



Early Childhood
IMPROVING SCHOOL READINESS



**Diverse Delivery - Questions and Answers from Webinar
Conducted on 3/4/2013**



John White, State Superintendent of Education

Diverse Delivery Webinar Questions and Responses

1. Who keeps records, authorizations, and confidential information about the children?

Collaborative agreements should clearly define the procedures for obtaining, sharing, and maintaining all required information and documentation on children. Best practices recommend that one agency collect information required by all funding sources and obtain permission from the family to share that information across collaborating partners. Thus, families are not asked to complete similar forms and provide the same information repeatedly across agencies. In most instances, all collaborating parties will be required to maintain this information while the child is enrolled. Often, agreements can be reached and arrangements can be made for one agency to meet the long term maintenance of records once the child transitions out of the program.

2. Who hires, supervises, and pays the teacher?

Decisions about who hires, supervises, and pays the teacher should be made at the local level through written interagency agreements and memorandum of understanding. There are several examples of how this might occur:

- A. With LA 4 funding, the collaborating parties may agree to the school system hiring, supervising, and paying the teacher, even though the teacher is assigned to a classroom in a child care center.
- B. Conversely, all parties may agree to the child care center hiring, supervising, and paying the teacher using the LA 4 funds paid via child slots.
- C. Another option is a combined approach where one agency may hire and another agency may support and supervise.

3. What are the required qualifications for teachers in a diverse delivery classroom?

Best practices recommend that partnering agencies adhere to the highest qualifications and highest standards across funding sources. In certain circumstances, partnering agencies may have to adhere to the highest standards. For example, in a 4 year old classroom in which 10 children are funded through Head Start, 10 children are funded through the Nonpublic Schools Early Childhood Development (NSECD) program, and 6 of these children are funded through the Child Care Assistance Program (CCAP) for holidays and summer, it is required that the teacher meet the NSECD qualifications, which has the highest standards for teachers across the 3 funding sources.

4. Can we incorporate CCAP funds with LA 4 to serve more PreK children and then collaborate with a child care center or school-based programs to provide care before or after school and during public school holidays and summer? Who might support us or guide us in this endeavor?

School systems can access CCAP funds to pay for before/after, summer, and holiday care for eligible children. Child care centers can access CCAP funds to pay for the full day and for the full year for eligible children served in a child care program. Programs are encouraged to collaborate to braid CCAP with other funds to best serve eligible children in their community. Contact gail.kelso@la.gov for support and guidance.

5. Can CCAP funds be used to pay for the six hour instructional day or are those funds only available for use in the before and after school programs?

School systems cannot use CCAP funds to pay for the six hour instructional day. However, they can access CCAP funds to pay for before/after, summer, and holiday care for eligible children. Child care centers can access CCAP funds to pay for the six hour instructional day as well as the full day and for the full year for eligible children served in a child care program. Programs are encouraged to collaborate to braid CCAP with other funds to best serve eligible children in their community.

6. Can public schools attain CCAP funds to serve PreK children and use General Funds to provide any additional funds needed to pay staff and provide high quality environments?

School systems can access CCAP funds to pay for before/after, summer, and holiday care for eligible children. General fund dollars may be used to enhance the quality of early childhood programs but are allocated at the discretion of the school district.

7. Can Head Start Funds be used to provide services (medical, dental, etc.) to children who may meet the income eligibility but are enrolled in a state funded program? Can these funds be used to provide before and after school care?

Head Start regulations allow for a child be dual enrolled in Head Start and another program (e.g., LA 4) if the child meets eligibility requirements for both programs. The agencies who administer these programs would have to agree to an MOU that delineates which agency/funding sources provides which services. For Head Start, that agency would be the local grantee, which would need approval from a program specialist. An example of this model is in Chicago where Head Start provides services for 3 hours of the day and all support services (e.g., home visiting, parent support, professional development, enrichment activities) and state pre-K funds cover services for the remaining hours of the day.

8. Children with Individual Education Plans (IEPs) are at risk for K readiness. Can we include them in LA 4 classrooms and pull funding for them if they do not qualify for F/R lunch based on need?

The K readiness of all children funded with public dollars must be addressed under Act 3, including those children with identified disabilities and IEPs. School systems are encouraged to enroll children with IEPs in LA 4 classrooms and draw down LA 4 funds on those who qualify for Free and Reduced (F/R) lunch. School systems also are encouraged to enroll children with IEPs in LA 4 classrooms who do not meet the F/R lunch criteria; however, LA 4 funds cannot be used for a child who does not

meet the F/R requirements unless a waiver is requested and approved.

Additionally, IDEA Part B funds can be used to pay for a slot for a child with an IEP to be enrolled in an LA 4 classroom. This practice is strongly encouraged for a child who's IEP requires opportunities to interact with typically developing peer models. And, IDEA Part B funds can be used to provide special education supports and services to an eligible child to ensure the child's success within the LA 4 classroom.

9. To facilitate diverse delivery and issues that may arise as the pilots move forward to implement this--Can RFA applicants request in their applications the opportunity to seek waivers of policies and regulations after they begin operations on the pilot?

Yes, programs participating in the pilots may request waivers of policies and regulations after pilot operations begin. Programs must submit a written request and decisions will be made on a case-by-case basis.

10. Do the individual parishes or LDOE decide whether diverse delivery will be provided in a certain parish?

In the Community Network Pilots, the local consortium of providers is encouraged to make collaborative decisions about the use of diverse delivery strategies to support enhancement of services for all children served with public dollars. The LDOE will facilitate and support this collaborative decision making process as requested by the consortium.

In communities not participating in the pilot, collaborative decisions are still recommended and encouraged; however, decisions ultimately are the responsibility of the agency that draws down the funds and is responsible for the use of the funds.