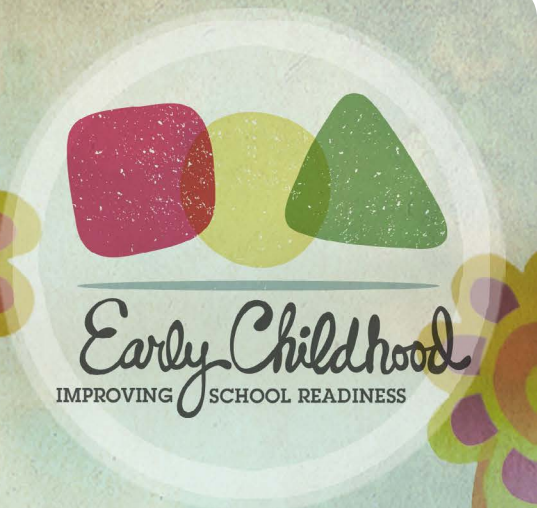


2015-2016  
LEARNING YEAR  
COORDINATED  
FUNDING REQUEST  
GUIDE



# CONTENTS

<b>I. OVERVIEW</b> .....	<b>3</b>
Louisiana’s Effort to Unify Early Childhood .....	3
Coordinated Funding Request .....	3
Instructions for Completing the Coordinated Funding Request.....	3
Public Comment.....	4
<b>II. LA 4 PROGRAM OVERVIEW (FOUR-YEAR-OLD SEATS)</b> .....	<b>5</b>
CECIL J. PICARD LA 4 EARLY CHILDHOOD PROGRAM Overview .....	5
<b>III. NSECD OVERVIEW (FOUR-YEAR-OLD SEATS)</b> .....	<b>6</b>
NSECD Overview: More information can be found in the NSECD Guidelines. ....	6
NSECD PROVIDER ELIGIBILITY CRITERIA .....	6
NSECD STAFF REQUIREMENTS:.....	7
<b>IV. PREK EXPANSION GRANT OVERVIEW (FOUR-YEAR-OLD SEATS)</b> .....	<b>8</b>
PreK Expansion Grant Overview .....	8
PreK Expansion Grant – Opportunity to Apply .....	8
PreK Expansion Grant – Funding Requirements .....	9
PreK Expansion Grant – Application Questions .....	9
<b>V. ALLOCATED CHILD CARE ASSISTANCE SEATS PILOT OVERVIEW (BIRTH TO THREE YEAR OLD SEATS)</b> .....	<b>10</b>
CHILD CARE ASSISTANCE PROGRAM OVERVIEW .....	10
NEW OPPORTUNITY – ALLOCATED CCAP SEATS PILOT .....	10
BENEFITS .....	10
OVERVIEW.....	10
PAYMENTS .....	11
HOW TO APPLY .....	11
HOW DO FAMILIES QUALIFY .....	11
<b>APPENDIX A: DIVERSE DELIVERY – QUESTIONS FOR CONSIDERATION WHEN ESTABLISHING A PARTNERSHIP</b> .....	<b>12</b>
<b>APPENDIX B: PREK EXPANSION GRANT APPLICATION</b> .....	<b>13</b>
<b>APPENDIX C: MAXIMIZING FUNDS FOR COORDINATED ENROLLMENT</b> .....	<b>14</b>
<b>LA 4 AND NSECD PROGRAM ASSURANCES</b> .....	<b>16</b>
<b>PREK GRANT MOU</b> .....	<b>19</b>
<b>PREK GRANT ASSURANCES</b> .....	<b>22</b>
<b>ALLOCATED CCAP SEATS ASSURANCES</b> .....	<b>26</b>



## I. OVERVIEW

### LOUISIANA'S EFFORT TO UNIFY EARLY CHILDHOOD

Louisiana is in a multi-year effort to unify its early childhood system and improve kindergarten readiness. To address a fragmented early childhood system that prepares only 54% of children for kindergarten, Louisiana passed a law (Act 3, 2012) to unify preschool, Head Start and child care programs into a statewide early childhood network. Louisiana also seeks to bring early childhood programs together within communities to coordinate enrollment processes that are driven by family choices. By empowering families with choice and ensuring easy access to high-quality options, the state seeks to start every child on track for success.

### COORDINATED FUNDING REQUEST

Section 709 of [Bulletin 140](#) requires that each Lead Agency submit a Coordinated Funding Request on behalf of their Community Network to the Louisiana Department of Education (LDE). The purpose of the Coordinated Funding Request is to request seats for **LA 4, NSECD, PreK Expansion Grant, and Allocated Child Care Assistance**

**Seats for the 2016–2017 school year.** The Coordinated Funding Request is limited to the funding sources for which the state Board of Elementary and Secondary Education (BESE) has oversight, and should reflect the choices of families within the community. These programs serve at-risk children only, and have eligibility requirements for children and families. To guide Lead Agencies and Community Networks through completing the Coordinated Funding Request Template, the LDE has created this guide, which describes each funding source and the opportunity to apply for seats.

Note that the Coordinated Funding Request does not guarantee funding for any program. Due to limited funding, all requests may not be granted. Although Lead Agencies submit the funding request, they do not serve as the fiscal agent for all funding sources. There are many ways to fund early childhood education outside of the funds allocated through BESE and the LDE. For more guidance, please consult Appendix B of this guide.

For a list of Lead Agencies, click here: <http://www.louisianabelieves.com/docs/default-source/early-childhood/early-childhood-community-network-lead-agency-list.pdf?sfvrsn=2>

Please review the entire guide and instructions before completing the Coordinated Funding Request.

### INSTRUCTIONS FOR COMPLETING THE COORDINATED FUNDING REQUEST

Within the Coordinated Funding Request, Lead Agencies are able to request that current seats be continued and that new seats be added. Lead Agencies can also rank sites for each funding source in order of preference to receive funding, given that not all requests may be filled. Rankings are not required, but will be helpful for the state to understand the community's preferences for locating seats.

- Each Lead Agency will submit **ONE** Coordinated Funding Request per Community Network
- LA 4 must be requested at the Local Education Authority (LEA) level
- NSECD, PreK Expansion Grant, and Allocated CCAP Seats must be requested at the site level
- The Coordinated Funding Request should be used to request:
  - » Continued funding for current seats
  - » Additional funding for new seats
- Community Networks should consider the following when completing the Coordinated Funding Request:
  - » **Parent Choice:** Where do families want to enroll their children?
  - » **Demand:** Are families in particular geographic areas currently underserved?
  - » **Capacity:** Can the site serve the number of children for which it is requesting seats?
  - » **Existing Quality Measures:** Does the Community Network want to establish criteria for ranking requests (e.g., Quality Start ratings, licensing inspections, monitoring violation reports, satisfactory participation in the Community Network)?
- Lead Agencies are required to ensure that there is an opportunity for public comment on the Coordinated Funding Request before submission

**Coordinated Funding Requests are due in Lead Agency FTP folders by January 18, 2016**

Each site should only request the number of seats it can serve. Sites should NOT duplicate requests for seats through multiple funds (for example, requesting funding for the same 20 seats through NSECD and PreK Expansion Grant).

When completing the Coordinated Funding Request you will need to input the following:

1. LEA/Site Name and code:

- You will use LEA for LA 4, including ones offered through diverse delivery and charter schools
- You will use site for NSECD, PreK Expansion Grant, and Allocated CCAP Seats
  - » For PreK Expansion Grant, you will use the site/center where the classrooms will be offered

2. 2015–2016 Seats/October 1 2015 Served:

- For LA 4, NSECD, and PreK Expansion Grant, you will use the number of seats currently allocated to the LEA/site

- For Allocated CCAP Seats, you will use the number of CCAP seats occupied in that center on the October 1 count

3. 2016–2017 Request

- For all programs, you will enter the number of requested seats through the funding source. This can increase, stay the same, or decrease.

4. Optional: Ranking

- The ranking column is an optional place for Community Networks to indicate preferences within a funding stream. This is not required, but can be helpful to the decision process.

The remaining cells in the Coordinated Funding Request self-calculate. You will **NOT** need to complete these.

## PUBLIC COMMENT

Chapter 709, Part B of Bulletin 140 states that “The lead agency shall provide an opportunity for each publicly-funded program in the community network and the general public in the coverage area of the community network to comment on the proposed funding request prior to submission to the department and shall include documentation of this process in the funding request.”

Providing opportunity for public comment can take several forms, including but not limited to:

- Conducting a public hearing, community town hall, or school board meeting that allows for public comment to be submitted
- Distributing the Coordinated Funding Request and allowing for written comment to be submitted, mailed, emailed, faxed, or delivered
- Posting the Coordinated Funding Request in a public location or on a website and allowing for written comment to be submitted, mailed, emailed, faxed, or delivered

Any publicly-funded program may request that the LDE review an enrollment decision or funding request of its Lead Agency. Programs must email the request to [earlychildhood@la.gov](mailto:earlychildhood@la.gov) no later than 10 calendar days after the due date for funding requests (requests for review must be received by January 28, 2016).

Any program or individual may submit a written complaint to the LDE regarding the action or inaction of the Lead Agency in its Community Network. Complaints must be submitted to [earlychildhood@la.gov](mailto:earlychildhood@la.gov) within 30 calendar days of the action or inaction of the Lead Agency upon which the complaint is based (complaints must be received by February 17, 2016).

---

## II. LA 4 PROGRAM OVERVIEW (FOUR-YEAR-OLD SEATS)

### CECIL J. PICARD LA 4 EARLY CHILDHOOD PROGRAM OVERVIEW

As Louisiana's largest preschool program, the Cecil J. Picard LA 4 Early Childhood Program provides more than 16,000 economically disadvantaged children with early childhood education during a six-hour-a-day program. This program is offered in most of Louisiana's parishes as well as several charter schools and in one tribal school. LA 4 can also be offered through [diverse delivery partnerships](#) with Type III child care centers. See Appendix A for Diverse Delivery Considerations.

Local education agencies (LEAs) apply for seats for LA 4 through the Coordinated Funding Request. Requests should reflect family demand for seats. Seats are awarded based on the number of children they anticipate serving during the school year and the availability of funds. Four-year-olds of families who are at or below 185% of the Federal Poverty Line are eligible to attend the program, although children from families with higher incomes are also eligible, using locally provided funds or paying tuition. Seats are funded in the amount of \$4,580 per child for the 6-hour instructional day for the school year.

**LA 4 STAFF REQUIREMENTS:** More information can be found in the [LA 4 Guidelines](#).

**All lead teachers** must meet at least one of the following requirements:

- A valid and current Louisiana teaching certificate in PK-3, Nursery School, Kindergarten, Early Interventionist Birth-5, or Noncategorical Preschool Handicapped.
- A Practitioner License in PreK-3;
- A valid and current Louisiana teaching certificate in Elementary Education and an Out-of-Field Authorization to Teach (OFAT) in PK-3, Nursery School, Kindergarten, Early Interventionist Birth-5, or Noncategorical Preschool Handicapped; or
- 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 PK-3, Nursery School, Kindergarten, Early Interventionist Birth-5, or Noncategorical Preschool Handicapped.

**All paraprofessionals/teacher assistants** must meet LEA specific requirements for employment and one of the following requirements:

- Meet the definition of "highly qualified," which may include passing of the ParaPro test or attainment of the Early Childhood Ancillary Certificate, which can be earned with a Child Development Associate (CDA), technical diploma or certificate of technical studies in an early childhood related field, AA in an early childhood related field, or bachelor's degree or higher;
- Possess a high school diploma or equivalent; or
- Have extended experiences of assuming responsibility and care for a group of preschool age children (children younger than five years of age).

---

### III. NSECD OVERVIEW (FOUR-YEAR-OLD SEATS)

#### NSECD OVERVIEW: MORE INFORMATION CAN BE FOUND IN THE NSECD GUIDELINES.

The Nonpublic Schools Early Childhood Development (NSECD) Program began in 2001, and was designed to foster interest in learning, increase literacy skills, prevent poverty and promote development of responsible behavior. During the 2012 legislative session, the NSECD programmatic and fiscal oversight was restructured under Act 3. The program continues to operate through the Louisiana Department of Education and is funded through state general funds.

Providers apply for NSECD seats through the Coordinated Funding Request. Requests should reflect family demand for seats. Eligible providers for NSECD are non-public schools and Type III child care centers. Seat allocations are awarded based on several factors including the number of children they anticipate having the capacity to serve during the school year and community need. Four-year-olds of families who are at or below 185% of the Federal Poverty Line are eligible to attend the program. Seats are funded in the amount of \$4,580 per child for the 6-hour instructional day.

#### NSECD PROVIDER ELIGIBILITY CRITERIA

Prior to formal acceptance into the NSECD program, all applicants may be subject to a site visit to observe the environment and daily operations.

Provider eligibility is as follows:

1. **Nonpublic Schools:** For a nonpublic school to be eligible to participate as a provider of the NSECD Program, the nonpublic school shall meet all requirements below:
  - » Be BESE approved and in compliance with requirements set forth in BESE [Bulletin 741](#).
  - » Be certified by the Louisiana Department of Education as Brumfield-Dodd compliant.
  - » Agree to implement a high-quality, developmentally appropriate prekindergarten program and meet all the General Operation Requirements.
  - » Have administered Pre-K, Kindergarten, and/or 1st grade instruction for a full school year during the previous school year.
2. **Type III Child Care Centers:** Type III child care centers may be eligible to participate as providers of the NSECD Program. The applicant must:
  - » Be a Type III licensed center who has achieved a 3-star or better rating in the current QRIS (Quality Start) system. (Note: Lead Agencies should indicate on the Coordinated Funding Request support for child care centers that have not achieved a 3-star rating but who are applying for NSECD. The support should include family demand for that site).
  - » Agree to implement a high-quality, developmentally appropriate, and research-based prekindergarten program and meet all the general operation requirements.
  - » Have administered a 4-year-old educational program for a full year during the previous school year.

## **NSECD STAFF REQUIREMENTS:**

All lead teachers must meet at least one of the following requirements with the understanding that there are specific timelines in place for all lead teachers to meet the requirements of the top tier requirement as listed in Item A:

- A. A valid and current Louisiana teaching certificate in PK-3, Nursery School, Kindergarten, Early Interventionist Birth-5, or Noncategorical Preschool Handicapped;
- B. A valid and current Louisiana teaching certificate in Elementary Education (must pursue PK-3 add-on certification endorsement);
- C. A Practitioner License in PreK-3; or
- D. An *uncertified* teacher must have, at a minimum, a bachelor's degree and current passing scores on Praxis I. An ACT composite score of 22, an SAT combined verbal and math score of 1030, or a Master's degree may be used in lieu of Praxis I.

**All teacher assistants** must meet the following requirements:

- A. Possess a high school diploma or equivalent; AND Have either a currently valid
  - » Early Childhood Ancillary Certificate, which can be earned with a CDA, technical diploma or certificate of technical studies in an early childhood related field, AA in an early childhood related field, or bachelor's degree or higher;
  - » Associate degree in an early childhood related field; or
  - » Bachelor's degree in the area of Child and Family Studies, Early Childhood Education or Elementary Education, or an Early Childhood related field.

NOTE: Incumbent staff may be currently enrolled in either a Child Development Associate credential program, accredited associate degree program in Early Childhood Education, accredited bachelor's degree program in Early Childhood Education or Elementary Education,

- B. Have extended experiences of assuming responsibility and care for a group of preschool age children (children younger than five years of age).

---

## IV. PREK EXPANSION GRANT OVERVIEW (FOUR-YEAR-OLD SEATS)

### PREK EXPANSION GRANT OVERVIEW

Using the Community Network pilot model as the centerpiece, Louisiana applied for \$32 million over 4 years to expand high-quality preschool programs in high-need communities through a unique parent choice model. Among a competitive field, Louisiana was selected to receive funding which not only validates the pilot model but will provide Louisiana children with:

- **New Quality PreK Seats through Choice:** Families of 4,600 at-risk children over 4 years will be able to choose a new, high-quality option in diverse settings; and
- **Improved Seats:** Families of 6,000 at-risk children over 4 years will benefit from quality improvements for existing seats. This means children will have 1) a credentialed teacher who is receiving coaching and professional development and 2) access to comprehensive services.

In 2015–16, the grant funded 340 new preschool seats in 6 Cohort 1 Community Networks (Caddo, City of Monroe (Ouachita), Iberville, Lincoln, Orleans, and Rapides) and improved over 400 seats.

### PREK EXPANSION GRANT – OPPORTUNITY TO APPLY

For Year 2, Louisiana is funded to offer 1,000 seats (including 340 from year 1) and to improve 1,300 seats (including 442 from year 1). These seats will be funded primarily in child care settings through diverse delivery.

- In interested Community Networks, Lead Agencies must apply to be the subgrantee. They will apply in conjunction with the Type III center(s) or schools in which the seats will be placed.
- Applications are included as part of the Coordinated Funding Request
- Applications will be evaluated on the following:
  - » Success as a Community Network in meeting [Bulletin 140](#) expectations
  - » Family demand for seats
  - » At-Risk Status of the Community based on the [Early Childhood Risk and Reach in Louisiana Report](#) released by LSU/Tulane
- A minimum of one classroom (20 seats) must be requested for the Community Network to be considered for funding
- Classrooms must meet the quality requirements of LA 4 and NSECD, including:
  - » Certified Lead Teacher and qualified paraprofessional
  - » Use of an appropriate, standards-based curriculum aligned to [Louisiana Birth to Five Early Learning and Development Standards](#)
  - » A child to staff ratio of 10:1 and a maximum number of 20 children per class



## PREK EXPANSION GRANT – FUNDING REQUIREMENTS

PreK Expansion Grant seats are funded at approximately \$5,185 per child. Seats are funded at the rate of \$4,580. Grantees receive an additional \$605 per child to improve 130% of their seats, including through job-embedded coaching and comprehensive services. The grant provides funding to do the following:

- Establish an agreement between the site and the Lead Agencies that includes funding for the classroom, teacher, paraprofessional, and space
- Provide comprehensive services to the children funded through the grant that include:
  - » Screenings for hearing, vision, dental, health, and development
  - » Services coordinated with LEAs and early intervention service providers under Part C and Section 619 of part B of IDEA
  - » Physical activity services
  - » Partnerships with and linkages to community services to enhance family well-being
  - » Provide job-embedded coaching and ensure access to professional development for the grant-funded teacher
  - » Provide job-embedded coaching for teachers of the improved seats, preferably in the site where the classroom is located
  - » Enroll grant-funded children meeting the same eligibility criteria as LA 4/NSECD programs through the local coordinated enrollment process
  - » Participate in the Early Childhood Accountability System, as established by Bulletin 140

## PREK EXPANSION GRANT – APPLICATION QUESTIONS

These application questions must be responded to and submitted at the same time as the Coordinated Funding Request. Lead Agencies and site partners should respond to the following questions together. One response per Community Network is required. In addition to responding to the questions below, Lead Agencies and site partners must submit signed programmatic assurances indicating they understand and agree to the participation requirements. Questions are also included in Appendix B.

1. What partnership(s) do you currently envision between the Lead Agency and the center(s)/site(s)? If the Lead Agency is not the LEA, will this partnership include schools/LEAs?
2. How will the requested number of seats be distributed among the site partners?
3. How does each partner plan to support the PreK Expansion Grant teacher and classroom?
4. How does the Lead Agency intend to offer comprehensive services to children served by the grant?
5. How does the Lead Agency intend to improve additional seats beyond the PreK Expansion Grant classroom(s)?
6. How does the Community Network plan to recruit and enroll children for these seats?
7. How do you plan to finalize a Memorandum of Understanding between the Lead Agency and the center(s)/site(s) that clearly articulates your relationship and represents each partner's understanding of their role?
8. What obstacles or challenges do you anticipate if you are awarded PreK Expansion Grant seats?

## U. ALLOCATED CHILD CARE ASSISTANCE SEATS PILOT OVERVIEW (BIRTH TO THREE YEAR OLD SEATS)

### CHILD CARE ASSISTANCE PROGRAM OVERVIEW

The Child Care Assistance Program (CCAP) provides low-income, working households with access to quality, affordable child care that allows them to continue working and contributes to the healthy, emotional and social development of the child. In addition to helping low-income, working households, the Child Care Assistance Program also serves households who are participating in the Strategies to Empower People (STEP) program that meet the education and training requirements, children receiving child welfare children, and families experiencing homelessness.

Support for quality child care centers is needed to achieve the goal of kindergarten readiness. In order to achieve this, LDE will increase CCAP subsidy rates for Type III child care centers. Infant/toddler rates will increase from \$18.50 to \$22.50 per day while Pre-K rates will increase from \$17.50 to \$21.50 per day. Increases are expected to begin January 2016.

LDE will also be changing the co-pay structure and eligibility period to help support families. The structure will change from the current sliding fee scale to a minimal flat fee per week based on household income. No family in poverty will have a co-pay (currently 80% on sliding fee scale). Providers will be able charge for the difference between the CCAP subsidy and the provider's rate. Families will also remain eligible for at least one year regardless of life changes. Certification periods may be extended to ensure that children are able to attend for a full school year.

### OVERVIEW

- One-year competitive pilot with 4-8 communities beginning in Fall 2016
- Approximately 10% of the current CCAP seats (Up to 1200 seats)
- Only full time seats will be contracted, for the 12 month year, July 2016 – June 2017
- Each center will have to specify the age group they would like to serve (3-year-olds, toddlers, or infants) and must be able to serve at least half of a class (i.e., if using a 1:12 ratio for two-year-olds, center must request at least six seats). Centers may only apply for children ages 3 and under.
- Type III child care centers will apply with Lead Agencies.
- Children must meet the 74% attendance rate. Each child is allowed a maximum of 5 paid absence days. Excused absences are allowed and will be determined by the child care center (documentation must be submitted to the LDE upon request).
- Centers will be allowed to continuously accept CCAP vouchers in addition to the allocated seats.
- Centers will be responsible for filling seats. To assist centers, applications submitted for Allocated CCAP seats will be expedited. LDE will notify the center of a case decision within 10 business days upon receipt of a completed application to include all requested verification documents.

### NEW OPPORTUNITY – ALLOCATED CCAP SEATS PILOT

Allocated CCAP seats are a set number of CCAP seats that are granted to a certain child care center. The center will determine the number of seats it can maintain. Once LDE grants a set number of seats to a center, the center will then fill the seats with CCAP eligible children. LDE will agree to continuously pay for the CCAP seats as long as the child care center meets the attendance requirements of CCAP. In the event that a family removes a child from a center and a seat becomes vacant, the center will be responsible for filling the seat with another CCAP eligible child. LDE will pay for these seats through a monthly allocation.

The purpose of allocated CCAP seats is to help child care centers effectively plan for their expected enrollment, have more stable funding, and be better positioned to serve the most at-risk children in a quality setting.

### BENEFITS

The purpose of allocated CCAP seats is to provide an incentive for CCAP child care centers by increasing stability and ensuring consistency of payment for CCAP seats. By knowing the number of allocated seats in advance, centers will be able to hire and retain high-quality teachers as well as decrease the amount of vacant seats, possibly eliminating waiting lists and reducing the risk of overstaffing. This provides support for improvements to quality and access as well as sustainable funding for high quality programs. **Allocated CCAP seats are also funded for the full, 12 month year.** These benefits to the center provide the additional benefit of stability and continuity for the children served.

## PAYMENTS

- Centers will be paid a monthly allocation at the lowest CCAP rate of \$18.50/day (\$407/month) for three-year-olds and \$19.50/day (\$429/month) for infants and toddlers.
- Based on October 1 enrollment in allocated CCAP seats, allocated CCAP seats will be reevaluated and paid at the level that each family qualifies for. Since initial payments are based on the lowest rate, providers will only benefit from the reconciliation.
- Quality bonuses will continue to be paid for any eligible CCAP child enrolled in an allocated seat.

## HOW TO APPLY

- The center must determine the number of seats it can maintain for each age group (3 year olds, toddler, and infant)
- The center must request the number of seats through the Coordinated Funding Request that is submitted by the Lead Agency.

## HOW DO FAMILIES QUALIFY

Currently, households are required to pay a co-pay based on a sliding scale. The amount of assistance is based on:

- the total number of hours all household adults work, attend education or training program,
- family size
- gross income
- number of children in care
- the maximum rates paid by the state

More information about CCAP and program eligibility requirements can be found at: <http://www.louisianabelieves.com/early-childhood/child-care-assistance-program>

---

## APPENDIX A: DIVERSE DELIVERY – QUESTIONS FOR CONSIDERATION WHEN ESTABLISHING A PARTNERSHIP

1. Who will provide compensation for the teacher and who will provide compensation for the paraprofessional?
2. Who is responsible for hiring for each position?
3. What if any transportation agreements will you establish?
4. What if any meal agreements will you establish?
5. How will you ensure licensing requirements are met, including criminal background checks and field trip requirements?
6. How will the district ensure the teacher is receiving professional development with the other teachers in the district?

Additional information can be found in the [Diverse Delivery Resource Guide](#).



---

## APPENDIX B: PREK EXPANSION GRANT APPLICATION

These application questions must be responded to and submitted at the same time as the Coordinated Funding Request. Lead Agencies and site partners should respond to the following questions together. One response per Community Network is required. In addition to responding to the questions below, Lead Agencies and site partners must submit signed programmatic assurances indicating they understand and agree to the participation requirements. Assurances can be found at the end of this packet.

1. What partnership(s) do you currently envision between the Lead Agency and the center(s)/site(s)? If the Lead Agency is not the LEA, will this partnership include schools/LEAs?
2. How will the requested number of seats be distributed among the site partners?
3. How does each partner plan to support the PreK Expansion Grant teacher and classroom?
4. How does the Lead Agency intend to offer comprehensive services to children served by the grant?
5. How does the Lead Agency intend to improve additional seats beyond the PreK Expansion Grant classroom(s)?
6. How does the Community Network plan to recruit and enroll children for these seats?
7. How do you plan to finalize a Memorandum of Understanding between the Lead Agency and the center(s)/site(s) that clearly articulates your relationship and represents each partner's understanding of their role?
8. What obstacles or challenges do you anticipate if you are awarded PreK Expansion Grant seats?

## APPENDIX C:

# MAXIMIZING FUNDS FOR COORDINATED ENROLLMENT

Providing the most Louisiana children access to high-quality early childhood programs as possible requires each early childhood provider (e.g., child care, Head Start, and schools), to blend together multiple funding sources. No single funding source, and no single provider, can serve all children, so providers and communities have to maximize every available dollar to improve kindergarten readiness. The following steps will help in maximizing and blending early childhood funding.

1. **Know The Funding Options For Serving Children:** The first step is to know what funding sources can directly provide seats to at-risk children.

	FUNDING SOURCES	INFANTS	ONES	TWOS	THREES	FOURS
Programs that Fund Seats for Children	Child Care Assistance (CCAP)	✓	✓	✓	✓	✓
	Early Head Start	✓	✓	✓		
	Head Start				✓	✓
	Title I				✓	✓
	LA 4					✓
	NSECD					✓
	8(g)					✓
	REAP					✓
	EEF					✓
	Preschool Expansion Grant					✓
Local School General Fund				✓	✓	
Children with Special Needs	IDEA Part C (Early Steps)	✓	✓	✓		
	IDEA Part B				✓	✓

2. **Know Which Funds Can be Accessed Directly:** The second step is to know which funding sources can be accessed directly, based on provide type and funding source requirements in law (federal and state).

PROVIDER TYPE	FUNDING SOURCES WITH DIRECT ACCESS TO	FUNDS REQUIRING PARTNERSHIPS (E.G., DIVERSE DELIVERY)
Early Learning Centers (Type III)	<ul style="list-style-type: none"> <li>Child Care Assistance</li> <li>NSECD (<i>requires 3 stars or higher</i>)</li> <li>Private Pay Tuition</li> </ul>	<ul style="list-style-type: none"> <li>Early Head Start</li> <li>Head Start</li> <li>LA 4</li> <li>Preschool Expansion Grant</li> <li>IDEA Part C</li> <li>IDEA Part B</li> </ul>
Head Start	<ul style="list-style-type: none"> <li>Early Head Start</li> <li>Head Start</li> <li>NSECD (<i>requires 3 stars or higher</i>)</li> <li>Child Care Assistance (<i>before-/after-care</i>)</li> </ul>	<ul style="list-style-type: none"> <li>LA 4</li> <li>Preschool Expansion Grant</li> <li>IDEA Part C</li> <li>IDEA Part B</li> </ul>
Nonpublic Schools	<ul style="list-style-type: none"> <li>NSECD</li> <li>Child Care Assistance (<i>before-/after-care</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Preschool Expansion Grant</li> <li>IDEA Part C</li> <li>IDEA Part B</li> </ul>
Public Schools	<ul style="list-style-type: none"> <li>Early Head Start</li> <li>Head Start</li> <li>Title I</li> <li>LA 4</li> <li>8(g)</li> <li>REAP</li> <li>EEF</li> <li>IDEA Part B</li> <li>Child Care Assistance (<i>before-/after-care</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Preschool Expansion Grant</li> </ul>

3. **Know Which Funds Can Support Programs and Teachers:** The third step is to know what resources are available to support programs and teachers.

PROVIDER TYPE	PRIMARY SUPPORT RESOURCES	ADDITIONAL SUPPORT RESOURCES
<b>Early Learning Centers (Type III)</b>	<ul style="list-style-type: none"> <li>Child Care Resource &amp; Referral (R&amp;R)</li> <li>Mental Health Consultation</li> <li>Community Network</li> </ul>	<ul style="list-style-type: none"> <li>Shared Services</li> <li>Community &amp; Technical Colleges &amp; Universities</li> </ul>
<b>Head Start</b>	<ul style="list-style-type: none"> <li>Head Start Training &amp; Technical Assistance (T&amp;TA)</li> <li>Community Network</li> </ul>	<ul style="list-style-type: none"> <li>Shared Services</li> <li>Child Care Resource &amp; Referral (R&amp;R)</li> <li>Community &amp; Technical Colleges &amp; Universities</li> </ul>
<b>Nonpublic Schools</b>	<ul style="list-style-type: none"> <li>Local School</li> <li>Community Network</li> </ul>	<ul style="list-style-type: none"> <li>Community &amp; Technical Colleges &amp; Universities</li> </ul>
<b>Public Schools</b>	<ul style="list-style-type: none"> <li>Local School</li> <li>Community Network</li> </ul>	<ul style="list-style-type: none"> <li>Community &amp; Technical Colleges &amp; Universities</li> </ul>

4. Leaders can use the short self-assessment below to evaluate whether additional steps are needed to maximize funding.

SELF-ASSESSMENT		YES (?)	NO (?)
1	<b>Are you serving all ages of children you are eligible to serve?</b> If not, do you need assistance expanding your offerings?		
2	<b>Are you accessing all funding sources you can directly pull down?</b> If not, do you need assistance learning more about how to blend multiple programs?		
3	<b>Are you partnering with other providers to offer additional programs (e.g., child care offering LA 4 with a school)</b> If not, do you need assistance making contact?		
4	<b>Are you accessing all of the support resources you can?</b> If not, do you need assistance learning more?		

If the Community Network is not currently maximizing every program and funding source, Leaders should explore approaches such as **diverse delivery or shared services**. Leaders should also review the funding section of the **District Planning Guide**. For additional assistance, contact the Office of Early Childhood at the Louisiana Department of Education.

#### **LA 4 and NSECD PROGRAM ASSURANCES:**

##### **Program Performance**

As an authorized representative of the applicant listed, I certify that the following statements are true:

I understand that the allocation may be amended if the number of awarded slots in this application is not filled or if the number of slots is exceeded, provided funds are available.

I agree to provide high-quality, developmentally appropriate programs to at-risk, four-year-old children eligible to enter public school kindergarten pursuant to R.S. 17:151.3 in the following year, which will include:

- Appropriate curriculum which is aligned to the Louisiana Birth to Five Early Learning and Development Standards and promotes kindergarten readiness,
- An instructional setting that includes learning centers outfitted with appropriate materials and equipment that support whole, small and self-selected groupings,
- Effective learning experiences that build on what children already know and can do that help them reach challenging and achievable goals,
- Differentiated instruction to meet the academic, social/emotional, linguistic, and other developmental needs of children,
- Developmentally appropriate assessment tool(s) for all children that is valid, reliable, and culturally sensitive,
- Certified teachers (PreK - 3, Nursery, Kindergarten, NCPH-Noncategorical Preschool Handicapped) and EI (Early Interventionist),
- Qualified teacher assistants,
- A child/staff ratio of 10:1 and a maximum number of 20 children per class,
- A schedule that contains a balance of teacher-directed and child-initiated activities with a minimum of 63,720 instructional minutes during the calendar year,
- A minimum of eighteen hours of professional development based on data (child and program assessments), the instructional needs of children, and tailored to support staff improvement,
- Accurate child-attendance records will be maintained and attendance policies adhered to as is applicable,
- Follow health and safety regulations as defined by the Board of Elementary and Secondary Education (BESE),
- Appropriate nutritious meals and snacks for every child,
- Vision and hearing screening for each child within 90 calendar days of entrance into the program, and
- Family engagement activities that involve parents/caregivers in their child's education.

##### **Quality Assurance**

As an authorized representative of the applicant listed, I certify that the following statements are true:



- I agree to participate in the development and implementation of collaborative agreements with all other publically funded providers and interested private providers of early childhood education and to conduct meetings on a quarterly basis at a minimum.
- I assure that any LA 4 Program located in a child care center will only be placed in those centers that have a valid and current Type 3 license through the Louisiana Department of Education.
- I assure that any child who is identified as eligible or who is suspected to be eligible for special education and/or related services under the Individuals with Disabilities Act (IDEA) through Louisiana Bulletin 1706 and Louisiana's IEP Handbook for Students with Disabilities, will not be denied access or removed from the program without following the appropriate referral and Individualized Education Program (IEP) or Services Plan process. (See Louisiana's IEP Handbook for Students with Disabilities and Bulletin 1706, Subpart A, Regulations for Students with Disabilities Act.)
- I agree to address any areas of noncompliance or deficiencies related to this program within required timelines.
- I assure that individual children are not counted or claimed for reimbursement by more than one program (example: the same child cannot be counted as both NSECD and LA 4).
- I assure that my district will participate in the implementation of coordinated enrollment, as per ACT 717 (2014) and Bulletin 140.
- I agree to participate fully in the Early Childhood Care and Education Network, as per ACT 3 (2012) and Bulletin 140.

### **Data Management**

As an authorized representative of the applicant listed, I certify that the following statements are true:

- I agree to submit any additional information and/or documentation requested by the funding program prior to final approval by BESE.
- I agree to maintain documentation of program implementation and effectiveness and submit any reports, data, or other pertinent information as requested by the State Department of Education and the Board of Elementary and Secondary Education and ACT 837 (2014).
- I permit the State Department of Education, the Legislative Auditor, and all other required personnel to have access to the records and financial statements as necessary according to regulations issued by the Office of Management and Budget Circular A-133.
- I assure that funds for the program will be expended according to all regulations as required by each funding source.
- I agree to maintain all records, and other documents for at least (3) federal fiscal years after the final payment or as described in 4CFR 74.53(b), whichever is longest.

I, the undersigned, am authorized to sign and submit this application on behalf of the public charter/nonpublic school and/or child care center. I assure and certify that the agency site(s) will comply with the assurances, regulations, policies, guidelines, and/or requirements, as they relate to the application, acceptance, and use of funds for the program(s) for which this application is made. This agreement, including the assurances contained herein, is binding on the institution, its successors, transferees, and assignees as long as it receives financial assistance to fund the program(s) for which this application is made. This agreement, including the assurances contained herein, is given in consideration of and for the purpose of obtaining any and all financial assistance to operate the program(s) for which this application is made.

The information in this agreement is true and correct to the best of my knowledge, including the name and mailing address. I understand that this information is hereby given in connection with the receipt of funds for the program(s) for which this application is made. I understand that State Agency personnel may, for cause, verify information; and that deliberate misrepresentation may subject me to prosecution under applicable Federal and State criminal statutes.

\_\_\_\_\_  
Signature of Leader/Chief Administrator

\_\_\_\_\_  
Community Network

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Mailing Address

\_\_\_\_\_  
Title

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
Date

## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between the **Louisiana Department of Education** (“Lead Agency”) and **Lead Agency** (“Subgrantee”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grant – Expansion Grant.

### I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I and the Subgrantee Assurances;
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State’s Preschool Development Grant – Expansion Grant application and is supportive of and committed to working on all applicable portions of the Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Development Grant – Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grant – Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the suspension and debarment regulations in 2 CFR Part 3485.

### II. PROJECT ADMINISTRATION

#### A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Preschool Development Grant – Expansion Grant application, the Subgrantee will:

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State’s Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants-- Development Grants plan) and with the Subgrantee’s Budget included in Exhibit II of this agreement;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education (“ED”), or by the U.S. Department of Health and Human Services (“HHS”);
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants--Development Grants;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;

- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws;
- 8) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State-Funded Preschool Programs;
- 9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 11) Minimize local administrative costs; and
- 12) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

## **B. LEAD AGENCY RESPONSIBILITIES**

In assisting the Subgrantee in implementing their tasks and activities described in the Preschool Development Grant – Expansion Grant application, the Lead Agency will:

- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Scope of Work, as identified in Exhibit I of this agreement;
- 2) Award in a timely manner the portion of Preschool Development Grant – Expansion Grant funds designated for the Subgrantee in the Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
- 3) Provide feedback on the Subgrantee's status updates, any interim reports, and project plans and products;
- 4) Keep the Subgrantee informed of the status of the State's Preschool Development Grant – Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State plan that the Subgrantee is implementing;
- 5) Facilitate coordination across Subgrantees necessary to implement the State Plan;
- 6) Identify sources of technical assistance for the project; and
- 7) Monitor Subgrantee's Implementation of High-Quality Preschool Programs.

## **C. JOINT RESPONSIBILITIES**

- 1) The Lead Agency and the Subgrantee will implement the State's plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grant – Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) Lead Agency and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grant – Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- 6) The Lead Agency and the Subgrantee will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute;



- 7) The Lead Agency and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 8) The Lead Agency and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

**D. STATE RECOURSE IN THE EVENT OF SUBGRANTEE’S FAILURE TO PERFORM**

If the Lead Agency determines that the Subgrantee is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements between the Lead Agency and the Subgrantee, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law. If, after Subgrantee has been provided with notice of failure to meet requirements and an opportunity to correct said failures, and then the failures are not corrected, the Lead Agency may terminate the agreement.

**III. MODIFICATIONS**

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

**IV. DURATION**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grant – Expansion Grant project period.

**V. SIGNATURES**

**Authorized Representative of Lead Agency:**

Signature	Date
Print Name	Title

**Authorized Representative of Subgrantee:**

Signature	Date
Print Name	Title

## PRESCHOOL EXPANSION GRANT: PROGRAM ASSURANCES

- By checking this box, I assure that I have read, understand, and will comply with the assurances listed below as required by the Louisiana Department of Education (LDE) for the purposes of this grant:

<b>PROGRAM PERFORMANCE ASSURANCES:</b>
<ul style="list-style-type: none"> <li>▪ I understand that my allocation may be amended if the number of awarded seats in the application are not filled, or if the number of seats are exceeded, provided funds are available.</li> </ul>
<ul style="list-style-type: none"> <li>▪ I agree that all seats funded through the grant will be aligned to LA 4 and NSECD program quality requirements.</li> </ul>
<ul style="list-style-type: none"> <li>▪ I agree to provide high-quality, developmentally-appropriate programs to at-risk four-year-olds eligible to enter public school kindergarten in the following year (R.S. 17:151.3) which will include:               <ul style="list-style-type: none"> <li>○ Use of an appropriate, standards-based curriculum aligned to the <i>Louisiana Birth to Five Early Learning and Development Standards (ELDS)</i>;</li> <li>○ Administration of <i>Teaching Strategies GOLD</i> (finalizing all 3 checkpoints) or other assessment designated by the LDE that is valid, reliable and culturally sensitive;</li> <li>○ Certified lead teachers (PK-3, Nursery, Kindergarten, Noncategorical Preschool Handicapped (NCPH) or Early Interventionist (EI)) as well as qualified teacher assistants;</li> <li>○ An instructional setting including learning centers outfitted with appropriate materials and equipment that support whole, small, and self-selected groupings;</li> <li>○ Differentiated instruction to meet the academic, social/emotional, linguistic and other developmental needs of children;</li> <li>○ A child to staff ratio of 10:1 and a maximum number of 20 children per class;</li> <li>○ A full day, full school year schedule that contains a balance of teacher-directed and child-initiated activities;</li> <li>○ Appropriate nutritious meals and snacks for every child;</li> <li>○ Family engagement activities that involve parents/caregivers in their child's education;</li> <li>○ Comprehensive services (e.g., health/developmental screenings, referrals and follow-up) provided either directly or through linkages/referrals with community organizations; and</li> <li>○ Activities to support successful transitions: (from previous settings as well as those to kindergarten).</li> </ul> </li> </ul>
<b>QUALITY ASSURANCES:</b>
<i>Sub-subgrantees assure that</i>
<ul style="list-style-type: none"> <li>▪ All guidelines and requirements for implementing the Preschool Development Grant – Expansion Grant will be followed.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Individual children will not be counted or claimed for reimbursement by more than one program.</li> </ul>
<ul style="list-style-type: none"> <li>▪ All publicly-funded early childhood staff will be provided a comprehensive system of support that includes:               <ul style="list-style-type: none"> <li>○ Training on the <i>ELDS</i> (through LDE Foundations Course), <i>Teaching Strategies GOLD</i>, and the <i>Classroom Assessment Scoring System (CLASS)</i>; and</li> <li>○ Feedback from <i>CLASS</i> observations, mentoring/coaching, and other job-embedded activities.</li> </ul> </li> <li>▪ Every teacher funded through the grant will be observed using <i>CLASS</i> twice each year by</li> </ul>

CLASS- reliable observers.

- Any child identified as eligible (or suspected eligible) for special education and/or related services (under IDEA) will not be denied services or removed from the program without following the appropriate referral and IEP or Service Plan process.

**MANAGEMENT ASSURANCES:**

- I agree to fully participate in the letter grade system.
- Any information and/or documentation requested by the LDE and/or BESE will be submitted, which may include:
  - Documentation of program implementation and effectiveness; and
  - Reports, data, or other pertinent information.
- LDE, Legislative Auditors, federal monitors and all other required personnel are permitted to have access to the records and financial statements as necessary according to regulations issued by the Office of Management and Budget Circular A-133.
- Funds for the program will be expended according to all regulations of the grant.
- All records and other documents will be maintained for at least (3) federal fiscal years after the final payment or as described in 4CFR 74.53(b), whichever is longest.

**AGREEMENT:**

- I, the undersigned, am authorized to sign and submit this application on behalf of my institution. I assure and certify that the agency site(s) will comply with the assurances, regulations, policies, guidelines and/or requirements as they relate to the application, acceptance, and use of funds for the grant for which this application is made.
- This agreement, including assurances contained herein, is binding on the institution, its successors, transferees and assignees as long as it receives financial assistance to fund the program for which this application is made. This agreement, including the assurances contained herein, is given in consideration of and for the purpose of obtaining any and all financial assistance to operate the program for which this application is made.
- The information in this agreement is true and correct to the best of my knowledge, including the name and mailing address. I understand that this information is hereby given in connection with the receipt of funds for the program for which this application is made. I understand that LDE personnel may, for cause, verify information; and that deliberate misrepresentation may subject me to prosecution under applicable Federal and State criminal statutes.

\_\_\_\_\_  
Signature of Leader/Chief Administrator

\_\_\_\_\_  
Early Learning Provider

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Mailing Address

\_\_\_\_\_  
Title

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
Date

**PRESCHOOL DEVELOPMENT EXPANSION GRANT: SUBGRANTEE ASSURANCES**

By checking this box, I assure that I have read, understand, and will comply with the assurances listed below as required by the Louisiana Department of Education (LDE) for the purposes of this grant:

<b>PROGRAM PERFORMANCE ASSURANCES:</b>
<ul style="list-style-type: none"> <li>▪ I understand that my allocation may be amended if the number of awarded seats in the application are not filled, or if the number of seats are exceeded, provided funds are available.</li> </ul>
<ul style="list-style-type: none"> <li>▪ I agree that all seats funded through the grant will be aligned to LA 4 and NSECD program quality requirements.</li> </ul>
<ul style="list-style-type: none"> <li>▪ I agree to provide high-quality, developmentally-appropriate programs to at-risk four-year-olds eligible to enter public school kindergarten in the following year (R.S. 17:151.3) which will include:               <ul style="list-style-type: none"> <li>○ Use of an appropriate, standards-based curriculum aligned to the <i>Louisiana Birth to Five Early Learning and Development Standards (ELDS)</i>;</li> <li>○ Administration of <i>Teaching Strategies GOLD</i> (finalizing all 3 checkpoints) or other assessment designated by the LDE that is valid, reliable and culturally sensitive;</li> <li>○ Certified lead teachers (PK-3, Nursery, Kindergarten, Noncategorical Preschool Handicapped (NCPH) or Early Interventionist (EI)) as well as qualified teacher assistants;</li> <li>○ An instructional setting including learning centers outfitted with appropriate materials and equipment that support whole, small, and self-selected groupings;</li> <li>○ Differentiated instruction to meet the academic, social/emotional, linguistic and other developmental needs of children;</li> <li>○ A child to staff ratio of 10:1 and a maximum number of 20 children per class;</li> <li>○ A full day, full school year schedule that contains a balance of teacher-directed and child-initiated activities;</li> <li>○ Appropriate nutritious meals and snacks for every child;</li> <li>○ Family engagement activities that involve parents/caregivers in their child’s education;</li> <li>○ Comprehensive services (e.g., health/developmental screenings, referrals and follow-up) provided either directly or through linkages/referrals with community organizations; and</li> <li>○ Activities to support successful transitions: (from previous settings as well as those to kindergarten).</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>▪ I agree to monitor use of all subgranted funds to Early Learning Providers to ensure the requirements of the grant are met.</li> </ul>
<b>QUALITY ASSURANCES:</b>
<i>Subgrantees assure that</i>
<ul style="list-style-type: none"> <li>▪ All guidelines and requirements for implementing the Preschool Development Grant – Expansion Grant will be followed.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Diverse delivery options across all settings will be procured for the provision of the program to the greatest extent possible.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Individual children will not be counted or claimed for reimbursement by more than one program.</li> </ul>
<ul style="list-style-type: none"> <li>▪ All publicly-funded early childhood staff will be provided a comprehensive system of support that includes:</li> </ul>

- Training on the *ELDS* (through LDE Foundations Course), *Teaching Strategies GOLD*, and the *Classroom Assessment Scoring System (CLASS)*; and
- Feedback from *CLASS* observations, mentoring/coaching, and other job-embedded activities
- Every teacher funded through the grant will be observed using *CLASS* twice each year by *CLASS*- reliable observers.

- Any child identified as eligible (or suspected eligible) for special education and/or related services (under IDEA) will not be denied services or removed from the program without following the appropriate referral and IEP or Service Plan process.

**MANAGEMENT ASSURANCES:**

- I agree to fully participate in the letter grade system.
- Any information and/or documentation requested by the LDE and/or BESE will be submitted, which may include:
  - Documentation of program implementation and effectiveness; and
  - Reports, data, or other pertinent information.
- LDE, Legislative Auditors, federal monitors and all other required personnel are permitted to have access to the records and financial statements as necessary according to regulations issued by the Office of Management and Budget Circular A-133.
- Funds for the program will be expended according to all regulations of the grant.
- All records and other documents will be maintained for at least (3) federal fiscal years after the final payment or as described in 4CFR 74.53(b), whichever is longest.

**AGREEMENT:**

- I, the undersigned, am authorized to sign and submit this application on behalf of my institution. I assure and certify that the agency site(s) will comply with the assurances, regulations, policies, guidelines and/or requirements as they relate to the application, acceptance, and use of funds for the grant for which this application is made.
- This agreement, including assurances contained herein, is binding on the institution, its successors, transferees and assignees as long as it receives financial assistance to fund the program for which this application is made. This agreement, including the assurances contained herein, is given in consideration of and for the purpose of obtaining any and all financial assistance to operate the program for which this application is made.
- The information in this agreement is true and correct to the best of my knowledge, including the name and mailing address. I understand that this information is hereby given in connection with the receipt of funds for the program for which this application is made. I understand that LDE personnel may, for cause, verify information; and that deliberate misrepresentation may subject me to prosecution under applicable Federal and State criminal statutes.

\_\_\_\_\_  
Signature of Leader/Chief Administrator

\_\_\_\_\_  
Community Network

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Mailing Address

\_\_\_\_\_  
Title

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
Date

**ALLOCATED CHILD CARE ASSISTANCE PILOT ASSURANCES:**

As an authorized representative of the applicant listed, I certify that the following statements are true:

I understand that the allocation to a center may be reduced if the number of slots awarded to the center are not filled by the center by October 1<sup>st</sup>.

I will provide high-quality, developmentally appropriate programs to at-risk children between the ages of birth to three.

I will maintain accurate child-attendance records and adhere to attendance policies.

I will comply with the applicable regulations and minimum standards found in BESE Bulletin 137 – *Louisiana Early Learning Center Licensing Regulations*.

I agree to participate fully in the Early Childhood Care and Education Network and participate in the implementation of coordinated enrollment, as provided in BESE Bulletin 140 - *The Early Childhood Care and Education Network*.

I agree to submit any additional information and/or documentation requested by the LDE prior to final approval by BESE.

I agree to maintain documentation of program implementation and effectiveness and submit any reports, data, or other pertinent information as requested by the Department of Education.

I agree to allow the Department of Education and the Legislative Auditor, and all other required personnel access to the records and financial statements as necessary according to regulations issued by the Office of Management and Budget Circular A-133.

I agree to maintain all records, and other documents for at least (3) federal fiscal years (July 2016 to June 2019) after the final payment or as described in 4CFR 74.53(b), whichever is longest.

I, the undersigned, am authorized to sign and submit this application on behalf of this early learning center. I assure and certify that the site will comply with all requirements, regulations, and policies and assurance given, as they relate to the application, acceptance, and use of funds for the program(s) for which this application is made.

This Agreement, including the assurances contained herein, is binding on the early learning center, its successors, transferees, and assignees. This agreement, including the assurances contained herein, is entered into in consideration of and for the purpose of obtaining any and all financial assistance to operate the program(s) for which this application is made.

All information provided in this agreement is true and correct to the best of my knowledge. I understand that all information is being provided in connection with the receipt of funds for the program(s) for which this application is made. I understand that Department of Education personnel may verify information, and that deliberate misrepresentation may subject me to prosecution under applicable Federal and State criminal statutes.



\_\_\_\_\_  
Signature of Leader/Chief Administrator

\_\_\_\_\_  
Community Network

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Mailing Address

\_\_\_\_\_  
Title

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
Date

PRELIMINARY