# Early Childhood Roundtables:
## What To Expect in 2016-2017

DEPARTMENT of EDUCATION
Louisiana Believes

# Agenda

***This presentation covers how Louisiana will continue to unify early childhood and support improvement in 2016-2017.***

1. **Vision:** Unifying Early Childhood in Louisiana
2. **Learning from the Field**: Initial Statewide Results
3. **Preparing for 2016-2017**: Unified Expectations
4. **Supporting Improvement:** System of Supports for Early Childhood Programs

# Roundtable Session Schedule

***In-person sessions will be conducted across the state over the next few weeks.***

| Date | Time | Location |
|---|---|---|
| **April 14** | 11 a.m. - 12:30 p.m. | Bossier Parish School Board<br>Bossier Instructional Center<br>2719 Airline Dr.<br>Bossier City, LA |
| **April 15** | 11 a.m. - 12:30 p.m. | Claiborne Conference Center<br>1201 N 3rd St.<br>Baton Rouge, LA |
| **April 19** | 11 a.m. - 12:30 p.m. | Children's Coalition Offices<br>1363 Louisville Ave.<br>Monroe, LA |
| **April 20** | 10 a.m. - 11:30 a.m. | Parkview Baptist Church<br>6301 Camphor St.<br>Metairie, LA |
| **April 26** | 10 a.m. - 11:30 a.m. | Rapides Parish School Board<br>Gladys Higdon Instructional Ctr.<br>502 Beauregard St.<br>Alexandria, LA |
| **April 26** | 2:30 p.m. - 4 p.m. | Lafayette Parish School Board<br>Vermilion Conference Center<br>326 Gautier Rd.<br>Lafayette, LA |

# 1. Vision:
## Unifying Early Childhood In Louisiana

# Act 3 (2012) Vision

***Act 3 seeks to unify early childhood so all children enter kindergarten ready.***

**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 apply and choose the best option for their children**

# Act 3 Implementation Timeline

***Local communities continue to lead the way in implementation.***

**2012**
**BESE approves multi-year plan for implementation**

**2013**
**13 Early Childhood Community Network Pilots launch**

**2014**
**16 more Community Network Pilots launch**
**Additional legislation is passed to unify licensing, enrollment, and funding**

**2015 - present**
**All communities have Community Network in place**
**Statewide implementation through a Learning Year**

# 2. Learning from the Field:
## Initial Statewide Results

# Overview of Unified Rating and Improvement System

***Act 3 requires the state to evaluate publicly-funded early childhood programs to help families choose the best option for their children.***

**In 2015-2016, Louisiana launched a unified rating and improvement system with practice performance profiles to:**

- *Define and measure core elements needed for positive child outcomes;*
- *Provide simple, clear information about what's happening in classrooms;*
- *Clearly articulate a path to improvement; and*
- *Give families an easy way to compare choices in their community.*

**Louisiana's unified rating and improvement system in 2016-2017 will maintain the two core components:**

**1. Rating 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 low ratios, assessing children for learning*

# Ratings Focus on Children's Experiences

***Louisiana will continue to evaluate programs based on how children are supported to develop and learn in the classroom.***

***Louisiana uses CLASS, a nationally-regarded system of measures that***

- Assesses children's experience in the classroom, specifically:

| Expectation for the Classroom: | PreK Domain | Toddler Domain |
|---|---|---|
| *Warm, positive environment with trusting relationships* | **Emotional Support** | **Emotional & Behavioral Support** |
| *Daily routines are organized and disruptions are minimal* | **Classroom Organization** | |
| *Children learn concepts and connect ideas through dialogue and play* | **Instructional Support** | **Engaged Support for Learning** |

- Correlates with child outcomes
  - *Classrooms that do better on CLASS have better child outcomes*
- Supports teachers by providing useful information for coaching
- Has been validated in thousands of classrooms nationwide

# Summary of Louisiana Results

***Louisiana has insight into every classroom thanks to local efforts.***

**Communities completed a very high number of *CLASS* observations:**

✓ 98% of toddler and pre-K classrooms were observed in the fall

**Initial results highlight strengths and areas for improvement:**

- Classrooms scored well on climate and organization
  - *Classrooms are generally positive environments where children are encouraged and supported.*
  - *Classrooms mostly run smoothly with consistent routines and clear behavioral expectations.*
- Classrooms scored low on instructional quality
  - *Learning activities are rote (e.g., naming a letter, color or shape) or nonexistent (e.g., lack of adult facilitation during toddler play) and rarely encourage analysis and reasoning.*
  - *Young children receive few, if any, opportunities to learn through back-and-forth dialogue and are not supported to connect concepts and ideas (e.g., reading a book at children rather than engaging them throughout story).*

# Preliminary Results – March 2016

***Current system does not help parents understand what's happening in classrooms.***

# Preliminary Results – March 2016

***Higher scores in climate and organization contrast with lower instruction scores.***

***This graph shows how many PreK sites scored in each range.***

# Preliminary Results – March 2016

***Difference between interaction and instruction quality is also significant in Toddler classrooms.***

***This graph shows how many Toddler sites scored in each range.***

# Performance by Program Type – March 2016

***Though 95% of sites were proficient, children are experiencing very different levels of care and instruction.***

# Third Party Replacements by Program Type

***Louisiana monitors accuracy by using both local observations and third party observations. There were no significant differences in accuracy across program types.***

# Coordinated Enrollment and Funding – High Level Findings

***Communities are working to better coordinate enrollment and funding but more time is needed.***

- **Working towards coordinated enrollment and funding**
  - The Coordinated Enrollment Self-Assessment Report showed that nearly 90% of communities made improvement on working together on enrollment since last year
  - 100% of Community Networks submitted Coordinated Enrollment Plans that detailed a description of the steps that will be taken to improve enrollment in 2016-2017
  - 100% of Communities submitted one unified request for PreK funding but child care funding is still disconnected from process
  - Most communities are conducting information campaigns and coordinating applications but need more time for coordinating eligibility and matching
- **Snapshot of how communities are currently implementing coordinated enrollment:**

| Coordinated Information Campaign | Coordinated Eligibility Determination | Coordinated Application | Matching Based on Preferences |
|---|---|---|---|
| Fully Implemented | Partially Implemented | Mostly Implemented | Needs More Time |

# 3. Preparing for 2016-2017:
## Unified Expectations

# Adjusting Policy Based on Learning Year Results

***Policy shifts should help encourage instructional improvement in 2016-2017.***

- **Communicating Differences in Quality:**
  - *How do we improve ratings in order to better communicate the differences in what children are experiencing?*
- **Honoring Quality and Improvement:**
  - *How do we reward programs with excellent interactions and instruction? And programs that are improving children's experiences?*
- **Addressing Issues of Poor Quality:**
  - *What is the minimum quality experience we want for all children?*
- **Ensuring Accuracy:**
  - *How do we ensure observations are accurate, even with stakes attached?*

# Bulletin 140: Improvements for 2016-2017
## Differentiate Quality

***2016-2017 Performance Profiles will better communicate the quality of experiences for children.***

**Challenge:** Rating system must show the differences in quality in programs to inform families and encourage improvement.

**Bulletin 140 Proposal: Ensure ratings clearly communicate the quality of a site:**

1. Use a four-level rating scale to differentiate the broad "Proficient" group.
2. Weight domains more equally by using negative climate as separate indicator.

| Learning Year | |
|---|---|
| Range | Rating |
| 6.00-7.00 | Excellent |
| 3.00-5.99 | Proficient |
| 1.00-2.99 | Needs Improvement |

| Proposed Changes | |
|---|---|
| Range | Rating |
| 6.00-7.00 | Excellent |
| 4.51 -5.99 | Proficient |
| 3.00 -4.50 | Approaching Proficient |
| 1.00-2.99 | Unsatisfactory |

# Bulletin 140: Improvements for 2016-2017
## Honor Excellence

***2016-2017 Profiles will honor excellence and encourage improvement.***

**Challenge:** Performance Profiles should honor networks and sites that:

- Provide excellent interactions and instruction; and
- Have improved the quality of children's experiences.

**Bulletin 140 Proposal: Reward and recognize excellence and improvement:**

1. Keep the high bar for Excellence for sites and networks.
2. Release an annual public Honor Roll to recognize sites that are rated "Excellent."
3. Recognize sites and networks that improve their scores or ratings as "Top Gains" on their Performance Profiles.
4. Transition Quality Start in 2017 to continue to reward excellence and foster improvement.

# Bulletin 140: Improvements for 2016-2017
## Maintain Minimum Standard and Add Future Consequences

***2016-2017 System should offer support to struggling sites but also include future consequences if sites consistently fail to meet minimum expectations.***

**Challenge:** Rating and Improvement System must address very low quality sites that use public funds to serve children.

**Bulletin 140 Proposal: Maintain same minimum standard as recommended by *CLASS* creators, but also include system of improvement and future consequences:**

1. Continue to consider overall score of below 3 on *CLASS* as very low quality.
2. Prioritize sites with unsatisfactory ratings for support resources.
3. Sites that consistently fail to reach minimum expectations will lose approval or funding:
   - *All classrooms will receive Third Party Observations to ensure accuracy*
   - *Sites will have two years to improve their Unsatisfactory rating*
   - *Sites that earn an Unsatisfactory rating for two years in any three period will lose academic approval and public funding*
   - *Two year timeline starts in Fall 2016, with loss of funding taking full effect no earlier than July 1, 2019*

# Bulletin 140: Improvements for 2016-2017
## Maintain Accuracy with Stakes Attached

***Louisiana will ensure observation accuracy with stakes attached by strengthening oversight and auditing.***

**Challenge:** Rating system depends on accuracy of *CLASS* observations that are:

- Provided twice a year for every classroom by local agencies who are funded to conduct valid, reliable *CLASS* observations; and
- Validated by an independent third party that observes at least 50% of classrooms, providing more consistent measurement statewide and addressing potential bias.

**Bulletin 140 Proposal: Maintain and strengthen auditing as stakes will be attached:**

1. Third party scores replace local scores for domains different by more than 1 point when observations occur within same semester (Fall or Spring).
2. If there are accuracy concerns at the domain or site level, third party scores will be used at that site (e.g., third party scores would be used if a local observer gives all 7s at a site even if third party did not observe all classrooms at that site).
3. High scores, low scores and concerning patterns trigger additional third party observations.

# Coordinated Enrollment in 2016-2017
## Continuing to Improve Experience for Families

***Louisiana will keep the Coordinated Enrollment expectations in Bulletin 140 consistent, and support communities to continue to improve local systems.***

**Challenge:** Families need an easier process to learn about and apply for programs and providers would benefit from coordinated planning and resources (e.g., avoiding families sign up for more than one spot).

**Bulletin 140 Proposal: Maintain policy as is and continue to support progress on coordinating enrollment locally**

As required by law, policy established 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.

***The State will continue to monitor enrollment and funding to ensure family choice and work with providers to address concerns.***

# Lead Agency Expectations in 2016-2017
## Maintain Funding and Support

***Lead Agencies will continue to focus on Coordinated Observations and Enrollment with a few shifts based on lessons learned this year.***

**Challenge:** Lead Agencies fulfilled key responsibilities but experienced other challenges.

**Bulletin 140 Proposal: Maintain Lead Agency policy as-is but adjust Request for Applications (RFA) for 2016-2017:**

1. Align funding to key functions:
   - Increase funding by 25% from $400 to $500/classroom but eliminate start-up
2. Adjust milestones schedule to reflect local planning timeline:
   - Provide advance notice on milestones and spread them out across year
   - Adjust timeline to help communities plan recruitment and enrollment
3. Increase focus on accuracy of observation results:
   - Require 10% of observations are shadow scored and every observer is shadow scored at least once
   - Require observers demonstrate at least 50% reliability in fall to observe in spring
   - Reward high levels of accuracy

***Lead Agencies will not be responsible for any professional development activities for child care as that will be funded separately – primarily through R and Rs.***

# 4. Supports for Improvement

System of Supports for Early Childhood Programs

# Pathway to Improvement

## Ensure there is Improvement in the Rating System

***Programs need ratings to understand where to improve <u>and</u> practical resources and tools to make improvement.***

**Improving interactions and instruction in early childhood classrooms requires:**

- Access to high-quality curricula that support teacher-child interactions;
- Assessments that align to curriculum and measure child progress; *and*
- Targeted, ongoing professional development to help teachers use those resources effectively.

# Achieving Full Implementation of Act 3:
## Pathway to Improvement in 2016-2017

***Kindergarten readiness depends on support to improve teaching and learning.***

Supports aligned to **CLASS Observations** available for every classroom

### Curriculum

- Curriculum reviews
- Curriculum Funding Initiative for Child Care
- Teacher Leader Summit
- Online Instructional Toolbox

### Assessment

- *GOLD* available to all classrooms
- Online training on *GOLD*
- Choice for sites to use another assessment

### Training

- Professional Development Guide
- Teacher Leader Sessions
- R&Rs
- Mental Health Consultation
- Inclusion Pilot
- Believe & Prepare: EC (Ancillary Certificate)

# Supporting Programs to Meet Minimum Expectations

## Intensive Support for Sites with Very Low Scores

***Sites with overall average score of Unsatisfactory will receive additional support and resources for improvement from highly-regarded program at Tulane.***

**Early Learning Centers that have overall average score below 3 for 2015-2016 will receive the following services in 2016-2017:**

- Coaching for directors and teachers, including job-embedded technical assistance, based on *CLASS* results
- Customized training based on site-level needs such as:
  - *Creating supportive environments*
  - *Managing young children's behaviors*
  - *Understanding what children can (and cannot) do at each age and how to support their learning and development*
  - *Improving the warmth and supportiveness of teacher-child interactions*
- Assistance in creating and implementing learning and development plans for children

***Intensive supports are available for up to six months with extensions if needed.***

# Next Steps and Questions

# Next Steps

***Stakeholder feedback continue to inform policy and implementation.***

- Roundtables across the state (April 13- 26) - Questions will be recorded and shared through a Q&A document in May
- State continues to collect and analyze feedback through earlychildhood@la.gov
- Revisions to Bulletin 140 go to the Early Childhood Advisory Council in May
- Revisions to Bulletin 140 go to the State Board in June
- State will provide guidance as the 2016-2017 school year begins in July
- Learning Year Practice Performance Profiles will be released in the Fall 2016

| April | May | June | July | Fall 2016 |
|---|---|---|---|---|
| • *LDE Analyzes Learning Year Results* | • Roundtables April 13-24 | • Advisory Council | • State Board | • 2016-2017 starts<br>• Performance profiles |

***All publicly-funded programs will be required to participate in performance profiles and enrollment in the 2016-2017 school year.***