

NOTICE OF INTENT

Board of Elementary and Secondary Education

Part CLXVII. Bulletin 140—Louisiana Early Childhood Care and Education Network

(LAC 28: CLXVII.)

The Board of Elementary and Secondary Education (BESE) has exercised the emergency provision in accordance with R.S. 49:953(B), the Administrative Procedure Act, and R.S. 17.6 to amend LAC 28: CLXVII, Bulletin 140— Louisiana Early Childhood Care and Education Network. Act 3(Early Childhood Education Act) of the 2012 Regular Legislative Session required the creation of an early childhood care and education network; established the purposes of such network and the related duties and responsibilities of certain state agencies; provided for the development of early childhood education programs and standards; and provided for an accountability system for early childhood education programs. The purpose of Bulletin 140 is to establish the duties and responsibilities of the Early Childhood Care and Education Network, local community networks and community network lead agencies, define kindergarten readiness, and create a uniform assessment and accountability system for publicly-funded early childhood care and education sites and community networks that includes a performance profile indicative of performance.

The unified quality and improvement system will launch with a Learning Year in 2015-2016 whereby every early childhood site and community network will receive a practice performance profile. All publicly-funded early childhood programs will be required to participate, but there will be no funding or licensing consequences attached to the practice performance rating.

Title 28 EDUCATION

Part CLXVII. Bulletin 140—Louisiana Early Childhood Care and Education Network

Chapter 1. General Provisions

§101. Purpose

A. The purpose of this Bulletin is to establish the duties and responsibilities of the Early Childhood Care and Education Network, local community networks and community network lead agencies, define kindergarten readiness, and create a uniform assessment and accountability system for publicly-funded early childhood care and education sites and community networks that includes a performance profile indicative of performance.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§103. Definitions

8(g) *Program*—the Student Enhancement Block Grant Program administered by the Board of Elementary and Secondary Education that provides funding through the Louisiana Education Quality Start Fund that may be used to serve at-risk PreK children.

Assessment—see Early Childhood Care and Education Assessment

At-Risk—Children are considered at-risk if their family income is at or below 185% of the Federal Poverty Level according to the United States Department of Agriculture, or if they are in foster care, or they are English language learners, or they are experiencing homelessness, or they meet the definition of an “infant or toddler with a disability” found in 34 C.F.R. § 303.21 for children ages birth to three years or a “child with a disability” found in 34 C.F.R §300.8 for children ages 3 and older.

BESE—Board of Elementary and Secondary Education.

Caregiver—any person legally obligated to provide or secure care for a child, including a parent, legal custodian, foster home parent, or other person providing a residence for the child.

CCAP—Child Care Assistance Program.

Child Care Assistance Program (CCAP)—federal program administered by the Louisiana Department of Education that makes payments to child care providers for child care services provided to eligible families.

CLASS[®]—*Classroom Assessment Scoring System.*

Classroom Assessment Scoring System (CLASS[®])—a classroom observation-based system used to assess and rate classroom quality across multiple areas using a scale of one to seven.

Classroom—see *Early Childhood Care and Education Classroom*

Community Network Coverage Area—the geographic area of a community network, which typically is the same geographical area as the local school district or school districts, but may be other coverage areas, as determined by the community network and approved by the department.

Coverage Area—see *Community Network Coverage Area.*

Department—Louisiana Department of Education.

Early Childhood Care and Education Assessment (Assessment)—observation-based process used to determine whether children ages birth to five years are growing and developing across all the areas of development and learning provided in Bulletin 136, the *Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years.*

Early Childhood Care and Education Classroom (Classroom)—an infant, toddler or PreK classroom.

Early Childhood Care and Education Performance Profile (Performance Profile)—information regarding performance in preparing children for kindergarten that is reported each school year for each publicly-funded site and community network composed of the site or community network’s performance rating and informational metrics.

Early Childhood Care and Education Performance Rating (Performance Rating)—measure of performance in preparing children for kindergarten that is reported each school year for each publicly-funded site and community network.

Early Childhood Care and Education Program (Program)—an early learning center-based or school-based organization that is providing early childhood care and education to children ages birth to five years who have not yet entered kindergarten.

Early Childhood Care and Education Site (Site)—a distinct early learning center-based or school-based location that is providing early childhood care and education to children ages birth to five years who have not yet entered kindergarten.

Early Learning Center- any child day care center, early Head Start, Head Start, or stand-alone prekindergarten program that is not attached to a school.

EarlySteps Program—program administered by the Louisiana Department of Health and Hospitals that provides early intervention services for infants and toddlers with disabilities ages birth to three years and their families according to the requirements of the Individuals with Disabilities Education Act (IDEA), Part C.

Equitable Access—the point at which every family who wishes to enroll their at-risk child in a publicly-funded program is able to do so.

Fall Observation Period—observation period between August 1 and December 15 of each year.

Fiscal Year – July 1 – June 30.

Full Day—at least six continuous hours per day or more than 20 hours per week of care and instruction aligned with a typical school day.

Head Start and Early Head Start Programs—federally-funded early childhood care and education programs that promote and teach school readiness to children ages birth to five from low-income families and provide services in the areas of education, social services for families, nutrition, family engagement, health and mental health, as well as providing the physical plant and instructional staff members for such purposes (42 U.S.C. 9801 et seq., 45 C.F.R Part 1300).

Individuals with Disabilities Education Act (IDEA), Part B—federal program administered by the Louisiana Department of Education that provides education funding for children with disabilities, ages 3 through 21.

Individuals with Disabilities Education Act (IDEA), Part C—federal program administered by the Louisiana Department of Health and Hospitals that provides early intervention services for infants and toddlers with disabilities ages birth to three years and their families to meet the developmental needs as identified by the individualized family services plan. See *EarlySteps Program*.

Infant—a child who has not yet reached 15 months of age.

Infant Classroom—a classroom in which the majority of children are infants.

Informational Metric—measure of early childhood care and education best practices at the site or community network level.

LA 4 Program—the Cecil J. Picard LA 4 Early Childhood Program that provides funding for PreK classrooms for four-year-old children who are eligible to enter kindergarten the following school year.

Lead Teacher—the early childhood care and education classroom teacher that is primarily responsible for the classroom and is required to meet the certification requirements in Bulletin 746: *Louisiana Standards for State Certification of School Personnel*.

Learning Year—the 2015-2016 school year shall be a learning year for the Early Childhood Care and Education Network.

Nonpublic School Early Childhood Development Program (NSECD)—Louisiana program administered by the Department of Education that provides funding for four-year-old preschool in BESE-approved nonpublic schools and Type III early learning centers.

Notice—written notice is considered given:

1. when it is sent by email or fax to the last email address or fax number furnished to the department;
2. when it is hand-delivered; or
3. on the fifth calendar day after it was mailed to the last mailing address furnished to the department.

NSECD—Nonpublic School Early Childhood Development Program.

Performance Profile—see *Early Childhood Care and Education Performance Profile*.

Performance Rating—see *Early Childhood Care and Education Performance Rating*.

PreK—prekindergarten.

PreK Child—a child age 36 months to 5 years who has not yet entered kindergarten.

PreK Classroom—a classroom in which the majority of children are PreK children.

Program—see *Early Childhood Care and Education Program*.

Publicly-Funded Children—children ages birth to five years who have not yet entered kindergarten that are being served full day with funds from either CCAP, Early Head Start, Head Start, LA 4 Program, NSECD, 8(g) Block Grant, Title 1 of ESEA, or IDEA Part B in a full day setting.

Publicly-Funded Classroom—see *Publicly-Funded Early Childhood Care and Education Classroom*.

Publicly-Funded Program—see *Publicly-Funded Early Childhood Care and Education Program*.

Publicly-Funded Site—see *Publicly-Funded Early Childhood Care and Education Site*.

Publicly-Funded Early Childhood Care and Education Classroom—any infant, toddler or PreK classroom that includes a publicly-funded child or children.

Publicly-Funded Early Childhood Care and Education Program—an early learning center-based or school-based organization that is providing early childhood care and education to children ages birth to five years who have not yet entered kindergarten with funds from either CCAP, Early Head Start, Head Start, NSCED, LA 4 Program, 8(g) Block Grant, Title 1 of ESEA or IDEA Part B, or that is authorized to receive CCAP, or that participates in the Quality Start Child Care Rating System.

Publicly-Funded Early Childhood Care and Education Site—a distinct early learning center-based or school-based location that is providing early childhood care and education to children ages birth to five years who have not yet entered kindergarten in a full-day setting with funds from either CCAP, Early Head Start, Head Start, NSCED, LA 4 Program, 8(g) Block Grant, Title 1 of ESEA or IDEA Part B, or that is authorized to receive CCAP, or that participates in the Quality Start Child Care Rating System.

Site—see *Early Childhood Care and Education Site*.

Spring Observation Period—Observation period between January 1 and May 15 of each school year.

State Superintendent—*State Superintendent of Education*

Third Party Independent Contractor (Third Party Contractor)—contractor that is separate from and independent of the lead agency and the community network with whom the department enters into a contract to perform CLASS observations on behalf of the department.

Title I—Title I of the Elementary and Secondary Education Act (ESEA) that provides funding that may be used for preschool programs for disadvantaged children.

Toddler—a child age 15 months to 36 months.

Toddler Classroom—a classroom in which the majority of children are toddlers.

Type III Early Learning Center—an early learning center that directly or indirectly receives state or federal funds from any source other than the federal food and nutrition programs.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.23 and R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

Chapter 3. Early Childhood Care and Education Network

§301. Early Childhood Care and Education Network

A. The Early Childhood Care and Education Network is established as the comprehensive and integrated network through which the Board of Elementary and Secondary Education (BESE) manages and oversees publicly-funded early childhood care and education programs in Louisiana to promote and improve kindergarten readiness.

B. The Early Childhood Care and Education Network is comprised of the local community networks throughout the state.

C. The Department of Education (Department), pursuant to authority delegated by BESE, manages and oversees the administration of the Early Childhood Care and Education Network.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§303. BESE's Duties and Responsibilities

A. To facilitate the creation of the Early Childhood Care and Education Network, BESE shall:

1. establish a definition of kindergarten readiness aligned with Louisiana content standards for elementary and secondary schools (see §305 of this Chapter);

2. establish performance targets for children under the age of three and academic standards for kindergarten readiness for three- and four-year old children to be used in publicly-funded early childhood education programs (see Bulletin 136: *The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years*);

3. create a uniform assessment and accountability system for publicly-funded early childhood care and education programs that includes an early childhood care and education performance rating (performance rating) indicative of performance (see Chapter 5 of this Bulletin);

4. align the standards for the licensing of child care facilities, including the requirements for participation in the Louisiana Quality Start Child Care Rating System, with the standards established for early childhood education programs (see Bulletin 137: *The Louisiana Licensing Early Learning Center Licensing Standards* and Bulletin 139: *The Louisiana Child Care and Development Fund Programs*).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§305. Kindergarten Readiness Definition

A. Children who are ready for kindergarten are expected to demonstrate:

1. cognitive abilities, which include knowledge and skills in

a. early literacy, such as phonological awareness, print concepts, alphabetic understanding, vocabulary, listening comprehension, and emergent writing;

b. basic numeracy concepts, such as rote counting and number awareness, sorting, classifying, comparing, patterning, and spatial relationships;

2. basic science concepts, such as making observations, exploring the world using their senses, and using appropriate scientific vocabulary related to topics;

3. basic social studies concepts, such as self-awareness and their relationship to family and community, and an awareness of money and time;

4. response to and participation in music, movement, visual and dramatic arts experiences and activities;

5. abilities, either assisted or unassisted, that show an awareness of health, hygiene, and environmental hazards, in addition to gross and fine motor skills;
6. social and emotional competencies, including self-regulation, self-identity, self-reliance, respect for others, and interpersonal skills; and
7. approaches to learning, such as reasoning and problem-solving, engagement, persistence, and eagerness to learn.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§307. Publicly-Funded Early Childhood Care and Education Programs and Community Networks

- A. Publicly-funded Early Childhood Care and Education Program (Publicly-Funded Program)
 1. Each publicly-funded program shall participate in the:
 - a. membership in the community network for its coverage area;
 - b. early childhood care and education accountability system (accountability system), as provided in Chapter 5; and
 - c. coordinated enrollment process, as provided in Chapter 7.
 2. Any publicly-funded program that does not comply with Paragraph (A)(2) of this Section may be subject to the loss of its public funding.
- B. Community Network
 1. Each community network shall:
 - a. participate in the early childhood care and education accountability system (accountability system);
 - b. develop and implement a coordinated observation plan for the community network;
 - c. develop and implement a coordinated enrollment process for the community network;
 - d. have a lead agency;
 - e. support the department in disseminating and collecting an annual survey from lead teachers and families of every publicly-funded child; and
 - f. address other needs as identified by the community network.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§309. Community Network Lead Agency

- A. A community network lead agency is either a state agency, a local public school system, a non-profit or for-profit corporation having an educational or social services mission, including but not limited to a nonprofit corporation of a philanthropic or policy nature, a Louisiana public postsecondary institution, or a nonprofit corporation established by the governing authority of a parish or municipality, that is approved by BESE and that:
 1. serves as the fiscal agent of the community network;
 2. coordinates the duties and responsibilities of the community network; and
 3. acts as the liaison between the community network and the department.
- B. Duties and Responsibilities
 1. The lead agency shall be responsible for coordinating the duties and responsibilities of the community network pertaining to:
 - a. coordinated Classroom Assessment Scoring System (*CLASS*) observations, as provided in §503, which includes but is not limited to:
 - i. submitting the community network’s annual plan for coordinated *CLASS* observations to the department;
 - ii. submitting all *CLASS* observation results to the department; and
 - iii. sharing each publicly-funded program’s *CLASS* observation results with that publicly-funded program and sharing the aggregate *CLASS* observation results for the community network with all publicly-funded programs in the community network, at least monthly;
 - b. coordinated enrollment, as provided in Chapter 7, which includes but is not limited to:
 - i. ensuring a coordinated enrollment process is operated by the community network each year as provided in §703;
 - ii. submitting to the department the community network’s coordinated enrollment plan, which shall include signatures from each publicly-funded program in the community network indicating approval of the plan and shall describe how the community network will ensure coordinated enrollment for families within the community network who want to enroll their infant, toddler, or PreK children in a publicly-funded program in the community network;
 - iii. submitting counts to the department twice a year reflecting the total enrollment of at-risk children in all programs in the community network as of October 1 and as of February 1, according to the age cohorts provided in §701;
 - iv. submitting an annual request for funding to the department for publicly-funded programs in the community network that is based on the results of the coordinated enrollment process used in the community network and is subject to the requirements provided in §709; and
 - v. working with all publicly-funded programs in the community network to maximize all available resources to increase the quality of and access to the publicly-funded programs for at-risk children;
 - c. accountability system reporting, as provided in §515;
 - d. data verification, as provided in §517;
 - e. requesting waivers, as provided in §519;

- f. submitting appeals, as provided in §521; and
 - g. demonstrating progress toward implementation of coordinated enrollment as provided in §707.
2. The lead agency shall not charge any publicly-funded program for any part of the coordinated observation process and shall not require publicly-funded programs to provide staff to conduct *CLASS* observations.

C. Selection and Approval

- 1. Lead agencies shall be approved by BESE.
- 2. The department shall identify potential lead agencies through a competitive process and submit them to BESE for approval.
- 2. Applicants for lead agency shall demonstrate support from all publicly-funded programs within the community network by obtaining signatures from each and submitting them to the department in the competitive process.
- 3. By June 30 of each year, the department shall recommend the identified lead agencies to BESE for approval.
- 4. If BESE has not approved a lead agency for a community network by July 1, the department shall serve as lead agency for the community network.
- 5. Lead agencies approved by BESE shall serve for the fiscal year beginning July 1 and ending June 30.

D. Contracts

- 1. Lead agencies approved by BESE shall enter into a Lead Agency Agreement with the department.
- 2. The lead agency may enter into a contract or agreement with an individual or entity for performance of specific tasks within the duties and responsibilities of the lead agency, but the lead agency remains responsible for satisfactory completion of the tasks.

E. Funding

- 1. Subject to available funding, lead agencies shall be funded based on the number of early childhood care and education classrooms (classrooms) in the network.
 - a. Lead agencies shall be notified of their total funding for the following fiscal year by June 30.
 - b. Lead agencies shall use funding solely to fulfill the duties and responsibilities of the community network as provided in this Bulletin.
 - c. If the department is required to serve as a lead agency, the department shall be funded in the same manner as any other lead agency.

F. Audit

- 1. BESE may request a financial audit of the lead agency's use of funds allocated to it.
- 2. Audits shall be at the department's expense.
- 3. If a lead agency improperly uses its allocated funds, the lead agency may be required to repay the improperly used amount.

G. Termination of Lead Agency Approval

- 1. If a lead agency fails to satisfactorily and timely comply with the duties and responsibilities contained in this Bulletin or with any additional duties and responsibilities established in writing during the competitive process, the department shall notify the lead agency, and all publicly-funded programs within the community network in writing and specify any corrective actions that may be required.
- 2. Within 30 calendar days of receiving such notice, the lead agency shall submit in writing to the department certification that the corrective actions have been taken or are in the process of being taken and submit a timely implementation schedule for department approval.
- 3. If the lead agency does not respond in writing in a timely or satisfactory manner or adhere to the implementation schedule approved by the department, either or both of the following actions may occur:
 - a. The department may withhold funds from the lead agency for any work not yet performed.
 - b. The department may make a recommendation to BESE that approval of the lead agency be terminated.
- 4. If BESE terminates a lead agency's approval and does not approve a new lead agency, the department shall serve as lead agency for a community network.
- 5. The department shall notify all publicly-funded programs in a community network of any change in that community network's lead agency.
- 6. If a lead agency's approval is terminated:
 - a. The entity shall be ineligible to serve as lead agency in the community network from which its approval was terminated for a minimum period of 24 months.
 - b. If the entity serves as lead agency for more than one community network, the entity may continue to serve as lead agency for any community network for which its approval has not been terminated.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§311. Complaints

- A. Any program or individual may submit a written complaint to the department regarding the action or inaction of the lead agency in its community network.
- B. A complaint shall be submitted in writing within 30 calendar days of the action or inaction of the lead agency upon which the complaint is based.
- C. All complaints shall clearly state the action or inaction upon which the complaint is based and provide specific facts and documentation supporting the complaint.
- D. The department shall act upon and respond in writing to all signed complainants within 30 calendar days of receiving the complaint.
- E. Anonymous complaints may be acted upon at the discretion of the department.

F. Lead agencies shall not retaliate in any manner against a program or individual that submits a complaint to the department.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§313. Academic Approval for Type III Early Learning Centers

A. All Type III early learning centers shall meet the performance and academic standards of the Early Childhood Care and Education Network regarding kindergarten readiness as provided in R.S. 17:407.36(C).

B. Type III early learning centers meeting the performance and academic standards shall receive academic approval from the department. Academic approval is verification by the department that the center is meeting the required performance and academic standards.

C. Initial Academic Approval for 2015-2016 Fiscal Year

1. Existing Type III Early Learning Centers

a. Academic approval shall be granted for the 2015-2016 fiscal year to any existing Type III early learning center that has submitted a signed copy of Program Partner Profile and Assurances (Assurances) to the lead agency of the community network in its area, and is thereby agreeing to:

- i. membership in the community network;
- ii. participation in the early childhood care and education accountability system, as provided in Chapter

5; and

iii. participation in the coordinated enrollment process, as provided in Chapter 7,

b. The community network shall submit copies of Assurances signed by Type III early learning centers to the department within seven calendar days of receiving them or prior to July 1, 2015, whichever is earlier.

c. The department shall send written notice of academic approval to each Type III early learning center that has submitted signed Assurances to its community network in compliance with Paragraph C(1)(a) by July 1, 2015.

2. Applicants for new Type III Early Learning Center Licenses.

a. In order to obtain the initial academic approval required to be licensed as a Type III early learning center, an applicant for a Type III early learning center license must become a member of the community network in its coverage area and submit a signed copy of the Program Partner Profile and Assurances (Assurances) to the lead agency of the community network thereby agreeing to:

- i. membership in the community network;
- ii. participation in the early childhood care and education accountability system, as provided in Chapter

5; and

iii. participation in the coordinated enrollment process, as provided in Chapter 7,

b. The department shall send written notice of academic approval to each Type III early learning center that has submitted signed Assurances to its community network in compliance with Paragraph C(2)(a) within 30 days of receipt of the signed Assurances.

D. Academic approval shall be valid for the fiscal year, July 1 – June 30, for which it is granted.

E. Academic approval is granted to a specific owner and a specific location and is not transferable. If a Type III early learning center changes owners or location, it is considered a new operation, and academic approval for the new owner or location must be obtained prior to beginning operations under new ownership or at the new location.

F. Upon a change of ownership or change of location, the academic approval granted to the original owner or at the original location becomes null and void.

G. Renewal

1. Prior to July 1 of each year, the department shall send notice to each Type III early learning center that has academic approval providing one of the following:

- a. renewal of academic approval for the center;
- b. notice of the center's failure to comply with specific requirements in Subsection A and specific corrective actions that must be taken by a specified date in order for academic approval to be renewed; or
- c. if an early learning center has received the notice outlined in Paragraph H(2)(a) of this section within the academic year and the center has not provided the required certifications and completed the stated corrective actions, the department may terminate the center's academic approval as provided in Paragraph (H)((2)(c) and send notice of termination of the center's academic approval.

H. Termination of Academic Approval

1. The department may terminate academic approval for:

- a. violations of any provisions of this Bulletin related to the performance and academic standards of the Early Childhood Care and Education Network;
- b. failure to timely comply with a corrective action plan provided by the department; or
- c. any act of fraud, such as the submission of false or altered documents or information.

2. Notice

a. If a Type III early learning center is in violation of any provision in Subsection A, the department shall notify the center in writing and may specify any corrective actions that shall be required to retain academic approval.

b. Within 30 calendar days of receiving such notice, the center shall submit certification in writing to the department that the corrective actions have been taken or are in the process of being taken in compliance with the schedule provided and certification that the center will remain in compliance with all applicable regulations.

c. If the Type III early learning center does not respond in a timely or satisfactory manner or adhere to the implementation schedule for required corrective actions, the department may terminate the center's academic approval by sending written notice of termination to the center.

d. Termination of the center's academic approval shall be effective when notice of termination is given.

I. Appeal Procedure

1. BESE shall have the authority to grant an appeal of the termination of a Type III early learning center's academic approval.

2. The appeal procedure shall be used when needed to address unforeseen and aberrant factors impacting Type III early learning centers or when needed to address issues that arise when the literal application of the academic approval regulations does not consider certain unforeseen and unusual circumstances.

3. A Type III early learning center may request an appeal of the termination of its academic approval by submitting a written request for an appeal to the department within 15 calendar days of being given notice of termination of its academic approval.

4. All appeal requests shall clearly state the specific reasons for requesting the appeal and the reasons why the appeal should be granted and shall include any necessary supporting documentation.

5. The department shall review all timely submitted appeal requests and make - recommendations to BESE during the first regularly scheduled BESE meeting following receipt of the appeal requests, or during the second regularly scheduled BESE meeting if an appeal request is received within ten working days of the next regularly scheduled BESE meeting. Within this interval, the department shall notify the center of its recommendation and allow the center to respond in writing. The department's recommendation and the center's response shall be submitted to BESE for final disposition.

6. An early learning center that appeals the termination of its academic approval shall retain its academic approval during the appeal process.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.36(C) and R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

Chapter 5. Early Childhood Care and Education Accountability System

§501. Early Childhood Care and Education Accountability System (Accountability System)

A. The Early Childhood Care and Education Accountability System (accountability system) is the uniform accountability system created pursuant to R.S. 17:407.23(B)(3) and used to evaluate the performance of publicly-funded early childhood care and education sites and community networks in preparing children for kindergarten and to assign a performance profile to each site and community network.

B. Participants

1. Publicly-funded Early Childhood Care And Education Sites (Publicly-funded Sites)

a. All publicly-funded sites with at least one classroom on October 1 shall participate and shall be included in the accountability system.

b. All publicly-funded sites with at least one classroom on October 1 and one classroom on February 1 shall participate and shall receive a performance profile for the school year.

c. All classrooms in existence on either October 1 or February 1 in a publicly-funded site shall be included in the accountability system for that school year.

d. Publicly-funded sites that open after October 1 of a school year shall not participate in the accountability system, as provided in this Chapter, until the start of the following school year.

2. Community Networks

a. All community networks shall participate and shall be included in the accountability system and shall receive a performance profile for the school year.

b. If any publicly-funded site discontinues participation in a community network after October 1 by changing funding source, license type, or closing, its performance shall remain part of the community network performance profile for the school year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§503. Coordinated Observation Plan and Observation Requirements

A. Coordinated observation is the local process by which each community network ensures that every classroom in a publicly-funded site in the community network receives two CLASS observations each school year.

B. CLASS Observation Requirements

1. A CLASS observation is an observation of a classroom using the appropriate toddler or PreK CLASS using all domains, typically occurring during the morning, in which a reliable observer conducts four twenty-minute cycles of observation and note-taking followed by at least ten minutes of scoring after each observation cycle.

2. Domains and Dimensions

a. CLASS observations for toddler classrooms shall include both toddler CLASS domains, which are emotional and behavioral support and engaged support for learning, and all dimensions contained within.

b. CLASS observations for PreK classrooms shall include all three PreK CLASS domains, which are emotional support, classroom organization, and instructional support, and all dimensions contained within.

3. Required Observations

a. All toddler and PreK classrooms in a publicly-funded site shall receive two CLASS observations during the school year conducted by the community network.

b. One observation shall occur during the fall observation period, if the classroom is in existence on October 1, and the other shall occur during the spring observation period, if the classroom is in existence on February 1.

c. CLASS observations conducted by third party contractors hired by the department shall not count towards this requirement.

4. Use of Toddler or PreK CLASS. Classrooms shall be observed with the same CLASS throughout the school year based on the composition of the classroom when the observation plan required in §503(C) is submitted according to the following:

- a. A classroom that only has infant children or a classroom that has a mix of infant and toddler children in which a majority are infant children shall not be observed.
- b. A classroom that has all toddler children or a classroom that has a mix of infant and toddler children in which the majority are toddler children shall be observed with the toddler CLASS.
- c. A classroom that has all PreK children or a classroom that has a mix of toddler and PreK children in which the majority are PreK children shall be observed with the PreK CLASS.

C. Coordinated Observation Plan

1. Each community network shall submit for department approval no later than September 30 a written annual plan for coordinated observation using CLASS that at a minimum includes:

- a. the number of CLASS observers who will conduct observations;
- b. the total number and the location of toddler and PreK classrooms that must be observed;
- c. an observation schedule that includes two observations for each toddler and PreK classroom identified in Subparagraph (B)(3)(b) of this Section, with one observation scheduled during the fall observation period and one during the spring observation period; and
- d. specific requirements that ensure the following:
 - i. All observers are reliable, which is defined as all observers having a certification achieved by completing and passing all trainings and assessments required by Teachstone to conduct a CLASS observation with validity and fidelity;
 - ii. All observers maintain inter-rater reliability and fidelity. Inter-rater reliability occurs when two or more observers produce consistent observation results for the same classroom at the same time.
 - iii. The community network conducts inter-rater reliability observation checks for 10 percent of all classrooms observed; and
 - iv. No observer conducts an observation in a classroom in which the observer has a conflict of interest. A conflict of interest may exist in, but is not limited to, situations in which the observer: supervises, provides training or technical assistance to, or is an immediate family member of a teacher in the classroom being observed or has a direct financial interest in the site where classrooms are being observed.

D. Waiver

1. The state superintendent of education (state superintendent) shall have the authority to grant waivers to lead agencies for specific requirements of the coordinated observation plan and/or observation requirements included in this Chapter.

2. Lead agencies seeking a waiver shall submit a written request the department prior to or at the time of the submission of the coordinated enrollment plan. The request shall cite the specific requirement for which a waiver is being requested and shall clearly state the reasons why the waiver is being requested and why it should be granted. Waiver requests shall include any supporting documentation that substantiates the need for the waiver.

3. The department shall respond in writing to waiver requests within 30 calendar days after receiving the request.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§505. Performance Profiles

A. The performance profiles for publicly-funded sites and for community networks shall include:

1. a performance rating as provided in §509 for publicly-funded sites and as provided in §511 community networks, and
2. informational metrics as provided in §513.

B. Each publicly-funded site and each community network shall receive a performance profile based on performance each school year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§507. Performance Profile Implementation Timeline

A. The 2015-2016 school year shall be an learning year for publicly-funded sites and community networks.

1. A learning year is a year in which there are no consequences on publicly-funded sites or community networks as a result of their performance profile.

2. Performance profiles for the 2015-2016 learning year shall clearly indicate that the performance profile is practice and is from a learning year.

B. Every publicly-funded site, except those that begin operating after October 1, and every community network shall participate in the accountability system for the 2015-2016 learning year and shall receive a practice performance profile as provided in §501.

1. Type III early learning centers that do not participate in the accountability system may have their academic approval terminated.

2. All other publicly-funded sites that do not participate in the accountability system may be subject to the loss of public funding.

C. The 2016-2017 school year shall be the first school year in which publicly-funded sites and community networks are accountable for the performance rating earned.

D. Prior to the start of the 2016-2017 school year, BESE shall review this Chapter and revise as necessary based on learnings from the 2015-2016 learning year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§509. Performance Rating Calculations for Publicly-Funded Sites

A. The performance rating for each publicly-funded site shall be based on the average of the domain level toddler and PreK observation results from the fall and spring observation periods for all toddler and PreK classrooms within the site.

1. BESE may include a weight for improvement beginning with the 2016-2017 school year.

B. Any classroom in a publicly-funded site that does not have the observations required in §503 or does not have all results reported, shall have a score of one assigned to each missing CLASS domain score. The score of one for missing or not-reported observation results shall be included in the performance rating calculation for that site and the number of missing or not-reported observation results shall be reported on the performance profile.

1. Lead agencies may have their approval terminated as provided in §311(G) for incomplete observations or observation results not reported.

2. Any site or program that has diligently sought observations from the lead agency, including written evidence of such efforts, and that has not been provided such observations, may request of BESE an appeal of its performance rating as described in §521. BESE shall consider diligent efforts and evidence thereof in determining the appeal.

3. Prior to the issuance of the publicly-funded site or community network profiles, the department shall provide to the Advisory Council on Early Childhood Care and Education committee members and to BESE members a list of all publicly funded sites receiving a score of one due to a missing or not-reported CLASS domain score and the number of such ones received by each site.

C. The department shall compare the domain level results from observations of classrooms conducted by the department's third party contractors to the domain level results from observations conducted by the community network for each publicly-funded site.

1. In calculating the performance rating, the department shall replace domain level results from classroom observations conducted by community networks with the domain level results from observations conducted by the department's third party contractors for any single domain in which the results differ by more than one point and shall calculate the performance rating using the replaced results.

2. The department shall monitor the domain level observation results of classroom observations conducted by community networks for each publicly-funded site, including by observer, and domain level observation results conducted by the department's third party contractor for each publicly-funded site.

a. For the 2015-2016 learning year, if the observation results conducted by community networks are consistently different by more than one point from observation results conducted by the department's third party contractors, the department may replace all of the community network's observation results for a publicly-funded site with the results from the department's third party contractors, including those results that do not differ by at least one point.

b. The department shall review results from the 2015-2016 learning year and recommend policy to BESE for 2016-2017 and beyond.

D. The performance rating for each site shall be based on the following numerical scale:

1. 6.0 – 7.0 Excellent
2. 3.0 – 5.99 Proficient
3. 1.0 – 2.99 Needs Improvement

E. The numerical scale and performance rating shall be used for each CLASS domain and for the overall performance rating.

F. BESE may transition to a five level rating scale beginning with the 2017-2018 school year.

G. BESE shall review the overall rating calculation, including but not limited to data collected on the informational metrics of best practices, prior to the 2016-2017 school year and determine whether additional factors should be added to the rating calculation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

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§511. Performance Rating Calculations for Community Networks

A. The performance rating for a community network shall be calculated as follows:

1. CLASS observation results shall be 50 percent of a community network performance rating.

2. An equitable access score for four-year-olds shall be 50 percent of the community network performance rating.

3. BESE may include a weight for improvement on equitable access beginning with the 2016-2017 school year.

B. The CLASS observation results shall be determined by averaging the results of all fall and spring domain level toddler and PreK observation results for all toddler and PreK classrooms within the community network.

1. Any classroom in a site that does not have the observations required in §503, or has not had all observation results reported, shall have a score of one assigned to each missing CLASS domain. The score of one for missing observation or not-reported results shall be included in the performance rating calculation for the community network and the number of missing or not-reported observation results shall be reported on the community network's performance profile.

a. Lead agencies may be subject to termination as provided in §311(G) for incomplete observations or observation results not reported.

2. The department shall compare the domain level results from observations of classrooms conducted by the department’s third party contractors to the domain level results from observations conducted by community network for each publicly-funded site.

a. In calculating the performance rating, the department shall replace domain level results from classroom observations conducted by community network with the domain level results from observations conducted by the department’s third party contractor for any single domain in which the results differ by more than one point and shall calculate the performance rating using the replaced results.

b. The department shall monitor domain level observation results of classroom observations conducted by community network for each publicly-funded site, including by observer, and domain level observation results conducted by the department’s third party contractors for each publicly-funded site.

i. For the 2015-2016 learning year, if the observation results conducted by a community network are consistently different by more than one point from observation results conducted by the department’s third party contractor, the department may replace all of the community network’s observation results for a publicly-funded site with the results from the department’s third party contractor for that site, including those results that do not differ by at least one point.

ii. The department shall review results from the 2015-2016 school learning year and recommend policy to BESE for 2016-2017 and beyond.

C. The equitable access score shall be determined by calculating the access achieved by the community network for all at-risk four-year-old children in the community network coverage area. Points are earned on a seven point scale according to:

Percentage of At-Risk Four-Year-Olds Served	Points
95-100%	7
90-94.9%	6
85-89.9%	5
80-85.9%	4
75-79.9%	3
70-74.9%	2
0-69.9%	1

D. The performance rating for each community network shall be based on the following numerical scale:

1. 6.0 – 7.0 Excellent
2. 3.0 – 5.99 Proficient
3. 1.0 – 2.99 Needs Improvement

E. The numerical scale and performance rating shall be used for reporting each CLASS domain and the overall performance rating.

F. BESE may transition to a five level rating scale beginning with the 2017-2018 academic year.

G. BESE shall review the overall rating calculation, including but not limited to data collected on the informational metrics of best practices, prior to the 2016-2017 school year and determine whether additional factors should be added to the rating calculation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§513. Informational Metrics of Best Practices

A. Informational metrics are measures of a publicly-funded site and a community network’s use of the following early childhood care and education best practices:

1. Child Assessment that Informs Instruction

a. Ready to Assess. Publicly-funded sites ensure all lead teachers have certification of reliability as provided by the assessment creator for each school year.

b. Ongoing Assessment. Publicly-funded sites ensure all publicly-funded children receive completed assessments in October, February, and May. Publicly-funded sites shall obtain approval from the department prior to using child assessment tools different from the assessment tool provided by the department.

c. Assessing Accurately. Publicly-funded sites ensure there is an assessment portfolio for every publicly-funded child that provides evidence of the assessment rating for that school year.

2. Investment in Quality Measures

a. Teacher/Child Ratios. Publicly-funded sites maintain teacher/child ratios based on the age of children that are at or better than the minimum standards required in BESE Bulletin 137—*The Louisiana Licensing Early Learning Center Licensing Standards*.

i. To achieve gold level ratios, publicly-funded sites use the following teacher/child ratios and group sizes:

Age	Teacher/Child Ratio	Maximum Group Size
Birth to 1 year	1:4	8

1 year to 2 years	1:4	8
2 years to 3 years	1:6	12
3 years to 4 years	1:8	16
4 years to 5 years	1:10	20

ii. To achieve silver level ratios, publicly-funded sites use the following teacher/child ratios and group sizes:

Age	Teacher/Child Ratio	Maximum Group Size
Birth to 1 year	1:4	8
1 year to 2 years	1:6	12
2 years to 3 years	1:8	16
3 years to 4 years	1:10	20
4 years to 5 years	1:12	24

iii. To achieve bronze level ratios, publicly-funded sites use the minimum ratio standards required in BESE Bulletin 137—*The Louisiana Licensing Early Learning Center Licensing Standards*.

a. Teacher Preparation. Publicly-funded sites ensure lead teachers meet or exceed credential requirements for publicly-funded classrooms provided in BESE Bulletin 746—*The Louisiana Standards for State Certification of School Personnel*.

b. Standards-Based Curriculum. Publicly-funded sites use a curriculum that is aligned, to BESE Bulletin 136—*The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years*.

3. Family Engagement and Supports

a. Publicly-funded sites and community networks engage families and ensure families are satisfied with their children’s care and education experience, as measured through a family survey that will be produced and managed by the department

4. Community Network Supports (reported at the community network level only)

a. Community networks ensure teachers have access to supports to address their professional development needs and aid them in supporting children’s learning and development.

b. Community networks and publicly-funded sites ensure children are prepared for kindergarten.

B. The performance profile shall report the publicly-funded site and community network’s use of the best practices identified in Subsection A by reporting the following informational metrics:

1. Child Assessment that Informs Instruction

a. Ready to Assess—the percent of reliable lead teachers in each site and community network;

b. Ongoing Assessment—the percent of publicly-funded children who receive at least three assessments per school year in each program and community network; and

c. Assessing Accurately—the level to which assessment portfolios substantiate the assessment ratings for publicly-funded children in each site and community network.

2. Investment in Quality Measures

a. Teacher/Child Ratios—the level of ratios used: gold, silver, or bronze;

b. Prepared Teachers—the percent of lead teachers holding varying levels of academic credentials and teacher certification for each site and community network; and

c. Standards-Based Curriculum—the extent to which the curriculum in use by a site is aligned to the early learning and development standards contained in BESE Bulletin 136, *The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years*.

3. Family Engagement and Supports

a. for each site, the level of satisfaction community network families have reported with the site; and

b. for each community network, the level of satisfaction community network families have reported with the coordinated enrollment process.

4. Community Network Supports (reported at the community network level only)

a. the level of satisfaction lead teachers have reported with the supports received from the community network; and

b. the percent of publicly-funded four-year-old children that are kindergarten ready at the beginning and end of the school year based on results from the child assessment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§515. Reporting for the Accountability System

A. Lead agencies shall report to the department, in the manner specified by the department, the following:

1. classroom counts

a. by October 31, the number of classrooms serving infant, toddler and PreK children in each publicly-funded site on October 1;

b. by February 28, the number of classrooms serving infant, toddler, and PreK children in each publicly-funded site on February 1; and

c. by February 28, the number of classrooms in the February 1 count that have been added or removed since the October 1 count.

2. child counts

- a. by October 31, the number of publicly-funded children in each publicly-funded site on October 1;
- b. by February 28, the number of publicly-funded children in each publicly-funded site on February 1; and
- c. by February 28, the number of publicly-funded children by site in the February 1 count that have been added or removed since the October 1 count.

3. CLASS observation results:

- a. within 10 business days after the observation, unless upon written request from the lead agency, the department grants a written extension of time for a specific observation based on the extenuating circumstances provided in the written request;

- b. all fall observation period data by December 15; and

- c. all spring observation period data by May 15.

4. child assessment results for publicly-funded infants, toddlers and PreK children by October 31, February 28, and May 31.

B. Publicly-funded sites shall report to the department by October 31, in the manner specified by the department, the following:

1. number of lead teachers with certification of reliability on the ongoing assessment used in the community network;

2. teacher/child ratios used in the site;

3. credential and certification status of each lead teacher; and

4. curriculum used in each classroom.

C. The department shall report to lead agencies on a monthly basis the number of CLASS observations that have been submitted for publicly-funded programs in that community network.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§517. Data Verification

A. The department shall provide all non-survey data contributing to the performance profile for publicly-funded sites and community networks to each Lead Agency prior to publishing the performance rating.

B. The department shall provide lead agencies 30 calendar days for final review, correction, and verification of data for the performance profiles.

1. The lead agency shall create and implement a community network data certification procedure that requires review of all performance profile data for each site during the data certification period.

2. The department may request the certification procedure from each lead agency.

3. All data correction must take place during the 30 calendar day period.

4. Data corrections may be submitted for the following reasons:

- a. CLASS observations results have been reported incorrectly or

- b. CLASS observation results were not reported.

5. The department shall review all data corrections and grant approval of those corrections that are proven valid.

6. The department may request additional documentation to support the validity of the changes.

C. The department shall act upon and respond in writing within 30 calendar days of receiving a signed report from the general public regarding potential irregularities in data reporting.

D. Anonymous complaints may be acted upon at the discretion of the department.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§519. Waivers of Accountability System Requirements

A. The State Superintendent of Education (State Superintendent) shall have the authority to grant waivers to publicly-funded sites and community networks for specific requirements of the accountability system included in this Chapter.

1. Community Networks

- a. Prior to October 1, any lead agency requesting a waiver on behalf of the community network, from a requirement of the accountability system shall submit a request in writing to the department.

- b. After October 1 and prior to the start of the data verification period established in §517, any lead agency with extenuating circumstances arising after October 1 may request a waiver by submitting a written request to the department that shall clearly state the extenuating circumstances on which the request is based.

2. Publicly-funded Sites

- a. Prior to October 1, any publicly-funded site requesting a waiver from a requirement of the accountability system shall submit a request in writing to the department and shall include a written statement of support for the waiver from the community network lead agency.

- b. After October 1 and prior to the start of the data verification period established in §517, any publicly-funded site with extenuating circumstances arising after October 1 may request a waiver by submitting a written request to the department that shall clearly state the extenuating circumstances on which the request is based. The request shall include a written statement of support for the waiver from the community network lead agency.

B. All waiver requests shall cite the requirement(s) from which a waiver is being requested and shall clearly state the reasons why it being requested and why it should be granted. Waiver request shall include any supporting documentation that substantiates the need for the waiver.

C. The department shall respond in writing to waiver requests within 30 calendar days after receiving the request.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§521. Performance Profile Appeals Procedure

A. BESE shall have the authority to grant an appeal of a publicly-funded site or community network's performance profile.

B. The appeal procedure shall be used when needed to address unforeseen and aberrant factors impacting publicly-funded sites and community networks or when needed to address issues that arise when the literal application of the accountability system regulations does not consider certain unforeseen and unusual circumstances.

C. A publicly-funded site or community network may request an appeal of its performance profile by submitting a written request for an appeal to the department within 15 calendar days of the department's release of the publicly-funded site or community network's performance profile.

D. All appeal requests shall clearly state the specific reasons for requesting the appeal and the reasons why the appeal should be granted and shall include any necessary supporting documentation.

E. The lead agency shall submit a written request for appeal on behalf of a community network that wishes to appeal its performance profile.

F. The department shall review all timely submitted appeal requests and make a recommendation to BESE during the first regularly scheduled BESE meeting following receipt of the appeal request, or during the second regularly scheduled BESE meeting if the appeal request is received within ten working days of the first regularly scheduled BESE meeting. Within this interval, the department shall notify the publicly-funded site or community network of its recommendation and allow the site or community network to respond in writing. The department's recommendation and the site or community network's response shall be submitted to BESE for final disposition.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§523. Disaster Consideration for Programs and Community Networks

A. A severe impact site meets either of the following conditions associated with disasters:

1. the site was closed, due to the disaster, for 18 or more consecutive school days during a given school year; or
2. the site gained or lost 25 percent or more of its population due to the disaster.

B. A severe impact community network is a community network that consists of 25 percent or more severe impact sites.

C. Severe impact sites and severe impact community networks qualify for a waiver for up to one school year from participation in the accountability system.

1. BESE shall not issue a performance profile for any severe impact site or severe impact community network for the school year in which the disaster occurred unless the site or community network requests that the performance profile be issued.

2. BESE shall not include severe impact site accountability system results in the performance profile for a community network that does not meet the severe impact criteria but has severe impact sites.

D. Community network lead agencies and sites may address situations not part of the severe impact disaster process through the waiver process for accountability system requirement set forth in §519.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

Chapter 7. Coordinated Enrollment

§701. Age Cohorts

A. Children shall be placed in a single age cohort for counting purposes in a school year. Each child shall be placed in the appropriate age cohort at the beginning of the school year and shall remain in that age cohort for the entire school year.

B. A child's age cohort shall be determined by the child's age on September 30 of the school year.

C. Children shall be placed in age cohorts for a school year as follows:

1. four-year-olds are children who have reached or will reach their fourth birthday on or before September 30;
2. three-year-olds are children who have reached or will reach their third birthday on or before September 30;
3. two-year-olds are children who have reached or will reach their second birthday on or before September 30;
4. one-year-olds are children who have reached or will reach their first birthday on or before September 30; and
5. children ages birth to one year are children who have not reached and will not reach their first birthday by or before September 30.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq. and R.S. 17:407:91 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§703. Coordinated Enrollment Process

A. Coordinated enrollment is the process developed and implemented by a community network to coordinate enrollment for infant, toddler, and PreK children in the community network whose families want to enroll them in a publicly-funded program in the community network.

B. The coordinated enrollment process consists of:

1. a coordinated information campaign through which the community network informs families about the availability of publicly-funded programs serving children ages birth to five years;
2. a coordinated eligibility determination through which the community network coordinates enrollment, eligibility criteria, and waiting lists to ensure that families are referred to other available publicly-funded early childhood programs should they be ineligible for or unable to access their primary choice;

3. a coordinated application process through which the community network conducts a unified application process so families can easily indicate their enrollment choices for publicly-funded programs; and

4. a matching based on family preference through which the community network enrolls at-risk children, using available public funds and based upon stated family preferences

C. In collaboration with representatives of providers of child care, Head Start, and prekindergarten services, the lead agency shall develop policies and procedures for how the requirements of §703.B will be implemented. These policies and procedures shall be submitted to the department prior to initiation of the enrollment process.

D. Each community network shall operate a coordinated enrollment process for each school year, subject to the implementation timeline provided in §705.

E. The lead agency shall ensure the community network develops and implements a process to enroll publicly-funded children on an ongoing basis outside of the community network's established application period each year.

F. Any publicly-funded program that seeks to enroll children outside of their community network's coordinated enrollment process shall obtain prior written approval from the department.

G. Request for departmental review

1. Any parent or caregiver may request that the department review the placement of his or her child resulting from the coordinated enrollment process.

2. A request for departmental review shall be submitted in writing to the department within 15 calendar days of placement of the child or of the event upon which the request for review is based.

3. All requests for departmental review shall clearly state the specific reasons for requesting the review and the action being sought, and shall include all necessary supporting documentation.

4. The department shall respond to the request for departmental review within 30 calendar days after receiving it.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq. and R.S. 17:407:91 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§705. Implementation Timeline

A. Community networks that began receiving funding prior to January 2015 shall develop and implement all four components of the coordinated enrollment process as defined in §703 during the 2015-2016 school year for use in enrollment that begins with the 2016-2017 school year.

B. Community networks that began receiving funding on or after January 2015 shall develop and implement all four components of the coordinated enrollment process as defined in §703 during the 2015-2016 and 2016-2017 school years for use in enrollment that begins with the 2017-2018 school year.

1. Community networks shall establish the coordinated information campaign, coordinated eligibility determination and coordinated application process as defined in §703(B)(1)-(B)(3) during the 2015-2016 school year for enrollment that begins with the 2016-2017 school year.

C. The state superintendent, pursuant to authority delegated by BESE, may grant a community network a one year extension of time to develop and implement the enrollment process.

1. Any community network that began receiving funding prior to January 2015 requesting an extension of time shall submit a written request to the department no later than December 1, 2015.

2. Any community network that began receiving funding on or after January 2015 requesting an extension of time shall submit a written request to the department no later than February 1, 2016.

3. The request shall include written justification of the need for the extension and an assurance that families will be informed of the enrollment process for all publicly-funded programs in the community network.

4. The state superintendent, or designee, shall respond in writing to a request within 30 calendar days of receipt of the request.

D. Community networks shall determine preliminary eligibility for families interested in CCAP during the coordinated eligibility determination as provided in §703(B)(2) and the department shall determine final eligibility for CCAP.

E. Prior to the start of the 2016-2017 school year, BESE shall review this Chapter and revise as necessary based on learnings from the 2015-2016 learning year. A work group of the Early Childhood Care and Education Advisory Council shall be formed to study the effectiveness of the coordinated enrollment process conducted in the learning year and make recommendations to the council and BESE for changes for implementation in 2016-2017. This research should include, but not be limited to, conducting focus groups of all provider types, reviewing data on the placement of new early childhood seats opened statewide, and reviewing other available information.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq. and R.S. 17:407:91 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§707. Demonstrated Progress Toward Implementation

A. No later than August 31, 2015, each community network shall submit a self-assessment of its progress toward full implementation of each component of the coordinated enrollment process as defined in §703(B).

B. The department may require community networks to complete an enrollment self-assessment each year.

C. The lead agency of any community network not making progress on coordinated enrollment, or not achieving the full coordinated enrollment process according to the timeline in §705, may be subject to BESE intervention, as specified in §711.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§709. Community Network Request for Funding for Publicly-Funded Programs

A. By March 31 of each fiscal year, the lead agency shall develop, in collaboration with representatives of providers of child care, Head Start, and prekindergarten services, and submit a funding request for the following fiscal year to the department on behalf of the community network that is based on the coordinated enrollment results, which shall include the following:

1. the number of applications received for each age of at-risk children;
2. the number of seats requested at each publicly-funded site;
3. the number of seats recommended by the lead agency to receive funding with a prioritization by site and age of children served by funding source;
4. the recommended plan to maximize all funding sources to increase service to at-risk children; and
5. the number of seats being requested in a mixed delivery setting.

B. The lead agency shall provide an opportunity for each publicly-funded program in the community network and the general public in the coverage area of the community network to comment on the proposed funding request prior to submission to the department and shall include documentation of this process in the funding request.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq. and R.S. 17:407:91 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§711. Local Enrollment Coordinator

A. If the lead agency is not satisfactorily coordinating the duties and responsibilities of the community network pertaining to the community network's coordinated enrollment process, the department shall send written notification to the lead agency and all programs within the community network. The written notification shall identify the unsatisfactory performance issues and specify any corrective actions that may be required of the lead agency.

B. Within 30 calendar days of receiving such notice, the lead agency shall submit written certification to the department that corrective actions have been taken or are in the process of being taken and submit a timely implementation schedule for the department's approval.

C. If the lead agency does not respond in a timely or satisfactory manner or adhere to the implementation schedule approved by the department, the department may recommend that BESE terminate the lead agency's duties and responsibilities pertaining to coordinated enrollment and authorize a local enrollment coordinator for the community network.

D. A local enrollment coordinator is an entity authorized by BESE to assume responsibility for the services a lead agency is required to provide in coordinating the community network's coordinated enrollment process, as set forth in §311.B(1)(b) and §703 - §709.

1. A local enrollment coordinator may be a state agency, including the department, a public school system, a nonprofit or for-profit corporation having an educational or social services mission, including but not limited to a nonprofit corporation of a philanthropic or policy nature, a Louisiana postsecondary education institution, or a nonprofit corporation established by the governing authority of a parish or municipality.

2. A local enrollment coordinator shall be authorized for a term no greater than five years.

3. A local enrollment coordinator authorized by BESE shall enter into a local enrollment coordinator agreement with the department.

4. If a Local Enrollment Coordinator is authorized, the lead agency's allocation shall be reduced by, or the lead agency shall repay, an amount equal to that portion of the coordinated enrollment duties and responsibilities that remain outstanding.

E. If BESE terminates a lead agency's responsibilities pertaining to coordinated enrollment, but does not terminate the lead agency's approval to serve as the lead agency for the community network, the lead agency shall continue to serve as lead agency and coordinate all other duties and responsibilities of the community network.

F. Funding

1. For each local enrollment coordinator authorized by BESE, the department shall allocate not more than one percent of the public funds appropriated for each publicly-funded program in the community network to support the local enrollment coordinator.

2. The amount allocated from the funding for each publicly-funded site shall be proportionate to the number of publicly-funded children in the site enrolled by the local enrollment coordinator.

3. If an allocation cannot be made from a funding source to support the local enrollment coordinator, the amount established for that funding source to support the local enrollment coordinator shall be allocated from the remaining public funding sources in an amount proportionate to the number of children in each publicly-funded program enrolled by the local enrollment coordinator.

4. BESE shall not allocate additional funds to support local enrollment coordinators from any public funding source that has a per-child allocation or subsidy below the Louisiana average per-child allocation or subsidy for all programs included in the enrollment system.

G. Audit

1. A local enrollment coordinator shall annually submit to the department an independent financial audit conducted by a certified public accountant who has been approved by the legislative auditor. Such audit shall be accompanied by the auditor's statement that the report is free of material misstatements. The audit shall be limited in scope to those records necessary to ensure that the local enrollment coordinator has used funds to perform required services, and it shall be submitted to the legislative auditor for review and investigation of any irregularities or audit findings.

2. The local early learning enrollment coordinator shall return to the state any funds that the legislative auditor determines were expended in a manner inconsistent with Louisiana law or BESE regulations.

3. The cost of such audit shall be paid by the department.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq. and R.S. 17:407:91 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§713. Request for Departmental Review

A. Any publicly-funded program may request that the department review an enrollment decision or funding request of its lead agency or local enrollment coordinator.

B. A request for departmental review shall be submitted in writing to the department no later than 10 calendar days after the day on which community networks must submit funding requests to the department or the day in which the community network submitted the funding request to the department, whichever is later.

C. All requests for departmental review shall clearly state the specific reasons for requesting the review and the action being sought, and shall include necessary supporting documentation.

D. The department shall respond to the request for review within 30 calendar days after receiving the request or prior to BESE considering funding allocations, whichever is sooner.

E. No publicly-funded program or community network may request departmental review of the funding allocation approved by BESE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq. and R.S. 17:407:91 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41

**STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION
FAMILY IMPACT STATEMENT
(LA R.S. 49:953 and 972)**

Person Preparing Statement: Nancy Beben
Phone: 225-342-4991
Division: Policy Office
Rule Title: Part CLXVII. Bulletin 140—Louisiana Early Childhood Care and Education Network Fund Programs

In accordance with Section 953 and 974 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a Family Impact Statement on the rule proposed for adoption, repeal or amendment. All Family Impact Statements shall be kept on file in the State Board Office which has adopted, amended, or repealed a rule in accordance with the applicable provisions of the law relating to public records.

PLEASE RESPOND TO THE FOLLOWING:

- I. WILL THE PROPOSED RULE AFFECT THE STABILITY OF THE FAMILY?
 No
 Yes
 Lacks sufficient information to determine
2. WILL THE PROPOSED RULE AFFECT THE AUTHORITY AND RIGHTS OF PARENTS REGARDING THE EDUCATION AND SUPERVISION OF THEIR CHILDREN?
 No
 Yes
 Lacks sufficient information to determine.
3. WILL THE PROPOSED RULE AFFECT THE FUNCTIONING OF THE FAMILY?
 No
 Yes
 Lacks sufficient information to determine
4. WILL THE PROPOSED RULE AFFECT FAMILY EARNINGS AND FAMILY BUDGET?
 No
 Yes
 Lacks sufficient information to determine
5. WILL THE PROPOSED RULE AFFECT THE BEHAVIOR AND PERSONAL RESPONSIBILITY OF CHILDREN?
 No
 Yes
 Lacks sufficient information to determine
6. IS THE FAMILY OR A LOCAL GOVERNMENT ABLE TO PERFORM THE FUNCTION AS CONTAINED IN THE PROPOSED RULE?
 No
 Yes
 Lacks sufficient information to determine

Signature of Contact Person: _____

Date Submitted: _____

Small Business Statement

The impact of the proposed Rule on small businesses as defined in the Regulatory Flexibility Act has been considered. It is estimated that the proposed action is not expected to have a significant adverse impact on small businesses. The agency, consistent with health, safety, environmental and economic welfare factors has considered and, where possible, utilized regulatory methods in the drafting of the proposed rule that will accomplish the objectives of applicable statutes while minimizing the adverse impact of the proposed rule on small businesses.

Provider Impact Statement

The proposed Rule should not have any known or foreseeable impact on providers as defined by HCR 170 of 2014 Regular Legislative Session. In particular, there should be no known or foreseeable effect on:

1. the effect on the staffing level requirements or qualifications required to provide the same level of service;
2. the total direct and indirect effect on the cost to the providers to provide the same level of service; or
3. the overall effect on the ability of the provider to provide the same level of service.

Public Comments

Interested persons may submit written comments via the U.S. Mail until 4:30 p.m., August 8, 2015, to Shan N. Davis, Board of Elementary and Secondary Education, Box 94064, Capitol Station, Baton Rouge, LA 70804-9064.

Shan N. Davis
Executive Director

FISCAL AND ECONOMIC IMPACT STATEMENT
FOR ADMINISTRATIVE RULES

Person Preparing Statement: Nancy Beben Dept.: LA Department of Education Board of Elementary & Secondary Education

Phone: (225) 342-4991 Office: Policy

Return Address: P. O. Box 94064 Baton Rouge, LA Rule Title: Part CLXVII. Bulletin 140—Louisiana Early Childhood Care and Education Network

Date Rule Takes Effect: Upon final adoption by BESE

SUMMARY

In accordance with Section 953 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a fiscal and economic impact statement on the rule proposed for adoption, repeal or amendment. THE FOLLOWING STATEMENTS SUMMARIZE ATTACHED WORKSHEETS, I THROUGH IV AND WILL BE PUBLISHED IN THE LOUISIANA REGISTER WITH THE PROPOSED AGENCY RULE.

I. ESTIMATED IMPLEMENTATION COSTS (SAVINGS) TO STATE OR LOCAL GOVERNMENTAL UNITS (Summary)

The proposed policy will have no effect on costs or savings to state or local governmental units over the next fiscal year. The unified quality and improvement system will launch with a Learning Year in 2015-2016 whereby every early childhood site and community network will receive a practice performance profile. All publicly-funded early childhood programs will be required to participate, but there will be no funding or licensing consequences attached to the practice performance rating. Funding for community networks is in line with prior year funding during the Act 3 pilot process.

The purpose of Bulletin 140 is to establish the duties and responsibilities of the Early Childhood Care and Education Network, local community networks and community network lead agencies, define kindergarten readiness, and create a uniform assessment and accountability system for publicly-funded early childhood care and education sites and community networks that includes a performance profile indicative of performance.

II. ESTIMATED EFFECT ON REVENUE COLLECTIONS OF STATE OR LOCAL GOVERNMENTAL UNITS (Summary)

This policy will have no effect on revenue collections of state or local governmental units.

III. ESTIMATED COSTS AND/OR ECONOMIC BENEFITS TO DIRECTLY AFFECTED PERSONS OR NON-GOVERNMENTAL GROUPS (Summary)

There will be no estimated cost and/or economic benefit to directly affected persons or non-governmental groups.

IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

This policy will have no effect on competition and employment.

Signature of Agency Head or Designee

Legislative Fiscal Officer or Designee

Beth Scioneaux, Deputy Superintendent for Management and Finance
Typed Name and Title of Agency Head or Designee

Date of Signature

Date of Signature

FISCAL AND ECONOMIC IMPACT STATEMENT
FOR ADMINISTRATIVE RULES

The following information is required in order to assist the Legislative Fiscal Office in its review of the fiscal and economic impact statement and to assist the appropriate legislative oversight subcommittee in its deliberation on the proposed rule.

- A. Provide a brief summary of the content of the rule (if proposed for adoption, or repeal) or a brief summary of the change in the rule (if proposed for amendment). Attach a copy of the notice of intent and a copy of the rule proposed for initial adoption or repeal (or, in the case of a rule change, copies of both the current and proposed rules with amended portions indicated).

The purpose of Bulletin 140 is to establish the duties and responsibilities of the Early Childhood Care and Education Network, local community networks and community network lead agencies, define kindergarten readiness, and create a uniform assessment and accountability system for publicly-funded early childhood care and education sites and community networks that includes a performance profile indicative of performance.

- B. Summarize the circumstances that require this action. If the Action is required by federal regulation, attach a copy of the applicable regulation.

This policy is required by Act 3 of the 2012 Regular Legislative Session.

- C. Compliance with Act 11 of the 1986 First Extraordinary Session.

1. Will the proposed rule change result in any increase in the expenditure of funds? If so, specify amount and source of funding.

No

2. If the answer to (1) above is yes, has the Legislature specifically appropriated the funds necessary for the associated expenditure increase?

(a) _____ Yes. If yes, attach documentation.

(b) _____ NO. If no, provide justification as to why this rule change should be published at this time.

FISCAL AND ECONOMIC IMPACT STATEMENT

WORKSHEET

I. A. COSTS OR SAVINGS TO STATE AGENCIES RESULTING FROM THE ACTION PROPOSED

1. What is the anticipated increase (decrease) in costs to implement the proposed action?

COSTS	FY15-16	FY16-17	FY17-18
PERSONAL SERVICES			
OPERATING EXPENSES	-0-	-0-	-0-
PROFESSIONAL SERVICES			
OTHER CHARGES			
EQUIPMENT			
<u>MAJOR REPAIR & CONSTR.</u>			
<u>POSITIONS (#)</u>			
TOTAL	-0-	-0-	-0-

2. Provide a narrative explanation of the costs or savings shown in "A. 1.", including the increase or reduction in workload or additional paperwork (number of new forms, additional documentation, etc.) anticipated as a result of the implementation of the proposed action. Describe all data, assumptions, and methods used in calculating these costs.

The proposed policy will have no effect on costs or savings to state or local governmental units over the next two fiscal years. The fiscal impact for FY 2017-2018 and beyond is indeterminable as the DOE has not yet promulgated rules for the replacement of the Quality Start Rating Program, which will terminate on June 30, 2017. Funding for community networks is in line with prior year funding during the Act 3 pilot process.

3. Sources of funding for implementing the proposed rule or rule change.

SOURCE	FY15-16	FY16-17	FY17-18
STATE GENERAL FUND			
AGENCY SELF-GENERATED	-0-	-0-	-0-
DEDICATED			
FEDERAL FUNDS			
OTHER (Specify)			
TOTAL	-0-	-0-	-0-

4. Does your agency currently have sufficient funds to implement the proposed action? If not, how and when do you anticipate obtaining such funds?

The Department has the necessary funds to implement the proposed action.

B. COST OR SAVINGS TO LOCAL GOVERNMENTAL UNITS RESULTING FROM THE ACTION PROPOSED

1. Provide an estimate of the anticipated impact of the proposed action on local governmental units, including adjustments in workload and paperwork requirements. Describe all data, assumptions and methods used in calculating this impact.

The proposed action will not result in any cost, savings, or workload adjustment to local school systems.

2. Indicate the sources of funding of the local governmental unit that will be affected by these costs or savings.

No sources of funding will be affected.

FISCAL AND ECONOMIC IMPACT STATEMENT

WORKSHEET

II. EFFECT ON REVENUE COLLECTIONS OF STATE AND LOCAL GOVERNMENTAL UNITS

A. What increase (decrease) in revenues can be anticipated from the proposed action?

This proposed action will have no effect on revenue collection.

REVENUE INCREASE/DECREASE	FY15-16	FY16-17	FY17-18
STATE GENERAL FUND	-0-	-0-	-0-
AGENCY SELF GENERATED			
RESTRICTED FUNDS*			
FEDERAL FUNDS			
LOCAL FUNDS			
TOTAL	-0-	-0-	-0-

*Specify the particular fund being impacted.

B. Provide a narrative explanation of each increase or decrease in revenues shown in "A." Describe all data, assumptions, and methods used in calculating these increases or decreases.

This proposed action will have no effect on revenue collection.

FISCAL AND ECONOMIC IMPACT STATEMENT

WORKSHEET

III. COSTS AND/OR ECONOMIC BENEFITS TO DIRECTLY AFFECTED PERSONS OR NON-GOVERNMENTAL GROUPS

A. What persons or non-governmental groups would be directly affected by the proposed action? For each, provide an estimate and a narrative description of any effect on costs, including workload adjustments and additional paperwork (number of new forms, additional documentation, etc.), they may have to incur as a result of the proposed action.

None.

B. Also provide an estimate and a narrative description of any impact on receipts and/or income resulting from this rule or rule change to these groups.

No impact on income is anticipated as a result of this rule change.

IV. EFFECTS ON COMPETITION AND EMPLOYMENT

Identify and provide estimates of the impact of the proposed action on competition and employment in the public and private sectors. Include a summary of any data, assumptions and methods used in making these estimates.

The policy will have no effect on competition and employment.

COMPARISON DOCUMENT

Title 28

EDUCATION

Part CLXVII. Bulletin 140—Louisiana Early Childhood Care and Education Network

Chapter 1. General Provisions

§101. Purpose

A. The purpose of this Bulletin is to establish the duties and responsibilities of the Early Childhood Care and Education Network, local community networks and community network lead agencies, define kindergarten readiness, and create a uniform assessment and accountability system for publicly-funded early childhood care and education sites and community networks that includes a performance profile indicative of performance.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§103. Definitions

§(g) Program—the Student Enhancement Block Grant Program administered by the Board of Elementary and Secondary Education that provides funding through the Louisiana Education Quality Start Fund that may be used to serve at-risk PreK children.

Assessment—see Early Childhood Care and Education Assessment

At-Risk—Children are considered at-risk if their family income is at or below 185% of the Federal Poverty Level according to the United States Department of Agriculture, or if they are in foster care, or they are English language learners, or they are experiencing homelessness, or they meet the definition of an “infant or toddler with a disability” found in 34 C.F.R. § 303.21 for children ages birth to three years or a “child with a disability” found in 34 C.F.R §300.8 for children ages 3 and older.

BESE—Board of Elementary and Secondary Education.

Caregiver—any person legally obligated to provide or secure care for a child, including a parent, legal custodian, foster home parent, or other person providing a residence for the child.

CCAP—Child Care Assistance Program.

Child Care Assistance Program (CCAP)—federal program administered by the Louisiana Department of Education that makes payments to child care providers for child care services provided to eligible families.

CLASS[®]—Classroom Assessment Scoring System.

Classroom Assessment Scoring System (CLASS)[®]—a classroom observation-based system used to assess and rate classroom quality across multiple areas using a scale of one to seven.

Classroom—see Early Childhood Care and Education Classroom

Community Network Coverage Area—the geographic area of a community network, which typically is the same geographical area as the local school district or school districts, but may be other coverage areas, as determined by the community network and approved by the department.

Coverage Area—see Community Network Coverage Area.

Department—Louisiana Department of Education.

Early Childhood Care and Education Assessment (Assessment)—observation-based process used to determine whether children ages birth to five years are growing and developing across all the areas of development and learning provided in Bulletin 136, the Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years.

Early Childhood Care and Education Classroom (Classroom)—an infant, toddler or PreK classroom.

Early Childhood Care and Education Performance Profile (Performance Profile)—information regarding performance in preparing children for kindergarten that is reported each school year for each publicly-funded site and community network composed of the site or community network’s performance rating and informational metrics.

Early Childhood Care and Education Performance Rating (Performance Rating)—measure of performance in preparing children for kindergarten that is reported each school year for each publicly-funded site and community network.

Early Childhood Care and Education Program (Program)—an early learning center-based or school-based organization that is providing early childhood care and education to children ages birth to five years who have not yet entered kindergarten.

Early Childhood Care and Education Site (Site)—a distinct early learning center-based or school-based location that is providing early childhood care and education to children ages birth to five years who have not yet entered kindergarten.

Early Learning Center- any child day care center, early Head Start, Head Start, or stand-alone prekindergarten program that is not attached to a school.

EarlySteps Program—program administered by the Louisiana Department of Health and Hospitals that provides early intervention services for infants and toddlers with disabilities ages birth to three years and their families according to the requirements of the Individuals with Disabilities Education Act (IDEA), Part C.

Equitable Access—the point at which every family who wishes to enroll their at-risk child in a publicly-funded program is able to do so.

Fall Observation Period—observation period between August 1 and December 15 of each year.

Fiscal Year – July 1 – June 30.

Full Day—at least six continuous hours per day or more than 20 hours per week of care and instruction aligned with a typical school day.

Head Start and Early Head Start Programs—federally-funded early childhood care and education programs that promote and teach school readiness to children ages birth to five from low-income families and provide services in the areas of education, social services for families, nutrition, family engagement, health and mental health, as well as providing the physical plant and instructional staff members for such purposes (42 U.S.C. 9801 et seq., 45 C.F.R Part 1300).

Individuals with Disabilities Education Act (IDEA), Part B—federal program administered by the Louisiana Department of Education that provides education funding for children with disabilities, ages 3 through 21.

Individuals with Disabilities Education Act (IDEA), Part C—federal program administered by the Louisiana Department of Health and Hospitals that provides early intervention services for infants and toddlers with disabilities ages birth to three years and their families to meet the developmental needs as identified by the individualized family services plan. See EarlySteps Program.

Infant—a child who has not yet reached 15 months of age.

Infant Classroom—a classroom in which the majority of children are infants.

Informational Metric—measure of early childhood care and education best practices at the site or community network level.

LA 4 Program—the Cecil J. Picard LA 4 Early Childhood Program that provides funding for PreK classrooms for four-year-old children who are eligible to enter kindergarten the following school year.

Lead Teacher—the early childhood care and education classroom teacher that is primarily responsible for the classroom and is required to meet the certification requirements in Bulletin 746: Louisiana Standards for State Certification of School Personnel.

Learning Year—the 2015-2016 school year shall be a learning year for the Early Childhood Care and Education Network.

Nonpublic School Early Childhood Development Program (NSECD)—Louisiana program administered by the Department of Education that provides funding for four-year-old preschool in BESE-approved nonpublic schools and Type III early learning centers.

Notice—written notice is considered given:

1. when it is sent by email or fax to the last email address or fax number furnished to the department;
2. when it is hand-delivered; or
3. on the fifth calendar day after it was mailed to the last mailing address furnished to the department.

NSECD—Nonpublic School Early Childhood Development Program.

Performance Profile—see Early Childhood Care and Education Performance Profile.

Performance Rating—see Early Childhood Care and Education Performance Rating.

PreK—prekindergarten.

PreK Child—a child age 36 months to 5 years who has not yet entered kindergarten.

PreK Classroom—a classroom in which the majority of children are PreK children.

Program—see Early Childhood Care and Education Program.

Publicly-Funded Children—children ages birth to five years who have not yet entered kindergarten that are being served full day with funds from either CCAP, Early Head Start, Head Start, LA 4 Program, NSECD, 8(g) Block Grant, Title 1 of ESEA, or IDEA Part B in a full day setting.

Publicly-Funded Classroom—see Publicly-Funded Early Childhood Care and Education Classroom.

Publicly-Funded Program—see Publicly-Funded Early Childhood Care and Education Program.

Publicly-Funded Site—see Publicly-Funded Early Childhood Care and Education Site.

Publicly-Funded Early Childhood Care and Education Classroom—any infant, toddler or PreK classroom that includes a publicly-funded child or children.

Publicly-Funded Early Childhood Care and Education Program—an early learning center-based or school-based organization that is providing early childhood care and education to children ages birth to five years who have not yet entered kindergarten with funds from either CCAP, Early Head Start, Head Start, NSCED, LA 4 Program, 8(g) Block Grant, Title 1 of ESEA or IDEA Part B, or that is authorized to receive CCAP, or that participates in the Quality Start Child Care Rating System.

Publicly-Funded Early Childhood Care and Education Site—a distinct early learning center-based or school-based location that is providing early childhood care and education to children ages birth to five years who have not yet entered kindergarten in a full-day setting with funds from either CCAP, Early Head Start, Head Start, NSCED, LA 4 Program, 8(g) Block Grant, Title 1 of ESEA or IDEA Part B, or that is authorized to receive CCAP, or that participates in the Quality Start Child Care Rating System.

Site—see Early Childhood Care and Education Site.

Spring Observation Period—Observation period between January 1 and May 15 of each school year.

State Superintendent—State Superintendent of Education

Third Party Independent Contractor (Third Party Contractor)—contractor that is separate from and independent of the lead agency and the community network with whom the department enters into a contract to perform CLASS observations on behalf of the department.

Title I—Title I of the Elementary and Secondary Education Act (ESEA) that provides funding that may be used for preschool programs for disadvantaged children.

Toddler—a child age 15 months to 36 months.

Toddler Classroom—a classroom in which the majority of children are toddlers.

Type III Early Learning Center—an early learning center that directly or indirectly receives state or federal funds from any source other than the federal food and nutrition programs.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.23 and R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

Chapter 3. Early Childhood Care and Education Network

§301. Early Childhood Care and Education Network

A. The Early Childhood Care and Education Network is established as the comprehensive and integrated network through which the Board of Elementary and Secondary Education (BESE) manages and oversees publicly-funded early childhood care and education programs in Louisiana to promote and improve kindergarten readiness.

B. The Early Childhood Care and Education Network is comprised of the local community networks throughout the state.

C. The Department of Education (Department), pursuant to authority delegated by BESE, manages and oversees the administration of the Early Childhood Care and Education Network.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§303. BESE's Duties and Responsibilities

A. To facilitate the creation of the Early Childhood Care and Education Network, BESE shall:

1. establish a definition of kindergarten readiness aligned with Louisiana content standards for elementary and secondary schools (see §305 of this Chapter);

2. establish performance targets for children under the age of three and academic standards for kindergarten readiness for three- and four-year old children to be used in publicly-funded early childhood education programs (see Bulletin 136: *The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years*);

3. create a uniform assessment and accountability system for publicly-funded early childhood care and education programs that includes an early childhood care and education performance rating (performance rating) indicative of performance (see Chapter 5 of this Bulletin);

4. align the standards for the licensing of child care facilities, including the requirements for participation in the Louisiana Quality Start Child Care Rating System, with the standards established for early childhood education programs (see Bulletin 137: *The Louisiana Licensing Early Learning Center Licensing Standards* and Bulletin 139: *The Louisiana Child Care and Development Fund Programs*).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§305. Kindergarten Readiness Definition

A. Children who are ready for kindergarten are expected to demonstrate:

1. cognitive abilities, which include knowledge and skills in
a. early literacy, such as phonological awareness, print concepts, alphabetic understanding, vocabulary, listening comprehension, and emergent writing;

b. basic numeracy concepts, such as rote counting and number awareness, sorting, classifying, comparing, patterning, and spatial relationships;

2. basic science concepts, such as making observations, exploring the world using their senses, and using appropriate scientific vocabulary related to topics;

3. basic social studies concepts, such as self-awareness and their relationship to family and community, and an awareness of money and time;

4. response to and participation in music, movement, visual and dramatic arts experiences and activities;

5. abilities, either assisted or unassisted, that show an awareness of health, hygiene, and environmental hazards, in addition to gross and fine motor skills;

6. social and emotional competencies, including self-regulation, self-identity, self-reliance, respect for others, and interpersonal skills; and

7. approaches to learning, such as reasoning and problem-solving, engagement, persistence, and eagerness to learn.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§307. Publicly-Funded Early Childhood Care and Education Programs and Community Networks

A. Publicly-funded Early Childhood Care and Education Program (Publicly-Funded Program)

1. Each publicly-funded program shall participate in the:

a. membership in the community network for its coverage area;

b. early childhood care and education accountability system (accountability system), as provided in Chapter 5; and

c. coordinated enrollment process, as provided in Chapter 7.

2. Any publicly-funded program that does not comply with Paragraph (A)(2) of this Section may be subject to the loss of its public funding.

B. Community Network

1. Each community network shall:

- a. participate in the early childhood care and education accountability system (accountability system);
- b. develop and implement a coordinated observation plan for the community network;
- c. develop and implement a coordinated enrollment process for the community network;
- d. have a lead agency;
- e. support the department in disseminating and collecting an annual survey from lead teachers and families of every publicly-funded child; and
- f. address other needs as identified by the community network.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§309. Community Network Lead Agency

A. A community network lead agency is either a state agency, a local public school system, a non-profit or for-profit corporation having an educational or social services mission, including but not limited to a nonprofit corporation of a philanthropic or policy nature, a Louisiana public postsecondary institution, or a nonprofit corporation established by the governing authority of a parish or municipality, that is approved by BESE and that:

- 1. serves as the fiscal agent of the community network;
- 2. coordinates the duties and responsibilities of the community network; and
- 3. acts as the liaison between the community network and the department.

B. Duties and Responsibilities

1. The lead agency shall be responsible for coordinating the duties and responsibilities of the community network pertaining to:

a. coordinated Classroom Assessment Scoring System (CLASS) observations, as provided in §503, which includes but is not limited to:

i. submitting the community network's annual plan for coordinated CLASS observations to the department;

ii. submitting all CLASS observation results to the department; and

iii. sharing each publicly-funded program's CLASS observation results with that publicly-funded program and sharing the aggregate CLASS observation results for the community network with all publicly-funded programs in the community network, at least monthly;

b. coordinated enrollment, as provided in Chapter 7, which includes but is not limited to:

i. ensuring a coordinated enrollment process is operated by the community network each year as provided in §703;

ii. submitting to the department the community network's coordinated enrollment plan, which shall include signatures from each publicly-funded program in the community network indicating approval of the plan and shall describe how the community network will ensure coordinated enrollment for families within the community network who want to enroll their infant, toddler, or PreK children in a publicly-funded program in the community network;

iii. submitting counts to the department twice a year reflecting the total enrollment of at-risk children in all programs in the community network as of October 1 and as of February 1, according to the age cohorts provided in §701;

iv. submitting an annual request for funding to the department for publicly-funded programs in the community network that is based on the results of the coordinated enrollment process used in the community network and is subject to the requirements provided in §709; and

v. working with all publicly-funded programs in the community network to maximize all available resources to increase the quality of and access to the publicly-funded programs for at-risk children;

c. accountability system reporting, as provided in §515;

d. data verification, as provided in §517;

e. requesting waivers, as provided in §519;

f. submitting appeals, as provided in §521; and

g. demonstrating progress toward implementation of coordinated enrollment as provided in §707.

2. The lead agency shall not charge any publicly-funded program for any part of the coordinated observation process and shall not require publicly-funded programs to provide staff to conduct CLASS observations.

C. Selection and Approval

1. Lead agencies shall be approved by BESE.

2. The department shall identify potential lead agencies through a competitive process and submit them to BESE for approval.

2. Applicants for lead agency shall demonstrate support from all publicly-funded programs within the community network by obtaining signatures from each and submitting them to the department in the competitive process.

3. By June 30 of each year, the department shall recommend the identified lead agencies to BESE for approval.

4. If BESE has not approved a lead agency for a community network by July 1, the department shall serve as lead agency for the community network.

5. Lead agencies approved by BESE shall serve for the fiscal year beginning July 1 and ending June 30.

D. Contracts

1. Lead agencies approved by BESE shall enter into a Lead Agency Agreement with the department.

2. The lead agency may enter into a contract or agreement with an individual or entity for performance of specific tasks within the duties and responsibilities of the lead agency, but the lead agency remains responsible for satisfactory completion of the tasks.

E. Funding

1. Subject to available funding, lead agencies shall be funded based on the number of early childhood care and education classrooms (classrooms) in the network.
 - a. Lead agencies shall be notified of their total funding for the following fiscal year by June 30.
 - b. Lead agencies shall use funding solely to fulfill the duties and responsibilities of the community network as provided in this Bulletin.
 - c. If the department is required to serve as a lead agency, the department shall be funded in the same manner as any other lead agency.

F. Audit

1. BESE may request a financial audit of the lead agency's use of funds allocated to it.
2. Audits shall be at the department's expense.
3. If a lead agency improperly uses its allocated funds, the lead agency may be required to repay the improperly used amount.

G. Termination of Lead Agency Approval

1. If a lead agency fails to satisfactorily and timely comply with the duties and responsibilities contained in this Bulletin or with any additional duties and responsibilities established in writing during the competitive process, the department shall notify the lead agency, and all publicly-funded programs within the community network in writing and specify any corrective actions that may be required.
2. Within 30 calendar days of receiving such notice, the lead agency shall submit in writing to the department certification that the corrective actions have been taken or are in the process of being taken and submit a timely implementation schedule for department approval.
3. If the lead agency does not respond in writing in a timely or satisfactory manner or adhere to the implementation schedule approved by the department, either or both of the following actions may occur:
 - a. The department may withhold funds from the lead agency for any work not yet performed.
 - b. The department may make a recommendation to BESE that approval of the lead agency be terminated.
4. If BESE terminates a lead agency's approval and does not approve a new lead agency, the department shall serve as lead agency for a community network.
5. The department shall notify all publicly-funded programs in a community network of any change in that community network's lead agency.
6. If a lead agency's approval is terminated:
 - a. The entity shall be ineligible to serve as lead agency in the community network from which its approval was terminated for a minimum period of 24 months.
 - b. If the entity serves as lead agency for more than one community network, the entity may continue to serve as lead agency for any community network for which its approval has not been terminated.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§311. Complaints

- A. Any program or individual may submit a written complaint to the department regarding the action or inaction of the lead agency in its community network.
- B. A complaint shall be submitted in writing within 30 calendar days of the action or inaction of the lead agency upon which the complaint is based.
- C. All complaints shall clearly state the action or inaction upon which the complaint is based and provide specific facts and documentation supporting the complaint.
- D. The department shall act upon and respond in writing to all signed complainants within 30 calendar days of receiving the complaint.
- E. Anonymous complaints may be acted upon at the discretion of the department.
- F. Lead agencies shall not retaliate in any manner against a program or individual that submits a complaint to the department.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§313. Academic Approval for Type III Early Learning Centers

- A. All Type III early learning centers shall meet the performance and academic standards of the Early Childhood Care and Education Network regarding kindergarten readiness as provided in R.S. 17:407.36(C).
- B. Type III early learning centers meeting the performance and academic standards shall receive academic approval from the department. Academic approval is verification by the department that the center is meeting the required performance and academic standards.
- C. Initial Academic Approval for 2015-2016 Fiscal Year
 1. Existing Type III Early Learning Centers
 - a. Academic approval shall be granted for the 2015-2016 fiscal year to any existing Type III early learning center that has submitted a signed copy of Program Partner Profile and Assurances (Assurances) to the lead agency of the community network in its area, and is thereby agreeing to:
 - i. membership in the community network;
 - ii. participation in the early childhood care and education accountability system, as provided in Chapter 5; and
 - iii. participation in the coordinated enrollment process, as provided in Chapter 7,

b. The community network shall submit copies of Assurances signed by Type III early learning centers to the department within seven calendar days of receiving them or prior to July 1, 2015, whichever is earlier.

c. The department shall send written notice of academic approval to each Type III early learning center that has submitted signed Assurances to its community network in compliance with Paragraph C(1)(a) by July 1, 2015.

2. Applicants for new Type III Early Learning Center Licenses.

a. In order to obtain the initial academic approval required to be licensed as a Type III early learning center, an applicant for a Type III early learning center license must become a member of the community network in its coverage area and submit a signed copy of the Program Partner Profile and Assurances (Assurances) to the lead agency of the community network thereby agreeing to:

i. membership in the community network;

ii. participation in the early childhood care and education accountability system, as provided in Chapter 5; and

iii. participation in the coordinated enrollment process, as provided in Chapter 7.

b. The department shall send written notice of academic approval to each Type III early learning center that has submitted signed Assurances to its community network in compliance with Paragraph C(2)(a) within 30 days of receipt of the signed Assurances.

D. Academic approval shall be valid for the fiscal year, July 1 – June 30, for which it is granted.

E. Academic approval is granted to a specific owner and a specific location and is not transferable. If a Type III early learning center changes owners or location, it is considered a new operation, and academic approval for the new owner or location must be obtained prior to beginning operations under new ownership or at the new location.

F. Upon a change of ownership or change of location, the academic approval granted to the original owner or at the original location becomes null and void.

G. Renewal

1. Prior to July 1 of each year, the department shall send notice to each Type III early learning center that has academic approval providing one of the following:

a. renewal of academic approval for the center;

b. notice of the center's failure to comply with specific requirements in Subsection A and specific corrective actions that must be taken by a specified date in order for academic approval to be renewed; or

c. if an early learning center has received the notice outlined in Paragraph H(2)(a) of this section within the academic year and the center has not provided the required certifications and completed the stated corrective actions, the department may terminate the center's academic approval as provided in Paragraph (H)(2)(c) and send notice of termination of the center's academic approval.

H. Termination of Academic Approval

1. The department may terminate academic approval for:

a. violations of any provisions of this Bulletin related to the performance and academic standards of the Early Childhood Care and Education Network;

b. failure to timely comply with a corrective action plan provided by the department; or

c. any act of fraud, such as the submission of false or altered documents or information.

2. Notice

a. If a Type III early learning center is in violation of any provision in Subsection A, the department shall notify the center in writing and may specify any corrective actions that shall be required to retain academic approval.

b. Within 30 calendar days of receiving such notice, the center shall submit certification in writing to the department that the corrective actions have been taken or are in the process of being taken in compliance with the schedule provided and certification that the center will remain in compliance with all applicable regulations.

c. If the Type III early learning center does not respond in a timely or satisfactory manner or adhere to the implementation schedule for required corrective actions, the department may terminate the center's academic approval by sending written notice of termination to the center.

d. Termination of the center's academic approval shall be effective when notice of termination is given.

I. Appeal Procedure

1. BESE shall have the authority to grant an appeal of the termination of a Type III early learning center's academic approval.

2. The appeal procedure shall be used when needed to address unforeseen and aberrant factors impacting Type III early learning centers or when needed to address issues that arise when the literal application of the academic approval regulations does not consider certain unforeseen and unusual circumstances.

3. A Type III early learning center may request an appeal of the termination of its academic approval by submitting a written request for an appeal to the department within 15 calendar days of being given notice of termination of its academic approval.

4. All appeal requests shall clearly state the specific reasons for requesting the appeal and the reasons why the appeal should be granted and shall include any necessary supporting documentation.

5. The department shall review all timely submitted appeal requests and make - recommendations to BESE during the first regularly scheduled BESE meeting following receipt of the appeal requests, or during the second regularly scheduled BESE meeting if an appeal request is received within ten working days of the next regularly scheduled BESE meeting. Within this interval, the department shall notify the center of its recommendation and allow the center to respond in writing. The department's recommendation and the center's response shall be submitted to BESE for final disposition.

6. An early learning center that appeals the termination of its academic approval shall retain its academic approval during the appeal process.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.36(C) and R.S. 17:407.21, et seq.

Chapter 5. Early Childhood Care and Education Accountability System

§501. Early Childhood Care and Education Accountability System (Accountability System)

A. The Early Childhood Care and Education Accountability System (accountability system) is the uniform accountability system created pursuant to R.S. 17:407.23(B)(3) and used to evaluate the performance of publicly-funded early childhood care and education sites and community networks in preparing children for kindergarten and to assign a performance profile to each site and community network.

B. Participants

1. Publicly-funded Early Childhood Care And Education Sites (Publicly-funded Sites)

a. All publicly-funded sites with at least one classroom on October 1 shall participate and shall be included in the accountability system.

b. All publicly-funded sites with at least one classroom on October 1 and one classroom on February 1 shall participate and shall receive a performance profile for the school year.

c. All classrooms in existence on either October 1 or February 1 in a publicly-funded site shall be included in the accountability system for that school year.

d. Publicly-funded sites that open after October 1 of a school year shall not participate in the accountability system, as provided in this Chapter, until the start of the following school year.

2. Community Networks

a. All community networks shall participate and shall be included in the accountability system and shall receive a performance profile for the school year.

b. If any publicly-funded site discontinues participation in a community network after October 1 by changing funding source, license type, or closing, its performance shall remain part of the community network performance profile for the school year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§503. Coordinated Observation Plan and Observation Requirements

A. Coordinated observation is the local process by which each community network ensures that every classroom in a publicly-funded site in the community network receives two CLASS observations each school year.

B. CLASS Observation Requirements

1. A CLASS observation is an observation of a classroom using the appropriate toddler or PreK CLASS using all domains, typically occurring during the morning, in which a reliable observer conducts four twenty-minute cycles of observation and note-taking followed by at least ten minutes of scoring after each observation cycle.

2. Domains and Dimensions

a. CLASS observations for toddler classrooms shall include both toddler CLASS domains, which are emotional and behavioral support and engaged support for learning, and all dimensions contained within.

b. CLASS observations for PreK classrooms shall include all three PreK CLASS domains, which are emotional support, classroom organization, and instructional support, and all dimensions contained within.

3. Required Observations

a. All toddler and PreK classrooms in a publicly-funded site shall receive two CLASS observations during the school year conducted by the community network.

b. One observation shall occur during the fall observation period, if the classroom is in existence on October 1, and the other shall occur during the spring observation period, if the classroom is in existence on February 1.

c. CLASS observations conducted by third party contractors hired by the department shall not count towards this requirement.

4. Use of Toddler or PreK CLASS. Classrooms shall be observed with the same CLASS throughout the school year based on the composition of the classroom when the observation plan required in §503(C) is submitted according to the following:

a. A classroom that only has infant children or a classroom that has a mix of infant and toddler children in which a majority are infant children shall not be observed.

b. A classroom that has all toddler children or a classroom that has a mix of infant and toddler children in which the majority are toddler children shall be observed with the toddler CLASS.

c. A classroom that has all PreK children or a classroom that has a mix of toddler and PreK children in which the majority are PreK children shall be observed with the PreK CLASS.

C. Coordinated Observation Plan

1. Each community network shall submit for department approval no later than September 30 a written annual plan for coordinated observation using CLASS that at a minimum includes:

a. the number of CLASS observers who will conduct observations;

b. the total number and the location of toddler and PreK classrooms that must be observed;

c. an observation schedule that includes two observations for each toddler and PreK classroom identified in Subparagraph (B)(3)(b) of this Section, with one observation scheduled during the fall observation period and one during the spring observation period; and

d. specific requirements that ensure the following:

i. All observers are reliable, which is defined as all observers having a certification achieved by completing and passing all trainings and assessments required by Teachstone to conduct a CLASS observation with validity and fidelity;

ii. All observers maintain inter-rater reliability and fidelity. Inter-rater reliability occurs when two or more observers produce consistent observation results for the same classroom at the same time.

iii. The community network conducts inter-rater reliability observation checks for 10 percent of all classrooms observed; and

iv. No observer conducts an observation in a classroom in which the observer has a conflict of interest. A conflict of interest may exist in, but is not limited to, situations in which the observer: supervises, provides training or technical assistance to, or is an immediate family member of a teacher in the classroom being observed or has a direct financial interest in the site where classrooms are being observed.

D. Waiver

1. The state superintendent of education (state superintendent) shall have the authority to grant waivers to lead agencies for specific requirements of the coordinated observation plan and/or observation requirements included in this Chapter.

2. Lead agencies seeking a waiver shall submit a written request the department prior to or at the time of the submission of the coordinated enrollment plan. The request shall cite the specific requirement for which a waiver is being requested and shall clearly state the reasons why the waiver is being requested and why it should be granted. Waiver requests shall include any supporting documentation that substantiates the need for the waiver.

3. The department shall respond in writing to waiver requests within 30 calendar days after receiving the request.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§505. Performance Profiles

A. The performance profiles for publicly-funded sites and for community networks shall include:

1. a performance rating as provided in §509 for publicly-funded sites and as provided in §511 community networks, and

2. informational metrics as provided in §513.

B. Each publicly-funded site and each community network shall receive a performance profile based on performance each school year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§507. Performance Profile Implementation Timeline

A. The 2015-2016 school year shall be an learning year for publicly-funded sites and community networks.

1. A learning year is a year in which there are no consequences on publicly-funded sites or community networks as a result of their performance profile.

2. Performance profiles for the 2015-2016 learning year shall clearly indicate that the performance profile is practice and is from a learning year.

B. Every publicly-funded site, except those that begin operating after October 1, and every community network shall participate in the accountability system for the 2015-2016 learning year and shall receive a practice performance profile as provided in §501.

1. Type III early learning centers that do not participate in the accountability system may have their academic approval terminated.

2. All other publicly-funded sites that do not participate in the accountability system may be subject to the loss of public funding.

C. The 2016-2017 school year shall be the first school year in which publicly-funded sites and community networks are accountable for the performance rating earned.

D. Prior to the start of the 2016-2017 school year, BESE shall review this Chapter and revise as necessary based on learnings from the 2015-2016 learning year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§509. Performance Rating Calculations for Publicly-Funded Sites

A. The performance rating for each publicly-funded site shall be based on the average of the domain level toddler and PreK observation results from the fall and spring observation periods for all toddler and PreK classrooms within the site.

1. BESE may include a weight for improvement beginning with the 2016-2017 school year.

B. Any classroom in a publicly-funded site that does not have the observations required in §503 or does not have all results reported, shall have a score of one assigned to each missing CLASS domain score. The score of one for missing or not-reported observation results shall be included in the performance rating calculation for that site and the number of missing or not-reported observation results shall be reported on the performance profile.

1. Lead agencies may have their approval terminated as provided in §311(G) for incomplete observations or observation results not reported.

2. Any site or program that has diligently sought observations from the lead agency, including written evidence of such efforts, and that has not been provided such observations, may request of BESE an appeal of its performance rating as described in §521. BESE shall consider diligent efforts and evidence thereof in determining the appeal.

C. The department shall compare the domain level results from observations of classrooms conducted by the department's third party contractors to the domain level results from observations conducted by the community network for each publicly-funded site.

1. In calculating the performance rating, the department shall replace domain level results from classroom observations conducted by community networks with the domain level results from observations conducted by the department's third party contractors for any single domain in which the results differ by more than one point and shall calculate the performance rating using the replaced results.

2. The department shall monitor the domain level observation results of classroom observations conducted by community networks for each publicly-funded site, including by observer, and domain level observation results conducted by the department's third party contractor for each publicly-funded site.

a. For the 2015-2016 learning year, if the observation results conducted by community networks are consistently different by more than one point from observation results conducted by the department's third party contractors, the department may replace all of the community network's observation results for a publicly-funded site with the results from the department's third party contractors, including those results that do not differ by at least one point.

b. The department shall review results from the 2015-2016 learning year and recommend policy to BESE for 2016-2017 and beyond.

D. The performance rating for each site shall be based on the following numerical scale:

1. 6.0 – 7.0 Excellent

2. 3.0 – 5.99 Proficient

3. 1.0 – 2.99 Needs Improvement

E. The numerical scale and performance rating shall be used for each CLASS domain and for the overall performance rating.

F. BESE may transition to a five level rating scale beginning with the 2017-2018 school year.

G. BESE shall review the overall rating calculation, including but not limited to data collected on the informational metrics of best practices, prior to the 2016-2017 school year and determine whether additional factors should be added to the rating calculation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§511. Performance Rating Calculations for Community Networks

A. The performance rating for a community network shall be calculated as follows:

1. CLASS observation results shall be 50 percent of a community network performance rating.

2. An equitable access score for four-year-olds shall be 50 percent of the community network performance rating.

3. BESE may include a weight for improvement on equitable access beginning with the 2016-2017 school year.

B. The CLASS observation results shall be determined by averaging the results of all fall and spring domain level toddler and PreK observation results for all toddler and PreK classrooms within the community network.

1. Any classroom in a site that does not have the observations required in §503, or has not had all observation results reported, shall have a score of one assigned to each missing CLASS domain. The score of one for missing observation or not-reported results shall be included in the performance rating calculation for the community network and the number of missing or not-reported observation results shall be reported on the community network's performance profile.

a. Lead agencies may be subject to termination as provided in §311(G) for incomplete observations or observation results not reported.

2. The department shall compare the domain level results from observations of classrooms conducted by the department's third party contractors to the domain level results from observations conducted by community network for each publicly-funded site.

a. In calculating the performance rating, the department shall replace domain level results from classroom observations conducted by community network with the domain level results from observations conducted by the department's third party contractor for any single domain in which the results differ by more than one point and shall calculate the performance rating using the replaced results.

b. The department shall monitor domain level observation results of classroom observations conducted by community network for each publicly-funded site, including by observer, and domain level observation results conducted by the department's third party contractors for each publicly-funded site.

i. For the 2015-2016 learning year, if the observation results conducted by a community network are consistently different by more than one point from observation results conducted by the department's third party contractor, the department may replace all of the community network's observation results for a publicly-funded site with the results from the department's third party contractor for that site, including those results that do not differ by at least one point.

ii. The department shall review results from the 2015-2016 school learning year and recommend policy to BESE for 2016-2017 and beyond.

C. The equitable access score shall be determined by calculating the access achieved by the community network for all at-risk four-year-old children in the community network coverage area. Points are earned on a seven point scale according to:

Percentage of At-Risk	Points
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<u>Four-Year-Olds Served</u>	
<u>95-100%</u>	<u>7</u>
<u>90-94.9%</u>	<u>6</u>
<u>85-89.9%</u>	<u>5</u>
<u>80-85.9%</u>	<u>4</u>
<u>75-79.9%</u>	<u>3</u>
<u>70-74.9%</u>	<u>2</u>
<u>0-69.9%</u>	<u>1</u>

D. The performance rating for each community network shall be based on the following numerical scale:

1. 6.0 – 7.0 Excellent
2. 3.0 – 5.99 Proficient
3. 1.0 – 2.99 Needs Improvement

E. The numerical scale and performance rating shall be used for reporting each CLASS domain and the overall performance rating.

F. BESE may transition to a five level rating scale beginning with the 2017-2018 academic year.

G. BESE shall review the overall rating calculation, including but not limited to data collected on the informational metrics of best practices, prior to the 2016-2017 school year and determine whether additional factors should be added to the rating calculation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§513. Informational Metrics of Best Practices

A. Informational metrics are measures of a publicly-funded site and a community network’s use of the following early childhood care and education best practices:

1. Child Assessment that Informs Instruction

a. Ready to Assess. Publicly-funded sites ensure all lead teachers have certification of reliability as provided by the assessment creator for each school year.

b. Ongoing Assessment. Publicly-funded sites ensure all publicly-funded children receive completed assessments in October, February, and May. Publicly-funded sites shall obtain approval from the department prior to using child assessment tools different from the assessment tool provided by the department.

c. Assessing Accurately. Publicly-funded sites ensure there is an assessment portfolio for every publicly-funded child that provides evidence of the assessment rating for that school year.

2. Investment in Quality Measures

a. Teacher/Child Ratios. Publicly-funded sites maintain teacher/child ratios based on the age of children that are at or better than the minimum standards required in BESE Bulletin 137—*The Louisiana Licensing Early Learning Center Licensing Standards*.

i. To achieve gold level ratios, publicly-funded sites use the following teacher/child ratios and group sizes:

<u>Age</u>	<u>Teacher/Child Ratio</u>	<u>Maximum Group Size</u>
<u>Birth to 1 year</u>	<u>1:4</u>	<u>8</u>
<u>1 year to 2 years</u>	<u>1:4</u>	<u>8</u>
<u>2 years to 3 years</u>	<u>1:6</u>	<u>12</u>
<u>3 years to 4 years</u>	<u>1:8</u>	<u>16</u>
<u>4 years to 5 years</u>	<u>1:10</u>	<u>20</u>

ii. To achieve silver level ratios, publicly-funded sites use the following teacher/child ratios and group sizes:

<u>Age</u>	<u>Teacher/Child Ratio</u>	<u>Maximum Group Size</u>
<u>Birth to 1 year</u>	<u>1:4</u>	<u>8</u>
<u>1 year to 2 years</u>	<u>1:6</u>	<u>12</u>
<u>2 years to 3 years</u>	<u>1:8</u>	<u>16</u>
<u>3 years to 4 years</u>	<u>1:10</u>	<u>20</u>
<u>4 years to 5 years</u>	<u>1:12</u>	<u>24</u>

iii. To achieve bronze level ratios, publicly-funded sites use the minimum ratio standards required in BESE Bulletin 137—*The Louisiana Licensing Early Learning Center Licensing Standards*.

a. Teacher Preparation. Publicly-funded sites ensure lead teachers meet or exceed credential requirements for publicly-funded classrooms provided in BESE Bulletin 746—*The Louisiana Standards for State Certification of School Personnel*.

b. Standards-Based Curriculum. Publicly-funded sites use a curriculum that is aligned, to BESE Bulletin 136—*The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years*.

3. Family Engagement and Supports

a. Publicly-funded sites and community networks engage families and ensure families are satisfied with their children's care and education experience, as measured through a family survey that will be produced and managed by the department

4. Community Network Supports (reported at the community network level only)

a. Community networks ensure teachers have access to supports to address their professional development needs and aid them in supporting children's learning and development.

b. Community networks and publicly-funded sites ensure children are prepared for kindergarten.

B. The performance profile shall report the publicly-funded site and community network's use of the best practices identified in Subsection A by reporting the following informational metrics:

1. Child Assessment that Informs Instruction

a. Ready to Assess—the percent of reliable lead teachers in each site and community network;

b. Ongoing Assessment—the percent of publicly-funded children who receive at least three assessments per school year in each program and community network; and

c. Assessing Accurately—the level to which assessment portfolios substantiate the assessment ratings for publicly-funded children in each site and community network.

2. Investment in Quality Measures

a. Teacher/Child Ratios—the level of ratios used: gold, silver, or bronze;

b. Prepared Teachers—the percent of lead teachers holding varying levels of academic credentials and teacher certification for each site and community network; and

c. Standards-Based Curriculum—the extent to which the curriculum in use by a site is aligned to the early learning and development standards contained in BESE Bulletin 136, *The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years*.

3. Family Engagement and Supports

a. for each site, the level of satisfaction community network families have reported with the site; and

b. for each community network, the level of satisfaction community network families have reported with the coordinated enrollment process.

4. Community Network Supports (reported at the community network level only)

a. the level of satisfaction lead teachers have reported with the supports received from the community network; and

b. the percent of publicly-funded four-year-old children that are kindergarten ready at the beginning and end of the school year based on results from the child assessment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§515. Reporting for the Accountability System

A. Lead agencies shall report to the department, in the manner specified by the department, the following:

1. classroom counts

a. by October 31, the number of classrooms serving infant, toddler and PreK children in each publicly-funded site on October 1;

b. by February 28, the number of classrooms serving infant, toddler, and PreK children in each publicly-funded site on February 1; and

c. by February 28, the number of classrooms in the February 1 count that have been added or removed since the October 1 count.

2. child counts

a. by October 31, the number of publicly-funded children in each publicly-funded site on October 1;

b. by February 28, the number of publicly-funded children in each publicly-funded site on February 1; and

c. by February 28, the number of publicly-funded children by site in the February 1 count that have been added or removed since the October 1 count.

3. CLASS observation results:

a. within 10 business days after the observation, unless upon written request from the lead agency, the department grants a written extension of time for a specific observation based on the extenuating circumstances provided in the written request;

b. all fall observation period data by December 15; and

c. all spring observation period data by May 15.

4. child assessment results for publicly-funded infants, toddlers and PreK children by October 31, February 28, and May 31.

B. Publicly-funded sites shall report to the department by October 31, in the manner specified by the department, the following:

1. number of lead teachers with certification of reliability on the ongoing assessment used in the community network;

2. teacher/child ratios used in the site;

3. credential and certification status of each lead teacher; and

4. curriculum used in each classroom.

C. The department shall report to lead agencies on a monthly basis the number of CLASS observations that have been submitted for publicly-funded programs in that community network.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§517. Data Verification

A. The department shall provide all non-survey data contributing to the performance profile for publicly-funded sites and community networks to each Lead Agency prior to publishing the performance rating.

B. The department shall provide lead agencies 30 calendar days for final review, correction, and verification of data for the performance profiles.

1. The lead agency shall create and implement a community network data certification procedure that requires review of all performance profile data for each site during the data certification period.

2. The department may request the certification procedure from each lead agency.

3. All data correction must take place during the 30 calendar day period.

4. Data corrections may be submitted for the following reasons:

a. CLASS observations results have been reported incorrectly or

b. CLASS observation results were not reported.

5. The department shall review all data corrections and grant approval of those corrections that are proven valid.

6. The department may request additional documentation to support the validity of the changes.

C. The department shall act upon and respond in writing within 30 calendar days of receiving a signed report from the general public regarding potential irregularities in data reporting.

D. Anonymous complaints may be acted upon at the discretion of the department.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§519. Waivers of Accountability System Requirements

A. The State Superintendent of Education (State Superintendent) shall have the authority to grant waivers to publicly-funded sites and community networks for specific requirements of the accountability system included in this Chapter.

1. Community Networks

a. Prior to October 1, any lead agency requesting a waiver on behalf of the community network, from a requirement of the accountability system shall submit a request in writing to the department.

b. After October 1 and prior to the start of the data verification period established in §517, any lead agency with extenuating circumstances arising after October 1 may request a waiver by submitting a written request to the department that shall clearly state the extenuating circumstances on which the request is based.

2. Publicly-funded Sites

a. Prior to October 1, any publicly-funded site requesting a waiver from a requirement of the accountability system shall submit a request in writing to the department and shall include a written statement of support for the waiver from the community network lead agency.

b. After October 1 and prior to the start of the data verification period established in §517, any publicly-funded site with extenuating circumstances arising after October 1 may request a waiver by submitting a written request to the department that shall clearly state the extenuating circumstances on which the request is based. The request shall include a written statement of support for the waiver from the community network lead agency.

B. All waiver requests shall cite the requirement(s) from which a waiver is being requested and shall clearly state the reasons why it being requested and why it should be granted. Waiver request shall include any supporting documentation that substantiates the need for the waiver.

C. The department shall respond in writing to waiver requests within 30 calendar days after receiving the request.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§521. Performance Profile Appeals Procedure

A. BESE shall have the authority to grant an appeal of a publicly-funded site or community network's performance profile.

B. The appeal procedure shall be used when needed to address unforeseen and aberrant factors impacting publicly-funded sites and community networks or when needed to address issues that arise when the literal application of the accountability system regulations does not consider certain unforeseen and unusual circumstances.

C. A publicly-funded site or community network may request an appeal of its performance profile by submitting a written request for an appeal to the department within 15 calendar days of the department's release of the publicly-funded site or community network's performance profile.

D. All appeal requests shall clearly state the specific reasons for requesting the appeal and the reasons why the appeal should be granted and shall include any necessary supporting documentation.

E. The lead agency shall submit a written request for appeal on behalf of a community network that wishes to appeal its performance profile.

F. The department shall review all timely submitted appeal requests and make a recommendation to BESE during the first regularly scheduled BESE meeting following receipt of the appeal request, or during the second regularly scheduled BESE meeting if the appeal request is received within ten working days of the first regularly scheduled BESE meeting. Within this interval, the department shall notify the publicly-funded site or community network of its recommendation and allow the site or community network to respond in writing. The department's recommendation and the site or community network's response shall be submitted to BESE for final disposition.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§523. Disaster Consideration for Programs and Community Networks

- A. A severe impact site meets either of the following conditions associated with disasters:
1. the site was closed, due to the disaster, for 18 or more consecutive school days during a given school year; or
 2. the site gained or lost 25 percent or more of its population due to the disaster.
- B. A severe impact community network is a community network that consists of 25 percent or more severe impact sites.
- C. Severe impact sites and severe impact community networks qualify for a waiver for up to one school year from participation in the accountability system.
1. BESE shall not issue a performance profile for any severe impact site or severe impact community network for the school year in which the disaster occurred unless the site or community network requests that the performance profile be issued.
 2. BESE shall not include severe impact site accountability system results in the performance profile for a community network that does not meet the severe impact criteria but has severe impact sites.
- D. Community network lead agencies and sites may address situations not part of the severe impact disaster process through the waiver process for accountability system requirement set forth in §519.
- AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.
- HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

Chapter 7. Coordinated Enrollment

§701. Age Cohorts

- A. Children shall be placed in a single age cohort for counting purposes in a school year. Each child shall be placed in the appropriate age cohort at the beginning of the school year and shall remain in that age cohort for the entire school year.
- B. A child's age cohort shall be determined by the child's age on September 30 of the school year.
- C. Children shall be placed in age cohorts for a school year as follows:
1. four-year-olds are children who have reached or will reach their fourth birthday on or before September 30;
 2. three-year-olds are children who have reached or will reach their third birthday on or before September 30;
 3. two-year-olds are children who have reached or will reach their second birthday on or before September 30;
 4. one-year-olds are children who have reached or will reach their first birthday on or before September 30; and
 5. children ages birth to one year are children who have not reached and will not reach their first birthday by or before September 30.
- AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq. and R.S. 17:407:91 et seq.
- HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§703. Coordinated Enrollment Process

- A. Coordinated enrollment is the process developed and implemented by a community network to coordinate enrollment for infant, toddler, and PreK children in the community network whose families want to enroll them in a publicly-funded program in the community network.
- B. The coordinated enrollment process consists of:
1. a coordinated information campaign through which the community network informs families about the availability of publicly-funded programs serving children ages birth to five years;
 2. a coordinated eligibility determination through which the community network coordinates enrollment, eligibility criteria, and waiting lists to ensure that families are referred to other available publicly-funded early childhood programs should they be ineligible for or unable to access their primary choice;
 3. a coordinated application process through which the community network conducts a unified application process so families can easily indicate their enrollment choices for publicly-funded programs; and
 4. a matching based on family preference through which the community network enrolls at-risk children, using available public funds and based upon stated family preferences
- C. In collaboration with representatives of providers of child care, Head Start, and prekindergarten services, the lead agency shall develop policies and procedures for how the requirements of §703.B will be implemented. These policies and procedures shall be submitted to the department prior to initiation of the enrollment process.
- D. The lead agency shall ensure the community network develops and implements a process to enroll publicly-funded children on an ongoing basis outside of the community network's established application period each year.
- E. Any publicly-funded program that seeks to enroll children outside of their community network's coordinated enrollment process shall obtain prior written approval from the department.
- F. Request for departmental review
1. Any parent or caregiver may request that the department review the placement of his or her child resulting from the coordinated enrollment process.
 2. A request for departmental review shall be submitted in writing to the department within 15 calendar days of placement of the child or of the event upon which the request for review is based.
 3. All requests for departmental review shall clearly state the specific reasons for requesting the review and the action being sought, and shall include all necessary supporting documentation.
 4. The department shall respond to the request for departmental review within 30 calendar days after receiving it.
- AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq. and R.S. 17:407:91 et seq.
- HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§705. Implementation Timeline

A. Community networks that began receiving funding prior to January 2015 shall develop and implement all four components of the coordinated enrollment process as defined in §703 during the 2015-2016 school year for use in enrollment that begins with the 2016-2017 school year.

B. Community networks that began receiving funding on or after January 2015 shall develop and implement all four components of the coordinated enrollment process as defined in §703 during the 2015-2016 and 2016-2017 school years for use in enrollment that begins with the 2017-2018 school year.

1. Community networks shall establish the coordinated information campaign, coordinated eligibility determination and coordinated application process as defined in §703(B)(1)-(B)(3) during the 2015-2016 school year for enrollment that begins with the 2016-2017 school year.

C. The state superintendent, pursuant to authority delegated by BESE, may grant a community network a one year extension of time to develop and implement the enrollment process.

1. Any community network that began receiving funding prior to January 2015 requesting an extension of time shall submit a written request to the department no later than December 1, 2015.

2. Any community network that began receiving funding on or after January 2015 requesting an extension of time shall submit a written request to the department no later than February 1, 2016.

3. The request shall include written justification of the need for the extension and an assurance that families will be informed of the enrollment process for all publicly-funded programs in the community network.

4. The state superintendent, or designee, shall respond in writing to a request within 30 calendar days of receipt of the request.

D. Community networks shall determine preliminary eligibility for families interested in CCAP during the coordinated eligibility determination as provided in §703(B)(2) and the department shall determine final eligibility for CCAP.

E. Prior to the start of the 2016-2017 school year, BESE shall review this Chapter and revise as necessary based on learnings from the 2015-2016 learning year. A work group of the Early Childhood Care and Education Advisory Council shall be formed to study the effectiveness of the coordinated enrollment process conducted in the learning year and make recommendations to the council and BESE for changes for implementation in 2016-2017. This research should include, but not be limited to, conducting focus groups of all provider types, reviewing data on the placement of new early childhood seats opened statewide, and reviewing other available information.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq. and R.S. 17:407:91 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§707. Demonstrated Progress Toward Implementation

A. No later than August 31, 2015, each community network shall submit a self-assessment of its progress toward full implementation of each component of the coordinated enrollment process as defined in §703(B).

B. The department may require community networks to complete an enrollment self-assessment each year.

C. The lead agency of any community network not making progress on coordinated enrollment, or not achieving the full coordinated enrollment process according to the timeline in §705, may be subject to BESE intervention, as specified in §711.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§709. Community Network Request for Funding for Publicly-Funded Programs

A. By March 31 of each fiscal year, the lead agency shall develop, in collaboration with representatives of providers of child care, Head Start, and prekindergarten services, and submit a funding request for the following fiscal year to the department on behalf of the community network that is based on the coordinated enrollment results, which shall include the following:

1. the number of applications received for each age of at-risk children;

2. the number of seats requested at each publicly-funded site;

3. the number of seats recommended by the lead agency to receive funding with a prioritization by site and age of children served by funding source;

4. the recommended plan to maximize all funding sources to increase service to at-risk children; and

5. the number of seats being requested in a mixed delivery setting.

B. The lead agency shall provide an opportunity for each publicly-funded program in the community network and the general public in the coverage area of the community network to comment on the proposed funding request prior to submission to the department and shall include documentation of this process in the funding request.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq. and R.S. 17:407:91 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§711. Local Enrollment Coordinator

A. If the lead agency is not satisfactorily coordinating the duties and responsibilities of the community network pertaining to the community network's coordinated enrollment process, the department shall send written notification to the lead agency and all programs within the community network. The written notification shall identify the unsatisfactory performance issues and specify any corrective actions that may be required of the lead agency.

B. Within 30 calendar days of receiving such notice, the lead agency shall submit written certification to the department that corrective actions have been taken or are in the process of being taken and submit a timely implementation schedule for the department's approval.

C. If the lead agency does not respond in a timely or satisfactory manner or adhere to the implementation schedule approved by the department, the department may recommend that BESE terminate the lead agency's duties and

responsibilities pertaining to coordinated enrollment and authorize a local enrollment coordinator for the community network.

D. A local enrollment coordinator is an entity authorized by BESE to assume responsibility for the services a lead agency is required to provide in coordinating the community network's coordinated enrollment process, as set forth in §311.B(1)(b) and §703 - §709.

1. A local enrollment coordinator may be a state agency, including the department, a public school system, a nonprofit or for-profit corporation having an educational or social services mission, including but not limited to a nonprofit corporation of a philanthropic or policy nature, a Louisiana postsecondary education institution, or a nonprofit corporation established by the governing authority of a parish or municipality.

2. A local enrollment coordinator shall be authorized for a term no greater than five years.

3. A local enrollment coordinator authorized by BESE shall enter into a local enrollment coordinator agreement with the department.

4. If a Local Enrollment Coordinator is authorized, the lead agency's allocation shall be reduced by, or the lead agency shall repay, an amount equal to that portion of the coordinated enrollment duties and responsibilities that remain outstanding.

E. If BESE terminates a lead agency's responsibilities pertaining to coordinated enrollment, but does not terminate the lead agency's approval to serve as the lead agency for the community network, the lead agency shall continue to serve as lead agency and coordinate all other duties and responsibilities of the community network.

F. Funding

1. For each local enrollment coordinator authorized by BESE, the department shall allocate not more than one percent of the public funds appropriated for each publicly-funded program in the community network to support the local enrollment coordinator.

2. The amount allocated from the funding for each publicly-funded site shall be proportionate to the number of publicly-funded children in the site enrolled by the local enrollment coordinator.

3. If an allocation cannot be made from a funding source to support the local enrollment coordinator, the amount established for that funding source to support the local enrollment coordinator shall be allocated from the remaining public funding sources in an amount proportionate to the number of children in each publicly-funded program enrolled by the local enrollment coordinator.

4. BESE shall not allocate additional funds to support local enrollment coordinators from any public funding source that has a per-child allocation or subsidy below the Louisiana average per-child allocation or subsidy for all programs included in the enrollment system.

G. Audit

1. A local enrollment coordinator shall annually submit to the department an independent financial audit conducted by a certified public accountant who has been approved by the legislative auditor. Such audit shall be accompanied by the auditor's statement that the report is free of material misstatements. The audit shall be limited in scope to those records necessary to ensure that the local enrollment coordinator has used funds to perform required services, and it shall be submitted to the legislative auditor for review and investigation of any irregularities or audit findings.

2. The local early learning enrollment coordinator shall return to the state any funds that the legislative auditor determines were expended in a manner inconsistent with Louisiana law or BESE regulations.

3. The cost of such audit shall be paid by the department.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq. and R.S. 17:407:91 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

§713. Request for Departmental Review

A. Any publicly-funded program may request that the department review an enrollment decision or funding request of its lead agency or local enrollment coordinator.

B. A request for departmental review shall be submitted in writing to the department no later than 10 calendar days after the day on which community networks must submit funding requests to the department or the day in which the community network submitted the funding request to the department, whichever is later.

C. All requests for departmental review shall clearly state the specific reasons for requesting the review and the action being sought, and shall include necessary supporting documentation.

D. The department shall respond to the request for review within 30 calendar days after receiving the request or prior to BESE considering funding allocations, whichever is sooner.

E. No publicly-funded program or community network may request departmental review of the funding allocation approved by BESE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.21, et seq. and R.S. 17:407:91 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:

Current Policy

No current rule exists.