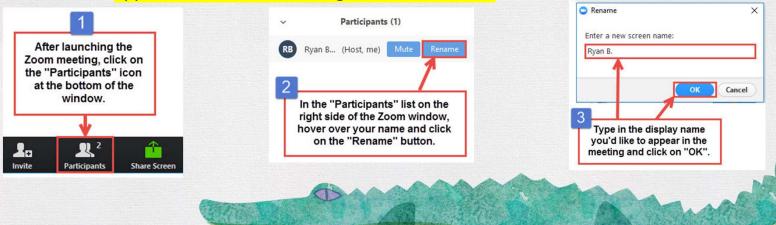
NEW Zoom Name Change

Network and Name

& Believes

- 1. Click on the "Participants" button at the top of the Zoom window.
- 2. Hover the mouse over your name in the "Participants" on the right of the Zoom window. Click on "Rename."

3. Enter your network name and name (ex.: Calcasieu Michelle Joubert) so it will appear in the Zoom meeting and click on "OK."



Agenda



Early Childhood Lead Agency Office Hours

Nov. 1, 2022

- Early Childhood Guidance for 2023-2024
 Super App
- Director Updates
- Young Children with Disabilities
- Accountability
- Upcoming Events

& Believes

LOUISIANA DEPARTMENT OF EDUCATION



Early Childhood Guidance for 2023-2024 Super App

November 1, 2022

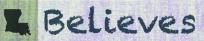
Main Grant Applications

School systems will create a plan and budget resources to meet the needs of all children in three main eGMS applications:









Super App and Early Childhood

School systems should partner with their early childhood community network lead agency to complete the early childhood components of Super App.

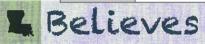
The early childhood questions in Super App are aligned to the following categories:

Access	More children birth through age three should be able to access publicly-funded spots in high-quality child care centers.
Quality	All early childhood classrooms in the state should be offering high-quality care and education for children enrolled.
Governance	Communities should be driving faster rates of improvement in quality and access and the local level.



Super App and Early Childhood Questions

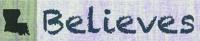
ECE	LDOE Priority	Super App Section	Description of Questions
Access	P2: Equitable Inclusive	P2.1.1 - P2.1.2	Identify strategies to increase access
Access	Learning	P2.3.1	Early and accurate ID
		P4.5.1	Request funding for teacher professional development to support developmental screening.
Quality	P.4: Effective Educator Workforce	P4.5.2	Request funding for professional development to support classrooms with young children with disabilities age 3-5
		P4.5.7	Request funding for literacy foundations training
		P4.10.6 - P4.10.8	Early childhood literacy coaches
Gov.	Partnerships	P5.9.2	Upload early childhood blueprint
G0V.		P5.9.3	Upload Coordinated Funding Request



Super App and Early Childhood School Systems Serving as Lead Agencies

Community networks serve children birth to five across centers and schools, and school systems must work together with all programs to ensure all children within the community are accounted for in planning.

In cases where the entity completing Super App serves as **both the school system and the early childhood lead agency**, the entity will complete all components of the Super App in coordination with their program partners.



CNLAs Not Serving as School Systems Provide the Blueprint and CFR

CNLAs who are not a school system will collaborate and plan for early childhood community network birth to five children.

CNLAs will provide the school system:

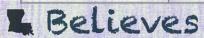
- 1. Blueprint
- 2. Coordinated Funding Request





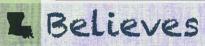
School Systems Not Serving as CNLAs

Parish or City School District	Who Completes Super App?	Who is responsible for the ECE Blueprint (P5.9.2) and Coordinated Funding Request (P5.9.4)?	
Avoyelles	LEA	Partnerships in Child Care-Acadiana, VOA Greater Baton Rouge (Avoyelles lead agency)	
Bossier	LEA	Northwestern State University (Bossier lead agency)	
Central	LEA	Partnerships in Child Care, VOA Greater Baton Rouge (Central lead agency)	
City of Baker	LEA	East Baton Rouge Parish Schools (East Baton Rouge/City of Baker lead agency)	
City of Monroe	LEA	Children's Coalition for Northeast Louisiana (Ouachita/City of Monroe lead agency)	
East Carroll	LEA	Children's Coalition for Northeast Louisiana (East Carroll lead agency)	
Madison	LEA	Delta Community Action Association, Inc. (Madison lead agency)	
Morehouse	LEA	Children's Coalition for Northeast Louisiana (Morehouse lead agency)	
Orleans	OPSB and CMOs	Agenda for Children (Orleans lead agency)	
Ouachita	LEA	Children's Coalition for Northeast Louisiana (Ouachita/City of Monroe lead agency)	
Richland	LEA Children's Coalition for Northeast Louisiana (Richland lead agency)		
St. Mary	LEA	St. Mary Community Action Agency, Inc. (St. Mary lead agency)	
Tensas	LEA	Catahoula Parish Schools (Catahoula/Tensas lead agency)	



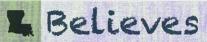
2023-2024 Super App and Believe! Key Dates

Application	Action	Timeline
Planning Materials	LDOE School System Planning Guide & Workbook released Believe! Planning Template & Guidance / Super App released	
Super App	Super App DUE	January 27
Believe!	Believe! application for early childhood lead agencies DUE	January 27 *Correction
Super App	LDOE reviews Super App and Believe! submissions and provides feedback on plans and budgets, as necessary	February - March
& Believe!	Super App and Believe! competitive allocations approved (April BESE)	April
	Super App and Believe! grant period begins	July 1



2023-2024 Super App and Believe! Resources

Resource	Purpose
Believe! Early Childhood Planning Template	Community Network Lead Agencies plan and budget resources to meet the needs of program partners and children
2023-2024 School System Planning Guide	School systems plan and budget resources to meet the needs of all students

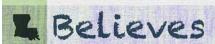


Equitable Inclusive Learning: Identify Access Strategies



Equitable Inclusive LearningIdentifying Access Strategies (P2.1.1 & P2.1.2)

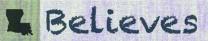
	P2: EQUITABLE INCLUSIVE LEARNING		
ITEM	QUESTION	FUNDING GUIDANCE	RESOURCES
	P2.1 ACCESS TO HIGH-QUALITY EAR	LY CHILDHOOD EDUCATION	
Check all the strategies that the school system will use to maximize access to birth through three-year-old children within the community network. Strategy 1: Provide more birth through three-year-old seats at child care centers, Strategy 2: Place four-year-old seats in diverse delivery at child care centers in an effort to stabilize child care, Strategy 3: Convert Head Start seats to Early Head Start seats, Strategy 4: Develop agreements with Head Start to serve more three-year-olds, Strategy 5: Use IDEA dollars to expand delivery of special education and related services in child care centers (children with disabilities age three and older), Strategy 6: Secure new funding to serve more children birth to five, Strategy 7: Raise local funding to be matched by the Early Childhood Education Fund, Strategy 8: Use ESSER funds to serve more birth through three-year-olds.		N/A	Early Childhood Guidance for Super App October 1 Child Count data
P2.1.2	Check all the strategies that the school system will use to maximize access for four-year-olds within the community network. Strategy 1: Offer targeted seats for four-year-olds beyond those funded by LA 4, Strategy 2: Place school-based pre-K classrooms in zip codes of high need, Strategy 3: Maximize eligibility criteria for pre-K funding, Strategy 4: Collaborate with Head Start to serve the maximum number of four-year-olds across each funding source, Strategy 5: Offer full-day pre-K to children with IEPs regardless of income eligibility, Strategy 6: Offer pre-K for all four-year-olds in the school system regardless of income eligibility, Strategy 7: Use ESSER funds to serve more four-year-olds, Strategy 8: Use Title I funds to support pre-K, Strategy 9: Place four-year-old seats in diverse delivery at child care settings.	N/A	Early Childhood Guidance for Super App October 1 Child Count data



Equitable Inclusive Learning Identifying Access Strategies

- Question P2.1.1 asks systems to identify **all funding strategies** that apply to birth through three year olds.
- Question P2.1.2 asks systems to identify **all funding strategies** that apply to four year olds.
- When answering these questions, systems should identify **all** of the funding strategies they plan to use in the 2023-2024 school year.
- If school systems plan to use strategies not included here, they should select "Other" and provide a written description of the funding strategy(ies) they plan to use.
- School systems who are **not** the Community Network Lead Agency should work with their CNLA to identify strategies.

Please direct all questions regarding access strategies to devon.camarota@la.gov.



Equitable Inclusive LearningEarly and Accurate ID (P2.3.1)

	P2: EQUITABLE INCLUSIVE LEARNING			
ITEM	QUESTION	FUNDING GUIDANCE	RESOURCES	
P2.3 PROVEN, EVIDENCE-BASED STRATEGIES FOR DIVERSE LEARNERS				
P2.3.1	What steps will the school system take to identify early and accurately children who have disabilities? How will the school system work with the Early Childhood Lead Agency and community partners to screen children ages 3-5 for disabilities?	N/A	Strategies for Success Guidebook Early Childhood Developmental Screening Guidebook Early Childhood Developmental Screening Guidance for Lead Agencies	

The school system should submit their response in narrative form. Include any of the work that is happening within your community network relating to the Developmental Screening Initiative.

- Strategies for Success Guidebook
- Early Childhood Developmental Screening Guidebook
- Early Childhood Developmental Screening Guidance for Lead Agencies

Please contact caitlyn.robinson@la.gov with any questions.



Effective Educator Workforce: Developmental Screening, Professional Learning, and Literacy



Effective Educator Workforce Developmental Screening and Specialized Supports (P4.5.1)

P4.5 JOB-EMBEDDED COLLABORATION AND PROFESSIONAL LEARNING

P4.5.1

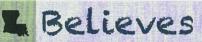
Identify the number of birth to five-year-old classrooms for which partner(s) will provide professional learning to support developmental screening.

School systems may request competitive funds for professional learning at any school or center in the community network, whether or not it has a label, that is conducted by a partner in the Professional Learning Partner Guide or Supporting Early Learning and Literacy PD Guide.

Early Childhood Guidance for Super App
Professional Learning Partner Guide
Supporting Early Learning & Literacy PD Guide

CNLAs can use these resources to assist with decisions:

- <u>Academic Content Professional Development Vendor Guide</u> identify vendors who provide initial and ongoing training for Tier 1 curricula. It identifies vendors who specialize in helping design a cohesive implementation process focused on high-quality curriculum, professional development, and assessment.
- The <u>Supporting Early Learning & Literacy PD Guide</u> provides networks with a list of partners that can deliver professional development to develop the capacity of educators to effectively identify and support the early learning and literacy needs of children.



Effective Educator Workforce

Specialized Supports (P4.5.2)

P4.5 JOB-EMBEDDED COLLABORATION AND PROFESSIONAL LEARNING				
P4.5.1	Identify the number of birth to five-year-old classrooms for which partner(s) will provide professional learning to support developmental screening.	School systems may request competitive funds for professional learning at any school or center in the community network, whether or not it has a label, that is conducted by a partner in the Professional Learning Partner Guide or Supporting Early Learning and Literacy PD Guide.	Early Childhood Guidance for Super App Professional Learning Partner Guide Supporting Early Learning & Literacy PD Guide	
P4.5.2	Identify which vendor(s) will train teachers on the use of specialized supports for children ages three to five with disabilities.	School systems may request up to \$8,000 total for professional learning on specialized supports for children ages three to five.	Partnerships for Success Vendor Guide Strategies for Success Guidebook	

Descriptions within each specialized support area are intended to help school systems and vendors develop a shared understanding of the type of professional development needed.

- The <u>Supporting Early Learning & Literacy PD Guide</u> provides networks with a list of partners that can deliver professional development to develop the capacity of educators to effectively identify and support the early learning and literacy needs of children.
- The <u>Partnerships for Success Guide</u> identifies list of partners that can provide professional development to build the capacity of educators to deliver specialized supports and organizations that can fulfill the direct service needs to support students with disabilities. Organizations denoted with the Early Childhood icon provide targeted professional development opportunities for early childhood educators in delivering specialized supports to children with disabilities.



Effective Educator Workforce Number of Teachers Trained in Literacy Foundations (P4.5.7)

P4.5 JOB-EMBEDDED COLLABORATION AND PROFESSIONAL LEARNING

P4.5.7

How many Early Childhood teachers and leaders will participate in Literacy Foundations training?

School systems may request funds to provide Literacy Foundations training to Early Childhood teachers and leaders.

Science of Reading Training Guidance

CNLAs can use these resources to assist with decisions:

- The <u>Science of Reading Training Guidance</u> provides information about the training, e.g., must be based on the science of reading and include extensive training in the five components of reading which are phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Science of Reading Training in accordance with <u>Act 108</u>
- <u>Literacy Foundations Training Approved Providers</u>



Effective Educator Workforce Number of Literacy Coaches (P4.10.6)

	P4: EFFECTIVE EDUCATOR WORKFORCE			
ITEM	QUESTION	FUNDING GUIDANCE	RESOURCES	
P4.10.5 How many teachers will participate in Science Content Leader		School systems may request up to \$3,000 for one Science Content Leader to be trained at each CIR/UIR-Academics school where there is not currently a trained Science Content Leader.	Approved Mentor Teacher/Content Leader Provider List Science Content Leader Overview	
P4.10.6	How many Literacy Coaches will the school system request the salary and benefits for in early childhood sites or CIR/UIR-Academics schools?	School systems may request a match of local funding to support the total salary and benefits of one Literacy Coach at each CIR/UIR-Academics school, or Early Childhood site, with a maximum request of \$50,000 per school. School systems should refer to the CLSD CIR/UIR-A guidance for determining the number of Literacy Coaches needed in a school system. Early childhood requests may support any school or center in the community network, whether or not it has a label.	CLSD CIR/UIR-A	

Early childhood requests may support any school or center in the community network, whether or not it has a label.





Effective Educator Workforce Number of Literacy Coaches (P4.10.7)

		P4: EFFECTIVE EDUCATOR WORKFORCE			
200	ITEM	QUESTION	FUNDING GUIDANCE	RESOURCES	
	P4.10.7	Name all early childhood sites or CIR/UIR-Academics schools which Literacy Coaches will support.	School systems may request a match of local funding to support the total salary and benefits of one Literacy Coach at each CIR/UIR-Academics school, or Early Childhood site, with a maximum request of \$50,000 per school. School systems should refer to the CLSD CIR/UIR-A guidance for determining the number of Literacy Coaches needed in a school system. Early childhood requests may support any school or center in the community network, whether or not it has a label.	CLSD CIR/UIR-A	

Early childhood requests may support any school or center in the community network, whether or not it has a label.





Effective Educator Workforce

Updates Comprehensive Literacy State Development (CLSD)

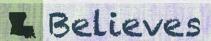
Grant awards supporting early childhood quality are available through the Comprehensive Literacy State Development (CLSD) grant.

CLSD grant requests will be prioritized as follows:

- 1. Early childhood literacy coaches
- 2. Science of Reading training

CNLAs can use these resources to assist with decisions:

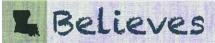
- Professional development (PD) by vendors in the <u>LDOE PD Vendor Guide</u> or the <u>Supporting Early</u>
 <u>Learning & Literacy PD Guide</u>.
- The <u>Science of Reading Training Guidance</u> provides information about the training, e.g., must be based on the science of reading and include extensive training in the five components of reading which are phonemic awareness, phonics, fluency, vocabulary, and comprehension.



Effective Educator Workforce

Requirements--Key Activities for School Systems:

- Subgrantees must use funds under this program to supplement, and not supplant, any non-federal funds that would be used to advance literacy skills for children from birth through grade 12.
 Subgrantees must also provide a written assurance to cooperate with a national evaluation of the CLSD program.
- Subgrantees use age-appropriate, valid, and reliable assessments (Teaching Strategies GOLD), to identify need, inform instruction, and inform progress.
- Subgrantees provide evidence-based literacy and pre-literacy practices and interventions.
- Subgrantees create and update annually a Local Comprehensive Literacy Plan, inclusive of early childhood.
- Subgrantees incorporate the use of high-quality curriculum and robust professional development strategies.
- Subgrantees implement one additional educational choice opportunity AND at least one additional evidence-based family literacy program.



Systems, Structures and Partnerships: Blueprints and Coordinated Funding Request



Systems, Structures and Partnerships Early Childhood Blueprint (P5.9.2)

	P5: SYSTEMS-STRUCTURES-PARTNERSHIPS			
ITEM QUESTION FUNDING GUIDANCE RESOURCES				
	P5.9 STRATEGIC PLANNING, RESOURCE ALLOCATION, AND ALIGNMENT TO CRITICAL GOALS			
P5.9.2	Please upload the community's early childhood blueprint for the upcoming school year in .PDF format.	N/A	Early Childhood Guidance for Super App	
	File name format: School System Name_Blueprint		Early Childhood Blueprint Guidance	

- CNLAs will **upload a PDF version of** the community network blueprint(not abbreviated or shortened versions or link).
- To help with blueprint creation or updates, the Department has issued <u>guidance</u>, a <u>suggested</u> <u>workbook</u>, and a <u>template</u>.

Please direct any questions about blueprint to brandi.crowell@la.gov.

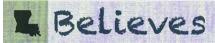


Systems, Structures and Partnerships Early Childhood Blueprint (P5.9.2)

Super App provides an opportunity for communities to consider how they will intentionally update their blueprint each year, reflecting new data and goals and strategies adjusted as necessary.

To update blueprints, CNLAs should:

- Include and consult with new and existing stakeholders (RSNs should consult Advisory Council)
- Update Analysis of Current State to reflect the most current data and relevant information
- Evaluate goals and strategies by considering progress made, changes in the landscape, new strategies, and challenges and successes from the past year
 - SMART goals and strategies are adjusted to fit the changing landscape (i.e., the timeframe or measurable component a goal may need to change, or new strategies incorporated).



Systems, Structures and Partnerships Blueprint Benefits

Developing your blueprint will:

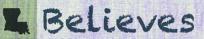
- Set a vision for the community's future
- Establish agreed-upon goals
- Lay out clear strategies to achieve those goals

Revisiting and updating your blueprint will:

- Keep your organization on track
- Allow you to identify progress made
- Help you establish next steps and update goals and strategies

Sharing your blueprint will:

- Communicate your goals to external stakeholders
- Garner buy-in and community interest to your cause
- Be useful to attract potential funders and to incorporate into grant applications



Systems, Structures and Partnerships Blueprint (P5.9.2)

An early childhood blueprint should include:

- An updated analysis of current state, including new data points
- Vision statement
- Mission statement
- 3 5 goals, with accompanying strategies, resources, and performance metrics

The Department will review all blueprints, which will inform prioritization of funding for B-3 Seats and resources for quality improvements.

Please direct any questions about blueprint to brandi.crowell@la.gov.



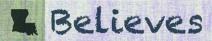
Systems, Structures and Partnerships Coordinated Funding Request (P5.9.3)

	P5: SYSTEMS-STRUCTURES-PARTNERSHIPS			
ITEM QUESTION		FUNDING GUIDANCE	RESOURCES	
	P5.9 STRATEGIC PLANNING, RESOURCE ALLOCATION, AND ALIGNMENT TO CRITICAL GOALS			
P5.9.3	School systems that are the Lead Agency for their early childhood community network: Please upload the completed Coordinated Funding Request template.	N/A	Early Childhood Guidance for Super App Coordinated Funding Request	
	File name format: School System Name_CFR		LA4 Reporting and Payment Requirements	

<u>Coordinated Funding Request</u> is a planning spreadsheet that streamlines the CNLA request for B-3, LA 4, and NSECD seats by funding source.

CNLAs use the template to plan and will upload the final version into Super App.

Overview of Early Childhood Funding Sources is a list funding sources specific to early childhood, including eligibility criteria.



Systems, Structures and Partnerships Coordinated Funding Request - LA 4 & NSECD (P5.9.3)

Directions: Please com									
Directions: Please complete the table below for your CNLA's request of seats from each funding source. You may add rows as needed. "Prioritization of Request" asks that you rank your school system/site as which should be or will be allocated seats first, as all requests may not be able to be met. In the "Justification" column, please write one sentence about why you ranked those priorities as you did. NSECD three-year-old seat requests must contain justification for the use of NSECD funding for threes instead of fours.									
	Seat Request	LA4							
Site Code	School System/Site Name	2023-2024 LA4 Seat Request (Number of seats for site)	Prioritization of Request	Justification					

Through the Coordinated Funding Request, for LA 4 & NSECD seat requests, the network will indicate:

- Site Code
- School System/Site Name
- 2023-2024 LA 4 Request and NSECD Request (number of seats per site)
- Prioritization
- Justification if request has increased from previous school year and/or if NSECD pre-K 3 seats are requested



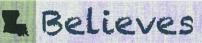
Systems, Structures and Partnerships Coordinated Funding Request - B to 3 (P5.9.3)

Seat Request		Infants		1 Year Olds	
Site Code	Child Care Name	2023-2024 Infant Seat Request	Prioritization of Request	2023-2024 1 Year Olds Seat Request	Prioritization of Request

Through the Coordinated Funding Request, for B-3 seat requests, the network will indicate:

- Site Code
- Child Care Name
- 2023-2024 request per age (infant, ones, twos, and threes)
- Prioritization not required
- Justification if request has increased from previous school year

Please direct any questions on B-3 Seats to devon.camarota@la.gov.



Systems, Structures and Partnerships Coordinated Funding Request - B to 3 (P5.9.3)

B-3 Seats must be placed in Type III centers that meet the Department criteria.

If awarded B-3 Seats, Community Network Lead Agencies can located them in Type III child centers and Family Child Care sites in Academic Approval that meet the following criteria:

- Teachers of B-3 classroom(s) have ECAC or are on the path to ECAC
- Center or site is proficient or higher
- Center or site serves infants

If there are questions about center eligibility, please contact devon.camarota@la.gov



Systems Structures and Partnerships Coordinated Funding Request - B to 3 (P5.9.3)

When implementing B-3 Seats, lead agencies are required to determine eligibility at the local level.

Community Network Lead Agencies awarded B-3 Seats will be required to determine eligibility for these seats at the local level, collecting eligibility documentation includes:

- Parent/guardian pay statements
- Birth certificates
- Unearned income verification such as disability or unemployment benefits, etc.
- Calculating family income to determine eligibility for the B-3

If there are questions about determining eligibility, please contact devon.camarota@la.gov

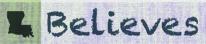


Resources



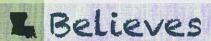
Additional Super App Resources

Resource	Purpose
Blueprint <u>Guidance</u> , <u>Workbook</u> , and <u>Suggested Template</u>	Support the development and reevaluation of the community network blueprint
Overview of Early Childhood Funding Sources	List funding sources specific to early childhood and eligibility criteria
Coordinated Funding Request	Streamlines the CNLA request for B-3, LA 4, and NSECD seats by funding source



Vendor Guides

- The <u>Partnerships for Success Guide</u> identifies a list of partners that can provide professional development to build the capacity of educators to deliver specialized supports and organizations that can fulfill the direct service needs to support students with disabilities. Organizations denoted with the Early Childhood icon provide targeted professional development opportunities for early childhood educators in delivering specialized supports to children with disabilities.
- Academic Content Professional Development Vendor Guide identifies vendors who provide initial
 and ongoing training for Tier 1 curricula. It identifies vendors who specialize in helping design a
 cohesive implementation process focused on high-quality curriculum, professional development,
 and assessment.
- The <u>Supporting Early Learning & Literacy PD Guide</u> provides networks with a list of partners that can deliver professional development to develop the capacity of educators to effectively identify and support the early learning and literacy needs of children.
- Strategies for Success Guidebook: A Guidebook for Supporting Students with Disabilities



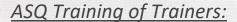


Young Children with Disabilities

Developmental Screening Initiative

ASQ-3 Kits

The Department purchased 1,390 ASQ-3 kits and are being shipped this week from Brookes Publishing. Community network lead agencies can expect these **materials to arrive within next couple of weeks** at the addresses that were provided.



- Materials for the November and January trainings will be mailed out next week to arrive prior to the November training.
- To prepare for the the ASQ Training of Trainers training, please bring the ASQ-3 and ASQ-SE User's Guides which can be found in the Starter Kit.

Contact <u>Caitlyn.Robinson@la.gov</u> with questions about ASQ training and materials









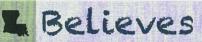
Accountability

Performance Profile Release

The Department anticipates releasing 2021-2022 Performance Profiles in November, including Performance Scores as well as Informational Metrics of Best Practices.

- Preliminary results were released to community network lead agencies. These
 results can be distributed to sites and administrators, but should not yet be
 released to the public
- Community network lead agencies are encouraged to share performance ratings to Type III centers in advance of Star Rating publication in January 2023
- Profiles will be released via School Finder and will be dropped in FTP folders

Please contact <u>robert.jones4@la.gov</u> with any questions or concerns.





Upcoming Events

Early ChildhoodChild Care Parent Poll

The Department and the Louisiana Policy Institute for Children is partnering again to release the Louisiana Child Care Parent Poll. The survey went live on Wednesday, October 19 and closes tomorrow November 2.

The purpose is to understand the child care needs of Louisiana families with children under the age of 5, e.g., child care arrangements, ease of finding child care, child care expenses, quality of care, and family work schedules.

The Department asks CNLAs to help promote the Child Care Parent Poll

- Use the <u>Parent Poll Media Toolkit</u> to post on the community network's social media account.
- Share with families the Parent Poll QR Code e.g., post the flyer near pick-up/drop-off, in hallways/classrooms, text-based messages and via emails.
- Ensure all program partners have access to the Early Childhood Connect Newsletter Special Be Edition to be released October 20, 2022.

GOLD® Update Webinars

The Department will host GOLD® update webinars for site leaders and network leaders. Participants can access the GOLD® informational webinar using the information below.

Webinar Topic: GOLD® Update Webinar for Network Administrators

Webinar Date/Time: Wednesday, November 16 at 1 p.m.

Webinar Link: https://ldoe.zoom.us

Meeting ID: 957 9272 6160

Passcode: 913429

Please read the Department's updated <u>TS GOLD® Guidance</u> and <u>TS GOLD® FAQ</u> documents for helpful information.

Please contact ecassessment@la.gov with questions or concerns.



Young Children With Disabilities Community of Practice Webinar

The Department will host YCWD webinars for OSEP Administrators and early childhood administrators each month.

Participants can access the YCWD Community of Practice webinar using the information below.

Webinar Topic: Developmental Screening Guidebooks

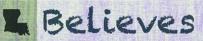
Webinar Date/Time: Wednesday, November 30 at 2:00 p.m.

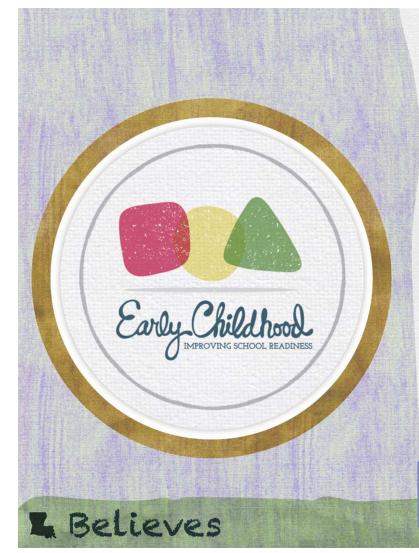
Webinar Link: https://zoom.us/j/6920610085?

Meeting ID: 692 061 0085

Passcode: gyiy3F

Please contact caitlyn.robinson@la.gov for any questions or concerns.





Events and Deadlines

November 2: Parent Poll closes

November 16: GOLD Updates Webinar

November 30: YCWD: Community of Practice

Webinar

December 2: Submission of Coordinated Enrollment Plan

via Jotform

January 27: Super App and Believe! Application Due

To find previous Office Hours presentations go to Louisianabelives.com, visit the <u>Lead Agency Library</u> and click a download box called "Early Childhood Lead Agency Webinars."

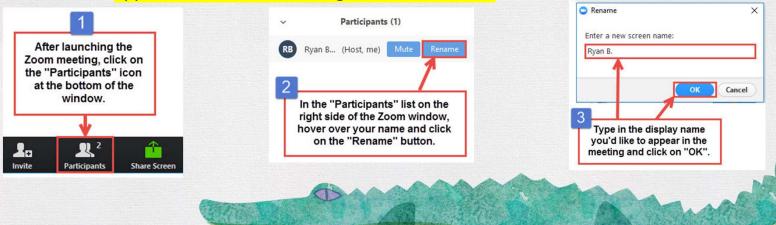
NEW Zoom Name Change

Network and Name

& Believes

- 1. Click on the "Participants" button at the top of the Zoom window.
- 2. Hover the mouse over your name in the "Participants" on the right of the Zoom window. Click on "Rename."

3. Enter your network name and name (ex.: Calcasieu Michelle Joubert) so it will appear in the Zoom meeting and click on "OK."



Agenda



Early Childhood Lead Agency Office Hours

Nov. 15, 2022

- Child Count Audit
- 2021-2022 Early Childhood Performance Profile Release
- Accountability Updates
- Upcoming Events

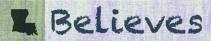


Child Count Audit

Child Count Audit

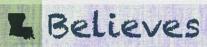
Per Bulletin 140, Community Network Lead Agencies are required to count all publicly-funded children served in each publicly-funded site as of October 1 and submit to the LDOE by October 31.

- The LDOE implements a process for auditing the October Child Count that aligns with K-12.
- Child Count accurately measures access by site to drive improvement across the state and improve equitable access for all children.
- Child Count Audit supports Community Network Lead Agencies, LDOE, and other stakeholders in developing access strategy.
- During the audit, the LDOE and community networks will use the Child Count Audit Portal to review and validate Child Count data reported to LDOE and communicate regarding any updates requested to reported numbers.
- Child Count audit will begin December 5 and must be submitted by January 13, 2023.



Audit Timeline

Activity	Date
Child Count Audit Webinar	November 15
Child Count Audit Portal Opens	December 5
CNLAs work with sites to complete audit	December 5 - January 13
LDOE review submissions, communicates changes, and approves data	December 5 - January 31

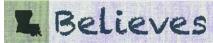


Comparing Reported Numbers and Internal Reports

During the audit process, reported October Child Count numbers are compared against internal fund reports. Not all reported numbers are at the site and age level. All reported Child Count numbers that do not fall within the target range are flagged for network review during the audit.

	Fund Source	LDOE Report Audit Level	Target Range	Notes
THE STATE OF THE PARTY OF THE P	8(g)	Network-level	35%	LDOE report of 2022-2023 8(g) allocation
	B-3	Site and Age	5%	October attendance reports
	CCAP	Site and Age	Exact match	October CCAP authorizations
	EEF	Site-level	10%	Pre-K only, using SIS report*

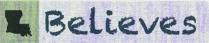
^{*}The SIS report includes numbers entered by districts at the beginning of the school year and may have changed since being entered in SIS. Therefore, these reports have a larger target range.



Comparing Reported Numbers and Internal Reports

During the audit process, reported October Child Count numbers are compared against internal fund reports. Not all reported numbers are at the site and age level. All reported Child Count numbers that do not fall within the target range are flagged for network review during the audit.

Fund Source	LDOE Report Audit Level	Target Range	Notes
LA 4	Site and Age	20%	LA 4 attendance and enrollment
Title I	Site-level	20%	PreK only, SIS report
NSECD	Site and Age	20%	NSECD attendance and enrollment
Local	Site-level	N/A	Pre-K only, SIS report, any range is acceptable
IDEA 619 Part B	Site-level	N/A	Pre-K only, SIS report, any range is acceptable

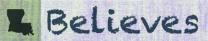


Reported Numbers Flagged for Review

If a number is flagged for review, it is because it does not fit within the LDOE target range when compared to the LDOE fund reports.

All numbers flagged will need to be reviewed by the Community Network Lead Agency. CNLAs will have the following options when reviewing flagged numbers:

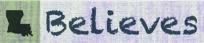
- The CNLA can update numbers based on consultation with sites,
- The CNLA must update numbers to be within the target range for certain fund sources, and will not have a "No Change" option:
 - B-3
 - CCAP
- The CNLA may select "No Change" on rosters where they have consulted with the site, reviewed their files, and determined that the initially reported number is correct



Numbers Flagged for Review

When a number gets flagged, the CNLA needs to review the number and make updates, or explain why they have chosen not to make updates according to the following table.

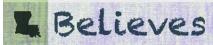
Fund Source	Target Range	Review Requirements
8(g)	35%	Community Network Lead Agencies may select "no change" or make an update to the reported number based on their review.
B-3	5%	Community Network Lead Agencies are required to update reported B-3 numbers to be within target range, and are not allowed to select "no change".
CCAP	Exact match	Community Network Lead Agencies are required to update reported CCAP numbers to be within target range, and are not allowed to select "no change".
EEF	10%	Community Network Lead Agencies may select "no change" or make an update to the reported number based on their review.



Numbers Flagged for Review

When a number gets flagged, the CNLA needs to review the number and make updates, or explain why they have chosen not to make updates according to the following table.

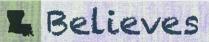
Fund Source	Target Range	Review Requirements
LA 4	5%	Community Network Lead Agencies may select "no change" or make an update to the reported number based on their review.
Title I	20%	Community Network Lead Agencies may select "no change" or make an update to the reported number based on their review.
NSECD	5%	Community Network Lead Agencies are required to update reported NSECD numbers to be within target range, and are not allowed to select "no change".



Numbers Not Flagged for Review

The fund sources listed below may be compared to internal reports, but will not be flagged for review by the LDOE. The CNLA may make edits if an error is identified.

Fund Source	Target Range	Review Requirements
Head Start & Early Head Start	N/A	Reported number will not be flagged, network may make edits.
IDEA Part B 619	N/A	Reported number will not be flagged, network may make edits.
Local	N/A	Reported number will not be flagged, network may make edits.
Title I	N/A	Reported number will not be flagged, network may make edits.
Reverse Mainstream	N/A	Reported number will not be flagged, network may make edits.
ECEF - Local	N/A	Reported number will not be flagged, network may make edits.
ECEF - State	N/A	Reported number will not be flagged, network may make edits.



Users will receive an email with their login information when the Child Count Audit & Certification portal opens on December 5.



CHILD COUNT **AUDIT & CERTIFICATION**

LOG IN	ń.
Username:	
999	
Password:	
•••••	
Log In	

Perform All Your Data Certifications In ONE place

The Child Count Audit and Certification Software, a version of the MMCS Consulting, LLC Educational Data Review and Certification Software licensed by and customized for the Louisiana Department of Education, is a secure online data certification system that allows authorized state and lead agency users to request changes to records from various rosters which may impact



This online software uses 128-bit

Secure Socket Layer (SSL) encryption

to protect sensitive roster information.

Lines of Communication

Community network and state users

may broadcast announcements as

well as privately interact with each

other regarding submitted data

Roster Download

All fully-formatted rosters are available for download for sites and community networks.

Track Progress

Track progress of data certification procedure in real-time including last transaction and next course of action. Ouickly identify modified fields including value changes.



Dashboard

Monitor data certification process by roster and status via a dashboard including number of submitted, processed roster records, and more.

Output Files

For state users, summary of data certifications is available for download including value changes and correspondence between state and community network users.

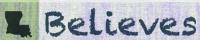
IMPORTANT NOTICE:

certifications.

As an authorized user for this software, you must know that sharing Login ID and password as well as any information about this proprietary and copy-protected software, including but not limited to the screens, reports, and documentation, with unauthorized individuals are strictly forbidden, against the law, and against the provisions of the licensing agreement signed by the Louisiana Department of Education

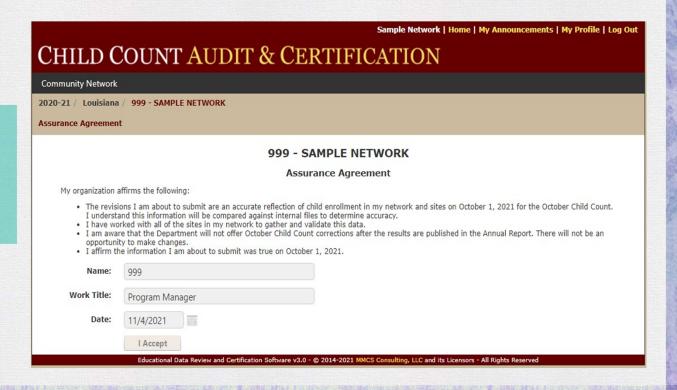
Contact Alicia Franklin at alicia.franklin@la.gov for assistance when conducting the Child Count Audit & Certification process.





Assurance Agreement

Upon logging in, Community Network Lead Agencies will be prompted to sign the Assurance Agreement.



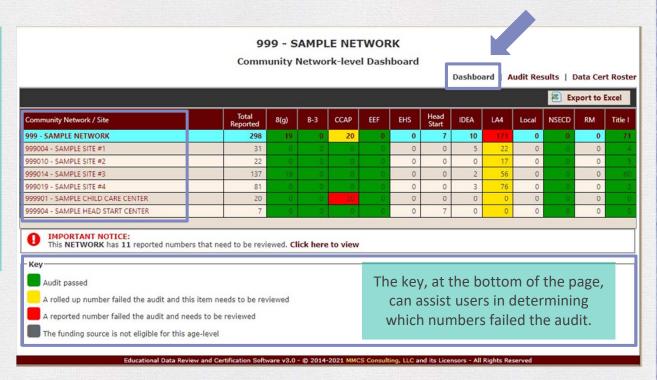


Dashboard Screen

After signing the Assurance Agreement, users will be directed to the **Dashboard**.

The Dashboard shows all reported numbers at all sites by fund source, and whether they have passed the audit or will need to be reviewed.

As numbers are updated during the audit process, the Dashboard will update.

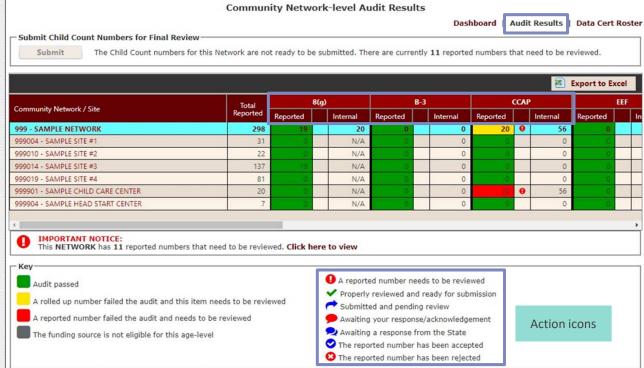


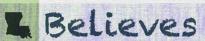


Audit Results Screen

By clicking "Audit
Results" (top right corner
of the screen), users will
be able to see reported
numbers in their network
against LDOE internal
reports for each fund
source and at each site.

The key on this screen not only shows the audit status, but also an action icon, which informs users which actions need to be addressed. Action icons appear next to specific reported numbers.





Audit Results Screen

Community Network-level Audit Results

Dashboard | Audit Results | Data Cert Roster

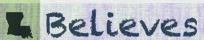
Submit Child Count Numbers for Final Review

The Child Count numbers for this Network are not ready to be submitted. There are currently 11 reported numbers that need to be reviewed.

Scroll to the right to view the audit results for all fund sources.

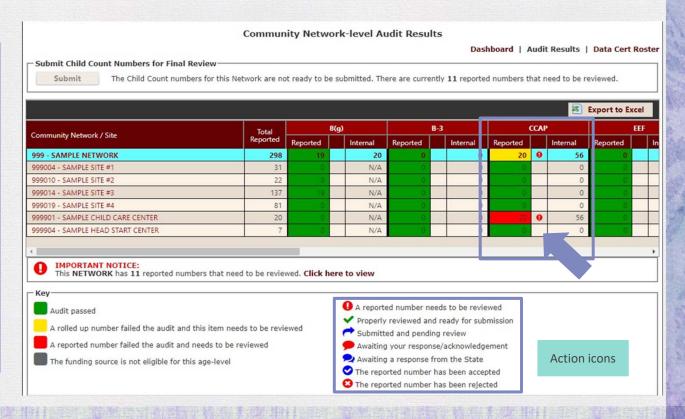
										Expo	rt to Excel	
Community Network / Site	IDEA		LA4		ı	Loca		,	ISEC	D		RN
	Internal	Reported		Internal	Reported		Internal	Reported		Internal	Reported	
	84	171	0	146	0		0	0		0	0	
	N/A	22	0	N/A	0		N/A	0		0	0	
	N/A	17	0	N/A	0		N/A	0		0	0	
	N/A	56	0	N/A	0		N/A	0		0	0	
	N/A	76	0	N/A	0		N/A	0		0	0	
	N/A	0	0	N/A	0		N/A	0		0	0	
	N/A	0	0	N/A	0		N/A	0		0	0	
		Internal	Internal Reported 84 171 N/A 22 N/A 17 N/A 56 N/A 76 N/A 0	Internal Reported	Internal Reported Internal	Internal Reported Internal Reported	Internal Reported Internal Reported	Internal Reported Internal Reported Internal	Internal Reported Internal Reported Internal Reported Reported	Internal Reported Internal Reported Internal Reported	IDEA	Internal Reported Internal Reported Internal Reported Internal Reported Internal Reported Reported Internal Internal Reported Internal Internal Reported Internal Internal

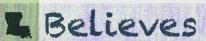
IMPORTANT NOTICE:
This NETWORK has 11 reported numbers that need to be reviewed. Click here to view



Audit Results Screen - Action Icons

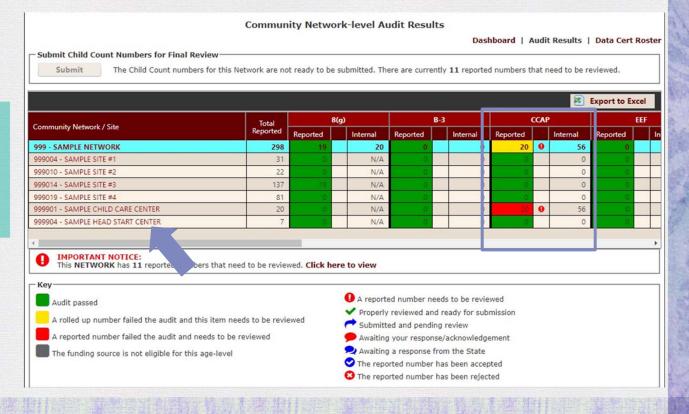
In this example, we can see that 20 children were reported in CCAP for the sample network, but the LDOE has 56 children per the internal CCAP report. Therefore, the networklevel number has been flagged for review. CCAP is a fund source that the LDOE audits at the site and age level. We can see that the error has occurred specifically at site code 999901 and needs to be reviewed.

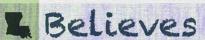




Audit Results Screen - Reviewing Rosters

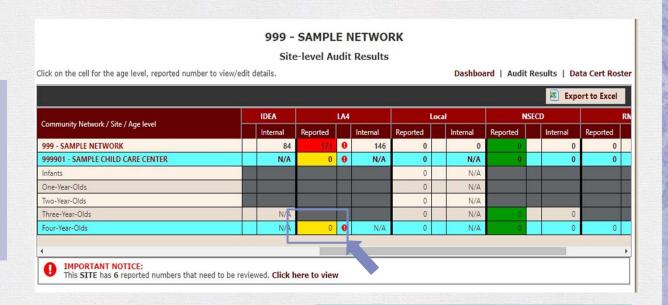
Clicking on the name of the site that needs to be reviewed will allow users to view the specific roster and review the site and age level audit results.





Site-level Audit Results

The site-level audit results page allows users to view reported Child Count numbers against LDOE internal reports at the site and age levels.



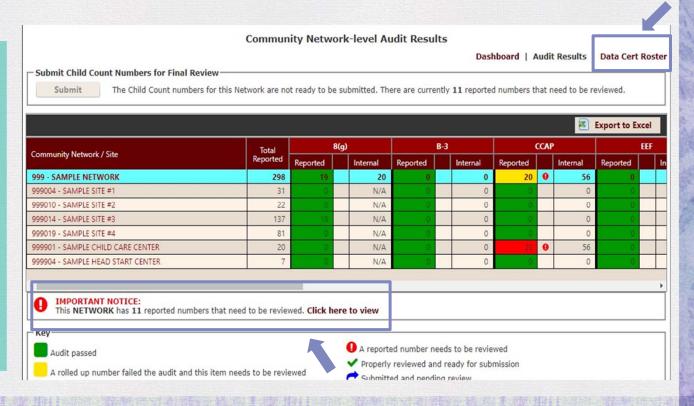
Users can click on a specific number to view the specified roster and make updates.

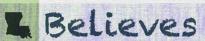


Navigating to Data Cert Roster Screen

There are two ways to navigate the roster screen. The first is by clicking "Data Cert Roster" in the upper right hand corner of the screen.

The second option is by selecting "Click here to view" under "Important Notice". The user will be directed to a filtered version of the Data Cert Roster, showing all reported numbers needing review.





Data Cert Roster Screen

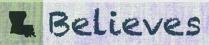
	er Options									
	er Options									
	Site:	- Show All -			\mathbf{M}					
	Age level:	- Show All -	•	Current	Status: - Show	All -				•
	Funding source:	- Show All -	•							
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_	11.1									_
ck o	n the View link or do	ouble-click on a row to	view details.							
	Filter by Site N	ame: A B C D F	FGHIJKI	MNOPQRS	TUVWX	Y Z AII		28	Export to E	xce
_	Comment of Comments	and the second								
	Community Networ	k Site Code	Site Name	Age Level	<u>Funding Source</u>	General	SPED	Reported Number	No Change	ı
iew	SAMPLE NETWORK	999004	SAMPLE SITE #1	Infants	B-3	0	0	0		
iew	SAMPLE NETWORK	999004	SAMPLE SITE #1	Infants	CCAP	0	0	0		
iew	SAMPLE NETWORK	999004	SAMPLE SITE #1	Infants	Early Head Start	0	0	0		
iew	SAMPLE NETWORK	999004	SAMPLE SITE #1	Infants	Local	0	0	0		
	Electrical and an analysis and	999004	SAMPLE SITE #1	One-Year-Olds	B-3	0	0	0		
iew	SAMPLE NETWORK		The second secon	Carrie and		-	127			
	SAMPLE NETWORK	999004	SAMPLE SITE #1	One-Year-Olds	CCAP	0	0	0		
iew			SAMPLE SITE #1 SAMPLE SITE #1	One-Year-Olds One-Year-Olds	Early Head Start	0	0	0		
iew iew iew	SAMPLE NETWORK	999004		\$100 VALUE FOR \$100 V	1000000	7	100	- 100		
iew iew iew	SAMPLE NETWORK SAMPLE NETWORK	999004 999004	SAMPLE SITE #1	One-Year-Olds	Early Head Start	0	0	0		
iew iew iew iew	SAMPLE NETWORK SAMPLE NETWORK	999004 999004 999004	SAMPLE SITE #1 SAMPLE SITE #1	One-Year-Olds One-Year-Olds	Early Head Start Local	0	0	0		
iew	SAMPLE NETWORK SAMPLE NETWORK SAMPLE NETWORK	999004 999004 999004 999004	SAMPLE SITE #1 SAMPLE SITE #1 SAMPLE SITE #1	One-Year-Olds One-Year-Olds Two-Year-Olds	Early Head Start Local B-3	0 0	0 0	0 0		
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iew iew iew iew iew iew	SAMPLE NETWORK SAMPLE NETWORK SAMPLE NETWORK SAMPLE NETWORK SAMPLE NETWORK SAMPLE NETWORK	999004 999004 999004 999004 999004 999004	SAMPLE SITE #1	One-Year-Olds One-Year-Olds Two-Year-Olds Two-Year-Olds Two-Year-Olds	Early Head Start Local B-3 CCAP Early Head Start	0 0 0 0 0	0 0 0 0	0 0 0 0		
iew iew iew iew iew iew	SAMPLE NETWORK	99904 99904 99904 99904 99904 999004 999004	SAMPLE SITE #1	One-Year-Olds One-Year-Olds Two-Year-Olds Two-Year-Olds Two-Year-Olds Two-Year-Olds Two-Year-Olds Three-Year-Olds	Early Head Start Local B-3 CCAP Early Head Start Local	0 0 0 0 0	0 0 0 0 0 0	0 0 0 0 0		

999 - SAMPLE NETWORK

The Data Cert Roster screen is an easy way to view all numbers reported in the network, by age and funding source.

This screen can be filtered by site, age, funding source, and current status.



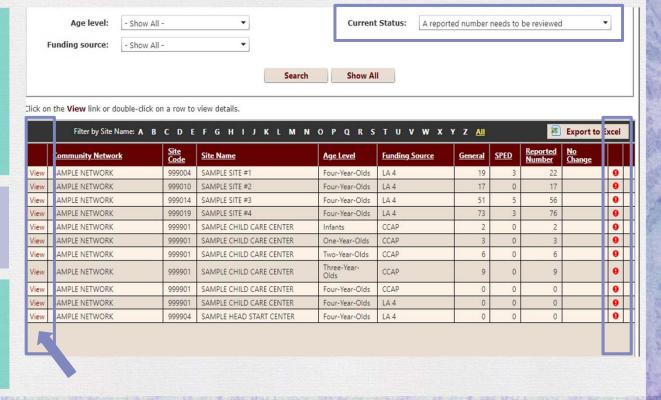


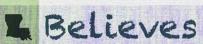
Data Cert Roster - Numbers for Review

By selecting "A reported number needs to be reviewed" under the "Current Status" field, a user can see all fields that have been flagged for review by the LDOE (indicated by the red exclamation mark).

Users will need to review **all** rosters flagged, even if they do not make changes.

Click "View" on the left side of the screen to review a particular roster at the site, age, and funding source level for edits.





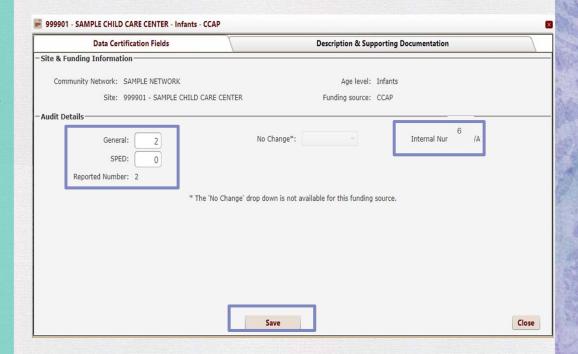
Reviewing a Reported Number

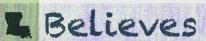
After clicking "View" on a particular number that has been flagged, users will be able to review the roster where they can update the reported number.

CCAP, NSECD, and B-3 are three fund sources Community Network Lead Agencies are **not** allowed to select "No Change".

Community Network Lead Agencies must update the reported number to be within the target range for that particular fund source.

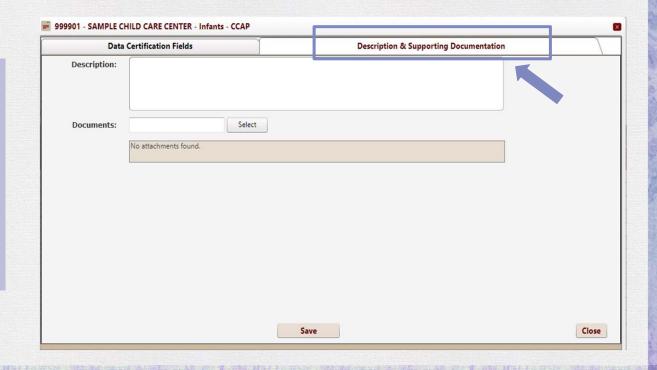
In this example, the LDOE internal report shows 6 children, but only 2 children were reported by the network. The SPED and General numbers will need to be updated to generate a "Reported Number" of 6 before the roster can be submitted.





Adding Notes to a Roster

Community Network
Lead Agencies may
leave notes or add
supporting
documentation on a
roster by navigating to
the "Description &
Supporting
Documentation" tab.



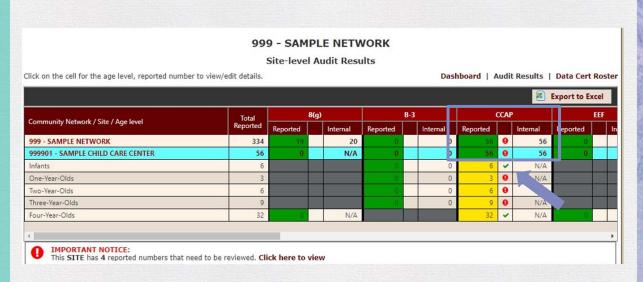


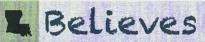
Roll Ups into Network Level Counts

The CCAP Infants at this sample site and the CCAP Four-Year-Olds have been reviewed and updated, as indicated by the green check mark.

The network and site level reported and internal numbers now match.

However, the remaining flagged numbers need to be reviewed, as indicated by the red exclamation mark.

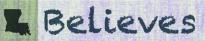




Notes on Reviewing Numbers and Submitting

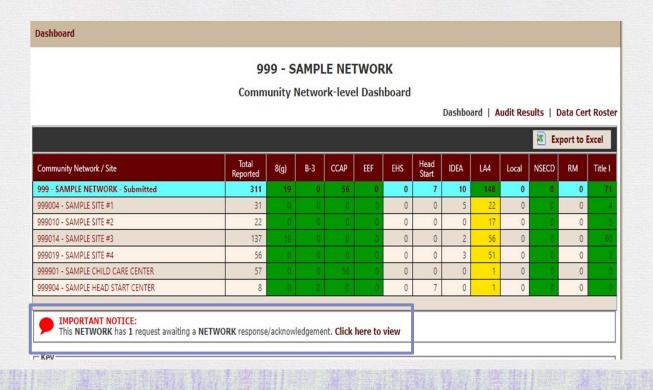
- Before Child Count Audit results can be submitted, all numbers flagged in the Audit system must be reviewed.
 - This means either selecting "No Change" if the reported number has been determined to be correct, or updating the reported number to be within the LDOE target range.
- Once all numbers have been reviewed, click the "Submit" button on the Audit Results screen to submit the results from the Network.

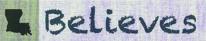




Communicating on Submitted Child Count Rosters

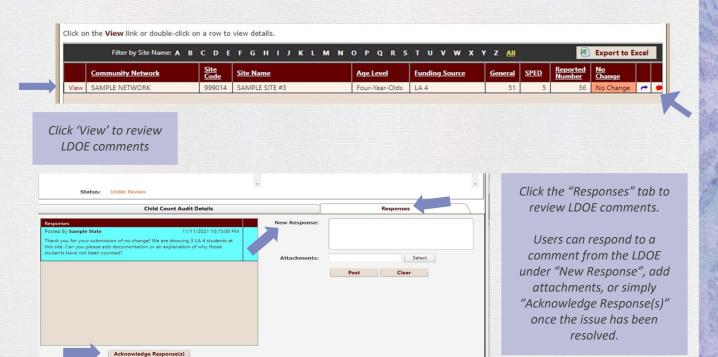
After submitting audited Child Count numbers, the LDOE will approve submissions and may leave comments on other updates.





Viewing LDOE Comments

After clicking
'View' to view the
LDOE comments,
network users will
see the screen
showing the
rosters on which
the LDOE has left
comments.







Child Count Audit & Certification Next Steps

After October Child Count Audit submissions have been completed and approved by the LDOE:

- Community Network Lead Agencies can download Audit Reports via the Child Count Audit & Certification portal.
- Audited Child Count numbers will be published in the Annual Report.
- Community Network Lead Agencies should contact Alicia Franklin at <u>alicia.franklin@la.gov</u> for additional assistance.

2021-2022 Early Childhood Performance Profile Release



Louisiana Believes



Children are our highest priority



Equity matters



Families are our partners



Choice expands opportunities



Educators are valued professionals



Schools are invaluable to communities



Graduates must be ready



Our future is bright



Louisiana's Vision for Early Childhood

Louisiana's vision is that all children enter kindergarten ready for success in school and beyond. In order to reach this goal, every day all children, from infants through age five, need educators and caregivers that...



respond to their emotions with **sensitivity and warmth**.



are prepared to
guide their
behavior and
facilitate
their attention.



promote their learning through engaging language and high-quality interactions,

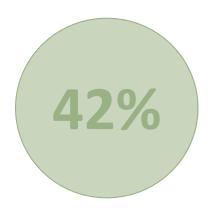


support their development with high-quality instructional tools, and

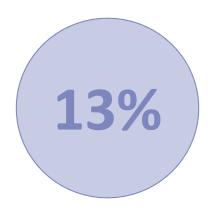


address
all children's
individualized
needs.

Data Points on Critical Goals & Priorities



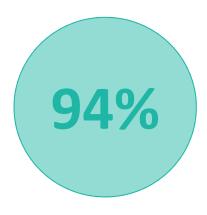
42% of Louisiana Kindergarteners performed on/above level on Literacy Assessments in Fall 2021 (LDOE).



High quality birth-to-five programs for disadvantaged children can deliver a 13% return on investment (Heckman, 2019).



Research indicates that increases in CLASS® scores of as little as 0.5 a point of a demonstrable positive impact on academic achievement.



In the 2021-2022 teacher survey, 94% of teachers reported that the feedback from local CLASS® observations was useful (LDOE).

Overview of Early Childhood Accountability Unification of Early Childhood in Louisiana: Timeline

Louisiana's early childhood system relies on locally-driven efforts; communities have been leading implementation of Act 3 since 2012.

13 Early Childhood Community Network Pilots launched

All communities established Community Networks 2016-2017 Performance Profiles published on School and Center Finder

All infant classrooms receive observations

Performance Profiles published for sites that improved in 2020-2021

2013-2014 2014-2015 2015-2016 2016-2017 2017-2018

2018 -2019 2019-2020 2020-2021 2021-2022

Legislation was passed to unify licensing, enrollment, and funding Practice Performance Profiles were issued based on learning year

Site Improvement Planning Process begins

Virtual Third Party Observation Pilot Launched in Partnership with Picard



Overview of Early Childhood Accountability Major Components of Performance Profiles

Performance Profiles provide information about the quality of publicly-funded sites to families to inform choice and to communities to guide improvement.

Performance Profiles for each site are published on www.LouisianaSchools.com containing two components:

- **1. Performance Rating**: Each site receives a ratings based on *CLASS®* observations that measure the quality of adult-child interactions.
- 2. Informational Metrics: Each site's profile also reports on the use of best practices, such as using curriculum, assessing children for learning, and credentialing of teachers.

Louisiana's Unified Rating System

- Measures core elements needed for positive child outcomes;
- Provides a clear and focused path to improvement;
- Gives families an easy way to compare choices in their community



Overview of Early Childhood Accountability Performance Ratings: Incentives & Supports

The star ratings published based on sites' Performance Scores and Ratings are tied to School Readiness Tax Credits & Bonus Payments as well as supports for improvement.

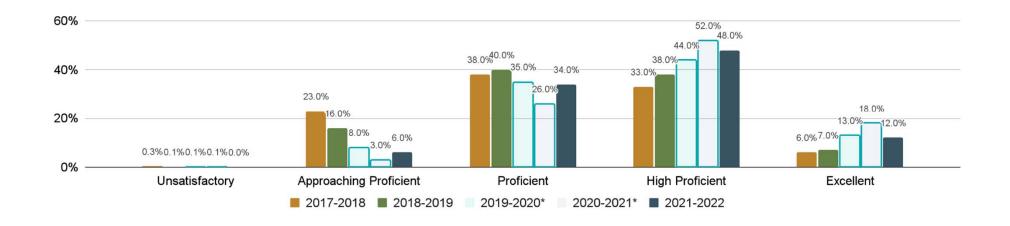
CLASS® Score Range	Performance Rating	Star Rating for Tax Credit and Bonus Payments
6.00 - 7.00	Excellent	5 Stars
5.25 - 5.99	High Proficient	4 Stars
4.50 - 5.24	Proficient	3 Stars
3.75 - 4.49	Approaching Proficient	2 Stars
3.00 - 3.74	Approaching Proficient	1 Star
1.00 - 2.99	Unsatisfactory	0 Stars

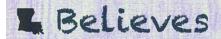
- Tax credits and bonuses for child care centers are aligned to Performance Ratings to reward and incentivize performance and improvement
- Programs that score
 Unsatisfactory for two years in any three year period may lose

 Type III license or funding

Preliminary Overview of 2021-2022 Results Performance Ratings Over Time

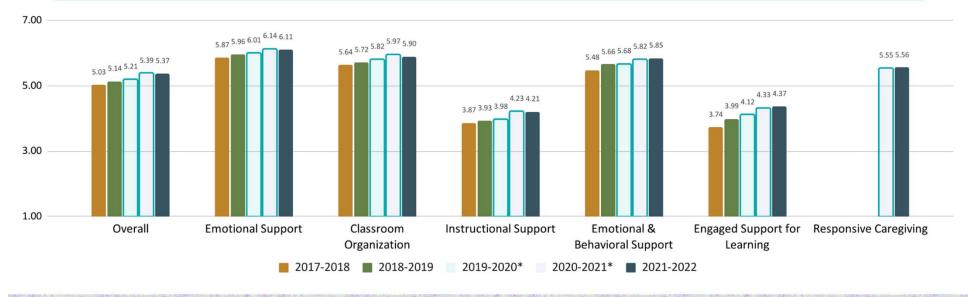
The Department will issue more Approaching Proficient and Proficient ratings than in 2020-2021. This is partly due to the "hold harmless" approach from the last two school years.

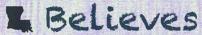




Preliminary Overview of 2021-2022 Results Performance Scores Over Time

The majority of children are served in high quality sites, although Instructional Support remains a target for further improvement.





Top Gains Honor Rolls

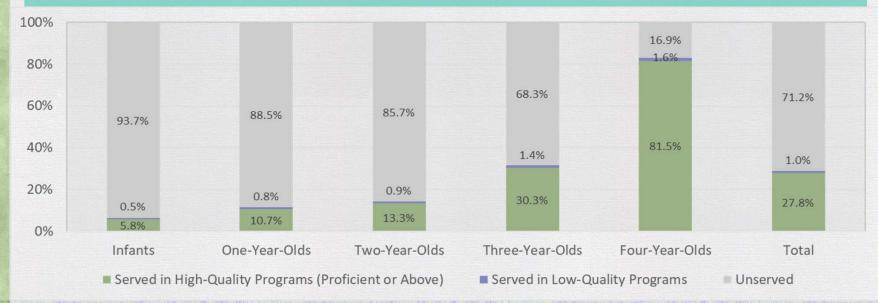
For the 2021-2022 academic year, the Department will not publish the Top Gains Honor Roll due to the challenges of comparing sites who may not have had an updated rating published from the 2020-2021 year.

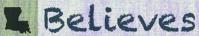
- The Top Gains Honor Roll is an opportunity to recognize sites that have made extraordinary gain through dedication and hard work.
- For the 2020-2021 academic year, flexibilities for site Performance Scores and Ratings allowed some sites to receive an updated rating if they improved. Other sites retained the score and rating from a prior year.
- The Department will not publish Top Gains Honor Roll in the upcoming Performance Profiles release.
- The Department plans to resume the publication of this Honor Roll for the 2022-2023 academic year.



Early Childhood AccessStatewide Access to Quality

Over 96% of children served in early learning programs are enrolled in high-quality sites.

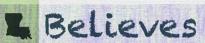




Supporting Classroom Quality

Louisiana will continue to empower communities to strengthen classroom quality by expanding current and by launching additional quality measures and supports.

- 1. Provide High-Quality Instructional Tools: Ensure all early childhood classrooms are utilizing high-quality curriculum and receive professional development to support effective implementation of instructional tools
- 2. Expand Developmental Screening: Prepare communities and teachers to identify children in need of intervention through a universal developmental screening process and provide the supports needed to prepare children for school success
- 3. Strengthen Early Childhood Ancillary Certificate (ECAC) Program Quality: Develop a system for measuring and reporting the quality of BESE-approved ECAC programs and align supports to promote quality improvement

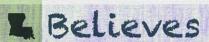


Next Steps for Accountability Release

Site and Community Network Lead Agency results will be released to the public in early December.

- Preliminary results were released to Community Network Lead Agencies. These
 results can be distributed to sites and administrators, but should not yet be
 released to the public.
- Community Network Lead Agencies are encouraged to share performance ratings to Type III centers in advance of Star Rating publication in January 2023.
- Performance Profiles will be released via School Finder and FTP folders after the Thanksgiving holidays.

Please contact <u>robert.jones4@la.gov</u> with any questions or concerns.





Accountability Updates

Fall 2022 Observation Completion

Community Network Lead Agencies should plan to have all observations accounted for by December 15, 2022, the deadline for the Fall Observation Period.

- Community Network Lead Agencies are responsible for observing all classrooms open on October 1, 2022.
- Network administrators can receive updates on observation completion via the "Reports" section of the <u>EC Portal</u> "System Level Reports" including information on observations that are completed, planned, and missing.

Please contact <u>robert.jones4@la.gov</u> with any questions.

CNLAs With >70%
Completion

Central, DeSoto,
East Feliciana,
Jefferson Davis,
Lafayette, LaSalle,
Ouachita, Red River,
St. James, West
Carroll



Self-Contained Classrooms in the EC Portal

- It is important to note when classrooms are self-contained to aid in ensuring an observer with knowledge of special education is assigned to observe that class
- By November 30, CNLAs should adjust the name of the classroom with "SC" in the <u>EC Portal</u> to reflect a self-contained classroom (e.g. Alicia's Tigers SC)

Please contact <u>alicia.franklin@la.gov</u> with any questions.





Upcoming Events

GOLD® Update Webinars

The Department will host GOLD® update webinars for site leaders and network leaders. Participants can access the GOLD® informational webinar using the information below.

Webinar Topic: GOLD® Update Webinar for Network Administrators

Webinar Date/Time: Wednesday, November 16 at 1 p.m.

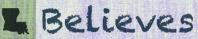
Webinar Link: https://ldoe.zoom.us

Meeting ID: 995 2455 3941

Passcode: 692966

Please read the Department's updated TS GOLD® Guidance and TS GOLD® FAQ documents for helpful information.

Please contact ecassessment@la.gov with questions or concerns.



Young Children With Disabilities Community of Practice Webinar

The Department will host YCWD webinars for OSEP Administrators and early childhood administrators each month.

Participants can access the YCWD Community of Practice webinar using the information below.

Webinar Topic: Developmental Screening Guidebooks

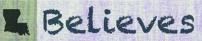
Webinar Date/Time: Wednesday, November 30 at 2:00 p.m.

Webinar Link: https://zoom.us/j/6920610085?

Meeting ID: 692 061 0085

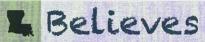
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Please contact caitlyn.robinson@la.gov for any questions or concerns.



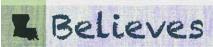
2023-2024 Super App and Believe! Key Dates

Application	Action	Timeline
Super App	Super App DUE	January 27
Believe!	Believe! application for early childhood lead agencies DUE	January 27 *Correction
Super App & Believe!	LDOE reviews Super App and Believe! submissions and provides feedback on plans and budgets, as necessary	February - March
	Super App and Believe! competitive allocations approved (April BESE)	April
	Super App and Believe! grant period begins	July 1



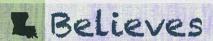
2023-2024 Super App and Believe! Resources

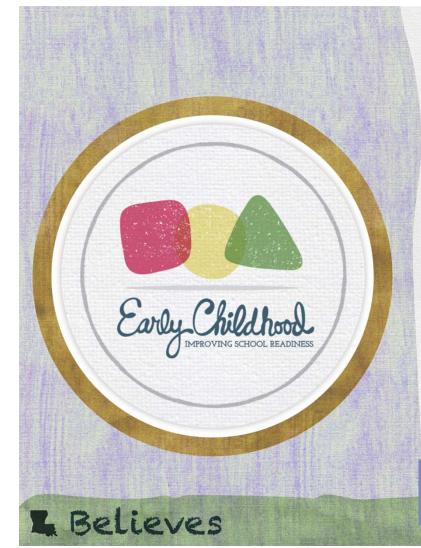
Resource	Purpose
Believe! Early Childhood Planning Template	Community Network Lead Agencies plan and budget resources to meet the needs of program partners and children
2023-2024 School System Planning Guide	School systems plan and budget resources to meet the needs of all students
Blueprint <u>Guidance</u> , <u>Workbook</u> , and <u>Suggested Template</u>	Support the development and reevaluation of the community network blueprint
Overview of Early Childhood Funding Sources	List funding sources specific to early childhood and eligibility criteria
Coordinated Funding Request	Streamlines the CNLA request for B-3, LA 4, and NSECD seats by funding source



2023-2024 Super App and Believe! Resources and Vendor Guides

- The <u>Partnerships for Success Guide</u> identifies a list of partners that can provide professional development to build the capacity of educators to deliver specialized supports and organizations that can fulfill the direct service needs to support students with disabilities. Organizations denoted with the Early Childhood icon provide targeted professional development opportunities for early childhood educators in delivering specialized supports to children with disabilities.
- Academic Content Professional Development Vendor Guide identifies vendors who provide initial
 and ongoing training for Tier 1 curricula. It identifies vendors who specialize in helping design a
 cohesive implementation process focused on high-quality curriculum, professional development,
 and assessment.
- The <u>Supporting Early Learning & Literacy PD Guide</u> provides networks with a list of partners that can deliver professional development to develop the capacity of educators to effectively identify and support the early learning and literacy needs of children.
- Strategies for Success Guidebook: A Guidebook for Supporting Students with Disabilities





Events and Deadlines

November 16: GOLD Updates Webinar

November 22: Office Hours canceled

November 30: YCWD: Community of Practice

Webinar

December 2: Submission of Coordinated Enrollment Plan

via Jotform

December 5: Child Count Audit & Certification Portal

Opens

January 27: Super App and Believe! Application Due

To find previous Office Hours presentations go to Louisianabelives.com, visit the Lead Agency Library and click a download box called "Early Childhood Lead Agency Webinars."

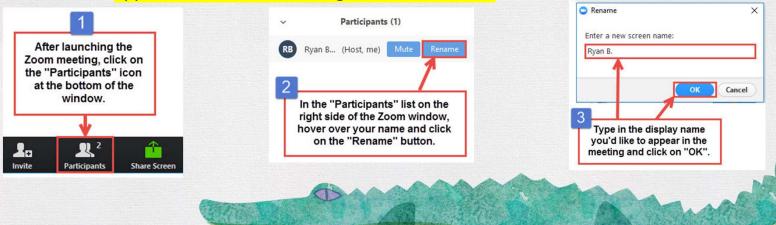
NEW Zoom Name Change

Network and Name

& Believes

- 1. Click on the "Participants" button at the top of the Zoom window.
- 2. Hover the mouse over your name in the "Participants" on the right of the Zoom window. Click on "Rename."

3. Enter your network name and name (ex.: Calcasieu Michelle Joubert) so it will appear in the Zoom meeting and click on "OK."



Agenda



Early Childhood Lead Agency Office Hours

November 29, 2022

- Early Childhood Updates
- Accountability
- Young Children with Disabilities
- Director Updates
- Upcoming Events



Early Childhood Updates

Coordinated Enrollment Plan Jotform Link

Community Network Lead Agencies are responsible to coordinate enrollment to inform families about the

Coordinated Enrollment Plan Jotform link: https://form.jotform.com/222706067700147

Submission by Friday, December 2, 2022.

Please email <u>amanda.colon@la.gov</u> with questions or support.







Accountability

Audit Timeline

December 5

Child Count Audit & Certification Portal Opens

December 5 - January 13

CNLAs work with sites to complete and finalize the audit process

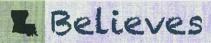
January 13

Child Count Audit & Certification Portal Closes

December 5 - January 31

LDOE review submissions, communicate changes via the responses tab, and approves data

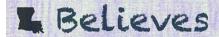
Reminder: The LDOE will utilize the "Responses" tab via the Child Count Audit and Certification portal to communicate with CNLAs. Users can respond to a comment from the LDOE under "New Response", add attachments, or simply "Acknowledge Response(s)" once the issue has been resolved.



Child Count Audit & Certification Next Steps

- Community Network Lead Agencies:
 - Will receive access to the <u>Child Count Audit & Certification Portal</u> via the system on December 5. Click here to view the contact person(s) for each CNLA.
 - Are required to sign the Assurance Agreement (one per network) prior to navigating the portal.
 - Can download Audit Reports via the Child Count Audit & Certification portal after submissions have been completed and approved by the LDOE.
- Audited Child Count numbers will be published in the Annual Report.

CNLAs should contact <u>alicia.franklin@la.gov</u> for additional assistance.



EC Portal Reminders

- By November 30, CNLAs should adjust the name of the classroom with "SC" in the <u>EC Portal</u> to reflect a self-contained classroom (e.g. Happy Little Tigers - SC).
- By December 15, CNLAs should report Fall CLASS[®] Observation Results, including FCCs with Academic Approval, in the <u>EC Portal</u>.

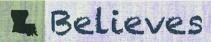
Please contact <u>sonia.fields-gutierrez@la.gov</u> with any questions.



Error Corrections & Appeals

- <u>Error Corrections</u> Once observation are entered correctly, it is the responsibility of the person submitting the <u>error correction jotform</u> to respond to the notification from Alicia Franklin indicating the error has been resolved.
- <u>Appeals</u> To appeal a third-party CLASS® observation, community network lead agencies must submit an <u>appeal jotform</u> on behalf of the individual or site requesting the appeal. Appeals submitted by individuals other than community network lead agency will not be considered, and the individual will be instructed to work with the community network lead agency to re-submit the appeal.
 - o Fall 2022 Appeals CNLAs are strongly encouraged to submit appeals within 30 days of the contested observation to allow for a thorough review of the appeal. This also allows time for re-observations, as needed.

Please contact <u>alicia.franklin@la.gov</u> with any questions.

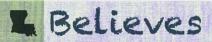


2021-2022 Performance Profile Release

Site and Community Network Lead Agency results will be released to the public in early December.

- Preliminary results were released to Community Network Lead Agencies. These results can be distributed to sites and administrators, but should not yet be released to the public.
- Community Network Lead Agencies are encouraged to share performance ratings to Type III centers in advance of Star Rating publication in January 2023.
- Performance Profiles will be released via School Finder and FTP folders in early December.

Please contact <u>sonia.fields-gutierrez@la.gov</u> with any questions or concerns.



Fall 2022 Observation Completion

Community Network Lead Agencies should plan to have all CLASS® observations reported by December 15, 2022, the deadline for the Fall Observation Period.

- Community Network Lead Agencies are responsible for observing all classrooms open on October 1, 2022, including FCCs with Academic Approval.
- Network administrators can receive updates on observation completion via the "Reports" section of the <u>EC Portal</u> "System Level Reports" including information on observations that are completed, planned, and missing.

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Young Children with Disabilities

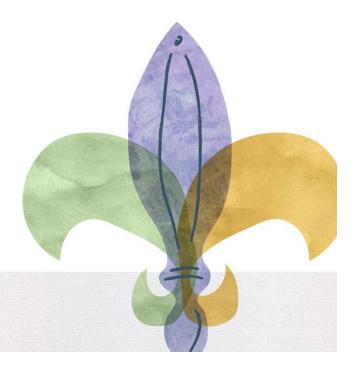


ASQ Updates

- Networks and sites should have received ASQ-3 English kits during the past couple of weeks and should have:
 - o 2 ASQ-3 English kits
 - 2 ASQ-SE Spanish kits (use with families whose first language is Spanish)
- ASQ Training of Trainers manuals have been shipped to participants.
- Participants will receive 2 ASQ-SE and ASQ-3ASQ-SE Learning Activities Books after the training.

Please email <u>Caitlyn.Robinson@la.gov</u> with questions or if you have not received your manual and you are attending the November or January training

Director Updates



Business Supports

Over 150 providers have already taken advantage of these opportunities. Help spread the word about the continued availability of these 100% confidential services that can have a high impact on Early Learning Center businesses.

One-on-One Business Consultation

Can help to strengthen HR practices by:

- supporting staff recruitment and retention and providing group trainings to teams of admins
- and much more!

Can help grow businesses through:

 building marketing tools and understanding the market

Tax Consultation

Can help improve bottom lines and sustainability of ELC business by:

 using Quickbooks (or other means) to manage P&L and inform providers on implications around accepting state and federal grants

CCMSi (Automation)

Can help by:

 having integration capability with edLink, for two-way communication with The LDOE and by having a standard process for reviewing and reporting enrollment data



How To Participate

Type III and CCAP-certified family child care providers can easily participate in these services. Our FAQ document (to be emailed) will also help to support the utilization of these services to support the goal of building business acumen of providers.

One-on-One Business Consultation

Kari Statelman with First Children's Finance is ready to serve you, please use/share this link to sign up. All services are 100% confidential and FREE!

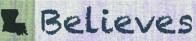
Tax Consultation

Andrea Citty with JWRA, Inc is ready to answer any tax questions you may have in a secure and confidential manner. Please use/share this link to learn more or to sign up.

CCMSi (Automation)

Ready to save time and money through the use of automation? Review The LDOE's CCMSi Guidebook and contact one of the listed Tier I vendors for questions, demos and to purchase CCMS. Then visit your local CCR&R to seek reimbursement.

Contact shallan.jones@la.gov with any questions related to these supports.





Upcoming Events

GOLD® Update Webinars

The Department will host GOLD® update webinars for site leaders and network leaders. Participants can access the GOLD® informational webinar using the information below.

Webinar Topic: GOLD® Update Webinar for Network Administrators

Webinar Date/Time: Wednesday, January 18 at 1 p.m.

Webinar Link: https://ldoe.zoom.us

Meeting ID: 974 0485 0210

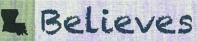
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Please read the Department's updated

TS GOLD® Guidance and TS GOLD®

FAQ documents for helpful information.

Please contact <u>ecassessment@la.gov</u> with questions or concerns.



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Participants can access the YCWD Community of Practice webinar using the information below.

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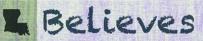
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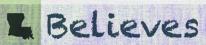
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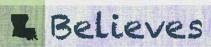
2023-2024 Super App and Believe! Key Dates

Application	Action	Timeline
Planning Materials	LDOE School System Planning Guide & Workbook released Believe! Planning Template & Guidance / Super App released	October 20
Super App	Super App DUE	January 27
Believe!	Believe! application for early childhood lead agencies DUE	January 27 *Correction
Super App & Believe!	LDOE reviews Super App and Believe! submissions and provides feedback on plans and budgets, as necessary	February - March
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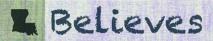
2023-2024 Super App and Believe! Resources

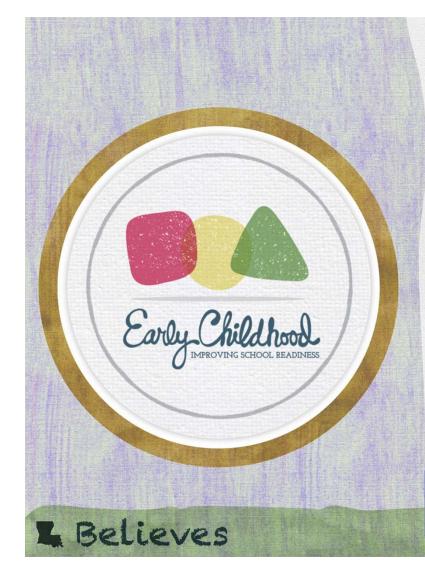
Resource	Purpose
Believe! Early Childhood Planning Template	Community Network Lead Agencies plan and budget resources to meet the needs of program partners and children
2023-2024 School System Planning Guide	School systems plan and budget resources to meet the needs of all students
Blueprint <u>Guidance</u> , <u>Workbook</u> , and <u>Suggested Template</u>	Support the development and reevaluation of the community network blueprint
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2023-2024 Super App and Believe! Resources and Vendor Guides

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- Strategies for Success Guidebook: A Guidebook for Supporting Students with Disabilities





Events and Deadlines

November 30: YCWD: Community of Practice Webinar

December 2: Submission of Coordinated Enrollment Plan via <u>Jotform</u>

December 5: Child Count Audit & Certification Portal Opens

December 15: Deadline to Report Fall CLASS® Observation Results in the <u>EC Portal</u>

January 18: GOLD Updates Webinar

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