Early Childhood Roundtables

Community Networks in 2015-16:
Creating a Unified System for Leadership, Enrollment and Letter Grades

DEPARTMENT of EDUCATION
Louisiana Believes

Roundtable Overview

As part of a yearlong engagement process, BESE and LDE want to hear from providers and stakeholders.

Objectives

1. Review work-to-date and lessons learned since Act 3;
2. Based on lessons learned, propose policy for a unified system for leadership, coordinated enrollment and letter grades;
3. Discuss state's commitment to support communities to improve kindergarten readiness; and
4. Get feedback to inform policy proposal.

Agenda

- Act 3: Vision for a Unified System
- 2015-16 Community Network Expectations: Policy Proposal and Pathway to Improvement
  1. Lead Agency
  2. Coordinated Enrollment
  3. Unified Letter Grade System
     - *Letter Grade Overview: Focus on Adult-Child Interactions*
     - *Field Test Learnings*
     - *Letter Grade Profiles: Graded Metrics and Informational Metrics*
- 2015-16 Investment in the Pathway to Improvement
- Next Steps and Discussion

Act 3: Vision for Unified System

Act 3 (2012) sets a vision for unified system where all children enter ready for kindergarten.

Fragmented System	Vision for Unified System
Children are falling through the cracks and are not consistently prepared	High standards for what children should learn and what excellent teaching looks like
Teachers are not equally prepared nor rewarded for their work	Teachers who are excellent at interacting with children and guiding learning are supported and rewarded
Families do not have easy-to-use information to make the best choice	Families apply through shared processes and are satisfied with their children's experience
Providers are subject to inconsistent expectations and do not have equitable resources to achieve outcomes	Consistent expectations for health, safety and learning, and adequate funding levels across programs based on serving children well

Since 2012, Louisiana has unified policies and expanded support for programs and teachers in these areas.

Act 3 Progress To-Date and Learnings from Field

Through the Pilots and Field Test, local communities are leading Act 3 implementation.

Community Network Pilots:

- 3 Cohorts launched between 2013-2015 – all parishes have joined
- Include all publicly-funded programs (child care, Head Start, PreK)
- Are building collaborative leadership, supporting teachers and coordinating enrollment

In 2014-2015, 7 Cohort 1 Pilots in Field Test were asked to:

- Observe every classroom twice with *CLASS*
- Assist teachers to use best practices (e.g., curriculum, assessment)
- Support teachers through training and coaching
- Participate in a teacher and family survey

Key Learnings from Field Test

- Each Community Network needs one entity to formally coordinate efforts, including:
  - Developing a *CLASS* observation schedule with adequate reliable observers
  - Developing a system for collecting, reporting and sharing data
  - Sharing results with programs to support improvement
- Observations by local, reliable observers may be validated by third party results
- Teachers benefit from aligned supports (e.g., tools, training, coaching) that address their needs

Achieving Full Implementation of Act 3: Policy Proposal

Currently, there is no formal policy that recognizes or guides local leadership structure, quality measurement and improvement, and enrollment.

Challenge: Lessons Learned Indicate Need for Strong Local Systems

Act 3 Implementation and improved kindergarten readiness depends on ensuring:

- Teachers receive observations and high-quality feedback and support, and
- Families benefit from a coordinated enrollment process.

Overall Policy Proposal: A Fair and Equitable Policy is Needed To:

1. Establish a lead agency for each Community Network to formally coordinate efforts of all programs;
2. Specify coordinated enrollment expectations and timeline; and
3. Detail the unified letter grade rating and improvement system.

- *The roundtable will share the major aspects of each part of the policy proposal.*
- *Your feedback will help create the draft proposal to be considered by the Advisory Council in May.*

Achieving Full Implementation of Act 3: Pathway to Improvement

Programs need guidance and resources to know and understand how to improve teaching and learning

Approach: Provide Clear Pathway For and Invest in Improvement

The fairness and the effectiveness of this policy depends on ensuring:

- Unified system provides specific information to every program and teacher
- Professional development resources are aligned to create an accessible and affordable pathway to improvement that address the unique needs of each program and teacher

Proposed Policy: Part 1
Lead Agency Structure

Proposal for Community Network Lead Agency

To achieve full implementation, every Community Network needs a Lead Agency.

Challenge: All Community Networks Need Formal Leadership

- In 2015-16, state must shift from pilot to full implementation as required by law
- Learnings from pilots demonstrate a need for a lead agency to coordinate two key functions among all program partners at a local level:
  1. *Coordinated Enrollment, and*
  2. *Coordinated Observation.*

Policy Proposal Part 1: Community Networks Designate Lead Agency

New BESE policy would:

1. *Enable local entity to apply to become lead agency for Community Network and BESE to appoint a lead agency where no qualified applicant has applied;*
2. *Outline responsibilities for and funding to support lead agency; and*
3. *Define the State's right to intervene.*

Lead Agency Responsibilities and Milestones

Lead Agency will work closely with programs on enrollment, observation and improvement.

Approach: State Funds Lead Agencies Based on Coordination

- Organizations will be selected and funded annually based on:
  - *Demonstrated capacity to perform coordinated observation and coordinated enrollment*
  - *Support of program partners (e.g., child care, Head Start and PreK leaders)*

Specific Responsibilities

Coordinated Enrollment	• Lead planning and implementation of coordinated enrollment • Submit community application for funding to State/Feds ✓ *Apply to participate in Preschool Development Grant*
Coordinated Observation	• Assure accurate measurement of teaching and program quality by: ✓ *Managing schedule so each classroom receives two CLASS observations by a reliable observer* ✓ *Reporting results to 1) the state for letter grade purposes and 2) programs to support improvement*

Key Milestones: Lead Agencies:

Now – July 2015	*Sept. 2015*	*Dec. 2015*	*Jan. 2015*	*May 2015*
Apply to LDE, are approved by BESE, and funding begins	Develop observation schedule and plan for fidelity and reliability	Ensure 100% of classrooms are observed in the fall with accuracy	Improve coordinated enrollment system	Ensure 100% of classrooms are observed in the spring with accuracy

Proposed Policy: Part 2
Coordinated Enrollment

Proposal for Coordinated Enrollment

No single provider (schools, Head Start, or child care) can serve all families and prepare all children. Therefore, each community has to work together.

Challenge: Families Need an Easier Process to Make Informed Choices

- Families don't have an easy way to learn about all programs in the community.
- Families have to go to too many places to determine if they are eligible and apply.
- Families may be on a waitlist for one provider while another has empty seats.
- There is no way to know the full demand and plan to meet families' needs.
- Providers are often on their own in recruiting and connecting with families.

Policy Proposal: Ensure Communities are Coordinating Enrollment

As required by law, proposed policy would establish an annual review process for assuring communities are coordinating enrollment so that:

- Families know of all available seats,
- Families have an easy way to know what they are eligible for and apply, and
- Families do not occupy more than one seat, thus ensuring maximum use of available slots.

Coordinated Enrollment Approach and Milestones

To ensure all seats and funding are maximized, all publicly-funded programs should work together to enroll children and request funding for early childhood seats.

Approach: Communities Apply for Funding Based on Coordinated Enrollment Work

Lead agency, working closely with all programs, oversees implementation of coordinated enrollment system and submits plan to State. → State signs-off on enrollment system.

Using family demand, lead agency submits annual funding proposal to the State and maximizes other local and federal funds. → State provides available funding based on community funding applications.

Key Milestones:

July 2015	*Oct. 2015*	*Dec. 2015*	*Feb. 2016*	*April 2016*
Complete 2nd coordinated enrollment self assessment	Receive list of communities where there is no coordinated effort	Submit 2016-17 Coordinated Enrollment plan	Submit Community Network funding request	Receive 2016-17 funding allocation notice

See Appendices for Timeline Expectations by Cohort

Proposed Policy: Part 3

Unified Letter Grade Rating & Improvement System

Proposal for Early Childhood Letter Grade Profiles

Louisiana must launch a shared quality measure for all public programs in 2015-16.

Challenge: Need a Unified Quality Measure

Louisiana needs a statewide system for evaluating programs and networks that:

- *Defines and measures core elements needed for high-quality early childhood outcomes;*
- *Provides simple, clear information about performance;*
- *Clearly articulates a path to improvement; and*
- *Gives families an easy way to compare choices in their community.*

Policy Proposal: Align Letter Grade Profiles to Items Promoting Kindergarten Readiness

Proposed policy would establish the unified accountability system for programs and networks called for by Act 3 by providing:

1. Letter grade that relates to positive child outcomes

- *Adult-child interactions and instruction, as measured by CLASS; and*
- *Access for at-risk children (Community Networks only).*

2. Information on classroom best practices

- *E.g., using curriculum, maintaining lower ratios, assessing children to support learning*

Letter Grade Approach: Focus on Interactions with Children

Louisiana will use CLASS to measure, provide information on and support improvement on the core elements needed for quality: adult-child interactions and instruction

As a research-based, nationally regarded early childhood quality measure for all young children, CLASS

- Assesses how well teachers interact with children, including how well they:

Description	PreK Domain	Toddler Domain
Create a warm, positive environment and build trusting relationships with children	**Emotional Support**	**Emotional & Behavioral Support**
Organize daily routines and minimize disruptions	**Classroom Organization**	
Help children learn concepts and connect ideas through dialogue and play	**Instructional Support**	**Engaged Support for Learning**

- Correlates with child outcomes
  - *Programs that perform better on CLASS have better child outcomes (i.e., kindergarten readiness)*
- Supports teacher growth by providing useful information for coaching
  - *Teachers and leaders in Community Networks have been trained on CLASS*
  - *Head Start implemented CLASS for all programs to inform and encourage classroom improvement*
- Has been validated in 4,800+ classrooms nationwide

Why Interactions and Instruction Matter for Children

Interactions and instruction predict child outcomes.

Research Shows:

- ✓ Children's academic and social growth is predicted by quality of interactions.
- ✓ Children have more academic growth with effective *Instructional Support* and improved social competence and reduced behavior problems with effective *Emotional Support.*
- ✓ Children in classrooms with higher Toddler *CLASS* scores demonstrate better early language skills and reduced behavior problems.
- ✓ Children from low-income families and families with lower levels of education benefit the most and benefits last through later grades.
- ✓ Teachers with varying credentials or degrees (e.g., CDA, AA, BA, MA) can demonstrate effectiveness on *CLASS.*
- ✓ Professional development that enables teachers to see and identify effective interactions results in improved quality of instruction and improved academic outcomes for children.

SURVEY RESULT*: 83% *of respondents agree that CLASS is an effective measure of the quality of an early childhood program

A Clear Focus for the Pathway to Improvement

To support building strong Community Networks, the letter grade system will begin with a clear, narrow focus with a full range of aligned supports.

Focus On *CLASS* Ensures Focus on Individualized Support for Programs and Teachers

Using CLASS to measuring and holding programs accountable helps Community Networks develop systems for conducting observations, providing feedback and aligning support.

- *Eliminates confusion about what is needed to improve performance.*
- *Helps coordinate and maximizes resources by identifying specific areas for improvement in a clear and consistent way.*
- *Enables all providers to demonstrate quality performance.*

***SURVEY RESULT*:**
83% of teachers rate CLASS observations as helpful

➢ *State will provide technical assistance on strengthening local observation and support systems*

Letter Grade Approach: Obtaining Reliable Data

Louisiana needs a system to assure accurate and consistent measurement of all classrooms. In 2015-16 Learning Year, the state will consider both local and third party observations for letter grade purposes.

Why Use Local Observers?

- ✓ Local leaders have demonstrated their ability to conduct valid, reliable *CLASS* observations
- ✓ Programs need information throughout the year to provide the best supports to teachers
- ✓ Funding enables communities to build capacity for *CLASS* observations, feedback and coaching

Why Use Third Party Observers?

- ✓ Using a third party provides more consistent measurement statewide and reduces risk of conflict of interest and bias
- ✓ Auditing classrooms may be cost-effective and enable the state to allocate more funding locally

Key Milestones:

Sept. 2015	*Sept. 2015*	*Sept.- Dec. 2015*	*Jan.-May 2016*
State contracts with third party to conduct observations	Lead Agency develops observation schedule and plans for fidelity and reliability	Lead Agency ensures 100% of classrooms are observed in the fall with accuracy	Lead Agency ensures 100% of classrooms are observed in the spring with accuracy

Field Test *CLASS* Observation Results: PreK

State will continue to examine reliability of local approach, but similar averages of local and third party aggregate results indicate local observations provide useful information.

Teachstone considers scores within 1 point to be reliable.

Field Test	ES	CO	IS
% Within 1 Pt.	85%	81%	59%

Field Test *CLASS* Observation Results: Toddler

State will continue to examine reliability of local approach, but similar averages of local and third party aggregate results indicate local observations provide useful information.

Teachstone considers scores within 1 point to be reliable.

Field Test	EBS	ESL
% Within 1 Pt.	78%	44%

Letter Grade Profiles – Individual Programs

The most important classroom factor in determining whether a child will be ready for kindergarten is the quality of the teachers' interactions and instruction with the child.

Letter Grade Components:

- PreK *CLASS* observation results on Emotional Support, Classroom Organization, and Instructional Support
- Toddler *CLASS* observation results on Emotional & Behavioral Support and Engaged Support for Learning

EARLY CHILDHOOD ORGANIZATION
2014-2015 • Community Network
Enrolled

All data is for demonstration only and does not indicate how grades will be determined.

B

Infants ## · 1yr olds ## · 2yr olds ## · 3yr olds ## · 4yr olds ## · 00% Receiving Special Education Services

The letter grade is determined by what matters most and is most rigorously measured – interactions.

TEACHER PRACTICE

High-quality teacher-child interactions, including how engaging teachers are, how organized teachers are, and how well teachers build on concepts and make connections are essential for children's learning and developing.

	CLASS MEASURES (1-7 Scale)	SITE	PEERS	STATE	NATIONAL
PreK	EMOTIONAL SUPPORT	6.10/A	5.66	5.59	5.99
	CLASSROOM ORGANIZATION	4.00/B	4.93	4.99	5.63
	INSTRUCTIONAL SUPPORT	3.25/B	3.28	2.86	2.72
Toddlers	EMOTIONAL & BEHAVIORAL SUPPORT	5.60/B	5.36	5.30	N/A
	ENGAGED SUPPORT FOR LEARNING	3.12/B	3.17	3.12	N/A

➢ ***Each publicly-funded program will receive a practice letter grade in 2015-16.***

Letter Grade Profiles – Community Networks

The Community Network profile shows how well all programs are performing and indicates how much access is provided to at-risk children.

Letter Grade Component:

- PreK *CLASS* observation results for all programs
- Toddler *CLASS* observation results for all programs
- Access for all at-risk children

COMMUNITY NETWORK

2014-2015

Enrolled • ### Community Population

All data is for demonstration only and does not indicate how grades will be determined.

Infants ## · 1yr olds ## · 2yr olds ## · 3yr olds ## · 4yr olds ## · 00% Receiving Special Education Services

B

TEACHER PRACTICE

High-quality teacher-child interactions, including how engaging teachers are, how organized teachers are, and how well teachers build on concepts and make connections are essential for children's learning and developing.

CLASS MEASURES (1-7 Scale)		NETWORK	STATE
PreK	EMOTIONAL SUPPORT	6.23/A	5.59
	CLASSROOM ORGANIZATION	5.00/B	4.99
	INSTRUCTIONAL SUPPORT	3.40/B	2.86
Toddlers	EMOTIONAL & BEHAVIORAL SUPPORT	4.23/B	5.30
	ENGAGED SUPPORT FOR LEARNING	3.49/B	3.12

EQUITABLE ACCESS

To achieve kindergarten readiness for all at-risk children, networks have to increase opportunities for children to enroll.

Letter grade reflects two primary areas for Community Networks: 1) coordinated observation and 2) enrollment

➢ ***Each Community Network will receive a practice letter grade in 2015-16.***

Letter Grade Profiles – Access Metric for Community Networks

Community Networks are charged with increasing access for at-risk children across all ages.

- *This measure compares the percent of children served against the percent of estimated at-risk children for each age level in a community*
- *Four-year-olds are reported separately (purple) and included in birth-to-5 measure (green)*
- *Equitable Access is measured by a range rather than an exact number*

SURVEY RESULT*: 74% *of respondents agree that Community Networks should be evaluated on how accessible early childhood programs are for families

Informational Metrics: Encouraged Practices

Metrics outline pathways to improvement and informs family choice by publicizing practices associated with quality early childhood settings.

1. **Assessment That Informs Instruction**
   - **Teacher Reliability on Assessment**: *How prepared are teachers to reliably observe child progress?*
   - **Assessment Use**: *Is child progress measured regularly?*
   - **Assessment Accuracy**: *How accurately is child progress being measured?*
2. **Program Investment in Quality Measures**
   - **Teacher:Child Ratios**: *Are programs using ratios that support child development?*
   - **Teacher Preparation**: *What degrees and certifications have teachers attained?*
   - **Quality, Standards-Based Curriculum**: *Are programs using a curriculum that supports high-quality interactions and instruction?*
3. **Family Engagement and Supports**
   - **Family Satisfaction**: *How satisfied are families with their child's learning and care experiences?*
4. **Community Network Supports**
   - **Teacher Support**: *How satisfied are teachers with Community Network supports?*
   - **Child outcomes:** *Are PreK children across the network progressing over the course of a school year?*

See Appendices for Specifics on Each Metric

SURVEY RESULT*: 83% *agree it's important to include information on other aspects of quality

2015-16 Investment in the Pathway to Improvement

2015-16 Investment in Improvement

More than $18 million in state and federal investments will bolster local resources.

Investments will benefit every publicly-funded early childhood program in Louisiana:

- Provide $5 million to Community Networks for observations, training and system building
- Continue to fund $8 million in essential child care improvement supports including Resource & Referral, Mental Health Consultation, and Quality Start
- Increase scholarship funds up to $5 million to support child care teachers to pursue Ancillary Teaching Certificates (CDA)
- Pay for assessment, including teacher training and reliability, for all publicly-funded children

***SURVEY RESULT*:**
92% of teachers say CLASS support helped their professional development

Next Steps and Discussion

Next Steps

- ✓ Roundtables across the state (April 13- 24) - Questions will be recorded and shared through a Q&A document in May
- ✓ State continues to collect and analyze feedback from surveys (https://www.surveymonkey.com/s/earlychildhoodreportcard) as well as through earlychildhood@la.gov
- ✓ Community Network policy goes to the Early Childhood Advisory Council in May
- ✓ Community Network policy is revised as needed and goes to the State Board in June
- ✓ State will provide guidance as the 2015-16 Learning Year begins in July

All publicly-funded programs will be required to participate in letter grade profiles and enrollment in the 2015-16 Learning Year

APPENDICES

APPENDIX: Coordinated Enrollment Implementation Timeline by Cohort

Community Networks will have time to develop the full coordinated enrollment system.

	2015-16	2016-17	2017-18
Cohort 1 & 2	**Develop Full Model** • *Coordinated Application* • *Matching Based on Preference* **Families <u>fully benefit</u> as they apply in 2015-16 to enroll in 2016-17.**	• Enroll first group of children through **FULL coordinated enrollment system** • *Revise system as needed*	• Enroll second group of children through **full coordinated enrollment system** • *Revise system as needed*
Cohort 3	Meet **Initial Expectations** • *Coordinated Information Campaign* • *Coordinated Eligibility Determination* **Families <u>begin to benefit</u> as they enroll in 2015-16.**	**Develop Full Model** • *Coordinated Application* • *Matching Based on Preference* **Families <u>fully benefit</u> as they apply in 2016-17 to enroll in 2017-18.**	• Enroll first group of children through **FULL coordinated enrollment system** • *Revise system as needed*

APPENDIX: Informational Metrics Assessment That Informs Instruction

Children need teachers that are trained to use assessment, observe them regularly, and make accurate assessments in order to help them learn and grow.

- **Trained to Assess**: Are teachers trained to assess children with reliability?
  - *Measured by % of teachers reliable on child assessment*
  - *Submitted by Community Networks*
- **Ongoing Assessments**: How many children are assessed three times in a year?
  - *Measured by # of children with complete checkpoints compared to # enrolled*
  - *Submitted by Community Networks*
- **Assessing Accurately**: Are teachers being accurate when they assess children?
  - *Measured by sampling portfolios to determine if documentation & evidence support the final checkpoint rating*
  - *Submitted by teachers and sites, measured by state*

➢ ***These measures are for programs and Community Networks.***

TRAINED TO ASSESS

Teachers must be reliable on the child assessment tool in order to measure children's progress and provide instruction that meets their needs.

PERCENT TEACHERS TRAINED TO ASSESS

79%
TEACHERS

ONGOING ASSESSMENTS

Teachers have to assess children on an ongoing basis to know what individual support each child needs.

PERCENT CHILDREN WITH ONGOING ASSESSMENTS

50%
CHILDREN

ASSESSING ACCURATELY

Teachers have to accurately document children's learning and development to know how they are progressing.

ARE TEACHERS ASSESSING ACCURATELY?

APPENDIX: Informational Metrics
Program Investment in Quality Measures

Children need programs to invest in the quality of their care and education.

- **Ratios**: Are programs using ratios that support child development?
  - *Measured by # classrooms using minimum and improved ratios*
  - *Submitted by programs*
- **Prepared Teachers**: What degrees and certifications have teachers in each program attained?
  - *Measured by # teachers at each degree/certification level*
  - *Submitted by programs*
- **Curriculum**: Are programs using a curriculum that supports high-quality interactions and instruction?
  - *Measured by LDE annual curriculum review*
  - *Submitted by teachers and programs*

➢ ***These measures are for programs and Community Networks.***

TEACHER:CHILD RATIOS

Individual child needs are unique in early childhood. Teachers must be able to manage the room and reach every child, which ratios indicate.

PERCENT CLASSROOMS MEET OR BETTER THAN STATE RATIOS

50% MEET	50% BETTER THAN

PREPARED TEACHERS

Preparation and training impacts a teacher's ability to improve children's growth and learning.

HIGHEST EDUCATION ATTAINED

5% No degree	15% Child Development Associates	10% Associates
50% Bachelors	20% Masters +	65% TOTAL CERTIFIED

QUALITY, STANDARDS-BASED CURRICULUM

Using a quality, standards-based curriculum can help ensure instructional alignment to widely-held expectations for growth and development.

USING A QUALITY, STANDARDS-BASED CURRICULUM? ✓YES

APPENDIX: Informational Metrics
Family Engagement and Supports

Families need programs and networks to engage them as key partners, and to provide guidance around enrolling in and attending an early childhood program.

- **Family Satisfaction**: How satisfied are families with their child's learning and care experiences?
  - *For programs, measures engagement, communication, and satisfaction with child's experience*
  - *For Networks, measures ease of coordinated enrollment process, and satisfaction with guidance and information*
  - *Measured by family survey*
  - *Distributed, collected, and analyzed by the state*

➢ ***These measures are for programs and Community Networks.***

APPENDIX: Informational Metrics
Community Network Supports

Children need teachers who are supported by the Community Network.

- **Teacher Support**: Are Networks supporting teachers to improve through training, observations, and feedback?
  - *Measured by teacher survey*
  - *Distributed, collected, and analyzed by the state*

- **Child Outcomes**: Are Network supports resulting in improvement in child outcomes across the Network?
  - *Measured by progress on on-going child assessment from fall to spring at the four-year-old level*
  - *Submitted by Community Networks*
  - *Subject to audit by the state*

➢ ***These measures are for Community Networks only.***