New Orleans Early Care & Education Network Steering Committee

August 4, 2015

The Vision

The New Orleans Early Education Network will have a collective impact on the early childhood sector in New Orleans by increasing at-risk children's access to quality early care and education and by designing and implementing a systematic approach to improve the quality of all publicly funded early learning programs.

This is our opportunity to create a high-quality and seamless educational system for children, starting when they are infants and toddlers, and ending with their graduation from high school, trade school or college.

LDE Expectations & Kellogg Deliverables

Louisiana Department of Education

- Coordinate CLASS observations for 100% of toddler & preschool classrooms in NOEEN twice a year
- “Onboard” new teachers and new programs, including ensuring access to trainings
- Coordinate enrollment for all publicly funded ECE seats in New Orleans
- Enroll families in the TOTS system for CCAP

W.K. Kellogg Foundation “Bright Spots” Project

- Implement a coordinated system of professional development opportunities focused on improving CLASS scores
- Provide CLASS observations in toddler and pre-K classrooms in NOEEN programs
- Foster working relationships between private child care centers, Head Start programs, publicly funded private schools and public schools through NOEEN activities
- Support coordinated enrollment process that gives families a single point of entry into every publicly funded early care and education program in the city
- Partner with the Urban League and Aesha Rasheed to create a New Orleans Parents’ Guide to Early Care and Education Programs

Steering Committee Members & Program Partners have made some HUGE contributions to NOEEN

- In year one and two, many of our program partners volunteered to participate on GOLD, CLASS and other related activities that helped to establish a baseline for our work.
- **Accountability:** TCA, Kingsley House, Catholic Charities, OPSB, RSD, Agenda and charter school management organizations donated over 3,000 hours of staff time to **CLASS Observations.**
- **TS GOLD & CLASS Professional Growth:** Steering committee members and program partners donated staff time and training space for **professional development activities.**
- **Coordinated Enrollment:** The RSD has taken the lead on this and many partners have worked hard to inform the process.
- **Parent Information:** The Urban League, Agenda for Children and Aesha Rasheed have developed a **Parents' Guide to Early Childhood Education.**

Steering Committee Members

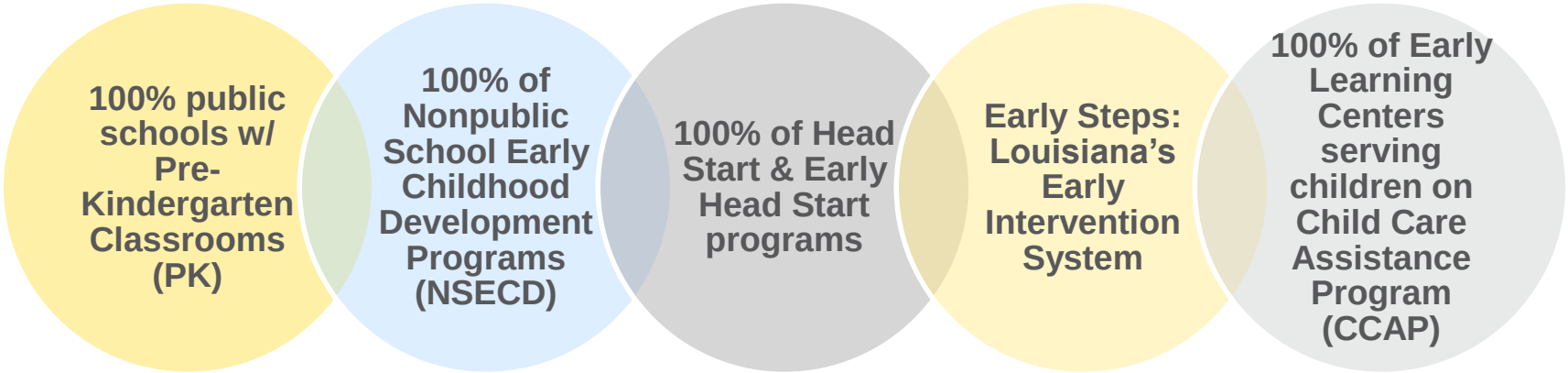
Steering Committee during the Pilot Years

Dr. Anthony Recasner	Agenda for Children
Dr. Geoff Nagle	Tulane University Institute of Infant and Early Childhood Mental Health
Erika McConduit	Urban League
Francesca Williams	Recovery School District
Joyce Ridgeway	Early Steps
Leslie Garibaldi	Orleans Parish School Board
Rafel Hart	Educare
Thelma French	Total Community Action
Todd Battiste	United Way

Current Steering Committee

Dr. Anthony Recasner	**Agenda for Children**
Carole Elliot	**Archdiocese of New Orleans**
Dr. Henderson Lewis	**Orleans Parish School Board**
Joyce Ridgeway	**Early Steps**
Kate Mehok	**Crescent City Schools**
Keith Liederman	**Kingsley House**
Kristi Givens	**Kids of Excellence**
Maria Blanco	**LSU Health Sciences Center**
Patrick Dobard	**Recovery School District**
Sonjia Joseph	**Clara's Little Lambs**
Thelma French	**Total Community Action**

Required Program Partners



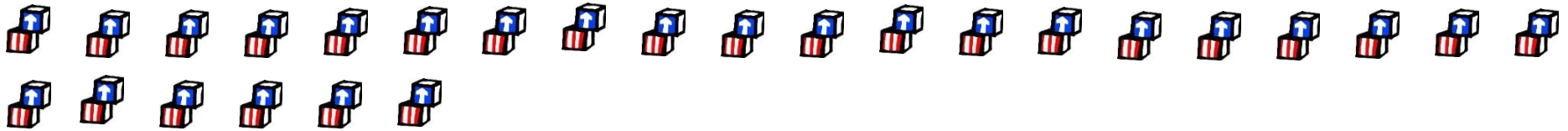
Scope of NOEEN in Year 1

TOTAL: 105 Programs | 4,477 publicly funded children | 793 staff

40 Public Schools | 1,499 Children | 203 staff

12 Non-Public Schools | 356 publicly funded children | 28 staff

26 Head Start and Early Head Start Programs| 1,786 children | 319 staff



27 Child Care Centers | 836 publicly funded children | 243 staff

Note: The mandate in year one was to include 100% of publicly funded programs in schools and Head Start programs. The network also needed to include centers serving at least 30% of children served by the Child Care Assistance Program.

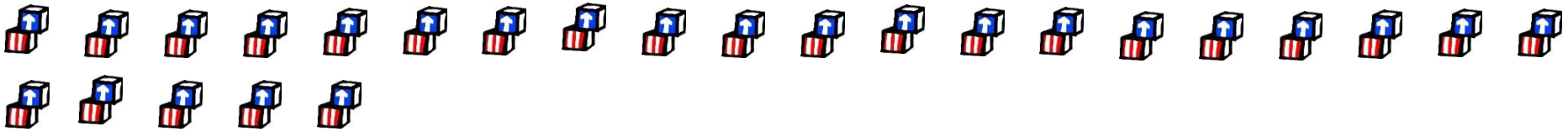
Scope of NOEEN in Year Two

TOTAL: 108 Programs | over 4,907 publicly funded children

34 Public Schools | 1,641 Children

11 Non-Public Schools | 417 Children

25 Head Start and Early Head Start Programs | 1,976 Children



39 Child Care Centers (NSECD, CCAP, LA4, Early Head Start) | 873 Children

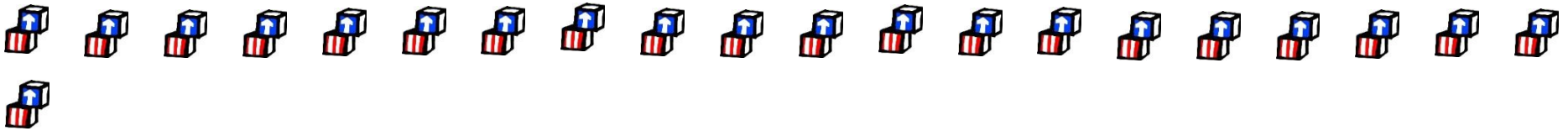
Scope of NOEEN TODAY

TOTAL: 155 Programs | over 5,500 publicly funded children

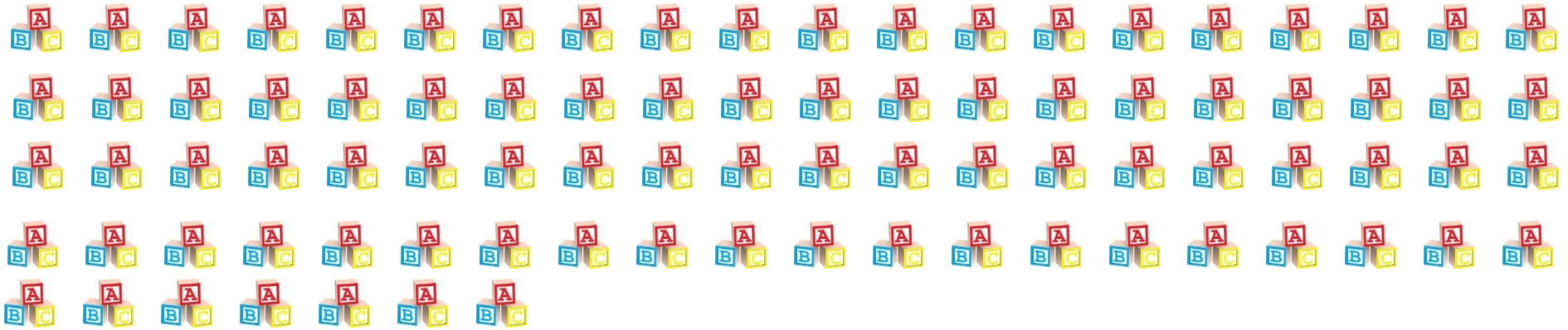
37 Public Schools

10 Non-Public Schools

21 Head Start and Early Head Start Programs



87 Child Care Centers (NSECD, CCAP, LA4, Early Head Start)



Network Successes

- 93% of teachers in the New Orleans Early Education Network have been engaged in foundational training activities.
- Our volunteer corps of CLASS Observers completed observations in every publicly funded toddler and preschool classroom in the network. There were 303 observations in the 2013-2014 school year, representing over 1,500 hours of donated staff time. There were 322 observations in the 2014-2015 school year, for a total of 1,610 hours of donated staff time.
- Internal CLASS scores and 3rd party observer scores have demonstrated reliability between assessors.
- In every age group, over 80% of children had finalized TS GOLD checkpoints in May 2015. We reached 100% for the one-year olds and the three year-olds!
- RSD added new early childhood programs (including NSECD) to the OneApp process in 2014 and it is on track to expand to all program types this fall.
- Early Head Start Partnerships and Preschool Expansion have created new publicly funded seats.

CLASS ASSESSMENT & RESULTS

A System of Measures Focused on Children's Learning

Unified improvement system will focus on quality classroom interactions and instruction.

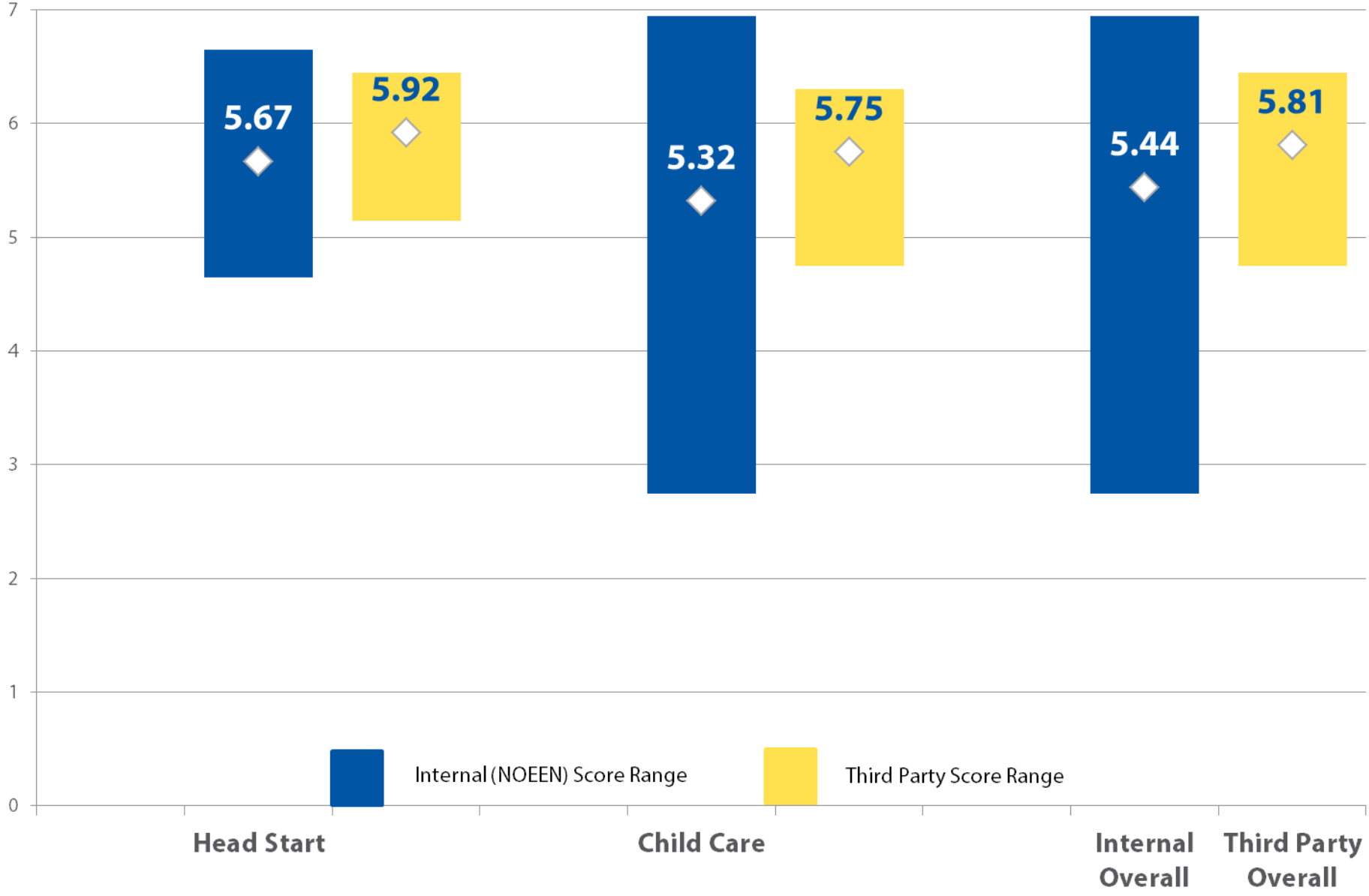
As a research-based, nationally-regarded system of 60+ quality indicators, the CLASS:

- Assesses what is occurring in early childhood classrooms:

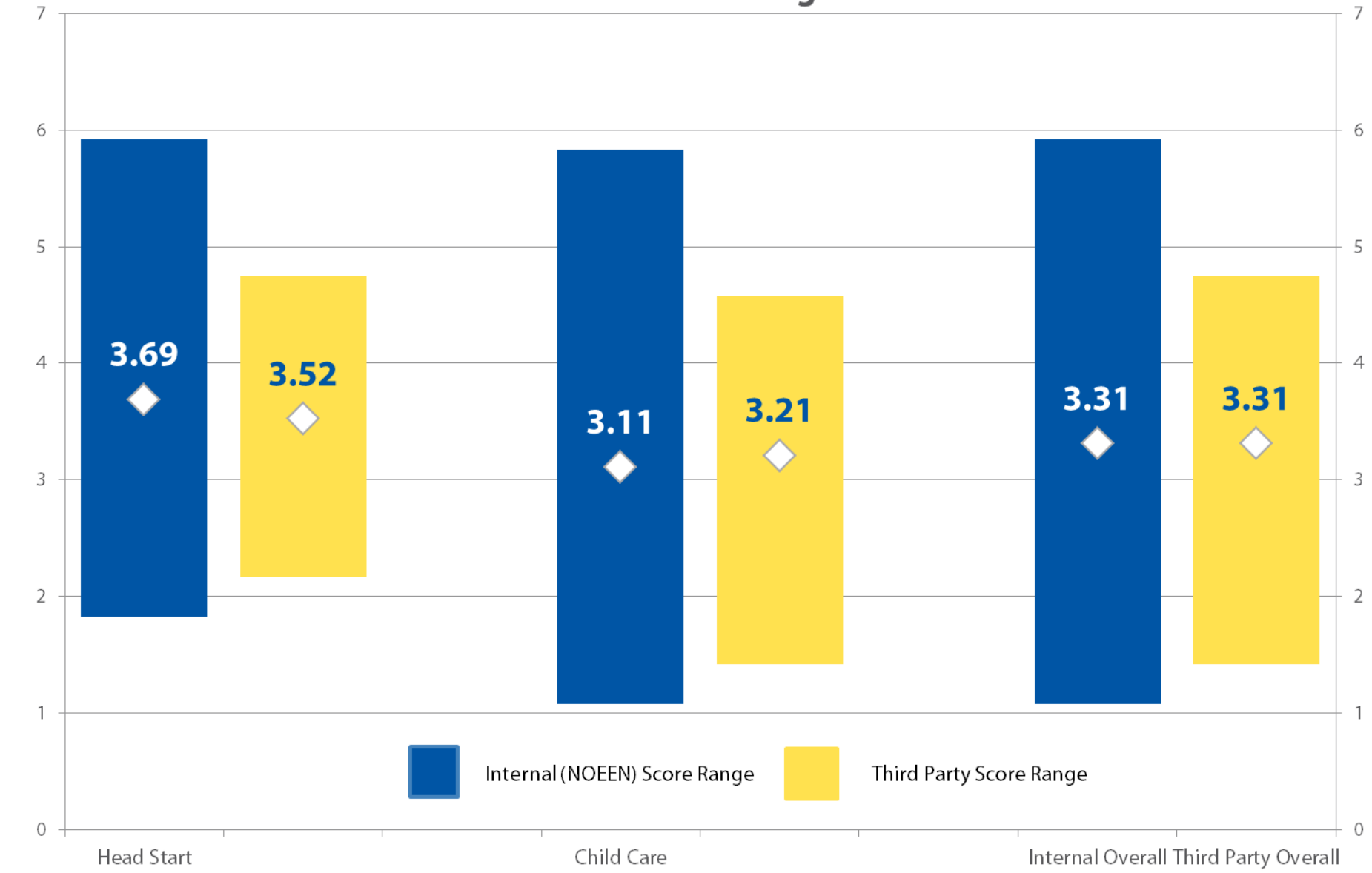
Classroom Description	PreK Domain	Toddler Domain
Warm, positive environment where children build trusting relationships with adults and peers	**Emotional Support**	**Emotional & Behavioral Support**
Daily routines are organized, behavior is well- managed and activities are engaging – resulting in fewer disruptions	**Classroom Organization**	
Children learn concepts and connect ideas through dialogue and play	**Instructional Support**	**Engaged Support for Learning**

- Correlates with child outcomes
  - *Children's academic and social growth is predicted by quality of interactions.*
  - *Children from low-income families or families with lower levels of education benefit the most*
- Supports professional development by providing useful information for coaching
  - *Teachers with varying credentials (e.g., CDA, AA, BA, MA) can demonstrate effectiveness on CLASS*
  - *Seeing and identifying effective interactions results in improved quality of instruction and improved outcomes for children*
- Has been validated in 4,800+ classrooms nationwide

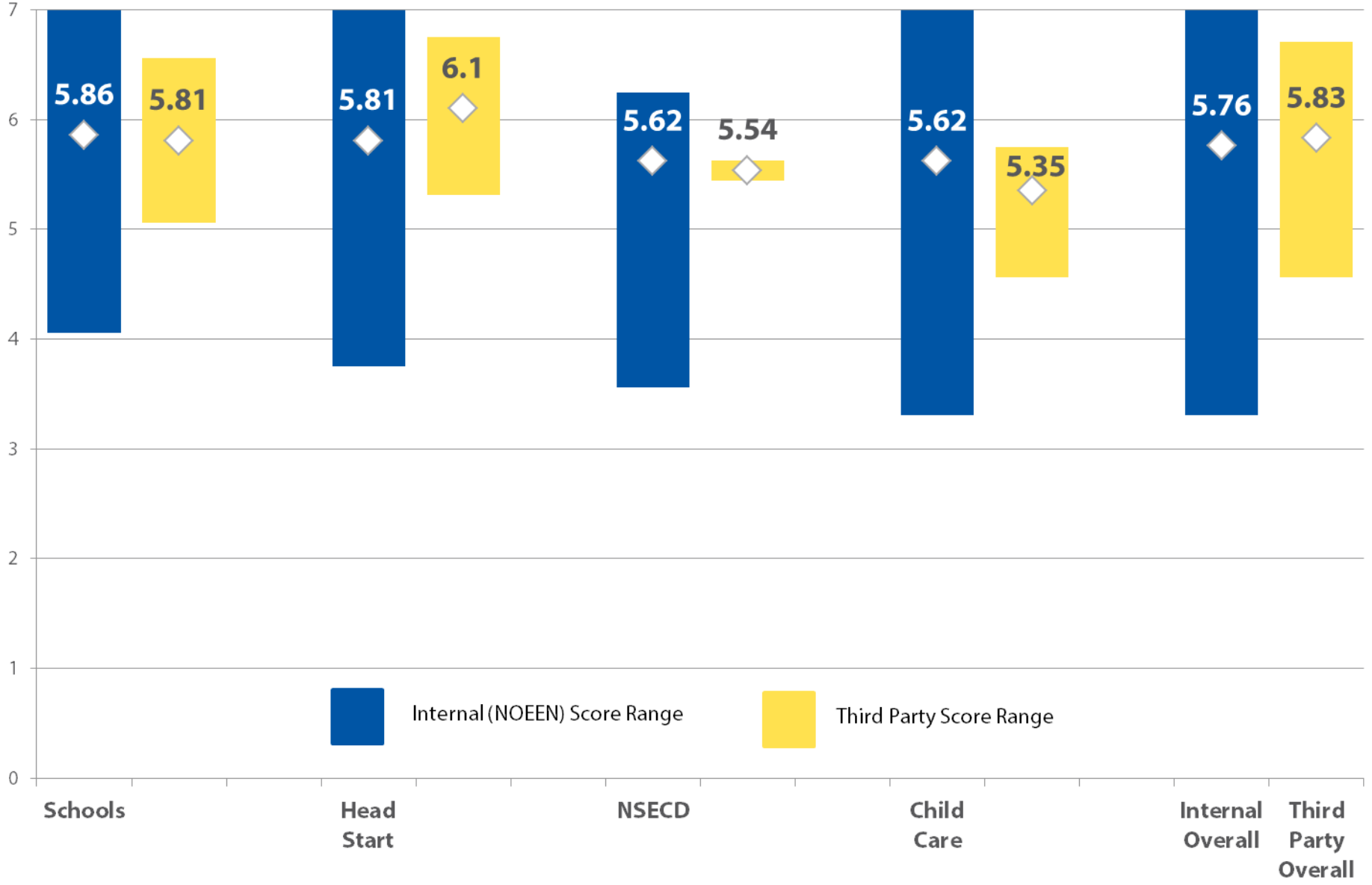
2014-15 Toddler CLASS Observation Ranges--Emotional and Behavioral Support



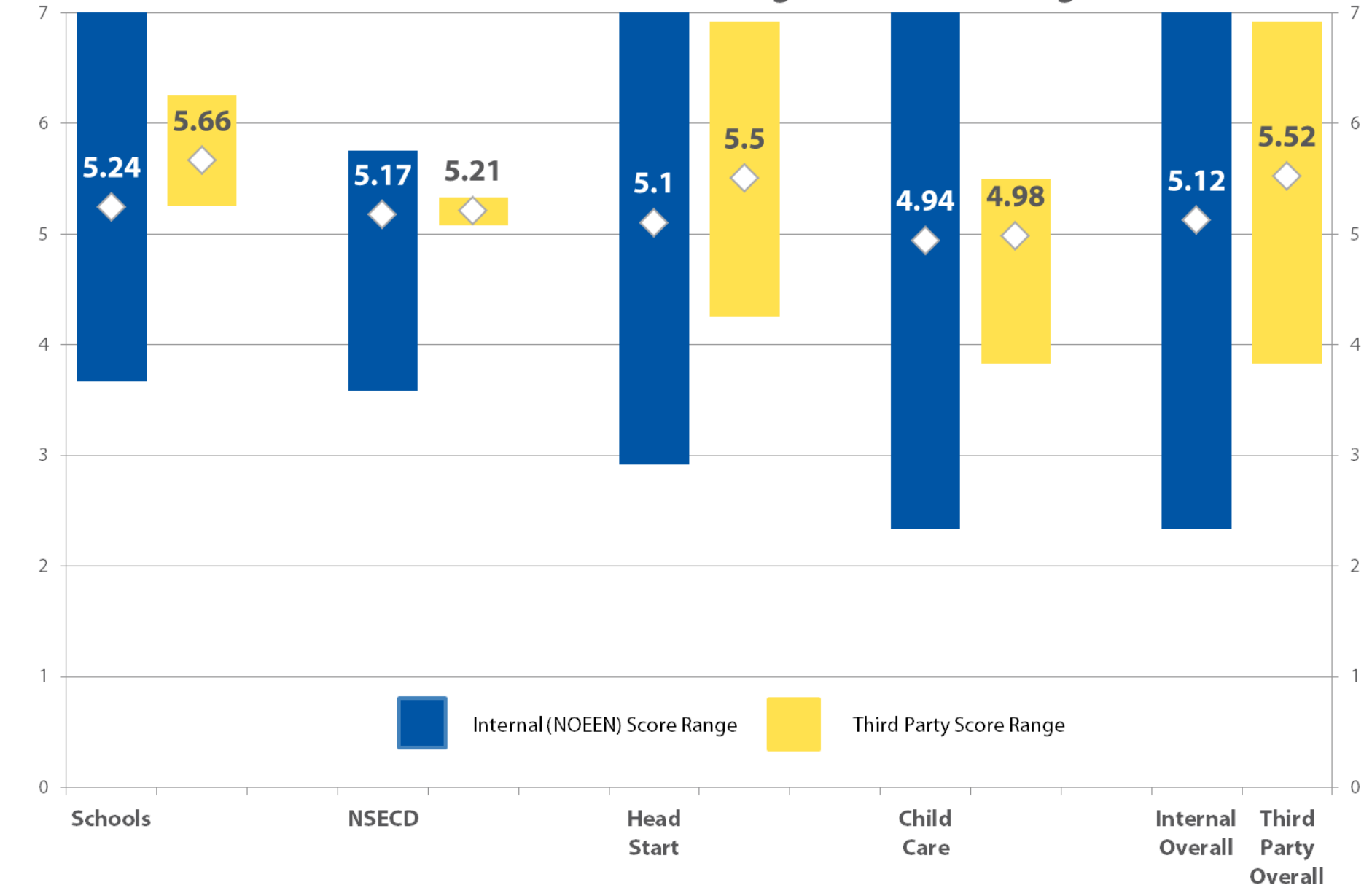
2014-15 Toddler CLASS Observation Ranges--Engaged Support for Learning



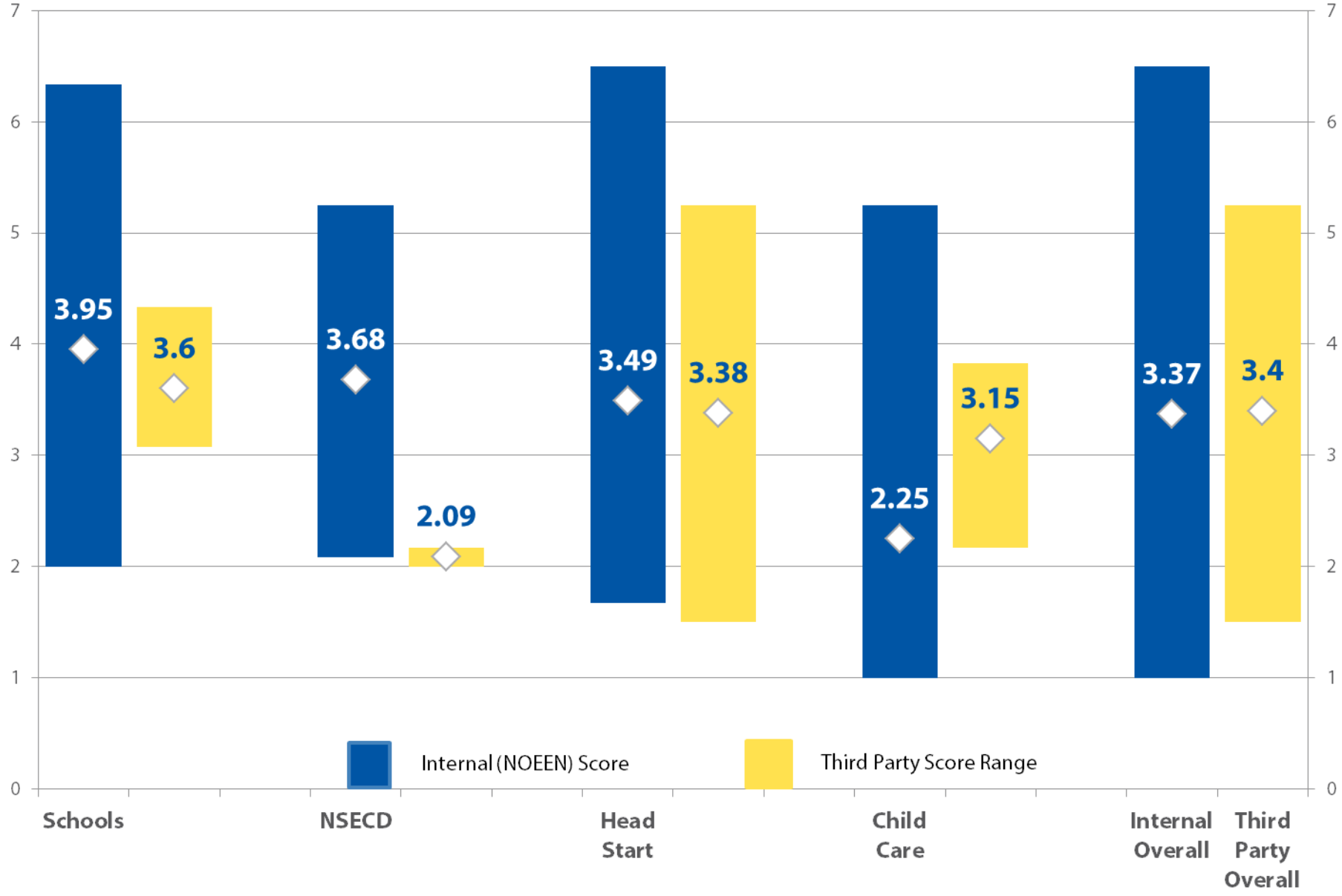
2014-15 PreK CLASS Observation Ranges--Emotional Support



2014-15 Pre-K CLASS Observation Ranges--Classroom Organization



2014-15 PreK CLASS Observation Ranges--Instructional Support



What do we know about the CLASS Scores?

- Teachers are doing well on “Emotional Support” and “Classroom Organization.”
- Consistent with national trends, teachers tend to struggle with “Engaged Support for Learning” and “Instructional Support.”
- CLASS Scores will be the sole determining factor of a program’s score in the new accountability system.
- Programs and teachers need ongoing, high-quality support and feedback in order to improve CLASS scores.

A Practice Rating Scale of Multiple Measures

2015-2016 will be a Learning Year with no consequences for programs.

Overall Practice Profile

There will be a three level rating system for sites and Community Networks based on a seven-point scale.

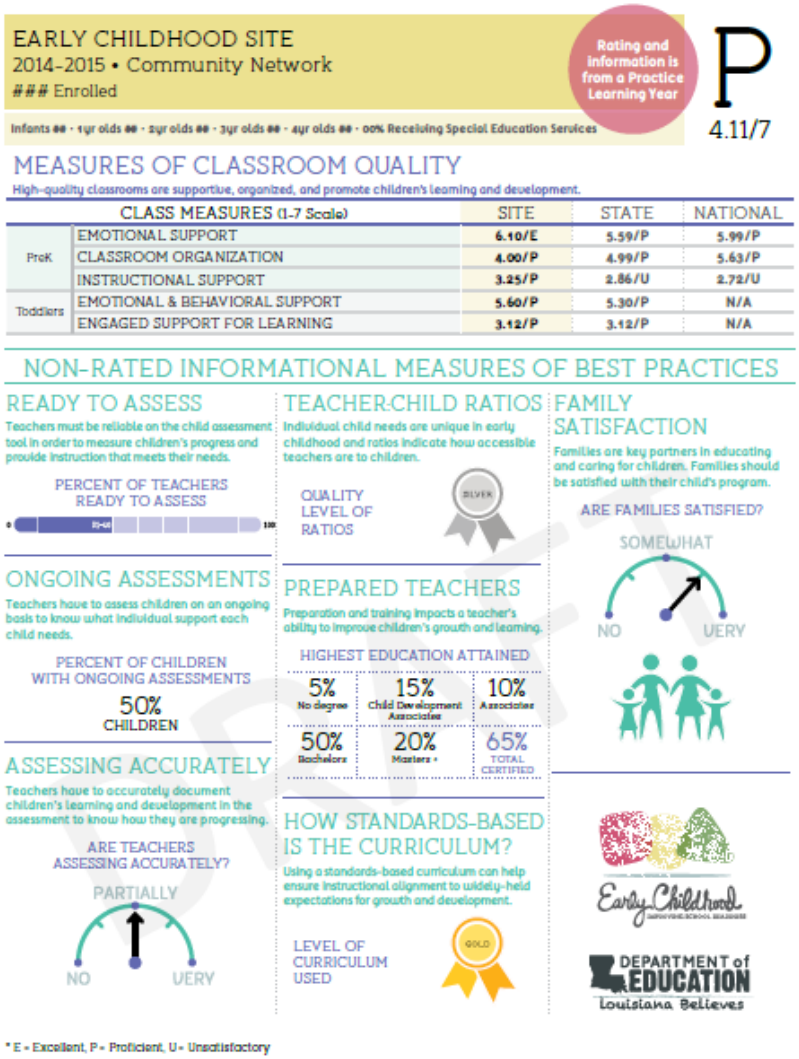
Grade	Scale
Excellent	6.0 – 7.0
Proficient	3.0 – 5.9
Unsatisfactory	Below 3.0

Practice ratings for sites and Community Networks will be based on a system of multiple quality indicators.

Multiple Measures (1-7 point scale)	Networks*	Sites*
Emotional Support for PreK (16 *CLASS* indicators)	50%	20%
Classroom Organization for PreK (12 *CLASS* indicators)		20%
Instructional Support for PreK (14 *CLASS* indicators)		20%
Emotional & Behavioral Support for Toddlers (16 *CLASS* indicators)		20%
Engaged Support for Toddlers (10 *CLASS* indicators)		20%
Access for at-risk four-year-olds	50%	N/A

**Reflect programs with both PreK and Toddler classrooms. If PreK classrooms only, percentages would be 33% for each PreK domain set of measures.*

Early Childhood Site Performance Profile



EARLY CHILDHOOD SITE
2014-2015 • Community Network
Enrolled

Rating and information is from a Practice Learning Year

P
4.11/7

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

MEASURES OF CLASSROOM QUALITY

High-quality classrooms are supportive, organized, and promote children's learning and development.

	CLASS MEASURES (1-7 Scale)	SITE	STATE	NATIONAL
PreK	EMOTIONAL SUPPORT	6.10/E	5.59/P	5.99/P
	CLASSROOM ORGANIZATION	4.00/P	4.99/P	5.63/P
	INSTRUCTIONAL SUPPORT	3.25/P	2.86/U	2.72/U
Toddlers	EMOTIONAL & BEHAVIORAL SUPPORT	5.60/P	5.30/P	N/A
	ENGAGED SUPPORT FOR LEARNING	3.12/P	3.12/P	N/A

NON-RATED INFORMATIONAL MEASURES OF BEST PRACTICES

READY TO ASSESS

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

PERCENT OF TEACHERS READY TO ASSESS

ONGOING ASSESSMENTS

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

PERCENT OF CHILDREN WITH ONGOING ASSESSMENTS

50%
CHILDREN

ASSESSING ACCURATELY

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

ARE TEACHERS ASSESSING ACCURATELY?

PARTIALLY

NO VERY

TEACHER:CHILD RATIOS

Individual child needs are unique in early childhood and ratios indicate how accessible teachers are to children.

QUALITY LEVEL OF RATIOS

SILVER

PREPARED TEACHERS

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

HIGHEST EDUCATION ATTAINED

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

HOW STANDARDS-BASED IS THE CURRICULUM?

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

LEVEL OF CURRICULUM USED

GOLD

FAMILY SATISFACTION

Families are key partners in educating and caring for children. Families should be satisfied with their child's program.

ARE FAMILIES SATISFIED?

SOMEWHAT

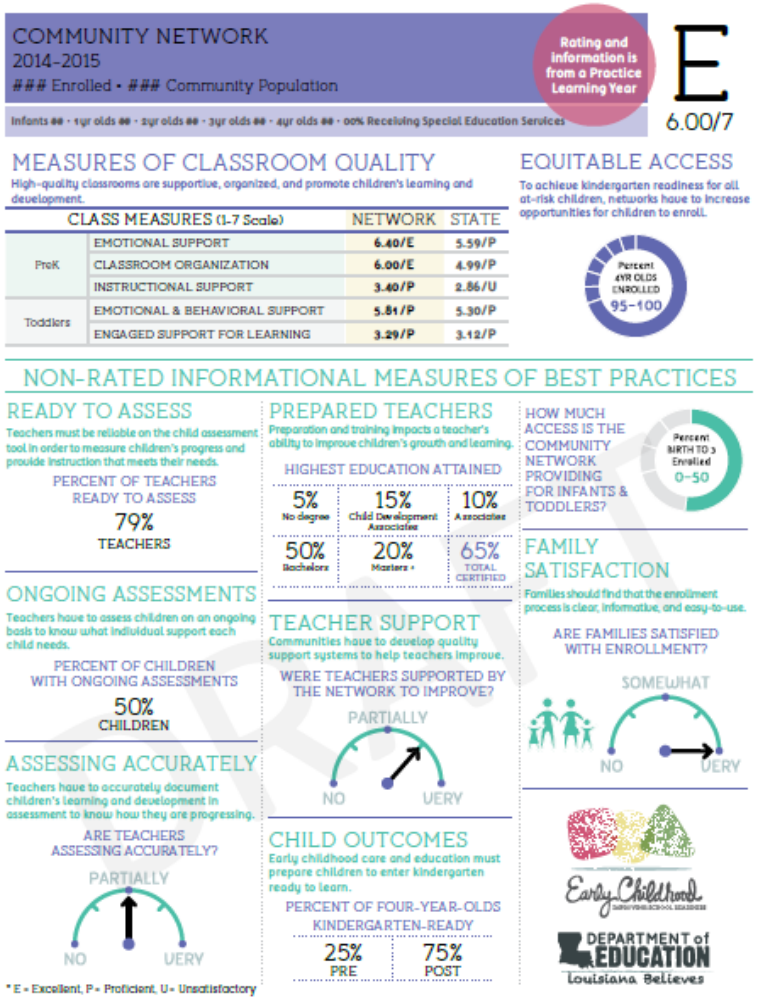
NO VERY

Early Childhood

DEPARTMENT of EDUCATION
Louisiana Believes

* E = Excellent, P = Proficient, U = Unsatisfactory

Network Performance Profile



COMMUNITY NETWORK
2014-2015
Enrolled • ### Community Population

Rating and information is from a Practice Learning Year

E
6.00/7

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

MEASURES OF CLASSROOM QUALITY

High-quality classrooms are supportive, organized, and promote children's learning and development.

CLASS MEASURES (1-7 Scale)		NETWORK	STATE
PreK	EMOTIONAL SUPPORT	6.40/E	5.59/P
	CLASSROOM ORGANIZATION	6.00/E	4.99/P
	INSTRUCTIONAL SUPPORT	3.40/P	2.86/U
Toddlers	EMOTIONAL & BEHAVIORAL SUPPORT	5.81/P	5.30/P
	ENGAGED SUPPORT FOR LEARNING	3.29/P	3.12/P

EQUITABLE ACCESS

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

Percent 4YR OLDS ENROLLED 95-100

NON-RATED INFORMATIONAL MEASURES OF BEST PRACTICES

READY TO ASSESS

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

PERCENT OF TEACHERS READY TO ASSESS

79%
TEACHERS

ONGOING ASSESSMENTS

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

PERCENT OF CHILDREN WITH ONGOING ASSESSMENTS

50%
CHILDREN

ASSESSING ACCURATELY

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

ARE TEACHERS ASSESSING ACCURATELY?

PARTIALLY
NO VERY

PREPARED TEACHERS

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

HIGHEST EDUCATION ATTAINED

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

TEACHER SUPPORT

Communities have to develop quality support systems to help teachers improve.

WERE TEACHERS SUPPORTED BY THE NETWORK TO IMPROVE?

PARTIALLY
NO VERY

CHILD OUTCOMES

Early childhood care and education must prepare children to enter kindergarten ready to learn.

PERCENT OF FOUR-YEAR-OLDS KINDERGARTEN-READY

25% PRE	75% POST

HOW MUCH ACCESS IS THE COMMUNITY NETWORK PROVIDING FOR INFANTS & TODDLERS?

Percent BIRTH TO 3 Enrolled 0-50

FAMILY SATISFACTION

Families should find that the enrollment process is clear, informative, and easy-to-use.

ARE FAMILIES SATISFIED WITH ENROLLMENT?

SOMEWHAT
NO VERY

Early Childhood
DEPARTMENT of EDUCATION
Louisiana Believes

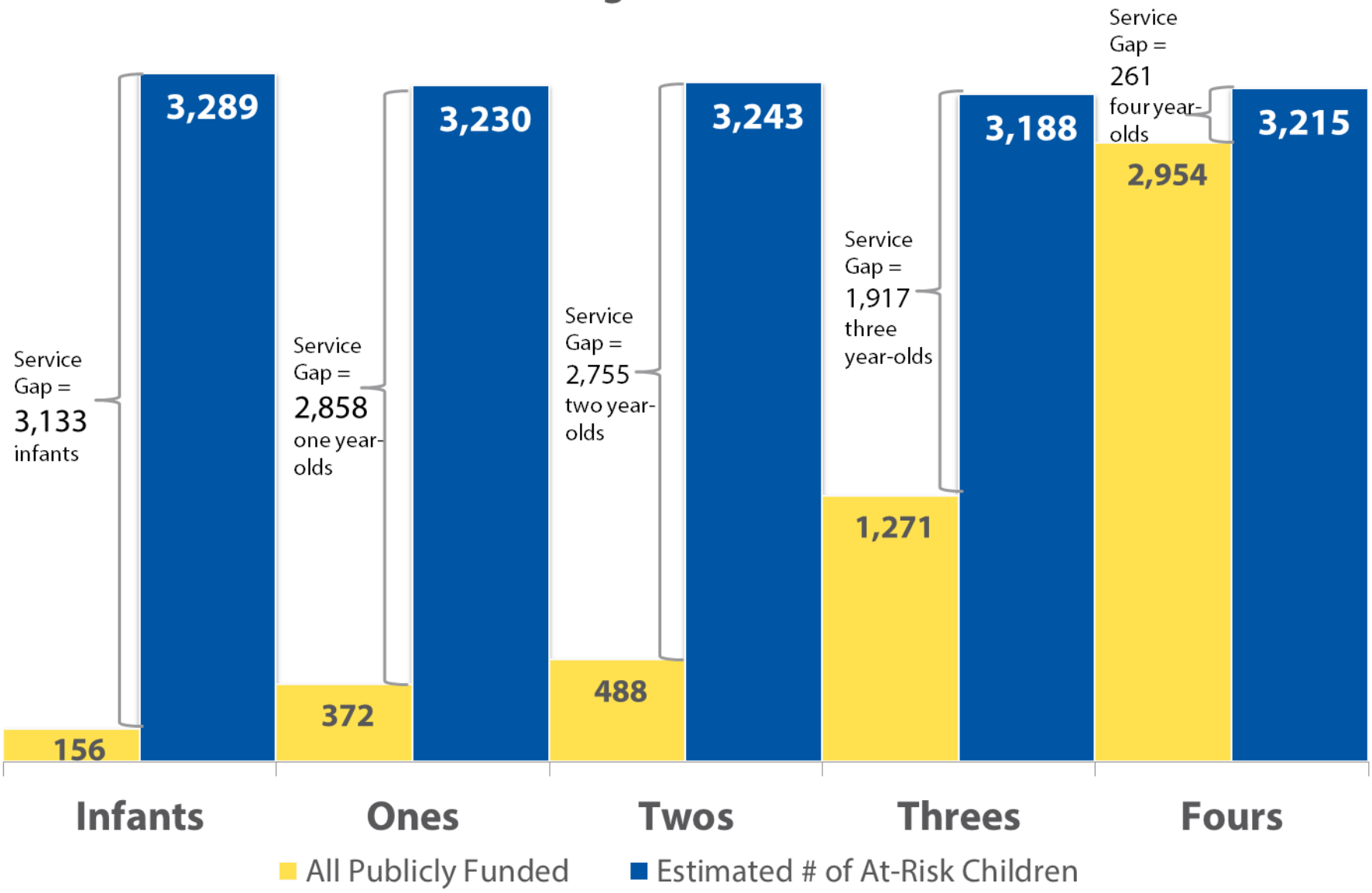
* E = Excellent, P = Proficient, U = Unsatisfactory

ACCESS

How Many "At-Risk Children Were Served in Publicly-Funded Settings in the 2014-2015 School Year?

	Infants	Ones	Twos	Threes	Fours	Total Under 5
All Publicly Funded	**156**	**372**	**488**	**1,271**	**2,954**	**5,382**
CCAP as % of Total	63%	59%	52%	20%	5%	21%
Estimate of At-Risk Children*	3,289	3,230	3,243	3,188	3,215	16,164
% at-risk being served	**5%**	**12%**	**15%**	**40%**	**92%**	**33%**
# of unserved "at-risk" children	**3,133**	**2,858**	**2,755**	**1,917**	**261**	**10,782**

"At-Risk" Children vs. Publicly-Funded Children Served in an ECE Program in New Orleans



What's next for the Steering Committee?

- Budget Approval
- Strategic Planning Session w/ Kellogg and Carl Sussman