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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.

2018-2019 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 15,000 rigorous observations of early childhood classrooms were completed in the 2018-2019 academic year, amounting to more than 1 million minutes of care and education observed. These observations provide 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 2018-2019 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 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. These modules are 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 is 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 incorporates 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 third of three Request for Applications (RFA) to build a comprehensive set of Louisiana Key Training Modules. Each RFA 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 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>
</tr>
</thead>
<tbody>
<tr>
<td>Focus Training Area 2: Effective Adult-Child Interactions</td>
<td>Released May 2019</td>
</tr>
<tr>
<td>Focus Training Area 3: Management and Leadership</td>
<td>Released December 2019</td>
</tr>
</tbody>
</table>
### SECTION 3: REQUEST FOR APPLICATIONS 3, LOUISIANA EARLY CHILDHOOD KEY TRAINING MODULES

The modules developed as a result of the Louisiana Key Training Modules RFA 3 will address the focused training area related to management and leadership. Applicants can create each training targeted to specific age groups, audiences, and/or developmental domains.

<table>
<thead>
<tr>
<th>Focused Training Area 3: Management and Leadership</th>
<th>Released December 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module Focus</strong></td>
<td><strong>Suggested Indicator of Competency: As a result of the Key Training Modules selected, teacher/participant will be able to:</strong></td>
</tr>
</tbody>
</table>
| **MODULE 3A** Planning a safe and healthy learning environment | - Know and understand young children’s characteristics and needs, from birth through age 8.  
- Know and understand the multiple influences on early development and learning.  
- Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children. |
| **MODULE 3B** Building productive relationships with families | - Understand that successful early childhood education depends upon partnerships with children’s families and communities.  
- Know about and understand diverse family and community characteristics.  
- Support and engage families and communities through respectful, reciprocal relationships.  
- Involve families and communities in young children’s development and learning. |
| **MODULE 3C** Managing an effective program operation | - Maintain effective practices within the classroom through planning, record keeping, and reporting.  
- Contribute to a well-run program, which is responsive to family and child needs  
- Building and leading an effective team, including supporting and developing the instructional needs of teachers. |
| **MODULE 3D** Managing a commitment to professionalism | - Identify and conduct themselves as members of the early childhood profession.  
- Identify and involve oneself with the early childhood field.  
- Uphold ethical standards and other early childhood professional guidelines.  
- Engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.  
- Integrating knowledgeable, reflective, and critical perspectives on early education.  
- Engage in informed advocacy for young children and the early childhood profession. |

*Additional topics not listed here are available for consideration and will be reviewed on a case by case basis. Other topics include but are not limited to:*  
- Supporting effective transitions into Kindergarten  
- Supporting and understanding children with behavioral challenges and needs  
- Supporting the development and identification of children with special needs*
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. Once created, links to these materials will be included in the Early Childhood Key Training Module Catalog, which will be shared with professional development vendors for redelivery. Specifically, 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).

Training Manual with 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 redelivered 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 three (3) rounds of review and feedback by the Department before release. Feedback rounds will be divided by module content. Contractor must incorporate feedback from the LDOE. The Department must provide final sign-off before release.

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.
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>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 13, 2019</td>
<td>Louisiana EC Key Training Modules, RFA 3 are released.</td>
</tr>
<tr>
<td>December 19, 2019</td>
<td>Informational webinar is provided on Louisiana EC Key Training Modules, RFA 3.</td>
</tr>
<tr>
<td></td>
<td><strong>Webinar Date and Time:</strong> December 19 from 1:00 p.m.</td>
</tr>
<tr>
<td></td>
<td><strong>Join the webinar:</strong> <a href="https://ldoe.zoom.us/j/350485803">https://ldoe.zoom.us/j/350485803</a></td>
</tr>
<tr>
<td></td>
<td><strong>Webinar Phone Number:</strong> 1-646-876-9923</td>
</tr>
<tr>
<td></td>
<td><strong>Meeting ID:</strong> 350 485 803</td>
</tr>
<tr>
<td>January 24, 2020</td>
<td>Applications are due to the Department.</td>
</tr>
<tr>
<td>February 7, 2020</td>
<td>Contractors are announced for Louisiana Key Training Modules, RFA 3.</td>
</tr>
<tr>
<td>Feb-April, 2020</td>
<td>Contractors work with the Department to:</td>
</tr>
<tr>
<td></td>
<td>1. Provide revised proposal for module development (as needed based on initial application)</td>
</tr>
<tr>
<td></td>
<td>2. Submit draft(s) of contracted Key Training Module(s) and receive feedback</td>
</tr>
<tr>
<td></td>
<td>3. Respond to feedback on Key Training Module(s) draft and submit revised version.</td>
</tr>
<tr>
<td></td>
<td>4. Submit final Key Training Module materials, in requested format with request revisions for Department use.</td>
</tr>
<tr>
<td>April 24, 2020</td>
<td>Final Key Training Module (in requested format with requested revisions) materials are due to the Department.</td>
</tr>
</tbody>
</table>

**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 3 must complete the Application for Consideration - Louisiana Early Childhood Key Training Modules, RFA 3. 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 January 24, 2020. Louisiana Early Childhood Key Training Module applications should be emailed as a PDF document to meredith.eckard@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 meredith.eckard@la.gov.
## APPENDIX A: Glossary

<table>
<thead>
<tr>
<th>Term/Phrase</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Assessment and Scoring System (CLASS®)</td>
<td>The CLASS® observation tool is used to assess the effectiveness of classroom interactions and instruction in all publicly-funded toddler and pre-K classrooms in Louisiana.</td>
</tr>
<tr>
<td>Contractor</td>
<td>Any person having a contract with a governmental body; the selected proposer.</td>
</tr>
<tr>
<td>Early Childhood Ancillary Certificate</td>
<td>A teaching credential that will be required for all lead-teachers working within publicly-funded child care centers within Louisiana beginning on July 1, 2019.</td>
</tr>
<tr>
<td>Early Childhood Community Network</td>
<td>Network of all publicly-funded early childhood programs (child care, Head Start, and pre-K) within each parish of Louisiana. Every early childhood community network has a lead agency that facilitates the coordinated leadership functions for the community.</td>
</tr>
<tr>
<td>Early Childhood Performance Profiles</td>
<td>Information regarding performance that is reported each school year for every publicly-funded site and its community network; both site and community network ratings comprise the performance rating (based on CLASS® observations) and informational metrics.</td>
</tr>
<tr>
<td>Early Learning and Development Standards (ELDS)</td>
<td>A framework for high-quality, developmentally appropriate early childhood programs designed to be used by early childhood educators throughout Louisiana.</td>
</tr>
<tr>
<td>LDOE</td>
<td>Louisiana Department of Education</td>
</tr>
<tr>
<td>Lead Agency</td>
<td>Community-based network that coordinates three functions: classroom observations in publicly funded classrooms, enrollment of children into programs, and funding requests for publicly funded programs (child care and Pre-K).</td>
</tr>
<tr>
<td>Proposer</td>
<td>Organization or individual who responds to this RFA.</td>
</tr>
<tr>
<td>Publicly-Funded Early Childhood Care and Education Program</td>
<td>An early learning center-based or school-based organization that provides early childhood care and education to children who have not yet entered kindergarten through CCAP, Early Head Start, Head Start, NSCED, LA 4, 8 (g) Block Grant, Title 1 of ESEA, IDEA Part B and C, or any other publicly-funded Pre-K program or School Readiness Tax Credits.</td>
</tr>
<tr>
<td>RFA</td>
<td>Request for Application</td>
</tr>
<tr>
<td>School Readiness Tax Credits</td>
<td>Refundable tax credits that are available to lead teachers working in publicly-funded child care centers in Louisiana. Teachers are able to qualify for higher levels of refundable tax credit by earning their Early Childhood Ancillary Certificate and by demonstrating continued employment in child care.</td>
</tr>
<tr>
<td>Statewide Early Childhood Community Network</td>
<td>The Statewide Early Childhood Community  Network is established as the comprehensive and integrated network through which the Board of Elementary and Secondary Education (BESE) manages and oversees publicly-funded early childhood care and education programs in Louisiana to promote and improve kindergarten readiness.</td>
</tr>
<tr>
<td>Teaching Strategies GOLD®</td>
<td>Online platform for observing and assessing children from birth through kindergarten that is used to inform educators and families of child progress against widely held expectations. It is used in all publicly funded early learning programs in Louisiana.</td>
</tr>
<tr>
<td>Tier I Curriculum</td>
<td>Infant/toddler and pre-K curricula that have been evaluated to be high-quality and fully aligned with the Louisiana Early Learning and Development Standards.</td>
</tr>
<tr>
<td>Type III Early Learning Center</td>
<td>An early learning center that directly or indirectly receives state or federal funds from any source other than the federal food and nutrition programs, including Head Start programs.</td>
</tr>
</tbody>
</table>
**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:

- 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](https://www.louisianabelieves.com/resources/library/class-video-library)

- LDOE Licensed Center Library
  [https://www.louisianabelieves.com/resources/library/licensed-centers](https://www.louisianabelieves.com/resources/library/licensed-centers)

- Linking Tier 1 Curriculum to GOLD®:

- Teachstone (CLASS®)
  [https://teachstone.com/](https://teachstone.com/)