaching and model what high-quality classroom interactions look like. Teachers learn from one another as they view the videos, reflect, and then plan for changes they will implement when they return to their classrooms.

Rapides initiated a system of support through Professional Learning Communities where exemplary teachers to serve as coaches/mentors for teachers in other programs. By providing release time, stipends, and other incentives, Leaders ensure all teachers are successful in supporting children's readiness for school, with collective time to examine children's progress from their *GOLD* assessments.

Leaders in Assumption are committed to observing every child with *GOLD* and using the assessment data to guide instructional improvement. Leaders create trend reports showing results across the community and individual classrooms. Each teacher receives individualized data snapshots that are incorporated into Professional Learning Communities.

STEP 6: ADJUST SUPPORT FOR TEACHERS OF CHILDREN WITH SPECIAL NEEDS OR ENGLISH LANGUAGE LEARNERS

Community Networks must periodically evaluate the degree to which children with special needs or English Language Learners are being served appropriately. Teachers who are working with children that have additional or special needs may require more assistance to support the growth and development of their children.

Expectations discussed previously apply to classrooms that serve children with special needs but adaptations may be needed. For example, lower ratios may be needed with children with extensive needs to ensure they get the appropriate care and attention. Similarly, programs may identify a special curriculum or assessment tool.

- **Observation:** Leaders are expected to use *CLASS* in all classrooms including those with children with special needs. Research shows that effective interactions measured by the *CLASS* tool are relevant for all children regardless of ability level or whether they are learning a second language. While interactions may look different in these types of settings, teachers who serve these children and who score well on the *CLASS* tool are:
 - » Consistently aware of and responsive to the individualized needs of children,
 - » Evaluate how well children are responding to instruction and learning activities and adapt accordingly, and
 - » Individualize how they facilitate their instruction to meet the diverse needs of their children.



- **Assessment:** Leaders should assist programs to meet the needs of all children. Children with special needs that are receiving services in site-based settings should be assessed using *GOLD* or the alternate assessment. The assessment process should be the same for all children. *GOLD* is designed to support tiered models of instruction that can be individualized to guide the development of Individualized Education Plans (IEP).

- » All children, ages three to five, with special needs are assessed using the Assessment, Evaluation, and Programming System, Interactive (AEPSi) for the purposes of meeting federal reporting mandates. Children ages birth to three, who have not been identified as having a disability but may benefit from intervention services, may be assessed through the **Early Steps** program; LEA Child Find Coordinators are primary contacts for assessment/referrals for children ages three to five.
- » Like *GOLD*, AEPSi is useful in IEP development and for instructional planning purposes.
- » Students who are English Language Learners should be assessed using *GOLD*. *GOLD* includes two additional objectives for listening and understanding English for children who are learning a new language.

ACTION STEP

Lead Agencies and Program Partners should work together to identify the number of children with special needs or English Language Learners and ensure the professional development plan and ongoing support address their needs.

INCLUDING ALL CHILDREN IN CHILD CARE: LAFAYETTE

Lafayette, working with SpecialQuest, developed a sustainable inclusion model. The model centers around collaboration with child care centers so children ages birth to three receive their services in settings most appropriate for their needs. As a result, children receive more stable, continuous care rather than leaving centers to receive services elsewhere.

The St Tammany Parish Early Childhood Network Leaders have supported child care centers to increase screenings and share resources to ensure all children are appropriately included.



APPENDICES

PREPARING
CHILDREN FOR
KINDERGARTEN;
STRENGTHENING
EARLY CHILDHOOD
PROGRAMS &
COMMUNITY
NETWORKS



APPENDIX A:

SUGGESTED ACTIVITIES FOR LONG TERM PLANNING

To ensure lasting success, leaders should formally establish their Community Network and develop a long-term strategic plan. This will involve several key activities such as developing a mission statement, formalizing governance and identifying long-term goals. These activities do not need to occur in a particular order so long as Networks are taking steps to formally establish themselves, institute a governance structure and ensure long term sustainability. Recommended activities include:

CREATE A MISSION STATEMENT

Community Network Pilots evaluate the mission of their collaborative work, and align short and long term goals to that mission. Creating a mission statement that all program partners are invested in will help guide planning and implementation, and ensure efforts remain focused on critical, long-term goals.

ESTABLISH FORMAL GOVERNANCE STRUCTURE FOR COMMUNITY NETWORK

As Community Networks evolve from pilot to permanent status, leaders should establish a formal governance structure to ensure a lasting unified early childhood system that prepares children for kindergarten. There is no set path for formalizing governance. Rather communities are taking different approaches such as establishing oversight boards or councils, creating new non-profit organizations (501(c)3) or expanding roles and responsibilities within existing organizations.

BUILD A COMMUNITY NETWORK IDENTITY OR BRAND

Creating a Community Network brand can help to raise awareness about the network's efforts and improve sustainability. This may include a logo, a phrase, a motto, or other identifying component that distinguishes the Community Network, and ties programs, outreach, and efforts to the network.

DEVELOPING A STRATEGIC PLAN WITH LONG TERM GOALS AND STRATEGIES FOR SUSTAINABLE FUNDING

Leadership teams should begin to develop a strategic plan that includes long term goals based on child outcomes. Leaders should establish a vision and goals for what they want their community network to achieve in five or ten years. Developing specific strategies for ensuring network stability and financial sustainability will also be critical. This will likely involve seeking additional funding sources beyond the initial pilot funding, with formal, coordinated oversight and/or governance to support continual improvements and serve more children.

APPENDIX B:

BUILDING A COORDINATED ENROLLMENT PLAN

Prior to August 2015, leaders should convene to count the at-risk gap, identify all funding sources and develop or refine the plan for implementing coordinated enrollment

WHAT FUNDING STREAMS ARE BEING USED TO PAY FOR PUBLICLY-FUNDED CHILDREN RIGHT NOW?

Public funding streams include LA 4, NSECD, 8(g), Title I, Head Start, and CCAP grants and vouchers. Different communities have access to different funding sources. Coming together to discuss and understand what funding is available to support at-risk children will help leadership teams to maximize resources and serve the greatest number of children.

HOW MANY CHILDREN ARE CURRENTLY BEING SERVED?

Program partners should answer this question by collaboratively completing the following chart:

NUMBER OF SEATS	INFANTS	ONES	TWOS	THREES	FOURS
Child Care	10	25	40	45	20
Head Start/EHS	15	35	40	60	50
Public School	---	---	---	---	100
Nonpublic School	---	---	---	---	20
Total Served Now	25	60	80	105	190

HOW MANY SEATS ARE THESE FUNDING STREAMS ABLE TO SUBSIDIZE?

Once the number of children being served now has been determined, pilot leadership teams will need to take a critical look at how they are using their funds: Could state funds pay for more 4-year-old seats? Are there child care centers that could accept more infants and toddlers with CCAP? Networks should always know how many more seats are available to at-risk children, and be able to refer families to programs with vacancies.

HOW MANY MORE AT-RISK CHILDREN ARE THERE IN OUR COMMUNITY?

Estimating the population of at-risk children in a community can be done by either looking at the birth cohort data (available from DHH) or by looking at the kindergarten cohort data (available from the Department). By applying the school district's at-risk percentage to these data points, communities can estimate the number of at-risk children ages birth to four. Since population trends remain relatively stable, these data points are helpful in understanding the demand for publicly-funded early childhood seats in each community.

Once a leadership team has estimated the number of at-risk children in their community, they should calculate the at-risk gap, or the number of at-risk children that are not currently being served. By completing the table below, leadership teams can project how many more seats are needed, and set targets for increasing the number of children served.

AGE GROUP	CHILDREN SERVED (from Progress Report 2)	ESTIMATED NEED (larger of kindergarten estimate or birth cohort estimate)	PERCENT SERVED NOW (Based on larger estimate)	2015-16 TARGET SERVED	GROWTH
Example: threes	150	375	40% (150/375)	47%	7% (47%-40%)
Infants					
Ones					
Twos					
Threes					
Fours					

HOW MANY CHILDREN ENTER AND EXIT PROGRAMS MID-YEAR AND WILL THOSE CHILDREN BE SERVED?

Children may enter and exit programs throughout the year, which should be accounted for in the coordinated enrollment process. By knowing both the number of children being served through each funding source and the number of seats in each program, partners should be able to refer any families that approach them mid-year to another program that they know has availability. This will help to ensure that no family is turned away at one place when another program has empty seats. Sharing this information will also help to maximize all available funding sources to serve at-risk children.

HOW MANY CHILDREN WITH SPECIAL NEEDS AND HOW WILL THEIR NEEDS BE ADDRESSED?

When planning for coordinated enrollment, leaders should identify the number of children with special needs and determine how they plan to support the families of children with special needs. Leadership teams should plan the most effective ways to reach these families, share information about their options, and provide the care and services the child needs. Early Steps and local disability advocacy organizations should be involved in planning. This plan will vary from community to community, but will be a key part of ensuring that coordinated enrollment systems are reaching and serving all at-risk children in high-quality environments.

HOW WILL THIS COMMUNITY IMPLEMENT COORDINATED ENROLLMENT?

It is not expected that communities build all components of a coordinated enrollment system at once - planning and implementing coordinated enrollment occurs over time. The timeline for full implementation will largely depend on the level of coordination among the program partners already. The rubric helps to lay out the progress over time toward a fully coordinated enrollment system. Generally, pilots can expect to implement a coordinated information campaign and eligibility determination in one year, and build a coordinated application system with matching based on preference for the next.

APPENDIX C:

MAXIMIZING FUNDS FOR COORDINATED ENROLLMENT

Providing the most Louisiana children access to high-quality early childhood programs as possible requires each early childhood provider (e.g., child care, Head Start, and schools), to blend together multiple funding sources. No single funding source, and no single provider, can serve all children, so providers and communities have to maximize every available dollar to improve kindergarten readiness. The following steps will help in maximizing and blending early childhood funding.

1. **Know The Funding Options For Serving Children:** The first step is to know what funding sources can directly provide seats to at-risk children.

	FUNDING SOURCES	INFANTS	ONES	TWOS	THREES	FOURS
Programs that Fund Seats for Children	Child Care Assistance (CCAP)	✓	✓	✓	✓	✓
	Early Head Start	✓	✓	✓		
	Head Start				✓	✓
	Title I				✓	✓
	LA 4					✓
	NSECD					✓
	8(g)					✓
	REAP					✓
	EEF					✓
	Preschool Expansion Grant					✓
Local School General Fund				✓	✓	
Children with Special Needs	IDEA Part C (Early Steps)	✓	✓	✓		
	IDEA Part B				✓	✓

2. **Know Which Funds Can be Accessed Directly:** The second step is to know which funding sources can be accessed directly, based on provide type and funding source requirements in law (federal and state).

PROVIDER TYPE	FUNDING SOURCES WITH DIRECT ACCESS TO	FUNDS REQUIRING PARTNERSHIPS (E.G., DIVERSE DELIVERY)
Early Learning Centers (Type III)	<ul style="list-style-type: none"> Child Care Assistance NSECD (<i>requires 3 stars or higher</i>) Private Pay Tuition 	<ul style="list-style-type: none"> Early Head Start Head Start LA 4 Preschool Expansion Grant IDEA Part C IDEA Part B
Head Start	<ul style="list-style-type: none"> Early Head Start Head Start NSECD (<i>requires 3 stars or higher</i>) Child Care Assistance (<i>before-/after-care</i>) 	<ul style="list-style-type: none"> LA 4 Preschool Expansion Grant IDEA Part C IDEA Part B
Nonpublic Schools	<ul style="list-style-type: none"> NSECD Child Care Assistance (<i>before-/after-care</i>) 	<ul style="list-style-type: none"> Preschool Expansion Grant IDEA Part C IDEA Part B
Public Schools	<ul style="list-style-type: none"> Early Head Start Head Start Title I LA 4 8(g) REAP EEF IDEA Part B Child Care Assistance (<i>before-/after-care</i>) 	<ul style="list-style-type: none"> Preschool Expansion Grant

3. **Know Which Funds Can Support Programs and Teachers:** The third step is to know what resources are available to support programs and teachers.

PROVIDER TYPE	PRIMARY SUPPORT RESOURCES	ADDITIONAL SUPPORT RESOURCES
Early Learning Centers (Type III)	<ul style="list-style-type: none"> • Child Care Resource & Referral (R&R) • Mental Health Consultation • Community Network 	<ul style="list-style-type: none"> • Shared Services • Community & Technical Colleges & Universities
Head Start	<ul style="list-style-type: none"> • Head Start Training & Technical Assistance (T&TA) • Community Network 	<ul style="list-style-type: none"> • Shared Services • Child Care Resource & Referral (R&R) • Community & Technical Colleges & Universities
Nonpublic Schools	<ul style="list-style-type: none"> • Local School • Community Network 	<ul style="list-style-type: none"> • Community & Technical Colleges & Universities
Public Schools	<ul style="list-style-type: none"> • Local School • Community Network 	<ul style="list-style-type: none"> • Community & Technical Colleges & Universities

4. Leaders can use the short self-assessment below to evaluate whether additional steps are needed to maximize funding.

SELF-ASSESSMENT		YES (?)	NO (?)
1	Are you serving all ages of children you are eligible to serve? If not, do you need assistance expanding your offerings?		
2	Are you accessing all funding sources you can directly pull down? If not, do you need assistance learning more about how to blend multiple programs?		
3	Are you partnering with other providers to offer additional programs (e.g., child care offering LA 4 with a school)? If not, do you need assistance making contact?		
4	Are you accessing all of the support resources you can? If not, do you need assistance learning more?		

If the Community Network is not currently maximizing every program and funding source, Leaders should explore approaches such as **diverse delivery or shared services**. Leaders should also review the funding section of the **District Planning Guide**. For additional assistance, contact the Office of Early Childhood at the Louisiana Department of Education.

APPENDIX D:

PRESCHOOL DEVELOPMENT GRANT OVERVIEW

LOUISIANA'S EFFORT TO UNIFY EARLY CHILDHOOD

Louisiana is in a multi-year effort to unify its early childhood system and improve kindergarten readiness. To address a fragmented early childhood system that prepares only 54% of children for kindergarten, Louisiana passed a law (Act 3, 2012) to unify preschool, Head Start and child care programs into a statewide early childhood network. By empowering families with choice and ensuring easy access to high quality options, the state seeks to start every child on track for success.

EARLY CHILDHOOD COMMUNITY NETWORK PILOTS LEAD THE WAY

To implement Act 3, the Department called on innovative communities to create community network pilots comprised of child care, Head Start, publicly funded private preschools, and public school pre-kindergartens under a unified system of academic and development standards, enrollment, and teacher preparation expectations. Beginning in 2013, Cohort 1 launched with 13 pilots, followed by Cohort 2 in 2014 with 16 pilots. All remaining communities opted into Cohort 3 which will launch in January 2015.

For the first time, leaders from child care, Head Start and schools have come together to:

- Count all of their at-risk kids and coordinating planning to serve more at-risk children;
- Train and provide professional development for all teachers, regardless of where they work; and
- Create better ways to share information with families and to help them enroll in the best option for their children. Soon families will no longer have to travel all over town, fill out multiple forms, often only to be left with limited or confusing options.

LOUISIANA RECEIVES PRESCHOOL DEVELOPMENTS GRANTS AS VALIDATION OF PILOT MODEL

Using the community network pilot model as the centerpiece, Louisiana applied for \$32 million over 4 years to expand high-quality preschool programs in high-need communities through a unique parent choice model. Among a competitive field, Louisiana was selected to receive funding which not only validates the pilot model but will provide Louisiana children with:

- **New Quality PreK Seats through Choice:** Families of 4,600 at-risk children over 4 years will be able to choose a new, high-quality option in diverse settings including child care, Head Start, nonpublic and public schools; and
- **Improved Seats:** Families of 6,000 at-risk children over 4 years will benefit from quality improvements for existing seats. This means children will have 1) a credentialed teacher who is receiving coaching and professional development and 2) access to comprehensive services.

MORE LOUISIANA CHILDREN AND FAMILIES WILL BENEFIT EACH YEAR

More than 10,500 Louisiana children are expected to benefit. Louisiana will use \$23.7 million to add new high-quality PreK seats as listed below. Equally important, these seats will be funded at a rate designed achieve quality under Act 3, approximately \$5185 per child. These seats are in addition to existing PreK seats such as LA 4 or NSECD.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
New Seats Created	340	660	440	360
Continued from Prior Year	---	340	1000	1440
Total Seats Funded	340	1000	1440	1800

Number of Children Served in New Seats Over 4 Years: 4580

Louisiana will use \$7.4 million to improve teaching and services for existing seats as listed below. This funding will demonstrate how achieving a certain funding level helps ensure high quality teaching.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Improved Seats Funded	442	1300	1872	2340

Number of Children Served in Improved Seats Over 4 Years: 5954

STARTING POINT: PLAN FOR 2015-2016:

Louisiana will gradually scale up the number of seats provided or improved by the grant. In 2015-16, funding will go to 6 high-need communities (Caddo, City of Monroe (Ouachita), Iberville, Lincoln, Orleans, Rapides) for 340 new seats and 442 improved seats. Communities were chosen on 3 factors:

1. **Community Network Pilot:** Capacity to coordinate enrollment and implement a parent choice model
2. **Unmet Parent Demand:** More parents requesting preschool seats than are available
3. **Children in Poverty:** Designation as a high need community by LSU/Tulane Risk and Reach Report

These 6 Cohort 1 Community Network Pilots will offer new seats through a coordinated, parent choice enrollment model for the 2015-2016 school. They are committed to sharing lessons learned to support the state on how to best implement these types of enrollment models.

MOVING FORWARD: ALL EARLY CHILDHOOD COMMUNITY NETWORKS HAVE FUNDING OPPORTUNITY

Starting with the 2016-17 school year, all communities in Louisiana that are successfully implementing Act 3 will be able to apply for funding to offer new and/or improve existing seats. From 2016-2019, every Community Network in Louisiana that has a collaborative leadership structure in place, supports teachers and empowers parent choice through coordinated enrollment will be able to compete for an average of \$10 million dollars annually to increase access, improve quality and help ensure more children enter kindergarten ready.

APPENDIX E: TEACHER PREPARATION

FINDING AND BUILDING A TEAM

The first step to preparing more children for kindergarten is to build a great team of teachers. Children are more likely to enter kindergarten ready when they have access to teachers who create a positive learning environment, provide organized, standards-based instruction and intentionally help them to develop a full range of skills.

Currently there are stark differences in the training, tools, feedback, and compensation available to early childhood teachers depending on their teaching setting (PreK, child care, Head start). By professionalizing the early childhood workforce, Louisiana will have prepared, professional teachers working with all at-risk children.

The State has recently taken steps to increase preparation and credentials for the early childhood workforce, specifically child care teachers:

1. **Maintain high standards for teacher credentials for PreK programs**

The State will maintain the Bachelors' Degree and teaching certificate requirement for PreK teachers in public and non-public schools that take public funding (NSECD). Teachers that will be funded through the Preschool Expansion Grant must also meet the Bachelor Degree requirement. [Head Start teacher requirements](#) will continue to follow the national credential and qualification guidelines.

2. **Establish a new Early Childhood Ancillary Certificate Credential based on the Child Development Associate (CDA) or Associate's Degree in Early Childhood that will be required of all lead child care teachers within publicly-funded early learning centers by July 2019**

The [Early Childhood Ancillary Certificate](#) will be required for all lead teachers within publicly-funded early learning centers by July 2019. Teachers may earn the Early Childhood Ancillary Certificate through demonstrating the completion of one of the following certifications:

- Child Development Associate (CDA) in either Infant/Toddler or Preschool, awarded by the [Council for Professional Recognition](#);
- Certificate of Technical Study or Technical Diploma in an early childhood related field;
- Associate Degree from a regionally accredited university in an early childhood related field;
- A career diploma that has been approved by the [Louisiana Pathways Career Development](#) system, and is earned prior to January 1 2018. Career diplomas will not be accepted following January 1, 2018; or
- Bachelor degree or higher from a regionally accredited university.

Beginning January 1 2018, teachers who apply for the Early Childhood Ancillary Certificate by completing a CDA, Certificate of Technical Studies/Technical Diploma, or Associate Degree will need to have completed all coursework for the certification through a BESE approved provider. The Department will maintain a current list of BESE approved Early Childhood Ancillary Certificate providers beginning in June 2015.

All Early Childhood Ancillary Teaching Certificates will require renewal every three years through a demonstration of training hours, work experience, as well as a request from the teacher's most recent employer.

3. **Create a new Birth to Kindergarten Bachelor's Degree and teaching certificate that may be used in any publicly-funded early childhood program**

The [Birth to Kindergarten Teaching Certificate](#) will be based on a new Birth to Kindergarten Bachelor's degree. Teachers who complete the requirements for the degree will also need to pass a pedagogy and content Praxis test requirement. The Birth to Kindergarten Teaching Certificate will be available at regionally accredited universities and colleges, beginning as early as 2016.

The early childhood courses for all Early Childhood Ancillary Teaching Certificates will be aligned with and count towards the course requirements for the Birth to Kindergarten Teaching Certificate. This will allow early childhood professionals to progress more easily along a career and certification pathway over time.

Teachers who receive a Birth to Kindergarten Teaching Certificate will follow the statewide policies for renewal of traditional teaching certifications.

4. **Provide funding and support to teachers to pursue credentials such as scholarships and tax credits**

The Department will continue to increase available supports and opportunities for early childhood teachers that are pursuing a professional certification.

- Teachers will be financially supported in obtaining the Early Childhood Ancillary Certificate through increased access to scholarships that cover the cost of program courses and national certification costs.
- Early Childhood Ancillary Certificate Programs will have the opportunity to apply for additional funding through the proposed development of Believe and Prepare: Early Childhood.
- The School Readiness Tax Credits will continue to provide financial support to teachers who qualify. As teachers increase their professional credential, their tax credits will grow as well.
- There will no application processing costs for the Early Childhood Ancillary Teaching Certificate or Birth to Kindergarten Teaching Certificate.

The coursework for the Birth to Kindergarten Teacher Certificate and Early Childhood Ancillary Teaching certificate will support teachers to prepare for success within the early childhood accountability system. The integration of the early childhood accountability system, as well as alignment of all coursework for the various certifications available, will create a pathway for teachers to grow professionally over time.

IMPLEMENTATION TIMELINE

- **Ongoing:** Community Network Leaders should identify the teachers who will need to complete the requirements for an Early Childhood Ancillary Certificate prior to 2019, focusing specifically on child care centers. By collaborating on the needs of the local early childhood teacher community, programs will be better able to prepare their teachers and provide assistance in finding opportunities for professional certifications.
- **Summer 2015:** Following BESE approval, teachers who already meet one of the options for Early Childhood Ancillary Certificate criteria may begin to apply for the Ancillary Certificate.
- **Fall 2015:** Providers begin to offer coursework for the Early Childhood Ancillary Teaching Certificate and Birth to Kindergarten Teaching Certificate. The number of providers is expected to expand over time.
- **July 2018:** All Early Childhood Ancillary Certificate coursework submitted by teachers must be from an approved BESE provider.
- **July 2019:** All lead teachers in publicly-funded licensed centers must have a teaching credential (either Ancillary Certificate, Birth to Kindergarten, or PreK-3). Following July 2019, teachers will have two years from date of hire to complete this requirement. This requirement will be codified in the licensing bulletin, Bulletin 137.

APPENDIX F:

FOUNDATIONAL TRAINING OVERVIEW

All lead teachers with publicly-funded children need to be trained in three key areas: standards, teacher-child Interactions, and evaluating child progress. During the pilot phase, the state offers four foundational courses, which can be completed in any order (with the exception of the two CLASS courses). Following the pilot phase, Community Networks are responsible for ensuring all teachers have the foundational training needed to perform successfully in the classroom.

1. **CONNECT:** Standards, Assessment and Instruction- An free online course that all lead teachers must access and complete. This can be done individually or in a group. CONNECT shows teachers to how to use learning standards and assessment in their classroom. All teachers who complete CONNECT will receive a certificate documenting their completion of the course.
2. **CLASS:** There are two courses for lead teachers on the CLASS tool. ***The course Introduction to CLASS must be taken prior to Looking at CLASSrooms.***
 - » **Introduction to CLASS:** A two hour online course that introduces teachers to the three domains of teacher-child interactions that are evaluated through CLASS.
 - » **Looking at CLASSrooms:** A 15 hour online series of videos and guided course modules that guide teachers to learn what goes into positive interactions, and how to improve observation skills and interactions within their classroom. Teachers have eight months to complete this series.
3. **Teaching Strategies GOLD:** A training series to inform teachers on how to use *Teaching Strategies Gold* to assess children and use the results to plan their instruction. Teachers will also learn the reports and tools available through *Teaching Strategies Gold* to support their planning. This training can be completed either online or in-person through an approved trainer.

TRAINING COURSE	FORMAT	TEACHERS RECEIVE:
CONNECT: Standards, Instruction and Assessment	<ul style="list-style-type: none"> • Recorded presentation at www.louisianabelieves.com • Credit- 4.0 hours 	<ul style="list-style-type: none"> • Continual access
Introduction to the CLASS Tool	<ul style="list-style-type: none"> • Online – Video training that is available through Teachstone • Credit – 2.0 hours 	<ul style="list-style-type: none"> • 8-month video subscription • Dimensions Guide • Video Library Companion
Looking at CLASSrooms	<ul style="list-style-type: none"> • Online plus a video library subscription through Teachstone • Credit – 15.0 hours • Must be completed after Introduction to the CLASS tool 	<ul style="list-style-type: none"> • 8-month video subscription • Dimensions Guide • Video Library Companion
Teaching Strategies GOLD	<ul style="list-style-type: none"> • In person training – 9.0 hours OR • Online Basic courses – 8.0 hours 	<ul style="list-style-type: none"> • Teachers log on to their account through www.teachingstrategies.com to access the Online Basic and Inter-rater Reliability courses

APPENDIX G:

CHOOSING THE RIGHT OBSERVATION TOOL FOR COMPASS

Public school programs that are participating in the Community Network Pilots may be able to use CLASS as the observation rubric for public school early childhood teachers. The Local Education Agency may choose to substitute CLASS for their current rubric to evaluate early childhood teachers. If the Local Education Agency does not substitute CLASS for their current teacher evaluation, programs must still use CLASS as part of their selected teacher evaluation.

Questions for Local Education Agencies to consider in making a decision on the teacher observation tool include:

HOW WILL STAFF BE TRAINED ON THE CHOSEN OBSERVATION FRAMEWORK?

- Training, support, and guidance for CLASS will be provided from the Department as part of the Community Network Pilots for all programs. For COMPASS and TAP, training and support will continue to be provided as it has been previously.

HOW WILL EVALUATORS BE TRAINED ON THE CHOSEN OBSERVATION FRAMEWORK?

- The pilots have the responsibility to provide CLASS observer training for their evaluators and to ensure they are reliable on the tool. For COMPASS and TAP, training and certification will continue to be provided as it has been previously.

WHAT ARE THE POTENTIAL ADVANTAGES OF SWITCHING THE OBSERVATIONAL FRAMEWORK TO CLASS?

- CLASS is a highly-regarded and well-researched tool that focuses on effective teaching by helping teachers recognize and understand the power of their interactions with children. CLASS will be required as a program evaluation as part of the pilots. Because of this requirement, schools may want to align their evaluation process with the program evaluation process.

WHAT ARE THE POTENTIAL CHALLENGES OF SWITCHING THE OBSERVATIONAL FRAMEWORK TO CLASS?

- Schools that are already using the COMPASS Teacher Rubric may feel that it is working effectively in their early childhood classrooms, and that it is part of adopted routines.

HOW WILL SWITCHING IMPACT THE COMPASS INFORMATION SYSTEM?

- The Compass Information System is a free, web-based data management system that provides templates for compiling evidence and recording observation ratings. The Department will provide a conversion chart for districts using CLASS to enable the evaluations from CLASS to be entered into the Compass Information System (appendix).

WHAT ABOUT EARLY CHILDHOOD PROGRAMS LOCATED IN TAP SCHOOLS?

- If an early childhood program is currently in a TAP school and is considered to be a part of the TAP system, then the use of the TAP/NIET Instructional Rubric must be continued for these teachers. If a Local Education Agency has chosen to use the TAP/NIET Instructional Rubric district-wide, and the early childhood program is not in a TAP school or part of the TAP system, then the Local Education Agency can choose which tool is used for their early childhood teachers.

OPTIONS FOR PILOTING CLASS IN K-2

The CLASS evaluation system is designed to be able to evaluate teachers in grades K-2 as well as in early childhood classrooms. While this has not been adopted by any Local Education Agencies at this time, this may be an option in the future.

Additional information about choosing the right observation tool for Public School Early Childhood Programs can be found [here](#).

APPENDIX H: HYPERLINKS

WHAT SUCCESS LOOKS LIKE: EARLY CHILDHOOD COMMUNITY NETWORKS RUBRIC & PERFORMANCE PROFILE SYSTEM

Early Childhood Network Rubric:

<http://www.louisianabelieves.com/docs/default-source/early-childhood/2014-early-childhood-rubric.pdf?sfvrsn=2>

Sample Performance Profile for Program:

<https://www.louisianabelieves.com/docs/default-source/early-childhood/draft-learning-year-performance-profiles-sites-and-community-networks.pdf?sfvrsn=2>

Sample Performance Profile for Community Network:

<https://www.louisianabelieves.com/docs/default-source/early-childhood/draft-learning-year-performance-profiles-sites-and-community-networks.pdf?sfvrsn=2>

STRENGTHENING COLLABORATIVE LEADERSHIP & COORDINATION

Community Network Annual Plan - Sample Template:

<http://www.louisianabelieves.com/docs/default-source/early-childhood/community-network-annual-planning-sample-template.pdf?sfvrsn=2>

List of CLASS reliable observers:

<http://www.louisianabelieves.com/docs/default-source/early-childhood/class-reliable-observers.xlsx?sfvrsn=4>

CLASS Implementation Guide:

<http://info.teachstone.com/class-implementation-guide>

Collaborative Leadership Self-Assessment:

<http://www.louisianabelieves.com/docs/default-source/early-childhood/collaborative-leadership-self-assessment.pdf?sfvrsn=2>

STRENGTHENING COORDINATED ENROLLMENT

Coordinated Enrollment Self-Assessment- Summer 2014

<http://www.louisianabelieves.com/docs/default-source/early-childhood/coordinated-enrollment-self-assessment.docx?sfvrsn=4>

Coordinated Enrollment Self-Assessment Results- Summer 2014:

<http://www.louisianabelieves.com/docs/default-source/early-childhood/coordinated-enrollment-results---summer-2014.pdf?sfvrsn=2>

Community Networks Website for Coordinating Enrollment:

- Ascension Parish Early Childhood Website:
<http://www.ascensionearlychildhood.org/website/default.aspx>
- West Baton Rouge Parish Early Childhood Community Network:
<http://www.wbearlylearning.com/>

STRENGTHENING TEACHER SUPPORT:

Information on Curricular Resources Annotated Reviews:

<http://www.louisianabelieves.com/academics/instructional-materials-review/curricular-resources-annotated-reviews>

Office of Head Start Start:

<http://eclkc.ohs.acf.hhs.gov/hslc>

Child Care Resource and Referral Agencies in Louisiana:

<http://www.louisianabelieves.com/docs/default-source/early-childhood/2014-early-childhood-map---child-care-resource.pdf?sfvrsn=10>

Mental Health Consultations, Institute of Infant and Toddler Mental Health:

<http://www.infantinstitute.org/>

Louisiana Teacher Leaders:

<http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/collaboration-teacher-leadership>

Teacher Support Toolbox:

<http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox>

Sample Professional Development Plan for Community Networks:

<http://www.louisianabelieves.com/docs/default-source/early-childhood/sample-professional-development-plan.pdf?sfvrsn=2>

Early Steps Program, Department of Health & Hospitals:

<http://new.dhh.louisiana.gov/index.cfm/newsroom/detail/1481?uuid=1296859139925>

