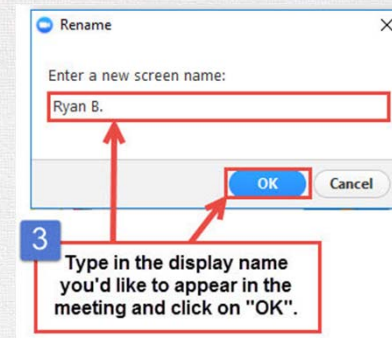
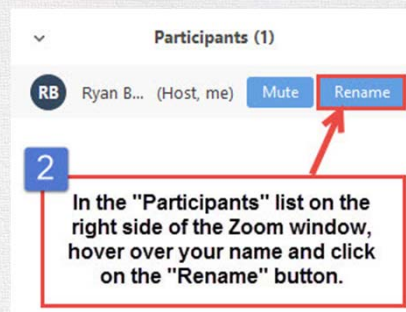
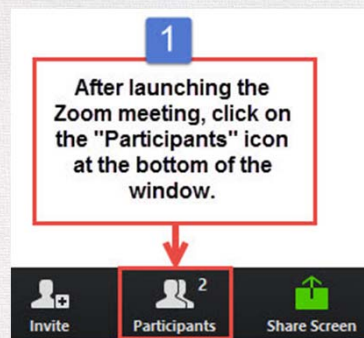


NEW Zoom Name Change

Network and Name

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."





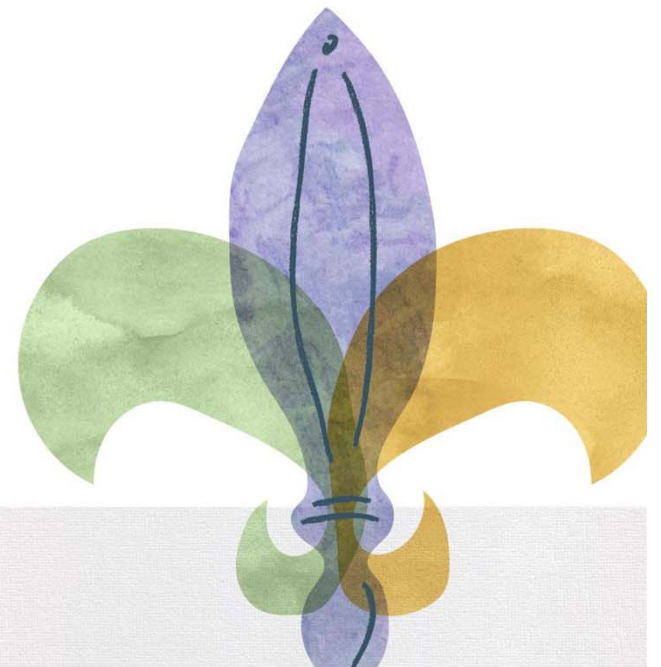
Early Childhood Office Hours

September 6, 2022

Agenda

- Early Childhood Updates
- Developmental Screening Initiative Update
- Accountability Updates
- Nominations for Early Childhood Teacher and Leader of the Year
- Upcoming Events

Early Childhood Updates



eGMS Allocations All Roll Over Available

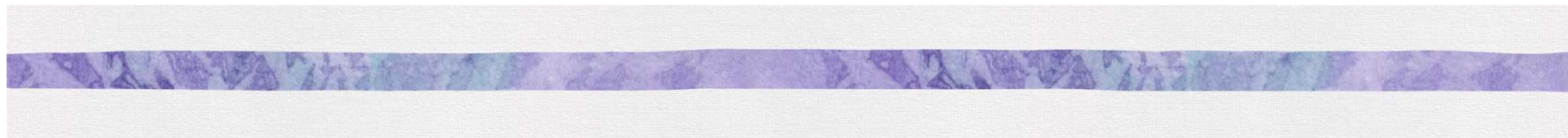
For some allocations, roll-over between fiscal years is permitted. The 2021-2022 funding sources that permit roll-over are PDG B-5 Renewal and CRRSA.

To accept your roll-over dollars, you must either:

- Create an amendment to an already approved budget
- Open your not-yet-started budget, begin writing, and submit for LDOE review
- Continue editing your opened budget draft

Roll-over dollars from CRRSA and PDG B-5 Renewal must be spent by December 30, 2022. ***No CRRSA or PDG B-5 Renewal dollars will be available after December 30, 2022.***

Please reach out to each initiative's program manager for specific questions.



Developmental Screening Initiative Update

Developmental Screening Initiative Update

ASQ Kits and Training Survey Results

The LDOE is developing next steps to collect data and analyze the current landscape of screening, referral, and intervention supports among networks.

In an effort to expand the state's Developmental Screening Initiative:

- The LDOE ordered 1,390 ASQ-3 kits for networks.
- The LDOE is offering Training of Trainers for ASQ-3 and ASQ-SE for 75 participants.
- The LDOE ordered 175 ASQ-SE kits and 150 ASQ-3 and ASQ-SE Learning Activities Books for Training of Trainers participants.

Please contact Caitlyn.Robinson@la.gov or book a meeting [here](#) to discuss questions or concerns.

Developmental Screening Initiative Update

ASQ Kits and Training

The LDOE is developing next steps to collect data and analyze the current landscape of screening, referral, and intervention supports among networks.

In an effort to expand the state's Developmental Screening Initiative:

- The LDOE is partnering with Brookes Publishing to offer 3 opportunities for ASQ Training of Trainers to your network staff: October 19-21, November 28-30, and January 18-20.
- The Department has 75 seats available. Please think strategically about who your network would like to send. Participants must commit to 3 full days of trainings.
- Training of Trainers covers ASQ-3 and ASQ-SE. Remember this is the person who would be responsible for training others.
- Each participant will receive the following: 2 ASQ-SE kits, 1 ASQ-3 Learning Activities book, and 1 ASQ-SE Learning Activities book for their network.

Please contact Caitlyn.Robinson@la.gov or book a meeting [here](#) to discuss questions or concerns.

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Accountability Updates

Accountability Updates

Coordinated Observation Protocol

Community network lead agencies should schedule observations for all early childhood classrooms and submit coordinated observation plans by October 1, 2022.

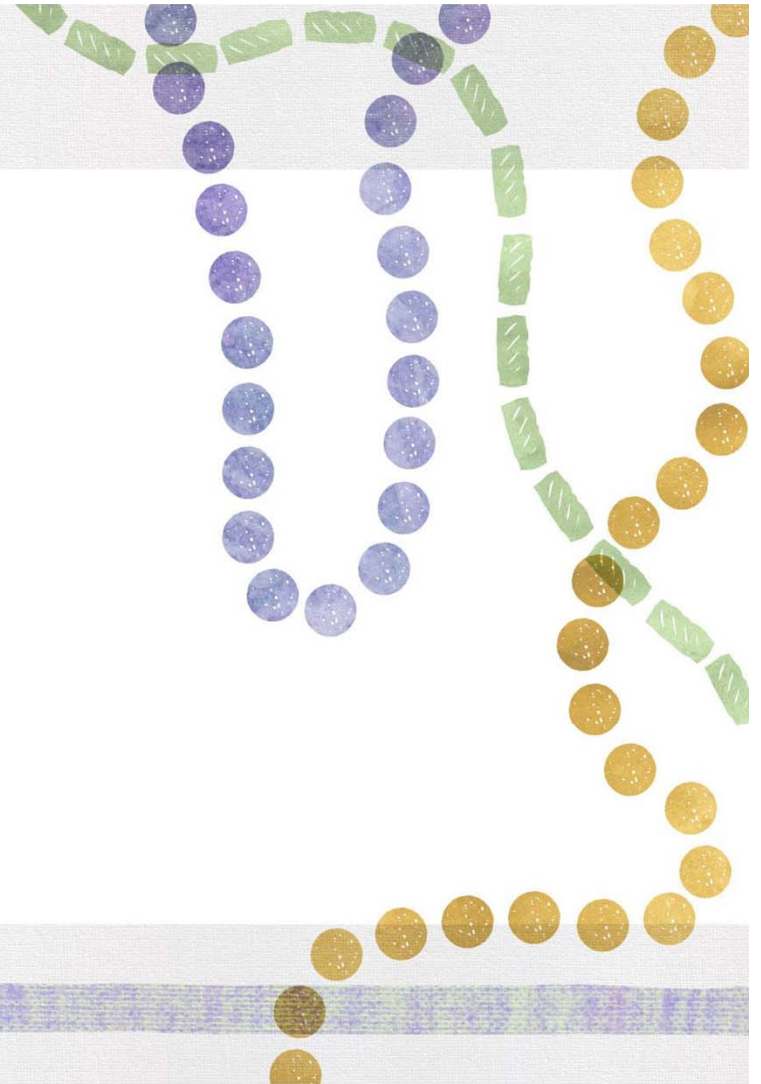
The Department has released the 2022-2023 Local Observation Protocol Guidance. This document provides information on:

- Minimum requirements of community network lead agencies for local observations
- Considerations for COVID-19
- Considerations for virtual observations, if applicable

The Department encourages all community network lead agencies to utilize in-person observations wherever possible for the 2022-2023 school year.

Please submit your completed protocols to your FTP folder by **October 1, 2022**. Reach out to robert.jones4@la.gov with any questions.

Early Childhood Teacher and Leader of the Year



Accepting Nominations for *Early Childhood Teacher and Leader of the Year*



The Louisiana Department of Education is on the search for the next Teacher and Leader of the Year candidates. Community network lead agencies are pivotal in identifying candidates.

Nominations for the Early Childhood Teacher and Leader of the Year are open!

- Nominate as many teachers and leaders as you think are eligible candidates
- Candidates must work in either a Type III child care center, Family Child Care site, Head Start Center, or Early Head Start Center
- Nominations close on **Friday, September 30 at 5 p.m.**
- Be prepared to support your nominee(s) throughout the application process

Please save the [Early Childhood Teacher and Leader of the Year Nomination Form](#).

If you have any questions about the application process, please contact devon.camarota@la.gov.



Early Childhood Education Fund Application

Early Childhood Education (ECE) Fund Application

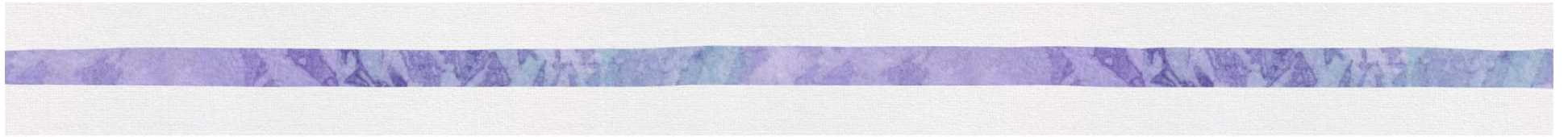
*All community network lead agencies were emailed the application for the Early Childhood Education Fund on Friday, September 9. The application is due on **Friday, September 30**.*

These qualifying local funds may be matched dollar for dollar, up to the entire amount raised locally by the community network. To be eligible for the ECE Fund's state matching dollars community network lead agencies can receive local funds from:

- local municipalities
- city governments
- philanthropic organizations
- businesses
- individual donors

All community network lead agencies must submit the application by 9/30/22

The application is due by 5 p.m. on **Friday, September 30**. If you have any questions, please contact devon.camarota@la.gov.



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: Collecting Observational Data While Using Frog Street PreK 2020 (Admin)

Webinar Date/Time: Wednesday, September 21 at 1 p.m.

Webinar Link: <https://ldoe.zoom.us/j/99524553941>

Meeting ID: 995 2455 3941

Passcode: 692966

Webinar Topic: Collecting Observational Data While Using Frog Street PreK 2020 (Site Admin)

Webinar Date/Time: Wednesday, September 28 at 1 p.m.

Webinar Link: <https://us06web.zoom.us/j/81367640052?from=addon>

Meeting ID: 813 6764 0052

Passcode: 692966

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

CLASS® Webinar for CNLAs to Support Family Child Care (FCC) Sites

Community network lead agencies with Family Child Care (FCC) sites that have opted into Academic Approval should plan to attend.

Please make sure that you are frequently reviewing your FCC Spreadsheet to access the most recently updated listing of FCC sites in your community.

Participants can access the webinar using the information below.

Webinar Topic: CLASS® Observations for FCC sites

Webinar Date/Time: Tuesday, September 20 at 1:00 p.m.

Webinar Link: <https://teachstone.zoom.us/j/98458210100>

Webinar Host: Teachstone

Please contact FamilyChildCare@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: YCWD CoP: Learn the Signs, Act Early

Webinar Date/Time: Wednesday, September 28 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 or book a meeting [here](#) with questions or concerns.

Fall Community Network Lead Agency Milestones and Expectations	Date
The first required (fall) community network meeting has been conducted, virtually or in-person.	Fall
ECE Fund Application due by 5 p.m. to devon.camarota@la.gov	9/30
Local CLASS® Coordinated Observation Plan has been submitted to the FTP folder.	10/1
All classrooms are set up in the CLASS® online system	10/1
All fall observations are scheduled in the CLASS® online system.	10/1
Release of information regarding Super App, the Coordinated Funding Request, and <i>Believe!</i>	10/20
Classroom-level informational metrics are confirmed / updated in the CLASS® online system	10/31

Fall Community Network Lead Agency Milestones and Expectations	Date
Child Count as of 10/1 is submitted to the FTP folder .	10/31
All classrooms are set up in the <i>GOLD</i> ® online system & TS Gold® Fall Checkpoint Deadline	10/31
100% of fall CLASS ® observations are completed and results entered in the CLASS® online system.	12/15
The fall community network calibration exercise has been completed.	12/15
The second required (winter) community network meeting has been conducted, virtually or in-person.	12/31

Monthly dates:

- On the 10th is submission of attendance for LA 4 and B-3 seats

Events and Deadlines

September 20: CLASS® Observations for FCC sites [Webinar](#)

September 21: GOLD Update [Webinar](#) for (Admin.)

September 28:

- YCWD Community of Practice [Webinar](#)
- GOLD Update [Webinar](#) (Site Admin.)

September 30:

- New Director [Office Hours](#)
- ECE Fund Application Due to devon.camarota@la.gov
- Nominations for the Early Childhood Teacher and Leader of the Year

October 1:

- Child Count Completed for publicly-funded enrolled children
- Coordinated Observation Plans submitted in FTP
- Classrooms are set up in the CLASS® Portal
- Fall observations are scheduled in the CLASS® Portal

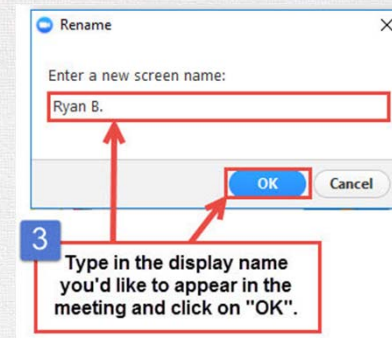
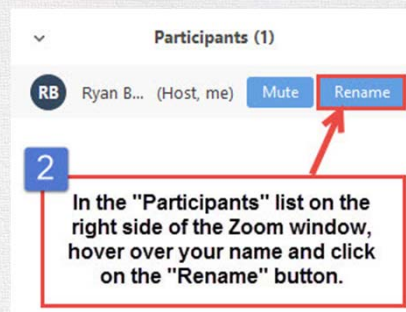
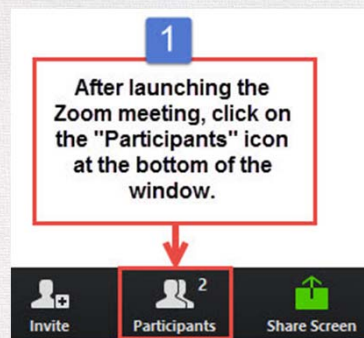
To find previous Office Hours presentations go to Louisianabelives.com, visit the [Lead Agency Library](#) and click a download box called “Early Childhood Lead Agency Webinars.”



NEW Zoom Name Change

Network and Name

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."





Early Childhood Lead Agency Office Hours

September 13, 2022

Agenda

- Coordinated Enrollment Self-Assessment Tool
- Early Childhood Reminder
- Developmental Screening Initiative Update
- Accountability
- Preparing for October Child Count
- Upcoming Events

LOUISIANA DEPARTMENT OF EDUCATION



**Coordinated Enrollment Self-
Assessment Tool Release**
September 13, 2022

Coordinated Enrollment Self-Assessment

Shift in Purpose

The Self-Assessment is intended to guide to reflect on the effectiveness of each component of the coordinated enrollment process.

Previously the Coordinated Enrollment Self-Assessment was

- submitted annually to the LDOE
- focused on coordination of program partners

Currently the Coordinated Enrollment Self-Assessment is an *optional tool* focused on

- collaborating and planning for effective use of resources
- unifying and implementing practices that reduce burdens for families and children
- evaluating and improving processes that increase access for families and children
- using variety of data sources and analysis to best understand need

Coordinated Enrollment Self-Assessment Tool

Overview

Use the Self-assessment as an opportunity to focus on the previous year's coordinated enrollment processes and drive continuous improvement.

Completing this self-assessment is the first step for this year's coordinated enrollment process. These results can inform coordinated enrollment planning for the upcoming year. After completing the Coordinated Enrollment Self-Assessment Tool, each community network lead agency and program partner will have

- Reflected on the successes and challenges of the previous coordinated enrollment year
- Identified areas of strengths and opportunities for growth
- Ideas to intentionally inform, engage, and recruit families

Coordinated Enrollment Self-Assessment

Completing the Self-Assessment

The Self-Assessment is designed to support community networks in their continuous improvement efforts as they reflect on practices from the previous coordinated enrollment process.

Each lead agency can use this tool by reviewing the tool together at a community network meeting:

- Discuss the Self-Assessment with community network program partners (child care, Head Start, NSECD, family child care, and school-based pre-K) and other relevant stakeholders
- Actively engage and seek feedback from all program partners and print a self-assessment for participants to mark responses and make notes
- Use feedback to inform decision making and continuous improvement

Coordinated Enrollment Self-Assessment Tool

At a Glance

- Key Terms
- Instructions
- Example Item
- Section 1. Maximize Capacity
- Section 2. Coordinated Information Campaign
- Section 3. Coordinated Eligibility Determination
- Section 4. Coordinated Application, Matching, and Registration
- Section 5. Coordinated Family Support

Coordinated Enrollment Self-Assessment

Key Terms

- **Performance Statement:** A statement describing an expectation of the coordinated enrollment process
- **Indicator:** Behaviors or action steps that serve as indicators for the successful completion of the expectations of coordinated enrollment
- **Overall Rating:** Overall level of performance that reflects the behaviors or action steps taken by the community network for each section of the coordinated enrollment process

Coordinated Enrollment Self-Assessment

Example Item, Performance Statement and Indicator

When completing each item, as a group community networks will collaborate and select the indicators that were true for the previous Coordinated Enrollment process, and then tally the number of indicators selected.

4 Indicators

Example Item	Indicators of Success (Select All that Apply)				Tally of Indicators
Performance Statement	Planning	Implementing	Unifying	Evaluating	
<p><i>Statement about what should have been true for a highly effective coordinated enrollment process.</i></p>	<input checked="" type="checkbox"/> Designed a data management system to track application and eligibility data	<input checked="" type="checkbox"/> Used the data management system to monitor applications and eligibility determination results, which resulted in timely placement decisions	<input type="checkbox"/> Used the same data management system across <u>all</u> program types and with <u>all</u> program partners	<input checked="" type="checkbox"/> Evaluated the effectiveness of the data management system to remove inefficiencies and to make improvements for future years	3

Coordinated Enrollment Self-Assessment

Performance Statements and Indicators

Section 4, Item 3	Indicators of Success (Select All that Apply)				Tally of Indicators
Performance Statement	Planning	Implementing	Unifying	Evaluating	
<i>Implemented a data system to manage and monitor applications, placement and waitlist decisions for families and program partners.</i>	<input checked="" type="checkbox"/> Collaboratively developed or updated a system to track and manage application, placement, and waitlist information that created efficiency and transparency for families <i>Example data: real-time vacancy information, family preference, and waitlist information, etc.</i>	<input type="checkbox"/> Used the data management system to ensure families are matched based on preference in a way that maximized the number of spots filled, and that provided transparent information on waitlist status for families	<input type="checkbox"/> Used the data management system to manage and monitor application data, placements, and waitlist information for <u>all</u> program types and funding sources	<input type="checkbox"/> Evaluated the effectiveness of the data management system to remove inefficiencies, improve transparency of information on waitlist status for families, and make improvements for future years	1

Coordinated Enrollment Self-Assessment Performance Statements and Indicators

Section 4, Item 2	Indicators of Success (Select All that Apply)				Tally of Indicators
Performance Statement	Planning	Implementing	Unifying	Evaluating	
<i>Provided comprehensive training on the application, matching, and registration process for staff and program partners.</i>	<input checked="" type="checkbox"/> Collaborated with representatives from all program types to develop or update materials and schedule for annual training on the application, matching, and registration process	<input checked="" type="checkbox"/> Provided training for staff and program partners on the application, matching, and registration policies and procedures to ensure consistency in communication and implementation	<input checked="" type="checkbox"/> Ensured that all program partners and relevant staff were trained on the application, matching, and registration process	<input type="checkbox"/> Evaluated the effectiveness of the training provided in order to identify opportunities for continuous improvement	3

Section 4, Item 3	Indicators of Success (Select All that Apply)				Tally of Indicators
Performance Statement	Planning	Implementing	Unifying	Evaluating	
<i>Implemented a data system to manage and monitor applications, placement and waitlist decisions for families and program partners.</i>	<input checked="" type="checkbox"/> Collaboratively developed or updated a system to track and manage application, placement, and waitlist information that created efficiency and transparency for families <i>Example data: real-time vacancy information, family preference, and waitlist information, etc.</i>	<input type="checkbox"/> Used the data management system to ensure families are matched based on preference in a way that maximized the number of spots filled, and that provided transparent information on waitlist status for families	<input type="checkbox"/> Used the data management system to manage and monitor application data, placements, and waitlist information for all program types and funding sources	<input type="checkbox"/> Evaluated the effectiveness of the data management system to remove inefficiencies, improve transparency of information on waitlist status for families, and make improvements for future years	1

Coordinated Enrollment Self-Assessment

Opportunities for Planning

4.2 OPPORTUNITIES FOR PLANNING

How will the network's responses inform decisions for the next year? This is an opportunity to reflect on your past performance and plan for the future. This item is optional.

Consider creating training materials on eligibility process. Do we have a plan to onboard new employees?

Develop transparent waitlist to share with all program partners and families.

Refine plan for who notifies families of placement so families know when to expect communication.

Coordinated Enrollment Self-Assessment Overall Rating

Determine network's overall ratings that represent the performance level for the section of the coordinated enrollment process.

- Step 1: Sum the total number of indicators that you tallied in questions 1-4 in this section below.
- Step 2: Check the level that accurately reflects the number of indicators achieved

	Item 1	Item 2	Item 3	Item 4	Total
Tally of Indicators	<u>3</u> (4 points max)	<u>0</u> (4 points max)	<u>3</u> (4 points max)	<u>4</u> (4 points max)	<u>10</u> (16 points max)

Coordinated Enrollment Self-Assessment

Overall Rating

Overall Rating has a description and is based on the total number of indicators.

- Step 2: Check the level that accurately reflects the number of indicators achieved

Overall Rating for Section 4. Coordinated Application, Matching, and Registration		
Total Number of Indicators	Description	Overall Rating
0-4	Some evidence of coordination on the application, matching, and registration process.	<input type="checkbox"/> Starting Point
5-8	Evidence of coordination and attempts at implementation of the application, matching, and registration process to ensure consistent and efficient processes for families.	<input type="checkbox"/> Progressing
9-12	Evidence of coordination, consistent implementation, and efficient data management to ensure consistent and efficient processes for families.	<input checked="" type="checkbox"/> Meets Standard
13-16	Strong evidence of coordination, consistent implementation, efficient data management, and evaluation to ensure consistent and efficient processes for families.	<input type="checkbox"/> Above Standard

Coordinated Enrollment Self-Assessment Overall Rating

	Item 1	Item 2	Item 3	Item 4	Total
Tally of Indicators	<u>3</u> (4 points max)	<u>2</u> (4 points max)	<u>2</u> (4 points max)	<u>1</u> (4 points max)	<u>8</u> (16 points max)

- Step 2: Check the level that accurately reflects the number of indicators achieved

Overall Rating for Section 4. Coordinated Application, Matching, and Registration		
Total Number of Indicators	Description	Overall Rating
0-4	Some evidence of coordination on the application, matching, and registration process.	<input type="checkbox"/> Starting Point
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Coordinated Enrollment Self-Assessment

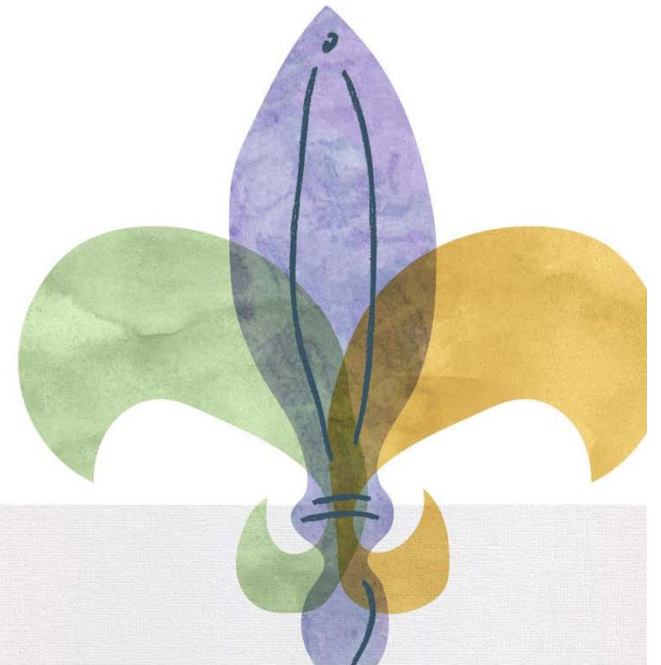
Next Steps

Community Network Meeting

- Share the tool with program partners and stakeholders
- Provide time and space for a discussion about progress on performance statements and indicators
- Collaborate on the choices for the indicators that apply to the network
- Identify areas of strength and opportunities for growth
- Plan action steps to better inform, engage, and recruit families



Early Childhood Updates



eGMS Allocations

All Roll Over Available

For some allocations, roll-over between fiscal years is permitted. The 2021-2022 funding sources that permit roll-over are PDG B-5 Renewal and CRRSA.

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Please reach out to each initiative's program manager for specific questions.

Early Childhood Education (ECE) Fund Application

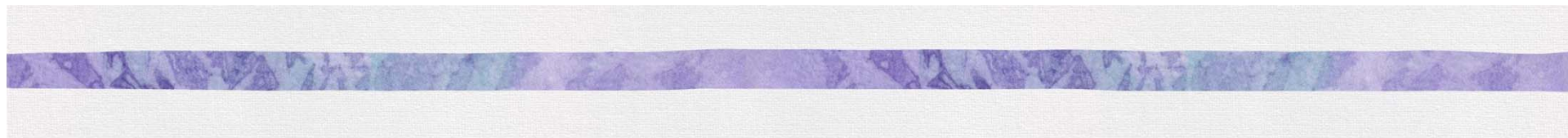
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Developmental Screening Initiative Update

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The LDOE is developing next steps to collect data and analyze the current landscape of screening, referral, and intervention supports among networks.

In an effort to expand the state's Developmental Screening Initiative:

- ASQ Training of Trainers to your network staff: October 19-21 (0 seats remaining), November 28-30 (12 seats remaining), and January 18-20 (16 seats remaining).
- The Department has 75 seats available. Please register ASAP for training. Open seats will be offered to participants prior to each training date.
- Training of Trainers covers ASQ-3 and ASQ-SE. Remember this is the person who would be responsible for training others. Participants must commit to 3 full days of trainings.
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- Considerations for COVID-19
- Considerations for virtual observations, if applicable

The Department encourages all community network lead agencies to utilize in-person observations wherever possible for the 2022-2023 school year.

Please submit your completed protocols to your FTP folder by **October 1, 2022**. Reach out to robert.jones4@la.gov with any questions.

Preliminary Performance Profile Results

In advance of the official Performance Profile release later this year, the Department is publishing preliminary results for community network lead agencies. Preliminary results should be used to plan for continuous improvement during the 2022-2023 academic year.

Preliminary site and network Performance Profile results will be released by Friday, September 16, 2022, to your FTP folders.

These results **can and should** be shared to sites and internal stakeholders.

Reach out to robert.jones4@la.gov with any questions.



Preparing for Child Count

Community network lead agencies enter enrollment numbers by age and site type as of September 30, 2022, for all publicly-funded children at each site.

- The October 1 Child Count is a snapshot of enrollment counts on October 1.
 - October 1, 2022 count will reflect a snapshot of enrollment counts on September 30, 2022.
- Child *age* is based on child age on September 30, 2022.
- Only count children served with public funds should be counted.
- Only count children in one funding category.
- Do NOT include Child and Adult Care Food Program (CACFP) or Food/Nutrition funding.
- Only count publicly-funded children who are enrolled during the “regular” school day.
- Part-time children are not included in child count.

Preparing for Child Count LDOE Fund Source Report

Community Network Lead Agencies have expressed a need for additional support in collecting child count numbers managed by the Department. Community Network Lead Agencies may request a LDOE Fund Source Report.

A Fund Source Report is intended to assist community network lead agencies as a supplement and may be provided as a PDF in the toolkit.

Data will differ from what will be true on October 1. Community network lead agencies should only use these numbers to support sites in accurately counting children.

The report includes:

- CCAP August Enrollment Counts - these numbers would be sourced from August enrollment reports and may differ from what will be true on October 1.
- 8(g) Allocations - based on network allocations only and are not available at the site level. Counts on October 1 will likely be lower than or equal to the allocations.

If you would like to request this report, email alicia.franklin@la.gov before September 23.

Child Count Timeline

As established in Bulletin 140, community network lead agencies and sites are required to count all publicly-funded children served in an early childhood program as of October 1 and submit to the LDOE by October 31.

September 23

Request LDOE Fund
Source Report

alicia.franklin@la.gov

September 27

October 2022 Child
Count Toolkits will be
available in your
networks FTP folder

September 30

All publicly-funded
children will be counted
on September 30, 2022
based on site
enrollment

October 31

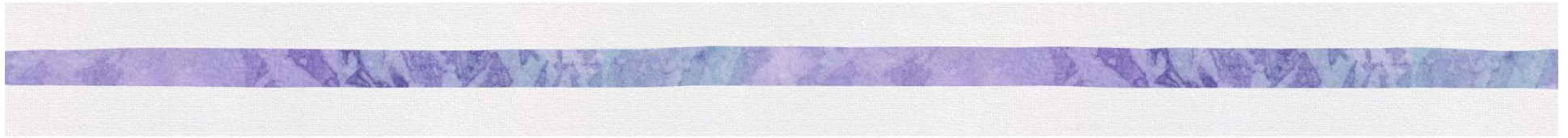
Finalized October Child
Count Templates must
be submitted to the
LDOE via FTP

Note: October child count will be captured on **Friday, September 30.**



Child Count Next Steps

- September 23 - email Alicia Franklin at alicia.franklin@la.gov to request a LDOE Fund Source Report
- September 27 - October 2022 Child Count Webinar
- September 27 - October 2022 Child Count Toolkit available in your FTP folder
- September 30 - Child Count captured for children enrolled in publicly-funded programs (full-time children only)
- Contact Alicia Franklin at alicia.franklin@la.gov to schedule a call for additional support.



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: Collecting Observational Data While Using Frog Street Pre-K 2020 (Admin)

Webinar Date/Time: Wednesday, September 21 at 1 p.m.

Webinar Link: <https://ldoe.zoom.us/j/99524553941>

Meeting ID: 995 2455 3941

Passcode: 692966

Webinar Topic: Collecting Observational Data While Using Frog Street Pre-K 2020 (Site Admin)

Webinar Date/Time: Wednesday, September 28 at 1 p.m.

Webinar Link: <https://us06web.zoom.us/j/81367640052?from=addon>

Meeting ID: 813 6764 0052

Passcode: 692966

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

CLASS® Webinar for CNLAs to Support Family Child Care (FCC) Sites

Community network lead agencies with Family Child Care (FCC) sites that have opted into Academic Approval should plan to attend.

Please make sure that you are frequently reviewing your FCC Spreadsheet to access the most recently updated listing of FCC sites in your community.

Participants can access the webinar using the information below.

Webinar Topic: CLASS® Observations for FCC sites

Webinar Date/Time: Tuesday, September 20 at 1:00 p.m.

Webinar Link: <https://teachstone.zoom.us/j/98458210100>

Webinar Host: Teachstone

Please contact FamilyChildCare@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: YCWD CoP: Learn the Signs, Act Early

Webinar Date/Time: Wednesday, September 28 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 or book a meeting [here](#) with questions or concerns.

Office Hours Topics

Date	Topic
September 13	Coordinated Enrollment Self-Assessment Tool and Preparing for Child Count
September 20	CNLA and FCC Webinar
September 27	October Child Count
October 4	2023-2024 Coordinated Enrollment Template Overview
October 11	Coordinated Enrollment Plan Jotform

Fall Community Network Lead Agency Milestones and Expectations	Date
The first required (fall) community network meeting has been conducted, virtually or in-person.	Fall
ECE Fund Application due by 5 p.m. to devon.camarota@la.gov	9/30
Local CLASS® Coordinated Observation Plan has been submitted to the FTP folder.	10/1
All classrooms are set up in the CLASS® online system	10/1
All fall observations are scheduled in the CLASS® online system.	10/1
Release of information regarding Super App, the Coordinated Funding Request, and <i>Believe!</i>	10/20
Classroom-level informational metrics are confirmed / updated in the CLASS® online system	10/31

Fall Community Network Lead Agency Milestones and Expectations	Date
Child Count as of 10/1 is submitted to the FTP folder .	10/31
All classrooms are set up in the <i>GOLD</i> ® online system & TS Gold® Fall Checkpoint Deadline	10/31
100% of fall CLASS ® observations are completed and results entered in the CLASS® online system.	12/15
The fall community network calibration exercise has been completed.	12/15
The second required (winter) community network meeting has been conducted, virtually or in-person.	12/31

Monthly dates:

- On the 10th is submission of attendance for LA 4 and B-3 seats

Events and Deadlines

September 20: CLASS® Observations for FCC sites [Webinar](#)

September 21: GOLD Update [Webinar](#) for (Admin.)

September 27: Child Count Guidance available in FTP

September 28:

- YCWD Community of Practice [Webinar](#)
- GOLD Update [Webinar](#) (Site Admin.)

September 30:

- New Director [Office Hours](#)
- ECE Fund Application Due to devon.camarota@la.gov
- Child Count captured for children enrolled in publicly-funded programs (full-time children only)
- [Nominations](#) for ECE TOY and LOY due

October 1:

- Coordinated Observation Plans submitted in FTP
- Classrooms are set up in the CLASS® Portal
- Fall observations are scheduled in the CLASS® Portal

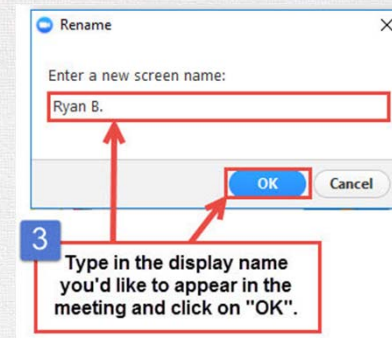
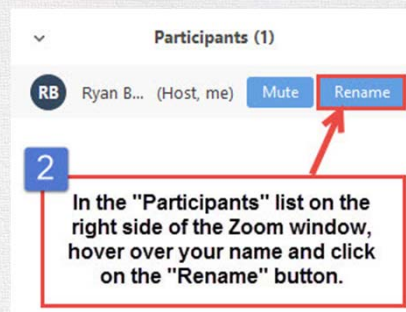
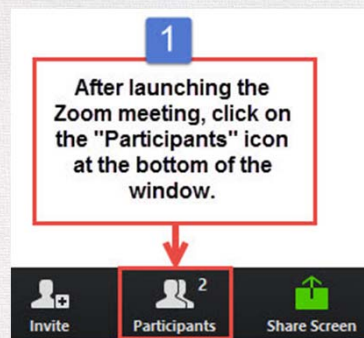
To find previous Office Hours presentations go to Louisianabelives.com, visit the [Lead Agency Library](#) and click a download box called "Early Childhood Lead Agency Webinars."



NEW Zoom Name Change

Network and Name

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."





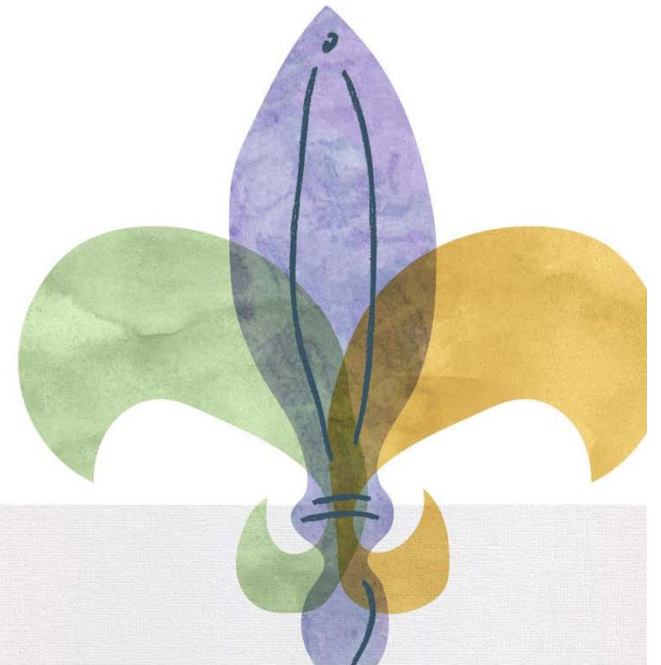
Early Childhood Lead Agency Office Hours

September 20, 2022

Agenda

- Supporting Family Child Care that Opt into Academic Approval
- Early Childhood Reminder
- Developmental Screening Initiative Update
- Accountability
- Upcoming Events

**Supporting Family Child Care
that Opt
into Academic Approval**



Family Child Care (FCC) in Louisiana

The Department made revisions to Bulletins 139 and 140 that allow Child Care Assistance Program (CCAP)-certified Family Child Care providers to opt into Academic Approval, starting in the 2022-2023 academic year.

CCAP-certified FCCs who opt into Academic Approval will participate in the state's quality rating system and become eligible for related incentives and supports, including:

- School Readiness Tax Credits (SRTC)
- CCAP bonus payments (if site is rated Proficient or higher)
- Quality improvement supports and more!

For more information, please send an introductory email to felicia.jackson3@la.gov.



CNLAs Supporting Family Child Care Educators

The Department has planned a suite of resources and support for Community Network Lead Agencies with the increase of transitioning Family Child Care sites that have opted into Academic Approval.

- Proposed supplemental lead agency allocation to the October BESE
- Deep dive webinar to focus on how community network lead agencies can support transitioning family child care sites
- Guidance documents for supporting Family Child Care (FCC)
- Support and technical assistance available by request with Felicia Jackson. If interested in scheduling a meeting, click here: https://calendly.com/felicia_jackson

CNLAs included are:

Franklin Parish	Natchitoches Parish	Tangipahoa Parish	Lafayette Parish	St John the Baptist Parish	Acadia Parish	Children's Coalition for Northeast Louisiana	St Tammany Parish	Jefferson Parish	Volunteers of America - Greater Baton Rouge
Vermilion Parish	Agenda for Children	Webster Parish	Lincoln Parish	St Landry Parish	Iberia Parish	East Baton Rouge Parish	Sabine Parish	Catahoula Parish	
Calcasieu Parish	Caddo Parish	Winn Parish	Northwestern State University	Rapides Parish	St James Parish	St Martin Parish	Iberville Parish	Livingston Parish	

Welcoming Family Child Care Educators into Community Network Lead Agencies

- FCC integration
 - Coordinated Enrollment
 - CLASS® Observations
 - Teaching Strategies GOLD®
 - Child Count
- Communications
- Relationship building
- Participation/inclusion



CLASS[®] Observation Considerations Scheduling

Since many Family Child Care Educators are the only adult in the space, it may require additional outreach attempts, and methods, to connect with the educator to schedule the observation.

As this educator is working within their own home, it is important to ensure you schedule your observations ahead of time to be respectful of their personal and professional space.



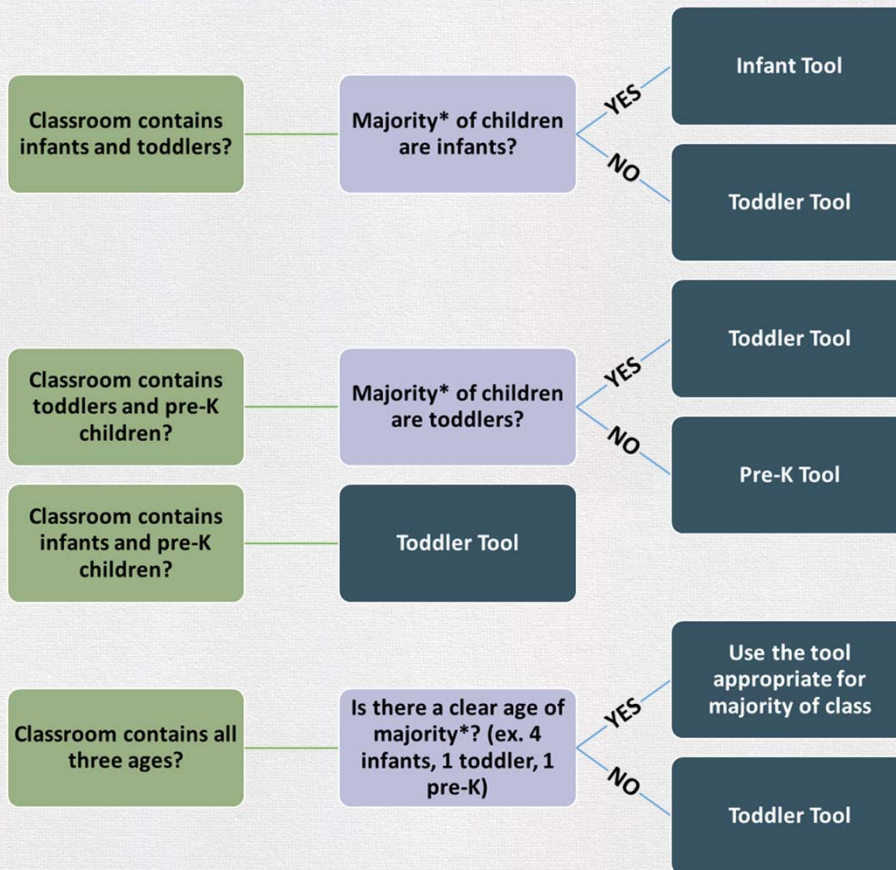
CLASS[®] Observation Considerations Age Groups

It is common for Family Child Care sites to care for multiple age groups of children.

Due to this, the Community Network Lead Agency will follow CLASS[®] observation tool and BESE Bulletin 140 §503.B.4 guidance to determine which tool should be used for observations.

The Department has developed a flowchart to assist with this process.





** Notes **

- “Majority” refers to more than 50% of a classroom
- If a classroom is split evenly between two ages, use the older tool

CLASS[®] Observation Considerations After the Visit

Since the Family Child Care Educator is the only adult in the space more often than not, they will be unlikely to sit down and discuss the observation after it is complete.

You may want to schedule a follow up meeting when the Family Child Care Educator is more available to sit with you, or discuss over the phone, the results of the observation.



CLASS[®] Observation Considerations

Additional Guidance

Guidance focused on integrating Family Child Care (FCC) sites into local Community Networks will be shared in the coming weeks. These documents will include information about:

- increasing engagement for FCC sites
- CLASS[®] Observations
- Teaching Strategies *GOLD*[®]
- Child Count
- important dates (upcoming)

Questions about supporting FCCs can be sent to felicia.jackson3@la.gov



Spreadsheet Notifications

Tip: To stay up to date with new providers being added and removed from the Academic Approval spreadsheet, please follow the steps below.

1. Open the Google Sheet
2. Select Tools
3. Click "Notification rules"
4. Select "Any changes are made"
5. Select "Email - right away"
6. Click "Save"

Everytime an update/change is made, CNLAs will receive an email.

Step 1: Open Google Sheet


Step 2: Select Tools

FCCs in EBR Network/VOA 234 ☆ 📄 ☁

File Edit View Insert Format Data **Tools** Extensions Help [Last edit was 9 days ago](#)

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fx

A	B	C	D	E	F	G
 DEPARTMENT of EDUCATION Louisiana Believes						
Family Chil						
The report contains personally identifiable information or information that when combined with other reports and/or information a student's identity might be revealed. Personally identifiable student information in ord						
Submission Date	CCAP Provider Number	Community Network/Parish	CCR&R	Pilot Participant? Y/N	License Number	Site Code

Step 3: Click Notification rules

The screenshot shows a Google Sheet titled "FCCs in EBR Network/VOA 234". The "Tools" menu is open, and "Notification rules" is highlighted with a red circle. The sheet contains a table with the following data:

Submission Date	CCAP Provider Number	Community Network/Parish	CCR&R	Pilot Participant? Y/N	License Number	Site Code	Full Name	Phone Number
4/30/2022 14:00:27	20020440	East Baton Rouge	VOA 2,3,4	Y				
5/1/2022 14:46:55	20050243	East Baton Rouge	VOA 2,3,4	Y				
5/4/2022 19:41:09	20253654	East Baton Rouge	VOA 2,3,4	N				
5/5/2022 21:25:33	20251126	East Baton Rouge	VOA 2,3,4	Y				
5/6/2022 14:07:11	20120728	East Baton Rouge	VOA 2,3,4	Y				
5/9/2022 11:02:15	20236465	East Baton Rouge	VOA 2,3,4	Y				

The sidebar on the right shows a form titled "Family Child Care (FCC) Providers: Academic App". The form includes a header with the Louisiana Department of Education logo and a section for "Family Child Care (FCC) Providers: Academic App".

Step 4: Select “Any changes are made”

The screenshot shows a Google Sheets document titled 'FCCs in EBR Network/VOA 234'. A 'Set notification rules' dialog box is open, prompting the user to choose a notification rule. The rule 'Any changes are made' is selected and circled in red. Other options include 'A user submits a form'. The dialog also allows the user to choose how to be notified (Email - daily digest or Email - right away). The background spreadsheet has columns for 'Submission Date', 'CCAP Provider Number', and 'Community Network/Program'. A watermark for the Louisiana Department of Education is visible.

Submission Date	CCAP Provider Number	Community Network/Program
4/30/2022 14:00:27	20020440	East Baton Rouge
5/1/2022 14:46:55	20050243	East Baton Rouge
5/4/2022 19:41:09	20253654	East Baton Rouge
5/5/2022 21:25:33	20251126	East Baton Rouge
5/6/2022 14:07:11	20120728	East Baton Rouge
5/9/2022 11:02:15	20236465	East Baton Rouge

Step 5: Select “Email - right away”

Step 6: Click “Save”

Set notification rules

Notify me at felicia.jackson3@la.gov when...

- ☒ Any changes are made
- ☐ A user submits a form

Notify me with...

- ☐ Email - daily digest
- ☒ Email - right away

Cancel Save

Submission Date	CCAP Provider Number	Community Network/Person
4/30/2022 14:00:27	20020440	East Baton Rouge
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5/6/2022 14:07:11	20120728	East Baton Rouge
5/9/2022 11:02:15	20236465	East Baton Rouge

Transitional Support for FCC Sites



- Supporting Family Child Care (FCC) Guidance documents for CNLAs
- Agenda for webinar
 - Community network administration and fiscal responsibilities
 - Accountability (e.g., observations, TS GOLD, Performance Profiles, etc.)
 - Coordinated Enrollment and Child Count
 - Best practices when working with Family Child Care Educators

Webinar Topic: Transitional Support for Family Child Care Sites into Community Networks

Webinar Date/Time: October 5, 2022 from 12 p.m. - 1 p.m.

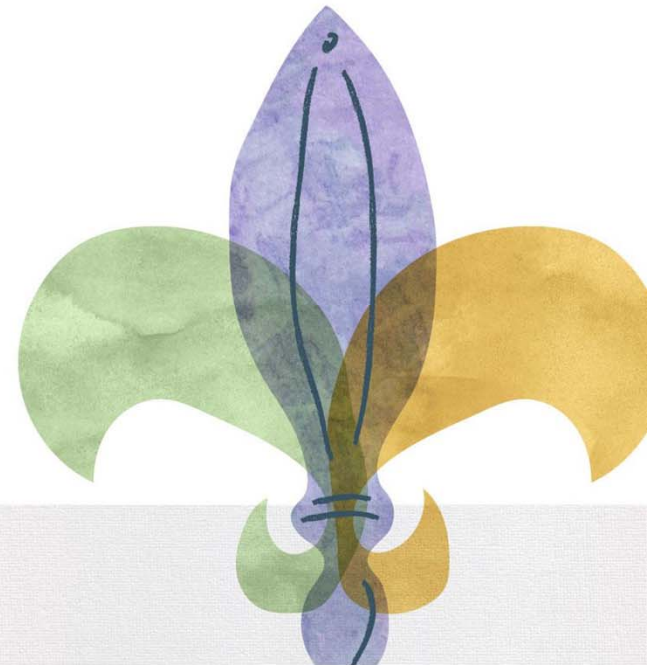
Webinar Link: <https://ldoe.zoom.us/joining/register/tJApceyupjliGdDlDqLhE9KpLOpkugUvuS67>

Meeting ID: 944 6568 9834

Passcode: 112233

**After registering, you will receive a confirmation email containing information about joining the meeting.*

Early Childhood Updates



eGMS Allocations

All Roll Over Available

For some allocations, roll-over between fiscal years is permitted. The 2021-2022 funding sources that permit roll-over are PDG B-5 Renewal and CRRSA.

To accept your roll-over dollars, you must either:

- Create an amendment to an already approved budget
- Open your not-yet-started budget, begin writing, and submit for LDOE review
- Continue editing your opened budget draft

Roll-over dollars from CRRSA and PDG B-5 Renewal must be spent by December 30, 2022. ***No CRRSA or PDG B-5 Renewal dollars will be available after December 30, 2022.***

Please reach out to each initiative's program manager for specific questions.

Early Childhood Education (ECE) Fund Application

*All community network lead agencies were emailed the application for the Early Childhood Education Fund on Friday, September 9. The application is due on **Friday, September 30**.*

These qualifying local funds may be matched dollar for dollar, up to the entire amount raised locally by the community network. To be eligible for the ECE Fund's state matching dollars community network lead agencies can receive local funds from:

- local municipalities
- city governments
- philanthropic organizations
- businesses
- individual donors

The application is due by 5 p.m. on **Friday, September 30**. If you have any questions, please contact devon.camarota@la.gov.

All community
network lead
agencies must
submit the
application by
9/30/22

A watercolor illustration of a tree and landscape. The tree is on the left, with a thick green trunk and branches extending to the right. The leaves are in shades of green and blue. At the base of the tree, there is a small purple flower. The ground is a mix of green and blue, and the sky is a light greyish-blue.

Accountability Updates

Preliminary Performance Profile Results

In advance of the official Performance Profile release later this year, the Department is publishing preliminary results for community network lead agencies. Preliminary results should be used to plan for continuous improvement during the 2022-2023 academic year.

Preliminary site and network Performance Profile results will be released by Friday, September 16, 2022, to your FTP folders.

These results **can and should** be shared to sites and internal stakeholders.

Reach out to robert.jones4@la.gov with any questions.



Child Count Timeline

As established in Bulletin 140, community network lead agencies and sites are required to count all publicly-funded children served in an early childhood program as of October 1 and submit to the LDOE by October 31.

September 23

Request LDOE Fund
Source Report

alicia.franklin@la.gov

September 27

October 2022 Child
Count Toolkits will be
available in your
networks FTP folder

September 30

All publicly-funded
children will be counted
on September 30, 2022
based on site
enrollment

October 31

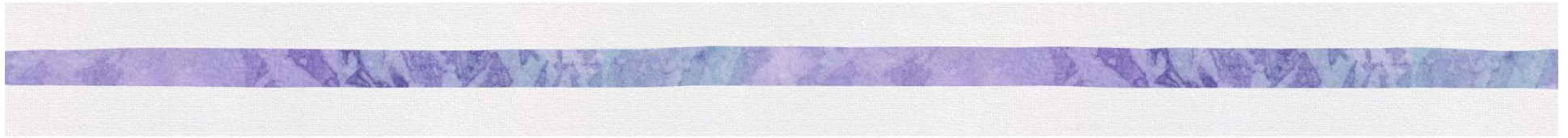
Finalized October Child
Count Templates must
be submitted to the
LDOE via FTP

Note: October child count will be captured on **Friday, September 30.**



Child Count Next Steps

- September 23 - email Alicia Franklin at alicia.franklin@la.gov to request a LDOE Fund Source Report
- September 27 - October 2022 Child Count Webinar
- September 27 - October 2022 Child Count Toolkit available in your FTP folder
- September 30 - Child Count captured for children enrolled in publicly-funded programs (full-time children only)
- Contact Alicia Franklin at alicia.franklin@la.gov to schedule a call for additional support.



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: Collecting Observational Data While Using Frog Street Pre-K 2020 (Admin)

Webinar Date/Time: Wednesday, September 21 at 1 p.m.

Webinar Link: <https://ldoe.zoom.us/j/99524553941>

Meeting ID: 995 2455 3941

Passcode: 692966

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Webinar Date/Time: Wednesday, September 28 at 2:00 p.m.

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Meeting ID: 692 061 0085

Passcode: gyiy3F

Please contact Caitlyn.Robinson@la.gov or book a meeting [here](#) with questions or concerns.

Office Hours Topics

Date	Topic
September 27	October Child Count and Guidance Documents
October 4	2023-2024 Coordinated Enrollment Template Overview
October 11	Coordinated Enrollment Plan Jotform

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The first required (fall) community network meeting has been conducted, virtually or in-person.	Fall
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All classrooms are set up in the CLASS® online system	10/1
All fall observations are scheduled in the CLASS® online system.	10/1
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The fall community network calibration exercise has been completed.	12/15
The second required (winter) community network meeting has been conducted, virtually or in-person.	12/31

Monthly dates:

- On the 10th is submission of attendance for LA 4 and B-3 seats

Events and Deadlines

September 21: *GOLD*® Update [Webinar](#) for (Admin.)

September 27: Child Count Guidance available in FTP

September 28:

- YCWD Community of Practice [Webinar](#)
- *GOLD* Update [Webinar](#) (Site Admin.)

September 30:

- New Director [Office Hours](#)
- ECE Fund Application Due to devon.camarota@la.gov
- Child Count captured for children enrolled in publicly-funded programs (full-time children only)
- [Nominations](#) for ECE TOY and LOY due

October 1:

- Coordinated Observation Plans submitted in FTP
- Classrooms are set up in the *CLASS*® Portal
- Fall observations are scheduled in the *CLASS*® Portal

October 5: Deep Dive: Transitional Support for Family Child Care Sites into Community Networks, 12 p.m.-1 p.m.

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.”

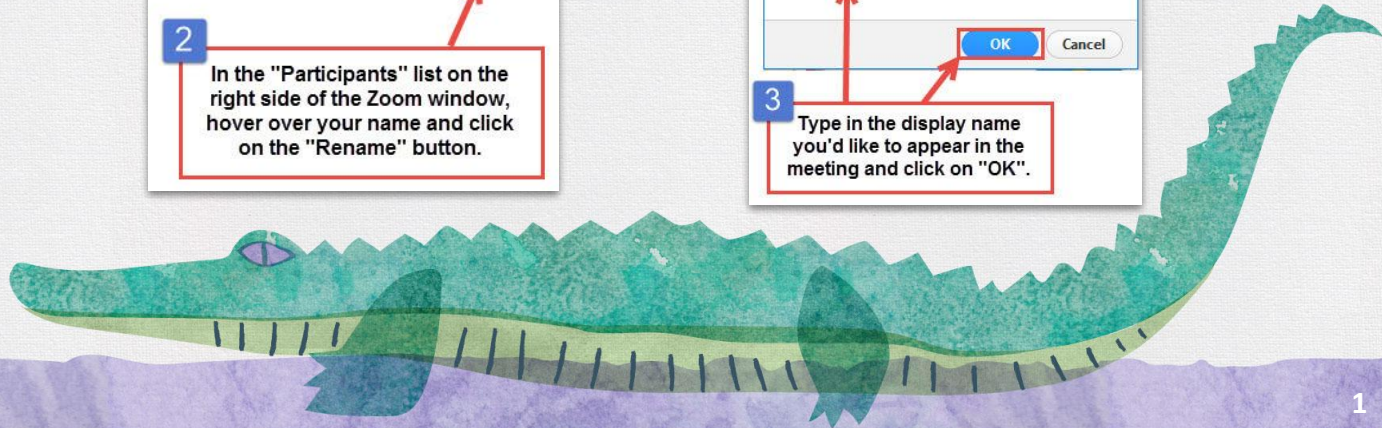
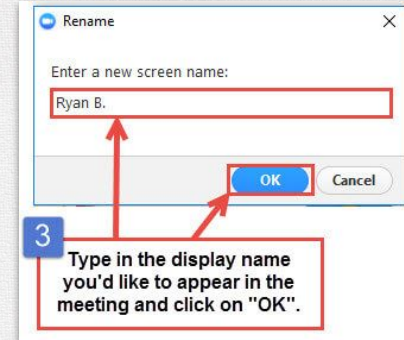
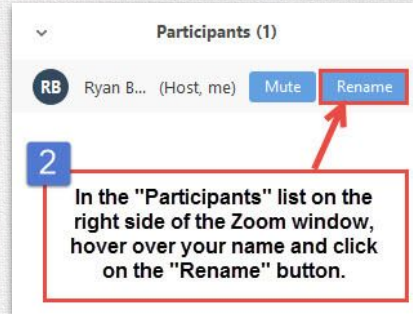
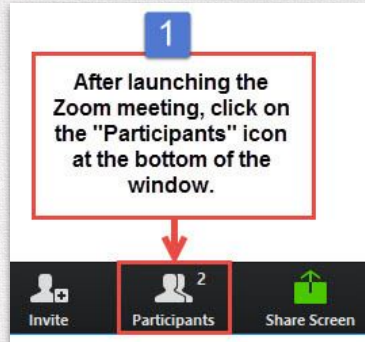


 **Believes**

NEW Zoom Name Change

Network and Name

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."





Early Childhood Lead Agency Office Hours

September 27, 2022

Agenda

- Child Count Overview
 - Child Count Toolkit
 - Child Count Template
 - Child Count Reminders and Next Steps
- Early Childhood Reminders
- Developmental Screening Initiative Update
- Accountability
- Upcoming Events



Child Count Overview



October Child Count Updates

Per Bulletin 140, Child Count occurs bi-annually, on October 1 and February 1. It is a snapshot of all publicly-funded children across Louisiana on those dates, and are reported to the LDOE on October 31 and February 28.

- October 1 Child Count is a snapshot of enrollment counts on October 1. October 1, 2022 count will reflect a snapshot of enrollment counts on September 30, 2022.
- Per Bulletin 140 and community network lead agency agreements, child count must be submitted no later than **October 31**.
- An audit process will be completed through the Louisiana Data Review Software and will take place between November - January to validate reported numbers against internal reports.
- LDOE Fund Source Reports will be provided prior to the audit process.

October Child Count

Special Education

Children enrolled in full day publicly-funded (center-, school-, or site-based program) with an IEP or IFSP should be counted under the appropriate category, according to guidance below:

SPED Category Within Appropriate Fund Source

- Children receiving funding primarily from a fund source other than IDEA (e.g., Title I, LA 4, CCAP, etc.) should be counted within the SPED category of the appropriate fund source.

“IDEA ONLY” Category

- The “IDEA ONLY” category should include IDEA-funded children receiving special education services that cannot be counted in any other category. Only count children whose primary fund source is IDEA for ***full-time care***.
- Do not count children who are part-time or private pay and receive special education services.
- Do not count children receiving special education services in the home (including EarlySteps home-based children).

October Child Count

Family Child Care (FCCs)

Community Network Lead Agencies (CNLA) will work with FCC sites that have opted into Academic Approval to complete the October 1 and February 1 Child Count.

Responsibility of CNLA:

- Convey the purpose of Child Count to FCC Educator
 - *count of all publicly-funded children enrolled at the site*
- Ensure that FCC educators have record of which children are publicly funded
- Provide guidance on best practices for tracking funding sources for enrolled children
- Alleviate any concerns that may arise in their **first child count experience**

There will be a webinar to provide more guidance on all things FCC related. Please save the date for October 5th @ 12pm-1pm (invitation details shared on slide 38).

October Child Count Demographics

This process is designed to help providers and other stakeholders better support children and families. Providers should do their best to identify family background demographic and needs at the time of each child's enrollment.

Racial Demographic Information

- All children must be counted under only one racial demographic category.

Background Demographic Information

- **Ethnicity:** Ethnic demographic information mirrors the ethnic demographic information collected in K-12 - a child is either Hispanic/Latino or Not Hispanic/Latino.
- **Homelessness:** Please refer to [Homeless Children in Child Care](#) for additional information.
- **Language:** A Dual Language Learner is a child with at least one guardian who speaks a language other than English in the home, and can be determined by asking families for details about languages spoken at home.
- **Foster Care:** Children in Foster Care should be counted under the appropriate category



Child Count Toolkit



October Child Count Toolkit Materials

The toolkit and LDOE Child Count Template have been dropped into the FTP.

Guidance and Templates for Community Network Lead Agencies

- [Child Count Guidance for Community Network Lead Agencies 2022-2023](#)
- Community Network Lead Agency Child Count Template (pre-populated Excel file)

Guidance and Templates for Program Partners

- [Child Count Guidance for Program Partners 2022-2023](#)
- Digital Child Count Template for Program Partners (Excel file)
- Printable Child Count Template for Program Partners

October Child Count Toolkit Materials

Toolkits are located in one of the following FTP folders:

- Child Count
 - Click the 2022-2023 file within this folder
 - Click October 2022 Child Count Toolkit to access materials
- Coordinated Enrollment
 - Click the Child Count folder
 - Click the 2022-2023 file within the Child Count folder
 - Click October 2022 Child Count Toolkit to access materials

Contact Demita Walker at Demita.Walker@la.gov for FTP access or concerns.

October Child Count Guidance for Lead Agencies

Bulletin 140 establishes the requirement for community network lead agencies and publicly funded early learning sites to work together to submit a count of all publicly-funded classrooms and children.

Child Count occurs on October 1 and February 1 of each academic year. Data collected during Child Count is critical and used by different stakeholders.

The Department has created a [Child Count Guidance for Community Network Lead Agencies](#) containing three key steps to successfully complete child count:

- Step 1: Understanding the Child Count Process
- Step 2: Preparing the Community Network Lead Agency for Child Count
- Step 3: Completing and Submitting the LDOE Child Count Template

Reminder: October 1 Child Count will be captured on **Friday, September 30.**

October Child Count

Guidance for Program Partners

Child count captures the current enrollment of publicly-funded children (B-5) at each site on October 1. Data collected during child count is critical and used by many different stakeholders.

The Department has created a [Child Count Guidance for Program Partners](#) containing three key steps to successfully complete child count:

- Step 1: Understanding the Child Count Process
- Step 2: Preparing for Child Count
- Step 3: Completing and Submitting the Child Count Template to the Lead Agency

Reminder: October 1 Child Count will be captured on **Friday, September 30.**



Child Count Template



Understanding the Child Count Template

Tab 2: Child Count

DO NOT Enter Any Data On This Sheet!			EXAMPLE PAGE								
CHILD COUNT TEMPLATE FOR LEAD AGENCIES											
<p>Child Count is the primary tool used to count all publicly-funded children ages birth to five across Louisiana on October 1 and February 1 annually.</p> <p>This does not include school-aged children before and after school. Only count children enrolled during the "regular" school day.</p> <p>Do not count part time children or home-based children except for Early Head Start.</p> <p>During Child Count, it is extremely important that each of these children only be counted once, using their primary funding source, regardless of whether or not they braid funds.</p>											
Site Information			INFANTS (Publicly-Funded ONLY)								Total Infants
			CCAP		EHS		Local		PDG B-3		
Program Type <small>(click cell to select from drop-down menu)</small>	Site Name	Site Code	General	SPED	General	SPED	General	SPED	General	SPED	
Child Care	EXAMPLE - XYZ Child Care	ABC000	5	1							6
Head Start/Early Head Start	EXAMPLE - First Head Start	FGH000			4						4
School	EXAMPLE - Corner Elementary	010000									
Totals			5	1	4						10

Understanding the Child Count Template

Tab 3 - Demographics Tab

Demographic information reported through child count has become increasingly important in the Department's reporting on equitable access to early childhood care.

DO NOT Enter Any Data On This Sheet!			EXAMPLE PAGE			EXAMPLE EXPLANATION							
DEMOGRAPHIC INFORMATION TEMPLATE FOR LEAD AGENCIES						Example: Red Apples Child Care has five infants enrolled:							
Note 1: Children can be counted in multiple Background Demographic categories, as applicable. Note 2: Children should be counted in Ethnicity as applicable. Note 3: Children should be counted in only one Demographics by Race category, as applicable						- Allen is a white, non-hispanic infant							
						- Reed is two or more races, is non-hispanic, and is living in foster care							
						- Elliot is an Asian, non-hispanic infant whose home language is not English							
						- Samantha is a white, hispanic/latino infant living in foster care							
						- Bryan is a Black, non-hispanic infant							
Site Information						2020-2021 February Child Count - Dem							
						INFANTS (Publicly-Funded ONLY)							
						Background Demographics			Ethnicity	Demographics by Race - only count students once (in category of best fit)			
Site Type	Site Code	Site Name	Homeless	Foster	Dual Language Learner	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or more races	Other or Unknown
TOTALS (do not enter data in this row)			0	2	1	1	0	1	1	0	1	1	0
Child Care	ABC100	Red Apples	0	2	1	1	0	1	1	0	1	1	0



Understanding the Child Count Template

Demographics Tab - Example

Example: Red Apples Child Care has five infants enrolled

- Allen is a White, non-Hispanic infant
- Reed is two or more races, is non-Hispanic, and is living in foster care
- Elliot is an Asian, non-Hispanic infant whose home language is not English
- Samantha is a White, Hispanic/Latino infant living in foster care
- Bryan is a Black, non-Hispanic infant

Site Data			INFANTS (Publicly-Funded ONLY)									
			Background Demographics			Ethnicity	Demographics by Race - only count students once (in category of best fit)					
Site Type	Site Code	Site Name	Homeless	Foster	Home Language not English	Hispanic/ Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or more races
Child Care Center	ABC123	Red Apples Child Care										

Understanding the Child Count Template

Demographics Tab - Example

Example: Red Apples Child Care has five infants enrolled:

- Allen is a White, non-Hispanic infant
- Reed is two or more races, is non-Hispanic, and is living in foster care
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Site Data			INFANTS (Publicly-Funded ONLY)									
			Background Demographics			Ethnicity	Demographics by Race - only count students once (in category of best fit)					
Site Type	Site Code	Site Name	Homeless	Foster	Home Language not English	Hispanic/ Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or more races
Child Care Center	ABC123	Red Apples Child Care	0									

Understanding the Child Count Template

Demographics Tab - Example

Example: Red Apples Child Care has five infants enrolled:

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			Background Demographics			Ethnicity	Demographics by Race - only count students once (in category of best fit)					
Site Type	Site Code	Site Name	Homeless	Foster	Home Language not English	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or more races
Child Care Center	ABC123	Red Apples Child Care	0	2								

Understanding the Child Count Template

Demographics Tab - Example

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Site Data			INFANTS (Publicly-Funded ONLY)									
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Site Type	Site Code	Site Name	Homeless	Foster	Home Language not English	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or more races
Child Care Center	ABC123	Red Apples Child Care	0	2	1							

Understanding the Child Count Template

Demographics Tab - Example

Example: Red Apples Child Care has five infants enrolled:

- Allen is a White, non-Hispanic infant
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- Bryan is a Black, non-Hispanic infant

Site Data			INFANTS (Publicly-Funded ONLY)									
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Child Care Center	ABC123	Red Apples Child Care	0	2	1	1						

Understanding the Child Count Template

Demographics Tab - Example

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Understanding the Child Count Template

Demographics Tab - Example

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Child Care Center	ABC123	Red Apples Child Care	0	2	1	1	0	1				



Understanding the Child Count Template

Demographics Tab - Example

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Site Data			INFANTS (Publicly-Funded ONLY)									
			Background Demographics			Ethnicity	Demographics by Race - only count students once (in category of best fit)					
Site Type	Site Code	Site Name	Homeless	Foster	Home Language not English	Hispanic/ Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or more races
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Understanding the Child Count Template

Demographics Tab - Example

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Understanding the Child Count Template

Demographics Tab - Example

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Site Data			INFANTS (Publicly-Funded ONLY)									
			Background Demographics			Ethnicity	Demographics by Race - only count students once (in category of best fit)					
Site Type	Site Code	Site Name	Homeless	Foster	Home Language not English	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or more races
Child Care Center	ABC123	Red Apples Child Care	0	2	1	1	0	1	1	0	2	

Understanding the Child Count Template

Demographics Tab - Example

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Site Data			INFANTS (Publicly-Funded ONLY)									
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Understanding the Child Count Template

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Child Care Center	ABC123	Red Apples Child Care	0	2	1	1	0	1	1	0	2	1





Child Count Reminders and Next Steps



October Child Count Reminders

- The October 1 Child Count is a snapshot of enrollment counts on October 1; however, October 1, 2022 child count will reflect a snapshot of enrollment counts on September 30, 2022.
- Child *age* is based on child age on September 30, 2022.
- Only count children served with public funds should be counted.
- Only count children in one funding category.
- Do NOT include Child and Adult Care Food Program (CACFP) or Food/Nutrition funding.
- Only count publicly-funded children who are enrolled during the “regular” school day (full-time). Part-time children are not included in child count.
- FCCs are program partners and should be included in child count if they have gained Academic Approval.

Child Count Next Steps

Next Steps:

- September 27 - October 2022 Child Count Toolkit available in your FTP folder
- September 30 - Child Count captured for children enrolled in publicly-funded programs (full-time children only)
- October 31 - Finalized October Child Count 2022 Template must be submitted to the LDOE via FTP
- Contact Alicia Franklin at alicia.franklin@la.gov to schedule a call for additional October 2022 Child Count support.
- Contact Demita Walker at Demita.Walker@la.gov for FTP access or concerns.

Early Childhood Updates



Early Childhood Education (ECE) Fund Application

*All community network lead agencies were emailed the application for the Early Childhood Education Fund on Friday, September 9. The application is due on **Friday, September 30**.*

The application is due by 5 p.m. on **Friday, September 30**. If you have any questions, please contact devon.camarota@la.gov.

Thank you for your submissions:

Acadia	East Feliciana	Tangipahoa
Avoyelles	Franklin	Terrebonne
Beauregard	Iberia	Washington
Bienville	Plaquemines	West Baton Rouge
Central	Red River	West Feliciana
Concordia	St. Charles	Winn
Desoto	St. James	Zachary

All community network lead agencies must submit the application by 9/30/22



Developmental Screening Initiative Update

Developmental Screening Initiative Update

ASQ Update, Kits and Training

- The Department has ordered a minimum of 2 ASQ-3 and 2 ASQ-SE Spanish kits for each network. These will be delivered with the ASQ-3 and ASQ-SE kits.
- Training of Trainers covers ASQ-3 and ASQ-SE. Remember this is the person who would be responsible for training others. Participants must commit to 3 full days of trainings.
- Each participant will receive the following: 2 ASQ-SE kits, 1 ASQ-3 Learning Activities book, and 1 ASQ-SE Learning Activities book for their network.
- ASQ Training of Trainers opportunities:
 - *October 19-21 (0 seats remaining), Materials are being mail to participants this week.*
 - *November 28-30 (5 seats remaining)*
 - *January 18-20 (15 seats remaining)*
- Please register ASAP for training. Open seats will be offered prior to each training date.

Please contact Caitlyn.Robinson@la.gov for questions, comments, or concerns.



Upcoming Events

Upcoming Frog Street Assessment Webinars

Webinar Topic: Collecting Observational Data While Using Frog Street Pre-K 2020 (Site Admin)

Webinar Date/Time: Wednesday, September 28 at 1 p.m.

Webinar Link: <https://us06web.zoom.us/j/81367640052?from=addon>

Meeting ID: 813 6764 0052

Passcode: 692966

Collecting Observational Assessment Data Using Frog Street Curriculum (Infant - PreK, 2013)

Webinar Audience: Early Childhood Administrators

Webinar Date/Time: Wednesday, October 12 at 1 p.m.

Webinar Link: <https://us06web.zoom.us/j/89794543114?from=addon>

Meeting ID: 897 9454 3114

Webinar Audience: Site Administrators

Webinar Date/Time: Wednesday, October 26 at 1 p.m.

Webinar Link: <https://us06web.zoom.us/j/89794543114?from=addon>

Meeting ID: 897 9454 3114

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: YCWD CoP: Learn the Signs, Act Early/e-Therapy

Webinar Date/Time: Wednesday, September 28 at 2:00 p.m. **TOMORROW!**

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

Meeting ID: 692 061 0085

Passcode: gyiy3F

Please contact Caitlyn.Robinson@la.gov or book a meeting [here](#) with questions or concerns.

Transitional Support for Community Network Lead Agencies (CNLA)

The Department will host a deep dive webinar for CNLAs supporting Family Child Care Sites through Academic Approval.

Participants can **register** for the webinar using the information below.

Webinar Topic: Transitional Support for CNLAs Supporting FCC Sites

Webinar Date/Time: Wednesday, October 5th at 12:00 p.m.

Registration Link: <https://ldoe.zoom.us/meeting/register/tJApceyupjIiGdDIDqLhE9KpLOpkugUvuS67>

Meeting ID: 944 6568 9834

Passcode: 112233

Please contact Felicia.Jackson3@la.gov or book a meeting [here](#) with questions or concerns.

Office Hours Topics

Date	Topic
October 4	2023-2024 Coordinated Enrollment Template Overview
October 5	Transitional Support for CNLAs Supporting FCC Sites
October 11	Coordinated Enrollment Plan Jotform

Events and Deadlines



September 28:

- YCWD Community of Practice [Webinar](#) (OSEP Admin/SpEd Leaders)
- Collecting Observational Data While Using Frog Street Pre-K 2020 [Webinar](#) (Site Admin.)

September 30:

- New Director [Office Hours](#)
- ECE Fund Application Due to devon.camarota@la.gov
- Child Count captured for children enrolled in publicly-funded programs (full-time children only)
- [Nominations](#) for ECE TOY and LOY due

October 1:

- Coordinated Observation Plans submitted in FTP
- Classrooms are set up in the CLASS® Portal
- Fall observations are scheduled in the CLASS® Portal

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.”