

Resources and Tips  
On Creating Partnerships for  
Quality In Early Education



# Diverse Delivery Collaborations





BrightStart’s vision for Diverse Delivery came to fruition in 2010 with official support of this collaborative model of early care and education services in Louisiana’s Early Childhood Advisory Council grant. The initial focus of the Diverse Delivery endeavor was on collaborative services for four year olds through partnerships among LA4 providers and community child care centers. As experience, knowledge, options, and opportunities grew, the definition and work surrounding Diverse Delivery evolved. It quickly became apparent that collaboration across all programs serving children birth through school entry is vital to delivery of high quality care and education across settings. Perhaps the most important lesson learned is that collaboration is *not* a “one size fits all” endeavor, but rather one that seeks to meet the individual needs of communities across the very different areas of our state.

In the spring of 2012, the Louisiana Legislature passed Act 3, the Early Childhood Education Act, to strengthen Louisiana’s early care and education system and support positive outcomes for young children from birth to five years of age. The Early Childhood Education Act requires the creation of a comprehensive and integrated early care and education delivery system that must be fully implemented by the 2015-2016 school year. The collaborative features of the Diverse Delivery model are critical components of a comprehensive and integrated system. Diverse Delivery builds upon existing program strengths, promotes the braiding of available funds, and encourages the sharing and leveraging of resources to increase the quality of all programs in the community to ensure all children are healthy and ready for success in kindergarten.

This resource guide was developed and produced to increase the use of Diverse Delivery throughout Louisiana through the provision of information and examples generated from the BrightStart Diverse Delivery Project. The guide was created by a staff team within BrightStart, the Louisiana Early Childhood Advisory Council, and is considered an on-going work in progress as new information emerges.

To contribute additional information please contact Maureen Gallagher, Diverse Delivery Coordinator, [maureeng406@yahoo.com](mailto:maureeng406@yahoo.com).

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**For more information on BrightStart, please go to:**

<http://www.brightstartla.org>

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# Introduction



*Benefits of Diverse Delivery Collaborations*

*LA 4 Early Childhood Program*

*Nonpublic School Early Childhood Development Program (NSECD)*

*Quality Start Child Care Rating System*

*Head Start/Early Head Start*

*Child Care Assistance Program (CCAP)*

*Diverse delivery is the inclusion of community-based providers, including child care centers and Head Start, in the delivery of public prekindergarten programs. Diverse delivery provides parents more high quality choices in their local communities, avoids the costs of new school buildings as the number of preschool classrooms expands, and promotes quality and accountability across early childhood settings.*

## Benefits of Diverse Delivery Collaborations

### SCHOOL SYSTEMS

- Use existing facilities, saving capital and start-up expenses.
- Increased options for parents.
- Expansion of available preschool slots.
- Creates inclusive preschool classrooms.
- Provides smooth transitions to kindergarten.
- Quality in child care leads to realizing the Louisiana Department of Education’s Critical Goal 1 of every child entering kindergarten ready to learn.

### CHILD CARE SYSTEMS

- Provides Quality Start staff qualification points through certified Pre-K teacher.
- Strengthens the system of quality child care in the community.
- Stabilizes enrollment during the school year.
- Customer retention.
- Increases before/after care business.
- Offers mentoring/coaching relationships with child care staff by certified teachers.
- Establish communication and smooth transitions between child care providers and school systems.

### COMMUNITY

- Efficient and wise use of resources: space, equipment, personnel and services.
- Additional profitable business opportunities.
- Provide comprehensive services to more children.
- Unites communities around the needs of young children and their families through a broad public/private partnership and creates community ownership and accountability of education.

### FAMILIES

- Reduces transitions for children.
- Possibility of keeping siblings in same facility.
- Less transportation of children.
- Children are housed in a more developmentally appropriate setting.
- Higher quality family education and comprehensive support services.
- Expansion of program time to full-day and/or full-year.

## The Cecil J. Picard LA 4 Early Childhood Program

- As Louisiana’s chief preschool program, the Cecil J. Picard LA 4 Early Childhood Program provides economically disadvantaged children with early childhood education during a six-hour-a-day program and before- and after-school enrichment.
- The program, established in 2001, is offered in nearly all school districts, several independent public charter schools and one tribal school. Four-year-olds who qualify for free or reduced-price lunch are eligible to attend the program, although children from families with higher incomes are also eligible, using local funds or tuition.
- The LA 4 program has consistently been shown to be effective at making a positive impact on the academic success of our at-risk students. In fact, students typically enter the LA 4 program start with standardized test scores below the 10th percentile in language and math skills; but, upon completing the program, their skills jump to the 50th percentile. Since the program’s inception, enrollment has increased eight fold.
- While the LA 4 program is Louisiana’s primary preschool program, school districts can also use other funding sources, such as Title I funds or other district resources such as 8(g), Early Childhood Special Education funds, etc. to fund PreK classes.

For more information, please access the LDoE website:  
[www.louisianabelieves.com/early-childhood](http://www.louisianabelieves.com/early-childhood)

### Louisiana Department of Education Early Childhood Program Contacts

Jenna Conway, MBA  
Executive Director of Early Childhood  
Jenna.Conway@la.gov  
225-342-3642

For more information, call 877.453.2721 (toll free).

# Nonpublic School Early Childhood Development Program (NSECD)

- The mission of the NSECD Program is to collaborate and partner with compliant nonpublic schools and Class “A” child care centers in providing high-quality, developmentally appropriate preschool instruction and services to four-year-old children of TANF-eligible families.
- The NSECD Program provides tuition reimbursements to providers who have been competitively selected to receive funding through the NSECD Program. The program serves around 1,200 preschool children annually, providing six hours of daily instruction and up to four hours of before- and after-school care.
- NSECD classrooms are fully integrated, having both children served through the NSECD Program funds and children served through any other funding source, including private tuition payments enrolled in the same classrooms.

For more information, please access the LDOE website:  
<https://www.prekla.org/>

**Louisiana Department of NSECD Program Contact**  
Petrouchka Moise, MBA  
Program Director  
225-219-4536

## Quality Start Child Care Rating System

The quality rating system's (QRS) goal is to increase the quality of child care and early learning for *all children* throughout Louisiana, and to give parents and consumers the ability to understand, assess and demand higher quality.

Quality Start is a voluntary early care and education quality rating system for licensed child care centers designed to increase the quality of child care and early learning for all children throughout Louisiana.



Both Class A and Class B centers may choose to participate and earn up to five stars based on meeting standards established for Program, Staff Qualifications, Administration Practices, and Family and Community Involvement.

To be eligible for collaboration and to offer Before/After school enrichment activities, a child care center must have a valid Class "A" license and have a 3-Star or higher rating in the Quality Rating System.

Learn more about Quality Start by accessing the website:  
[www.grslouisiana.org/](http://www.grslouisiana.org/)



## Head Start/Early Head Start

Head Start provides comprehensive early childhood education for children ages 3-4. It employs extensive research-based standards and an infrastructure that supports collaboration and quality through professional development, technical assistance, and monitoring. Eligibility is generally limited to children from families with incomes at or below 100 percent of the federal poverty threshold or those receiving public assistance.

Head Start is a federal-to-local program, with federal funds going directly to local grantees that administer the program in community-based settings, including child care centers, schools, community action agencies, and other sites.

Head Start grantee and delegate agencies provide a range of individualized services in the areas of education and early childhood development. Head Start services include vision, hearing, dental, general health, developmental, and mental health screenings, as well as follow-up services when needed. In addition, Head Start offers family-involvement activities, support, and training; regular parent conferences; referrals for needed social services; and activities to support children's transition to kindergarten.

In Louisiana in 2010-2011 there were 21,346 federally funded Head Start slots in Louisiana statewide. Head Start programs generally are Class A licensed child care centers and can participate in Quality Start.

Early Head Start is a similar program for children below age three. Begun in 1994 as an extension of Head Start, the program promotes healthy prenatal outcomes, the health, cognitive and language development and socio-emotional well-being of infants and toddlers, family development, and a supportive parent-child relationship. Local EHS agencies offer services in centers and through home visits, with some combining both models.

In Louisiana in 2010-2011, there were 1,801 federally funded Early Head Start slots in Louisiana statewide.

For further information, please contact:

Kahree Wahid  
Director, Head Start Collaboration Project  
[kahree.wahid@la.gov](mailto:kahree.wahid@la.gov)  
225-342-1292

## Child Care Assistance Program (CCAP)

The Child Care Assistance Program helps low-income families pay for child care while working or attending school or training.

Monthly payments are based on the number of hours the parents work or attend school or training, as well as the amount charged by the child care provider, family size and household income. Parents can select any Class A child care center, school-based before and after school program, licensed child care center determined by the Department of Defense, registered Family Child Day Care Home, or In-Home provider active in the CCAP provider directory.

For more information, please access the DCFS website:

<http://www.dss.state.la.us/index.cfm?md=pagebuilder&tmp=home&pid=136>

Or call:

1-888-LAHELP-U (1-888-524-3578)

### **Louisiana Department of Children and Family Services Program Contact**

Gail Kelso

Program Director, Child Development and Early Learning

225-342-0694

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Chapter 2

# Types of Collaborations



LEA and Community Provider  
Head Start Grantee and Child Care Center  
Other Partnership Combinations

# Types of Partnerships for Collaboration

In order to facilitate universal access, school systems are encouraged to develop collaborative partnerships between Head Start and for-profit and nonprofit community-based child care programs.

The Local Education Agency (LEA) may contract with these community-based agencies. The LEA shall not contract or collaborate with any childcare/Head Start provider unless the provider is licensed by the Department of Children and Family Services and has attained the State Board of Elementary and Secondary Education (SBESE) designated star rating under the Quality Start Rating System. All prekindergarten funds flow from the State Department of Education to the LEA (school system/charter school).

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## TYPES OF PARTNERSHIPS:

### Facility Partnerships:

Community agencies contract with the LEA to provide space/facilities for Pre-K classrooms. Facility Partners have no involvement in the operation of the Pre-K Program.

- The LEA provides the teacher, paraprofessional, materials, supplies, transportation, food and any other program components to meet LA4 Program Guidelines unless otherwise negotiated and contracted with the center. All personnel, materials, equipment etc. are assigned to the LEA.

### Program Partnerships:

For-profit and nonprofit community-based child care programs and Head Start programs provide space/facilities for the Pre-K Program and some degree of program oversight (based upon the contract between the LEA and the agency).

- LEA and 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, paraprofessional and wrap-around and related services. Each entity would be able to claim the child for reporting purposes.
- LEA contracts with the center to provide the LA4 Program to a specified number of students. This model assumes that the center is operational, has the certified teacher/qualified paraprofessional and is able to meet all of the LA4 Guidelines. For example, the LEA contracts with the center to provide these services for a specified per student amount. The teacher and the paraprofessional are employees of the center, not the school system.

**Other Partnerships:**

Community based child care programs, Head Start/Early Start and public Pre-K programs collaborate and contract to braid funding streams and offer high quality early childhood education.

- Components of program and facility partnerships are used. For example, the LEA contracts with a community agency to provide space/facilities for the Pre-K program.
- The LEA pays the 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. The tuition of other children in the class is funded through child care assistance 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. This child care center can provide care for not only Early Head Start children, but also other infants and toddlers. The tuition of other children in the class is funded through child care assistance or private pay.
- The NSECD program contracts with any Class A childcare center, school-based before and after school program, licensed child care center determined by the Department of Defense, registered Family Child Care Home, or In-Home provider active in the CCAP provider directory.

# Partnership Examples

The following are examples of collaboration partnerships and configurations. Diverse Delivery is *not* a “one size fits all endeavor.” It is important to note that creativity and innovative thinking will lead to successful collaborations that meet the unique needs of the diversity of Louisiana communities. Standards and requirements of all programs must be met to insure integrity and maximize access to high quality early childhood programs.

## FACILITY PARTNERSHIPS

### **LEA/Child Care Center**

- Livingston Parish School System and Fundamentals Early Learning Center collaborate to provide Pre-K. The funding for the Pre-k class is both LA4 and EEF. LPSS contracts with the child care center to provide classroom space. LPSS pays the teacher and para professional and provides materials and supplies for the class.
- The Recovery School District, Langston Hughes Charter School and Wilcox Academy of Early Learning collaborate to provide LA4 Pre-K. Langston Hughes contracts with the child care center to provide classroom space. Langston Hughes pays the teacher and para professional and provides materials and supplies. The RSD pays Langston Hughes a monthly allotment per LA4 child. This configuration is also used by the Recovery School District with Andrew Wilson Charter School and McMillian’s First Steps.

## PROGRAM PARTNERSHIPS

### **LEA/Child Care Centers**

- Ouachita Parish School System and Mini Scholars Child Care collaborate to provide LA4 Pre-K. The child care center employs the certified teacher and para-professional. OPSS pays Mini Scholars a monthly allotment per LA4 child. This configuration is also used by the Recovery School District with Children’s World, Sheila’s Kiddie Cottage and Gilda’s Preschool Academy.

## OTHER PARTNERSHIPS

### **LEA/Head Start**

- Livingston Parish School System, the Head Start grantee, and Southeastern Louisiana University collaborate to create a Pre-K class. In that model no money changes hands. Through a Memorandum of Understanding, each partner provides different aspects of the class. For example, Head Start provides materials needed to meet their standards and a Family Advocate to serve as an on-site resource for the program; the LEA provides materials to meet the LA4 requirements and pays the salaries and benefits for the LA4 staff; and Southeastern Louisiana University provides the classroom space, the daily maintenance, and the outdoor learning materials.
- Sabine Parish School System is a Head Start grantee. LA4, Head Start and 8g funds are braided to pay salaries and purchase supplies and equipment. All eligible four year olds in the system are served. Calcasieu Parish School System has a similar configuration.

Chapter 3

General

Frequently Asked Questions (FAQs)



## General FAQs

**Q: What are the various income sources that can fund these collaborations?**

**A:** Classes can be funded through LA4, Title 1, EEF, 8g, Head Start/Early Head Start, CCAP, NSECD, or private tuition.

**Q: How do I become a provider of NSECD?**

**A:** Nonpublic, BESE-approved school principals and/or a DCFS-approved 3-Star-and-above Class “A” Daycare Directors may contact the NSECD Program Director to receive information on becoming a provider school. This link gives more information about provider enrollment:

<https://www.prekla.org/Providers/ProviderEnrollment.aspx>

**Q: Who conducts the vision and hearing screening required by LA4?**

**A:** The collaborating LEA will provide vision and hearing screening.

**Q: Who supervises the teacher and para-professionals?**

**A:** Collaborative agreements with Class “A” Child Care Centers should include provisions for two tiers of supervision:

**On-site supervision** to ensure that Class “A” Child Care licensing requirements are met by the collaborative prekindergarten is the responsibility of the Child Care Center Director. The Child Care Center Director must meet the qualifications for Class “A” licensing and a 4 Star or better rating in the Quality Rating System.

**Curriculum and program supervision** to ensure that the collaborative program meets the guidelines for the LA 4 Prekindergarten program and meets the LA 4 Prekindergarten Standards is the responsibility of the school system. The supervision would be done by the LA 4 District Coordinator or other designated individual who meets the requirements of the *LA 4 Prekindergarten Guidelines and Implementation Handbook* for supervising the program. This person does not have to be on-site.

- *LA4 Guidelines and Implementation Handbook, Appendix C*

**Q: Who is the liable party?**

**A:** Collaborating parties should consult with appropriate legal offices to determine insurance liability and to define responsibilities in this area.

- *LA4 Guidelines and Implementation Handbook, Appendix C*

**Q: Do we have to meet the guidelines and regulations of all programs?**

**A:** If a collaborative agreement is reached to share resources in the provision of early education and enrichment activities services, the application must include signed agreements documenting that no guideline or regulation of any provider is compromised or violated, and a clear demarcation of responsibility as to costs, employee supervision, and program administration is maintained.

- *LA4 Guidelines and Implementation Handbook, Appendix C*



**Q: Are participating children eligible to receive all services provided by LA4, Quality Start or Head Start?**

**A:** Yes. Enrolled students should receive all required screenings and are eligible for other available support services. Some examples include the vision and hearing screening required by LA4, the mental health consultations available to children enrolled in a Quality Start child care center and the dental screening required by Head Start.

**Q: Who provides meals?**

**A:** Children participating in the LA4 Program through LA4 funds must complete the School Food Program application to determine eligibility for free and reduced lunch. The school system must maintain records to document this eligibility.

Children attending collaborative programs located in child care centers, approved to participate in the CACFP, may be eligible to receive free and reduced meals. This will require completion of a Free and Reduced Meal Application for that program for each child. The school system may not count these children in the school program for the same meals for the school district. As an alternative to participation in the CACFP, food may be provided by the school system. It is the responsibility of the collaborating parties to determine the procedure and delineate such in the written agreement.

*- LA4 Guidelines and Implementation Handbook, Appendix C*

**Q: Who is the transporter?**

**A:** Transportation services shall be made available to all to children served through The Cecil J. Picard LA 4 Early Childhood Program funds and children served through tuition charges to their families to ensure that each child is present for the educational /instructional portion of the day and summer programs. Transportation to and from the before- and after-school enrichment activities site may be provided.

Transportation to and from center for the six-hour educational programs will be the responsibility of the school district. Compliance with all school system transportation guidelines must be ensured. This provision should be clearly stated in collaborative agreements. Child care centers and school districts may require parents to sign a Third Party Release Form. Responsibility for transportation to and from the center for before and after school enrichment activities should be determined by the collaborative parties. Any transportation provided by the child care center must meet Class "A" requirements for transportation of preschool children. The agreement should clearly define responsibility as to costs and supervision.

Field trips during the six-hour educational program are considered a part of the educational program and are the responsibility of the school district. Compliance with all school system transportation guidelines must be ensured. This provision should be clearly stated in collaborative agreements. Child care centers and school districts may require parents to sign a Third Party Release Form. Responsibility for transportation for field trips that are part of before and after school enrichment should be determined by the collaborative parties. Any transportation provided by the child care center must meet Class "A" requirements for transportation of preschool children. The agreement should clearly define responsibility as to costs and supervision.

*- LA4 Guidelines and Implementation Handbook, Appendix C*

# Frequently Asked Questions for Diverse Delivery of Cecil J Picard LA4 Early Childhood Programs

**Q: What are the requirements for an LA4 Prekindergarten classroom that are in state law or regulation?**

**A:** LA4 is based in statute, and there are specific requirements set forth in the statute itself. See the *Cecil J. Picard Early Childhood Program Guidelines and Implementation Handbook* as a complete resource for requirements.

**Q: Can non-LA4 children be in the class?**

**A:** Yes, non-LA4 children can be in a class, but a district cannot reimburse a participating center for them. The private provider can charge tuition for those children who are not funded by LA4. Similarly, the private provider can charge the parents for the summer months not covered by LA4.

**Q: Who decides the amount a center will be paid for the classroom space?**

**A:** The amount the private provider is to be paid will be negotiated between the school district and the child care provider. The amount will depend on many things, such as who hires the teacher/paraprofessional, who supplies the materials and transportation, etc.

**Q: Who will pay the teacher?**

**A:** If the teacher or paraprofessional is the employee of the school district, then the district pays the salaries. If they are not, then the staff salaries would come out of the money the district gives the center to operate the program.

**Q: If the school district supplies the teacher, will her credentials count for the center in its computation of points for Quality start?**

**A:** Yes, even if the teacher is an employee of the school district, if she works at the child care center, her credentials will count for that center in computing its points for Quality Start.

**Q: If a teacher is an employee of the school district but works in a child care center, can she qualify for the School Readiness Tax Credits?**

**A:** Yes, if the teacher and center comply with the other requirements of the tax credits, the teacher will qualify for the School Readiness Tax Credits if she is working in the center, even if she is employed by the school district.

**Q: If a faith-based center is participating, can the religious curriculum be taught in the class?**

**A:** The religious curriculum could only be taught after the school hours.

**Q: What curriculum do we have to use in an LA4 classroom?**

**A:** The curriculum must be research based. Programs must implement the *Louisiana Standards for Programs Serving Four-Year-Old Children*, and the accompanying Prekindergarten Grade-Level Expectations. The *Louisiana Comprehensive Curriculum for Prekindergarten Programs* is available for use but revisions are pending.

**State of Louisiana**  
**DEPARTMENT OF EDUCATION**  
**P.O. Box 94064, Baton Rouge, Louisiana 70804-9064**  
**Toll Free # 1-877-453-2721**  
[www.louisianabelieves.com/early-childhood](http://www.louisianabelieves.com/early-childhood)

Chapter 4

# Child Care Provider

## Frequently Asked Questions (FAQs)



## Child Care Provider FAQs

**Q: What is the Quality Start star rating requirement for collaboration?**

**A:** To be eligible for collaboration and to offer Before/After school enrichment activities, a child care center must have a valid Class "A" license and have a 4-Star, working toward 5-Star rating in the Quality Rating System.

**Q: How can I apply to become a provider of LA 4?**

**A:** To become a provider of LA4, you must complete the LA4 Application for Non-School providers. This form can be found on the Louisiana Department of Education website or by following this link: [www.doe.state.la.us/offices/literacy/childhood\\_sga.html](http://www.doe.state.la.us/offices/literacy/childhood_sga.html) (Scroll down until you see the link to LA4 Application for Non-School Providers.)

For additional questions, call Ivy Starns or Mary Louise Jones at the Department of Education at (225) 342-3366 or Maureen Gallagher, Diverse Delivery Coordinator at (318) 512-9218.

**Q: Can the rest of my staff be included in the LEAs professional development?**

**A:** Yes, as part of collaboration, the LEA will make available cross-programmatic professional development opportunities to acquire continuing education. Child care staff attendance is at the discretion of the center director.

**Q: How is Before/After care paid for when children receive CCAP?**

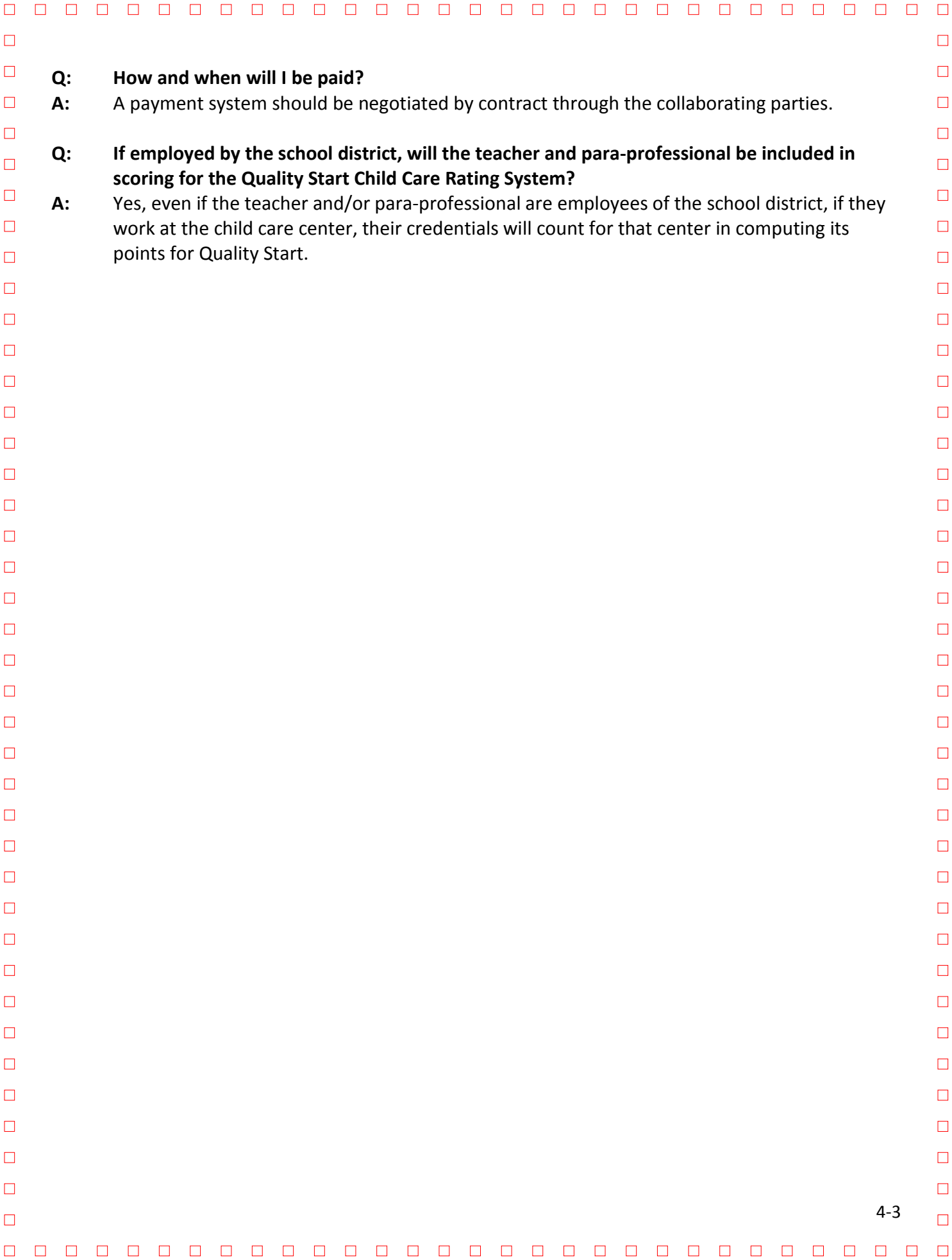
**A:** When the parent comes to pick up the child, he/she will have to do a "previous check out" and a "previous check in" and then a final "check out" at the pick up time. This is the same method used to complete TOTS for other children who receive CCAP. Reference the *Louisiana Tracking of Time (TOTS) Manual* for further information at this link: <https://www.latots.org/eccpw/pdf/Provider%20POS%20and%20Biometric%20Device%20M>

**Q: Why can't an employee of our center be the teacher since so many training hours are included in Quality Start?**

**A:** If a child care center employee possesses a credential that meets LA4 guidelines, an agreement may be contracted between the LEA and child care center. LA4 guidelines require that Prekindergarten teachers must possess one of the following credentials in order to be considered highly qualified:

- a) A valid and current Louisiana teaching certificate in Nursery School Education, Kindergarten, Early Intervention, Noncategorical Preschool Handicapped, or PreK-3.
- b) A valid and current Louisiana teaching certificate in Elementary Education and a Out-of-Field Authorization to Teach (OFAT) in Kindergarten, Nursery School, or Early Intervention, Noncategorical Preschool Handicapped, or PreK-3.
- c) An uncertified teacher with a baccalaureate degree and a Temporary Authority to Teach (TAT), Temporary Employment Permit (TEP), or an Out of State Certificate in Kindergarten, Nursery School, or Early Intervention, Noncategorical Preschool Handicapped, or PreK-3.

- LA4 Guidelines and Implementation Handbook, Appendix C



**Q: How and when will I be paid?**

**A:** A payment system should be negotiated by contract through the collaborating parties.

**Q: If employed by the school district, will the teacher and para-professional be included in scoring for the Quality Start Child Care Rating System?**

**A:** Yes, even if the teacher and/or para-professional are employees of the school district, if they work at the child care center, their credentials will count for that center in computing its points for Quality Start.

Chapter 5

# School System

## Frequently Asked Questions (FAQs)



## School System FAQs

**Q: Does the teacher have to participate in the LEAs professional development?**

**A:** Yes. In order to maintain and support quality teaching standards, annual professional development for continuing education is required for all LA4 staff working directly with prekindergarten children. This continuing education shall include no less than 18 clock hours annually.

**Q: Are there additional requirements, training or classes required to work in a child care center?**

**A:** All individuals working in a child care center must comply with the requirements below. They must also enroll in Louisiana Pathways in order for the center to complete Quality Start training and become eligible for the School Readiness Tax Credit.

1. Employment Physicals - Class "A" Child Care licensing require an employment physical for every employee upon employment and every three years thereafter. This requirement would apply to all staff employed by the school district and placed in the collaborative prekindergarten program at a child care center. Labor laws require the child care center to pay for these physicals since they are required for employment. Collaborative agreements should clearly delineate the manner in which the center will be reimbursed for these costs.
- 2.
3. Criminal Background Checks – Class "A" Child Care licensing requires a criminal background check on every employee. This requirement would apply to all staff employed by the school district and placed in the collaborative prekindergarten program at a child care center. If the employee has had a criminal background check to be employed by the school system, the child care center can accept a letter from the school district stating the date and results of the background check. If the employee has not had a background check, collaborative agreements should clearly delineate which party is responsible for ensuring that the check is done and who is responsible for the payment. Please reference the Criminal Background Check Chart on the DCFS website or in the appendix of this manual for further information.  
[www.dcfslouisiana.gov/assets/docs/searchable/Licensing/20110503CriminalBackgroundCheckChart.pdf](http://www.dcfslouisiana.gov/assets/docs/searchable/Licensing/20110503CriminalBackgroundCheckChart.pdf)
4. Hiring and Firing – Class "A" licensing law requires that an employee who is responsible for "any validated instance of corporal punishment, physical punishment, cruel, severe, or unusual punishment, physical or sexual abuse and/or neglect" must not remain in the employment of the center. Failure to remove the individual from employment will result in revocation of the center's license. It is the childcare center's responsibility to inform the school system of any validated instance of the above. The school system must take the appropriate action to remove the employee from the center and to provide another qualified employee. This procedure should be clearly defined in any collaborative agreement.



5. Staff Training – Class “A” licensing requires twelve (12) clock hours annually of staff training. The LA 4 guidelines require eighteen hours (18) annually. The child care center may accept the training approved by the school system if the employee has a certificate to document the content and hours of training. All staff employed by the

school district and placed in the collaborative prekindergarten program at a child care center will be required to attend any training that is required by licensing for the child care center staff, including but not limited to orientation training.

- LA4 Guidelines and Implementation Handbook, Appendix C

**Q: Will children with IEPs receive special education services?**

**A:** The collaborating LEA must provide all special education services as required by law.

**Q: Do school district employees, for example speech therapists, have to present required documentation and Criminal Background Checks to enter a child care facility?**

**A:** Any school system employee entering a child care facility must provide required paperwork and a portable clearance (“Right to Review”), which requires a different background check, to the child care director.

**Q: How are substitutes provided?**

**A:** An arrangement should be made between the LEA and child care center to provide a substitute who will not put the child care center in violation of any regulations. The substitute must have all required documentation and licensing-approved criminal background checks.

**Q: Who keeps records, authorizations, and information about the students?**

**A:** Collaborative agreements should clearly define the procedure for obtaining and sharing of required information by the school system and the child care center.

Class “A” licensing requires the following records for each child:

- a) General information master card including medical history
- b) Immunization record
- c) Authorization for the release of children
- d) Authorization for emergency medical treatment
- e) Authorization for off-site activities, if applicable
- f) Authorization for medication administration, if applicable
- g) Authorization for water activities, if applicable
- h) Authorization for transportation, if applicable
- i) Special diet/current feeding schedule, if applicable

- LA4 Guidelines and Implementation Handbook, Appendix C

**Q: Can EEF or 8g funds be used to collaborate?**

**A:** Yes. For example, Sabine Parish braids 8g, LA4 and Head Start funds. The Livingston Parish model uses EEF funds for collaboration.

**Q: Can Title 1 funds be used to collaborate?**

**A:** The U.S. Department of Education provides guidance on this issue at:

***Serving Preschool Children Through Title I, Non-Regulatory Guidance***

***U.S. Department of Education***

[www2.ed.gov/policy/elsec/guid/preschoolguidance2012.pdf](http://www2.ed.gov/policy/elsec/guid/preschoolguidance2012.pdf)

*As noted in this resource: This guidance is written to assist State educational agencies (SEAs), local educational agencies (LEAs), and schools in understanding and implementing preschool programs supported with funds under Title I, Part A (Title I) of the Elementary and Secondary Education Act of 1965, as amended (ESEA). Although each SEA may consider this guidance in the development of its own guidelines and standards, SEAs are free to identify alternative approaches that are consistent with applicable Federal statutes and regulations.*

Chapter 6

*Resources and Tips*



# Operational Tips & Hints for Collaboration Success

## CHILD CARE, HEAD START/EARLY HEAD START CENTERS

- Obtain an LA4 program requirement handbook and become familiar with its contents. See [www.louisianaschools.net/lde/uploads/18623.pdf](http://www.louisianaschools.net/lde/uploads/18623.pdf)
- Learn more about the Nonpublic Schools Early Childhood Development(NSECD) Program by accessing <https://www.prekla.org>
- Conduct a Family Meeting at the beginning of the school year. Share with families about the exciting opportunity being provided to their child. Provide families with a schedule of school days versus non-school days, hours of operation of the LA4 class and make clear the fee schedule for non-school days and Before/After care. Invite representatives from your collaborative partnership.
- Make copies of all paperwork and keep for your records.
- Be certain school system employees have all required background checks and have attended all classes required by child care licensing.

## LOCAL EDUCATION AGENCIES

- Become familiar with your collaborating partners' requirements and standards. For example, learn about Quality Start or Head Start/Early Head Start. See: [eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements](http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements)  
[www.ehsnrc.org/AboutUs/ehs.htm](http://www.ehsnrc.org/AboutUs/ehs.htm)
- Inform collaborating partners of LA4 attendance requirements. Develop a plan for recording attendance, enforcing attendance policies and replacing a child if enrollment changes.
- Attend the beginning of the year Family Meeting to support the center in its explanation to families about the collaboration and to begin a relationship with students and their families.
- Invite owners and directors to all professional development. This will help them to understand program components and enable them to communicate better with children's families and child care staff.
- Be certain school system employees have all licensing required background checks and have attended all classes required by child care licensing.

## ALL COLLABORATING PARTIES

- Develop a plan to provide a substitute if the teacher or para professional is absent. Teacher absence will affect LA4 child to adult ratios and center ratios. Substitutes must have required background checks.
- Consider who will dispense medications to children.

- Develop a schedule of ongoing communication. For example, hold a monthly meeting regarding the partnership and establish who is included on email and other correspondence.
- Collaboration is an excellent opportunity to create positive relationships in a community around the needs of young children and their families. Seize this chance to learn from one another, efficiently utilize services and resources, and give our children the highest quality education.

Chapter 7

# Appendix



Sample Contracts and MOUs

Program Logistics: Sample Job Descriptions, etc.

Profiles of Successful Collaboration Models

Contacts

Sample Contracts and  
Memoranda of Understanding (MOU)

**DUAL LANGUAGE COLLABORATIVE PRE-K**  
**MEMORANDUM OF UNDERSTANDING**  
**Between**  
**REGINA COELI CHILD DEVELOPMENT CENTER**  
**And**  
**LIVINGSTON PARISH PUBLIC SCHOOLS**  
**And**  
**SOUTHEASTERN LOUISIANA UNIVERSITY**

Livingston Parish Public Schools (LPPS) and Regina Coeli Child Development Center, hereinafter referred to as "Head Start," and Southeastern Louisiana University (SLU) are all dedicated to the goal of providing education opportunities and other related services to the greatest number of children and families in Livingston Parish as well as increased awareness of the benefits of the joint collaboration.

Coordination between Head Start and the Livingston Parish School System and Southeastern Louisiana University is essential if we are to meet the goal of serving as many children as possible in the parish. Under this agreement, the official name of the collaborative program is *Dual Language Collaborative Pre-K*.

*The Livingston Parish Public Schools (LPPS), Southeastern Louisiana University and the Regina Coeli Child Development Center Head Start Agency (RCCDC) will work together for the review, coordination, collaboration, alignment, and implementation of each of the activities, as mandated by the Head Start Act: Public Law 110-134 "Improving Head Start for School Readiness Act of 2007."*

**A. Regina Coeli Child Development Center Responsibilities:**

1. Head Start will share their waitlist and enrollment information with the Livingston Parish Public Schools.
2. Head Start will share eligibility criteria with Livingston Parish Public Schools.
3. Head Start will certify children referred from the Livingston Parish Public Schools to ensure that they meet the Head Start eligibility guidelines and selection priorities.
4. Head Start will provide additional materials needed to meet their requirements for the Head Start classrooms.
5. Head Start will provide three CACFP approved meals to LA-4 enrolled children.
6. Head Start will provide transportation for the children selected for the Dual Language Collaborative Pre-K from Walker Elementary to the Dual Language classroom site and other sites as need is determined and feasible.
7. All Head Start services will be made available for LA-4 children and staff.
8. Head Start will respect and follow Livingston Parish Public School internal procedures and time lines with respect to screenings, assessments, priority to services, referrals, records and confidentiality.



9. Head Start will share opportunities for staff training, including opportunities for joint staff training on topics such as academic content standards, instructional methods, curricula, and social and emotional development.
10. Head Start will work with LPPS to provide communication and parent outreach for smooth transition to kindergarten.
11. Head Start will provide the Family Advocate to serve as an on-site resource for the program.
12. Informal classroom observations will be conducted by the Head Start Center Director and the content area specialists to monitor compliance with Head Start Performance Standards.
13. Head Start will participate in the selection of the classroom teaching personnel.
14. Head Start will participate in the Dual Language Collaborative Pre-K Steering Committee
15. In the event that a Dual Language Collaborative Pre-K student is injured while participating in the Head Start program the coverage will be afforded under the Regina Coeli Child Development Center Student Accident policy.

**B. Livingston Parish Public Schools Responsibilities:**

1. Livingston Parish Public Schools will share their waitlist and enrollment information with Head Start.
2. Livingston Parish Public Schools will share eligibility criteria with Head Start.
3. Livingston Parish Public Schools will continue to provide materials to set up the classrooms to meet LA 4 requirements.
4. Livingston Parish Public Schools will pay the salaries and benefits for the staff funded by LA-4.
5. Livingston Parish Public Schools will provide transportation for the children selected for the Dual Language Collaborative Preschool Program from the Dual Language classroom site to Walker Elementary or other sites as need is determined and feasible.
6. Livingston Parish Public Schools will respect and follow internal Head Start procedures and time-lines with respect to screenings, assessments, home visits, parent-teacher and conferences and confidentiality.
7. Livingston Parish Public School Principal and LA-4 Coordinator will be responsible for completing formal observations on all school system employees based at the Dual Language classroom site.
8. Livingston Parish Public Schools is responsible for the administration of the LA-4 program of the Dual Language Collaborative Pre-K assuring all policies, guidelines and regulations are followed.
9. Livingston Parish Public Schools will share opportunities for staff training, including opportunities for joint staff training on topics such as academic content standards, instructional methods, curricula, and social and emotional development.
10. Livingston Parish Public Schools will work with Head Start to provide communication and parent outreach for smooth transition to kindergarten.
11. Livingston Parish Public Schools will participate in the selection of the classroom teaching personnel.
12. Livingston Parish Public Schools will participate in the Dual Language Collaborative Pre-K Steering committee.

13. In the event that a Dual Language Collaborative Pre-K student is injured on LPPS property and LPPS is found liable and/or negligent, coverage will be afforded under the LPPS general liability policy.

#### C. Southeastern Louisiana University Responsibilities:

1. Southeastern Louisiana University will provide classroom space and IT support for the LA-4 children and staff.
2. Southeastern Louisiana University will provide office space, daily maintenance, cleaning and office supplies for the program.
3. Southeastern Louisiana University will provide the Outdoor Learning Center maintenance and materials according to Louisiana State Class A Child Care Licensing, Head Start and LA-4 guidelines.
4. Southeastern Louisiana University will provide office space and equipment for the Head Start Family Advocate.
5. Southeastern Louisiana University will coordinate all research and development endeavors related to the Dual Language Collaborative Pre-K program.
6. Southeastern Louisiana University will provide a faculty member to serve as Principal Investigator and Research Coordinator to oversee research and development.
7. Southeastern Louisiana University will participate in the selection of the classroom teaching personnel.
8. Southeastern Louisiana University will participate in the Dual Language Collaborative Pre-K Steering Committee.
9. In the event that a Dual Language Pre-K student is injured on Southeastern Louisiana University property and Southeastern Louisiana University is found liable and/or negligent, coverage will be afforded under the Southeastern Development Foundation commercial and general liability policy.

#### D. Funding

1. Livingston Parish Public Schools LA-4 program will draw down funds to cover salaries, benefits, transportation, classroom materials, supplies and furniture.
2. Head Start will allocate funding for the meals, the Family Advocate, classroom consumables and morning bus transportation for the children enrolled in the LA-4 program and whose classroom is located at the Dual Language Collaborative Pre-K classroom site.
3. Southeastern Louisiana University will allocate funds for the Outdoor Learning area according to Louisiana State Class A Child Care Licensing, Head Start and LA-4 guidelines. *Funds to be provided by the Southeastern Development Foundation*

#### E. Media

1. All media requests should be directed to Jan Benton, Dr. Susan Spring, or Dr. Cynthia Elliott. Dual Language Pre-K staff will forward media requests to the proper Dual Language Pre-K Committee member and/or through one's Supervisor, if applicable.
2. The official program name will be the Dual Language Collaborative Pre-K.

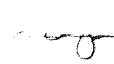
**F. Memorandum of Understanding Negotiation**

1. This memorandum of understanding will be in effect for the 2010-2011 school year. A subsequent agreement will be negotiated each school year.
2. Any procedural conflicts shall be resolved at the lowest level possible.

**SIGNATURES OF COLLABORATING AGENCIES**

The undersigned hereby certifies that he/she is authorized as a decision making entity to sign this memorandum of understanding and act on the agency's behalf in adhering to the assurances, roles and responsibilities contained in this Memorandum of Understanding.

Signature



date

2-9-11

Superintendent  
Livingston Parish School System

Signature



date

2-9-11

Ph.D., Executive Director  
Regina Coeli Child Development Center

Signature

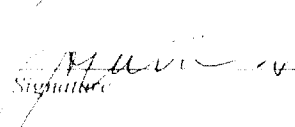


date

3/10/11

Board President  
Regina Coeli Child Development Center

Signature



date

3/2/11

Ph.D., President  
Southeastern Louisiana University

STATE OF LOUISIANA  
PARISH OF OUACHITA

BE IT KNOWN that the following agreement is hereby entered into between:

**OUACHITA PARISH SCHOOL BOARD**, a political subdivision of the State of Louisiana, herein represented by its duly authorized President, **Jack White**, whose mailing address is P.O. Box 1642, Monroe, Louisiana 71210-1642, hereinafter referred to as "SCHOOL BOARD";

and,

**Mini Scholars Child Care Center**, herein represented by its duly authorized Director, hereinafter referred to as "CHILD CARE CENTER".

WITNESSETH:

WHEREAS, Article VII, Section 14(c) of the Constitution of the State of Louisiana provides that "For a public purpose, the state and its political subdivisions or political corporations may engage in cooperative endeavors with each other, with the United States or its agencies, or with any public or private association, corporation, or individual."; and

WHEREAS, the SCHOOL BOARD desires to cooperate with the CHILD CARE CENTER in the manner as hereinafter provided;

WHEREAS, the SCHOOL BOARD has a legal obligation and right under the LA4 Prekindergarten Program, a program funded through an appropriation from the State of Louisiana, for the purpose of providing, supporting and enhancing the education of four-year olds within its jurisdiction. The SCHOOL BOARD chooses to execute this legal obligation and right by contracting with the CHILD CARE CENTER.

WHEREAS, the public purpose to be derived from this legal obligation is to provide for a collaboration of services between the CHILD CARE CENTER and the SCHOOL BOARD in support of the LA4 Prekindergarten Program for the primary purpose of supporting early childhood instruction of at-risk four-year-old preschool children and providing financial support to the CHILD CARE CENTER preschool classroom in accordance with the guidelines and provisions of the LA 4 Prekindergarten Program.

WHEREAS, the actions of the SCHOOL BOARD and the CHILD CARE CENTER will result in a public benefit described in detail not disproportionate to the consideration in this Agreement;

NOW THEREFORE, in consideration of the mutual covenants herein contained, the parties hereto agree as follows:

**Scope of Services**

CHILD CARE CENTER hereby agrees to:

- Operate a preschool classroom at its CHILD CARE CENTER in accordance with guidelines set forth in *LA 4 Prekindergarten Guidelines and Implementation Handbook*, the *Louisiana Standards for Programs Serving Four-Year-Old Children*, and supporting *Grade Level Expectations*;
- Provide and maintain appropriate levels of general liability and property insurances;
- Provide assurance of compliance with legal mandates related to the populations being served as provided by, Revised Statute 15:587.1, the Louisiana Child Protection Act, in regards to CHILD CARE CENTER staff background checks;
- Provide a fully equipped classroom with a teacher certified according to DOE guidelines.

- Maintain and provide documentation for the following:
  - Eligibility records for free-and-reduced lunch status of all enrolled children,
  - Teacher professional development,
  - Student portfolios,
  - Parental involvement activities, health screening reports, ECERS implementation, alignment with *Louisiana Standards for Programs Serving Four-Year-Old Children*, and field trip activities,
  - Monthly attendance reports, and
  - DSC pre-testing and post-testing reports.
- Submit a billing request to SCHOOL BOARD for reimbursement of eligible expenditures on a monthly basis for each month of operation. The billing request will be prorated based on the actual number of at-risk children enrolled in the preschool program for each monthly period. At-risk is determined as meeting the qualifications for the free-and-reduced school lunch program.
- Allow CHILD CARE CENTER staff to collaborate with the LA4 Program Coordinator in providing services and in kind professional development mutually beneficial to both the CHILD CARE CENTER and SCHOOL BOARD LA4 preschool programs.

The SCHOOL BOARD agrees to:

- Provide financial support to the CHILD DEVELOPMENT CENTER as follows:
  - Provide reimbursement of eligible monthly classroom expenditures on a prorated basis based upon the number of actively enrolled at-risk preschool children each month of operation during the 2010-2011 school year. This reimbursement is limited to \_\_\_\_\_ per at-risk child (up to 15 children) actively enrolled each month from August 1, 2010-May 31, 2011. Eligible expenditures are determined in accordance with program guidelines set forth in the *LA4 Guidelines and Implementation Handbook*;
  - Utilize any remaining funds in the grant not obligated for student reimbursement to provide materials/supplies for the use of the identified at-risk students and pay two field trip admission fees for the same students.
- The LA4 program coordinator will collaborate and provide support services through routine site visits and communication on an as needed basis; and
- Provide opportunities for staff professional development to CHILD CARE CENTER staff.

#### Payment Terms

In consideration of the services described above, the following payment terms are hereby agreed to:

SCHOOL BOARD will reimburse the CHILD CARE CENTER for eligible preschool classroom expenditures based upon the percentage of at-risk preschool children in attendance each month. The percentage of at-risk preschool children will be applied to the total eligible preschool classroom expenditures to arrive at the reimbursement amount. The reimbursement amount will not exceed a maximum amount of \_\_\_\_\_ per at-risk preschool child (up to 15 children) in attendance each month from August 1, 2010-May 31, 2011. In order for payment to be made, the CHILD CARE CENTER will submit a reimbursement billing request to the LA 4 Program Coordinator for each monthly period. The reimbursement billing request must consist of an itemized list of expenditures incurred for the period, the number of at-risk preschool children, and the number of all preschool children in attendance for the period. Supporting documentation for each itemized expenditure (i.e. copy of check, invoice, receipt, employee payroll journal, etc.) must be submitted along with the monthly billing.

#### Term of Agreement

This Agreement shall begin on July 1, 2010 and shall terminate on June 30, 2011.

#### Termination Clause

Either party may terminate this Agreement for cause based upon the failure of one party to comply with the terms and/or conditions of the Agreement; provided that the a written notice specifying the failure of performance is provided to the non-performing party. If within thirty (30) days after receipt of such notice, the non-performing party has not have either corrected such failure or, in the case of failure which cannot be corrected in thirty (30) days, begun in good faith and thereafter proceeded diligently to complete such correction, then the Agreement shall terminate on the date specified in such notice. Either party may exercise any rights available to it under Louisiana law to terminate for cause upon the failure of either party to comply with the terms and conditions of this Agreement; provided that written notice specifying the failure and a reasonable opportunity to cure the defect be provided to the other party.

#### Termination for Convenience

Either party may terminate the Agreement at any time by giving thirty (30) days written notice to the other party. The UNIVERSITY shall be entitled to payment for deliverables in progress, to the extent work has been performed satisfactorily.

#### Ownership

All records, reports, documents and other material or equipment delivered or transmitted to SCHOOL BOARD, at CHILD CARE CENTER's expense, at termination or expiration of this Agreement. All records, reports, documents, or other material related to this Agreement and/or obtained or prepared by CHILD CARE CENTER in connection with the performance of the services contracted for herein shall become the property of SCHOOL BOARD, and shall, upon request, be returned by CHILD CARE CENTER to SCHOOL BOARD, at CHILD CARE CENTER's expense, at termination or expiration of this Agreement.

#### Nonassignability

The CHILD CARE CENTER shall not assign any interest in this Agreement by assignment, transfer, or novation, without prior written consent of the SCHOOL BOARD. This provision shall not be construed to prohibit the CHILD CARE CENTER from assigning its bank, trust company, or other financial institution any money due or to become due from approved contracts without such prior written consent. Notice of any such assignment or transfer shall be furnished promptly to the SCHOOL BOARD.

#### Auditors Clause

It is hereby agreed that the SCHOOL BOARD, the Legislative Auditor of the State of Louisiana and/or the Department of Education or Office of the Governor, Division of Administration auditors or those designated as agents thereof shall have the option of auditing all accounts of CHILD CARE CENTER which relate to this Agreement during the term of the agreement and for a three-year period following final payment under this Agreement.

#### Records Clause

CHILD CARE CENTER agrees to maintain all books, records and other documents relevant to this agreement and funds expended thereunder for at least three years from the date of the last payment received under this Agreement.

#### Fiscal Funding

The continuation of this Agreement is contingent upon the appropriation of funds to fulfill the requirements of the Agreement by the Louisiana legislature for the LA-4 program. If the legislature fails to appropriate sufficient monies to provide for the continuation of the Agreement, or if such appropriation is reduced by the veto of the Governor or by any means provided in the appropriations act to prevent the total appropriation for the year from exceeding revenues for that year, or for any other lawful purpose, and the effect of such reduction is to provide insufficient monies for the continuation of the Agreement, the Agreement shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.

#### **Indemnification; Insurance**

The CHILD CARE CENTER shall indemnify and hold harmless the SCHOOL BOARD against any and all claims, losses, liabilities, demands, suits, causes of action, damages, and judgments of sums of money to any party accruing against the SCHOOL BOARD growing out of, resulting from, or by reason of any act or omission of the CHILD CARE CENTER, its agents, servants, independent contractors, or employees while engaged in, about, or in connection with the discharge or performance of the terms of this Agreement. Such indemnification shall include the SCHOOL BOARD's fees and cost of any litigation, including, but not limited to, reasonable attorney's fees.

#### **Discrimination Clause**

The CHILD CARE CENTER agrees to abide by the requirements of the following as applicable: Title VI of the Civil Rights Act of 1964 and Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, Federal Executive Order 11246 as amended, the Rehabilitation Act of 1973, as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, the Fair Housing Act of 1968 as amended, and UNIVERSITY agrees to abide by the requirements of the Americans with Disabilities Act of 1990.

CHILD CARE CENTER agrees not to discriminate in its employment practices, and will render services under this Agreement without regard to race, color, religion, sex, sexual orientation, national origin, veteran status, political affiliation, disabilities.

Any act of discrimination committed by CHILD CARE CENTER, or failure to comply with these statutory obligations when applicable shall be grounds for termination of this Agreement.

#### **Legal Compliance and Controlling Law**

The CHILD CARE CENTER shall comply with all federal, state, and local laws and regulations, including, specifically, the Louisiana Code of Governmental Ethics (R.S. 42:1101, et seq.) in carrying out the provisions of this Agreement. In the event of default by either party, the aggrieved party shall have all rights granted by the general laws of the State of Louisiana.

## Memorandum of Understanding (MOU)

Whereas, the Broadmoor Charter School Board and McMillian's First Steps have collaborated to deliver LA-4 eligible services to twenty (20) 4-year old students

Whereas, the partners listed below have agreed to enter into a collaborative agreement in which the Broadmoor Charter School Board will be the lead agency and McMillian's First Steps will be a partner agency.

Whereas, the partners desire to enter into a Memorandum of Understanding setting forth services to be provided.

Whereas, the partners desire to enter into a Memorandum of Understanding setting forth compensation to be provided.

Whereas, the provisions of this MOU are contingent on Wilson Charter School receiving timely reimbursement from the Recovery School District.

<b>Lead Agency:</b>	Broadmoor Charter School Board	<b>Partner Agency:</b>	McMillian's First Steps
<b>Agent:</b>	Logan Crowe	<b>Agent:</b>	Linda McMillian
<b>Contact Phone:</b>		<b>Contact Phone:</b>	
<b>Contact Email</b>	Logan.crowe@broadmoorcharterschool.org	<b>Contact Email</b>	mcmillianfirst@yahoo.com

### Responsibilities of Wilson Charter School:

Wilson Charter School will transfer from McMillian's payroll the following employees:

- Ms. Shirley Earls at an annual salary of \$
- Ms Chanelle Parker at an annual salary of \$

Wilson Charter School will cover all applicable payroll costs for Ms. Earls and Ms. Parker including: payroll taxes, medical, life, vision, and dental insurance.

In consideration for provision of classroom space and services provided for the LA-4 program, McMillian's will receive from Wilson Charter School, the following:

- Partial salary(30%) of Ms. Chantrell Causey, administrator, salary of \$ (30% = \$ ). McMillian's FirstSteps is responsible for invoicing Wilson Charter School Monthly for this salary. This amount is not to exceed \$
- Purchase of classroom materials (paint, crayons, coloring books, paper, pencils, activity books, puzzles, playsets, etc.....) not to exceed \$



**The total expense of this partnership is not to exceed \$100,000**

**Responsibilities of McMillian's First Steps:**

- Abide by the Rules and Requirements of the LA4 Early Childhood Guidelines and Implementation handbook and the RSD LA4 Grant
- Adhere to and Implement Wilson Charter's Student Handbook and the RSD Code of Conduct
- Provide educational services for 20 students who qualify for the LA4 program
- Supervise teachers and paraprofessionals for the LA4 classes
- Ensure that teachers and paraprofessionals attend all applicable training
- Provide meals and snacks as required by the State
- Ensure that enrollment forms for Free & Reduced Lunch are completed and received by Wilson
- Ensure that all student and teacher records are submitted to the RSD according to LA4 policy and deadlines
- Administer the DSC to every LA4 student at the beginning and end of the school year and report data to the RSD.

**Discrimination Clause**

Partner Agency agrees to abide by the requirements of the following as applicable:

- Title VI and VIII of the *Civil Rights Act of 1964*, as amended by the *Equal Opportunity Act of 1972*
- *Federal Executive Order 11246*
- *Federal Rehabilitation Act of 1973*, as amended
- *Vietnam Era Veteran's Readjustment Assistance Act of 1974*
- *Title IX of Education Amendments of 1972*
- *Age Act of 1965*
- *Fair Housing Act of 1968*
- *Americans with Disabilities Act of 1990*

The partner agency agrees not to discriminate in its practices, and will render services under this MOU without regard to race, color, religion, sex, sexual orientation, national origin, veteran status, political affiliation, or disabilities.

Any act of discrimination committed by the partner agency or failure to comply with these statutory obligations when applicable shall be grounds for termination of this MOU.

**Timeline:** The roles and responsibilities described above are contingent on **Andrew H. Wilson Charter School** receiving funds requested for the LA-4 program from the Recovery School District.. Responsibilities under this Memorandum of Understanding would coincide with the grant period, anticipated to be **August 1, 2012 through May 31, 2013.**

**THUS DONE AND SIGNED**, in New Orleans, Louisiana, on the day, month and year written below.

*IN WITNESS WHEREOF*, the parties have executed this agreement as of this \_\_\_\_ day of August, 2012.

Lead Agency Signatures

\_\_\_\_\_

Director of Finance & Operations  
Broadmoor Charter School Board

\_\_\_\_\_

Principal  
Broadmoor Charter School Board

**Partner Agency Signatures**

\_\_\_\_\_

Director  
McMillian's First Steps

\_\_\_\_\_

Director  
McMillian's First Steps

Witnesses

**SAMPLE**

**STATE OF LOUISIANA  
DEPARTMENT OF EDUCATION  
CONTRACT**

BE IT KNOWN, the Department of Education, Office of Recovery School District of the State of Louisiana (hereinafter sometimes referred to as *State*) and The **(legal name and address of Contractor)** (hereinafter sometimes referred to as *Contractor*) do hereby enter into a contract with funds provided by the program entitled Cecil J. Picard LA4 Prekindergarten Program, under the following terms and conditions. If a federal program, provide Catalog of Federal Domestic Assistance Number 93.558.

### 1. Scope of Services

Contractor hereby agrees to furnish the following services: *(If the Scope of Services is lengthier than will fit here, it may be attached separately.)*

- **Specific goals and objectives:**

- Increasing the capacity for schools in New Orleans to serve more four-year old children
- Providing a quality preschool experience for four-year old children in New Orleans, to increase readiness for kindergarten
- Providing for interagency collaboration through working jointly to provide the best training of staff, planning of programs, identification of program needs, sharing of information,

- **Deliverables:**

- providing care and educational services to children age four in a child-centered program directed toward the development of cognitive, social, emotional, language and literacy, math and motor skills in a manner and at a pace consistent with the needs and capabilities of the individual child for 6.5 instructional hours per day for the 2011-12 school year
- identifying children with educational challenges and/or disabilities and providing those children with the best services reflecting current best practices in early childhood education of children with various developmental issues.
- joint participation in IEP meetings, and maintenance of on-site records that will be available to all participants in the program

- The (insert name of contractor) responsibility :

- Provide \_\_\_\_ slots reserved for RSD to provide the LA4 Prekindergarten Program for \_\_\_\_ students who qualify for Free or Reduced Lunch, and for whom the Center is not reimbursed under any other State or Federal program for the instructional portion of the day (a minimum of 6.5 hours) for 177 instructional days during the period from August 2011 – May 2012.
- Hire and supervise the teacher and paraprofessional for the LA4 class, with input from RSD LA4 Coordinator. The teacher and paraprofessional must meet the requirements in the LA4 Guidelines.
- Submit any additional curriculum materials desired for use in the LA4 classroom to the RSD LA4 Coordinator for review and approval.
- Be responsible for securing the funds for students in the classroom who do not meet eligibility for Free or Reduced Lunch, through tuition and/or other means.
- Jointly abide by the rules and requirements of LA4 Early Childhood Guidelines and Implementation handbook.
- Provide non-consumable materials, including paper, pens, office supplies, art supplies for the teacher and students.
- Provide meals and snacks as required by the State. Snacks are required when there is a three hour or more period between breakfast and lunch or between lunch and when the school day ends. No charge for meals or snacks can be made for students who qualify for Free or Reduced Lunch. Determine free & reduced lunch eligibility and obtain reimbursement of those funds through appropriate sources. The RSD does not reimburse for meals and snacks.
- To provide transportation for all children enrolled in the LA4 class.
- Ensure that all enrollment forms and Free or Reduced Lunch eligibility necessary for the RSD to secure financial reimbursement from the Louisiana State Department of Education are completed and received by the Recovery School District by the appropriate deadlines.
- Ensure that the teacher records student enrollment, days on roll, student absences and withdrawals and submits them to the Recovery School District according to District and LA4 policy and deadlines.
- Provide for secure storage of LA4 student records.
- Return to the RSD any furniture, equipment, nonconsumable classroom materials, toys and manipulatives, in good order and condition as when provided, reasonable use and wear thereof expected.
- Outside playground equipment for four year old students

- ***Performance Measures: (that are quantifiable and time-bound)***

- Enrollment and attendance of children in the LA4 Prekindergarten class and timely submission of monthly reports to the RSD LA4 Early Childhood Coordinator.
- Attendance and participation of The Intercultural Charter School Charter School staff members in professional development provided by the Recovery School District
- Compliance with LA4 Prekindergarten Program standards as well as ECERS-R

(Early Childhood Environment Rating Scale – Revised)

- Administration of DSC (Developmental Skills Checklist) to every LA4 student at the beginning and end of the school year and online data entry of student scores by RSD and State deadlines.

- **Monitoring Plan:** (for adherence to contract requirements and completion of work. Must include the title, not the name of the monitor)

The Early Childhood Department will monitor the contractor through daily contact via phone or e-mail as well as weekly site visits to implement performance measures described above. Enrollment and attendance will be reviewed monthly by the LA4 Early Childhood Coordinator for compliance with LA4 Guidelines.

- Recovery School District responsibilities:
  - Jointly monitor and supervise the teacher and paraprofessional for the LA4 class to ensure that all LA4 guidelines for curriculum and programming are being met.
  - Pay to The Intercultural Charter School an allocation equal to the number of students who qualify for Free and Reduced Lunch that the RSD receives from LDOE (not to exceed a maximum of \_\_\_\_\_), for a maximum of 20 students. Two equal payments (not to exceed \_\_\_\_\_ per payment) reimbursed to the The Intercultural Charter School Charter School, semi-annually by invoice on (to be determined by contractual parties).
  - Be responsible to the State for all program, curriculum, and reporting requirements.
  - Jointly abide by the rules and requirements of LA4 Early Childhood Guidelines and Implementation handbook.
  - Sufficiently equip the classroom to maximize the learning environment for PreK children. Provide non-consumable classroom materials, toys, and manipulatives to maximize the learning environment for PreK children. Furniture, materials, and equipment currently in the classrooms will remain as long as the Contractor remains in a contract with the RSD.
  - Provide current curriculum and teacher guides. Units or themes of interest will be paced according to the RSD Managed Curriculum and incorporate the Louisiana Standards for Four Year Old Children and the Grade Level Expectations (GLEs) for PreK.
  - Review any additional curriculum materials for use in the LA4 classroom that are submitted for approval from the charter school.
  - Require the teacher to record student enrollment, days on roll, student absences and withdrawals according to District and LA4 policy.
  - Require the teacher to ensure the completion of all enrollment forms and the provision of the Free or Reduced Lunch eligibility status for each child for the RSD to secure financial reimbursement from the Louisiana State Department of Education.
  - Provide for vision and hearing screenings of all LA4 students within the first 90 days participating in the LA4 program.
  - Provide DSC for screening students and to provide statistical analysis of progress using the DSC, including web-based data system.

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- Provide itinerant staff as mandated by a student with special needs' Individualized Education Plans (IEP) including, but not necessarily limited to, occupational therapist, physical therapist, adaptive physical education teacher, speech therapist.
- Jointly provide Administrative Supervision for those educators employed by the RSD.

*(Contracts which do not include each of these requirements will be returned to the respective Office without action.)*

**2. Payment Terms** *(If travel is mentioned in this section, include this statement: "All travel will be in accordance with PPM." Include a cost formula in the payment terms area.)*

- In consideration of the services described above, State hereby agrees to pay the Contractor a maximum fee of \_\_\_\_\_ (maximum monthly rate of \$10,173.33) \_\_\_\_\_ slots reserved for RSD to provide the LA4 Prekindergarten Program. (Specific payment terms will be determined by contractual parties). Per LA4 Guidelines 74% of enrolled students must attend 90% of the school days for each month in order for payment to be received. If the attendance in the LA4 class falls below 74%, LA 4 funds will be withheld for that month until the LA4 class reaches or exceeds the 74% minimum for the following month. Efforts to maintain full enrollment must be documented for the duration of the contract terms.

Contracts with services completed by June 30 must submit invoices no later than July 15. Due to funding constraints, funding may be unavailable for payment of services if invoices are not received by this date.

If progress or completion is obtained to the reasonable satisfaction of the agency, payments are scheduled as follows:

(Payment terms will be negotiated between contractual parties.)

(Include payment terms here. Payments must be tied to completed deliverables or an approved budget)

### 3. Taxes

Contractor hereby agrees that the responsibility for payment of taxes from the funds thus received under this Contract and/or legislative appropriation shall be Contractor's obligation and shall be identified under Federal Tax Identification Number \_\_\_\_\_.

### 4. Termination for Cause

The State may terminate this Contract for cause based upon the failure of the Contractor to comply with the terms and/or conditions of the Contract; provided that the State shall give the Contractor written notice specifying the Contractor's failure. If within thirty (30) days after receipt of such notice, the Contractor shall not have either corrected such failure or, in the case which cannot be

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corrected in thirty (30) days, begun in good faith to correct said failure and thereafter proceeded diligently to complete such correction, then the State may, at its option, place the Contractor in default and the Contract shall terminate on the date specified in such notice. The Contractor may exercise any rights available to it under Louisiana law to terminate for cause upon the failure of the State to comply with the terms and conditions of this contract; provided that the Contractor shall give the State written notice specifying the State's failure and a reasonable opportunity for the state to cure the defect.

## **5. Termination for Convenience**

The State may terminate the Contract at any time by giving thirty (30) days written notice to the Contractor. The Contractor shall be entitled to payment for deliverables in progress, to the extent work has been performed satisfactorily.

## **6. Remedies for Default**

The provisions of LSA - R.S. 39:1524 through 1526, shall resolve any claim or controversy arising out of this Contract.

## **7. Ownership**

Any records, reports, documents, materials, or products created or developed under this contract shall be the property of the State. Any work undertaken by Contractor pursuant to this contract shall be work made for hire, and the contractor hereby transfers and assigns to the State any intellectual property rights, including but not limited to the copyright of any records, reports, documents, materials or products created or developed by Contractor in connection with the performance of this contract. No records, reports, documents, materials or products created or developed under this contract can be distributed free or for profit without explicit written approval from the State Superintendent of Education.

If the Contract is 8(g) funded, all provisions of this ownership clause apply except that upon termination or at the completion of 8(g) funding for a project/program, the State Board of Elementary and Secondary Education (SBESE) may approve a Contractor's request to retain equipment purchased with 8(g) funds based on the Contractor's assurance that the equipment will be used for educational enhancement.

## **8. Assignment of Contract**

No contractor shall assign any interest in this contract by assignment, transfer, or novation, without prior written consent of the State. This provision shall not be construed to prohibit Contractor from assigning his bank, trust company, or other financial institution any money due or to become due from approved contracts without such prior written consent. Notice of any such assignment or transfer shall be furnished promptly to the State.

## **9. Right to Audit**

It is hereby agreed that the Louisiana Department of Education's Internal Auditors, the Legislative Auditor of the State of Louisiana and/or the Office of the Governor, Division of Administration's auditors and/or other auditors representing State or Federal government shall have the option of

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auditing all accounts or records of Contractor which relate to this Contract. All copies of audits must be forwarded to the Louisiana Department of Education's Internal Audit Section.

## 10. Term of Contract

This Contract shall begin on August 2011 and shall terminate on June 30, 2012. The effective date of this Contract may be extended only if an amendment to that effect is duly executed by the contracting parties and approved by the necessary authorities prior to said termination date. If either party informs the other that an extension of this Contract is deemed necessary, an amendment may be prepared by State and forwarded to the other party for appropriate action by the other party. Said amendment is to be returned to State with appropriate information and signatures not less than fifteen (15) days prior to termination date. Upon receipt of the amendment, it will be forwarded to the necessary authorities for their approval.

Notwithstanding the foregoing, in no event shall the total term of this Contract, including extensions hereto, be for a period of more than three (3) years.

## 11. Fiscal Funding

The continuation of this Contract is contingent upon the appropriation of funds to fulfill the requirements of the Contract by the Legislature. If the Legislature fails to appropriate sufficient monies to provide for the continuation of the Contract, or if such appropriation is reduced by the veto of the Governor or by any means provided in the Appropriations Act to prevent the total appropriation for the year from exceeding revenues for that year, or for any other lawful purpose, and the effect of such reduction is to provide insufficient monies for the continuation of the contract, the contract shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.

This Contract is not effective until approved by the Department or by the Director of the Office of Contractual Review in accordance with *La. R.S. 39:1502*. It is the responsibility of the Contractor to advise the agency in advance if the Contract's funds or the Contract's terms may be insufficient to complete the Contract's objectives.

## 12. Discrimination Clause

Contractor agrees to abide by the requirements of the following as applicable:

- Title VI and VII of the *Civil Rights Act of 1964*, as amended by the *Equal Opportunity Act of 1972*
- *Federal Executive Order 11246*
- *Federal Rehabilitation Act of 1973*, as amended
- *Vietnam Era Veteran's Readjustment Assistance Act of 1974*
- *Title IX of the Education Amendments of 1972*
- *Age Act of 1975*



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- *Fair Housing Act of 1968*
- *Americans with Disabilities Act of 1990*

The Contractor agrees not to discriminate in its employment practices, and will render services under this Contract without regard to race, color, religion, sex, sexual orientation, national origin, veteran status, political affiliation, or disabilities.

Any act of discrimination committed by the Contractor or failure to comply with these statutory obligations when applicable shall be grounds for termination of this Contract.

### **13. Reporting Income to State-Funded Retirement Systems**

If the Contractor is receiving benefits from any State-funded retirement system, the Contractor is responsible for fully disclosing to the State, on or before the effective date of this Contract, the existence and amount of such benefits and the date(s) of retirement. Failure by the Contractor to so disclose truthfully or accurately will be grounds for placing the Contractor in default.

If said failure results in the State's being liable to any State-funded retirement system for penalties, interest, or repayment of benefits, the Contractor shall be liable to the State for repayment of such amounts.

### **14. Compliance Statement**

The State's designated Contract Monitor has reviewed this contractual and/fiscal commitment and certifies that the proposed expenditure complies with all applicable Federal and State laws and regulations and the SBESE's policies. The designated Monitor is aware that he/she is subject to disciplinary or appropriate legal action if his/her assurance is knowingly in violation of public laws or the SBESE's policies.

By executing this contract, Contractor certifies that Contractor has conducted, with due diligence, an examination of its business relationships and affairs and to the best of Contractor's knowledge, information and belief, Contractor is not prohibited from entering into this contract by La. R.S. 42:1113. Contractor further acknowledges that a violation of La. R.S. 42:1113 shall be grounds for termination of this contract for convenience.

### **15. Debarment and Suspension Clause**

Contractor receiving individual awards hereby certifies that the organization and its principals are not suspended or debarred from any Federal or State program.

### **16. Confidentiality**

This contract is entered into by Contractor and the Department in accordance with the provisions of the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., (IDEA). Contractor

Form A

hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to FERPA and IDEA. Contractor agrees not to re-disclose any such personally identifiable information without the prior written consent of the student's parent or the student, in the case of students who have reached the age of majority, or unless re-disclosure is otherwise authorized by law. Contractor agrees to return all documents deemed confidential pursuant to FERPA and/or IDEA to the Department at the conclusion of this contract.

### **17. Collections Fees**

If Contractor invoices the State, and State pays Contractor, for work not done or for work not done in accordance with this contract, or if the State for any reason pays Contractor any amount not actually owed by State to Contractor pursuant to this contract, or if Contractor owes money to the State for any reason whatsoever as a result of this contract, the State may refer this matter to the Louisiana Attorney General for collection. If the State does refer this matter to the Louisiana Attorney General, Contractor agrees to pay, in addition to the debt owed to the State, the State's reasonable attorney's fees, up to a maximum fee of thirty-three and one-third percent (33 1/3%) of Contractor's debt.

### **18. Jurisdiction, Venue and Governing Law**

Exclusive jurisdiction and venue for any and all suits between the State and Contractor arising out of, or related to, this contract shall be in the 19<sup>th</sup> Judicial District Court, Parish of East Baton Rouge, State of Louisiana. The laws of the State of Louisiana, without regard to Louisiana law on conflicts of law, shall govern this contract.

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**THUS DONE AND SIGNED** at Baton Rouge, Louisiana, on the day, month and year first written below.

**IN WITNESS WHEREOF**, the parties have executed this Agreement as of this \_\_\_\_\_ day of \_\_\_\_\_  
(month/year)

**State Agency Signatures**

\_\_\_\_\_  
Chief Financial Officer  
Recovery School District

\_\_\_\_\_  
Superintendent  
Recovery School District

\_\_\_\_\_  
Deputy Superintendent for  
Management and Finance

\_\_\_\_\_  
Deputy Superintendent of Education

\_\_\_\_\_  
State Superintendent of Education

\_\_\_\_\_  
President, State Board of  
Elementary and Secondary Education

**WITNESSES' SIGNATURES**

\_\_\_\_\_  
\_\_\_\_\_

**CONTRACTOR'S SIGNATURE**

By: \_\_\_\_\_

Telephone: (\_\_\_\_) \_\_\_\_\_

# Program Logistics

- Job Descriptions
- Criminal Background Check Chart

# Ouachita Parish

JD:34-04

## Department of Personnel Job Description

**Title:** Teacher/Coordinator/LA-4 Pre-K

**Job Goal:** To lead students toward the fulfillment of their potential for intellectual, emotional, and psychological growth and maturation.

### Performance Responsibilities:

#### Domain I: Planning

Component A: **The Teacher plans effectively for instruction.**

1. Specifies learner outcomes in clear, concise objectives
2. Includes activity that develop objectives
3. Identifies and plans for individual differences
4. Identifies materials, other than standard classroom materials, as needed for lesson
5. States method(s) of evaluation to measure learner outcomes
6. Develops an Individual Education (IEP), ITP, and IFSP\*

**\*For Special Education Teachers Only**

#### Domain II: Management

Management is the organization of learning environment and maintenance of student behavior. Focus should be placed on teacher behavior

Component A: **The teacher maintains an environment conducive to learning.**

1. Organizes available space, materials, and/or equipment to facilitate learning
2. Promotes a positive learning climate

Component B: **The teacher maximizes the amount of time available for instruction.**

1. Manages routine and transitions in a timely manner
2. Manages and/or adjusts allotted time for activities planned

Component C: **The teacher manages learner behavior to provide productive learning opportunities.**

1. Establishes expectations for learner behavior
2. Uses monitoring techniques to facilitate learning

#### Domain III: Instruction

The teacher, as the knowledgeable professional, is the person best-suited to determine effective instruction for his/her classroom.

Component A: **The teacher delivers instruction effectively.**

1. Uses technique(s) which develop(s) lesson objective(s)
2. Sequences lesson to promote learning
3. Uses available teaching material(s) to achieve lesson objective(s)
4. Adjusts lesson when appropriate

# Ouachita Parish Job Description

Teacher/Coordinator/LA-4 Pre-K

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Component B: **The teacher presents appropriate content.**

1. Presents content at a developmentally appropriate level
2. Presents accurate subject matter
3. Relates relevant examples, unexpected situations, or current events to the content
4. Answers questions correctly and/or directs students to additional sources (i.e., references, labs, learning centers, etc.)

Component C: **The teacher provides opportunities for student involvement in the learning process.**

1. Accommodates individual differences
2. Demonstrates ability to communicate effectively with students
3. Stimulates and encourages higher order thinking at the appropriate developmental levels
4. Encourages student participation

Component D: **The teacher assess student progress.**

1. Uses assessment technique(s) effectively
2. Monitors ongoing performance of students
3. Provides timely feedback to students regarding their progress

## **Domain IV: Professional Development (Non-Performance)**

Following are the definition of Domain IV and its two components approved by the State Board of Elementary and Secondary Education in September, 1992.

Component A: **The experienced teacher plans for professional self-development.**

Component A specification apply **only** to experienced teachers (those who have met certification requirements. If an experienced teacher does not perform satisfactorily, an intensive assistance plan shall be developed.

Component B: **The intern teacher plans for professional self-development.**

The intent of Component B is that the intern teacher will concentrate on necessary improvements in Domain I, II, and/or III, as agreed upon with his/her principal and other members of the support team.

Component B applies only to intern teachers (those who are in their first year of teaching and have not yet achieved certification.)

## **PERSONAL RESPONSIBILITIES:**

- A. **To foster positive relationships with parents**
  1. Encourage communication between home and school
  2. Attempt to involve parents in the school program
- B. **To perform non-instruction duties**
  1. Cooperate with administration and other staff member(s)
  2. Adhere to school and system policies and procedures
  3. Cooperate with colleagues
  4. Treat all staff members with respect and consideration

# Ouachita Parish Job Description

Teacher/Coordinator/LA-4 Pre-K

JD:34-04

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- C. **Display dependability in fulfilling professional responsibilities**
  - 1. Complete on schedule all assignments made by appropriate administrative and supervisory personnel
  - 2. Handle fiscal responsibilities accurately
- D. **Attend work unless illness makes it impossible, be punctual, and adhere to the system's approved policies concerning sick and personal leave**
- E. **Set an appropriate model for students through personal appearance self-control and personal appearance including compliance with Ouachita Parish School Board's dress code**
- F. **To assume responsibility for meaningful professional growth self-improvement through the required professional growth plan**

## QUALIFICATIONS:

A valid Louisiana Teaching Certificate

## REPORTS TO:

Principal

**Signature of Evaluatee:** \_\_\_\_\_ **Date** \_\_\_\_\_  
(Signature indicates the evaluatee has reviewed the following performance responsibilities and evaluation instrument for the position.)

**Evaluator:** \_\_\_\_\_ **Date** \_\_\_\_\_  
(Signature indicates that the following evaluatee has reviewed the performance responsibilities and evaluation instrument for the position and has so indicated to the evaluator.)

**Pre-K Paraprofessional**  
*Job Description*

1. The Pre-K paraprofessional shall be directly responsible to and work under the supervision of the teacher and principal.
2. The Pre-K paraprofessional shall work closely with the classroom teacher in the development of the Comprehensive Curriculum.
3. The Pre-K paraprofessional shall foster positive relationships between students, teacher, and parents.
4. The Pre-K paraprofessional shall exhibit professionalism and demonstrate confidentiality for the benefit of all Pre-K students.

***Performance Responsibilities:***

1. Assist children during teacher directed and student initiated Comprehensive Curriculum activities.
2. Continue and extend activities begun by the teacher with Pre-K students.
3. Collaborate with the teacher in the preparation of instructional materials and centers for Pre-K students.
4. Assist the teacher in the compilation of student portfolios.
5. Team with the teacher in providing enriching experiences such as reading aloud poetry, stories, rhymes, etc.
6. Help monitor the health and safety requirements of ECERS (Early Childhood Environmental Rating Scale).

***Qualifications:***

1. Must be twenty-one years old
2. Must have high school diploma or equivalent
3. Must be considered highly qualified according to federal law and state guidelines by:
  - a. Holding an Associate of Arts Degree or higher
  - b. Completing 48 credit hours at an accredited institution of higher education
  - c. Scoring 450 or higher on the Paraprofessional Praxis exam

Employee Signature/Date

Principal Signature/Date

Teacher Signature/Date

*Revised 08/05/10*



### Criminal Background Check Requirements for Child Care Facilities

Type of Staff	Documentation required	Expiration
<b>Paid or unpaid child care staff</b>	1. Criminal history requested by and clearance received by child care provider, or	Does not expire
	2. Portable clearance (“right to review”) presented to child care provider	Expires one year from date of issuance. Before the expiration of the portable clearance (“right to review”), the child care provider shall request and receive a clear criminal background check.
<b>Independent Contractor*</b>	1. Criminal history requested by and clearance received by child care provider, or	Does not expire
	2. Portable clearance (“right to review”) presented to child care provider	Expires one year from date of issuance
<b>Dept. of Education/school system employee providing services in child care center and being paid by the school system</b>	1. Copy of clearance received by DOE, or	Does not expire
	2. Portable clearance (“right to review”) presented to child care provider	Expires one year from date of issuance.
<b>Dept. of Education/school system employee providing services in child care center and being paid by the Child care provider or parent</b>	1. Criminal history requested by and clearance received by child care provider, or	Does not expire
	2. Portable clearance (“right to review”) presented to child care provider	Expires one year from date of issuance
<b>Dept. of Health &amp; Hospitals Early Steps Service Provider</b>	1. Criminal history requested by and clearance received by child care provider, or	Does not expire
	2. Portable clearance (“right to review”) presented to child care provider	Expires one year from date of issuance
<b>CASA volunteers</b>	Must present a CASA ID and copy of court order.	
<b>CASA Staff</b>	Must present a CASA ID and letter from agency which notes CASA staff’s name and verifying that CASA has a clear CBC on file from State Police.	

\* “Independent contractor” means any person who renders professional, therapeutic, or enrichment services such as educational consulting, athletic, or artistic services within a child care facility, whose services are not integral to either the operation of the child care facility or to the care and supervision of children. Independent contractors may include but are not limited to dance instructors, gymnastic or sports instructors, computer instructors, speech therapists, licensed health care professionals, state-certified teachers employed through a local school board, art instructors, and other outside contractors.

# Contacts

## DIVERSE DELIVERY COLLABORATIVE PARTNERS CONTACT INFORMATION

### CHILD CARE CENTERS/HEAD START CENTERS

Children's World LLC 8830 Lake Forest Blvd New Orleans, LA	Norma Bemiss Owner	childworld.daycare@live.net 504-427-7024 (cell) 504-243-6091 (Children's World)
Fundamentals Early Learning Center 31276 N Corbin Rd Walker, LA	Wyatt Graves Owner	twgraves@gmail.com 225-235-7223 225-791-4886 (Early Learning Center)
Gilda's Preschool Academy 7629 Lacombe St New Orleans, LA	Gilda Duplessis Owner/LA4 Teacher	gildasacademy@gmail.com 504-242-2175
McMillian's First Steps 2601 South Claiborne Avenue New Orleans, LA	Linda McMillian Owner	mcmillianfirst@yahoo.com 504-822-1266
Mini Scholars Child Care Center 178 Biedenharn Dr West Monroe, LA	Tina Shepherd Director/LA4 Teacher	tinashepherd@comcast.net 318-396-0699
Regina Coeli Child Development Center 22476 Hwy 190 Robert, LA	Susan Spring Executive Director	SSpring@rccdc.org 985-318-8800 x206
Sheila's Kiddie Cottage 4349 General Meyer Avenue New Orleans, LA	Sheila Green Owner	flow8er@yahoo.com 504-393-1940
ULM Child Development Center 702 Cole Avenue Monroe, LA	Emily Williamson Director	ewilliamson@ulm.edu 318-342-1913
Wilcox Academy of Early Learning 1678 North Broad Street New Orleans, LA	Rochelle Wilcox Owner	wilcoxacademyoflearning@yahoo.com 504-715-5743 (cell) 504-948-1827 (Academy)

**LOCAL EDUCATION AGENCIES (LEAs)**

Andrew H. Wilson Charter School 3617 General Pershing Avenue New Orleans, LA	Darius Munchak Director of Finance and Operations	darius.munchak@wilsoncharter.org 504-373-6274 504-800-8200
Calcasieu Parish School System	Sheryl Piper Early Childhood Director	sheryl.piper@cpsb.org 337-2174210, ext 2801
Langston Hughes Academy 3519 Trafalgar Street New Orleans, LA	Mark Martin Director	mmartin@firstlineschools.org 504-373-6251
Livingston Parish School System	Carla Gongre LA4 Coordinator	carla.gongre@lpsb.org 225-686-4265
North Corbin Elementary 32645 North Corbin Road Walker, LA	Glenda Newman Principal	glenda.newman@lpsb.org 225-686-9169
Ouachita Parish School System	Mary Crandall LA4 Coordinator	crandall@opsb.net 318-361-0155
Recovery School District	Donna Moore Assistant Director, Early Childhood	donna.moore@rsdla.net 504-373-6200 Ext. 20101 985-717-5746 (cell)
Sabine Parish System	Melyssa Snelling Director of Preschool Programs	melyssa@sabine.k12.la.us 318-256-6143
Southeastern Louisiana University, College of Education & Human Development Hammond, LA	Dr. Cynthia Elliott Associate Professor Director, Early Literacy Initiative	cellriott@selu.edu

# *Profiles*

## *Braided Funding Collaborations and Public-Private Partnerships*

A look at a variety of models around the country in which publicly funded Pre-K is offered in community and private settings

- Livingston Parish, LA
- Sabine Parish, LA
- New Jersey
- New York
- Tennessee
- Wisconsin

Provided through BrightStart  
Louisiana's Early Childhood Advisory Council

Compiled by Renee Lamoreau, BrightStart Tisch Summer Fellow, Tufts University

# Livingston Parish, Louisiana

## Livingston Parish LA4 Collaborates with Private Childcare and Head Start



Cajun arts & crafts festival<sup>1</sup>

*2011 Profile of Livingston Parish School Board Pre-K Program*

**Grades:** Pre-K (4 year olds)

**Program Length:** Full-day (6 hours)/5 days per week

**Pre-K Student Enrollment:** 420

**Percentage of Students in a Diverse Delivery Setting:** 9.5%

-20 students enrolled in a Dual-Language LA4/Head Start classroom.

-20 students enrolled in a LA4 funded classroom located in a private child care center.

**Percentage of Students Eligible for Meal Benefits:**

Collaborative classrooms, 90%

Livingston Parish, all grades, 47.2%

Louisiana, 66.1%

### **Funding Snapshot:**

(See full report for more details.)

In Livingston Parish, the funds are distributed as follows in the two collaborative classrooms:

#### **Dual Language LA4/Head Start Collaborative Classroom at Southeastern Louisiana University: Literacy/Tech Center in Walker, Louisiana**

- **Livingston Parish Contribution:** teachers' salary and benefits, classroom materials, afternoon transportation
- **Southeastern Louisiana University Contribution:** facility (partially owned by Livingston Parish), playground, some office supplies
- **Head Start:** family advocate's salary and benefits, meals (breakfast, lunch, and snack), minimal classroom materials (under \$100), field trip fees, morning transportation

#### **LA4/Private Child Care Collaborative Classroom:**

- **Livingston Parish Contribution:** teachers' salary and benefits, morning and afternoon transportation, facility usage rent (10% of the total program costs), all classroom equipment, materials and supplies
- **Fundamentals Early Learning Center:** meals (breakfast, lunch, and snack), facility, playground

## Program Highlights

The state of Louisiana currently offers three publically-funded pre-k programs: the 8(g) Model Early Childhood Program, the Cecil J. Picard LA4 Early Childhood Program, and the Non-Public Schools Early Childhood Development Program (NSECD). As of 2011, LA4 is the largest of the three initiatives, enrolling 15,706 children statewide<sup>2</sup>. The financing of LA4 incorporates federal TANF money, state general funds, and local financial contributions<sup>2</sup>. School administrators, childcare directors, and Head Start representatives must make these funding decisions at the district level to sustain a successful pre-k partnership.

Livingston Parish has successfully implemented this community-based model in two LA4 sites. Both sites utilize a braided funding system to allocate separate funding streams to specific pre-k services. The first site operates out of the Literacy/Technology Center in Walker, Louisiana, and utilizes a dual-language (Spanish/English) curriculum. This program braids Livingston Parish LA 4, Southeastern Louisiana University, and Head Start funding. The second program operates out of Fundamentals Early Learning Center in Walker, LA. Modeled after the Southeastern classroom, this program braids LA4, Livingston Parish, Fundamentals Early Learning Academy, CCAP and private tuition funding.

### **LOCAL PARTNERS IN LIVINGSTON PARISH, LA:**

- **Dual-Language LA4/Head Start Classroom**
  - Louisiana Department of Education, Literacy Goal Office (LA4)
  - Livingston Parish School District: Walker Elementary School
  - Regina Coeli Head Start
  - Southeastern Louisiana University
  
- **LA4/Fundamentals Classroom:**
  - Louisiana Department of Education, Literacy Goal Office (LA4)
  - Livingston Parish School District: North Corbin Elementary School
  - Fundamentals Early Learning Academy, Walker, LA

### **MAJOR COMPONENTS OF THE LIVINGSTON PARISH LA4 PROGRAM:**

- **Eligibility Requirements:** The state does not assign universal eligibility requirements for the LA4 program. All age-eligible children in Louisiana may participate in the program. However, children who qualify for free- or reduced-lunch (185% of the FPL) may enroll free of charge.

Children from over-income families may attend using local funds (i.e. school district money) or tuition payments. If the district charges tuition fees, school administrators establish a sliding payment scale for children exceeding the 185% FPL income maximum<sup>2</sup>.

- **Livingston Parish Eligibility:** According to Carla Gongre, pre-k curriculum specialist for Livingston Parish schools, “there is such a demand [for public pre-k] that there is never a lack of children who qualify for free or reduced meals.” Both collaborative LA4 programs only enroll children who meet the 185% FPL income requirement.
  
- **Connection to Local Elementary Schools:** All Livingston pre-K students begin the day at local elementary schools and meet as a group. The students then travel by bus, one teacher and driver per vehicle, to the pre-k classroom. Carla Gongre ensures that both community-based LA4 classrooms do not operate in isolation of the local school districts. Gongre considers both collaborative LA4 classrooms in Livingston Parish to be “satellites” of local elementary schools. Elementary and pre-K administrators actively integrate the two programs to create a more efficient early childhood system.
  
- **Full Day and Enrichment Programming:** LA4 classrooms must operate for 6 hours/day, 5 days/week. LA4 programs may also offer 4 hours of before- and after-school enrichment programs<sup>2</sup>. Children enrolled in the Fundamentals/LA4 collaboration may receive wraparound care directly at the Fundamentals childcare center.
  
- **Early Learning Standards:** *Bulletin 105: Louisiana Content Standards for Programs Serving 4-year-old Children* outlines all LA4 early learning standards. This document summarizes developmentally appropriate practices, general content standards, and alternate approaches to learning. The sections of *Bulletin 105* define each area of early childhood development: social-emotional, creative arts, language, literacy, health, physical, and cognitive development in three subject areas (mathematics, science, social studies).<sup>3</sup>
  - The LA4/Head Start classroom follows these LA 4 guidelines, as well as Head Start guidelines and best practices for dual languages classes.
  - The Fundamentals/LA4 classroom follows all LA4 and child care licensing guidelines.
  
- **Teacher Qualifications:** LA4 teachers must have a bachelor’s degree with specialized pre-k training. Pre-k training may include a certification in nursery, kindergarten, pre-K–3, early intervention, or non-categorical preschool handicapped<sup>2</sup>.
  
- **Assistant Teacher Qualifications:** LA4 assistant teachers must have a high school diploma. Assistants must also pass the Para Pro test, a general aptitude test for teacher aids<sup>2</sup>. Head Start affiliated assistants must have at least a CDA.



- **Teacher In-Service:** 18 hours of professional development are provided through the LA 4 district coordinator, as per program guidelines. Livingston Parish pre-k teachers are encouraged to collaborate across grade levels in professional development sessions. This inter-grade collaboration creates continuity between the pre-k and elementary program. Pre-K teachers feel connected to the larger educational system and to district-level expectations. Therefore, teachers can ensure that pre-k children are fully prepared to enter kindergarten.
- **Maximum Class Size:** Each LA4 classroom may enroll a maximum of 20 children. Each class must have a child-to-lead teacher ratio of 20:1 and a child-to-adult staff member ratio of 10:1<sup>2</sup>.
- **Screening/Referral and Family Support Services:** Students in the LA4/Head Start collaborative class have hearing, vision and dental screening conducted through Head Start personnel.
- **Family engagement programming:** LA4 family programming must include parent-teacher meetings, parent group activities, and workshops relating to child development<sup>4</sup>. Head Start requires that teachers also conduct two annual home visits. In the Hammond LA4/Head Start collaboration, teachers combine home visits with parent-teacher meetings to satisfy both regulations.
- **Monitoring:** The Louisiana Department of Education conducts yearly program monitoring of all LA4 classrooms. Prior to the 2013-14 school year, state educational consultants made structured observations of classroom quality using the Early Childhood Environment Rating Scale (ECERS), a technical assistance checklist and CLASS (Classroom Assessment Scoring System). An annual ECERS assessment was at that time required for new teachers, teachers scoring below a 5.0 in the previous year, teachers in targeted schools, and districts with outlying DSC assessment scores<sup>2</sup>. There will now be one common quality rating system developed through the Early Childhood ReDesign in Louisiana.
- **Quality Rating System (QRIS):** LA4 classrooms in community-based settings must participate in QRIS, a five star rating system for childcare facilities. These facilities must have at least four stars to receive LA4 funding<sup>4</sup>. Fundamentals Early Learning Academy in Walker, LA is a four-star center, working on its fifth star.
  - Since the LDOE recently adopted this regulation, the state may exempt older collaborations from this rule. The Hammond LA4/Head Start classroom is one of these exceptions. Although the Hammond site is two-star classroom, the program has existed for five years and continues to receive LA4 funding.

## Funding

Livingston has utilized a variety of funding sources for its pre-k program. Both sites currently utilize statewide LA4 money which blends federal, state, and local funds. The following descriptions define the role of each LA4 funding source from the federal to local level:

- **Federal TANF Funds:** Temporary Assistance to Needy Families (TANF) is a federal cash assistance program and funding source for the Louisiana Department of Children and Families (DCFS). TANF funds provide almost 90% of all LA4 funding. DCFS receives federal TANF funds allocated for the LA4 program, and then transfers this money to the Louisiana Department of Education (LDOE). The LDOE supervises all LA4 services and ensures that the program meets certain TANF guidelines. The services provided in the LA4 program meet the following TANF goals<sup>5</sup>:
  - **TANF Goal 3:** “to prevent and reduce the incidence of out-of-wedlock pregnancies.”
  - **TANF Goal 4:** “to encourage the formation and maintenance of two-parent families by placing children in learning environments at the pre-school level to foster an interest in learning, increase literacy levels and increase the likelihood of developing responsible behavior.”
- **State Control:** The Louisiana Department of Education contributes approximately \$6,027,807 in state general funds to LA4. Of the \$6,027,807 in state money, \$1,000,000 must supplement the before- and after-school enrichment programs. This allocation is from a statutory dedication which dictates the distribution of state LA4 funds. The LDOE distributes per-pupil LA4 funds according to the number of available pre-K slots in each district<sup>2</sup>.
- **District Implementation of LA4 in Livingston Parish:** Public and charter schools are the only eligible recipients of LA4 funding. When collaborating with Head Start agencies or private childcare providers, schools subcontract with the organization and provide funding accordingly<sup>2</sup>. All parties sign a MOU which outlines the financial responsibilities of each organization. In Livingston Parish, the funds are distributed as follows in the two LA4 classrooms:
  - **Dual Language LA4/Head Start Classroom: Literacy/Tech Center in Walker, Louisiana:**
    - ✓ **Livingston Parish Contribution:** teachers’ salary and benefits, classroom materials, facility (partially owned by Southeastern Louisiana University), afternoon transportation
    - ✓ **Southeastern Louisiana University Contribution:** facility (partially owned by Livingston Parish), playground, some office supplies

- ✓ **Head Start:** family advocate's salary and benefits, meals (breakfast, lunch, and snack), minimal classroom materials (under 100\$), field trip fees, morning transportation
- **LA4/Fundamentals Classroom:**
  - ✓ **Livingston Parish Contribution:** teachers' salary and benefits, morning and afternoon transportation, facility usage rent (10% of the total program costs), all classroom equipment, materials and supplies
  - ✓ **Fundamentals Early Learning Center:** meals (breakfast, lunch, and snack), facility, playground

## Areas of Improvement

- **Teacher Turnover:** According to Carla Gongre, the success of her collaborative LA4 program is "all about finding the right teacher." High teacher turnover, a common problem in the childcare industry, is one of Gongre's biggest challenges. Teacher turnover weakens the effectiveness of the professional development program and the continuity of high-quality care.
- **Spending on Pre-K:** Spending on state pre-k programs over the past decade was level between 2002-2007 and reached a high point in 2008. While the funding has remained essentially stable, due to increased enrollment, the per child funding has declined 26 percent since 2008<sup>2</sup>.

## Contacts

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<sup>1</sup> Cajun arts & crafts fest. (2012). *Livingston Parish News, Photo Gallery*. Retrieved from [http://livingstonparishnews.com/gallery/collection\\_68d65588-7fd6-11e0-84d5-001cc4c03286.html](http://livingstonparishnews.com/gallery/collection_68d65588-7fd6-11e0-84d5-001cc4c03286.html)

<sup>2</sup> Barnett, S.W., Carolan, M.E., Fitzgerald, J. & Squires, J.H. (2011). *The state of preschool 2011. The National Institute of Early Education Research*. Retrieved from <http://nieer.org/yearbook>.

<sup>3</sup> Bulletin 105: Louisiana content standards for programs serving four-year old children. (2003). *Louisiana Department of Education, Literacy Goal Office*. Retrieved from <http://doe.louisiana.gov/bese/policies.html>

<sup>4</sup> LA4 Guidelines and Implementation Handbook (2010). Louisiana Department of Education. Retrieved from [http://www.doe.state.la.us/offices/literacy/childhood\\_programs.html](http://www.doe.state.la.us/offices/literacy/childhood_programs.html)

<sup>5</sup> TANF state plan. (2011). Department of Children and Family Services. Retrieved from <http://www.dcf.louisiana.gov/assets/docs/searchable/EconomicStability/TANF/TANFStatePlanAmended20112012.pdf>

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# Sabine Parish, Louisiana

Sabine Parish Schools Collaborate with Head Start



## 2011 State and District-Level Profile of LA4<sup>1</sup>

**Grades:** Pre-K (4 year-olds)

**Statewide LA4 Student Enrollment:** 15,706

Public Schools: 15,580

Head Start: 60

Private Childcare: 66

**Sabine Parish Public Pre-K Student Enrollment:** 350

15 Collaborative LA4/Head Start Classrooms

2 Collaborative 8(g)/Head Start Classrooms

**Total LA4 Funding:** \$76,577,807

State: \$6,027,807

State General Fund: \$5,027,807

State Statutory Dedication: \$1,000,000)

Federal TANF funds: \$68,550,000

Non-Required Local: \$2,000,000

**Sabine Parish Community Type:** rural

## PROGRAM HIGHLIGHTS

The state of Louisiana currently offers three publically-funded pre-k programs: the 8(g) Model Early Childhood Program, the Cecil J. Picard LA4 Early Childhood Program, and the Non-Public Schools Early Childhood Development Program (NSECD).

As of 2011, LA4 is the largest of the three initiatives, enrolling 15,706 children statewide<sup>2</sup>. The financing of LA4 incorporates federal TANF money, state general funds, and local financial contributions<sup>2</sup>. In LA4 collaborations with private childcare centers and Head Start agencies, each organization pays a portion of the LA4 local financial contribution. School administrators, childcare directors, and Head Start representatives must make these funding decisions at the district level to sustain a successful pre-k partnership.

Sabine Parish has successfully implemented this community-based model in fifteen LA4/Head Start classrooms and two 8(g)/Head Start classrooms. Sabine Parish is a rural area in northwest Louisiana which enrolls approximately 350 children in the public pre-k program. Despite the regulatory differences between Head Start, LA4, and 8(g), Sabine Parish offers the upper standard of each program to all children. This unified model allows administrators to combine LA4, Head Start, and 8(g) funds.

Within each school district, each pre-k classroom utilizes a braided funding system to evenly distribute money from multiple sources. At each site, LA4/8(g) and Head Start contribute approximately 50% of the total programming costs. School administrators allocate this mixture of funding across the entire pre-k program.

### **Local Partners in Sabine Parish, LA:**

- Louisiana Department of Education, Literacy Goal Office (LA4)
- Louisiana State Board of Elementary and Secondary Education (8g)
- Sabine Parish Schools
- Head Start

### **Major Components of the Sabine Parish LA4/Head Start Program:**

As noted above, the universal pre-k program in Sabine Parish adopts the highest standard of each collaborative program (LA4, Head Start, and 8(g)). The following descriptions combine standards from all three programs.

- **Sabine Parish Eligibility:** According to Melyssa Snelling, preschool and Head Start director for Sabine Parish, the collaborative pre-k program is available to every age-eligible child in the district. Since approximately 71-75% of all children in the region are eligible for

free or reduced lunch, most students qualify for Head Start and/or LA4. The individual eligibility requirements for each individual pre-k partner are as follows:

- **LA4:** All age-eligible children in Louisiana may participate in the LA4 program. However, children who qualify for free- or reduced-lunch (185% of the FPL) may enroll free of charge. Children from over-income families may attend using local funds (i.e. school district money) or tuition payments. If the district charges tuition fees, school administrators establish a sliding payment scale for children exceeding the 185% FPL income maximum.
  - **8(g):** Louisiana does not enforce eligibility qualifications for the 8(g) program, but stipulates that priority be given to children from low-income families<sup>2</sup>.
  - **Head Start:** Under federal regulations, Head Start primarily serves children below the FPL. However, a small percentage of over-income students may receive Head Start support. In Sabine Parish, over-income children represent up to 35% of students receiving Head Start funding.
- **Full Day and Enrichment Programming:** All classrooms must operate for 6 hours/day, 5 days/week. LA4 programs may also offer 4 hours of before- and after-school enrichment programs<sup>2</sup>.
  - **Early Learning Standards:** *Bulletin 105: Louisiana Content Standards for Programs Serving 4-year-old Children* outlines all early learning standards for children in Louisiana. This document summarizes developmentally appropriate practices, general content standards, and alternate approaches to learning. The chapters of *Bulletin 105* define each area of early childhood development: social-emotional, creative arts, language, literacy, health, physical, and cognitive development in three subject areas (mathematics, science, social studies).<sup>3</sup>
    - The collaborative LA4/Head Start and 8(g)/Head Start classrooms follows these LA 4 guidelines, as well as Head Start educational guidelines. Both programs have very similar educational goals.
  - **Teacher Qualifications:** Sabine Parish implements the LA4/8(g) guidelines for lead teacher training. Therefore, all pre-k teachers in Sabine Parish must have a bachelor's degree with specialized pre-k training. Pre-k training may include a certification in nursery, kindergarten, pre-K-3, early intervention, or non-categorical preschool handicapped<sup>2</sup>. These standards are more comprehensive than the Head Start regulations; Head Start requires lead teachers to have an associate's degree.

- **Assistant Teacher Qualifications:** Sabine Parish implements the Head Start guidelines for pre-k assistant training. Therefore, all assistant pre-k teachers in Sabine Parish must have a CDA, District Para Pro Exam, or higher degree in early childhood education. These standards are more comprehensive than the LA4/8(g) standards; LA4/8(g) only requires assistant teachers to have a high school diploma.
- **Teacher In-Service:** All teachers must attend 18 hours of in-service training per year.
- **Maximum Class Size:** Each classroom may enroll a maximum of 20 children. Each class must have a child-to-lead teacher ratio of 20:1 and a child-to-adult staff member ratio of 10:1<sup>2</sup>.
- **Screening/Referral and Family Support Services:** Students must have access to vision, hearing, height/weight/BMI, blood pressure, psychological/behavioral, developmental, and dental screenings<sup>2</sup>.
- **Family engagement programming:** Since Sabine Parish adopts the highest standards of each partner program, all pre-k classrooms use the Head Start standards for family engagement.

In comparison to LA4 and 8(g), Head Start has more extensive requirements for family engagement programming. According to federal regulations, all Head Start classrooms must provide extensive parental support through the employment of a family service worker. As a result, all children in the Sabine Parish Head Start/LA4/8(g) collaborations have access to a family service worker.

- **Monitoring:** The Louisiana Department of Education conducts yearly program monitoring of all LA4 classrooms. Prior to the 2013-14 school year, state educational consultants made structured observations of classroom quality using the Early Childhood Environment Rating Scale (ECERS), a technical assistance checklist and CLASS (Classroom Assessment Scoring System). An annual ECERS assessment was at that time required for new teachers, teachers scoring below a 5.0 in the previous year, teachers in targeted schools, and districts with outlying DSC assessment scores<sup>2</sup>. There will now be one common quality rating system developed through the Early Childhood ReDesign in Louisiana.
- **Program Location:** All of the Sabine Parish pre-k classrooms are located in public schools. Two classrooms are housed at the Many Preschool Center, this facility is directly affiliated with the school



system, but is a licensed campus which participates in the statewide QRIS participation requirement. The center has achieved a four-star rating. According to LA4 regulations, only LA4 classrooms in community-based settings must achieve a four-star rating in QRIS, the five-star rating system for childcare facilities.

## FUNDING

The Sabine Parish school district has received federal Head Start funding for approximately 5 years. According to Melyssa Snelling, this partnership has been extremely cost-effective. Prior to Snelling's collaborative efforts, the LA4, 8(g) and Head Start programs were "doubling-up on costs." By contrast, all seventeen Sabine Parish classrooms currently utilize statewide LA4 or 8(g) money with Head Start funds.

The following descriptions define the role of each funding source from the federal to local level:

- **Head Start Funds:** Head Start is a federally funded program which spends approximately \$7,795 per enrolled child in Louisiana.
- **8(g) Student Enhancement Block Grant Program:** The Louisiana State Board of Elementary and Secondary Education provides approximately \$3,857 per enrolled child with designated 8(g) funds.
- **LA4:** The combination of federal, state, and local contributions amounts to approximately \$4,876 spent per child. LA4 funding consists of the following:
  - **Federal TANF Funds:** Temporary Assistance to Needy Families (TANF) is a federal cash assistance program and funding source for the Louisiana Department of Children and Families (DCFS). TANF funds provide almost 90% of all LA4 funding. DCFS receives federal TANF funds allocated for the LA4 program, and then transfers this money to the Louisiana Department of Education (LDOE). The LDOE supervises all LA4 services and ensures that the program meets certain TANF guidelines. The services provided in the LA4 program meet the following TANF goals<sup>5</sup>:
    - **TANF Goal 3:** "to prevent and reduce the incidence of out-of wedlock pregnancies."
    - **TANF Goal 4:** "to encourage the formation and maintenance of two-parent families by placing children in learning environments at the pre-school level to foster an interest in learning, increase literacy levels and increase the likelihood of developing responsible behavior."

- **State Contribution:** The Louisiana Department of Education contributes approximately \$6,027,807 in state general funds to LA4. Of the \$6,027,807 in state money, \$1,000,000 must supplement the before- and after-school enrichment programs. This allocation is from a statutory dedication which dictates the distribution of state LA4 funds. The LDOE distributes per-pupil LA4 funds according to the number of available pre-K slots in each district<sup>2</sup>.
- **District Implementation of LA4/8(g) in Sabine Parish:** Public and charter schools are the only eligible recipients of LA4 and 8(g) funding. When collaborating with Head Start agencies, schools subcontract with the organization and provide funding accordingly<sup>2</sup>. All parties sign a MOU which outlines the financial responsibilities of each organization. In Sabine Parish, the funds are distributed as follows in the seventeen LA4/Head Start or 8(g)/Head Start classrooms:
  - **Teachers and Family Support Personnel:** 50% LA4 funds, 50% Head Start funds (with the exception of 2 pre-k teachers who are supported by 50% 8(g) funds and 50% Head Start funds, and 1 classroom supported by EEF funds)
  - **Healthy Snacks/Food:** 50% LA4 funds, 50% Head Start funds
  - **Education Coordinators:** 50% LA4 funds, 50% Head Start funds
  - **Classroom Supplies and Materials:** 50% LA4 funds, 50% Head Start funds (with the exception of 2 classrooms supported by 50% 8(g) funds and 50% Head Start funds)

## AREAS OF IMPROVEMENT

- **Multiple Requirements and Funding Sources:** Melyssa Snelling, preschool and Head Start coordinator for Sabine Parish, can attest to the “mounds of paperwork for each individual program” that she must complete each year. Since the Sabine pre-k program utilizes funding from multiple sources, the school district must comply with three different sets of regulations and grant requirements. However, this act of coordination allows the pre-k program to serve a larger pool of children. Available to all children in Sabine Parish, the program is easily accessible to the entire community. Snelling ensures that “one population of children does not receive more or less than other [populations of] children.”

- **Spending on Pre-K:** Spending on state pre-k programs over the past decade was level between 2002-2007 and reached a high point in 2008. While the funding has remained essentially stable, due to increased enrollment, the per child funding has declined 26 percent since 2008<sup>2</sup>.

## CONTACTS

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<sup>1</sup> April - Financial Literacy Month Partner Activities. (2011). JumpStart Coalition for Personal Financial Literacy. Retrieved from <http://jumpstart.org/activities-events-april-financial-literacy-month-partner-activities.html>

<sup>2</sup> Barnett, S.W., Carolan, M.E., Fitzgerald, J. & Squires, J.H. (2011). The state of preschool 2011. *The National Institute of Early Education Research*. Retrieved from <http://nieer.org/yearbook>.

<sup>3</sup> Bulletin 105: Louisiana content standards for programs serving four-year old children. (2003). *Louisiana Department of Education, Literacy Goal Office*. Retrieved from <http://doe.louisiana.gov/bese/policies.html>

<sup>4</sup> LA4 Guidelines and Implementation Handbook (2010). Louisiana Department of Education. Retrieved from [http://www.doe.state.la.us/offices/literacy/childhood\\_programs.html](http://www.doe.state.la.us/offices/literacy/childhood_programs.html)

**Compiled by Renee Lamoreau**  
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# New Jersey

## Low-Income Abbott Districts Provide Public Pre-K



*2011 Profile of the Abbott Districts,  
New Jersey*

**Grades:** Pre-K (3 & 4 year olds)

**Program Length:** Full-day (6 hours)/5  
days per week

**Abbott Districts Pre-K Enrollment:**  
39,808

**Percentage of Students in a Diverse  
Delivery Setting:** 58%

**Percentage of Students Eligible for  
Meal Benefits:**

Abbott Districts, 68.3%

New Jersey, all grades 31.7%

### Funding Snapshot:

(See full report for more details.)

- State-funded Pre-K funding: \$597,510,227
- In 1998, the New Jersey Supreme Court ordered the state to provide universal access to high quality, pre-kindergarten to children in 31 of the states poorest districts. These districts are referred to as the “Abbott Districts.”
- The Abbott Districts receive additional state funding to implement a diverse provider system of comprehensive early childhood education. New Jersey spends approximately \$14,000 per Abbott preschool child per year.
- Two state agencies provide funding for the Abbott Districts Pre-K program. The Department of Education funds the 6-hour educational component of the day. The Department of Human Services subsidizes summer programming and “wrap-around” extended care.
- School districts receive all state funding and allocate money to in-district centers, private child care providers, or Head Start agencies.
- Abbott Districts must provide equal compensation and benefits to community-based providers and in-district preschool teachers. The continuity of Abbott funding promotes teacher retention and elevates the status of early childhood educators.

## PROGRAM HIGHLIGHTS

Starting in 1998, the New Jersey Supreme Court ordered the state to provide high-quality pre-kindergarten to children in 31 of the state's poorest districts. Following this mandate, state administrators referred to these 31 districts as the "Abbott districts."

The Abbott districts received additional state funding to implement a diverse provider system of comprehensive early childhood education. Data-driven quality measurements tracked the success of the program. The National Institute for Early Education Research conducted a study in 2007 which measured the longitudinal development of children enrolled in Abbott preschools. Within a randomized group of children who had attended public preschool, researchers witnessed significant intellectual improvement into the elementary grades<sup>1</sup>.

### Local Partners in New Jersey

- New Jersey Department of Education
- New Jersey Department of Human Services
- Abbott districts and public schools
- Community-based, private childcare centers
- Head Start programs

### Major Components of the Abbott Preschool Initiative<sup>1</sup>

- **Universal Access:** The 31 Abbott districts must provide a six-hour day program for all three- and four-year-old children inhabiting the 31 Abbott districts. This program must exist for 182 days of the year.
- **Mandated Quality Standards:** The New Jersey Supreme Court publishes basic quality standards for the Abbott program. These standards include<sup>2</sup>:
  - Access to transportation, health and other necessary services
  - Adequate facilities
    - Each classroom must be at least 950 square feet<sup>5</sup>.
  - Certified teacher and teaching assistant for each class
    - All preschool teachers must have a bachelor's degree and P-3 teaching certification.
  - 15 student class maximum
  - Developmentally appropriate preschool curriculum which corresponds with the *NJDOE's Early Childhood Education Program Expectations Standards of Quality (2002)* and meets the *New Jersey's Core Curriculum Content Standards (CCCS)*<sup>2</sup>. Teachers may choose from five programs:<sup>1</sup>
    - Bank Street
    - Creative Curriculum

- Curiosity Corner
  - High Scope
  - Tools of the Mind
- State funding for all community providers and in-district programs
- **Collaborations with Community Providers and Head Start:** The Abbott districts can collaborate with community childcare providers and Head Start programs to fulfill the New Jersey Supreme Court quality standards. Each district may choose from a variety of partnerships based on community needs. Examples of this “diverse delivery” model include<sup>2</sup>:
  - Six districts utilizing in-district placements (Long Branch, Keansburg, Gloucester City, Burlington City, Neptune, and Salem).
  - Two districts contracting with private childcare providers and Head Start agencies (Hoboken, Harrison).
  - The remaining 23 districts implementing a combination of settings.
- **Professional Development for Preschool Teachers:** Districts must provide one master teacher for every 20 classrooms. The master teacher assists with both professional development and quality measurement. To incentivize additional professional development, the state provides financial assistance to teachers pursuing a BA, MA, or teacher certification. This scholarship program provides teachers with upwards of \$5,000 in annual tuition assistance<sup>2</sup>.
- **Fair Compensation:** The district must provide equal compensation and benefits to community-based providers and in-district preschool teachers. The continuity of Abbott funding promotes teacher retention and elevates the status of early childhood educators<sup>1</sup>.
- **High Expectations:** The New Jersey Department of Education requires the Abbott districts to serve 90 percent of all preschool children. This requires each district to estimate the number of preschoolers in each region. Beginning in the 2009-10, the Department of Education estimates the total number of preschool children in the Abbott districts by multiplying the number of first graders by two. The Department of Education receives the first grade enrollment data from the Application for State School Aid (ASSA). Since the ASSA does not provide data on private school enrollment, the total number of preschoolers may be slightly higher in areas with elevated levels of private school students<sup>2</sup>.
- **Measurable Results:** The New Jersey Department of Education mandates data collection on all levels of the program. Data collection maintains accountability and drives improvement. These assessments evaluate the child, classroom or provider, district, and state.
  - **New Jersey Early Learning Assessment System (NJELAS):** Teachers create a “portfolio” of observations and documents which evaluate children’s learning. While the NJ Department of Education

has recently phased out this assessment, teachers must submit data-driven assessments consistent with the curriculum they use<sup>1</sup>.

- **The Early Childhood Environment Rating Scale-Revised (ECERS-R):** Master teachers conduct this test to measure preschool classroom quality. This scale is nationally recognized and frequently used in early childhood education. The district or childcare provider must meet specified ECERS-R score requirements to sustain a pre-k program<sup>1</sup>.
- **Self-Assessment and Validation System (SAVS):** Districts complete this annual self-assessment provided by the NJ Department of Education. The checklist measures professional development, staff qualifications, curriculum utilization, parent/community engagement, district implementation, and support for disabled children and English language learners<sup>1</sup>.
- **Independent Research:** The state hires independent researchers to evaluate children’s learning outcomes and pre-k classroom quality.
  - **The Early Learning Improvement Consortium (ELIC):** Researchers from multiple New Jersey universities provide an annual assessment of statewide program quality<sup>1</sup>.
  - **National Institute for Early Education Research:** The state commissions this institution to conduct the *Abbott Preschool Program Longitudinal Effects Study (APPLES)*, a continuous measurement of children’s learning outcomes<sup>1</sup>.

## FUNDING

- **State Support:** New Jersey spends approximately \$14,000 per Abbott preschool child each year<sup>1</sup>. Two state agencies provide this funding<sup>3</sup>:
  - **Department of Education:** The DOE funds the 6-hour educational component of the day. In the 2006-07 school year, the DOE gave approximately \$501 million to the Abbott preschool program.
  - **Department of Human Services:** The DHS subsidizes summer programming and “wrap-around” extended care. In the 2006-07 school year, the DHS contributed approximately \$199 million towards these services.
- **District Implementation and Seamless Transitions:** The school district receives all state funding and allocates this money to in-district centers, private providers, or Head Start agencies. Since the district has full control over financial resources, the public school system ensures that preschool providers meet the Abbott standards. This district leadership allows for administrators, K-12 teachers, and preschool teachers to create partnerships with one another. These partnerships create a continuous and streamlined PreK-3rd system<sup>1</sup>.

## AREAS OF IMPROVEMENT

- **Shortage of Qualified Teachers:**

During the first five years of the program, less than half of all Abbott teachers had both a bachelor's degree and a P-3 early childhood certification. When the state established two educational grant programs, many teachers received these qualifications. In 2009, virtually all Abbott preschool teachers had both a bachelor's degree and P-3 certification. However, many teaching candidates are still reluctant to pursue the P-3 certification because the K-5 certification is "more marketable<sup>1</sup>." Since the New Jersey P-3 certification is fairly new, New Jersey administrators and educators often question the rigor and quality of this degree.

- **Opposition to State Funding:**

Current New Jersey Governor Chris Christie proposed \$1.1 billion of educational cuts in June 2010. These cuts targeted the 2008 School Funding Reform Act (SFRA). The SFRA provided a "weighted student formula" of state educational funding that supported the 1998 Abbott rulings. The SFRA traditionally delivers extra funding to support low-income students, limited-English proficient students, and students with disabilities<sup>4</sup>

In March 2011, the New Jersey Supreme Court rejected Governor Christie's proposal and upheld the original Abbott rulings. As part of this ruling, the Supreme Court ordered Governor Christie to increase state educational aid for the state's poorest districts by \$500 million. According to a Trenton-based court, "Their right to funding is a constitutional mandate. "Schoolchildren from the Abbott districts cannot be deprived of the full SFRA funding<sup>5</sup>."

### *Abbott District Profile: Elizabeth Public Schools*

- **Student Demographics:** Elizabeth serves a large population of minority and low-income students. Approximately 65% of students are Latino(a), 25% are black, and 10% are white or Asian. In addition, 75% of students qualify for free and reduced price lunch<sup>1</sup>.
- **Intensive Early Literacy (IEL):** Elizabeth embraces New Jersey's approach to Intensive Early Literacy. IEL is a comprehensive curriculum for early literacy which meets the state's Core Curriculum Content Standards. The IEL approach creates partnerships between all classrooms and schools within a district, establishing concrete literacy standards for each grade level. The Department of Education provides Elizabeth preschool teachers with IEL curriculum training and general assistance. The implementation of IEL in 2003 has



drastically enhanced children's learning outcomes. Between 2005 to 2008, the percentage of Elizabeth third-graders reading at grade level rose from 69.5% to 80%. School administrators cite IEL as the catalyst for this improvement<sup>1</sup>.

- **Seamless Transitions:** All providers in Elizabeth use the High Scope preschool curriculum. Despite the blend of in-district and private providers, this standardized curriculum enhances the early education in Elizabeth. Preschool and K-3 teachers coordinate lesson plans and share student data. As a result, children make a seamless transition from preschool to elementary school<sup>1</sup>.

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# New York

## Statewide Diverse Delivery for UPK Program



*2011 Profile of the New York Universal Prekindergarten Program (UPK)*

**Grades:** Pre-K (4 yr olds)

**Program Length:** Half-day (2.5 hours/day minimum)/5 days per week

**State-Funded Pre-K Enrollment:** 103,646

**Percentage of Students in a Diverse Delivery Setting:** Approximately 55%

**Percentage of Students Eligible for Meal Benefits, all grades:** 48.1%

### **Funding Snapshot:**

(See full report for more details.)

- **State-funded UPK funding:** \$381,908,267
- **Average spending per child:** \$3,685
- The state of New York has an allocation grant that provides funding for UPK, and the DOE distributes these funds. There is no required local match.
- The state uses a state aid formula to distribute UPK fund to districts. The state aid formula evaluates the following when allocating UPK funds: foundation cost (the cost of providing the average student with an education that meets state learning standards), pupil need (proportion of students eligible for meal benefits), regional cost index, and expected local contribution. As a result, wealthier districts receive less money than poorer districts.
- Public schools may subcontract with private child care, Head Start, faith-based centers, family child care, libraries and museums to provide UPK. Both parties must sign a MOU and agree to adopt the highest standards in each area to fulfill requirements for multiple funding streams.

## PROGRAM HIGHLIGHTS

In 1997, New York lawmakers created the Universal Prekindergarten (UPK) Program. State policymakers included the UPK program in the LADDER Act, a comprehensive early childhood policy initiative. The inclusion of UPK in the LADDER Act ensured that pre-k was a major component of the New York educational system. Beginning in 1998, policymakers strived for universal accessibility and community involvement. While the state prioritized low-income and larger districts, legislators intended to enroll all four-year-olds by the 2001-02 school year.

More importantly, the state also promoted district-level partnerships with community-based childcare providers. According to the LADDER Act, approximately 10 percent of UPK students had to attend a community-based childcare center<sup>1</sup>. Recognizing the value of a diverse delivery system, many districts surpassed this mandate. Community-based programs enrolled over 60 percent of UPK children in 2011.

## LOCAL PARTNERS IN NEW YORK<sup>2</sup>

- New York Department of Education, Office of Early Education
- Administration for Children and Families (NYC)
- Public Schools
- Private Childcare Centers
- Faith-based Childcare Centers
- Head Start
- Museums/Libraries

## MAJOR COMPONENTS OF THE PROGRAM

- **Diverse Delivery Mandate:** Starting in 1997, the state mandated that UPK programs create community partnerships with childcare providers. A minimum of 10 percent of UPK programs must now enroll children in community-based settings. This requirement allows school and community providers to learn from each other and integrate their services.<sup>3</sup> The majority of UPK programs now operate in community-based settings, a testament to the success of the collaboration mandate. According to Jennifer Rosenbaum of the Office of Early Education, approximately two-thirds of UPK children in New York City attend community-based sites. A similar pattern exists across the state; community providers enroll approximately 60 percent of UPK children in New York.
- **Universal Eligibility:** On the state level, the UPK program has **no eligibility requirements**. When collaborating with community-based providers, the UPK program must adopt the eligibility requirements of the partnering organization. Although the state enrolls 45% of all 4-year-olds statewide, the state continues to increase access to UPK. New York has not

reached its goal of universal access primarily because of state budgetary restrictions. Due to recent fluctuations in state funding, the remaining districts often decide that the UPK program is unnecessarily and too costly. As a result, only 66% of school districts across the state currently offer UPK<sup>2</sup>.

- **Advanced Lead Teacher Credentials:** New York has the highest standards for teacher credentials in the country. In public school settings, all lead teachers must have a BA and New York State teaching certificate. In non-public settings, teachers must have BA in early childhood or related field, as well as a teaching certificate or 5-year plan to become certified. Of the 5,026 UPK teachers statewide, 3,959 are certified with their MA. The remaining 1,067 have a BA and are working toward their MA and permanent certification<sup>2</sup>.
- **Early Learning Standards:** The Office of Early Childhood Education has recently attempted to integrate statewide learning standards and enforce high expectations across all settings. As a result, all publically-funded programs are able to offer high-quality services to children, regardless of the specific funding stream or type of collaborative partnership. The state recently adopted the *New York State Prekindergarten Learning Standards*, an addition to the state's K-12 Common Core Learning Standards. Many of the objectives in this document correspond with Head Start and childcare guidelines, promoting partnerships between organizations.
- **Program Length:** The official UPK program length is 2.5 hours per day, five days a week. Throughout the state, approximately 77,407 receive these half-day services. However, many programs decide to provide an extended-day program using other funding sources. Approximately 26,2396 UPK children attend a full school-day program with the help of localized funding<sup>2</sup>.

Nevertheless, program length continues to be an issue for childcare providers, policymakers, and families. Due to limited funding, the state struggles with the tradeoff between quality and access. According to Jenn O'Connor of the Schuyler Center for Analysis and Advocacy, "the state would argue that everyone should be doing part day before certain districts do full day."

- **Maximum Class Size:** The UPK student-staff ratio must be 1:9 or lower, and the maximum class size is 20 students<sup>2</sup>.
- **Teacher In-Service:** UPK teachers must complete 175 clock hours of professional development every five years<sup>2</sup>.
- **Meals:** Half-day programs must provide a snack. Programs meeting more than 3 hours must provide a meal and snack. This requirement is NOT comprehensive enough to meet the 2011NIEER quality benchmark for meals<sup>2</sup>.

- **Screening/Referral:** UPK students have access to vision, hearing, health, dental, and social-emotional screenings or referrals<sup>2</sup>.
- **Family Support Services:** Support services include parent conferences and/or home visits, parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, and transition to kindergarten activities<sup>2</sup>.
- **Monitoring:** District personnel conduct annual site visits of each UPK classroom and report all results to the state. State personnel visit classrooms periodically or as needed, often in coordination with Title I monitoring but not on a regular cycle for all classrooms. This requirement is NOT comprehensive enough to meet the 2011NIEER quality benchmark for monitoring<sup>2</sup>. Pre-K advocates hope to increase the state requirements for monitoring in order to ensure high-quality programming.

The current rating system, QUALITYstarsNY, is voluntary for pre-k classrooms. A small number of UPK sites utilize the rating system, but the state plans to expand participation in the upcoming school year. New York plans to implement a statewide initiative in 2012 for all childcare centers, schools, and family-based programs. Pre-K advocates like Jenn O'Connor are pushing the governor to contribute \$20 million towards this monitoring requirement.

## FUNDING

**State Support:** The state spends approximately \$381,908,267 per year on the UPK program. New York has an allocation grant which provides the funding for the program, and the Department of Education distributes these funds. The Office of Early Learning in the New York Department of Education is the grantee of these funds. There is NO required local match. Therefore, the state spends approximately \$3,685 per UPK child<sup>2</sup>.

**District Implementation:** On the local level, the state uses a state aid formula to distribute all UPK funds to school districts. Public schools can receive direct funding, and then subcontract with community-based providers. The state aid formula evaluates the following district-level characteristics when allocating UPK funds: foundation cost (the cost of providing the average student with an education that meets state learning standards), pupil need (the proportion of pupils eligible for free and reduced-price lunch), regional cost index, and expected local contribution<sup>2</sup>.

As a result, wealthier districts receive less money than poorer districts. Depending on where the child lives, the school district could receive between \$2,500 and \$5,500 per UPK child. Child advocates and state officials agree that New York provides insufficient financial support to school districts. According to Jennifer Rosenbaum and Jocelyn Alter, the growth of UPK in New York City will continue to create a large funding gap.

**Community Partnerships:** Public schools may subcontract with Head Start, private child care, faith-based centers, family child care, libraries, and museums to provide the UPK program. Both parties must sign a MOU and agree to the UPK quality standards. Individual programs must adopt the highest standards in each area to fulfill grant requirements for multiple funding streams.

## AREAS OF IMPROVEMENT

**Program Standards:** According to Jenn O'Connor of the Schylar Center, the lack of transportation and full-day programming is a huge problem for the UPK program. Transportation is especially problematic in rural areas, decreasing the availability of UPK to many families in upstate New York. The half-day minimum also limits general accessibility. If the program does not offer wraparound care, working families have limited options for full-day care. At the local level, districts may hesitate to invest in a UPK program because state funds only subsidize half-day services.

**Flat Funding and Budget Cuts:** The state has experienced significant changes in state funding since the establishment of UPK in 1997. For the first decade of the UPK program, the state did not adequately finance the initiative. In 2007, the state contributed approximately 40 million dollars to revamp UPK and create a more accessible program. Since 2007, the state established a continued five-year investment that ended in 2012. Within this time period, the number of UPK children increased dramatically, but the state periodically flat-funded the program.

This flat-funding (i.e. the freezing of pre-k funding, regardless of changes in enrollment, cost or need) impacted all involved parties in the UPK program. As enrollment continues to increase, especially in the New York City metro area, the program may need to cut back on additional expenses like professional development and teacher training.

**Gaps in Pre-K Access and Eligibility:** When collaborating with community-based providers, the UPK program must adopt the eligibility requirements of the partnering organization. In New York City, eligibility and access are big issues. Since the cost of living is so high in NYC, the federal and state income guidelines for subsidized childcare programs (i.e. Head Start and childcare assistance) are unrealistically low. According to data from the New York City Office of Early Childhood Education, the UPK program is inaccessible to approximately 8,000 children who receive no other preschool services. These families exceed the FPL (Federal Poverty Level) thresholds for subsidized childcare eligibility, but often cannot afford to send their children to pre-k without financial assistance.

**Salary Disparities and Teacher Retention:** UPK teachers in community-based settings often earn up to \$10,000 less than UPK teachers in public schools<sup>3</sup>. This salary disparity has a huge effect on teacher retention in community-based settings. These teachers often transfer to public school UPK programs when they receive their full New York State teaching certificate. The funding disparity

between childcare and public schools creates additional tension between programs.

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# Tennessee

## State Pre-K Programs Utilize Community Resources



Tennessee Governor Bredesen with VPK students<sup>1</sup>

### *2011 Profile of the Tennessee Voluntary Pre-K Program (VPK)*

**Grades:** Pre-K (4 year olds)

**Program Length:** Full-day (5.5 hours/day minimum)/5 days per week

**Pre-K Student Enrollment:** 18,341

**Percentage of Students in a Diverse Delivery Setting:** >14%

Head Start:5.8%

Private Childcare:4.9%

Faith-based Centers: >1%

Housing Authorities: >1%

Institutions of Higher Education: >1%

Adult Learning Centers: >1%

**Percentage of Students Eligible for Meal Benefits, all grades:** 55%

### **Funding Snapshot:**

(See full report for more details.)

- Tennessee currently spends \$85,254,000 per year on the VPK.
- The Tennessee DOE distributes funding to school districts and the state spends an average of \$4,620 per child enrolled.
- School districts have a local match requirement. The tax dollar base of the district determines the local match requirement.
- The local match may include in-kind contributions, Title 1 funds and/or local donations.
- The total spending per child amounts to approximately \$5,853.00, reflecting the combination of state AND local funds to the VPK program.
- The total spending per child will increase if the collaboration is between the VPK and Head Start. This increase is due to increased services provided in order to meet Head Start standards and regulations.



## PROGRAM HIGHLIGHTS

In 1998, Tennessee created the Early Childhood Education (ECE) Pilot Project, a competitive pre-k grant program for public schools, Head Start agencies, and community-based childcare providers. The ECE program funded 30 classrooms throughout the state and utilized general state revenue. Governor Phil Bredesen expanded this program in 2005 with the signing of the **Voluntary Pre-K (VPK) for Tennessee Act**.

Since 2005, Tennessee has expanded the VPK program and has utilized multiple funding streams to support the program. The collaborative model of the VPK program has utilized diverse financial resources and has prioritized community involvement. The VPK program currently serves more than 18,453 children in every Tennessee school district<sup>2</sup>.

### **Local Partners in Tennessee:**<sup>2</sup>

- Tennessee Department of Education, Division of School Readiness and Early Learning
- Public schools
- Head Start agencies
- Private childcare providers
- Faith-based centers
- Housing authorities
- Institutions of higher education
- Adult learning centers

### **Major Components of the Tennessee Voluntary Pre-K Initiative:**

- **Focus on At-Risk Children:** The VPK program defines pre-K eligibility with a three-tier prioritization system. On the initial level, the program targets 4-year old children who are eligible for free or reduced-price lunch (185% of the FPL). If space is still available, VPK programs may enroll other at-risk populations of children: children with an IEP, children with a history of abuse/neglect, English Language Learners, or children in state custody. Within the school district, preschool administrators may enroll children with additional risk factors when space is available. This category often includes single-parent families, households with one parent on active military duty, teenage families, and families with limited educational attainment. Depending on the needs of the community, the school district determines which of these risk-factors are most important for VPK eligibility<sup>2</sup>.
- **Mandated Quality Standards:** The Tennessee VPK program consistently receives 9 out of the 10 quality standard benchmarks from

the National Institute for Early Education Research (NIEER). These

standards include<sup>2</sup>:

- **Developmentally-Appropriate Curricula:** The Tennessee Department of Education provides a list of approved curricula for the VPK program<sup>2</sup>. Each curriculum meets the Tennessee Early Learning Developmental Standards (TN-ELDS), a summary of, cognitive, social-emotional, physical, and language development between birth and five-years-old<sup>3</sup>.
  - **Teacher Certification:** Lead teachers must have a bachelor's degree, teaching license, and early childhood education certification. Possible certifications include: Pre K–Grade 3, Pre-K–4, Pre-K–K, Pre-K–1 Special Education, and Pre-K–3 Special Education.
  - **Full-Day Programming:** The program must operate for a minimum of 5.5 hours/day. The provider may not include naptime in these 5.5 hours of service.
  - **Small Class Size:** Each VPK classroom has a maximum of 20 students.
  - **Low Student-Teacher Ratio:** The average student-teacher ratio is 1:10.
  - **Nutritious meals:** The provider must serve lunch, as well as breakfast or snack.
  - **Family engagement programming:** The program must offer parenting support or training, parent involvement activities, referral for social services, transition to kindergarten activities, parent conferences and/or home visits.
  - **Screening and Referral Requirements:** Students have access to vision, hearing, height/weight/BMI, blood pressure, psychological/behavioral, developmental, and dental screenings. Children must also have access to physical exams and immunizations.
  - **Professional Development:** All lead teachers fulfill 30 hours of in-service credit per year. For assistant teachers, the state requires 18 in-service hours in the first year of employment and 12 in-service hours in the following years.
  - **Classroom Monitoring:** Program evaluators conduct two classroom visits per year to assess health and safety compliance. Education consultants also visit VPK classrooms each year and conduct structured observations of classroom quality using the ECERS-R and ELLCO.
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- **Collaborations with Community Providers:** The state allows school districts to collaborate with childcare agencies that have received the highest star rating (three stars) from the Quality Rating System (QRS)<sup>5</sup>.
  
  - **Collaborations with Head Start:** In 2011, approximately 1,092 children received VPK services in Head Start classrooms. According to Janet Coscarelli, Director of the Head Start State Collaboration

Office, most VPK and Head Start standards match up. This overlap promotes effective collaborations and partnerships. In most cases, Head Start collaborations expand existing services and increase pre-K access. Specifically, Head Start often identifies how many children they serve in a district, and the VPK program serves children who exceed the Head Start eligibility requirements.

- **The Community Pre-K Advisory Council:** This group of individuals supports all collaboration efforts within each school district. According to state mandates, each council must include representatives from each of these categories: school board, parents, teachers, nonprofit providers, for-profit providers, Head Start, the business community, and local government funding bodies. The goals of the Advisory Council are as follows<sup>4</sup>:
  - to develop a timeline for pre-K expansion
  - to ensure access to adequate facilities, staff and equipment (including playgrounds)
  - to identify existing community resources that could support the VPK program (local funding resources, materials and supplies, family engagement services, existing programs serving 4-year-olds, and wrap-around and summer childcare services)
  - to help the local school system create collaborative partnerships with community-based providers

## FUNDING

- **Funding History:** The state has utilized multiple funding sources for the VPK program since the 1998 pilot program. The state initially experimented with general revenue and lottery funds, but currently includes the VPK program in the education budget<sup>2</sup>.
  - **General Revenue:** The state government allocated \$10 million in general revenue for the 1998 pre-K pilot program<sup>5</sup>.
  - **State Lottery Money:** Following the 2005 *Voluntary Pre-K (VPK) for Tennessee Act*, Governor Bredesen added \$25 million to the existing pilot program. Governor Bredesen used state lottery money to provide this \$25 million. For the next two school years, the state continued to use state lottery funds to support the VPK program<sup>5</sup>.
  - **VPK in the Education Budget:** With the rapid growth and expansion of the VPK program between 2005 and 2007, the Department of Education quickly phased out the use of lottery funds. In the 2007-2008 school year, the VPK program was funded almost entirely by state dollars, with the exception of \$3 million in state lottery funds. By the 2008-2009 school year, the state contribution to the VPK program only utilized state revenue dollars from the educational budget<sup>5</sup>.
  - **Funding Sustainability:** Tennessee has continued to include the

VPK program in the state educational budget for each fiscal year. According to Connie Casha, director the Tennessee Voluntary Pre-K program, VPK funding has become a “mainstay in the department of education.” Casha asserts that the change in funding stream has ensured “consistency and continuation” of the VPK program.

- **Current State Support:** The state currently spends \$85, 254,000 each year on the VPK program. When the Department of Education distributes this funding to school districts, the state spends an average of \$4,620 per child enrolled<sup>1</sup>.
- **Local Match Requirement:** The Tennessee Department of Education gives all VPK funding directly to school districts. School districts then have a local match requirement to supplement these state funds. The local match may include “in-kind contributions” and often does not represent actual dollars. For example, the match could be a percentage of current costs associated with the operation of a school building (i.e. a portion of administrator salaries, costs for building operations, etc). The local match could also consist of Title 1 funds or local donations.
  - **Basic Education Plan (BEP):** This funding formula determines the state and local share to each VPK classroom. The BEP evaluates the tax dollar base in each school district and generates a percentage value for the local match. The state-local match ratio is often 3:1 (75% state funds, 25% local dollars). However, wealthier school districts may subsidize a larger portion of VPK costs (up to 35% local dollars). Poorer school districts subsidize a much smaller portion of VPK costs (as low as 5% local dollars).
- **Total Costs:** The total spending per child amounts to \$5,853. This approximate value reflects the combination of state AND local funds to the VPK program<sup>1</sup>.

#### **Funding Profile: Nashville, Tennessee<sup>5</sup>**

After signing the 2005 VPK Act, Governor Bredesen encouraged every United Way chapter in Tennessee to provide matching funds for each pre-K classroom in its community. According to Mary Graham, president of United Way in Tennessee, these collaborations have enhanced the VPK program:

“In response to a challenge by Gov. Phil Bredesen, the United Ways of Tennessee have provided matching funds for 47 pre-K classrooms across the state, bringing quality early education to more than 900 4-year-olds. This collaborative approach to early education, which is playing out across the state, is a hallmark of Tennessee's program and serves as a national model for quality pre-K programs.”<sup>5</sup>

Nashville, TN, has embodied this collaborative model. The United Way of

Metropolitan Nashville helped secure the local match funding for three Davidson County pre-K classrooms. Donations from the Caterpillar Financial Services Corporation, a member of the Nashville business community, subsidized this contribution. The corporate and non-profit involvement in this partnership has created a blended funding system.

## AREAS OF IMPROVEMENT

- **Assistant Teacher Qualifications:** The current VPK program does not require assistant teachers to hold a CDA or AA in early childhood education. VPK providers may employ assistant teachers who have relevant teaching experience and a high school diploma. Many state administrators would like to increase these qualifications, but such a requirement would create an “unfunded mandate.” This unfunded mandate would require teachers to earn additional credentials without state support. Tennessee does not have the financial capacity to enroll existing teachers in a CDA program.
- **Clashing Quality Standards:** When collaborating with Head Start agencies, VPK providers must fulfill additional quality standards. These requirements often involve transportation safety, supervision of staff, or playground size. Within these service areas, school districts must adopt Head Start standards. School districts may resist these changes for various reasons.
- **Teacher Compensation:** When school districts partner with private childcare centers, one entity usually manages teacher compensation. Since childcare centers often pay lower wages, problems occur when the community partner is the financial supervisor. In this situation, inadequate teacher compensation may create frequent staff turnover.

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# Wisconsin

## Highly Successful 4K Program Prioritizes Collaboration

### 2011 State and District-Level Profile of 4K<sup>1</sup>



**Grades:** Pre-K (4 year olds)

**Program Length:** Determined by the school district. Most programs are part day, 4-5 days per week. Some districts offer full-day, 2-3 days per week.

**State Funded Pre-K Enrollment:** 40,963

**Percentage of Students in a Diverse Delivery Setting:**

- Approximately 85% of school districts offer 4K.
- Approximately 28% of participating school districts use models with community sites or partnerships with child care/Head Start.

**Percentage of Students Eligible for Meal Benefits, all grades:** 39.3%

**Funding Snapshot:**  
(See full report for more details.)

- State-funded Pre-K funding: \$146,960,062  
Average State Spending Per Child: \$3,587  
Average Local Contribution Per Child: \$2, 016
- Wisconsin provides 4K funding to participating districts through a “school aid formula.” The school aid formula accounts for the number of children receiving meal benefits, number of at-risk children and transportation aid. This formula then calculates the target ratio of state and local funds.
- The state contribution consists of general revenue funds, and the local education match comes from property taxes. A large percentage of 4K funds consist of state general funds, but the school district **always** contributes toward 4K.
- School districts are allowed to blend state funds with Head Start, Title 1 and special education funds.
- Districts may subcontract with private child care, Head Start, faith-based centers, family child care and other community organizations. However, when collaborating, the district maintains full financial responsibility. This ensures that public school 4K classrooms and “satellite” sites receive equal funding.

## PROGRAM HIGHLIGHTS

As a national leader in early childhood education, Wisconsin has provided universal pre-K throughout its history. Wisconsin began offering public pre-K in 1848, and formally established its Four-Year-Old Kindergarten (4K) program in 1873. Although the state discontinued 4K funding between 1957 and 1984, the 4K program continues to operate today. The state includes 4K in the K-12 funding formula, ensuring that the program is a mainstay in the public education system. Consequently, school districts are involved in every aspect of the 4K and have almost full control over the 4K program.

This regional flexibility fosters community involvement and district-level collaborations with private childcare centers. Each 4K program is a community effort which unites providers, school administrators, teachers, Head Start agencies, and parents. This unique model allows school districts to create an extensive network of collaborative 4K classrooms across the state.

### Local Partners in Wisconsin:

- **Wisconsin Department of Early Instruction**
- **Public Schools**
- **Private Childcare Providers**
- **Head Start**
- **Faith-Based Childcare Centers**
- **Community-Based Organizations (YMCA, Boys and Girls Clubs, etc.)**

## MAJOR COMPONENTS OF THE PROGRAM

- **Universal Eligibility:** The 4K program is available to all children in Wisconsin. State 4K policies enforce universal access, and school districts are unable to turn children away. According to Paula Wainscott, retired 4K Coordinator for the Eau Claire school district, “if you are implementing 4K, you need to be able to offer [the program to] ALL children in the district who turn 4 by September 1.”
- **District Availability:** Approximately 350 out of 414 school districts (85%) offer the 4K program. The state does not require district participation in the program. Districts must evaluate the needs of the community and tailor their 4K program accordingly.
- **Community Involvement:** The Wisconsin 4K program has revolutionized local control and community involvement in the pre-k setting. The state sets minimal program requirements, but school districts and childcare providers work together to provide high-quality services.



Jim McCoy, retired administrator for the Wisconsin Department of Education, calls the 4K program a “we-are-all-in-this-together” model. From the planning to implementation stages of 4K, all decision making is a collective effort. For example, public school administrators and childcare providers must develop a common mission statement for the 4K program in their school district.

McCoy emphasizes that childcare providers and public school administrators must “leave their titles at the door” and “create the program from the bottom up.” This grassroots approach has been extremely successful throughout the state. School districts utilize the following 4K/childcare partnerships, known as the four “community models”<sup>2</sup>:

- **Model 1- Public School Classroom with School District Teacher**
  - **Model 2- Community-Based Center with School District Teacher**
  - **Model 3- Community-Based Center with Certified Pre-K Teacher**
  - **Model 4- At-Home Educational Support**
- **Extensive Planning:** Wisconsin’s community approach requires extensive planning and foresight. In preparation for a new 4K program, school districts organize community forums for parents, teachers, and childcare providers<sup>3</sup>. This open dialogue allows residents to express their concerns and expectations for the program.

School districts also include childcare providers and community members in the technical side of the 4K implementation. In Eau Claire, Wisconsin, approximately 100 residents contributed to the planning of 4K. Within this large group, smaller groups worked on individual tasks and issues. One school official and community member co-led each small group.

- **Operating Schedule:** The school district determines the 4K operating schedule for each community. Most programs are part-day, 4-5 days per week. Some districts may also offer full-day programs 2-3 days per week. At minimum, participating districts must provide 437 hours of direct instruction per year, or 349.5 hours of classroom instruction and 87.5 hours of parent outreach.
- **Advanced Teacher Credentials:** Lead teachers must have a BA with a certification in pre-K. Acceptable credentials include ECE birth–age 8, EC birth–age 11, and 4K–grade 3<sup>2</sup>.
- **Assistant Teacher Qualifications:** Assistant teachers in public settings must satisfy one of the following qualifications: at least two years of higher education, an associate (or higher) degree, or a passing score on a state or local academic assessment. Assistant teachers in nonpublic settings must

meet child care licensing regulations. School districts that are Head Start grantees often expect assistant teachers to have an AA and assistant teacher license<sup>2</sup>.

- **Early Learning Standards:** All 4K providers utilize the *Wisconsin Model Early Learning Standards* in their classrooms. This document identifies developmental expectations from birth through first grade. The standards include each individual area of early learning and development. The categories include: Health & Physical Development, Social and Emotional Development, Language Development and Communication, and Approaches to Learning: Cognition and General Knowledge<sup>3</sup>.
- **Teacher In-Service:** All teachers must complete 6 credit hours of professional development every 5 years.
- **Maximum Class Size:** Wisconsin does not limit class size and allows school districts to determine acceptable classroom ratios.
- **Screening/Referral:** State law encourages districts to provide vision, hearing, and general health screenings prior to enrollment. When 4K collaborates with Head Start, all screenings are mandatory.
- **Family Support Services:** Family support services include parent involvement activities, health services for children, referral to social services, referral for special education, parent conferences and/or home visits, and access to a school nurse, psychologist, and social worker.
- **Monitoring:** The state conducts 4K site visits as needed. School districts must submit reports yearly and with more frequency for start-up grants.

## FUNDING

**State Support:** Wisconsin provides 4K funding to participating districts through the school aid formula. The school aid formula allocates PK-12 funding to each school district. According to Jill Haglund of the Department of Early Instruction, the aid formula “accounts for [the number of children qualifying for] free/reduced lunch count, [the number of] at-risk kids, and transportation aid.”

After evaluating this data, the formula calculates a target ratio of state and local funds. Wisconsin state funds often constitute approximately 60% of school funding, and the district pays the remaining 40%. The state contribution consists of general revenue funds, and the local educational match comes from property taxes. Since 4K uses the state aid formula, pre-k funding is almost identical to K-12 funding. However, since 4K is a half-day program, 4K classrooms receive approximately 50-60% of the funding amount for other grade levels<sup>2</sup>.

**District Implementation:** School districts are the only eligible recipients of state 4K funds<sup>2</sup>. When collaborating with community-based providers, the district allocates all funding to the partnering organization.

A large percentage of 4K funds consist of state general funds, but the school district always contributes towards the program. In the “community approach,” school districts may blend state funds with Head Start, Title 1 and special education funds. Districts may also utilize local grants, childcare subsidies, and parent fees for services delivered outside of the 4K program<sup>3</sup>. These funds would supplement the district’s overall financial contribution to 4K, a combination of property taxes and other district funds. Regardless of the agreement with the community provider (see community models 1-4), the mixture of district and state funds subsidizes teacher salaries, classroom supplies, and other operating costs.

**Community Partnerships:** Districts may subcontract with Head Start, private childcare, faith-based centers, family childcare, and other community-based organizations. When collaborating with these agencies, the district still maintains its full financial responsibility.

Jill Haglund believes that school districts have a very clear role in financing 4K: “[Since] the district is bringing 4K into community partners, the district needs to pay the full cost of providing the program. [School districts] can’t pass on 4K costs to the providers!” Furthermore, the partnering organization may provide space and general classroom materials, but the school district must fully compensate community-based organizations regardless of the setting. This strategy ensures that public school 4K classrooms and “satellite” sites receive equal funding.

## AREAS OF IMPROVEMENT

**Budget Cuts:** Although 4K funding is relatively stable, administrators worry about future budget cuts to the educational system. Since the school aid formula includes 4K, any school budget cut would directly impact the pre-k program. According to Jim McCoy, districts would “make do” in the event of state education cuts. The strong community-based approach promotes resiliency and accountability at the local level.

**Higher Standards:** The 4K program only satisfies 5 of the 10 quality benchmarks on the 2011 NIEER pre-k yearbook. The areas of improvement include: assistant teacher guidelines, class size maximums, staff-child ratios, screening/support services, and meals.

On the state level, the Wisconsin Department of Early Instruction allows districts to have considerable flexibility in these areas. Since the NIEER report focuses on

state standards and regulations, 4K does not meet these benchmarks. Haglund recognizes this poor NIEER score and hopes to improve the credibility of 4K with tighter regulations. Specifically, Haglund would like to implement a stronger quality rating system to meet current Race to the Top guidelines.

## CONTACTS

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<sup>1</sup> Barnett, S.W., Carolan, M.E., Fitzgerald, J. & Squires, J.H. (2011). The state of preschool 2011. *The National Institute of Early Education Research*. Retrieved from <http://nieer.org/yearbook>.

<sup>2</sup> Landsverk, R.A. (2003). Has a cooperative attitude: Wisconsin communities embrace the community approach to serving 4-year-olds. *Wisconsin School News*. Retrieved from [http://www.dpi.wi.gov/fscp/pdf/ec\\_4k\\_article-4-03.pdf](http://www.dpi.wi.gov/fscp/pdf/ec_4k_article-4-03.pdf)

<sup>3</sup> Wisconsin Early Learning Standards. (2010). Wisconsin Early Childhood Collaborating Partners. Retrieved from <http://www.collaboratingpartners.com/wmels-about.php>

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