Early Childhood Roundtables
Community Networks in 2015-16:
Creating a Unified System for Leadership, Enrollment and Letter Grades
As part of a yearlong engagement process, BESE and LDE want to hear from providers and stakeholders.

Objectives
1. Review work-to-date and lessons learned since Act 3;
2. Based on lessons learned, propose policy for a unified system for leadership, coordinated enrollment and letter grades;
3. Discuss state’s commitment to support communities to improve kindergarten readiness; and
4. Get feedback to inform policy proposal.

Agenda
• Act 3: Vision for a Unified System
• 2015-16 Community Network Expectations: Policy Proposal and Pathway to Improvement
  1. Lead Agency
  2. Coordinated Enrollment
  3. Unified Letter Grade System
     – Letter Grade Overview: Focus on Adult-Child Interactions
     – Field Test Learnings
     – Letter Grade Profiles: Graded Metrics and Informational Metrics
• 2015-16 Investment in the Pathway to Improvement
• Next Steps and Discussion
**Act 3 (2012) sets a vision for unified system where all children enter ready for kindergarten.**

<table>
<thead>
<tr>
<th>Fragmented System</th>
<th>Vision for Unified System</th>
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<tbody>
<tr>
<td>Children are falling through the cracks and are not consistently prepared</td>
<td>High standards for what children should learn and what excellent teaching looks like</td>
</tr>
<tr>
<td>Teachers are not equally prepared nor rewarded for their work</td>
<td>Teachers who are excellent at interacting with children and guiding learning are supported and rewarded</td>
</tr>
<tr>
<td>Families do not have easy-to-use information to make the best choice</td>
<td>Families apply through shared processes and are satisfied with their children’s experience</td>
</tr>
<tr>
<td>Providers are subject to inconsistent expectations and do not have equitable resources to achieve outcomes</td>
<td>Consistent expectations for health, safety and learning, and adequate funding levels across programs based on serving children well</td>
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</tbody>
</table>

*Since 2012, Louisiana has unified policies and expanded support for programs and teachers in these areas.*
Act 3 Progress To-Date and Learnings from Field

Community Network Pilots:
• 3 Cohorts launched between 2013-2015 – all parishes have joined
• Include all publicly-funded programs (child care, Head Start, PreK)
• Are building collaborative leadership, supporting teachers and coordinating enrollment

In 2014-2015, 7 Cohort 1 Pilots in Field Test were asked to:
• Observe every classroom twice with CLASS
• Assist teachers to use best practices (e.g., curriculum, assessment)
• Support teachers through training and coaching
• Participate in a teacher and family survey

Key Learnings from Field Test
➢ Each Community Network needs one entity to formally coordinate efforts, including:
  - Developing a CLASS observation schedule with adequate reliable observers
  - Developing a system for collecting, reporting and sharing data
  - Sharing results with programs to support improvement
➢ Observations by local, reliable observers may be validated by third party results
➢ Teachers benefit from aligned supports (e.g., tools, training, coaching) that address their needs
Achieving Full Implementation of Act 3: Policy Proposal

**Challenge: Lessons Learned Indicate Need for Strong Local Systems**

Act 3 Implementation and improved kindergarten readiness depends on ensuring:
- Teachers receive observations and high-quality feedback and support, and
- Families benefit from a coordinated enrollment process.

**Overall Policy Proposal: A Fair and Equitable Policy is Needed To:**

1. Establish a lead agency for each Community Network to formally coordinate efforts of all programs;
2. Specify coordinated enrollment expectations and timeline; and
3. Detail the unified letter grade rating and improvement system.

- The roundtable will share the major aspects of each part of the policy proposal.
- Your feedback will help create the draft proposal to be considered by the Advisory Council in May.
Achieving Full Implementation of Act 3: Pathway to Improvement

Programs need guidance and resources to know and understand how to improve teaching and learning

Approach: Provide Clear Pathway For and Invest in Improvement
The fairness and the effectiveness of this policy depends on ensuring:

- Unified system provides specific information to every program and teacher
- Professional development resources are aligned to create an accessible and affordable pathway to improvement that address the unique needs of each program and teacher

- Foundational Training for all programs

  CLASS Observations with feedback for every classroom

  Aligned Supports to address unique needs

- Early Childhood Program

  Training (e.g., R & R, Head Start T/TA, District Professional Development, Online Modules)

  Coaching and Technical Assistance (e.g., R & R, Mental Health, Head Start T/TA, Professional Learning Communities)

- Teacher Preparation (e.g., CDA Preparation)

- Tools and Resources (e.g., Teacher Toolbox, Curriculum Reviews, Teacher Leaders, Head Start/NCQTL)
Proposed Policy: Part 1
Lead Agency Structure
Proposal for Community Network Lead Agency

To achieve full implementation, every Community Network needs a Lead Agency.

Challenge: All Community Networks Need Formal Leadership

• In 2015-16, state must shift from pilot to full implementation as required by law
• Learnings from pilots demonstrate a need for a lead agency to coordinate two key functions among all program partners at a local level:
  1. Coordinated Enrollment, and
  2. Coordinated Observation.

Policy Proposal Part 1: Community Networks Designate Lead Agency

New BESE policy would:

1. Enable local entity to apply to become lead agency for Community Network and BESE to appoint a lead agency where no qualified applicant has applied;
2. Outline responsibilities for and funding to support lead agency; and
3. Define the State’s right to intervene.
**Lead Agency Responsibilities and Milestones**

**Approach:** State Funds Lead Agencies Based on Coordination

Organizations will be selected and funded annually based on:

- Demonstrated capacity to perform coordinated observation and coordinated enrollment
- Support of program partners (e.g., child care, Head Start and PreK leaders)

**Specific Responsibilities**

<table>
<thead>
<tr>
<th>Coordinated Enrollment</th>
<th>Coordinated Observation</th>
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</thead>
<tbody>
<tr>
<td>• Lead planning and implementation of coordinated enrollment</td>
<td></td>
</tr>
<tr>
<td>• Submit community application for funding to State/Feds</td>
<td></td>
</tr>
<tr>
<td>✓ Apply to participate in Preschool Development Grant</td>
<td></td>
</tr>
<tr>
<td>• Assure accurate measurement of teaching and program quality by:</td>
<td></td>
</tr>
<tr>
<td>✓ Managing schedule so each classroom receives two CLASS observations by a reliable observer</td>
<td></td>
</tr>
<tr>
<td>✓ Reporting results to 1) the state for letter grade purposes and 2) programs to support improvement</td>
<td></td>
</tr>
</tbody>
</table>

**Key Milestones: Lead Agencies:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Now – July 2015</td>
<td>Apply to LDE, are approved by BESE, and funding begins</td>
</tr>
<tr>
<td>Sept. 2015</td>
<td>Develop observation schedule and plan for fidelity and reliability</td>
</tr>
<tr>
<td>Dec. 2015</td>
<td>Ensure 100% of classrooms are observed in the fall with accuracy</td>
</tr>
<tr>
<td>Jan. 2015</td>
<td>Improve coordinated enrollment system</td>
</tr>
<tr>
<td>May 2015</td>
<td>Ensure 100% of classrooms are observed in the spring with accuracy</td>
</tr>
</tbody>
</table>
Proposed Policy: Part 2
Coordinated Enrollment
Proposal for Coordinated Enrollment

**Challenge:** Families Need an Easier Process to Make Informed Choices
- Families don’t have an easy way to learn about all programs in the community.
- Families have to go to too many places to determine if they are eligible and apply.
- Families may be on a waitlist for one provider while another has empty seats.
- There is no way to know the full demand and plan to meet families’ needs.
- Providers are often on their own in recruiting and connecting with families.

**Policy Proposal:** Ensure Communities are Coordinating Enrollment
As required by law, proposed policy would establish an annual review process for assuring communities are coordinating enrollment so that:
- 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, thus ensuring maximum use of available slots.

No single provider (schools, Head Start, or child care) can serve all families and prepare all children. Therefore, each community has to work together.
Coordinated Enrollment Approach and Milestones

**To ensure all seats and funding are maximized, all publicly-funded programs should work together to enroll children and request funding for early childhood seats.**

**Approach:** Communities Apply for Funding Based on Coordinated Enrollment Work

Lead agency, working closely with all programs, oversees implementation of coordinated enrollment system and submits plan to State.

Using family demand, lead agency submits annual funding proposal to the State and maximizes other local and federal funds.

**State signs-off on enrollment system.**

**State provides available funding based on community funding applications.**

**Key Milestones:**

- **July 2015**
  - Complete 2nd coordinated enrollment self assessment

- **Oct. 2015**
  - Receive list of communities where there is no coordinated effort

- **Dec. 2015**
  - Submit 2016-17 Coordinated Enrollment plan

- **Feb. 2016**
  - Submit Community Network funding request

- **April 2016**
  - Receive 2016-17 funding allocation notice

*See Appendices for Timeline Expectations by Cohort*
Proposed Policy: Part 3
Unified Letter Grade Rating & Improvement System
Proposal for Early Childhood Letter Grade Profiles

**Challenge: Need a Unified Quality Measure**
Louisiana needs a statewide system for evaluating programs and networks that:

- Defines and measures core elements needed for high-quality early childhood outcomes;
- Provides simple, clear information about performance;
- Clearly articulates a path to improvement; and
- Gives families an easy way to compare choices in their community.

**Policy Proposal: Align Letter Grade Profiles to Items Promoting Kindergarten Readiness**
Proposed policy would establish the unified accountability system for programs and networks called for by Act 3 by providing:

1. **Letter grade that relates to positive child outcomes**
   - Adult-child interactions and instruction, as measured by CLASS; and
   - Access for at-risk children (Community Networks only).

2. **Information on classroom best practices**
   - E.g., using curriculum, maintaining lower ratios, assessing children to support learning

Louisiana must launch a shared quality measure for all public programs in 2015-16.
Letter Grade Approach: Focus on Interactions with Children

Louisiana will use CLASS to measure, provide information on and support improvement on the core elements needed for quality: adult-child interactions and instruction

As a research-based, nationally regarded early childhood quality measure for all young children, CLASS

- Assesses how well teachers interact with children, including how well they:

<table>
<thead>
<tr>
<th>Description</th>
<th>PreK Domain</th>
<th>Toddler Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a warm, positive environment and build trusting relationships with children</td>
<td>Emotional Support</td>
<td>Emotional &amp; Behavioral Support</td>
</tr>
<tr>
<td>Organize daily routines and minimize disruptions</td>
<td>Classroom Organization</td>
<td></td>
</tr>
<tr>
<td>Help children learn concepts and connect ideas through dialogue and play</td>
<td>Instructional Support</td>
<td>Engaged Support for Learning</td>
</tr>
</tbody>
</table>

- Correlates with child outcomes
  - *Programs that perform better on CLASS have better child outcomes (i.e., kindergarten readiness)*

- Supports teacher growth by providing useful information for coaching
  - *Teachers and leaders in Community Networks have been trained on CLASS*
  - *Head Start implemented CLASS for all programs to inform and encourage classroom improvement*

- Has been validated in 4,800+ classrooms nationwide
Why Interactions and Instruction Matter for Children

Interactions and instruction predict child outcomes.

Research Shows:

✓ Children’s academic and social growth is predicted by quality of interactions.

✓ Children have more academic growth with effective Instructional Support and improved social competence and reduced behavior problems with effective Emotional Support.

✓ Children in classrooms with higher Toddler CLASS scores demonstrate better early language skills and reduced behavior problems.

✓ Children from low-income families and families with lower levels of education benefit the most and benefits last through later grades.

✓ Teachers with varying credentials or degrees (e.g., CDA, AA, BA, MA) can demonstrate effectiveness on CLASS.

✓ Professional development that enables teachers to see and identify effective interactions results in improved quality of instruction and improved academic outcomes for children.

**SURVEY RESULT:** 83% of respondents agree that CLASS is an effective measure of the quality of an early childhood program
A Clear Focus for the Pathway to Improvement

To support building strong Community Networks, the letter grade system will begin with a clear, narrow focus with a full range of aligned supports.

Focus On CLASS Ensures Focus on Individualized Support for Programs and Teachers
Using CLASS to measuring and holding programs accountable helps Community Networks develop systems for conducting observations, providing feedback and aligning support.

- Eliminates confusion about what is needed to improve performance.
- Helps coordinate and maximizes resources by identifying specific areas for improvement in a clear and consistent way.
- Enables all providers to demonstrate quality performance.

SURVEY RESULT:
83% of teachers rate CLASS observations as helpful

State will provide technical assistance on strengthening local observation and support systems
Letter Grade Approach: Obtaining Reliable Data

Louisiana needs a system to assure accurate and consistent measurement of all classrooms. In 2015-16 Learning Year, the state will consider both local and third party observations for letter grade purposes.

Why Use Local Observers?
- Local leaders have demonstrated their ability to conduct valid, reliable CLASS observations
- Programs need information throughout the year to provide the best supports to teachers
- Funding enables communities to build capacity for CLASS observations, feedback and coaching

Why Use Third Party Observers?
- Using a third party provides more consistent measurement statewide and reduces risk of conflict of interest and bias
- Auditing classrooms may be cost-effective and enable the state to allocate more funding locally

Key Milestones:

- **Sept. 2015**
  - State contracts with third party to conduct observations

- **Sept. 2015**
  - Lead Agency develops observation schedule and plans for fidelity and reliability

- **Sept.- Dec. 2015**
  - Lead Agency ensures 100% of classrooms are observed in the fall with accuracy

- **Jan.-May 2016**
  - Lead Agency ensures 100% of classrooms are observed in the spring with accuracy
State will continue to examine reliability of local approach, but similar averages of local and third party aggregate results indicate local observations provide useful information.

Teachstone considers scores within 1 point to be reliable.

<table>
<thead>
<tr>
<th>Field Test</th>
<th>ES</th>
<th>CO</th>
<th>IS</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Within 1 Pt.</td>
<td>85%</td>
<td>81%</td>
<td>59%</td>
</tr>
</tbody>
</table>
State will continue to examine reliability of local approach, but similar averages of local and third party aggregate results indicate local observations provide useful information.

Teachstone considers scores within 1 point to be reliable.

<table>
<thead>
<tr>
<th></th>
<th>Field Test</th>
<th>EBS</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Within 1 Pt.</td>
<td>78%</td>
<td>44%</td>
<td></td>
</tr>
</tbody>
</table>
The most important classroom factor in determining whether a child will be ready for kindergarten is the quality of the teachers’ interactions and instruction with the child.

**Letter Grade Components:**

- PreK CLASS observation results on Emotional Support, Classroom Organization, and Instructional Support
- Toddler CLASS observation results on Emotional & Behavioral Support and Engaged Support for Learning

**EARLY CHILDHOOD ORGANIZATION**

2014-2015 • Community Network

### Enrolled

<table>
<thead>
<tr>
<th>Infants</th>
<th>1yr olds</th>
<th>2yr olds</th>
<th>3yr olds</th>
<th>4yr olds</th>
<th>All Receiving Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>7%</td>
<td>17%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**TEACHER PRACTICE**

High-quality teacher-child interactions, including how engaging teachers are, how organized teachers are, and how well teachers build on concepts and make connections are essential for children’s learning and developing.

<table>
<thead>
<tr>
<th>CLASS MEASURES (1-7 Scale)</th>
<th>SITE</th>
<th>PEERS</th>
<th>STATE</th>
<th>NATIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMOTIONAL SUPPORT</td>
<td>6.10/A</td>
<td>5.66</td>
<td>5.59</td>
<td>5.99</td>
</tr>
<tr>
<td>CLASSROOM ORGANIZATION</td>
<td>4.00/B</td>
<td>4.93</td>
<td>4.99</td>
<td>5.63</td>
</tr>
<tr>
<td>INSTRUCTIONAL SUPPORT</td>
<td>3.25/B</td>
<td>3.28</td>
<td>2.86</td>
<td>2.72</td>
</tr>
<tr>
<td>Toddlers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMOTIONAL &amp; BEHAVIORAL SUPPORT</td>
<td>5.60/B</td>
<td>5.36</td>
<td>5.30</td>
<td>N/A</td>
</tr>
<tr>
<td>ENGAGED SUPPORT FOR LEARNING</td>
<td>3.12/B</td>
<td>3.17</td>
<td>3.12</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- Each publicly-funded program will receive a practice letter grade in 2015-16.
Letter Grade Component:
- PreK CLASS observation results for all programs
- Toddler CLASS observation results for all programs
- Access for all at-risk children

The Community Network profile shows how well all programs are performing and indicates how much access is provided to at-risk children.

Each Community Network will receive a practice letter grade in 2015-16.
This measure compares the percent of children served against the percent of estimated at-risk children for each age level in a community.

Four-year-olds are reported separately (purple) and included in birth-to-5 measure (green).

Equitable Access is measured by a range rather than an exact number.

**SURVEY RESULT:** 74% of respondents agree that Community Networks should be evaluated on how accessible early childhood programs are for families.
Informational Metrics:
Encouraged Practices

Metrics outline pathways to improvement and informs family choice by publicizing practices associated with quality early childhood settings.

1. Assessment That Informs Instruction
   - Teacher Reliability on Assessment: How prepared are teachers to reliably observe child progress?
   - Assessment Use: Is child progress measured regularly?
   - Assessment Accuracy: How accurately is child progress being measured?

2. Program Investment in Quality Measures
   - Teacher:Child Ratios: Are programs using ratios that support child development?
   - Teacher Preparation: What degrees and certifications have teachers attained?
   - Quality, Standards-Based Curriculum: Are programs using a curriculum that supports high-quality interactions and instruction?

3. Family Engagement and Supports
   - Family Satisfaction: How satisfied are families with their child’s learning and care experiences?

4. Community Network Supports
   - Teacher Support: How satisfied are teachers with Community Network supports?
   - Child outcomes: Are PreK children across the network progressing over the course of a school year?

See Appendices for Specifics on Each Metric

SURVEY RESULT: 83% agree it’s important to include information on other aspects of quality
2015-16 Investment in the Pathway to Improvement
2015-16 Investment in Improvement

More than $18 million in state and federal investments will bolster local resources.

Investments will benefit every publicly-funded early childhood program in Louisiana:

- Provide $5 million to Community Networks for observations, training and system building
- Continue to fund $8 million in essential child care improvement supports including Resource & Referral, Mental Health Consultation, and Quality Start
- Increase scholarship funds up to $5 million to support child care teachers to pursue Ancillary Teaching Certificates (CDA)
- Pay for assessment, including teacher training and reliability, for all publicly-funded children

**SURVEY RESULT:**
92% of teachers say CLASS support helped their professional development

Foundational Training
CLASS Observations
Aligned Supports
Teacher Preparation (CDA)
Early Childhood Program
Coaching and Technical Assistance
Tools and Resources
Next Steps and Discussion
Next Steps

- Roundtables across the state (April 13-24) - Questions will be recorded and shared through a Q&A document in May
- State continues to collect and analyze feedback from surveys ([https://www.surveymonkey.com/s/earlychildhoodreportcard](https://www.surveymonkey.com/s/earlychildhoodreportcard)) as well as through earlychildhood@la.gov
- Community Network policy goes to the Early Childhood Advisory Council in May
- Community Network policy is revised as needed and goes to the State Board in June
- State will provide guidance as the 2015-16 Learning Year begins in July

### Timeline

<table>
<thead>
<tr>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Test</td>
<td>LDE Analyzes Field Test</td>
<td>Roundtables April 13-24</td>
<td>Advisory Council</td>
<td>State Board</td>
</tr>
<tr>
<td>Letter Grade survey</td>
<td></td>
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</tbody>
</table>

All publicly-funded programs will be required to participate in letter grade profiles and enrollment in the 2015-16 Learning Year.
APPENDICES
Community Networks will have time to develop the full coordinated enrollment system.

**2015-16**

- **Develop Full Model**
  - Coordinated Application
  - Matching Based on Preference

Families **fully benefit** as they apply in 2015-16 to enroll in 2016-17.

- **Meet Initial Expectations**
  - Coordinated Information Campaign
  - Coordinated Eligibility Determination

Families **begin to benefit** as they apply in 2015-16.

**2016-17**

- **Develop Full Model**
  - Coordinated Application
  - Matching Based on Preference

Families **fully benefit** as they apply in 2016-17 to enroll in 2017-18.

- **Enroll first group of children through full coordinated enrollment system**
  - Revise system as needed

**2017-18**

- **Enroll second group of children through full coordinated enrollment system**
  - Revise system as needed

- **Enroll first group of children through FULL coordinated enrollment system**

Cohort 1 & 2

Cohort 3
Children need teachers that are trained to use assessment, observe them regularly, and make accurate assessments in order to help them learn and grow.

- **Trained to Assess:** Are teachers trained to assess children with reliability?
  - Measured by % of teachers reliable on child assessment
  - Submitted by Community Networks

- **Ongoing Assessments:** How many children are assessed three times in a year?
  - Measured by # of children with complete checkpoints compared to # enrolled
  - Submitted by Community Networks

- **Assessing Accurately:** Are teachers being accurate when they assess children?
  - Measured by sampling portfolios to determine if documentation & evidence support the final checkpoint rating
  - Submitted by teachers and sites, measured by state

➢ These measures are for programs and Community Networks.
Children need programs to invest in the quality of their care and education.

- **Ratios**: Are programs using ratios that support child development?
  - *Measured by # classrooms using minimum and improved ratios*
  - *Submitted by programs*

- **Prepared Teachers**: What degrees and certifications have teachers in each program attained?
  - *Measured by # teachers at each degree/certification level*
  - *Submitted by programs*

- **Curriculum**: Are programs using a curriculum that supports high-quality interactions and instruction?
  - *Measured by LDE annual curriculum review*
  - *Submitted by teachers and programs*

➤ *These measures are for programs and Community Networks.*
Families need programs and networks to engage them as key partners, and to provide guidance around enrolling in and attending an early childhood program.

- **Family Satisfaction**: How satisfied are families with their child’s learning and care experiences?
  - For programs, measures engagement, communication, and satisfaction with child’s experience
  - For Networks, measures ease of coordinated enrollment process, and satisfaction with guidance and information
  - Measured by family survey
  - Distributed, collected, and analyzed by the state

▶ These measures are for programs and Community Networks.
Children need teachers who are supported by the Community Network.

**Teacher Support:** Are Networks supporting teachers to improve through training, observations, and feedback?
- Measured by teacher survey
- Distributed, collected, and analyzed by the state

**Child Outcomes:** Are Network supports resulting in improvement in child outcomes across the Network?
- Measured by progress on on-going child assessment from fall to spring at the four-year-old level
- Submitted by Community Networks
- Subject to audit by the state

➢ These measures are for Community Networks only.