Request for Applications 2:
LOUISIANA EARLY CHILDHOOD KEY TRAINING MODULES
MAY 2019
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SECTION 1: BACKGROUND AND PURPOSE

To address a fragmented early childhood system that did not adequately prepare its children for kindergarten, the Louisiana State Legislature unanimously enacted the Early Childhood Care and Education Act of 2012 (Act 3) to unify all publicly-funded birth through five programs into a statewide early childhood care and education network. Since 2012, Louisiana’s early childhood community networks have worked to increase access to high-quality care for families by supporting program improvements across all publicly-funded child care, Head Start, and pre-K sites. To support ongoing program improvement, it is essential to provide guidance and targeted training that responds to the needs of Louisiana’s early childhood teachers and leaders.

2017-2018 CLASS™ Data Analysis

Louisiana collects information on the quality of teacher-child interactions, as measured by the CLASS™ assessment, for all publicly funded early childhood classrooms, including pre-K, Head Start, and child care. Louisiana’s statewide CLASS™ data provides clear information about what is happening in classrooms and what support is needed for teachers.

Through the statewide early childhood network, more than 14,000 rigorous observations of early childhood classrooms were completed in the 2017-2018 academic year, providing a clear picture of the strengths and areas for growth in Louisiana’s early learning classrooms:

- Most teachers are able to provide a positive environment that is responsive to children’s needs and emotions, which helps children develop the ability to interact with others.
- Teachers are often successful in organizing an effective classroom, which manages children’s attention, time, and behavior.
- Additional support is needed for teachers to provide the type of classroom interactions and experiences that help children develop language and learn new concepts. Children need additional activities that encourage analysis and reasoning, with less of a focus on rote recitation (e.g., naming a letter, color, or shape).
- More opportunities for back-and-forth engagement and feedback loops between teachers and children are needed to encourage connections between concepts and ideas.

Information about every community’s CLASS™ scores and use of curriculum and child assessment can be found in the 2017-2018 Performance Profiles and resources. Through CLASS™ data and informational metrics collected for each site and community network, Louisiana is primed to design a comprehensive professional development system to support teachers in all program types. One essential component of this is offering high-quality trainings created by early childhood experts.

Sharing Expertise through Louisiana’s Early Childhood Key Training Modules

Across the state and nation, experts in early childhood have developed excellent professional development opportunities that support Louisiana’s early childhood workforce. This professional development has been carefully designed and aligned in the specific context of Louisiana’s standards and expectations, as well as statewide and local data revealing key trends in the practices, methods, and operations of early education. In an effort to share the highest quality professional development available to Louisiana’s early childhood workforce, the Department has released this Request for Applications for experts to develop high-quality ready-to-go presentations and trainings, which will comprise Louisiana’s Early Childhood Key Training Modules.
SECTION 2: LOUISIANA EARLY CHILDHOOD KEY TRAINING MODULES

To offer the very best in quality professional development training opportunities and build efficiencies that save money at every level of the system over time, the Department will fund the creation of Louisiana Early Childhood Key Training Modules.

What are Louisiana Early Childhood Key Training Modules?

Louisiana Early Childhood Key Training Modules are a set of accessible, high-quality trainings designed by experts on best practices in the field of early childhood. Once created, these modules will be branded by the Louisiana Department of Education and shared with key professional development vendors across the state to be used for redelivery.

Each training module will be vetted using approval standards, ensuring that the training module supports the Louisiana Early Childhood Teacher Competencies and Louisiana Early Learning and Development Standards (where applicable) and includes references that demonstrate ties to research, theory, and best practice. The design of each training module will incorporate activities and presentation methods appropriate for adult learners to ensure trainers, coaches, community leaders, and directors can provide teachers with consistent quality trainings on the subjects that matter most for supporting child development.

This is the Department’s second of three Request for Applications (RFA) to build a comprehensive set of Louisiana Key Training Modules. Each of the three RFAs responds to one of three focus training areas and requests the submission of proposals for training modules that address a specific set of topics. The RFA release for each focus training area has been staggered throughout 2019.

A tentative timeline for the Request for Applications for each of these three focus training areas is listed below:

<table>
<thead>
<tr>
<th>Focus Training Area 1: Early Childhood Tools and Standards</th>
<th>Released February 2019</th>
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<tbody>
<tr>
<td>Focus Training Area 2: Effective Adult-Child Interactions</td>
<td>Released May 2019</td>
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<tr>
<td>Focus Training Area 3: Management and Leadership</td>
<td>Tentative Release July 2019</td>
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</tbody>
</table>
**SECTION 3: REQUEST FOR APPLICATIONS 2, LOUISIANA EARLY CHILDHOOD KEY TRAINING MODULES**

The modules developed as a result of the Louisiana Key Training Modules RFA 2 will address the focused training area related to effective adult-child interactions. Applicants will have the freedom to develop the structure of their proposed session as they see fit. Items listed as “Possible Topics” are suggestions, and each session is not required to contain all suggested topics. Applicants can create each training targeted to specific age groups, audiences, and/or developmental domains.

<table>
<thead>
<tr>
<th>Module Focus</th>
<th>Possible Topics</th>
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</table>
| **MODULE 2A** Understanding the Principles of Child Development and Learning to Support Interactions | ● Knowing and understanding young children’s characteristics and needs  
● Knowing and understanding the multiple influences on early development and learning.  
● Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.  
● Understanding brain development and learning  
● Understanding language and literacy progression  
● Understanding physical, emotional, cognitive, and social development of young children |
| **MODULE 2B** Supporting High-Quality Interactions | ● Providing consistent and responsive caregiving  
● Building warm, positive, and nurturing relationships  
● Providing emotional and behavioral support  
● Supporting emotional expression and regulation  
● Promoting socialization  
● Guiding behavior  
● Facilitating concept development  
● Supporting reasoning and problem solving  
● Promoting language exchange  
● Expanding expressive and receptive language and vocabulary |
| **MODULE 2C** Differentiating Interactions to Meet a Child’s Needs | ● Supporting individualized learning through play  
● Creating an inclusive learning environment  
● Supporting dual language learners  
● Supporting children with speech and language needs  
● Understanding and supporting young children with adverse childhood experiences  
● Understanding and supporting children with behavioral challenges/needs  
● Supporting the development and identification of children with special needs  
● Supporting effective transitions into kindergarten  
● Engaging families to support effective adult-child interactions |
I. OPPORTUNITY OVERVIEW - LOUISIANA EC KEY TRAINING MODULES
The primary objective for this project is to fund experts to create and share professional development training modules that rely on research-based best practices.

A. GOALS
The Louisiana Early Childhood Key Training Modules will increase the quality of training available to early childhood teachers across the state, ultimately better preparing teachers to lead classrooms rich in high-quality learning by:

- Identifying the expertise, research, and strategies that should be accessible to all of Louisiana’s early childhood teachers;
- Sharing the highest quality trainings and resources currently available to Louisiana’s early childhood teachers with a broader audience of educators; and
- Providing easy-to-use resources for Louisiana’s professional development vendors, allowing them to refine and improve their training offerings.

B. MODULE STRUCTURE
Through funding and technical support, Louisiana Early Childhood Key Training Module contractors will design and develop shareable training modules that contain all materials necessary for delivery. Specifically, once designed, all modules must include:

Pre-work/Pre-Assessment
Pre-work includes any preparation assignments that will be provided to training participants prior to module training. This will include a brief description of the training module, training agenda, and/or readings, activities (e.g., pre-assessment), or questions to think about prior to training.

PowerPoint Presentations
PowerPoint presentations must be provided for each training module using Louisiana Early Childhood Key Training Module slide template and following Louisiana Department of Education Communications Style Guide. Slides will offer key talking points for the presenters delivering the module. However, presenters will have the freedom to expand upon topics using the speaker’s notes and the facilitator’s personal knowledge.

Participant Engagement Activities
Opportunities for participant engagement must be embedded into each presentation to give participants a chance to interact with the material and process the information in a variety of formats (e.g., talking with a partner, larger group discussions, personal reflections through writing).

Facilitator Notes
Detailed speaker’s notes must accompany each slide. Text will be formatted informing the facilitator what information is to be read aloud, what information is excerpted directly from the presentation slides, and what information is intended as directions or notes for the facilitator.

Handouts
Each training manual must also include handouts that may be used when presenting the module. The handouts are intended to help participants begin to synthesize and apply learned content to their own context. Facilitators should be aware of the participants’ level of understanding and implementation.
Evaluation Tools
Evaluation tools must be provided for participants to reflect upon their learning, indicate a successful transfer to practice, and/or assess acquisition of knowledge and skills.

C. MODULE PLATFORM AND LENGTH
Once created, these training modules will be re-delivered to teachers and directors across the state by approved professional development vendors using PowerPoint presentations, audio/video resources, and handouts. Each training module will consist of 2 hours of professional development training. Delivery of each training module should be sensitive to varying learning styles and modalities, as well as education levels and experience. Applicants may propose on their application to develop a series of modules, depending on content. The Department expects to contract for the design of multiple 2-hour module sessions that address the focus topics listed in Section 3.

D. REVIEW AND REVISION PROCESS
Each module must receive at least one (1) round of review and feedback by the LDOE before release. Contractor must incorporate feedback from the LDOE. LDOE must provide final sign-off before release, which may require additional rounds of feedback.

II. FUNDING
The Department will contract with selected subject matter experts to create Early Childhood Key Training Modules. Applicants may submit multiple Applications for Consideration to develop multiple modules. Applicants will be selected based on the criteria within this application (Section 5).

A portion of these funds will be provided following approval of the initial proposal, ($5,000) with the remaining balance awarded at completion of the module ($5,000). Selected applicants must commit to completion and submission of satisfactory deliverables found within the training module. Upon contract completion, the Department will have the right to access, modify, and distribute the materials created as part of the Louisiana Key Training Module process.

Once the modules have been developed and made available, contractors will participate in a one-time train-the-trainer session, to be hosted by the Department.
III. OPPORTUNITY TO PARTICIPATE AND TIMELINE

A. Eligible Applicants
Louisiana Early Childhood Key Training Module contract recipients may be current providers of training and coaching, community non-profits, institutions of higher education, technical schools, or early childhood programs. Applicants must have experience in working on projects similar in size, scope, technical requirements, and function to the proposed contract. Applicants may submit multiple module proposals for each Key Focus Training Area (each RFA).

B. Application and Selection Process Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>May 3, 2019</td>
<td>Louisiana EC Key Training Modules, RFA 2 are released.</td>
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<tr>
<td>May 14, 2019</td>
<td>Informational webinar is provided on Louisiana EC Key Training Modules, RFA 2.</td>
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</table>
**Webinar Date and Time:** May 14 from 10:00 a.m. to 11:00 a.m.  
**Join the webinar:** [https://ldoe.zoom.us/j/814353418](https://ldoe.zoom.us/j/814353418)  
**Webinar Phone Number:** 1-646-876-9923  
**Meeting ID:** 814 353 418 |
| June 3, 2019     | Applications are due to the Department.                               |
| June 14, 2019    | Contractors are announced for Louisiana Key Training Modules, RFA 2.   |
| June 14-August 17, 2019 | Contractors work with the Department to:  
1. Provide revised proposal for module development (as needed based on initial application)  
2. Submit draft(s) of contracted Key Training Module(s) and receive feedback  
3. Respond to feedback on Key Training Module(s) draft and submit revised version.  
4. Submit final Key Training Module materials, in requested format with request revisions for Department use. |
| August 17, 2019  | Final Key Training Module (in requested format with requested revisions) materials are due to the Department. |
| Fall 2019        | Contractors participate in a one-time train-the-trainer session, to be hosted by the Department. |

**NOTE:** The State of Louisiana reserves the right to revise this schedule. Revisions, if any, before the Proposal Submission Deadline will be formalized by the issuance of an addendum to the RFA.
SECTION 4: APPLICATION FOR CONSIDERATION - LOUISIANA EARLY CHILDHOOD KEY TRAINING MODULES

Individuals interested in designing and developing Louisiana Key Training Modules for RFA 2 must complete the Application for Consideration - Louisiana Early Childhood Key Training Modules, RFA 2. This application must describe the module that would be developed if selected. The full module does not need to be fully created by the time of the Application for Consideration.

The application must be submitted by June 3, 2019. Louisiana Early Childhood Key Training Module applications should be emailed as a PDF document to Leslie.Doyle@la.gov.

The application form can be found here.

SECTION 5: CRITERIA FOR EVALUATION

The Application for Consideration - Louisiana Early Childhood Key Training Module applications will be assessed on the following criteria:

A. Experience, knowledge, and qualifications for creating a professional development training module. This criterion is used to assess the likelihood that the applicant will succeed in:
   ● Providing the expertise necessary to develop high-quality, effective, professional resources and materials for Louisiana Early Childhood Key Learning Modules, outlined in Section 3;
   ● Demonstrating successful past experience with related projects and ongoing or recently completed activities related to professional development opportunities.

B. Foundational plan for providing a professional development training module that will equip teachers and/or site leaders with the knowledge, skills, and competencies necessary for providing meaningful classroom interactions and learning experiences for children. This plan should include:
   ● A module description with clear learning objectives that build teacher competency;
   ● A detailed outline of the training module supported by research on effective professional learning practices;
   ● A plan for building participant engagement through reflection, discussion, and collaborative learning strategies;
   ● Methods for assessing participant understanding;
   ● Citations and descriptions of empirical research related to the training module; and
   ● Optional: A previously created sample content module.

QUESTIONS OR CONCERNS

For questions or additional information, read our FAQ document or email Leslie.Doyle@la.gov.
<table>
<thead>
<tr>
<th><strong>APPENDIX A: Glossary</strong></th>
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<tr>
<td><strong>Classroom Assessment and Scoring System (CLASS™)</strong></td>
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<tr>
<td><strong>Contractor</strong></td>
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<tr>
<td><strong>Early Childhood Ancillary Certificate</strong></td>
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<td><strong>Early Childhood Community Network</strong></td>
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<tr>
<td><strong>Early Childhood Performance Profiles</strong></td>
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<td><strong>Early Learning and Development Standards (ELDS)</strong></td>
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<td><strong>LDOE</strong></td>
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<td><strong>Lead Agency</strong></td>
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<td><strong>Proposer</strong></td>
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<td><strong>Publicly-Funded Early Childhood Care and Education Program</strong></td>
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<td><strong>RFA</strong></td>
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<td><strong>School Readiness Tax Credits</strong></td>
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<td><strong>Statewide Early Childhood Community Network</strong></td>
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<td><strong>Teaching Strategies GOLD™</strong></td>
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<tr>
<td><strong>Tier I Curriculum</strong></td>
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<tr>
<td><strong>Type III Early Learning Center</strong></td>
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APPENDIX B: Early Childhood Teacher Competencies

These competencies prepare teachers to maintain a positive classroom environment, as well as provide support in the Classroom Assessment Scoring System (CLASS™), which is used to measure teacher success in Louisiana’s early childhood accountability system.

<table>
<thead>
<tr>
<th>Teacher Competency</th>
<th>Indicators of Competency</th>
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| A. Sets instructional/learning outcomes | ● Designs instructional/learning outcomes that:  
  ○ Are written in terms of what children will learn rather than do  
  ○ Include indicators from applicable ELDS domains (Approaches to Learning, Cognitive Development and General Knowledge, Language and Literacy Development, Physical Well-Being and Motor Development, and Social-Emotional Development)  
  ○ Are appropriate for diverse learners (e.g., special education students, ESL students)  
  ● Selects plans for activities, interactions, and experiences that align to the Louisiana Birth to Five Early Learning Development Standards (ELDS).  
  ● Understands the importance of and is prepared to use a high-quality curriculum that is rated as Tier I by the Louisiana Department of Education. |
| B. Provides emotional and behavioral support (aligned with CLASS™ Pre-K, Emotional Support and CLASS™ Toddler, Emotional and Behavioral Support domains) | ● Creates a positive environment that supports emotional connections between children and adults and between children and their peers.  
  ● Exhibits an awareness and sensitivity to children’s emotional and learning needs.  
  ● Allows opportunities for exploration while providing comfort, reassurance and encouragement.  
  ● Places emphasis on children’s perspectives (e.g. interests, motivations and points of view). |
| C. Manages classroom organization (aligned with CLASS™ Pre-K, Classroom Organization and CLASS™ Toddler, Emotional and Behavioral Support domains) | ● Sets clear age-appropriate expectations for children’s behavior.  
  ● Supports positive behavior by using effective methods (e.g. highlighting positive behaviors, redirecting misbehavior).  
  ● Promotes children’s ability to regulate their own behavior (e.g. using a proactive approach, planning to minimize disruptions).  
  ● Manages instructional/learning time and routines so children have maximum opportunities to be engaged in learning activities.  
  ● Maximizes children’s interest and engagement by being actively involved in the children’s learning process.  
  ● Uses a variety of materials and modalities to gain children’s interest and participation in activities. |
### D. Provides engaged/instructional support for learning
(aligned with CLASS™ Pre-K, Instructional Support and CLASS™ Toddler, Engaged Support for Learning domains)

- Uses interactions and discussions to promote higher-order thinking skills and cognition.
- Focuses on promoting children’s understanding rather than on rote instruction or memorization.
- Provides feedback that expands children’s learning and understanding.
- Scaffolds learning and provides supportive guidance so that children can achieve competencies and skills on their own.
- Provides opportunities for conversations for the purpose of promoting opportunities for language use.
- Utilizes open-ended questioning techniques to allow children to put language together to communicate more ideas in increasingly complex ways.
- Models language use and forms through repeating and extending children’s responses and through self and parallel talk.
- Use a variety of words and language forms that are new and unique to extend children's understanding of these parts of language.

### E. Uses assessment to guide planning and understand children’s levels of growth and development

- Conducts observation-based assessments in a systematic, ongoing manner throughout daily routines and activities.
- Understands the need for alignment between standards, curriculum and assessment and is prepared to use assessment(s) that are aligned with high quality (e.g. Tier I) curriculum.
- Gather and uses assessment data for the purpose of planning instruction, activities and experiences that further promote children’s development and learning.
- Reflect on child assessment data and connections to teacher action and make changes to continuously improve practice.
- Make decisions on the progress of children’s development with reliability.
APPENDIX C: Resources

Additional resources to assist applicants have been listed below. These resources support the work and initiatives taking place within early childhood for the Louisiana Department of Education.

- Early Learning and Development Standards:

- Connecting CLASS and Tier 1 Curriculum:

- Curriculum Implementation Scale:
  https://www.louisianabelieves.com/docs/default-source/links-for-newsletters/curriculum-observation-tools.pdf?sfvrsn=c8f0911f_2

- Early Childhood Developmental Screenings Handbook:

- Early Learning and Development Standards:

- GOLD™ Guidance 2018-2019:

- LDOE CLASS™ Video Library
  https://www.louisianabelieves.com/resources/library/class-video-library

- Linking Tier 1 Curriculum to GOLD™:

- Teachstone (CLASS™)
  https://teachstone.com/