Preschool Expansion Grant

Partnership Handbook
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1. Introduction

The purpose of this handbook is to provide information and guidance to 2017-18 Preschool Expansion Grant (PEG) Year 3 school-center partnerships in Orleans Parish. Use the PEG Handbook for:

- Background Information
- Basic Information
- Grant Requirements
- Points of Contact
- Appendix of Important Forms and Information

Each 2016-2017 partner was provided a copy of this document and asked to contribute feedback and recommendations, which we then used to revise the handbook. The following resource is a comprehensive guidebook for PEG partners and a reflection of the ongoing collaboration between early care and education leaders in Orleans Parish.

For the launch of the 2017-2018 partnerships, the New Orleans Education Network (NOEEN) has developed the following SMART (specific, measurable, achievable, realistic and time bound) goals:

- All 2017-2018 partnerships will continue for 2018-19.
- The rate of children from PEG classrooms enrolling in their partner school’s kindergarten classes for the 2017-2018 school years will increase by at least 10% for the 2018-19 school year.
- Each PEG teacher will improve his/her CLASS scores for the Instructional Support Domain from the Fall 2017 observation cycle to the Spring 2017 observation cycle.
- Each PEG classroom will maintain a minimum enrollment rate of 90% and a minimum monthly attendance rate of 75% throughout the 2017-2018 school year.

2. Background

Louisiana’s fragmented early childhood system led to Act 3 (2012), which called for a unified system to ensure all children enter kindergarten prepared for success. Each year Louisiana continues to make progress toward a unified system. A unified system ensures:

- High standards for what children should learn and what excellent teaching looks like
- Teachers who are excellent at interacting with children; guiding and learning are supported and rewarded
- Families apply for early learning programs through shared processes and are satisfied with their children’s experience
- Consistent expectations for health, safety and learning
- Adequate funding levels across programs based on serving children well

In order to accomplish the aforementioned goals, Act 3 requires a unified system with the vision of:

1) Developing policies to fully unify the statewide early childhood system
2) Pursuing funding needed to ensure families can choose a quality option
3) Expanding Early Childhood Networks to every community in Louisiana
New Orleans Early Education Network

The Louisiana Department of Education (LDE) created and approved early care and education networks throughout the State of Louisiana through an application process in early 2013. NOEEN was selected as the network for Orleans Parish, with Agenda for Children serving as the coordinating partner.

In the summer of 2015, the State Board of Elementary and Secondary Education (BESE) approved Agenda for Children as the Lead Agency for NOEEN. Agenda for Children oversees day-to-day operations of NOEEN, and its work is guided by the NOEEN Steering Committee, which provides guidance for the early education network and manages the course of its operations.

NOEEN’s mission is to ensure an excellent start for every child in New Orleans by strengthening the early childhood education sector.

All school and private providers in Orleans Parish receiving public funds to serve children from infancy to prekindergarten are members of NOEEN. NOEEN currently serves over 5,000 publicly funded children through a diverse set of programs including:

- 38 public schools;
- 9 non-public schools;
- 21 Head Start and Early Head Start programs; and
- 90 early learning centers

As a network, NOEEN oversees:

- CLASS observations and quality improvement;
- Coordinated enrollment;
- The administration of the Preschool Expansion Grant; and
- The Coordinated Funding Request process

Preschool Expansion as a Tool

The Preschool Expansion Grant (PEG) is a valuable tool that NOEEN leverages to improve quality in the classroom, increase access for families and serve more children:

Improving Quality

- Early learning centers wishing to participate in PEG are required to have a minimum quality star rating (2+ stars) and additional quality evaluation for programs wishing to participate in the program;
- Agenda for Children provides regular on-site coaching for all PEG center teachers; and
- School-Center partnerships encourage sharing of best practices and special expertise between School and Center Partner

Increasing Access

- PEG creates new, free seats for low-income children and children with special needs;
- Children enrolled through OneApp (New Orleans coordinated enrollment process for infants through 12th grade); and
- PEG is an additional, unique pre-k program option for families

Serving More Children

- There were 120 PEG seats in 2015-2016 in New Orleans
- 160 PEG seats are being offered in New Orleans in 2017-18
- PEG children receive priority enrollment to School Partner’s kindergarten class
Preschool Expansion Grant in Louisiana

Using the community network model as the centerpiece, Louisiana applied for $32 million in federal dollars over four years to expand 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 community network model but will provide Louisiana children with:

- **New Quality Pre-K Seats through Choice**: Families of 4,600 at-risk children will be able to choose a new, high-quality option in diverse settings including child care, Head Start, nonpublic and public schools; and

- **Improved Seats**: Families of 6,000 at-risk children will benefit from quality improvements for existing seats.

In 2015-16, funding was received by six Community Network Pilots in high-need communities (Caddo, City of Monroe/Ouachita, Iberville, Lincoln, Orleans and Rapides). In Orleans, LDE granted Agenda for Children (Agenda) funding to support 120 new preschool seats for four-year-olds in New Orleans for the 2015-16 school year. Six different early learning centers were awarded one class of 20 seats each. Five of these centers entered into diverse delivery school-center partnerships and one center served as a “standalone” partner. Please click [here](#) for a more detailed presentation on NOEEN’s first year PEG experience.

In 2016-2017, the Louisiana Department of Education awarded NOEEN 140 additional seats, for a total of 260 seats. For the 2017-18 school year, there will be a net decrease of 100 PEG seats, or 10 classes, across the Parish in an effort to “right size” the number of seats available, relative to partner interest and parental demand.

The following partners make up the nine 2017-2018 PEG classrooms:

<table>
<thead>
<tr>
<th>Partnership History</th>
<th>Center Partner</th>
<th>School Partner</th>
<th>School District</th>
<th>Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing</td>
<td>Children’s Palace Learning Academy</td>
<td>Einstein Charter School</td>
<td>OPSB</td>
<td>40</td>
</tr>
<tr>
<td>Continuing</td>
<td>Creative Kidz East</td>
<td>Foundation Preparatory Charter School</td>
<td>OPSB</td>
<td>40</td>
</tr>
<tr>
<td>Continuing</td>
<td>Gentilly Terrace Charter School</td>
<td>Winn’s Discovery Center</td>
<td>RSD</td>
<td>20</td>
</tr>
<tr>
<td>Continuing</td>
<td>Magical Moments Learning Center</td>
<td>Success Preparatory Academy</td>
<td>RSD</td>
<td>20</td>
</tr>
<tr>
<td>Continuing</td>
<td>Open Minds, Open Hearts Daycare</td>
<td>Homer A. Plessy Community School</td>
<td>OSPB</td>
<td>20</td>
</tr>
<tr>
<td>Continuing</td>
<td>Sentino Early Childhood Academy Too</td>
<td>Standalone Center</td>
<td>RSD</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>160</strong></td>
</tr>
</tbody>
</table>

Please note that a full partnership directory is located in [Appendix A](#).

School-center partnerships are beneficial for a number of reasons, including:

- Enhancing and expanding the number and type of preschool options available to parents;
- Sharing existing limited resources, appropriate facility space, and expertise to provide preschool for more families;
- Opportunity for schools and centers to share and learn from each entity’s special area of expertise;
- Providing a continuum of care for more at-risk children by providing a guaranteed transition to the School Partner’s kindergarten; and
- Creating meaningful neighborhood partnerships between schools and local businesses within the community.
3. Basic Information

3.a Term of Partnership

PEG partners commit to participate in the PEG partnership for a minimum of one school year (2017-2018 school year). However, funding for PEG will continue through the 2018-19 school year, and Agenda for Children encourages all successful partnerships to continue through then.

PEG partners will participate in the 2018-2019 Coordinated Funding Request to continue participating in PEG for the 2018-19 school year. You may access the 2018-2019 Coordinated Funding Request materials as they become available by clicking [here](#).

3.b Administration of the Grant

The Preschool Expansion Grant is made possible by federal dollars allocated to Louisiana to expand quality preschool seats for four-year-olds. LDE granted funds to Agenda for Children to administer the grant to early learning centers and schools throughout Orleans Parish.

Agenda for Children will host monthly meetings for School Partners and Center Partners once a month to discuss important information and provide time for ongoing support and partner collaboration.

Meeting resources will be posted to the “PEG Library” at the conclusion of each monthly meeting. Please note that monthly meetings will not be held during the summer months of June and July.

3.c Partnership Structure

Each School Partner and Center Partner shall enter into a “Partner MOU” that clearly defines the responsibilities of each partner under this grant. A signed copy of the Partner MOU must be submitted to Agenda for Children no later than July 1, 2017. A suggested template for the MOU between the School Partner and Center Partner is included in Appendix B. Each School Partner and Center Partner must also sign an Agenda for Children-School Partner-Center Partner MOU, otherwise known as a “Network MOU”, by July 1, 2017, included in Appendix C. State PEG program assurances are included in Appendix D for reference only. Each partner submitted these assurances during the Coordinated Funding Request and these assurances do not need to be submitted again.
4. Grant Requirements

All school-center partnerships must comply with the following set of requirements:

• Most LA4 requirements
• Full participation in the New Orleans Early Education Network
• Preschool Expansion Grant Requirements
• Other applicable state and federal regulations

4.a LA4 Requirements

Preschool Expansion Grant classrooms are required to follow the Requirements and Guidelines for Public School and NSECD Pre-K Programs applicable to LA4 programs. These requirements are developed annually by LDE. Appendix E includes the 2017-18 edition.

• Pages 2-15 are general requirements and guidelines that apply to all public school and nonpublic school preschool programs, including Preschool Expansion Grant classrooms.
• Pages 16-25 have program-specific requirements. Preschool Expansion Grant classrooms are required to follow the Early Childhood Special Education Requirements therein, for students with disabilities. Preschool Expansion Grant classrooms are not required to follow 8(g), NSECD, or Title I requirements.

Exceptions to the requirements and guidelines in this handbook are included below:

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
<th>Exception</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>REPORTING</td>
<td>Not required. Preschool Expansion Grant-specific reporting requirements are included below.</td>
</tr>
<tr>
<td>16</td>
<td>ATTENDANCE</td>
<td>Attendance data and necessary corrective action plans will be reported monthly to Agenda for Children, not the Department of Education. Preschool Expansion Grant-specific procedures for monthly attendance reporting are included below. Please send monthly attendance data form and a copy of the attendance to Ashley Robinson at <a href="mailto:arobinson@agendaforchildren.org">arobinson@agendaforchildren.org</a>.</td>
</tr>
<tr>
<td>17</td>
<td>ELIGIBILITY, STUDENT FUNDING CRITERIA, AND VERIFICATION</td>
<td>Documentation of student eligibility verification must be kept at the Center Partner location and does not need to be submitted to the Department of Education.</td>
</tr>
<tr>
<td>19-20</td>
<td>EXPENSES – ALLOWABLE AND UNALLOWABLE</td>
<td>Not required. Please contact Kathy Namba at <a href="mailto:knamba@agendaforchildren.org">knamba@agendaforchildren.org</a> if you have questions on Preschool Expansion Grant-specific expenditure requirements.</td>
</tr>
<tr>
<td>22</td>
<td>REIMBURSEMENT REQUIREMENTS</td>
<td>Not required. Preschool Expansion Grant-specific procedures for submitting reimbursements are included below.</td>
</tr>
</tbody>
</table>
4.b New Orleans Early Education Network (NOEEN) Requirements

Agenda for Children is the Lead Agency for the New Orleans Early Education Network, and is responsible for ensuring that all publicly funded early childhood care and education programs, including Preschool Expansion Grant classrooms participate in:

1. NOEEN membership activities;
2. Louisiana’s unified rating and improvement system; and
3. NOEEN coordinated enrollment processes.

NOEEN Membership Activities

• Submission of a 2017-2018 Program Partner Profile and Assurances
• Submission of classroom and teacher counts and information, as requested periodically by Agenda for Children
• Teachers, administrators, school contacts, and other staff may be asked to attend periodic meetings hosted by Agenda for Children to provide important information related to NOEEN responsibilities
• If you are not already receiving the monthly NOEEN newsletter, please contact Kristen Craig at k craig@agendaforchildren.org to be added. This newsletter includes timely and important information on NOEEN requirements and opportunities.
• If you have any questions about NOEEN membership activities, please contact Kristen Craig at k craig@agendaforchildren.org.

Louisiana’s Unified Rating and Improvement System Requirements

• TS GOLD (Teaching Strategies GOLD)
  o *Intro to TS GOLD* training will be provided for all lead PEG teachers as needed. All *Intro to TS GOLD* sessions will be added to NOEEN’s training website which you can access here. Please ensure that all of your teachers have been added to TS GOLD before the *Intro to TS GOLD* session. A guide for TS GOLD administrators can be found here. To add teachers to TS GOLD, follow the instructions beginning on page 4 of the TS GOLD administrators’ guide, linked in the previous sentence.
  o Teachers will finalize progress checkpoint ratings for all children in the Preschool Expansion Grant classrooms at the end of October, February, and May using TS GOLD. Agenda for Children will review TS GOLD documentation at the beginning of the checkpoint month to make sure that the Center Partner has reached a minimum of 50% checkpoint completion.

• Ages and Stages Questionnaire (ASQ-3 and ASQ-SE)
  o ASQ-3 and ASQ-SE are reliable, low-cost tools that should both be completed for every child in the program by September 29, 2017 and within 45 days of enrollment of any new children. The questionnaires should also be completed again in April.
  o The questionnaires pinpoint developmental progress in children between the ages of one month and 5 ½ years. The ASQ-3 screens for children with developmental concerns. The ASQ-SE focuses on the social and emotional behaviors of children. Results of ASQ screenings can be used to inform the October TS GOLD checkpoint as well as future checkpoints, depending on the age of the child. For more info on these questionnaires, please click here. For more information on how ASQs align with TS GOLD objectives, please contact Kathy Namba at knamba@agendaforchildren.org.
  o Each questionnaire discusses social-emotional activities tied to the age of the child being screened. In completing and reviewing the questionnaire, parents learn about social-emotional
milestone as well as their own child’s strengths. Parents find it helpful to receive suggested learning activities they can work on with their child.

• CLASS
  o Each Preschool Expansion classroom will receive at least two CLASS assessments per year.
  o Fall observations begin September 1 and continue until December 15, and the goal is to complete all observations for all classrooms in a center or school in a single day (or two days if the center or school is large). Spring observations begin February 1 and continue until May 15.
  o Centers/schools will be randomly chosen and given a month window of when assessors could come to complete the observations. Feedback on the classroom scores will be provided by the coach and an action plan will be created, if needed.
  o If you have any conflicts during your assigned observation window, please contact Kristen Craig at kcraig@agendaforchildren.org or 504-586-8509 as soon as possible so that she can adjust the schedule accordingly.
  o Agenda for Children has purchased myTeachstone licenses for each program in the Network and will be holding information and training sessions to help leaders better understand how they can use it to provide their teachers with professional development and feedback related to CLASS.

• COMPASS and CLASS
  o The School Partner should perform COMPASS evaluations for the PEG classroom teacher at the center.
  o Please note that eligible School Partners may opt to perform CLASS observations only and convert CLASS scores to use for COMPASS reporting for the Preschool Expansion Grant teacher (and any other preschool teachers the School Partner may have on staff) by requesting a waiver, which is usually released in August or September 2017, from the Louisiana Department of Education. A School Partner will be eligible to request this waiver if:
    ▪ The School Partner has a Principal, Assistant Principal, or other supervisory-level staff member who is both CLASS reliable and COMPASS certified who will perform the CLASS observations for the preschool teacher(s); and
    ▪ The School Partner submits a waiver request to the Louisiana Department of Education by the specified due date (likely in August or September 2017).
  o School Partners interested in pursuing a waiver request in order to perform CLASS observations only for their preschool teachers should contact Kathy Namba at Agenda for Children at knamba@agendaforchildren.org to find out more. Please note that if a preschool program is currently in a TAP school and is considered to be a part of the TAP system, then the use of the TAP/NIET Instructional Rubric must be continued for these teachers.

• Other data may be requested from Agenda for Children throughout the year in order to meet requirements set by the Louisiana Department of Education.

NOEEN Coordinated Enrollment Process

• All PEG classes are required to participate fully in the coordinated enrollment process under EnrollNOLA.
• Enrollment will be implemented under EnrollNOLA according to the NOEEN Coordinated Enrollment Framework. Additional information can be found at https://enrollnola.org/early-childhood-
• All enrollment-related actions, including application, enrollment, registration, transfers, and dropping students must be completed by the Center Partner with oversight from EnrollNOLA.

• **Main Round Application**
  o Applications can be completed during the Main Round application window, held from November to February each year.
  o Families must complete an application and verify their eligibility for all of the early childhood programs to which they apply. Families applying to PEG programs must show proof of age, residency, and income at one of three Family Resource Center (FRC) locations before the main round deadline.

• **Open Enrollment & Late Enrollment**
  o Families may also participate in the Open Enrollment Process, which begins after the main round results are announced. Eligible families will be assigned to a program of their choice with seat availability on a first-come, first-served basis. EnrollNOLA typically stops making placements for one week at the end of June/beginning of July to change the system over to the new school year. When the system reopens in early July, Late Enrollment begins for all children (birth through 12th grade). Late Enrollment functions exactly the same as Open Enrollment, with verified, eligible families being assigned to a program of their choice with seat availability on a first-come, first-served basis.

• **Priority**
  o Families who have verified their eligibility will be included in the match at the close of that application round. Students already attending the early learning center will receive first priority to the PEG class in that center during the main round.
  o At the end of the PEG program year, families who complete a OneApp and choose the partner K-8 school will receive first priority to attend kindergarten at the partner school.

• **Enrollment Requirements**
  o Centers are required to request and maintain a SchoolForce account. Student enrollment must be managed by the centers through the SchoolForce account. Center staff are responsible for reviewing student rosters and ensuring those rosters are accurate.
  o Center staff are also responsible for dropping students in SchoolForce according to the Seat Acceptance Deadline procedures and discharging students according to discharge procedures.

• **Registration**
  o Center partners should register assigned families at the center, following EnrollNOLA and Agenda for Children protocol on dropping students in SchoolForce and collecting required paperwork.
  o Centers should provide families with the center’s student handbook/policy manual and calendar at the time of registration.

• **Uniforms**
  o School and Center Partners will determine which uniform will be used (the school or the center’s) through the development of the Partner MOU.
• **Transfers**
  o Student transfers will be managed by EnrollNOLA staff. Typically the summer months see a great deal of transfers as families accept wait list offers for preferred programs. Centers will receive an email from Salesforce when a student is transferred in or out of an early childhood program.

• Please contact Kristen Illarmo, Associate Director of Early Childhood Enrollment for EnrollNOLA, at [Kristen.illarmo@rsdl.net](mailto:Kristen.illarmo@rsdl.net) if you have any questions about OneApp or EnrollNOLA.

### 4.c Requirements Related to Serving Students with Disabilities

- Each School Partner is responsible for ensuring that all students with disabilities assigned to the Preschool Expansion Grant classroom through the OneApp process receive appropriate special education services.

- In addition, as part of requirements for reporting child progress to the Office of Special Education Programs (OSEP), each Preschool Expansion Grant classroom must administer the AEPSi (Assessment Evaluation and Programming System Interactive) for children identified as having a disability. AEPSi is administered upon entry to and exit from a program. AEPSi is the reporting system that Louisiana uses to report preschool outcome data for children ages 3-5 to the Office of Special Education Programs (OSEP). If you have questions, please contact [patsy.palmer@la.gov](mailto:patsy.palmer@la.gov) or [ivy.starns@la.gov](mailto:ivy.starns@la.gov).

- There are a number of procedural options for delivering these services, and accompanying reporting and financial requirements. In order to be eligible for special education and related services, students must be evaluated and found eligible according to a defined process and timeline. Please see Appendix G for a summary of information on special education services as well as a document explaining options for School Partners to deliver these services to students with disabilities at the Center Partner site.

- Please note that a student with disabilities in a PEG classroom will be funded through the grant and the School Partner will also receive MFP funding in the same way a kindergarten student with disabilities would:
  o Base MFP amount
  o Tiered differentiated funding amount
  o MFP Local Revenue Representation

- In order to receive this funding for students with disabilities, the School Partners will need to include the PEG students with disabilities in their “Preschool Sp Ed” counts as part of the state 10/1 and 2/1 enrollments counts.

- Each School Partner will be responsible for submitting the Preschool Expansion Grant Special Education Form, in Appendix H, prior to October 2nd to [knamba@agendaforchildren.org](mailto:knamba@agendaforchildren.org) indicating the number of students with disabilities in each classroom and how those children will be served.

### 4.d Preschool Expansion Grant Requirements

In addition to the LA4, NOEEN, and special education requirements detailed above, there are a number of requirements and processes specific to the Preschool Expansion Grant. Each of these requirements and processes are administered and monitored by Agenda for Children.
Reporting

- **MOUs**: No later than July 17, 2017, each program must submit to Agenda for Children the Partner MOU, detailing the responsibilities of each entity under this partnership. A suggested MOU template is included in Appendix B for reference. The Network MOU is also due on July 1 and is included in Appendix C.

- **Student Eligibility**: EnrollNOLA Family Resource Center (FRC) staff have verified eligibility for all students matched to a Center. The following documents are used to verify eligibility at the FRC:
  - Proof of age (birth certificate) for the student
  - Guardian’s ID
  - Two proofs of residency (utility bill, rental lease agreement/mortgage, property tax notice, etc.)
  - 1 proof of income (Louisiana purchase card budget sheet or benefits statement, last four consecutive paychecks or letter from employer indicating: 1) where parent is employed, 2) the parent’s hourly rate of pay, 3) average hours worked a week; most recent Social Security benefits statement, unemployment compensation statement, or pension statements; alimony as shown in court decree or agreement).

  The seat acceptance form that families receive from the FRC will direct them to bring the documents above, including immunization documentation to complete registration at the assigned center. PEG programs do not need to submit these documents but are required to keep them on site proving that students are eligible. Eligibility Income Limits are included in Appendix I for reference.

- **Special Education**: No later than October 2, 2017, each School Partner will be responsible for submitting to Agenda for Children a completed Preschool Expansion Grant Special Education Form, found in Appendix H.

- **Vision & Hearing Screenings**: No later than October 16, 2017, each program must submit to Agenda for Children a completed Vision and Hearing Screenings Form indicating when each child in the program received a vision and hearing screening. The Vision and Hearing Screenings Form can be found in Appendix J. Please contact the School Partner or Ashley Robinson at arobinson@agendaforchildren.org if you need assistance scheduling a vision or hearing screening.

- **Attendance and Enrollment**: Each School Partner must ensure that daily attendance data is taken at the site and included in the School Partner’s attendance system (JPAMS, POWERSCHOOLS reports, etc.). Agenda for Children strongly encourages Centers to communicate the importance of on-time and full-year attendance to the families they serve.
  - **Official State Enrollment Counts**: School Partner shall include PEG students with special needs in the “Preschool Sp Ed” attendance counts reported to the state on October 1st and February 1st. Other, regular education students in the PEG classroom at the center, do not need to be included in the state enrollment counts.
  - **Monthly Attendance Reports**: PEG Center Partners shall also complete and send Monthly Attendance Form to Agenda for Children demonstrating whether or not the program met the minimum attendance requirements for the month. Please see Appendix F for the form, which provides further instructions. The form must be completed and turned in each month. If a classroom fails to meet the monthly attendance target, a corrective action plan will be required. If a classroom fails to meet the monthly attendance target after three consecutive months, the monthly payments to the Center Partner may be reduced using the per pupil amount times the number of children who did not meet the attendance target for the third month.
Staffing

- **Lead Teacher:** While the School Partner is formally responsible for hiring and paying the salary and benefits of the lead teacher with funds from the grant, the interview and selection process should be conducted in collaboration with the Center Partner as well as Agenda for Children.

Each lead teacher must meet **one** of the qualifications for LA 4 teachers included in the [Appendix E](#), the LA4 Reporting and Reimbursement Requirements document. These requirements are also included below. All lead teachers must meet at least one of the following requirements:

a) A valid and current Louisiana teaching certificate* in PK-3, Nursery School, Kindergarten, Early Interventionist Birth-5, or Noncategorical Preschool Handicapped.

b) A Practitioner License in PK-3;

c) 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

d) 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.

* An Early Childhood Ancillary Certificate does *not* fulfill the requirement of a “valid and current Louisiana teaching certificate” for lead teachers.

The lead teacher’s salary should be aligned with the school’s kindergarten or other pre-k teacher’s salary. Typically the lead teacher’s salary is between $40,000 and $43,000 (not including benefits).

- **Paraprofessionals/teacher assistants:** The Center Partner is responsible for hiring and paying the salary and benefits of the Preschool Expansion Grant assistant teacher with funds from the grant. All paraprofessionals/teacher assistants must meet LEA specific requirements for employment and one of the following requirements:

  a) Meet the definition of “highly qualified,” which may include passing of the ParaPro test, achievement of an Early Childhood Ancillary Certificate, CDA, or Associate’s or Bachelor’s degree;

  b) Possess a high school diploma or equivalent;

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

The teacher assistant’s salary is paid by the Center Partner, with reimbursement provided by Agenda for Children. Typically the assistant teacher’s salary is $15,000 and does not include benefits.

- As required by Bulletin 137, Chapter 17, “An early learning center shall obtain documentation of a satisfactory fingerprint based criminal background check for each volunteer, staff member, or employee of any kind, prior to the person being present at the center or performing services for the center, and the center shall have copies of said documentation on-site at all times and available for inspection upon request by the Licensing Division.” As such, the Center Partner is responsible for keeping teacher and special education service provider background checks on file at all times. The Center Partner should conduct paraprofessional background checks and reach out to the School Partner for a copy of the teacher and special education provider background checks when needed.
Financial

Please note that all funding is contingent upon partners meeting the monthly student enrollment and attendance requirements stipulated by the Louisiana Department of Education.

- **Center Partner**
  - For the 2017-18 school year each Center Partner will receive $1,500/month for ten months from Agenda for Children to partially cover the salary and benefits of the assistant classroom teacher.
  - For the 2017-18 school year each Center Partner will receive $2,500/month for ten months to help provide a portion of the costs of overhead, materials and other miscellaneous expenses related to the Preschool Expansion Grant classroom. Please note that if a classroom fails to meet the monthly student attendance target after three consecutive months, the $2,500 monthly payments to the Center Partner may be reduced using the per pupil amount times the number of children who did not meet the attendance target for the third month.

- **School Partner**
  - The School Partner will be reimbursed on a monthly basis for the cost of the classroom teacher’s salary and benefits.
  - Please note that additional per pupil payments for students with disabilities are made directly to the School Partner through the MFP (Minimum Foundation Program). In order to receive this funding, the School Partner must include this child in the 10/1 and/or 2/1 state enrollment counts as “Preschool Sp Ed” child.

- **Other financial support**
  - Agenda for Children will provide various trainings and classroom coaching for School and Center Partners at no cost.

Curriculum

- All Preschool Expansion Grant classrooms are required to use a Tier 1 curriculum.
- Although programs are not required to do so, it is encouraged for School Partners and Center Partners to use Creative Curriculum for all four-year-old classrooms (if there are additional four-year-old classrooms outside of the Preschool Expansion Grant classrooms). Trainings on the curriculum will be open to all preschool teachers at the Partner School and Partner Center at no cost.

Professional Development and Trainings

- All early learning center staff members, including the PEG lead teacher, are required by state licensing to attend a minimum of 12 clock hours of training provided by a Pathways certified trainer.
- Agenda for Children certified Pathways trainers will provide Professional Development trainings, at no cost to Preschool Expansion Grant classroom teachers throughout the school year.

The above trainings will be offered in August and will continue throughout the school year. These trainings are available to all early learning staff and also available to the School Partner pre-k teachers. These opportunities will be announced via the Agenda for Children newsletter, Agenda for Children’s website, the PEG email list and monthly PEG meetings.
School Partners and Center Partners should contact Kathy Namba at knamba@agendaforchildren.org for questions about the trainings, professional development or coaching services, all of which will be provided at no cost to the center through PEG funds.

4.e Other Applicable State and Federal Regulations

School Partners and Center Partners are required to comply with all applicable state, federal, and local laws and regulations.

Center Partners must have a valid Type III Early Learning Center License and must comply with all applicable licensing regulations as detailed in Bulletin 137, Louisiana Early Learning Center Licensing Regulations, and meet the requirements of network participation addressed in Bulletin 140-Louisiana Child Care and Education Network. Bulletins 137 and 140, as well as other BESE policies/bulletins, can also be found online here.
5. Points of Contact

Please consult the table below for important points of contact.

<table>
<thead>
<tr>
<th>Area</th>
<th>Name &amp; Title</th>
<th>Office</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool Expansion Grant (Main)</td>
<td>Kathy Namba, Director, Early Childhood</td>
<td>Agenda for Children</td>
<td><a href="mailto:knamba@agendaforchildren.org">knamba@agendaforchildren.org</a> 04-586-8509 ext. 127</td>
</tr>
<tr>
<td>Financial</td>
<td>Yolanda Brumfield, Dir. of Finance &amp; Admin.</td>
<td>Agenda for Children</td>
<td><a href="mailto:ybrumfield@agendaforchildren.org">ybrumfield@agendaforchildren.org</a> 04-586-8509</td>
</tr>
<tr>
<td>New Orleans Early Education Network (NOEEN)</td>
<td>Kathy Namba, Director, Early Childhood</td>
<td>Agenda for Children</td>
<td><a href="mailto:knamba@agendaforchildren.org">knamba@agendaforchildren.org</a> 04-586-8509</td>
</tr>
<tr>
<td>TS GOLD &amp; CLASS Logistics</td>
<td>Kristen Craig, NOEEN Admin. Assist.</td>
<td>Agenda for Children</td>
<td>k <a href="mailto:craig@agendaforchildren.org">craig@agendaforchildren.org</a> 04-586-8509 ext. 130</td>
</tr>
<tr>
<td>CLASS</td>
<td>Dr. Bridget Rey, CLASS Coordinator</td>
<td>Agenda for Children</td>
<td><a href="mailto:brey@agendaforchildren.org">brey@agendaforchildren.org</a> 04-586-8509</td>
</tr>
<tr>
<td>Enrollment</td>
<td>Kristen Illarmo, Assoc. Dir. of Early Childhood Enrollment</td>
<td>EnrollNOLA</td>
<td><a href="mailto:Kristen.illarmo@rsdla.net">Kristen.illarmo@rsdla.net</a> 04-373-6200 ext. 20074 04-444-5611 (cell)</td>
</tr>
<tr>
<td>AEPsi</td>
<td>Patsy Palmer or Ivy Starns, Early Childhood Program Consultants</td>
<td>Louisiana Dept. of Education</td>
<td><a href="mailto:patsy.palmer@la.gov">patsy.palmer@la.gov</a> 225-219-4536 <a href="mailto:ivy.starns@la.gov">ivy.starns@la.gov</a> 225-342-0576</td>
</tr>
</tbody>
</table>
| LA4 Requirements, Sample MOUs, Special Education, or School Reporting Questions | Holly Reid (RSD Schools), Exec. Dir. of Policy | Recovery School District | Holly.reid@rsdla.net 04-373-6200 ext. 20154  
Sean Perkins (OPSB Schools), Exec. Dir. Of Portfolio Management | Sean_perkins@opsb.us 04-359-8185 |
| Mental Health Consultation                     | Sharon Gancarz-Davies, LCSW, Senior Early Childhood Mental Health Consultant | Children’s Bureau of New Orleans | sgancarzdavies@childrensbureaunola.org (504) 251-7963 |
Appendix of Important Forms and Information

Please see the following appendix for important forms and information.
<table>
<thead>
<tr>
<th>Center Partner</th>
<th>Center Contact</th>
<th>School Partner</th>
<th>School Contact</th>
<th># of Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s Palace Learning Academy</td>
<td>Joy Mitchell 504-245-2752 <a href="mailto:joymitchell78@gmail.com">joymitchell78@gmail.com</a></td>
<td>Einstein Charter School 5100 Cannes St., 70129</td>
<td>Phong Tran 504-324-7450 <a href="mailto:phong_tran@einsteincharter.org">phong_tran@einsteincharter.org</a></td>
<td>40</td>
</tr>
<tr>
<td>Creative Kidz East</td>
<td>Carrie Henry 504-341-5439 <a href="mailto:carriehenry36@yahoo.com">carriehenry36@yahoo.com</a></td>
<td>Foundation Preparatory Charter School 13435 Granville St. 70129</td>
<td>Myrialis King 504-270-1653 <a href="mailto:mking@foundationpreparatory.org">mking@foundationpreparatory.org</a></td>
<td>40</td>
</tr>
<tr>
<td>Magical Moments Learning Center</td>
<td>Ayana Blanchard 504-949-2064 <a href="mailto:magical.moments@att.net">magical.moments@att.net</a></td>
<td>Success Preparatory Academy 2011 Bienville St., 70112</td>
<td>Niloy Gangopadhyay 504-388-0208 <a href="mailto:ngangopadhyay@successpreparatory.org">ngangopadhyay@successpreparatory.org</a></td>
<td>20</td>
</tr>
<tr>
<td>Open Minds, Open Hearts Daycare</td>
<td>Ashley Smallwood 504-945-1806 <a href="mailto:Osss6@me.com">Osss6@me.com</a></td>
<td>Homer A. Plessy Community School 2021 Pauger St., 70112</td>
<td>Jennifer Flinn 504-503-0055 <a href="mailto:jennifer.flinn@plessyschool.org">jennifer.flinn@plessyschool.org</a></td>
<td>20</td>
</tr>
<tr>
<td>Sentino Early Childhood Academy Too</td>
<td>Patricia Clay 504-241-3909 <a href="mailto:sentinoacademy@gmail.com">sentinoacademy@gmail.com</a></td>
<td></td>
<td>Standalone site</td>
<td>20</td>
</tr>
<tr>
<td>Winn’s Discovery Center</td>
<td>Betty Winn 504-283-3101 <a href="mailto:winndiscovery23@gmail.com">winndiscovery23@gmail.com</a></td>
<td>Gentilly Terrace Charter School 4720 Painters St., 70122</td>
<td>Karen Gauthier 504-494-6443 <a href="mailto:karen.gauthier@newbeginninsnola.net">karen.gauthier@newbeginninsnola.net</a></td>
<td>20</td>
</tr>
</tbody>
</table>
**APPENDIX B Partner MOU**

Sample MOU                                                                                                                      Preschool Expansion Grant

*Instructions: Each program must submit to Agenda for Children a “2017-18 Preschool Expansion Grant Partner Memorandum of Understanding” (Partner MOU) detailing the responsibilities of each entity under this partnership no later than July 17, 2017.*

On the following pages is an outline of a sample Partner MOU that is tailored to the specific requirements of a School-Center Partnership under the 2017-18 Preschool Expansion Grant administered by Agenda for Children.

The sample Partner MOU document is only a suggested MOU structure. School Partners and Center Partners should meet to adjust and/or complete the MOU as needed. A different MOU structure is acceptable as well.

If you would like assistance in developing your Partner MOU, please contact Kathy Namba knamba@agendaforchildren.org, Holly Reid, holly.reid@rsdla.net (for RSD School Partners), or Sean Perkins, sean.perkins@opsb.us (OPSB School Partners).
2017-18 Preschool Expansion Grant

Partner Memorandum of Understanding (MOU)

Parties to Agreement

[School/CMO], the “School Partner,” and [Center], the “Center Partner,” agree to enter into a partnership for the 2017-18 school year through the Preschool Expansion Grant administered by Agenda for Children. This partnership is contingent upon the continued administration and funding of the Preschool Expansion Grant by the U.S. Department of Education, the Louisiana Department of Education, and Agenda for Children.

Requirements of Partnership

The School Partner and Center Partner agree to comply with the requirements of the Preschool Expansion Grant, which are detailed in the following documents, hereby incorporated into this agreement by reference:

- “Preschool Expansion Grant Assurances,” accessible in the Dropbox folder assigned to each Partnership
- “Memorandum of Understanding between Center Partner, School Partner and Agenda for Children,” (“Network MOU”)

Basic Agreement

The Center Partner agrees to provide pre-school services to a maximum of [twenty (20) or forty (40)] four-year-old students for the 2017-18 school year at the Center Partner location, in accordance with requirements of the Preschool Expansion Grant.

The School Partner agrees to hire and pay the salary and benefits of the classroom teacher, provide necessary services to students with disabilities in the Preschool Expansion Grant classroom, and provide priority in the OneApp process for children in the Preschool Expansion Grant to the School Partner’s kindergarten classes.

Both parties agree to collaborate and support one another to create a high-quality, developmentally-appropriate preschool classroom focused on kindergarten readiness for four-year-olds from low-income households in Orleans Parish. This Memorandum of Understanding (“MOU”) details the responsibilities and commitments agreed to by both parties to accomplish this in accordance with the terms of the Preschool Expansion Grant.
**Term of Agreement**

The term of this partnership shall officially terminate on June 30, 2018 unless the School Partner and Center Partner agree to extend the partnership for the 2018-19 school year in accordance with timelines and procedures developed by Agenda for Children as part of the Coordinated Funding Request Process.

**Required Actions**

The table below details required actions and which partner agrees to be responsible for each required action:

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsible Partner</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submits a signed copy of this MOU to Agenda for Children no later than July 17, 2017.</td>
<td>[School Partner or Center Partner]</td>
<td>School Partner and Center Partner need to meet to discuss and assign various responsibilities, complete the agreement, and sign it.</td>
</tr>
<tr>
<td>Hires and pays the salary and benefits of the lead classroom teacher; submits Monthly Teacher’s Reimbursement Form to Agenda for Children by due date each month</td>
<td>School Partner</td>
<td>The School is required to include the Center Partner in the interview process and will also consult with Agenda for Children throughout the hiring process.</td>
</tr>
<tr>
<td>Hires and pays the salary and benefits of the classroom assistant teacher</td>
<td>Center Partner</td>
<td>Agenda for Children will provide the Center Partner with $1,500 per month to apply towards the assistant teacher’s salary.</td>
</tr>
<tr>
<td>Locates and secures substitute classroom teachers as needed</td>
<td>[School Partner or Center Partner]</td>
<td>Partners should create a process to 1) communicate with one another the need for a substitute; 2) quickly locating and hiring a high quality substitute; 3) paying the substitute, and other related administrative duties, as necessary.</td>
</tr>
<tr>
<td>Pays substitute teacher and submits Substitute Teacher Reimbursement Form to Agenda for Children by due date each month, as necessary</td>
<td>[School Partner or Center Partner]</td>
<td>Whichever partner paid the substitute teacher will submit this reimbursement form.</td>
</tr>
<tr>
<td>Ensures classroom teacher completes all required TS GOLD trainings</td>
<td>Center Partner</td>
<td></td>
</tr>
<tr>
<td>Ensures classroom teacher completes all TS GOLD checkpoints</td>
<td>Center Partner</td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>Responsible Partner</td>
<td>Notes</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Ensures lead teacher and assistant teacher complete all required trainings</td>
<td>Center Partner</td>
<td>Agenda for Children will provide various trainings, including trainings on Creative Curriculum, ASQ and CLASS reliability, to all School Partner and Center Partner teachers at no cost.</td>
</tr>
<tr>
<td>Participates in Agenda for Children’s on-site coaching process and works with Agenda to schedule coaching sessions</td>
<td>Center Partner</td>
<td></td>
</tr>
<tr>
<td><strong>Student Enrollment and Eligibility</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EnrollINOLA point of contact; responsible for enrolling, transferring, and dropping students through EnrollINOLA; performs SchoolForce actions</td>
<td>Center Partner</td>
<td>Please contact Kristen Illarmo, Associate Director of Early Childhood Enrollment for EnrollINOLA at <a href="mailto:Kristen.Illarmo@rsdla.net">Kristen.Illarmo@rsdla.net</a>, if you have any questions about this process.</td>
</tr>
<tr>
<td>Registers students; collects and makes copies of eligibility verification documents from parents (proof of income, etc.) at time of registration</td>
<td>Center Partner</td>
<td>When a family arrives at the center for registration, the Family Resource Centers have already verified that the family is eligible for the PEG program. Copies of eligibility documents should be kept on-site at the center. The Center Partner must ensure that parents have received a copy of the center handbook and fulfilled all State licensing requirements.</td>
</tr>
<tr>
<td>Ensures all reporting and monitoring requirements are completed on time and that PEG documentation due to Agenda for Children has been added to the shared file.</td>
<td>Center Partner</td>
<td>Please refer to Appendix F in the Preschool Expansion Grant Handbook for a calendar of pertinent PEG dates.</td>
</tr>
<tr>
<td><strong>Students with Disabilities, Medication, and Screenings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outlines a procedure for referral of students suspected of having a disability to be evaluated for eligibility for special education services; develops letter or other written communication for parents informing them of how they can request an evaluation</td>
<td>School Partner</td>
<td>This process should be shared with the Center Partner.</td>
</tr>
<tr>
<td>Action</td>
<td>Responsible Partner</td>
<td>Notes</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ensures students with disabilities receive appropriate special education services (evaluations, IEPs, services)</td>
<td>School Partner</td>
<td>Although school partner is legally and financially responsible for providing these services, the Center Partner will need to be included and consulted throughout this process (ex: classroom teacher on IEP team) and should notify School Partner if they believe an evaluation might be necessary.</td>
</tr>
<tr>
<td>Completes ASQ-3 and ASQ-SE questionnaires</td>
<td>Center Partner</td>
<td>ASQ-3 and ASQ-SE supports TS GOLD by providing information on many learning objectives for growth and development.</td>
</tr>
<tr>
<td>Administers AEPSi (Assessment Evaluation and Programming System Interactive) for students with disabilities and reporting to the Office of Special Education Programs</td>
<td>School Partner</td>
<td>This is an assessment required by the Louisiana Department of Education for all 3-5 year old students with disabilities.</td>
</tr>
<tr>
<td>Completes and submits the “Preschool Expansion Grant Special Education Form” to Agenda for Children no later than October 1, 2017.</td>
<td>School Partner</td>
<td></td>
</tr>
<tr>
<td>Arranges vision and hearing screenings for all children</td>
<td>[School Partner or Center Partner]</td>
<td>Many organizations provide these screenings for free. School Partners are required to provide these screenings for all children in lower grades, so it may make sense for the same organization that provides screenings to the School Partner to provide them at the Center.</td>
</tr>
<tr>
<td>Completes and submits the “Vision and Hearing Screenings Form” and supporting documentation to Agenda for Children no later than October 2, 2017.</td>
<td>[School Partner or Center Partner]</td>
<td>More details on this requirement for each center are provided in Bulletin 137, <em>Louisiana Early Learning Center Licensing Regulations</em>. Please note that if nurse services are required for a student with serious medical needs as part of the student’s Individualized Education Program (IEP), the Center Partner and School Partner may need to arrange access to the School Partner’s nurse in accordance with the student’s IEP and appropriate Medicaid billing procedures.</td>
</tr>
<tr>
<td>Action</td>
<td>Responsible Partner</td>
<td>Notes</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Administers medication, as authorized, to children in the classroom</td>
<td>Center Partner</td>
<td>More details on this requirement for each center are provided in Bulletin 137, <em>Louisiana Early Learning Center Licensing Regulations</em>. Please note that if nurse services are required for a student with serious medical needs as part of the student’s Individualized Education Program (IEP), the Center Partner and School Partner may need to arrange access to the School Partner’s nurse in accordance with the student’s IEP and appropriate Medicaid billing procedures.</td>
</tr>
<tr>
<td><strong>Student Attendance</strong></td>
<td>Center Partner</td>
<td>[How will daily attendance be kept at the Center (paper log, JPAMs, POWERSCHOOLS, etc.)? If Center Partner is given access to School Partner’s attendance system to keep daily attendance, the School Partner will need to provide training to the Center Partner on the tool.]</td>
</tr>
<tr>
<td>Takes attendance on a daily basis</td>
<td>Center Partner</td>
<td></td>
</tr>
<tr>
<td>Includes students with special needs in October 1 and February 1 official enrollment counts to the Louisiana Department of Education</td>
<td>School Partner</td>
<td></td>
</tr>
<tr>
<td>Submits “Monthly Attendance Form” (located in the PEG library) to Agenda for Children by the first working day of every month</td>
<td>Center Partner</td>
<td>[If a student in the classroom is struggling with attendance, are there existing processes or procedures the School Partner has that might be able to help (ex: calls to parents, letters, social worker, etc.?)]</td>
</tr>
<tr>
<td><strong>Center Operation</strong></td>
<td>Center Partner</td>
<td></td>
</tr>
<tr>
<td>Provides all necessary materials and supplies for the classroom</td>
<td>Center Partner</td>
<td></td>
</tr>
<tr>
<td>Provides meals and snacks to children in the classroom</td>
<td>Center Partner</td>
<td>More details on this requirement for each center are provided in Bulletin 137, <em>Louisiana Early Learning Center Licensing Regulations</em></td>
</tr>
<tr>
<td>Action</td>
<td>Responsible Partner</td>
<td>Notes</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ensures documentation of a satisfactory background check for all staff at the Center is kept on file at the site</td>
<td>Center Partner</td>
<td>The School Partner must provide a copy of the background check or a Criminal Background Check Affidavit (included in Handbook) to the Center for the teacher and any additional staff or contractors secured by the School Partner visiting the classroom, such as therapists providing special education services. Any additional staff including subs, contractors etc. should also have background checks performed with documentation kept at the center.</td>
</tr>
<tr>
<td>Holds current commercial liability insurance to ensure medical coverage in the event of accident or injury</td>
<td>Center Partner</td>
<td>This is required of each center by Bulletin 137, <em>Louisiana Early Learning Center Licensing Regulations</em></td>
</tr>
<tr>
<td>Holds a valid Type III Early Learning Center License and complies with all applicable licensing regulations detailed in Bulletin 137, <em>Louisiana Early Learning Center Regulations</em> and Bulletin 140, <em>Louisiana Child Care and Education Network</em>.</td>
<td>Center Partner</td>
<td></td>
</tr>
</tbody>
</table>
CLASS and COMPASS

Agenda for Children will arrange for CLASS observations of the PEG classroom, once in the fall, and once in the spring. It is the responsibility of the Center Partner to assist Agenda for Children in scheduling these observations. A NOEEN lead agency observer will conduct the observations, unless Agenda for Children has granted permission for a CLASS-reliable staff member of the School Partner or Center Partner to conduct the observations. Please note that it is highly preferred that the observer not be a staff member of the Center or School Partner. It is the responsibility of the School Partner or Center Partner to contact Agenda for Children to request permission for a CLASS-reliable School Partner or Center Partner staff member to conduct the CLASS observations for the PEG lead teacher.

Unless the School Partner participates in the Teacher Assistance Program (TAP) or has received a COMPASS waiver from the Louisiana Department of Education, the School Partner shall be responsible for conducting COMPASS evaluations of the teacher in accordance with procedures developed by the Louisiana Department of Education.

The Center Director will have access to PEG classroom CLASS data. If the School Partner would like to review the PEG classroom data, they should request said data directly from the Center director.

OPTIONAL: The individual(s) who are authorized on behalf of the School Partner to review CLASS data for the PEG classroom are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
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</tr>
</tbody>
</table>
Collaboration between Partners

Supervision of Classroom Teacher – [The classroom teacher is an employee of the School Partner, but will be teaching at the Center and working with Center Partner staff every day. Include information related to the official structure for formal and informal evaluation of the teacher’s performance, resolution of issues with the teacher, etc.]

School Partner Professional Development – [Include information about the trainings, professional development sessions, or other events for School Partner staff that the Center Partner’s teacher, paraprofessional, or other staff may attend.]

Calendar – [Include information related to the classroom calendar, such as: whether the Center and School will have the same calendar; the procedure for communicating closures or modifications to the calendar due to unforeseen circumstances; support the School Partner may provide to communicate calendar changes to families, such as robocalls, etc.]

Student Uniforms – [Include information related to which student uniforms will be used and what procedure should be followed when a family is unable to afford the uniform.]

Code of Conduct – [Detail whether all, or a portion of the School Partner’s Code of Conduct is required to be followed by classroom children, or whether the center has a separate Code of Conduct or policies for children and families.]

Students with Disabilities – [Insert important information related to providing services to students with disabilities, including: details of the process and procedures for the Center Partner working with therapists or other special education services arranged by the School Partner; process for the Center Partner to alert the School Partner to issues related to the special education services; process for the Center Partner to request a referral for an evaluation or communicate a parent’s request for an evaluation; Center Partner staff that should participate in IEP Team Meetings; etc.]

Transportation – [Some children with disabilities may require transportation as part of their Individualized Education Program. If this is the case, the Center Partner and School Partner need to determine which partner will provide the transportation. Note that the school will receive MFP funds for the child which should contribute to the cost of this transportation. Free transportation for other children to the Center is not required, but is encouraged. If transportation to any child is provided by the School Partner and/or the Center Partner, this section should detail the arrangement to do so.]

Student Recruitment – [Include information related to joint marketing and recruitment efforts, including events or resources, that the Center Partner and School Partner can collaborate on to ensure the classroom is fully enrolled throughout the year.]

Field Trips – [If there are opportunities for the students to attend field trips arranged by the School Partner, please list the process and details for doing so.]

Special Events – [If there are opportunities for the classroom students and/or their parents to attend special events arranged by the School Partner, please list the process and details for doing so.]

Parent Involvement – [If there are opportunities for the classroom’s parents to participate in parent involvement activities arranged by the School Partner, please list the process and details for doing so.]

Transition to Kindergarten – [Each child in the class will receive priority into the School Partner’s kindergarten class through the OneApp process each year. Include information about processes to support alignment between the Center Partner and School Partner to ensure kindergarten readiness. Also include details about events or collaboration to ensure students and their families have adequate information and support to ensure a smooth transition to kindergarten.]
Sample MOU

Emergencies, Serious Incidents, Etc. – [Please include information about how the procedure for the Center Partner to communicate emergencies, serious incidents, personnel issues, etc. to the School Partner, as appropriate.]

Standing Meetings and Regular Communication – [Please include information about agreed upon standing meetings between the Center Partner and School Partner to share progress, discuss challenges and issues, and increase and improve collaboration.]

Dispute Resolution – [Include information about a formal process for resolving serious disputes under this partnership Agreement that cannot be resolved verbally or informally. For example, written notice of the dispute with a 30 day time period to respond in writing, third party mediation, formal arbitration, etc.]

Contact Information

<table>
<thead>
<tr>
<th>Information</th>
<th>Center Partner</th>
<th>School Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Contact:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mailing Address:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Non-Discrimination Clause

The parties agree 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*
- *Vietnam Era Veteran's Readjustment Assistance Act of 1974*
- *Title IX of the Education Amendments of 1972*
- *Age Act of 1975*
- *Fair Housing Act of 1968*
- *Americans with Disabilities Act of 1990*

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

Any act of discrimination committed by either party or failure to comply with these statutory obligations when applicable shall be grounds for termination of this Agreement.
Confidentiality

This contract is entered into by the parties 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). The parties hereby acknowledge 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. The parties agree 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. Center Partner agrees to return all documents deemed confidential pursuant to FERPA and/or IDEA to the School Partner at the conclusion of this Agreement.

THUS DONE AND SIGNED, in New Orleans, Louisiana, on this [Day] of [Month], 2017.

_________________________________________   __________________________
Center Partner Signature                     Date

_________________________________________   __________________________
School Partner Signature                     Date
APPENDIX C

Network MOU
Memorandum of Understanding between Center Partner, School Partner and Agenda for Children

This Memorandum of Understanding (MOU), hereby known as the “Network MOU” is executed between Agenda for Children (Subgrantee), Center Partner, and School Partner (Sub-subgrantees) of the Preschool Development Expansion Grant. “Director” shall mean the Center Partner’s owner or another individual who has decision-making authority and is mutually agreed upon between Center Partner and Agenda for Children.

Performance under this agreement shall be reviewed by Agenda for Children (Agenda) monthly. This agreement may be terminated without notice for failure to comply with the terms of this MOU.

The School Partner and Center Partner agree to comply with the requirements of the Preschool Expansion Grant, which are detailed in the following documents, hereby incorporated into this agreement by reference:

- “Preschool Expansion Grant Assurances,” accessible in the Dropbox folder assigned to each Partnership
- “2017-18 Preschool Expansion Grant Partner Memorandum of Understanding” (“Partner MOU”) accessible in the Dropbox folder assigned to each Partnership

A. Basic Information & Joint Responsibilities

Partnership

- The Center and Partner School must agree to a partnership by signing this “Network MOU” no later than July 17, 2017.

- The purpose of a partnership between the Center Partner and School Partner is to ensure optimal kindergarten readiness by providing academic and programmatic alignment between the Preschool Expansion Grant (PEG) class at the early learning center and kindergarten classes at the School Partner location.

- The partnership under this grant must last a minimum of one school year (the 2016-17 school year), and a maximum of the duration of the Preschool Expansion Grant (three years). School and Center Partners agree to officially document in writing, their intention and commitment to continue or discontinue a partnership for the upcoming school year in accordance with appropriate enrollment deadlines set by Agenda for Children and EnrollNOLA.

- Agenda for Children and the Sub-subgrantees will coordinate, but not supplant, the delivery of high-quality preschool programs funded under this grant.

- Each PEG class will serve classroom(s) of 20 four-year-olds in line with LA4 requirements.

- Agenda for Children, the Center Partner and School Partner 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.

- The Department of Education, Agenda for Children, the Center Partner and the School Partner, 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.
- The Department of Education, Agenda for Children, the Center Partner and the School Partner 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.

B. Enrollment Responsibilities

Center Partner
- Centers are required to request and maintain a SchoolForce account. Student registration must be managed by the Center Partner on-site and through the SchoolForce account. Center staffs are responsible for reviewing student rosters and ensuring those rosters are accurate.
- Center staffs are responsible for dropping students in SchoolForce according to the seat acceptance deadline procedures and discharging students according to discharge procedures.
- Center partners must follow EnrollNOLA and Agenda for Children protocol on dropping students in SchoolForce and collecting required paperwork.
- Centers should provide families with the Center Partner’s student handbook/policy manual and calendar at the time of registration.

School Partner
- The School Partner will work with EnrollNOLA to ensure enrollment plans are reflected accurately in OneApp and all other enrollment communications.
- The School Partner will work with EnrollNOLA to provide a first priority into the school’s kindergarten class for students in the PEG class.

Joint Responsibility
- School and Center Partners will collaborate to ensure that the EnrollNOLA team has all necessary enrollment information relevant to the PEG classroom.
- School and Center partners will determine which uniform will be used (the school or the center’s) through the development of the “Partner Memorandum of Understanding”.
- Student transfers will be managed by EnrollNOLA staff. Typically the summer months see a great deal of transfers as families accept wait list openings for preferred programs. Centers will receive an email from Salesforce when a student is transferred in or out of an early childhood program.
- The School and Center agree to comply with all policies, procedures, and timelines required by the EnrollNOLA team throughout the term of this grant.
C. Agenda for Children Responsibilities

Agenda for Children, the sub-grantee, has the responsibility of administering the Preschool Expansion Grant in accordance with federal and state law and guidelines, and specific requirements of the Preschool Expansion Grant. Agenda responsibilities include, but are not limited to:

- Providing training and support on selected type 1 curriculums, Teaching Strategies GOLD, Creative Curriculum, ASQ 3, ASQ-SE and CLASS.
- Providing feedback on CLASS scores.
- Providing job-embedded instruction for teachers through individual coaching in classrooms.
- Assisting directors and teachers in determining needed materials and finding resources for implementation of a developmentally appropriate curriculum.
- Monitoring early learning provider’s implementation of high-quality preschool programs.
- Gathering and share information between Sub-subgrantees and the State of Louisiana Department of Education (LDE) where relevant to the implementation of the State’s Preschool Development Grant – Expansion Grant project.
- Facilitate coordination across Sub-subgrantees to implement the State Plan.
- Reimburse Center Partner and School Partner in a timely fashion.
- Data collection and reporting as required by state and federal law.

D. Center Partner Responsibilities

The Center Partner has the responsibility to operate the PEG class(es) in accordance with federal and state law and guidelines, and specific requirements of the Preschool Expansion Grant. Center responsibilities include, but are not limited to:

- Participation in required trainings, observations, and other professional development activities.
- Facilitating parent communication on classroom activities.
- Providing all needed materials, supplies, food, etc. for students.
- Administering required student assessments.
- Maintaining regular communications with the School Partner.
- Paying the salary and benefits, etc. to all employees, with the exception of the certified, lead teacher.
- Handling program finances and reimbursements for expenses related to the grant with Agenda for Children.
- Providing the School Partner with necessary and requested information on the PEG class(es).
- Partnering exclusively with the School Partner. The Center will not have partnerships for other classes with other schools through any other public funding source (LA4, etc.). Having multiple school partnerships at a single Center is confusing for parents and families.
• Director will be present and available during coaching visits.
• Allow CLASS program assessments to be conducted two times per school year in all classrooms as required by the Louisiana Department of Education.
• Director and teachers shall work with Technical Assistance (TA) coach to learn the strategies of individualized planning for each child in the classroom as detailed in Teaching Strategies GOLD.
• Center must at all times be in compliance with Louisiana licensing requirements, specifically, maintain classroom ratios required by Louisiana licensing requirements in all classrooms. TA coaches will not work with centers at any time when they are out of ratio.
• Director is responsible for maintaining communications with the School Partner, coaches, teachers and families.
• Director will collect and submit all requested data by required dates, as listed in the “PEG Calendar” in Appendix F and stipulated in Partner MOU, and at other times as the state or network requires.

• Participate in Quality Start Rating Program, requesting assessments or practice assessments as needed.
• Provide Agenda for Children with invoices for reimbursement of expenses related to the Preschool Expansion Grant as appropriate.

D. School Partner Responsibilities

The School Partner has the responsibility to support the Preschool Expansion Grant class in accordance with federal and state law and guidelines, and specific requirements of the Preschool Expansion Grant. School responsibilities include, but are not limited to:

• In collaboration with Agenda for Children and the Center Director, recruit and hire the lead classroom teacher.
• Pay the salary and benefits, for the lead, certified teacher with funds provided by the grant
• Handle reimbursements for the salary and benefits of the lead, certified teacher with Agenda for Children
• Ensure that the lead teacher participates in appropriate school professional development and staff activities
• Provide Agenda for Children a monthly invoice for the salary of the certified teacher.
• Collect and submit all requested data by required dates, as listed in the “PEG Calendar” in Appendix F and stipulated in Partner MOU, and at other times as the state or network requires.
• Seek to include parents and families of Preschool Expansion Grant students in appropriate School activities and communications.
• Work with EnrollNOLA to provide a first priority into the school’s kindergarten class for students in the Center’s Preschool Expansion Grant class.
• The Partner School will collaborate with EnrollNOLA to provide first priority for available kindergarten seats to PEG students. The School will also seek to include Center Partner teachers, parents and families of PEG students in appropriate School activities and communications.
• Work with EnrollNOLA to ensure enrollment plans are reflected accurately in OneApp and all other enrollment communications.

Academic and Programmatic Alignment

• The Preschool Expansion Grant requires the use of a developmentally appropriate, Louisiana Birth to Five Standards aligned curriculum in the PEG classroom. If the school has existing preschool classes, the school will ensure academic and programmatic alignment between the school’s preschool classrooms and the Center’s Preschool Expansion Grant classroom, and will provide opportunities and support for collaboration between the PEG teachers, the other preschool teachers, and Agenda for Children coaches.

• Ensure academic and programmatic alignment between the Center’s PEG class and the school’s kindergarten class, in order to provide a quality transition to the school’s kindergarten. The school agrees to ensure that there will be enough kindergarten seats available each year for PEG classroom students to transition into.

• Seek to include parents and families of Preschool Expansion Grant students in appropriate School activities and communications.

• Work with EnrollNOLA to provide a first priority into the school’s kindergarten class for students in the Center’s Preschool Expansion Grant class.

• The Partner School will collaborate with EnrollNOLA to provide first priority for available kindergarten seats to PEG students. The School will also seek to include Center Partner teachers, parents and families of PEG students in appropriate School activities and communications.

• Work with EnrollNOLA to ensure enrollment plans are reflected accurately in OneApp and all other enrollment communications

E. Reporting and Accountability

Mandatory Reporting

As mandated reporters, if Agenda staff or consultants observe any behavior or situation involving the abuse or neglect of a child, the situation will be immediately reported to the proper authorities, Louisiana Department of Children and Family Services, the center’s director/owner and partnering school official.

Dispute Resolution

In the event that a disagreement over PEG policies, procedures or operations emerges between School and Center Partner, the following procedures should be implemented immediately:

State Recourse In the event of Subgrantee’s Failure To Perform
If the Lead Agency determines that Agenda for Children or the Sub-Subgrantee (Center Partner or School Partner) is not meeting the 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 Agenda for Children and Sub-Subgrantee, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law. If, after Agenda for Children or the Sub-Subgrantee have 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.

**Modifications:**
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with Louisiana Department of Education.

**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 Expansion Grant.

**Signatures**

I assure that I have read, understand and will fulfill the responsibilities listed in this document as required by Louisiana Department of Education (LDE) and Agenda for Children for the purposes of this grant.

<table>
<thead>
<tr>
<th>Name of Center Partner Owner/Director (print)</th>
<th># of PEG Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of Center Partner Owner/Director</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of School Partner Representative (print)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of Center Partner Owner/Director</td>
<td></td>
</tr>
</tbody>
</table>

Signature of Anthony Recasner, Ph.D. Date
APPENDIX D

State Program Assurances

(signed during the Coordinated Funding Request)
PRE-K PROGRAM ASSURANCES:

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

- I acknowledge that pursuant to R.S. 17:407.26 and R.S. 17:407.23, the Department of Education (the Department) is authorized to regulate the Cecil J. Picard LA 4 Early Childhood Program (LA 4), the Nonpublic Schools Early Childhood Development Program (NSECD), and the PreK Expansion Grant.

- I agree to:
  - Participate fully in the Early Childhood Care and Education Community Network as provided in Chapter 3 of Bulletin 140,
  - Participate fully in the Early Childhood Care and Education Accountability System as provided in Chapter 5 of Bulletin 140, and
  - Participate fully in the Community Network’s Coordinated Enrollment Process as provided in Chapter 7 of Bulletin 140.

Attendance and Reimbursement

- I understand that funds are available to serve children who meet age and income eligibility requirements (185% or less of the Federal Poverty Level),
- I assure that individual children are not counted or claimed for reimbursement for full day care by more than one program (example: the same child cannot be counted as both NSECD and LA 4 and/or full-time CCAP),
- I acknowledge that in order to be counted as present, a child must be present a minimum of four (4) hours of the six-hour instructional period and that children must also attend school for at least 74% of the month,
- I will maintain documentation of student eligibility (e.g., pay stubs, letter from employer, or recent proof of eligibility for means-tested services such as SNAP/Food Stamps),
- I will not deny access, participation or funding to children on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); gender (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or disability (Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990) in education programs,
- I understand that all funds received may only be used for funding the allowable activities, materials, staffing, family engagement, and any other expenditures related to providing pre-K services during the 6-hour instructional day as allowed by funding source,
- I understand that Pre-K funds cannot be used to fund before and after school programs, summer programs, or to supplant other program funding,
- 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.

Curriculum and Assessment

- I agree to:
  - Select and provide access to a high-quality Tier I pre-K curriculum which is aligned to the Louisiana Birth to Five Early Learning and Development Standards and promotes kindergarten readiness, or an alternative curriculum that has been approved by the Department,
• Provide the Tier 1 curriculum and materials to teachers and principals with adequate time to prepare for the upcoming school year,
• Eliminate from classrooms any materials that are not aligned to Louisiana’s Birth to Five Early Learning and Development Standards,
• Ensure principals and/or directors can articulate 1) the name, tier, and approach of the chosen curriculum; 2) the next steps they will take to ensure a quality implementation,
• Ensure that all publicly-funded children receive completed assessments in October, February, and May using GOLD® or another state-approved assessment tool that is developmentally appropriate, valid, reliable, and culturally sensitive. Publicly-funded sites shall obtain approval from the Department prior to using child assessment tools different from the assessment tool provided by the Department.

Program Performance

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

• 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,
• Lead teachers who meet all certification criteria as required by program type,
• Qualified teacher assistants,
• All staff must have appropriate criminal background checks and comply with all hiring procedures required by the program prior to the first day of work,
• All classrooms must be adequately staffed in the event of staff absence,
• An orientation provided for all administrators and staff before commencing the program,
• A student-to-lead teacher ratio of no more than twenty-to-one and a student-to-adult staff member ratio of no more than ten-to-one, pursuant to R.S. 17: 407.26,
• 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 on-going professional development relevant to early childhood is provided to both the lead teacher and teacher assistant, and based on data (child and program assessments), the instructional needs of children, and is tailored to support staff improvement,
• Following health and safety regulations as defined by the Board of Elementary and Secondary Education (BESE),
• Vision and hearing screening for each child within 90 calendar days of entrance into the program,
• Ensuring that all students entering school for the first time have received all immunizations against vaccine-preventable diseases according to a schedule approved by the Department of Health and Hospitals (DHH), Office of Public Health (OPH), and
• Appropriate nutritious meals and snacks for every child.

Family Engagement

I agree to provide:

• Parent conferences (at least two per year),
• Opportunities for families to volunteer or participate in program activities,
• Written information about the program including policies related to abuse/neglect, non-discrimination, complaint/grievance procedures, behavior management, etc. provided to families upon admission,
• An orientation process that may include a tour, opportunities to meet administrators and staff, and review written material such as curricula and special events, which should occur no later than 20 working days after the program commences,
• Linkages to services such as G.E.D., adult literacy training, and referrals for medical, housing/utilities assistance, etc.,
• Family engagement activities that involve parents/caregivers in their child's education.
• Additionally I agree that when it is requested that children are to be dressed in uniforms, they are not denied enrollment because of a family's inability to purchase such, and
• Families are not be required to financially support extracurricular activities or fundraisers unless they choose to do so at their cost.

Quality Assurance

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

• I agree to adhere to policies and regulations to ensure that the health and safety requirements of all children are met, including those with disabilities and specifically identified health needs,
• I assure that any LA 4, NSECD, or PreK Expansion Grant Program located in a child care center will only be placed in those centers that have a valid and current Type 3 license, and meets all other program-specific criteria,
• 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,) and
• I agree to address any areas of noncompliance or deficiencies related to this program within required timelines.

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 report data documenting the effectiveness of the program and the progress toward attaining program goals, and I understand that program must also submit a report detailing exactly how the allocated funds are spent,

• I agree to submit all required information records/reports, programmatic and fiscal, as required by the Department and 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 and BESE and R.S. 17:3913 and 3996(B)(34),

• I permit the Department, 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 Subpart F of the Uniform Grant Guidance (2 CFR, Subpart F),

• I assure that funds for the program will be expended according to all regulations as required by each funding source, and

• I agree to maintain all records, and other documents for at least (3) federal fiscal years after the final payment or as described in 2 CFR 200.333, 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.

Principal/Director Signature                                         Name of School/Center

Principal/Director Printed Name                                     Title

Email Address                                                        Telephone Number

Date
APPENDIX E

Cecil J. Picard LA 4 Early Childhood Program Reporting and Reimbursement Requirements
CECIL J. PICARD LA 4 EARLY CHILDHOOD PROGRAM

REPORTING AND REIMBURSEMENT REQUIREMENTS
**LA 4 General Timeline**

<table>
<thead>
<tr>
<th>Item Due</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator Contact and Staffing Information Form due</td>
<td>August/September</td>
</tr>
<tr>
<td>LA 4 Budgets Due in eGMS</td>
<td>August/September</td>
</tr>
<tr>
<td>Classes begin</td>
<td>August/September</td>
</tr>
<tr>
<td>Districts/charters submit reports for LA 4 programs</td>
<td>Monthly</td>
</tr>
<tr>
<td>Teaching Strategies GOLD Finalized Checkpoints</td>
<td>October, February, May</td>
</tr>
<tr>
<td>Onsite visits by local and third-party evaluators using the CLASS assessment tool</td>
<td>September – May</td>
</tr>
<tr>
<td>Program Review and Technical Assistance as requested by awardees</td>
<td>October - June</td>
</tr>
<tr>
<td>Coordinated Funding Request released</td>
<td>October (Tentative)</td>
</tr>
<tr>
<td>Coordinated Funding Request submissions due to LDE</td>
<td>December (Tentative)</td>
</tr>
<tr>
<td>LA 4 allocations approved by BESE</td>
<td>January (Tentative)</td>
</tr>
<tr>
<td>Performance Profiles generated and shared with programs</td>
<td>Fall</td>
</tr>
</tbody>
</table>
**ATTENDANCE**

Each school system must keep daily attendance records for all children in the LA 4 Program. In order to be counted as present for attendance purposes, a student must be present for a minimum of four (4) hours of the six (6) hour instructional period.

Each month, the district will report to the Department through its monthly enrollment report, the number of LA 4 funded children who were present for 74% of the scheduled school days each month. This data must be collected at the local level on a class by class basis. The monthly attendance percentage should be calculated using the following formula:

Total # of school days in the month X 74% = # of days children need to attend to meet 74% attendance target. *Example: If there are 22 school days in the month of October, 74% of the month would be 16.28 days. Therefore, children would need to attend school for at least 16 days in order to meet the 74% target.*

School districts must develop a system to collect attendance data (TANF claim forms, class roll books, JPAMS, POWERSCHOOLS reports, etc.). All documentation of attendance must be maintained at the local level and does not need to be submitted to the Department for the purposes of reimbursement. It may be requested, however, for desk review monitoring and/or audit purposes.

Documentation for excused absences (doctor’s notes, funeral notices, etc.) must also be kept on file. All such documentation should be submitted as part of the desk review monitoring process. Excused absences should not be calculated against a child’s monthly attendance percentage. In other words, if a child has an approvable, documented absence, then those days are not counted as “absent.”

A child may be dis-enrolled from the program, at the discretion of the district, if he/she fails to meet the 74% attendance requirement for two consecutive months due to unexcused absences. Suspensions or expulsions of children should be an action of last resort, and ONLY after the program has exhausted every means possible (counseling, mental health evaluation, SBLC meeting, etc.) to address challenges exhibited.

**STAFFING**

**LEAD TEACHERS**

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

- a) A valid and current Louisiana teaching certificate* in PK-3, Nursery School, Kindergarten, Early Interventionist Birth-5, or Noncategorical Preschool Handicapped.
- b) A Practitioner License in PK-3;
- c) 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
- d) 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.

* An Early Childhood Ancillary Certificate does not fulfill the requirement of a “valid and current Louisiana teaching certificate” for lead teachers.
**PARAPROFESSIONALS/TEACHER ASSISTANTS**

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

a) Meet the definition of “highly qualified,” which may include passing of the ParaPro test, achievement of an Early Childhood Ancillary Certificate, CDA, or Associate’s or Bachelor’s degree;

b) Possess a high school diploma or equivalent;

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

**FUNDING**

Funds are available to children who meet age and income eligibility requirements (185% or less of the Federal Poverty Level). Classes shall be provided at no cost except for the applicable lunch cost to the child or his family for any child who is eligible to receive reduced price meals.

Tuition may be charged, for any child who does not meet eligibility requirements (185% or less of the Federal Poverty Level). Such children may be charged for all or part of the LA 4 class, in an amount not to exceed that necessary for the system to provide the LA 4 class to the child and, in any case, no more than the average amount expended per pupil on those children from whom no tuition may be required, excluding any amount attributable to the provision of classroom space and utility costs.

The total per pupil amount shall not exceed the amount allocated per child per school year. The payments required to the LEA shall be suspended at any time a determination is made that the LEA is not in compliance with state or federal regulations specified in this document or has falsified or not upheld signed assurance statements provided to the Department of Education at the time the application is submitted. Payments may be renewed upon guideline compliance being achieved and/or resolving problems related to signed assurance statements. Recovery of any payments lost during any period of suspension shall be at the discretion of the BESE pursuant to the BESE appeal system.

The LEA must maintain in each year of participation the same total level of funding from any source for programs or classes of early childhood education or enrichment activities provided in the year prior to such participation. If prior funding sources are unavailable and do not relate to LEA failure to properly request funding or to properly implement the program, a written request for an exception should be submitted with the application along with appropriate documentation.

**ALLOWABLE AND UNALLOWABLE EXPENSES**

Program services shall be administered according to an approved budget. All program expenses must be in accordance with the United States Education Department General Administrative Regulations (EDGAR), the Office of Management and Budget (OMB) Circular A-87, A-102, and A-133 and the approved allocation between the LEA and the Department of Education.

**Administrative Costs**

As a general rule, administrative costs should be no more than 10 percent of an entity’s total allocation. The cost of salaries and related benefits should be calculated only for the percentage of time personnel works on LA 4 pre-K-funded activities.
The following are considered administrative costs:

- General administration or coordination of program, including accounting and payroll functions;
- Salaries associated with performing administrative functions;
- Supplies, equipment*, travel, postage, utilities, and office space related to the administration of a program;
- Activities related to eligibility determinations;
- Preparation of program plan, budget and schedules; and
- Program monitoring

*No equipment can be purchased with TANF Federal Funds

The following are considered non-administrative costs:

- Direct cost of providing program services including client activities, assessment, case management, etc.
- Salaries associated with performing service functions
- Supplies, equipment*, travel, postage, utilities and office space related to the performing of service functions
- Evaluations and audits of service functions
- Technology/management information systems not related to payroll, personnel or other administrative functions
- Stipends may be paid with state funds only

*No equipment can be purchased with TANF Federal Funds

The following are not considered allowable costs, even if they are related to program operations:

- Purchase of vehicles
- Renovation, construction, or purchase of building used for program operation
- Payment of bad debts or interest payments as a result of credit arrangements
- Medical services
- Payment of stipends to program participants without prior authorization from DOA/DCFS
- Payment of ongoing basic needs (cash, food, or housing) beyond four months
- Services provided to elderly adults without minor children and single adults without children
- Purchase of alcohol
- Services or materials deemed inappropriate in relation to service delivery

The funds provided under grants may not be expended for any sectarian purpose or activity, including sectarian worship or instruction. Any religious instruction offered at any LA 4 pre-K site shall be funded with monies other than those provided through the LA 4 pre-K allocation.

Percentage of salaries and/or contracted services paid with TANF LA 4 funds must be commensurate with the amount of work the staff person/contractor is doing directly with LA 4 or LA 4 students. Clerical and/or ancillary staff and contracted professionals whose services are utilized districtwide may not be paid at 100% through LA 4 funds. Benefits should also reflect the correct percentage.

Sabbatical salaries and any corresponding benefits are not allowable expenses. Salaries may be budgeted for active teachers who are currently providing instruction within the 6 hour instructional day. Salaries may remain in effect for short term absences. However, long term sabbatical leave is a local decision and cannot be paid for with LA 4 grant funds.
Funds cannot be used to fund before and after school programs, summer programs, or to supplant other program funding. LA 4 funds may only be used to fund salaries, activities, materials, staffing, family engagement, and any other allowable expenditures related to providing pre-K services during the 6-hour instructional day as allowed by funding source.

**TANF funds shall:**
- Be used to supplement and expand existing programs, create new programs or continue service delivery of existing TANF-funded initiatives with satisfactory performance
- Be used only for the designated purposes. Any overpayments will be offset from future payments
- Be utilized according to the intent as specified in the legislation governing the program

**TANF funds shall NOT:**
- Be used to supplant funds in existing programs
- Be used to fund programs with unsatisfactory performance, unsatisfactory financial management practices or entities who are prohibited from doing business within the state of Louisiana
- Be used as a match to draw down other federal funds
- Be used to purchase equipment (office furniture, computers, printers, cameras, iPads, Smartboards, playground equipment, CD players, or other non-expendable items)
- Be used to fund stipends.

**MID-YEAR REALLOCATIONS**
Based on October enrollment for the 6-hour instructional program, allocations may be amended if the program does not fill 100% of their allocated number of slots. Programs serving more than their allocated number of students may be awarded supplemental funds if funds are available.

**LA 4 MONTHLY REPORTING**

**ENROLLMENT**
Districts will now be reporting the unduplicated full-day monthly enrollment numbers for ALL four-year-old children. This information is still reported by classroom. Monthly enrollment data FOR ALL FOUR YEAR OLDS IN YOUR DISTRICT (LA 4, TITLE I, 8(g), IDEA, PEG if applicable, LOCAL FUNDS, TUITION PAYING, ETC.) must be entered online and submitted no later than the close of business on the date outlined in the timelines of reporting for each month.

Information must be reported on the Department of Education Pre-K enrollment reporting website:


**Note:** The user name is: tanfpre-K and the password is: user

To make changes to your classes or to add new ones, you will need to go to the Class/School Maintenance section first:
- Select Class/School Maintenance from the menu
- Select Add or Modify as applicable
- Select your district/school
- Enter your Site/Teacher information. **IMPORTANT: In an effort to maintain consistency in reporting, you must include the name of the school in your reporting data. It should be entered as instructed below:**
  
  “Name of School – Name of Teacher (first and last)” -- For example, if Miss Erin Carroll teaches at Disney
Elementary, her entry would read “Disney Elementary– Erin Carroll”. The purpose of this is so that all schools and teacher names are visible on the monthly reports. This is very important for accurate monitoring and reporting.

Once this is completed, you should be able to go back to the Main Menu and select the appropriate report that you would like to submit. For enrollment, you will select **Enrollment Data Form**.

On this screen you will enter the following:

- Select the appropriate month and year
- Select your district
- Enter the name of your Early Childhood Coordinator (this is a required field)
- Select the teacher
- Enter the following
  - **Total in Class** – Total number of children in the class
  - **LA 4** – Total number of children in the classroom funded through LA 4 in that classroom
  - **LA 4 Attd74%** - Total number of LA 4 children who met the 74% attendance requirement
  - **Pre-K Expansion** – Number of children (if any) in the classroom funded through the Pre-K Expansion grant.
  - **Pre-K Expansion Attd74%** - Total number of Pre-K Expansion children who met the 74% attendance requirement (if any)
  - **Title I, 8(g), IDEA, Other Funding** – Total Number of Children in the classroom funded through these sources
  - **Tuition** – Children in that classroom who pay tuition
  - **Local Funds** – Children in that classroom who are funded through local district dollars
  - **Children with IEP** – Total number of children in the classroom with an IEP
  - **TS Gold** – Total number of ALL children in the classroom with finalized **GOLD®** Checkpoints (reported in October, February, and May only)
  - **TS Gold LA 4 Only** – Total number of LA 4 children in the classroom with finalized **GOLD®** Checkpoints (reported in October, February, and May only)

- Click “Add Data” and the information will populate for that class
- Repeat steps for each additional class

**ASSESSMENTS (REPORTING BASED ON **GOLD®** CHECKPOINTS):**

Pursuant to §513 of **Bulletin 140 – Louisiana Early Childhood Care and Education Network**, publicly-funded sites must ensure all publicly-funded children receive completed assessments using **GOLD®** or another state-approved assessment tool that is developmentally appropriate, valid, reliable, and culturally sensitive. Publicly-funded sites shall obtain approval from the Department prior to using child assessment tools different from the assessment tool provided by the Department.

**GOLD®** reporting checkpoints are as follows:

- October
- February
- May

The number of total finalized checkpoints should be reported by the date indicated on the reporting timeline for each checkpoint.

Note: The Developing Skills Checklist (DSC) Assessment and ECERS-R are no longer required.
SUPPORT SERVICES REPORTS (DUE JANUARY AND JUNE):

Programs shall provide support services, which include, but are not limited to:

- vision/hearing screening and referrals
- parental involvement activities
- linkages to services such as G.E.D., adult literacy training, and referrals for medical, housing/utilities assistance, etc.

This information is reported twice a year as indicated on the reporting timeline.

NOTE: District coordinators are responsible for checking the accuracy of all reports. Once they are submitted, they are not subject to change once the deadline for reporting has passed. Prior to the deadline, however, coordinators may go in to the website and make adjustments to data. Incomplete, missing or untimely submission of data may result in the withholding of funds for that month.

CECIL J. PICARD LA 4 EARLY CHILDHOOD PROGRAM

2017-2018 REPORTING TIMELINE

<table>
<thead>
<tr>
<th>Staffing Information Report</th>
<th>Enrollment Reports</th>
<th>GOLD®</th>
<th>Support Services Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reporting Period</td>
<td>Date Due</td>
<td>Finalized Checkpoints</td>
</tr>
<tr>
<td></td>
<td>August</td>
<td>September 8, 2017</td>
<td>October 2017</td>
</tr>
<tr>
<td></td>
<td>September</td>
<td>October 6, 2017</td>
<td>February 2018</td>
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<tr>
<td></td>
<td>October</td>
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<td>December 8, 2017</td>
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<td>January</td>
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<td>May 7, 2018</td>
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<tr>
<td></td>
<td>May</td>
<td>June 8, 2018</td>
<td></td>
</tr>
</tbody>
</table>

June 2017
CORRECTIVE ACTION PROCEDURES FOR DISTRICTS/CHARTERS

WITH ATTENDANCE PERCENTAGES BELOW 74%

As per the Department’s contract with the Department of Children and Family Services (DCFS) for the TANF portion of our LA 4 funds, 100% of LA 4 children in a district or charter school must attend school for 74% of the scheduled school days in each month. Data from enrollment reports will be used to determine the percentage of LA 4 children in each district or charter school who met the 74% attendance target.

- If districts fail to meet the monthly attendance target, they must submit a corrective action plan explaining the cause of the attendance target not being met and how they intend to rectify the issue.

- If a district fails to meet the monthly attendance target after three consecutive months, then their monthly reimbursement will be reduced using the per pupil amount times the number of children who did not meet the attendance target for the third month.

REIMBURSEMENTS

- Claims for reimbursement cannot be paid until an up-to-date approved budget has been submitted through eGMS and approved by both Early Childhood Program and Grants Management staff.

- Reimbursement Claims are submitted to the Office of Appropriation Control through eGMS. Please be sure to keep a copy of each form for your records.

- It is recommended that grantees request reimbursement from the Department on a monthly basis, but MUST submit such claims on no less than a quarterly basis to ensure that funds are drawn down in a timely manner.

- For questions regarding reimbursement procedures, you may contact Tameca Jeanpierre at Tameca.Jeanpierre@la.gov.

Please note: If you are not the person responsible for submitting Reimbursement Claims you will need to check with your Budget Office (or other responsible party) to make certain that these forms are submitted.

AUDIT REQUIREMENTS

Districts/charters are subject to audits by, but not limited to:

- Local-District or Chartering organization
- Legislative Auditors
- Department of Education Auditors
- Any other fiscal audits deemed necessary

All documentation, including budget and reimbursement information shall be kept on file in the possession of the grantee for a period no less than three years.

PROGRAM MONITORING

Districts will be monitored annually for, at a minimum, student eligibility and attendance. A copy of the Pre-K Program Desk Review Documentation Checklist will be provided prior to monitoring.
# Early Childhood Personnel Reference Guide

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Department</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jenna Conway</strong></td>
<td>Early Childhood</td>
<td><a href="mailto:Jenna.Conway@la.gov">Jenna.Conway@la.gov</a></td>
</tr>
<tr>
<td>Assistant Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lisa Brochard</strong></td>
<td>Early Childhood</td>
<td><a href="mailto:Lisa.Brochard@la.gov">Lisa.Brochard@la.gov</a></td>
</tr>
<tr>
<td>Chief of Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lindsey Bradford</strong></td>
<td>Early Childhood</td>
<td><a href="mailto:Lindsey.Bradford@la.gov">Lindsey.Bradford@la.gov</a></td>
</tr>
<tr>
<td>Portfolio Senior Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## LDE Early Childhood Programs Support Staff

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Department</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Julie Cutrer</strong></td>
<td>Office of Grants Management</td>
<td><a href="mailto:Julie.Cutrer@la.gov">Julie.Cutrer@la.gov</a></td>
</tr>
<tr>
<td>Budget Analyst</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tameca Jeanpierre</strong></td>
<td>Appropriations Control (Reimbursements)</td>
<td><a href="mailto:Tameca.Jeanpierre@la.gov">Tameca.Jeanpierre@la.gov</a></td>
</tr>
<tr>
<td>Accountant</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Judy Richardson</strong></td>
<td>Office of Statewide Monitoring</td>
<td><a href="mailto:Judy.Richardson@la.gov">Judy.Richardson@la.gov</a></td>
</tr>
<tr>
<td>Program Consultant</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Terry Simoneaux</strong></td>
<td>Office of Statewide Monitoring</td>
<td><a href="mailto:Terry.Simoneaux@la.gov">Terry.Simoneaux@la.gov</a></td>
</tr>
<tr>
<td>Program Consultant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F
Monthly Attendance Report Form
APPENDIX F
Monthly Attendance Report Form

Instructions: Each school must keep daily attendance records for all children in the Preschool Expansion Grant Program. In order to be counted as present for attendance purposes, a student must be present a minimum of four (4) hours of the six (6) hour instructional period. Each month, Preschool Expansion Grant Classrooms will report to Agenda for Children the number of Expansion Grant Program children who were present for 74% of the scheduled school days each month. This data must be collected at the local level on a class by class basis. The monthly attendance percentage should be calculated using the following formula:

Total # of school days in the month X 74% = # of days children need to attend to meet 74% attendance target

Example: If there are 17 school days in the month of October, 74% of the month would be 12.58 days. Therefore children would need to attend school for at least 12 days (do not round up) in order to meet the 74% target.

Documentation for excused absences (doctor’s notes, funeral notices, parent notes, etc.) must also be kept on file, and should be submitted if requested by Agenda for Children if requested. Excused absences should not be calculated against a child’s monthly attendance percentage. In other words, if a child has an approvable, documented absence, then those days are not counted as “absent”. A child may be dis-enrolled from the program through EnrollNOLA, at the discretion of Agenda for Children, if he/she fails to meet the 74% attendance requirement for two consecutive months due to unexcused absences. Suspension or expulsion of children should be an action of last resort, and ONLY after the program has exhausted every means possible (counseling, mental health evaluation, SBLC meeting, etc.) to address challenges exhibited.

If any child in the classroom fails to meet the monthly attendance target, the corrective action plan included will be required to be filled out and submitted to Agenda for Children with the monthly attendance form. If a classroom fails to meet the monthly attendance target for any child after three consecutive months, the monthly payments to the Center Partner may be reduced using the per pupil amount times the number of children who did not meet the attendance target for the third month.

Please fill out the monthly attendance form on the second tab and submit to Ashley Robinson at arobinson@agendaforchildren.org no later than the beginning of each month, as specified by the Reporting and Monitoring Calendar.
Fill in green cells ONLY.

<table>
<thead>
<tr>
<th>School Partner:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Center Partner:</td>
<td></td>
</tr>
<tr>
<td>Attendance Month:</td>
<td></td>
</tr>
<tr>
<td># of Children enrolled in Preschool Expansion Grant Classroom this month:</td>
<td></td>
</tr>
</tbody>
</table>

If one or more children in the classroom DID NOT meet the minimum required attendance this month, you will also need to fill out the attached corrective action plan in the next tab.

<table>
<thead>
<tr>
<th>School Days This Reporting Month</th>
<th>Required % Attendance</th>
<th># of Days Child Must Attend Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>74%</td>
<td>0.74</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child (Name or Unique ID)</th>
<th>Days in Attendance (excused absences counted as &quot;in attendance&quot;)</th>
<th>Required Attendance (Days)</th>
<th>Days Over/Under Required Attendance Days</th>
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</thead>
<tbody>
<tr>
<td>Student 1</td>
<td></td>
<td>0</td>
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<td>0</td>
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<td>Student 3</td>
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<td>Student 4</td>
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<td>Student 5</td>
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<td>Student 7</td>
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<td>Student 12</td>
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<td>Student 13</td>
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<td>Student 14</td>
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<td>Student 17</td>
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<td>Student 18</td>
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<td>Student 19</td>
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<td>Student 20</td>
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</tbody>
</table>
Fill in green cells ONLY.

<table>
<thead>
<tr>
<th>School Partner:</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Center Partner:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance Month:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total # of Children who did NOT meet minimum attendance requirement this month:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fill out the table below for each child who did not meet the minimum attendance requirement this month.

<table>
<thead>
<tr>
<th>Child</th>
<th>Days in Attendance (excused absences counted as &quot;in attendance&quot;)</th>
<th>Reason for Low Attendance</th>
<th>Steps Planned to Increase Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
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<tr>
<td>Student 2</td>
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<tr>
<td>Student 10</td>
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</tbody>
</table>

Please Note: A child may be dis-enrolled from the program through EnrollNOLA, at the discretion of Agenda for Children, if he/she fails to meet the 74% attendance requirement for two consecutive months due to unexcused absences. If a classroom fails to meet the monthly attendance target for any child after three consecutive months, Agenda for Children may reduce the monthly payments to the Center Partner using the per pupil amount times the number of children who did not meet the attendance target for the third month.
APPENDIX G
Special Education Services Summary Information

What is special education and what are related services?
According to the Individuals with Disabilities Education Act (IDEA), the term “special education” means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability. The IDEA defines the term “related services” to mean transportation, and such developmental, corrective, and other supportive services as may be required to assist a child with a disability to benefit from special education. Some other examples of related services are counseling services, interpreting services, physical and occupational therapy, and school health services.

In order to be eligible for special education and related services, students must be evaluated and found eligible for one or more of the following disabilities listed in the IDEA:

- Autism
- Developmental Delay
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

What does the special education process look like?
The special education process determines whether or not a child is eligible for special education and related services and if so, which of these are appropriate for your child. In Louisiana, the special education process consists of:

1. Referral
2. Evaluation
3. Eligibility
4. Development of the Individualized Education Program (IEP)
5. IEP review
6. Reevaluation

Referral for Evaluation
Each Local Education Agency (LEA) has an obligation called Child Find, which requires LEAs to ensure that all students with disabilities who may be in need of special education and related services are identified, located, and evaluated. LEAs may seek to perform an evaluation, or a parent/guardian may request an evaluation. Either way, the LEA must request parental consent to perform the evaluation.

The LEA can refuse a parent/guardian request to perform an evaluation, but must provide the parent or guardian with a written explanation of the reason the request was denied.

Evaluation
The LEA must provide the parent with a notice that explains the LEA’s evaluation procedures. The first evaluation is called an initial evaluation and it determines whether or not the child has a disability and needs
special education and related services, and what the educational needs of the child are. Evaluations use a variety of assessment tools and strategies to gather information about the child’s needs, including information from the parent/guardian, must not be discriminatory, should be provided in the child’s native language if at all possible, and should be administered by a trained and knowledgeable professional. A parent/guardian has a right to obtain an independent educational evaluation (IEE) if he/she disagrees with the evaluation obtained by the LEA.

**Evaluations must be completed by the LEA no later than 60 business days after the parent consents to the evaluation.** The initial evaluation determines whether or not the child has a disability and needs special education and related services.

**Eligibility**

Once the evaluation has been completed, there will be a meeting with the parent to review and discuss the evaluation results and to determine whether the child has a disability and determine the child’s educational needs. If it is determined that a child has a disability, parental consent must be received to begin special education and related services.

**Development of the IEP (Individualized Education Program)**

A meeting will be held to develop an Individualized Education Plan (IEP) for the child. The IEP is a document tailored to the unique needs of the child to help him/her reach educational goals.

**This meeting must be held no later than 30 days after a determination has been made that the student needs special education and related services.**

The IEP team at this meeting consists of the following people:

- Parent/guardian
- A special education teacher or other special education provider
- A general education teacher (when appropriate)
- A representative of the LEA who is knowledgeable about specially designed instruction, curriculum, and LEA resources
- Other people invited by parent or LEA

The IEP is designed to support the child and should include

- The child’s present levels of academic and functional
- IEP Goals – specific, measurable skills that the IEP team wants to see the child accomplish based on the child’s current levels of performance
- Description of how the goals will be measured and how the school staff will track your child’s progress
- Special education, related services, accommodations, and modifications the child will receive – the LEA must provide a free appropriate public education (FAPE) for your child in the least restrictive environment (LRE), meaning that, to the maximum extent appropriate, the team should figure out ways for the child to participate with children who do not have disabilities in a general education setting
- Other special factors to be considered, such as supports and strategies for behavior management; language needs; communication needs; health needs during the school day; assistive technology devices or services; transition services for the child before he or she reaches age sixteen; and extended school year services (ESYS)

**No later than 10 school days following the development of the IEP, special education and related services must begin for the child.**
IEP Review

An IEP meeting must be held annually to look at the child’s goals and determine whether or not they are being achieved. The IEP will be changed or updated to include new goals, new evaluation information, and any other relevant information. A parent/guardian may request an IEP review meeting in writing at any time in order to revise the child’s IEP. The LEA can refuse this request but must provide the parent/guardian with a written explanation of the reason the request was denied.

*The LEA must respond in writing to the parent/guardian no later than 10 calendar days after receiving the written request for an IEP review.*

Reevaluation

Either the parent or a member of the LEA can request a reevaluation to review the child’s educational and/or related service needs. The reevaluation will typically not occur more than once per year and should take place at least once every three years unless the parent/guardian and the LEA agree that a reevaluation is not necessary.

Additional Resources

Please consult the Special Education Processes and Procedural Safeguards document produced by the Louisiana Department of Education for more detailed information and links to other helpful resources:

APPENDIX H

Special Education Form
Preschool Expansion Grant
Special Education Form

School Partner: ____________________________  Center Partner: ____________________________

Instructions: The School Partner is responsible for ensuring that all students with disabilities assigned to their Center Partner through the OneApp process receive appropriate special education services. The School Partner should answer the following questions and send the completed form by October 2, 2017 to:

RSD School Partners: Holly Reid at holly.reid@rsdla.net
OPSB School Partners: Sean Perkins at sean_perkins@opsb.us

1) How many students are in the Preschool Expansion Grant Classroom?
_____________________________________________________________________________________
_____________________________________________________________________________________

2) How will services be provided to students with disabilities (check the applicable box)?

☐ School Partner will directly provide special education services
☐ ReNEW will provide students with disabilities services through a formal agreement with School Partner
☐ For OPSB Partners only-OPSB will provide special education services
☐ Other (please explain in the space provided)
_____________________________________________________________________________________
_____________________________________________________________________________________

By signing this document, I certify that the information outlined above is accurate, and fully understand and expect that all students with disabilities under this partnership will be provided effective and appropriate services.

__________________________________________  __________________________________________
School Partner Contact Printed Name and Title  School Partner Signed Name

_______________________________________
Date
APPENDIX I
Eligibility Income Limits

2017- 2018 SCHOOL YEAR INCOME ELIGIBILITY GUIDELINES

| Monthly Income Calculation Table: How to Translate Income into a Monthly Figure |
|-------------------------------|-------------------------------|
| Pay Period                  | Formula                        |
| Hourly                      | (Hourly wage x 40 hours per week) x 4.33 |
| Monthly, same gross pay each month | Use gross salary |

Paid same gross amount exactly 2 times per month (e.g., 1st and 15th of month)

Paid same gross amount every 2 weeks (e.g., every other Friday)

Weekly

**INCOME LIMITS SHOWN ARE EFFECTIVE FOR 2017-2018 ENROLLMENT ONLY**

<table>
<thead>
<tr>
<th>LA 4, NSECD, PreK Expansion Grant: 185% FPL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Family Size/Gross Monthly Income</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2 People ~ $2,504</td>
</tr>
<tr>
<td>4 People ~ $3,793</td>
</tr>
<tr>
<td>6 People ~ $5,081</td>
</tr>
<tr>
<td>8 People ~ $6,370</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Family Size/Gross Monthly Income</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3 People ~ $3,148</td>
</tr>
<tr>
<td>5 People ~ $4,437</td>
</tr>
<tr>
<td>7 People ~ $5,726</td>
</tr>
<tr>
<td>9 People ~ $7,015</td>
</tr>
</tbody>
</table>

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APPENDIX J

Hearing and Vision Screenings Form
Vision and Hearing Screening Form

Instructions: Please fill out the below form and submit to Ashley Robinson at arobinson@agendaforchildren.org no later than October 2, 2017.

School Partner: __________________________________________________________

Center Partner: __________________________________________________________

1) Date hearing screening provided to Preschool Expansion Grant class: ________________

2) Date vision screening provided to Preschool Expansion Grant class: ________________

3) Please attach to this form supporting documentation verifying that the screenings were provided.
APPENDIX K

Criminal Background Check Affidavit
STATE OF LOUISIANA
PARISH OF ____________

CRIMINAL BACKGROUND CHECK AFFIDAVIT (LAC 28:CLXI:1703.H)

BEFORE ME, the undersigned notary public, personally came and appeared
________________________________, who after being duly sworn, did depose and say:

1. That he or she is the:
   (check one)
   ☐ Local School Superintendent or Designee
   ☐ State Superintendent of Education or Designee
   ☐ Secretary of DHH or Designee
   ☐ Director of the Type III Early Learning Center or Designee

For the:

☐ Local School District- District Name _________________________________
☐ Department of Education
☐ Department of Health and Hospitals
☐ Type III Early Learning center - Center Name ________

2. That ___________________________________ is a current employee of the:
   (name of employee)
   ☐ Local school district
   ☐ Department of Education
   ☐ Department of Health and Hospitals
   ☐ Type III Early Learning Center and is providing classroom observations in Early Childhood Care and Education classrooms pursuant to Chapter 5 of BESE Bulletin 140

   for the _____________(ex.2015-2016) school year (August 1 - July 31);

3. That as a prerequisite of employment, this employee underwent a criminal background check pursuant to R.S.17:15, R.S.17:407.42 or R.S.15:587.1; and

4. That according to that criminal background check, the employee has not been convicted of, or pled guilty or nolo contendre to any of the criminal offenses set forth in La. R.S.15:587.1(C).

SWORN TO AND SUBSCRIBED, before me, the undersigned Notary Public, on this ______ day of ______________, 20__, in ______________________, Louisiana.

__________________________________________________________
WITNESS

__________________________________________________________
AFFIANT

WITNESS

__________________________________________________________
NOTARY PUBLIC

9/1/15