September 12, 2013

The Early Childhood System of Local Networks Implementation Update and Roadmap to 2015 Vision

Department of Children & Family Services
Building a Stronger Louisiana

DEPARTMENT OF HEALTH AND HOSPITALS

DEPARTMENT of EDUCATION
Louisiana Believes

BACKGROUND
From the Framework to the Roadmap

The Roadmap:

- Provides an update on work done since Act 3 (2012) and the release of the framework
- Articulates the path forward to building a coordinated early childhood system

Progression to the Roadmap

Spring 2012	Summer/Fall 2012	December 2012	Spring/Summer 2013	September 2013
• **Act 3** created a statewide Early Childhood Care and Education Network	• LDE, DCFS, and DHH prepared framework for statewide system • **Extensive engagement** through forums, surveys, and formal comments	• **Act 3 Framework** presented to BESE • LDE prepared RFA for Round 1 Pilots	• **Round 1 Pilots** launched *(July 2013)* • CLASS® and Teaching Strategies GOLD™ selected	• **Roadmap to 2015 Vision** proposes path forward to fully developed early childhood system

Who is included?

- **Children:** At-risk children birth-to-five in Louisiana
  - Including those with disabilities, in foster care, learning English, and in low socio-economic families
- **Teachers**: Teachers working with children under age five
  - Including child care, Head Start, Early Head Start, Early Steps, and PreK
- **Providers**: Publicly-funded early childhood providers
  - Including child care, Head Start, Early Head Start, Early Steps, and PreK
- **Local Networks**: comprised of at least child care, Head Start, Early Head Start, Early Steps, and PreK

THEORY OF ACTION
Unifying a Fragmented System for Improved Child Outcomes

A unified early childhood system organized around local networks and focused on improvement will ensure:

More children enter kindergarten with the persistence and curiosity to develop:

- language and communication skills
- letter and number recognition
- motor skills
- social-emotional skills

When:

- **Local Networks** establish strong, enduring governance structures that:
  - Represent and respond to their unique community
  - Coordinate local early childhood efforts
  - Ensure families have high quality choices
  - Provide and encourage collaboration and feedback for teachers and leaders, and

- The **State** and **Local Networks** partner to:
  - Unify expectations for high quality teaching and early learning
  - Support teachers and providers to reach expectations
  - Measure and recognize progress
  - Fund providers that serve children well
  - Provide clear information and high quality choices to families

2015 VISION
Coordinated Approach: The Early Childhood System of Local Networks

The State

- Sets unified, high expectations
- Supports Teachers and Providers:
  - Creates incentives and supports so all providers can attract and retain high quality teachers
  - Provides tools and resources for teachers
- Measures progress through early childhood report cards for providers
- Funds providers that serve children well
- Ensures high quality choices by guiding development of common enrollment systems

Local Networks

- Support Teachers and Providers:
  - Build partnerships across providers
  - Coordinate collaborative professional learning for teachers and leaders
  - Hold providers accountable for meeting expectations
- Measure progress through CLASS® and Teaching Strategies GOLD™
- Ensure families have high quality choices through common enrollment and allocations

Children are Kindergarten Ready

Families

- Actively participate in the learning process by supporting children in learning and development
- Ensure children attend
- Ensure children are prepared to engage and participate
- Advocate for continuous improvement
- Partner with Networks to enroll children in the highest quality providers

Providers

- Meet expectations for child outcomes and professional improvement
- Support Teachers:
  - Provide resources and quality feedback
  - Provide an appropriate environment and materials
- Measure progress through regular observations, CLASS® and Teaching Strategies GOLD™
- Ensure families have information to make high quality choices and partnership opportunities

EARLY CHILDHOOD LEGISLATIVE FRAMEWORK
Supports for Building a Unified System

- **Act 3 (2012):** creates a statewide Early Childhood Care and Education Network to ensure children are ready for kindergarten
  - Sets high expectations across publicly-funded providers
  - Aligns public funding with performance to support high quality providers
  - Provides clear information to empower parents to make informed choices

- **Act 179 (SB 222, 2013):** establishes new license types for early childhood learning centers and seeks streamlined licensing regulations
  - Establishes licensing streamlining working group to propose a draft of new rules and regulations to ensure health and safety is maintained while allowing providers to focus on children's learning and development

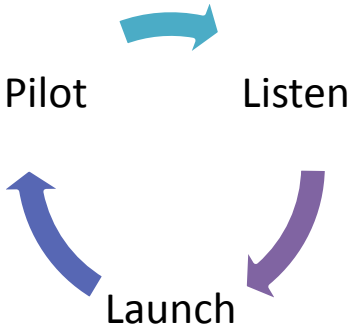
- **SCR 76 (2013):** urges and requests LDE and DCFS to determine a transition plan for the LDE to serve as lead agency for the Child Care Development Fund
  - Requires CCDF Transition Team to prepare a transition plan to submit to the legislature in January 2014

- **Act 406 (HB 698, 2013):** requires BESE and the lead agency for the Child Care Development Fund to recommend School Readiness Tax Credit legislative changes by January 2015
  - Seeks to align School Readiness Tax Credits with the Early Childhood Care and Education Network established by Act 3 (2012)

LOCAL COMMUNITIES ARE LEADING THE WAY
Pilots Serve as Foundation for the System of Local Networks

Pilot, Listen, Launch

- Pilot: State will pilot strategies for developing unified system
  - Pilots will lead the way for statewide implementation by:
    - Communicating what has worked and what has not worked
    - Working with State to identify replicable practices and models
    - Identifying and cultivating centers of excellence *(i.e., models and resource centers)*
- Listen: State will proactively and purposefully ask for feedback and guidance
- Launch: State will launch strategies through Local Networks
- **Full implementation is achieved through expanding the Local Networks statewide**

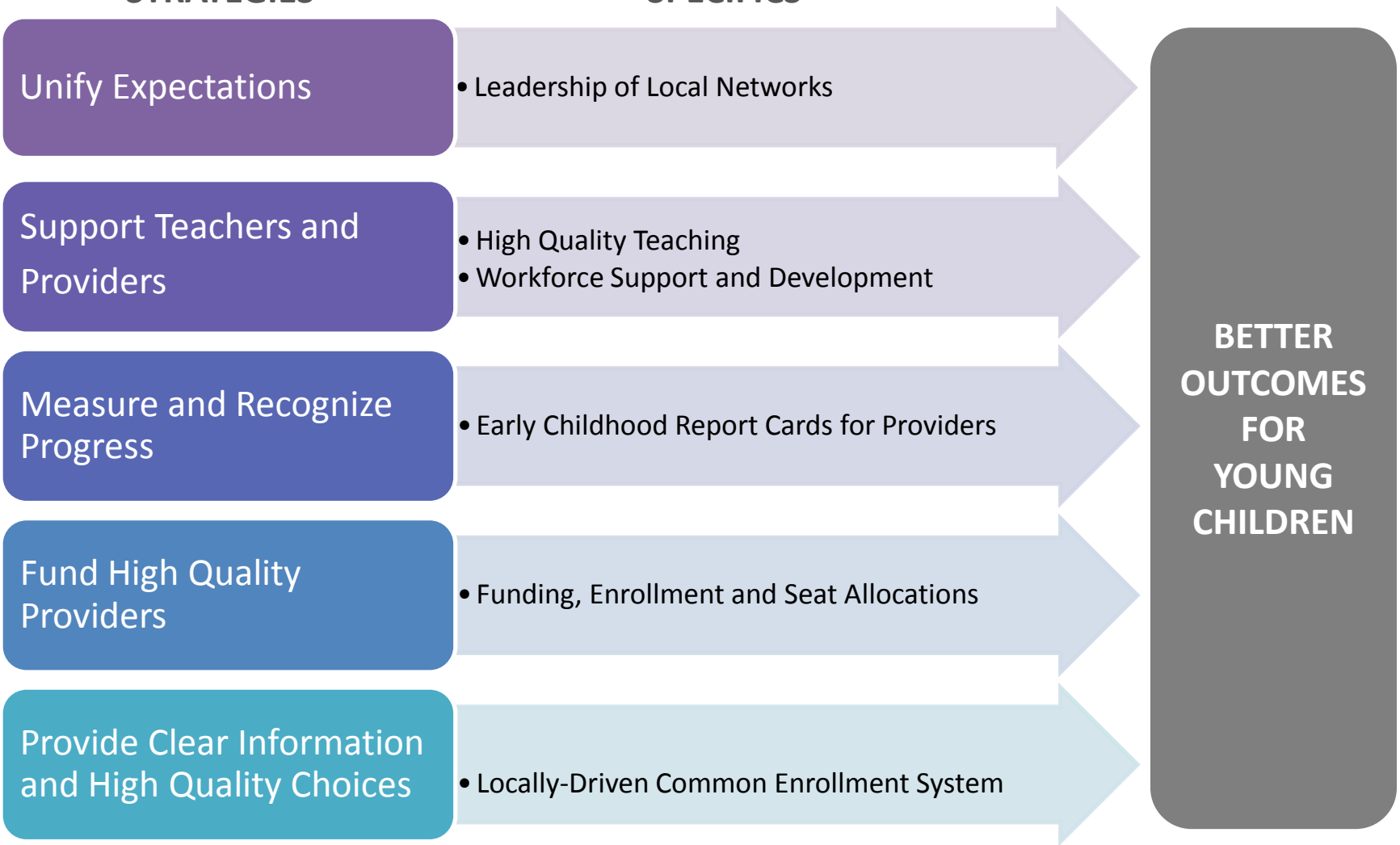


New Local Networks Launched in Rounds

- Continue to be an opt-in system, until the last round of Local Networks

Round	Launch Date
1	July 2013
2	March 2014
3	July 2014
4	November 2014
5	February 2015
6	July 2015

STRATEGIES FOR SUCCESS
Identifying Specific Roadmap Areas



ROADMAP
Strategy: Unify Expectations

Unified expectations identify the same threshold of quality for all provider types.

Expectations For	Expectations Set Through
Children	– Early Learning and Development Standards *(April 2013)*
Teachers	– CLASS®: provides information needed to reflect on and improve teaching practice – TS GOLD™: provides information on child progress for teachers to guide instruction
Providers	– Streamlined licensing regulations *(draft by December 2013)* – Receipt of public funds, which demands high quality
Local Networks	– Streamlined application for PreK seats *(Spring 2014)* – Leadership support – Local common enrollment system guidance – Seat allocation guidance

ROADMAP
Strategy: Support Teachers and Providers

To reach expectations, teachers and providers need ongoing guidance and support.

	2013-2014 School Year	2014-2015 School Year	2015-2016 School Year
High Quality Teaching	• **Teachers**: – Use data and resources to tailor instruction – Support each other in using CLASS® and TS GOLD™ • **Local Networks**: – Ensure teachers receive ongoing training and feedback – Coordinate resources across providers – Identify and cultivate centers of excellence • **State**: – Highlights excellent practices – Partners with teachers to develop supports and resources to help teachers reach excellence – Works with Local Networks to support teachers and providers to improve	Represents the ongoing work of teachers, Local Networks, and the State	
Workforce Support and Development	• **State**: Launches in-depth analysis of workforce challenges; partners with Round 1 Local Networks to address	• **State**: Works to articulate streamlined and relevant early childhood courses across higher education providers	• **State**: Releases incentives for high quality teachers to be attracted to and retained in high quality settings
Policy Decisions			• Compensation incentives for workforce development • Sequenced and articulated courses

ROADMAP
Strategy: Measure and Recognize Progress

Families deserve a fair representation of how their child's provider is preparing children.

	2013-2014 School Year	2014-2015 School Year	2015-2016 School Year
Early Childhood Report Cards For Providers	• **State**: – Assists Round 1 Local Networks in understanding data from CLASS® and TS GOLD™ to improve supports for teachers and providers	• **State:** – Works with established Local Networks to develop methodology for report card	• **All Local Networks**: – Ensure all publicly-funded providers participate and receive a report card *(learning year for full system)* • **State**: – Report cards begin to distinguish providers meeting expectations from those who are not
Policy Decisions	• State proposes preliminary components for report card *(May/June 2014)* – Focus is on identifying those providers meeting expectations from those who are not and need more targeted support	• Determination on having QRIS for child care without publicly-funded children	• State releases draft report card for all Local Networks *(summer/fall 2016)* • Components and methodology adjusted as necessary • State releases timeframe for low-performing providers to improve *(e.g., four years)*

ROADMAP
Strategy: Fund High Quality Providers

Using the report cards, Local Networks determine fair and appropriate allocations across providers.

	2013-2014 School Year	2014-2015 School Year	2015-2016 School Year
Funding, Enrollment and Seat Allocations	• **Round 1 Local Networks**: – Determine how to braid funds to reach expectations • **State**: – Releases online common application for PreK funding • *(LA 4, NSECD, and 8(g))*	• **Round 1 Local Networks**: – Braid funds to reach expectations • **State**: – Streamlines allocations for PreK to better serve at risk four-year-olds	• **All Local Networks**: – Braid funds to reach expectations • **State**: – Targets funds based on need and quality
Policy Decisions	• CCAP: CCDF Transition Plan submitted to Legislature to move lead agency authority from DCFS to LDE • Allocations: Pilot Local Networks requesting seat allocations rather than individual providers	• Funding: State adjusts policies to target funds for all providers based on geographical need • CCAP: State develops infrastructure to contract subsidy in blocks • Allocations: All existing Local Networks request seat allocations rather than individual providers	• Funding: State targets funds to areas with greatest needs • CCAP: State pilots contracting subsidy in blocks • Allocations: Seats allocated to Local Networks

ROADMAP
Strategy: Provide Clear Information and High Quality Choices

To increase access to high quality providers, Local Networks operate an equitable common enrollment system.

	2013-2014 School Year	2014-2015 School Year	2015-2016 School Year
Locally-Driven Common Enrollment System	• **Round 1 Local Networks**: – Design and implement a common enrollment system for four-year-olds – Develop community partnerships to increase information and resources for families • **State**: – Provides common enrollment system guidance	• **Round 1 Local Networks**: – Enroll children based on 2013-14 common enrollment efforts • **New Local Networks**: – Design and implement common enrollment systems for four-year-olds – Develop community partnerships	• **All Local Networks**: – Manage enrollment portfolio locally: count, identify, allocate, and enroll children – Operate common enrollment system for four-year-olds – Support families in choosing the best option for children – Determine how to expand common enrollment to three-year-olds