



# Early Childhood Community Network Pilots

## Webinar 3 – March 4, 2013



# Agenda for Webinar

- How this Webinar Will Work
- Overview of Diverse Delivery
- Relationship of Diverse Delivery to Pilot RFA
- Options and opportunities for
  - Schools
  - Early Head Start and Head Start Programs
  - Child Care Centers
- Examples from Diverse Delivery Project
- Questions
- Closure

# How this Webinar Will Work

- Webinar will last one hour; we will present for 45 minutes and then respond to initial questions, time permitting
- All participants are on mute; questions will only be accepted electronically via the chat feature
- All questions will be recorded; questions and written responses will be posted on the LDOE website by the end of the week
- These responses will be provided for general informational purposes only, as they are NOT part of the official RFA process

# Overview of Diverse Delivery

- Diverse delivery is a strategy to meet the multiple needs of children and families by providing early care and education services through a system of mixed service delivery options
- Partners include local school systems, approved non-public schools, Head Start grantees, and child care providers who collaborate to enhance the quality of early care and education for eligible children, birth to five, in local communities
- Partnerships allow for sharing resources, braiding funds, and meeting mutual and individual goals. These shared goals may include:
  - School readiness, and
  - Supporting families to become self-sufficient through access to full day, full year, high quality early learning and development services

# Benefits of Diverse Delivery

- Programs benefit from collaboration:
  - Schools: Expand preschool classrooms without building new sites; more children reach kindergarten ready for success
  - Early Head Start/Head Start: Demonstrate community collaboration and expand outreach to underserved eligible children
  - Child Care: Access to additional funding to enhance educational program
  - All programs gain additional resources and are better positioned to maximize existing resources to best serve children
- Children and families benefit:
  - Children remain in consistent settings that support their social and emotional development, yet have increased access to enhanced educational experiences through qualified teachers, research-based curricula, and comprehensive services
  - Working parents have access to high quality, full-day, full-year services
  - Families have access to high quality programs in different settings

# Challenges of Diverse Delivery

- Some Challenges
  - Different learning requirements and program policies (e.g., different ratio requirements)
  - Categorical nature of funding streams
  - Different eligibility requirements
  - Accountability and administration are more complex when managing funds from different funding sources
  - Maintaining staff quality and pay equity

# Pilots, Community Networks, and Diverse Delivery: Leveraging and Sharing Resources

- RFA for pilots requires applicants to detail current efforts or plans for coordinating and/or sharing resources and leveraging and/or braiding funding with plans for expansion:
  - Braiding Funds: Multiple funding streams, initially separate, are brought together to pay for more than any one stream can support, and then carefully pulled back apart to report to funders on how the money was spent
  - Dual Eligible Children: Children who meet eligibility for more than one program and qualify for services under more than one funding stream
- Pilot applicants are also asked to submit requests for waivers for rules or regulations that make it more difficult for them to work together to achieve expected outcomes
- Applicants may request waivers that make it easier or more feasible for them to provide Diverse Delivery

# Diverse Delivery Options and Opportunities

## Opportunities to Braid Funds:

- CCAP – Available to pay for full-day, full-year services for eligible children and families and available to braid with other funds for before/after, summer, holidays
- LA 4 – Available via collaboration with local school system
- NSECD – Available via direct application (if funding available) or through collaboration with existing NSECD funded program
- Early Head Start/Head Start – Available via collaboration with EHS/HS grantee through delegate or child care partner agreements
- IDEA Part B and C – Available to support children with identified disabilities

Community Networks are encouraged to use Diverse Delivery strategies as means to accomplish pilot outcomes

# Diverse Delivery Options and Opportunities: Schools (Public and Approved Non-Public)

- **Overview**
  - Diverse delivery is allowed by federal and state regulations
  - Diverse delivery is encouraged and supported by the LDE
- **Benefits**
  - Expand access to programs (slots) without additional capitol outlay
  - Facilitate implementation of high quality, community-based before-and after-school programs
  - Support quality services for children birth to 3 years to promote readiness of children entering 4-year-old programs
  - Ensure more children reach kindergarten ready for success
- **Challenges**
  - Requires collaboration across multiple community-based agencies
  - True collaboration requires mutual trust, support, and benefit
  - Multiple layers of rule and regulation

# Diverse Delivery Options and Opportunities: Schools (Public and Approved Non-Public)

- Opportunities
  - Collaborate with other providers of early care and education to provide:
    - Services to greater numbers of children
    - Professional development opportunities
    - Effective transitions for children from one setting to the next
    - Greater options for families to meet their needs
    - A comprehensive community-based system of early learning and development
  - Braid funds to serve children and families

# Diverse Delivery Options and Opportunities: Early Head Start and Head Start

- **Overview**

- Head Start and Early Head Start are federally funded programs administered locally by grantees or their delegates (LEAs, non-profits and for-profits, governmental entities)
- Funding is distributed federal to local and is used to provide comprehensive services to low income children and families
- Program oversight is the responsibility of the grantee board of directors and policy council (parents and community representatives)

- **Benefits**

- Expand opportunities to serve more children through Head Start model of comprehensive services
- Enhance the quality of school readiness services for children in Head Start
- Improve coordination of services with local child care centers and school systems for better transition and services to children with special needs

# Diverse Delivery Options and Opportunities: Early Head Start and Head Start

- Challenges
  - Head Start performance standards must be followed
  - Educating potential partners on program design
  - Determining goals and gaining support from partners (commitment)
  - Sharing of resources (time, staff, facilities, funding, and services)
  - Determining structure and procedures for the administration and delivery of services (fiscal agent, reporting authority, and point of contact)
- Opportunities to collaborate with other providers of early care and education to provide
  - Services to greater numbers of children
  - Enhanced professional development to increase the effectiveness of teachers
  - Seamless transitions for children from one setting to the next
  - Greater options for families to meet their needs
  - Comprehensive community-based systems of early learning and development

# Diverse Delivery Options and Opportunities: Child Care Centers

- **Overview**

- Community child care provides diverse delivery options for community-based full-day, full-year care and education services
- Several child care centers in Louisiana have used Diverse Delivery strategies to enhance their care and education services for nearly 10 years

- **Benefits**

- Children – Continuity of care; enhanced educational experiences; enter kindergarten ready for success
- Program – Provides additional funding sources to support quality improvement
- Staff – Funding facilitates the recruitment and retention of qualified teachers who are well supported to help children to be ready for success in kindergarten
- Families – More options for high quality, full-day, full-year services

# Diverse Delivery Options and Opportunities: Child Care Centers

- **Challenges**
  - Takes time to build relationships with other agencies
  - Differences in program standards
  - Difficult to retain degreed or certified teachers without funding to offer benefits
- **Opportunities**
  - Partnership opportunities with Early Head Start/Head Start, school systems, and NSECD programs exist in almost every community
  - Child care directors experienced in Diverse Delivery are willing to share their experiences and lessons learned with this model of service delivery
  - Resource and Referral agencies are available to provide information and strategies to get started

# Options and Opportunities: BrightStart Diverse Delivery Project

## Overview of Project

- The collaborative model is not new to Louisiana
- Official BrightStart support for the Diverse Delivery model began in 2010 as an objective in the Early Childhood Advisory Council (ECAC) grant
- Initial focus was on four-year-olds and collaboration between LA 4 and private child care centers and Head Start programs
- Experiences, models, and knowledge grew and the definition and work surrounding Diverse Delivery evolved
- Focus is on collaboration between all programs serving children birth to school entry

# Options and Opportunities: BrightStart Diverse Delivery Project

## Project Goals and Outcomes

- Promotion of the concept and provision of information
- Partnership building
- Expansion of opportunities for Diverse Delivery of Pre-K Programs
- Knowledge acquisition and support of existing collaborations
- Provision of a Diverse Delivery Resource Guide and a report containing profiles of successful collaborations and braided funding opportunities

# Options and Opportunities: BrightStart Diverse Delivery Project

## Disclaimer

- Diverse Delivery is *not a* “one size fits all endeavor”
- Creativity and innovative thinking will lead to successful collaborations that meet the unique needs of our diverse communities
- Standards and requirements of all programs must be met to ensure integrity and maximize access to high quality early childhood programs

# Options and Opportunities: Partnerships

- **Facility Partnership**

Partnership where collaboration is focused on facilities, such as classroom space.

Example:

- The school provides the teacher, paraprofessional, materials, and supplies to the community-based classroom site (e.g., child care) in accordance with funding requirements (e.g., LA 4 or NSECD)
- While the provision of services occurs in a child care or other community-based classroom, personnel, materials, and equipment are the responsibility of the public or approved non-public school

# Options and Opportunities: Partnerships

## Facility Partnerships Continued

- Livingston Parish School System (LPSS) and Fundamentals Early Learning Center collaborate to provide Pre-K. LPSS uses LA 4 and Educational Excellence Funds (EEF) and provides all services but contracts with Fundamentals for classroom space. Fundamentals has no authority over the classroom but benefits through the provision of before and after school care for the Pre-K children.
- The Recovery School District, Andrew Wilson Charter School, and McMillians First Steps collaborate to provide LA4 Pre-K. The RSD pays Andrew Wilson a monthly allotment per LA4 child. In turn, Andrew Wilson contracts with McMillians to provide classroom space. Andrew Wilson pays the teacher and para-professional and provides materials and supplies.
- The Recovery School District, Langston Hughes Charter School, and Wilcox Academy use a similar configuration. In addition, Wilcox has Early Head Start children also on site.

# Options and Opportunities: Partnerships

- **Program Partnerships**

Community programs and schools collaborate and make individual decisions based on responsibility for space, facilities, and program oversight (based upon the contract between the collaborating entities)

*Examples:*

- The LEA and the child care center each provide some of the components of the program. For example, the LEA provides the teacher, transportation, consumable materials/supplies, and the center provides the equipment, meals, para-professional and wrap-around and related services.
- The LEA contracts with the child care center to provide the LA 4 Program for a specified per pupil allotment. The certified teacher and paraprofessional are employees of the center. The child care center recruits the children and provides oversight of the program.

# Options and Opportunities: Partnerships

- **Program Partnerships Continued**
  - Ouachita Parish School System (OPSS) partners with both Mini Scholars Child Care and the ULM Child Development Center to provide LA 4 Pre-K. The child care centers employ the certified teachers and para-professionals. OPSS pays the child care centers a monthly allotment per LA 4 child.
  - This configuration is also used by the Recovery School District with Children's World, Sheila's Kiddie Cottage, and Gilda's Preschool Academy. All of these programs are located in New Orleans.

# Options and Opportunities: Partnerships

- **Other Types of Partnerships**

- Components of program and facility partnerships are used. For example, the LEA contracts with a community agency to provide space/facilities for the PreK program. The LEA pays the certified teacher and provides materials and supplies. The community agency employs the para-professional and provides meals.
- A Head Start grantee locates Head Start slots in a child care center through a Child Care Partnership. The tuition of other children in the class may be funded through the Child Care Assistance Program (CCAP) or private pay.
- An LEA is an Early Head Start grantee. In order to meet the needs of teen mothers still in high school, the LEA locates Early Head Start slots in a child care center. The tuition of other children in the class are funded through CCAP and private pay.

# Options and Opportunities: Partnerships

- **Other Types of Partnerships**

- Livingston Parish School System, Regina Coeli Head Start, and Southeastern Louisiana University (SLU) collaborate to provide Pre-K in the SLU Child Development Center. In this model, no money changes hands. Through a Memorandum of Understanding, each partner provides different components.
- Sabine Parish School System is a Head Start grantee. LA 4, Head Start, and 8g funds are braided to pay salaries and purchase equipment and supplies. All eligible four-year-olds in this system are currently being served.
- Total Community Action (TCA) Head Start locates Head Start slots in several New Orleans area child care centers. Typically, TCA pays the child care center a set amount per child and provides other support services (e.g., family support, dental services, behavioral supports).

# Options and Opportunities: BrightStart Diverse Delivery Project

- **Lessons Learned**

- Initial resistance is usually a fear of loss of control
- Become familiar with collaborating partner's requirements, standards and program components
- Conduct a meeting for families to inform them about collaboration
- Develop a schedule of ongoing communication between stakeholders
- Consider collaboration a fluid process
- Establish a network of contacts in communities and statewide

# Options and Opportunities: Diverse Delivery Resource Guide

- Diverse Delivery Resource Guide

A fluid, ongoing document that contains:

- Descriptions of collaborations
- FAQs
- Resources and Tips
- Sample Contracts and MOUs
- Sample Job Descriptions
- Profiles of successful collaboration in Louisiana and other states
- Contacts
- To be posted to the BrightStart website:

[www.brightstartla.org](http://www.brightstartla.org)

# Questions?

- Please submit questions via the chat feature
- We will respond to initial questions today, time-permitting
- All questions will be recorded; questions and written responses will be posted on the LDOE website next week
- Given that the official question and answer time period has ended related to the RFA, these questions and responses will be answered from a general frame in support of diverse delivery only

# Next Steps

- Thanks for participating today
- Please check the BrightStart website later this week to review the Diverse Delivery Resource Manual

