



*Early Childhood*  
IMPROVING SCHOOL READINESS

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**Louisiana Early Childhood Key  
Training Modules  
RFA - 3  
December 19, 2019**

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# Agenda

*The purpose of this webinar is for potential applicants to obtain clarification on the requirements of the RFA and to receive answers to relevant questions.*

- I. Overview of Louisiana Early Childhood Key Training Modules
  - Request for Applications
  - Criteria for Evaluation
  - Module Structure
- II. RFA 3 Timeline
- III. Questions and Contact Information
- IV. Appendix

# Overview of Louisiana Key Training Modules



# Louisiana Early Childhood Key Training Modules

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

## **What are Louisiana Early Childhood Key Training Modules?**

- Louisiana Early Childhood Key Training Modules are a set of accessible, high-quality trainings designed by experts on best practices in the field of early childhood.
- These modules are branded by the Louisiana Department of Education and shared with key professional development vendors across the state to be used for redelivery.
- The design of each training module incorporates activities and presentation methods appropriate for adult learners to ensure trainers, coaches, community leaders, and directors can provide quality trainings on the subjects that matter most for supporting child development.

# Overview

## Louisiana Early Childhood Key Training Modules

*The Louisiana Department of Education is seeking proposals for trainings that will improve the quality of early childhood care and education for children birth to five in our state.*

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

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

# Overview

## Possible Applicants

*The Department will contract with selected subject matter experts to create Louisiana Early Childhood Key Training Modules.*

### **Who can apply for Louisiana Early Childhood Key Training Modules?**

- Applicants may apply:
  - as an individual;
  - as a group; or
  - on behalf of an organization.
- Considered applicants must have experience in working on projects similar in size, scope, technical requirements, and function to the proposed contract.

# Overview

## Application Process

*Individuals interested in designing and developing Louisiana Early Childhood Key Training Modules for RFA 3 must complete the [Application for Consideration](#).*

### Louisiana Early Childhood Key Training Modules Application

- This application must describe the module that would be developed if selected.
- *The full module does not need to be fully created by the time of the [Application for Consideration](#).*
- The application must be submitted by **January 24, 2020**.
- Louisiana Early Childhood Key Training Module applications should be emailed as a PDF document to [meredith.eckard@la.gov](mailto:meredith.eckard@la.gov).

What are Louisiana  
Early Childhood Key  
Training Modules?



# Louisiana Early Childhood Key Training Modules

*This is the Department's third of three Request for Applications (RFA) to build a comprehensive set of Louisiana Early Childhood Key Training Modules.*

Each of the three RFAs responds to one of three focus training areas and requests the submission of proposals for training modules that address a specific set of topics. The RFA release for each focus training area has been staggered throughout 2019.

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

**Focus Training Area 1: Early Childhood Tools and Standards**  
*Released February 2019*

**Focus Training Area 2: Effective Adult-Child Interactions**  
*Released May 2019*

**Focus Training Area 3: Management and Leadership**  
*Released December 2019*

Louisiana Early  
Childhood Key  
Training Module: RFA  
3



# Louisiana Early Childhood Key Training Modules

## Request for Applications 3

*The modules developed as a result of the Louisiana Key Training Modules RFA 3 will address topics and competencies related to effective **leadership and management**.*

**When considering indicators to create trainings for Louisiana Key Training Modules RFA 3, key questions to consider are:**

- What information and support do directors need to effectively manage a site?
- What leadership skills do directors need for continuous quality improvement?
- What guidance can leaders provide to teachers to strengthen a teacher's interactions with children?
- What structures must exist in a center to provide ongoing teacher guidance and support?
- What information and supports do early childhood teachers require to intentionally engage with and support diverse learner needs?

# Louisiana Early Childhood Key Training Modules

## Request for Applications 3

*Module 3A will relate to **planning a safe and healthy learning environment** to support continued development and exploration. These are the underlying understandings teachers in order to create and maintain a safe learning environment.*

Focused Training Area 3: Management and Leadership	
Module Focus	Suggested Indicator of Competency
<b>MODULE 3A</b> Planning a safe and healthy learning environment	<ul style="list-style-type: none"><li>● Knowing and understanding young children's characteristics and needs. from birth through age 8.</li><li>● Understanding various licensing regulations and parameters that ensure safe spaces for children.</li><li>● Knowing and understanding the multiple influences on early development and learning</li><li>● Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children</li></ul>

# Louisiana Early Childhood Key Training Modules

## Request for Applications 3

*Module 3B will relate to developing family engagement strategies in order to support families in children's development.*

Focused Training Area 3: Management and Leadership	
Module Focus	Suggested Indicator of Competency
<b>MODULE 3B</b> Building productive relationships with families	<ul style="list-style-type: none"><li>● Understand that successful early childhood education depends upon partnerships with children's families and communities.</li><li>● Know about and understand diverse family and community characteristics.</li><li>● Support and engage families and communities through respectful, reciprocal relationships.</li><li>● Involve families and communities in young children's development and learning.</li></ul>

# Louisiana Early Childhood Key Training Modules

## Request for Applications 3

*Module 3C will relate to **managing an effective operation**. Directors need support to manage appropriately and effectively in centers in diverse communities.*

Focused Training Area 3: Management and Leadership	
Module Focus	Suggested Indicator of Competency
<b>MODULE 3C</b> Managing an effective operation	<ul style="list-style-type: none"><li>● Maintain effective practices within the classroom through planning, record keeping, and reporting.</li><li>● Contribute to a well-run program, which is responsive to family and child needs.</li></ul>

# Louisiana Early Childhood Key Training Modules

## Request for Applications 3

*Module 3D will relate to **managing a commitment to leadership and professionalism**. Early childhood professionals need opportunities to engage in collaboration with peers in the field.*

Focused Training Area 3: Management and Leadership	
Module Focus	Suggested Indicator of Competency
<b>MODULE 3D</b> Managing a commitment to professionalism and leadership	<ul style="list-style-type: none"><li>● Identify and conduct themselves as members of the early childhood profession.</li><li>● Identify and involve oneself with the early childhood field.</li><li>● Uphold ethical standards and other early childhood professional guidelines.</li><li>● Engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.</li><li>● Integrating knowledgeable, reflective, and critical perspectives on early education.</li><li>● Engage in informed advocacy for young children and the early childhood profession.</li></ul>

# Criteria for Evaluation



# Louisiana Early Childhood Key Training Modules

## Criteria for Evaluation

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

- A. Experience, knowledge, and qualifications for creating a professional development training module.** *This criterion is used to assess the likelihood that the applicant will succeed in:*
- Providing the expertise necessary to develop high-quality, effective, professional resources and materials for Louisiana Early Childhood Key Training Modules;
  - Demonstrating successful past experience with related projects and ongoing or recently completed activities related to professional development opportunities.

# Louisiana Early Childhood Key Training Modules

## Criteria for Evaluation

*In addition, the Application for Consideration will be assessed based on the foundational plan outlined by the applicant.*

- B. Foundational plan for providing a professional development training module that will equip teachers and/or site leaders with the knowledge, skills, and competencies necessary for providing meaningful classroom interactions and learning experiences for children. This plan should include:**
- A module description with clear learning objectives that build teacher competency;
  - A detailed outline of the training module supported by research on effective professional learning practices;
  - A plan for building participant engagement through reflection, discussion, and collaborative learning strategies;
  - Methods for assessing participant understanding;
  - Citations and descriptions of empirical research related to the training module; and
  - Optional: A previously created sample content module.

# Louisiana Early Childhood Key Training Modules

## Lessons Learned/Tips from RFA1 and RFA2

*While reviewing applications, we have outlined strategies to strengthen the quality of proposals for Louisiana Early Childhood Key Training Modules.*

- Be specific. Make sure that your outline paints a clear description of the proposed training session.
- Be explicit all of your experience and expertise in early childhood and designing projects of similar scale.
- Include citations of all of the research that serves as the foundation for your training.
- Aside from research citations and background knowledge, the materials should be your own, unique work.
- Be engaging! Find ways to make your proposed training session stand out! Ensure you are incorporating an understanding of how adults learn best into your module description.

# Module Structure



# Louisiana Early Childhood Key Training Modules

## Module Structure

*Selected applicants will work with the Department to create training modules that rely on research-based best practices. These modules must be ready-to-go presentations that can be easily redelivered.*

### **MODULE STRUCTURE**

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

Specifically, once designed, all modules must include:

- Pre-work/Pre-Assessment
- PowerPoint Presentations
- Participant Engagement Activities
- Training Manual with Facilitator Notes
- Handouts
- Evaluation Tools

# Louisiana Early Childhood Key Training Modules

## Module Structure, Platform and Length

*If selected, you will create a 2 hour module providing high-quality professional development training on research-based best practices while leveraging all available expertise.*

### **MODULE PLATFORM AND LENGTH**

- Once created, these training modules will be redelivered to teachers and directors across the state by approved professional development vendors using PowerPoint presentations, audio/video resources, and handouts.
- Each training module will consist of 2 hours of professional development training.
- Contractor should be sensitive to varying learning styles and modalities, as well as education levels and experience while designing each module.
- Applicants may propose on their application to develop a series of modules, depending on content.
- The Department expects to contract for the design of multiple 2-hour module sessions that address the focus topics listed in Section 3 of the RFA.

# Louisiana Early Childhood Key Training Modules

## Module Structure, Review and Revision

*The review process between the Department and selected contractors will be frequent and collaborative to ensure a successful final product.*

### **REVIEW AND REVISION PROCESS**

- Each selected contractor will receive at least 3 rounds of feedback for chunks of module content, and must revise module based on feedback, to ensure the highest quality of presentation for the early childhood workforce.
- LDOE must provide final sign-off before release, which may require 1 additional round of feedback, if needed.

# Louisiana Early Childhood Key Training Modules

## Module Structure, Funding

*Contractors will receive funding for the training, but will not be required to redeliver the training as part of the contract for the module development.*

- \$10,000 will be awarded to selected applicants to build **each** Louisiana Early Childhood Key Training Module.
- A portion of these funds will be provided following approval of the initial proposal (\$5,000), with the remaining balance awarded at completion of the module (\$5,000).
- Selected applicants must commit to completion and submission of satisfactory deliverables found within the training module.
- Upon contract completion, the Department will have the right to access, modify, and distribute the materials created as part of the Louisiana Key Training Module process.

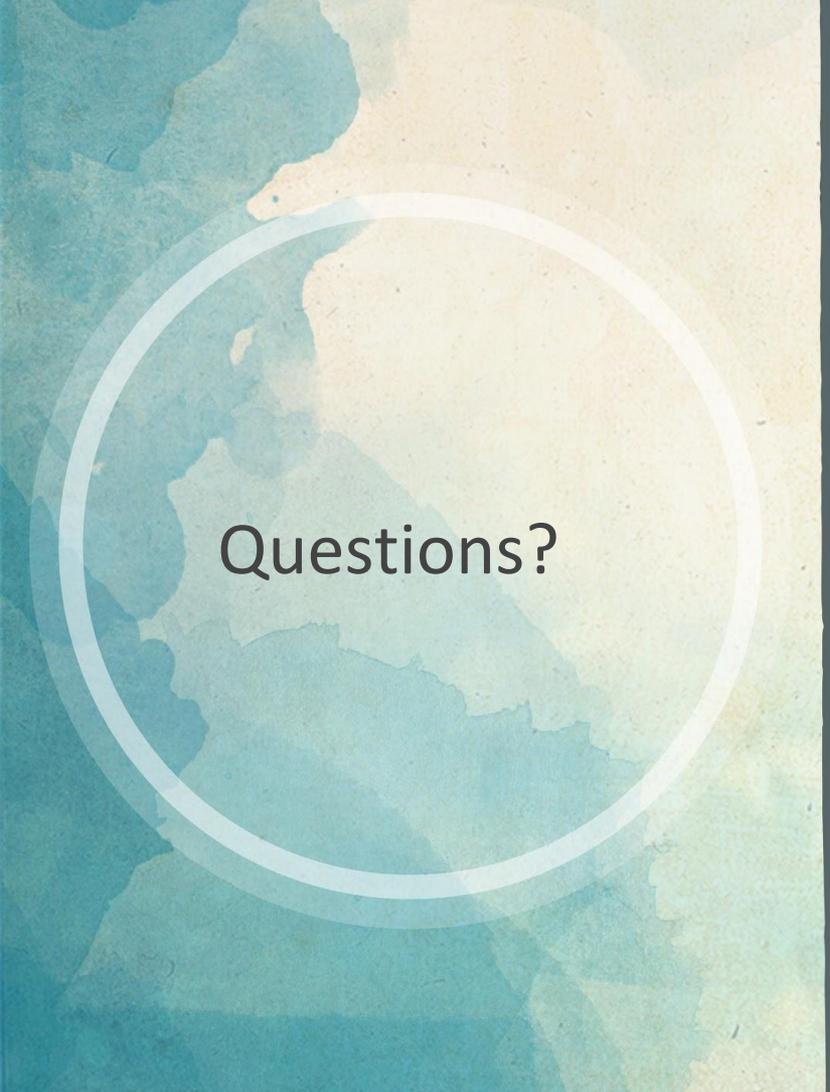


RFA 3  
Timeline



# RFA 2 Timeline

Louisiana Early Childhood Key Training Modules, RFA 2 Timeline	
December 13, 2019	Louisiana EC Key Training Modules, RFA 3 released
December 19, 2019	Informational webinar provided on Louisiana EC Key Training Modules, RFA 3
January 24, 2020	Applications due to the Department
February 7, 2020	Contractors announced for Louisiana Key Training Modules, RFA 3
February-April 2020	Contractors work with the Department to: <ol style="list-style-type: none"><li>1. Provide revised proposal for module development (as needed based on initial application)</li><li>2. Submit draft(s) of contracted Key Training Module(s) and receive feedback</li><li>3. Respond to feedback on Key Training Module(s) draft and submit revised version.</li><li>4. Submit final Key Training Module materials, in requested format with request revisions for Department use.</li></ol>
April 24, 2020	Final Key Training Module (in requested format with requested revisions) materials due to the Department
Spring/Summer 2020	Contractors participate in a one-time train-the-trainer session, to be hosted by the Department

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Questions?

For questions or additional information,  
read our [FAQ document](#) or  
email [meredith.eckard@la.gov](mailto:meredith.eckard@la.gov).

**APPENDIX:**  
Background of  
Louisiana's Early  
Childhood System



# Background and Purpose

## Louisiana's Vision to Achieve Kindergarten Readiness

*The Louisiana State Legislature unanimously enacted the Early Childhood Care and Education Act of 2012 (Act 3) to unify all publicly-funded birth through five programs into a statewide early childhood care and education network.*

Shared high standards for what children should learn and what excellent teaching looks like.

Teachers are excellent at interacting with children and guiding learning.

Expectations for health, safety, and learning are consistent with adequate funding levels for programs that serve children well.

Families can easily enroll and choose the best option for their children.

# Background and Purpose

## Data Measures

*Louisiana's statewide CLASS® data provides clear information about what is happening in classrooms and what support is needed for teachers.*

- Most teachers are able to provide a positive environment that is responsive to children's needs and emotions, which helps children develop the ability to interact with others.
- Teachers are often successful in organizing an effective classroom, which manages children's attention, time, and behavior.
- More opportunities for back-and-forth engagement and feedback loops between teachers and children are needed to encourage connections between concepts and ideas.
- Additional support is needed to provide teachers strategies for understanding and addressing the needs of diverse learners, including dual language learners, and students with identified exceptionalities.

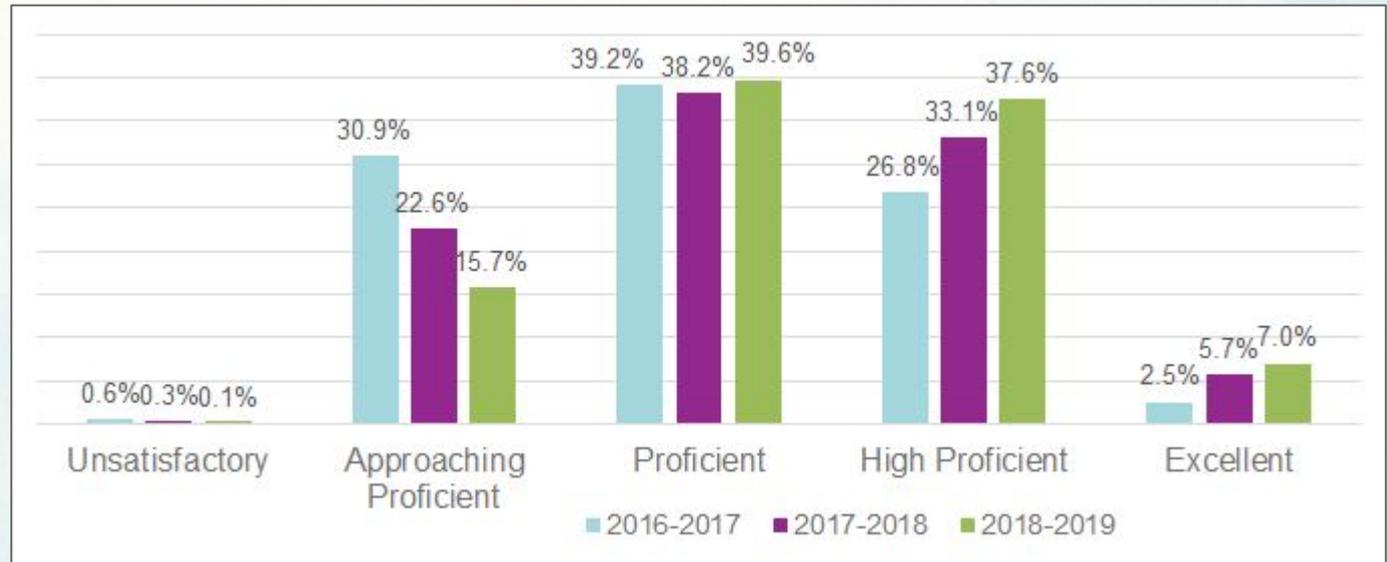
*Information about every community's CLASS® scores and use of curriculum and child assessment can be found in the 2018-2019 [Performance Profiles](#) and [resources](#).*

# Background and Purpose

## Site-Level Improvement

*127 more sites (7%) achieved Proficient or above in 2018-2019, indicating more children across the state are receiving quality care and education than in years past.*

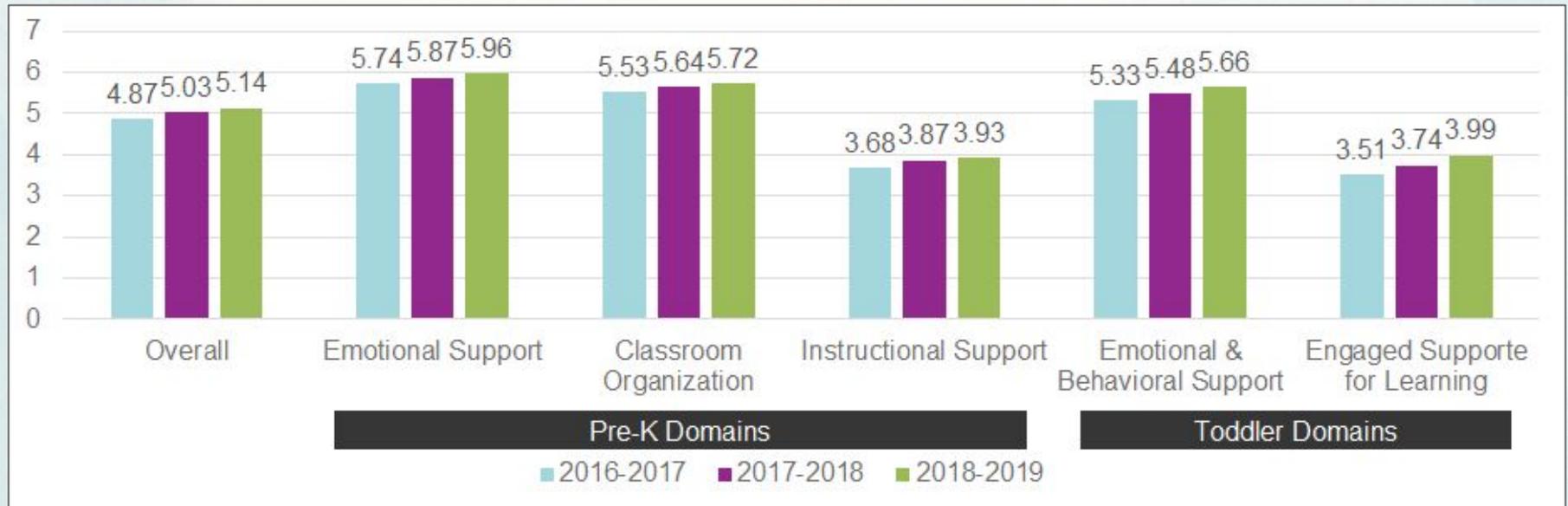
Rating	Score Range
Excellent	6.00-7.00
High Proficient	5.25-5.99
Proficient	4.50-5.24
Approaching Proficient	3.00-4.49
Unsatisfactory	1.00-2.99



# Background and Purpose

## Improvement by Domain

*The statewide average score for each CLASS<sup>®</sup> domain has improved incrementally and steadily each year.*



# Background and Purpose

## Dimension-level Improvement: Pre-K

*Despite the incremental growth of the statewide average score for each Pre-K CLASS<sup>®</sup> dimension, teachers are still needing support in Concept Development, Quality of Feedback, and Language Modeling.*

