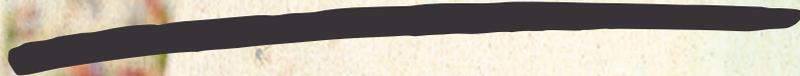


**Request for Applications 1:
LOUISIANA EARLY
CHILDHOOD KEY
TRAINING MODULES**

February 2019



Early Childhood
IMPROVING SCHOOL READINESS



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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.

Several different data measures are gathered throughout the year to provide a thorough depiction of the landscape of early childhood care and education in Louisiana:

- **CLASS™ Data:** 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.
- **Site Informational Metrics:** Each site's Performance Profile measures the use of best practices, such as curriculum and assessment. Informational metrics are self-reported and do not affect a site's Performance Profile rating.
- **Teacher Survey:** The Department conducts an annual online survey of early childhood lead teachers to measure teacher satisfaction of the training and supports available to them through their network.

Analysis and comparison of these measures provides clear information about what is happening in classrooms and what support is needed for the early childhood workforce:

- 87% of lead teachers in early learning centers reported that they are satisfied with the support provided to meet the expectations of CLASS™. However, [CLASS™ scores](#) show that additional assistance is needed for teachers to provide high-quality interactions and experiences that help children develop language and learn new concepts.
- 73% of early learning centers reported having an approved [tier 1 curriculum](#). However, many teachers reported not being able to fully implement the program due to lack of training and support.
- Only 44% of early learning centers reported assessing all of their publicly funded children using [GOLD™](#) despite Department requirements. Likewise, teachers would like to receive more support on utilizing the tool to inform and guide instruction.

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

Sharing Expertise through Louisiana's Early Childhood Key Training Modules

Across the state and nation, experts in early childhood have developed excellent professional development opportunities that support Louisiana's early childhood teachers. 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 is releasing this Request for Applications for experts to develop and disseminate high-quality ready-to-go presentations and trainings, which will comprise Louisiana's Early Childhood Key Training Modules.

SECTION 2: LOUISIANA EARLY CHILDHOOD KEY TRAINING MODULES

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

What are Louisiana Early Childhood Key Training Modules?

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

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

This is the Department's first of three Request for Applications (RFA) to build a comprehensive set of Louisiana Key Training Modules. Each of the three RFAs will focus on one of three focus training areas, and will request the submission of proposals for training modules that address a specific set of identified teacher competencies (identified within the RFA). The RFA release for each focus training area will be staggered throughout 2019.

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

Focus Training Area 1: Early Childhood Tools and Standards <i>Released February 2019</i>
Focus Training Area 2: Effective Adult-Child Interactions <i>Tentative Release April 2019</i>
Focus Training Area 3: Management and Leadership <i>Tentative Release June 2019</i>

SECTION 3: REQUEST FOR APPLICATIONS 1, LOUISIANA EARLY CHILDHOOD KEY TRAINING MODULES

The modules developed as a result of the Louisiana Key Training Modules RFA 1 will address the following focused training area and competencies related to early childhood tools and standards:

Focused Training Area 1: Early Childhood Tools and Standards		Released February 2019
Topic	Suggested Indicator of Competency: <i>As a result of the Key Training Modules selected, teacher/participant will be able to...</i>	
MODULE 1A Standards	<ul style="list-style-type: none"> ● Understand the multiple influences on early development and learning. ● Design instructional/learning outcomes that: <ul style="list-style-type: none"> ○ are written in terms of what children will learn rather than do; ○ include indicators from applicable ELDS domains; and ○ are appropriate for diverse learners (e.g., special education students, ESL students). ● Select plans for activities, interactions, and experiences that align to the Louisiana Birth to Five Early Learning Development Standards (ELDS) and Tier 1 curriculum. ● Understand the need for alignment between standards, curriculum and assessment. 	
MODULE 1B Curriculum <small>(This module does not support or endorse any specific curricula or curriculum vendor.)</small>	<ul style="list-style-type: none"> ● Understand the importance of and be prepared to use a high-quality curriculum that is rated as Tier 1 by the Louisiana Department of Education. ● Select plans for supplemental activities, interactions, and experiences that align to the Louisiana Birth to Five Early Learning Development Standards (ELDS) and Tier 1 curriculum. ● Understand the scope and sequence of learning activities found within a Tier 1 curriculum to scaffold the development of complex skills over time. ● Understand the need for alignment between standards, curriculum and assessment and is prepared to use assessment(s) that are aligned with a Tier 1 curriculum. 	
MODULE 1C Assessment	<ul style="list-style-type: none"> ● Conduct observation-based assessments in a systematic, ongoing manner throughout daily routines and activities using multiple methods of collecting documentation. ● Understand the need for alignment between standards, curriculum and assessment and is prepared to use assessment(s) that are aligned with a Tier 1 curriculum. ● Gather and use assessment data for the purpose of planning instruction, activities, and experiences that further promote children’s development and learning. ● Reflect on child assessment data and connections to teacher action and make changes to continuously improve practice. ● Evaluate the progress of children’s development with reliability. 	
MODULE 1D Integrated Approaches	<ul style="list-style-type: none"> ● Know and understand effective strategies and tools for early education. ● Understand the need for alignment between standards, curriculum and assessment and is prepared to use assessment(s) that are aligned with a Tier 1 curriculum. ● Use a broad range of developmentally appropriate teaching/learning approaches. ● Use ELDS, child assessment results, and additional resources to design, implement, and/or evaluate a developmentally meaningful curriculum for each student. 	

I. OPPORTUNITY OVERVIEW - LOUISIANA EC KEY TRAINING MODULES

The primary objective for this project is to fund experts to create and share professional development training modules that rely on research-based best practices.

A. GOALS

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

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

B. MODULE STRUCTURE

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

Pre-work/Pre-Assessment

Pre-work will include any preparation assignments that will be provided to training participants prior to module training. This may 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 will 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 will be embedded into each presentation to give participants a chance to interact with the material and process the information in a variety of formats (e.g., talking with a partner, larger group discussions, personal reflections through writing).

Facilitator Notes

Detailed speaker’s notes will 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 will 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 will 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 offered for in person redelivery to 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 at least one 2-hour module to address each topic listed in Section 2, though will consider alternative structures if proposed.

D. REVIEW AND REVISION PROCESS

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

II. FUNDING

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

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

A minimum of one in-person, half day of planning will be required by the contractors after the awards are activated to present plans for developing their modules. The intent is to have the grantees share their knowledge and insights into developing engaging and informative educational modules.

Once the modules have been developed and made available, train-the-trainer sessions will be provided by LDOE staff to develop a cadre of local leaders able to re-deliver trainings.

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

Louisiana Early Childhood Key Training Modules, RFA 1 Timeline	
February 8, 2019	Louisiana EC Key Training Modules, RFA 1 are released.
February 19, 2019	Informational webinar is provided on Louisiana EC Key Training Modules, RFA 1. Webinar Date and Time: February 19 from 11:00 a.m. to 12:00 p.m. Join the webinar : https://ldoe.zoom.us/j/986764657 Webinar Phone Number: 1 646 876 9923 Meeting ID: 986 764 657
March 13, 2019	Applications are due to the Department.
March 27, 2019	Contractors are announced for Louisiana Key Training Modules, RFA 1.
March 27-May 28, 2019	Contractors work with the Department to: <ol style="list-style-type: none"> 1. Provide revised proposal for module development (as needed based on initial application) 2. Submit draft(s) of contracted Key Training Module(s) and receive feedback 3. Respond to feedback on Key Training Module(s) draft and submit revised version. 4. Submit final Key Training Module materials, in requested format with request revisions for Department ownership and use.
May 28, 2019	Final Key Training Module (in requested format with requested revisions) materials are due to the Department.
Summer/Fall 2019	Contractors participate in a one-time train-the-trainer session, to be hosted by the Department.

NOTE: The State of Louisiana reserves the right to revise this schedule. Revisions, if any, before the Proposal Submission Deadline will be formalized by the issuance of an addendum to the RFA.

SECTION 4: [APPLICATION FOR CONSIDERATION](#) - LOUISIANA EARLY CHILDHOOD KEY TRAINING MODULES

Individuals interested in designing and developing Louisiana Key Training Modules for RFA 1 must complete the Application for Consideration - Louisiana Early Childhood Key Training Modules, RFA 1. 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 **March 13, 2019**. Louisiana Early Childhood Key Training Module applications should be emailed as a PDF document to Leslie.Doyle@la.gov.

The application form can be found [here](#).

SECTION 5: CRITERIA FOR EVALUATION

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

- A. Experience, knowledge, and qualifications for creating a professional development training module.** *This criterion is used to assess the likelihood that the applicant will succeed in:*
- Providing the expertise necessary to develop high-quality, effective, professional resources and materials for Louisiana Early Childhood Key Learning Modules, outlined in Section 3;
 - Meeting established project objectives and timelines; and
 - 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.

CONTACT

For questions or additional information, email Leslie.Doyle@la.gov.

APPENDIX A: Glossary

Classroom Assessment and Scoring System (<i>CLASS™</i>)	The <i>CLASS™</i> observation tool is used to assess the effectiveness of classroom interactions and instruction in all publicly-funded toddler and pre-K classrooms in Louisiana.
Contractor	Any person having a contract with a governmental body; the selected proposer.
Early Childhood Ancillary Certificate	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.
Early Childhood Community Network	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.
Early Childhood Performance Profiles	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 <i>CLASS™</i> observations) and informational metrics.
Early Learning and Development Standards (ELDS)	A framework for high-quality, developmentally appropriate early childhood programs designed to be used by early childhood educators throughout Louisiana.
LDOE	Louisiana Department of Education
Lead Agency	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).
Proposer	Organization or individual who responds to this RFA.
Publicly-Funded Early Childhood Care and Education Program	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.
RFA	Request for Application
School Readiness Tax Credits	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.
Statewide Early Childhood Community Network	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.
Teaching Strategies <i>GOLD™</i>	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.
Tier I Curriculum	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.
Type III Early Learning Center	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.

APPENDIX B: 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:
http://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=c8a3881f_6
- Child Care Curriculum Initiative Guidance:
http://www.louisianabelieves.com/docs/default-source/early-childhood/child-care-curriculum-initiative-packet.pdf?sfvrsn=a252891f_12
- Connecting CLASS and Tier 1 Curriculum:
http://www.louisianabelieves.com/docs/default-source/early-childhood/connecting-class-and-tier-i-curriculum.pdf?sfvrsn=a206941f_4
- Curriculum Implementation Scale:
https://www.louisianabelieves.com/docs/default-source/links-for-newsletters/curriculum-observation-tools.pdf?sfvrsn=c8f0911f_2
- Early Childhood Developmental Screenings Handbook:
http://www.louisianabelieves.com/docs/default-source/early-childhood/early-childhood-developmental-screenings-guidebook.pdf?sfvrsn=b44c881f_12
- Early Learning and Development Standards:
http://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=c8a3881f_6
- *GOLD™* Guidance 2018-2019:
http://www.louisianabelieves.com/docs/default-source/early-childhood/gold-guidance-2018-2019.pdf?sfvrsn=3366931f_12
- Linking Tier 1 Curriculum to *GOLD™*:
http://www.louisianabelieves.com/docs/default-source/early-childhood/linking-tier-i-curriculum-to-gold.pdf?sfvrsn=a106941f_2