



*Early Childhood*  
IMPROVING SCHOOL READINESS

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# Early Childhood COVID-19 Updates

## 5.14.2020

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# Agenda

- **General**
- **Early Childhood Updates**
- **Office of Public Health Guidelines for Child Care**
- **Strong Start 2020**
- **Personal Protective Equipment**
- **Care for Critical Services Personnel**
- **Workforce Updates**
- **Access and Accountability Updates**
- **Events**
- **Next Steps**

# COVID-19 Resources for Early Childhood

*The Department has prepared a host of resources and materials to support lead agencies, schools, and child care providers during this uncertain time.*

## COVID-19 Resources

- [COVID-19](#) landing page on [www.LouisianaBelieves.com](http://www.LouisianaBelieves.com)
- COVID-19 [FAQ](#) for early childhood
- [Office of Public Health Guidelines for Child Care](#)
- Expansion of [CCAP for critical personnel](#)
- Local public health [contact map and directory](#)
- With any questions for LDOE regarding COVID-19, contact [LDOECOVID19Support@la.gov](mailto:LDOECOVID19Support@la.gov)



# Early Childhood Updates

# Early Childhood Updates

## Office of Public Health Guidelines for Child Care

*Louisiana will move to Phase One under the White House COVID-19 guidance this Friday, May 15, which removes the Stay at Home order for Louisianans and allows additional businesses to open under strict occupancy, protection and social distancing guidelines.*

- The Office of Public Health and the Department of Education developed required and suggested [guidelines](#) for child care centers to use as they reopen, informed by the latest guidance from the CDC.
- In order to ensure the health and safety of children and staff, centers will be expected to follow the guidelines detailed in this document.



# Early Childhood Updates

## Office of Public Health Guidelines for Child Care

*Child care staff must take everyday precautions to prevent the spread of respiratory illness such as COVID-19 such as washing hands often, clean and disinfect frequently touched surfaces, avoid close contact, cover coughs and sneezes and cover mouth and nose with cloth face masks.*

The [Office of Public Health Guidelines for Child Care](#) ensures that child care sites:

- Require sick children and staff to stay home.
- Plan isolation steps if a child becomes sick followed by cleaning and disinfecting processes.
- Implement social distancing strategies.
- Change parent drop-off and pick-up processes.
- Screen children and staff upon arrival.
- Intensify cleaning and disinfecting efforts.
- Ensure proper diapering techniques are followed.
- Ensure proper washing, feeding, and holding of children.
- Ensure healthy hand hygiene.
- Ensure healthy food preparation and meal service.
- Address vulnerable/high risk groups.

# Strong Start 2020

## Health and Safety Guidelines for Child Care

### CHECKLIST FOR OPEN CHILD CARE FACILITIES

- Staff must take **everyday precautions** to prevent the spread of respiratory illness such as COVID-19 such as washing hands often, clean and disinfect frequently touched surfaces, avoid close contact, cover coughs and sneezes and cover mouth and nose with cloth face masks.
- Require sick children and staff to stay home. (See [Appendix 1](#).)
- Plan isolation steps if a child becomes sick followed by cleaning and disinfecting processes. (See [Appendix 2](#).)
- Implement social distancing strategies. (See [Appendix 3](#).)
- Change parent drop-off and pick-up processes. (See [Appendix 4](#).)
- Screen children and staff upon arrival. (See [Appendix 5](#).)
- Intensify cleaning and disinfecting efforts. (See [Appendix 6](#).)
- Ensure **proper diapering techniques** are followed.
- Ensure proper washing, feeding, and holding of children. (See [Appendix 7](#).)
- Ensure healthy hand hygiene. (See [Appendix 8](#).)
- Ensure healthy food preparation and meal service. (See [Appendix 9](#).)
- Address vulnerable/high risk groups. (See [Appendix 10](#).)

# Strong Start 2020

## Health and Safety Guidelines for Child Care

### APPENDIX 1

#### REQUIRE SICK CHILDREN AND STAFF TO STAY HOME.

Persons who have a fever of 100.4°F or above, or other signs of illness must not be admitted to the facility.

- Communicate to parents the importance of keeping children home when they are sick, steps being taken to ensure the health and safety of their children, etc. See this [sample letter](#) to families. The letter to families should outline all health and safety precautions taken by your facility. Another sample can be found from [Child Care Aware of America](#).
- Communicate to staff the importance of being vigilant for [symptoms](#) and staying in touch with management if or when they start to feel sick.
- Follow procedures to ensure children and staff who come to the child care center sick or become sick while at your location are placed in isolation and sent home as soon as possible.
- [Staff will disinfect high-touch surfaces, such as door handles, light switches, faucets, toys and games that children play with on an hourly basis.](#)
- [Staff will wash their hands and children's hands a minimum of every two hours.](#)

# Strong Start 2020

## Health and Safety Guidelines for Child Care

### APPENDIX 2

#### PLAN ISOLATION STEPS IF A CHILD BECOMES SICK FOLLOWED BY CLEANING AND DISINFECTING PROCESSES.

- Have an isolation room or area (such as a cot in a corner of the classroom) that can be used to isolate a sick child.
- Follow CDC guidance on how to [disinfect your building](#) if someone is sick.
- If a sick child has been isolated in your facility, clean and disinfect surfaces in your isolation room or area after the sick child has gone home.
- If COVID-19 is confirmed in a child or staff member:
  - » Close off areas used by the person who is sick.
  - » Open outside doors and windows to increase air circulation in the areas.
  - » Wait up to 24 hours, or as long as possible, before you clean or disinfect to allow respiratory droplets to settle before cleaning and disinfecting.
  - » Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms and common areas.
  - » If more than 7 days have passed since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary. Simply continue routine cleaning and disinfecting.
  - » Follow [CDC Guidance](#) on home isolation.
- Things to consider when a child or staff member is ill or becomes ill:
  - » How will you communicate with families of an ill child?
  - » How will you communicate with staff and other families about the illness at the center?
  - » What do you expect from an ill child before they can return?
  - » Suggest to families that they should have a plan in place in the event that their child become ill.

# Strong Start 2020

## Health and Safety Guidelines for Child Care

### APPENDIX 3

#### IMPLEMENT SOCIAL DISTANCING STRATEGIES

	PHASE I	PHASE II	PHASE III
<b>Group size</b>	<ul style="list-style-type: none"><li>For infants, 5 including adults</li><li>For all others, 10 including adults</li></ul>	<ul style="list-style-type: none"><li>For ages 2 and under, follow BESE Bulletin 137</li><li>For all others, 25 including adults</li></ul>	<ul style="list-style-type: none"><li>For all, 50 including adults or follow BESE Bulletin 137, whichever is stricter</li></ul>
<b>Indoor groups</b>	<ul style="list-style-type: none"><li>Must be in rooms enclosed by walls or partitions</li><li>Cannot convene in shared indoor spaces unless the space is cleaned and disinfected before and after each group's use</li></ul>		
<b>Outdoor groups</b>	<ul style="list-style-type: none"><li>Must be separated, but do not require a physical barrier</li><li>In swimming pools, groups must be separated by lane lines or ropes</li></ul>		

- Children and staff must pass singly through entry and exit points
- Ensure that children's naptime mats (or cribs) are spaced out as much as possible, ideally 6 feet apart. Place children head to toe in order to further reduce the potential for viral spread.
- Cancel or postpone special events such as field trips, festivals, holiday events, and special performances.
- If possible, child care classes should include the same group each day, and the same child care teacher should remain with the same group each day. Consider creating a separate classroom or group for the children of healthcare workers and other first responders.
- Consider staggering playground times for groups of children.
- Alter or halt daily group activities that may promote transmission.

# Strong Start 2020

## Health and Safety Guidelines for Child Care

### APPENDIX 4

#### CHANGE PARENT DROP-OFF AND PICK-UP PROCESSES

- **Change parent drop-off and pick-up process to have curbside drop off and pick up to limit direct contact between parents and staff members. See the procedures below to screen children before the parent leaves the facility.**
- Have child care providers come outside the facility to pick up the children as they arrive. The plan for curbside drop off and pick up should limit direct contact between parents and staff members and adhere to social distancing recommendations. Allow center staff to sign in and out children.
- May consider staggering arrival and drop off times for parents.
- Hand hygiene stations should be set up at the entrance of the facility, so that children can clean their hands before they enter. If a sink with soap and water is not available, provide hand sanitizer with at least 60% alcohol and supervise its use. Keep hand sanitizer out of the reach of children before and after use.
- Face-to-face teacher and family communications will shift as drop-off and pick-up procedures change.
  - » Consider the following:
    - » How will families communicate child needs and challenges to the child's teacher?
    - » How will teachers communicate issues, stories, and fun moments with families?
    - » How can the center share stories of the relationships in classrooms with the community of families?

# Strong Start 2020

## Health and Safety Guidelines for Child Care

### APPENDIX 5

#### SCREEN CHILDREN AND STAFF UPON ARRIVAL

Persons who have a fever of 100.4°F or above or other signs of illness must not be admitted to the facility.

- **Currently and for Phase 1:**
  - » Children must be screened for fever upon arrival as well as throughout the day. Include asking the parent/guardian to confirm that the child has not been on fever reducing medication in the last 24 hours and does not have shortness of breath, sore throat, rash (other than diaper rash), or a cough. Make a visual inspection of the child for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing, fatigue, rash (other than diaper rash), or extreme/unusual fussiness.

# Strong Start 2020

## Health and Safety Guidelines for Child Care

### APPENDIX 6

#### INTENSIFY CLEANING AND DISINFECTING EFFORTS

- Every hour, **clean and disinfect** surfaces, bathrooms, and objects that are frequently touched, such as doorknobs, light switches, classroom sink handles, countertops, toilet training potties, etc
- Schedule and follow additional procedures for cleaning and disinfecting including cleaning and sanitizing toys and bedding. All cleaning materials must be kept secure and out of reach of children.
- Do not share toys with other groups of infants or toddlers, unless they are washed and sanitized before being moved from one group to another.
- Clean and sanitize toys.
  - » Reduce the number of toys in classrooms.
  - » Toys that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions should be set aside until they are cleaned by hand by a person wearing gloves.
  - » Children's books, like other paper-based materials, are not considered a high risk for transmission and do not need additional cleaning or disinfection procedures.
- Clean and disinfect bedding.
  - » Keep each child's bedding separate, and consider storing in individually labeled bins, cubbies or bags.
  - » Cots and mats should be labeled for each child.
  - » Bedding that touches a child's skin should be cleaned at a minimum of weekly or before use by another child.
- Plan to sanitize transportation. Consider guidance from the Center for Disease Control on **Cleaning and Disinfecting Vehicles** to ensure that shared equipment like vehicles are regularly sanitized.

# Strong Start 2020

## Health and Safety Guidelines for Child Care

### APPENDIX 7

#### ENSURE PROPER WASHING, FEEDING AND HOLDING OF CHILDREN

- It is important to comfort crying, sad, and/or anxious children and they often need to be held. To the extent possible, when washing, feeding, or holding children, teachers can protect themselves by wearing an oversized button down, long sleeved shirt and by wearing long hair up off the collar.
- Teachers should wash their hands, neck and anywhere touched by a child's secretions.
- Teachers should change the child's clothes if secretions are on the child's clothes. They should change the button-down shirt, if there are secretions on it and wash their hands again.
- Infants, toddlers and their teachers should have multiple changes of clothes on hand in the child care center.
- Children are not required to wear face masks. If a center decides to allow children to wear face masks, no child under two years of age can wear a face mask.

# Strong Start 2020

## Health and Safety Guidelines for Child Care

### APPENDIX 8

#### ENSURE HEALTHY HAND HYGIENE

- All children and staff must engage in **hand hygiene** at least every two hours at the following times:
  - » Arrival and exit of the facility and after breaks
  - » Before and after preparing food or drinks
  - » Before and after eating or handling food, or feeding children
  - » Before and after handling infant bottles
  - » Before and after administering medication or medical ointment
  - » Before and after diapering
  - » After using the toilet or helping a child use the bathroom
  - » After coming in contact with bodily fluid
  - » After handling animals or cleaning up animal waste
  - » After playing outdoors or in sand
  - » After handling garbage
- Wash hands with soap and water for at least 20 seconds. If hands are not visibly dirty, alcohol-based hand sanitizers with at least 60% alcohol can be used if soap and water are not readily available.
- Supervise children when they use hand sanitizer to prevent ingestion.
- Assist children with handwashing, including infants who cannot wash hands alone. After assisting children with handwashing, staff should also wash their hands.

# Strong Start 2020

## Health and Safety Guidelines for Child Care

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### APPENDIX 9

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#### ENSURE HEALTHY FOOD PREPARATION AND MEAL SERVICE

- Serve meals in classrooms, rather than in cafeteria or group settings. If meals are typically served family-style, plate each child's meal to serve it so that multiple children are not using the same serving utensils.
- Food preparation should not be done by the same staff who diaper children.
- Sinks used for food preparation should not be used for any other purposes.
- Teachers must ensure children wash hands prior to and immediately after eating.
- Teachers must wash their hands before preparing food and after helping children to eat.

# Strong Start 2020

## Health and Safety Guidelines for Child Care

### APPENDIX 10

#### ADDRESS VULNERABLE/HIGH RISK GROUPS

- Based on current information, older adults and people of any age who have serious underlying medical conditions might be at higher risk for severe illness from COVID-19. To protect those at higher risk, it's important that everyone practices healthy hygiene behaviors.
- If you have staff members or teachers age 65 or older, or with serious underlying health conditions, encourage them to talk to their healthcare provider to assess their risk and to determine if they should stay home. Information about COVID-19 in children is somewhat limited, but the information that is available suggests that many children have mild symptoms. However, a small percentage of children have been reported to have more severe illness. If you have children with underlying health conditions, talk to their parents about their risk. Follow children's care plans for underlying health conditions.
- If you have children with disabilities, talk to their parents about how their children can continue to receive the services they need.

# Early Childhood Updates

## Office of Public Health Guidelines for Child Care

*The Department requested the field to submit questions or concerns regarding the [Office of Public Health \(OPH\) Guidelines for Child Care](#) to be addressed by an OPH representative.*

Dr. Frank Welch, representative from the Office of Public Health, will be answering submitted questions regarding:

- Personal Protective Equipment recommendations;
- Group size and social distancing guidelines;
- Protocol regarding illness and confirmed cases of COVID-19;
- Precautions and/or restrictions involving various activities and visitors; and
- Additional health related topics.

**STRONG** 20  
**START** 20

# Strong Start 2020

## A Strong Start for Every Community

*To sustain the progress Louisiana has made as a state and to prepare for a strong start to the 2020-2021 school year, it is critical that early childhood communities take steps to support the child care sector and to ensure that children continue to learn and thrive.*

- All **child care centers have the tools and resources they need to reopen safely** and in accordance with Office of Public Health guidelines.
- **Communities sustain and/or increase access** to opportunities for early childhood care and education in the near and long-term.
- **Teachers are prepared to lead classrooms and provide high-quality interactions** for children every day.
- **Families are supported to re-enroll** children in early childhood programs, **or to provide quality care and education in their homes** if programs are unable to reopen or remain open.

# Strong Start 2020

## Early Childhood Strong Start 2020 Overview

Today, the Department released an [Early Childhood Strong Start 2020 planning guide](#) for early childhood communities and programs.

Louisiana has made considerable progress in unifying and strengthening its early childhood system and has been focused on three key priorities for early childhood: increasing early childhood classroom quality, expanding access for economically disadvantaged families, and supporting local governance.

The Early Childhood Strong Start 2020 planning guide provides priorities that early childhood communities and sites should use to ensure a strong start to the 2020-2021 school year and that this important work continues.

As the coordinators and leaders of early childhood community networks, early childhood lead agencies should develop and captain the implementation of a community-wide plan for reopening early childhood programs.



# Strong Start 2020

## Early Childhood Planning Guide

To support the work of early childhood communities as they plan for recovery, the Department has released [the Strong Start 2020 Early Childhood Planning Guide](#).

The Strong Start 2020 Planning Guide describes the priorities communities should consider and guidance regarding available funding sources, including:

1. COVID-19 Community Child Care Recovery Grants
2. A second round of Louisiana Child Care Assistance Provider (LaCAP) Relief Grants
3. Elementary and Secondary School Emergency Relief Fund (ESSERF)



### LOUISIANA'S PLAN

A PLANNING GUIDE  
FOR EARLY CHILDHOOD  
COMMUNITIES & PROVIDERS

UPDATED  
MAY 12, 2020  
1:30 PM



# Strong Start 2020

## COVID-19 Child Care Community Recovery Grants

*The Department released a [request for applications](#) for COVID-19 Community Child Care Recovery Grants that early childhood lead agencies can apply for.*

- Early childhood lead agencies will be invited to complete an application for funding to support the recovery of the child care sector in their communities
- This funding can be used for a variety of activities to support child care, including:
  - Providing workforce incentive bonuses for teachers returning to work in child care
  - Awarding subgrants to child care providers
  - Purchasing additional PPE and/or supplies for child care centers
  - Providing other community-level supports focused on recovery
- Lead agencies will be emailed a Word version of the application today and must submit an intent to apply with an anticipated funding request to the Department by May 21
- Final applications will be due on June 12 and award notifications will be made the week of June 15
- The Department will discuss the RFA on the Lead Agency Weekly Webinar on Tuesday, May 19

# Strong Start 2020

## LaCAP Relief Grants

*The Department is releasing a second round of [the Louisiana Child Care Assistance Provider \(LaCAP\) relief grants](#) that child care providers may be eligible for.*

As child care providers become operational again, they will face increased costs related to increased cleaning and sanitation, required adult-child ratios and group sizes detailed in the [Office of Public Health Guidelines for Child Care](#), and other activities necessary to maintain operations.

To support providers as Louisiana transitions into Phase I and begins to reopen its economy, the Department is announcing two upcoming grant opportunities:

- **LaCap Relief Grants Round 2:** Child care assistance providers (Type III centers and certified home-based providers) who are operational by June 1, 2020 will be eligible to receive \$187.50 per child in licensed capacity. Grant funds are expected to release by the second week in June. Apply [here](#).
- **LaCap Relief Grants Round 3:** Child care assistance providers (Type III centers and certified home-based providers) who become operational later in summer 2020 may be eligible to receive a later grant.

# Strong Start 2020

## Elementary and Secondary School Emergency Relief Fund

*Early childhood community networks can also partner with their school system(s) to utilize ESSER funding to support pre-K.*

- School systems complete applications for incentive funding to support some of the Strong Start 2020 Planning Priorities.
- School systems can choose to use a portion of their flowthrough or incentive ESSER funding to support pre-K by:
  - Funding additional pre-K seats to accommodate an increase in eligibility and demand for pre-K as families experience financial hardships related to COVID-19
  - Purchasing materials/adaptations to ensure continuous learning
  - Providing professional development for staff regardless of facility closures
  - Purchasing devices and providing connectivity for families

# Strong Start 2020

## Planning Priorities Overview

The Planning Priorities are designed to support early childhood communities and sites as they develop their Early Childhood Strong Start 2020 plans to ensure:

- child care centers can safely reopen;
- communities can sustain and/or increase access;
- children continue to have high-quality experiences; and
- families are supported.

The Planning Priorities address the unique circumstances early childhood communities and sites must consider and are organized by:

- category
- priority
- priority funding guidance
- resources

# Strong Start 2020

## Health, Safety, and Operations

Health, Safety, and Operations focuses on:

- Developing a plan for maintaining the health, safety, and continued operation of early learning centers
- Equipping and supporting early learning centers to meet public health guidelines for reopening

HEALTH, SAFETY, AND OPERATIONS		
Early childhood communities and sites plan for maintaining the health, safety and continued operation of early learning centers.		
PRIORITIES	FUNDING OPPORTUNITIES	RESOURCES
Early learning centers are equipped and supported to meet public health guidelines for reopening, including meeting cleaning/sanitation guidelines, providing personal protective equipment (PPE) for staff, and establishing other protocols designed to ensure the health and safety of children and adults.	<ul style="list-style-type: none"><li>• COVID-19 Community Child Care Recovery Grants (eligible to support child care only)</li><li>• LaCAP Relief Grants</li></ul>	<a href="#">Office of Public Health Guidelines for Child Care Health and Safety Resource Guide</a>
Communities and sites ensure that the returning workforce is trained on and supported to follow Office of Public Health Guidelines for Child Care.	<ul style="list-style-type: none"><li>• COVID-19 Community Child Care Recovery Grants</li><li>• LaCAP Relief Grants</li></ul>	<a href="#">Office of Public Health Guidelines for Child Care</a>

# Strong Start 2020

## Sustaining and Expanding Access

Sustaining and Expanding Access focuses on:

- Planning and supporting child care providers to ensure families continue to have access to high-quality care and education
- Incentivizing and supporting center staff and teachers to return to work
- Maximizing funding to expand access

SUSTAINING AND EXPANDING EARLY CHILDHOOD ACCESS		
Early childhood communities plan to sustain and expand access to early childhood programs for economically disadvantaged families that considers the needs and challenges of, as well as opportunities for, families and child care providers.		
PRIORITIES	FUNDING OPPORTUNITIES	RESOURCES
Communities understand the challenges their child care providers are facing, and develop a plan to support child care providers during the 2020-2021 year to ensure families continue to have access to high-quality early childhood options in the immediate and long-term.	<ul style="list-style-type: none"> <li>• COVID-19 Community Child Care Recovery Grants</li> <li>• LaCAP Relief Grants</li> </ul>	<a href="#">Phasing in Early Learning Center Operations</a>
Communities work with centers to encourage, incentivize, and support center staff and teachers to return to work when safe to do so.	<ul style="list-style-type: none"> <li>• COVID-19 Community Child Care Recovery Grants</li> <li>• LaCAP Relief Grants</li> </ul>	<a href="#">Early Childhood Workforce: Recruiting and Hiring Toolkit</a>
Early learning center directors have a stronger network and enhanced leadership skills to adapt to changes and continue to improve.	Individual stipends from the Kellogg foundation	<a href="#">Louisiana Early Leaders Academy</a> (Application for Cohort 2 open May 1-22)
Communities use strategies to maximize existing funding and/or secure new funding to expand access to early childhood care and education for birth through four-year-olds, prioritizing diverse delivery wherever possible.	Lead agencies can work with school systems to utilize many funding sources to provide additional pre-k seats, including local funding and the Elementary and Secondary School Emergency Relief Fund (ESSERF).	<a href="#">School System Planning Guide</a> , Appendix D <a href="#">Overview of Early Childhood Funding Sources</a>

# Strong Start 2020

## Classroom Quality and Continuous Learning

Classroom Quality & Continuous Learning focuses on:

- Supporting children's social and emotional development
- Supporting continuous learning during alternate methods of instructional delivery
- Recruiting, training, and supporting the early childhood workforce
- Providing children with disabilities continuous access to services

CLASSROOM QUALITY AND CONTINUOUS LEARNING		
Early childhood communities and sites plan to support children's social, emotional, and academic growth through various methods of continuous learning including a plan for high-quality curriculum and professional development.		
PRIORITIES	FUNDING OPPORTUNITIES	RESOURCES
Communities and sites have a plan to support children's social and emotional development which may have been interrupted or impacted by multiple transitions, breaks in routines, and disruptions in relationships with their caregivers.	<ul style="list-style-type: none"><li>• Elementary and Secondary School Emergency Relief Fund (ESSERF) for Pre-K</li><li>• COVID-19 Community Child Care Recovery Grants</li><li>• LaCAP Relief Grants</li></ul>	<ul style="list-style-type: none"><li><a href="#">Addressing Unfinished Learning Gaps</a></li><li><a href="#">Tulane Early Childhood Mental Health Consultation</a></li><li><a href="#">Guide for Supporting Social, Emotional, and Behavioral Needs</a></li><li><a href="#">Student Engagement and Success Partner Guide</a></li></ul>
Communities have a plan for the continuous use of high-quality curricular materials during alternate methods of instructional delivery inclusive of lesson delivery, sharing assignments, and tracking attendance and communications with students and families. Plans may include high-tech supports, low-tech supports, or a combination of both.	<ul style="list-style-type: none"><li>• Elementary and Secondary School Emergency Relief Fund (ESSERF) for Pre-K</li><li>• COVID-19 Community Child Care Recovery Grants</li><li>• LaCAP Relief Grants</li></ul>	<ul style="list-style-type: none"><li><a href="#">Instructional Materials Guidance</a></li><li><a href="#">Addressing Unfinished Learning Gaps</a></li><li><a href="#">Technology for Continuous Learning</a></li><li><a href="#">AnLar's Home-Based Learning Toolkit</a></li></ul>
Communities and sites develop a comprehensive plan for recruiting, training, and supporting the early childhood workforce. This plan includes onboarding new teachers and providing professional development opportunities for returning teachers focused on high-quality continuous learning and strengthening adult-child interactions.	<ul style="list-style-type: none"><li>• Elementary and Secondary School Emergency Relief Fund (ESSERF) for Pre-K</li><li>• COVID-19 Community Child Care Recovery Grants</li><li>• LaCAP Relief Grants</li></ul>	<ul style="list-style-type: none"><li><a href="#">PD Vendor Guide</a></li><li><a href="#">Ongoing PD for Early Childhood Educators</a></li><li><a href="#">Early Childhood Workforce: Recruiting and Hiring Toolkit</a></li></ul>
Communities and school sites will ensure that all children with disabilities, including those transitioning from Part C to Part B, have continuous access to service delivery including instruction and related services, regardless of school facility closure or modified operation.	<ul style="list-style-type: none"><li>• Elementary and Secondary School Emergency Relief Fund (ESSERF) for Pre-K</li><li>• COVID-19 Community Child Care Recovery Grants</li></ul>	<ul style="list-style-type: none"><li><a href="#">Timelines and Documentation During Extended School Closures for Students with Disabilities</a></li><li><a href="#">Continuous Education for Students with Disabilities: Direct Services</a></li><li><a href="#">Partnerships for Success Guide</a></li></ul>

# Strong Start 2020

## Family Engagement and Support

Family Engagement & Support focuses on:

- Supporting families and children with community resources
- Supporting families to re-enroll their children in early childhood programs
- Providing families with resources to enhance continuous learning
- Ensuring transitional plans are created to support changes in setting/site interruption

FAMILY ENGAGEMENT AND SUPPORT		
Early childhood communities and sites plan to engage and support families, and to help connect them with community, health, mental health, and social services.		
PRIORITIES	FUNDING OPPORTUNITIES	RESOURCES
Communities and sites create a plan to connect families and children with community resources for basic needs like child care options, food, as well as physical and mental health services.	COVID-19 Community Child Care Recovery Grants	<a href="#">Understanding Types of Child Care Providers</a> <a href="#">Find a School Meal Site</a> <a href="#">Tulane Early Childhood Mental Health Consultation</a>
Communities and sites develop a plan to engage families, understand their needs and challenges, and support them to re-enroll their children in child care, Head Start, and pre-K programs.	COVID-19 Community Child Care Recovery Grants	<a href="#">Coordinating Re-Enrollment for Families</a>
Communities and sites develop plans for regular communication with families and to provide families with resources to enhance continuous learning, interactions, and developmentally-appropriate learning activities.	COVID-19 Community Child Care Recovery Grants	<a href="#">Family Communication Plan Guidance</a> <a href="#">Guidance for Early Learning at Home</a> <a href="#">Instructional Materials Guidance</a>
Communities and sites develop procedures that ensure transitional plans are created in partnership with families to support changes in setting and school/site interruption.	COVID-19 Community Child Care Recovery Grants	<a href="#">Guidance for Early Childhood Transitions</a>

# Personal Protective Equipment (PPE)

# Health & Safety

## Essential Supplies

*Child Care Resource and Referral Agencies are coordinating with local communities for the distribution of essential supplies to early education providers across the state in early June.*

Directors of Type I, II, and III centers, as well as in-home and family home providers will receive a start-up supply of health and safety supplies including:

- **Health screen equipment** including a no-touch thermometer and hand sanitizer
- **Sanitizing supplies** including Disinfectant and bleach
- **Hand hygiene supplies** including hand soap and paper towels
- **Personal Protective Equipment (PPE)** such as masks and gloves

Stay tuned to your CCR&R and lead agency newsletters for more information, including specific distribution dates and time in your community.

# Health & Safety

## Communicating to families

*Families looking for group child care will likely want to know what measures are in place to keep children health and safe.*

The Office of Public Health has [guidelines](#) that you must follow, and Strong Start guidance includes a [checklist](#) that may be helpful for you. To let families know all the health and safety steps you are taking, consider creating an introductory video that demonstrates:

- The health screen at drop-off
- Hand hygiene for children and staff
- Sanitation procedures and frequency
- Face covering use and social distancing protocols
- Changes in meal service

If you place these on your webpage or social media accounts, please let us know by emailing [LDOECOVID19Support@la.gov](mailto:LDOECOVID19Support@la.gov) or by tagging the LDOE account.

# Care for Critical Services Personnel

# Care for Critical Services Personnel

## Progress To Date

*By working in partnership with CCR&Rs, LDH, and child care providers around the state, the Department has made progress toward establishing child care options for essential workers.*

Emergency CCAP	New In-Home & FCC Providers	Respite Care Contracts
<p>Since expanding CCAP eligibility to accommodate essential workers:</p> <ul style="list-style-type: none"> <li>● Over 3,800 critical personnel and over 5,400 children have been approved for emergency CCAP.</li> <li>● 44 Type I and II providers have converted to Type III to support these families.</li> </ul>	<p>Since streamlining the process to become an in-home or FCC provider:</p> <ul style="list-style-type: none"> <li>● 43 individuals have become newly certified as in-home or family child care providers, and more are in process</li> <li>● LDOE &amp; CCR&amp;Rs are continuing to think about how to best support and encourage in-home providers</li> </ul>	<p>Since working with CCR&amp;Rs to identify child care centers for respite care contracts:</p> <ul style="list-style-type: none"> <li>● Twenty child care centers are currently contracting with the LDOE to provide respite care</li> <li>● Each center is serving an average of fifteen children per day</li> </ul>

# Care for Critical Services Personnel

## Map of Open Child Care Providers

*The Department is maintaining a list of all open child care providers (Type I, II, and III centers, as well as family child care and in-home providers) on the Department's website.*

The [parish-level list](#) of open child care providers includes:

- License number
- Facility/provider name
- Contact information and hours of operation
- License type (note: only Type III, in-home, and family child care providers are available to enroll kids through CCAP)
- Age range
- If a center's information is incorrect, please contact [LDOECOVID19Support@la.gov](mailto:LDOECOVID19Support@la.gov)

The Department also has a [flyer](#) that critical businesses can use to help staff find child care.



# Workforce Updates

# \*New\* Workforce Updates

## Phasing in Operations

*Communities may consider using community grants to re-engage teachers to return.*

If teachers have been fired or furloughed, they may currently earn an additional \$600/week in unemployment benefits through July 25, 2020, according to the Louisiana Workforce Commission. Staff recruitment bonuses may assist as child cares reopen.

<b>Week Center Reopens</b>	<b>Week of Unemployment</b>	<b>Unemployment Benefit Lost</b>
May 18	12	\$6600 per teacher
June 1	8	\$4800 per teacher
July 1	4	\$1800 per teacher

# Access and Accountability Updates

# \*REMINDER\* Access and Accountability Updates

## Academic Approval Renewing for 2020-2021

*In an effort to assist publicly funded sites in starting the 2020-2021 school year in the best possible position, the Department wants to help expedite the Academic Assurance renewal process.*

Academic Approval is required to receive or maintain a Type III child care license.

- The [2020-2021 Academic Approval Assurances](#) were due on **May 1, 2020**.
- As of May 13, 2020, **169** Type III centers have not submitted their assurances.
- The Department has sent three rounds of reminder emails and will continue to reach out to providers to ensure all assurances are received.
- Confirmation emails have been and will continue to be sent to centers whose assurances have been received and processed.

These [assurances](#) should be signed and submitted electronically. Email questions or concerns to [ECAssurances@la.gov](mailto:ECAssurances@la.gov).

# Events

# \*NEW\* Events

## Teacher Leader Summit

*The Louisiana Department of Education is shifting the 2020 Teacher Leader Summit from its in-person format to a series of interactive webinars for as many sessions as possible.*

The 2020 Teacher Leader Summit: The Virtual Series will take place from May 28 to June 5. It will bring together a host of educators and content experts who are focused on creating meaningful growth for every student, every day. Educators will share their knowledge, learn new skills, and prepare for the 2020-2021 school year.

The Department recently released the [draft session list](#) that includes a variety of sessions for early childhood teachers and leaders. The Teacher Leader Summit app, Sched, became available on May 13 allowing registrants to build their specific schedules at that time. As with the in-person event, all sessions will be first come, first served.

Please contact [ldoeevents@la.gov](mailto:ldoeevents@la.gov) with questions.

## Next Steps

# Next Steps

## Guidance and Communications

- All guidance will be linked here, including these slides: <https://www.louisianabelieves.com/resources/covid-19>
- Email any questions to [LDOECOV19Support@la.gov](mailto:LDOECOV19Support@la.gov)
- Check the [ECE FAQ](#) and the [School System FAQ](#), which are updated frequently
- **Please email any closures as soon as possible to the support inbox.**