

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150035

Grants.gov Tracking#: GRANT11769577

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 24, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers: one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: 1234-LouisianaPreschoolGrantPart4BudgetNarrative.pdf, 1240-LouisianaPreschoolGrantPart3Narrative.pdf, 1235-LouisianaPreschoolGrantPart2Abstract.pdf, 1239-Appendix.pdf, 1238-App_Assurances_Certifications_AND_Accountability_Transparency_Reporting_Assurances.pdf, 1236-GEPA_427.pdf, 1237-LouisianaPreschoolGrantPart5bBudget.xls

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
---	---	--

* 3. Date Received: 10/24/2014	4. Applicant Identifier: <input type="text"/>
--	---

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
---	--

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
--	--

8. APPLICANT INFORMATION:

* a. Legal Name: Louisiana Department of Education	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 72-6000745	* c. Organizational DUNS: 8059209980000

d. Address:

* Street1:	1201 North Third Street
Street2:	<input type="text"/>
* City:	Baton Rouge
County/Parish:	<input type="text"/>
* State:	LA: Louisiana
Province:	<input type="text"/>
* Country:	USA: UNITED STATES
* Zip / Postal Code:	70802-5243

e. Organizational Unit:

Department Name: Office of the Superintendent	Division Name: Early Childhood
---	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Ms.	* First Name: Jenna
Middle Name:	<input type="text"/>
* Last Name: Conway	<input type="text"/>
Suffix:	<input type="text"/>
Title: Assistant Superintendent, Early Childhood	

Organizational Affiliation:

* Telephone Number: 225-342-3462	Fax Number: <input type="text"/>
---	---

* Email: Jenna.Conway@la.gov

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-102314-002

*** Title:**

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number 84.419B

13. Competition Identification Number:

84-419B2015-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Increasing Early Childhood Choice for Louisiana Families

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="32,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="32,000,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an Internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL _____ John Hanley	TITLE _____ State Superintendent of Education
APPLICANT ORGANIZATION _____ Louisiana Department of Education	DATE SUBMITTED _____ 10/24/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Louisiana Department of Education * Street 1: 1221 North Third Street Street 2: _____ * City: Baton Rouge State: _____ Zip: 70802-5243 Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: U. S. Department of Education	7. * Federal Program Name/Description: Preschool Development Grants CFDA Number, if applicable: 84.419	
8. Federal Action Number, if known: 	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name N/A Middle Name _____ * Last Name N/A Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name N/A Middle Name _____ * Last Name N/A Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the fier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: John Hanley * Name: Prefix _____ * First Name N/A Middle Name _____ * Last Name N/A Suffix _____ Title: _____ Telephone No.: _____ Date: 10/24/2014		

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Standard Form - LLL (Rev. 7-97)

PR/Award # S419B130035

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA 427.pdf

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View Attachment

Section 427 of GEPA

The Louisiana Department of Education (LDE) does not discriminate on the basis of gender, race, national origin, color, disability or age.

LDE will provide equitable access to, and participation in, its Federally-assisted programs to students, teachers and other program beneficiaries with special needs.

LDE will respond in a timely, reasonable and equitable manner to overcome any barriers that might limit equitable access, as described above.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION		
Louisiana Department of Education		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Mr.	* First Name: John	Middle Name:
* Last Name: White	Suffix:	
* Title: State Superintendent of Education		
* SIGNATURE: John Hanley	* DATE: 10/24/2014	

INCREASING EARLY CHILDHOOD CHOICE FOR LOUISIANA FAMILIES**Louisiana Department of Education**

Background: Louisiana believes children thrive in a unified, high-quality early childhood care and education system where there are high expectations for children's achievement and progress; families who are able to choose the option best suited for their children; and knowledgeable, skilled teachers who support children's learning and development toward kindergarten readiness. As a result of groundbreaking state legislation (Act 3, 2012), Louisiana is unifying preschool, Head Start, and child care programs through local early childhood networks (Community Network Pilots) that ensure at-risk children have equitable access to high-quality preschool. With close support from the state, half of Louisiana's parishes have already established these local networks, or consortium of early learning providers, and have made demonstrable progress in three areas:

- **Collaborative Leadership:** Developing a collaborative leadership structure including child care, Head Start, public preschool, and nonpublic preschool leaders that develops plans, tracks progress, and continually strives for better kindergarten readiness outcomes;
- **Teacher Support:** Providing training, coaching, and evidence-based professional development to help all teachers improve interactions and instruction of young children;
- **Coordinated Enrollment:** Coordinating information and applications across all programs to make it easier for families to access quality options.

The remaining communities are currently learning from existing Community Network Pilots and are expected to launch their own in early 2015.

Project Overview: Louisiana seeks \$32 million over 4 years to expand the state's existing high-quality preschool programs in high-need communities through a parent choice model, and build a technology system to consistently measure program quality using program-based report cards and provide useful information for families and providers. As part of Louisiana's ambitious and achievable plan, the state will work to achieve the following goals:

- **Increased Access through Choice:** Provide families of more than 4,500 at-risk children in Louisiana equitable access to high-quality early childhood choices in diverse settings including child care, Head Start, nonpublic and public schools;

Louisiana: Project Abstract

- **A Unified System:** Unify the early childhood system by empowering local leaders to coordinate efforts to improve child outcomes;
- **Sustainable Funding:** Transition to sustainable funding for high-quality programs; and
- **Improvement and Accountability:** Improve quality and access, measure success with outcomes-based program report cards, and hold local leaders accountable.

Project Outcomes: Louisiana has an ambitious and achievable plan that will decrease the four-year-old access gap in the state and provide more families choices for preschool. Louisiana will use \$23.7 million to open 1800 new preschool seats, serving more than 4,500 at-risk children (Table 1). In addition, Louisiana will use \$7.4 million to improve services for nearly 6,000 children (Table 2). To support this work, Louisiana will leverage \$ [] in state matching funds that support Community Network Pilots, representing a [] % match of federal funds.

Table 1: Projected New Seats with Preschool Expansion Grant

	Year 1	Year 2	Year 3	Year 4
New Seats Created	340	660	440	360
Continued from Prior Year	---	340	1000	1440
Total Seats Funded	340	1000	1440	1800

Table 2: Projected Improved Seats with Preschool Expansion Grant

	Year 1	Year 2	Year 3	Year 4
Improved Seats Funded	442	1300	1872	2340

High-Need Communities: In year 1, the state will subgrant with high-need communities: Caddo, City of Monroe (Ouachita), Iberville, Lincoln, Orleans, and Rapides to provide 340 new slots. These communities were chosen based on three factors:

1. **Demonstrated Success as a Consortium of Early Learning Providers (Community Network Pilot):** Capacity to coordinate enrollment and implement a parent choice model as demonstrated by participation as lead agency in a consortium of local providers;
2. **Demonstrated Need through Unmet Parent Demand:** Demonstrated need for additional preschool seats, as determined through an annual application process; and
3. **Communities Most At-Risk:** Designation as a high need community according to the Louisiana State/Tulane University’s state report on *Early Childhood Risk and Reach*.

In years 2-4, the state will continue to support existing slots funded by the grant as well as run a competitive process to add up to 660 new slots each year, using the three criteria above.

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

LouisianaPreschoolGrantPart2Abstract.pdf

Add Attachment

Delete Attachment

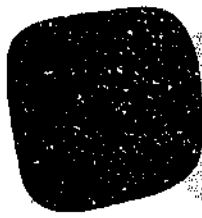
View Attachment

Close Form

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.



Early Childhood
IMPROVING SCHOOL READINESS

(b)(6)

Preschool Development Grant – Expansion Grant Application: Louisiana
Increasing Early Childhood Choice for Louisiana Families

October 15, 2014

John White, State Superintendent of Education

 DEPARTMENT of
EDUCATION
Louisiana Believes

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GLOSSARY OF TERMS AND ACRONYMS

8(g) Preschool Program: Created by the Louisiana Board of Elementary and Secondary Education (BESE) in 1988 as the Model Early Childhood Program, the 8(g) preschool program is a block grant to school districts serving approximately 2,500 at-risk-four-year-olds. The 8(g) preschool program maintains the same high-quality standards as the primary state preschool program, LA 4.

Act 3: Act 3 (2012), the **Early Childhood Education Act**, creates an Early Childhood Care and Education Network to improve kindergarten readiness in Louisiana. Act 3 requires BESE to unify the early childhood system under a set of high expectations for all publicly-funded early learning providers serving children from birth to age five. Act 3 also requires a uniform early learning assessment and accountability system, using letter grades to measure program quality, and must be fully implemented by the start of the 2015-16 school year.

At-risk: Children in families with income at or below 185% of the Federal Poverty Level, with disabilities, in foster care, who are English language learners, and/or experiencing homelessness.

BESE: The **Board of Elementary and Secondary Education (BESE)** is the policymaking body for all Louisiana public elementary and secondary schools, now with oversight for all publicly-funded early childhood programs.

CCDF Transition: Refers to the transition of lead agency authority for the Child Care Development Fund (CCDF), a federal program that assists low-income families in obtaining child care, from the Department of Children and Family Services (DCFS) to the Department of Education (LDE). The CCDF transition will be completed by July 2015.

CDA: The Child Development Associate (CDA) is a nationally-recognized credential for early childhood teachers. The credential is based on a core set of competency standards, field-based experience, a portfolio submission, an assessment, and an observation.

Child Care Resource & Referral Agencies: Child Care Resource & Referral agencies support families in finding appropriate child care, and support child care centers through training and technical assistance.

Children's Cabinet: The Children's Cabinet, located in the Office of the Governor, coordinates policy across the multiple state departments providing services for young people. The state's

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Early Childhood Advisory Council is currently delegated to the Children's Cabinet by executive order.

CLASS: The *Classroom Assessment Scoring System*, or *CLASS*, is an observation-based instrument that assesses teacher and child interactions that indicates child outcomes. Louisiana is field-testing an early childhood accountability system that bases ratings on *CLASS* observations.

Community Network Pilot: Community Network Pilots are the local consortia implementing Act 3 (2012). These consortia of early childhood providers must represent public and nonpublic preschool programs, child care, and Head Start, with a coordinating partner that serves as fiscal agent. Community Network Pilots have launched in cohorts, with cohort 1 launched July 2013; cohort 2 launched April 2014; and cohort 3 expected to launch January 2015.

CONNECT: To support teachers to implement the state's Early Learning and Development Standards (*ELDS*), the LDE offers *CONNECT*, a free, online course that provides an overview of the *ELDS* and how the standards connect to instruction and assessment.

Coordinated Enrollment: Coordinated enrollment is a locally managed system where Community Network Pilots coordinate across the four areas of enrollment to reduce burdens on families and maximize access.

1. **Coordinated Information Campaign:** Inform families about the availability of publicly-funded early childhood care and education programs serving children four years of age or younger;
2. **Coordinated Eligibility Determination:** Coordinate 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. **Coordinated Application:** Conduct a unified application process so families can easily indicate their enrollment choices for publicly-funded early childhood care and education programs; **AND**
4. **Matching Based on Preference:** Enroll at-risk children, using available public funds, based upon stated family preferences. (*e.g., a family ranks their preference of sites and communities match the family to their highest ranked preference available*).

DCFS: The Department of Children and Family Services (DCFS) is the state agency currently responsible for oversight of the Child Care Development Fund (CCDF), which is transitioning to the Department of Education.

Demonstrated Need: Determined based on a community's requests for LA 4 and NSFCD seats that the state was unable to fund.

Developing Skills Checklist: The Developing Skills Checklist (DSC) evaluates the skills that children develop from preschool through the end of kindergarten. BESE currently requires all Local Education Agencies (LEAs) to administer the DSC as a kindergarten entry assessment within the first 30 days of the start of school.

DHH: The Department of Health and Hospitals (DHII) leads the IDEA Part C program as well as the Maternal Infant Early Childhood Home Visiting (MIECHV) program.

Early Childhood Care and Education Advisory Council: Act 868 (2014) created the Advisory Council to provide input and guidance to BESE on matters pertaining to the development and implementation of rules, regulations, bulletins, policies or standards related to all publicly-funded early care and education programs. The Advisory Council will be established October 2014.

Early Childhood Risk and Reach Report: *Early Childhood Risk and Reach in Louisiana* is a report created by the Louisiana State University/Tulane Early Childhood Data and Policy Center to illustrate the areas in the state where children are most at-risk for being unhealthy and entering kindergarten already behind.

Early Learning and Development Standards (ELDS): The Early Learning and Development Standards (ELDS) are Louisiana's comprehensive standards for children birth to age five.

ECERS-R/ITERS-R: The Early Childhood Environment Rating Scale-Revised and Infant-Toddler Environment Rating Scale-Revised are assessment tools used to measure the process quality of early childhood settings. Louisiana currently uses ECERS-R and ITERS-R as part of its Quality Rating and Improvement System.

IDEA Part B: Individuals with Disabilities Education Act (IDEA) Part B provides funding for children age three to five with special needs.

IDEA Part C: Individuals with Disabilities Education Act (IDEA) Part C provides funding for infants and toddlers with special needs.

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LA 4: Louisiana's primary state-funded preschool program with high-quality components:

teachers compensated at rates equal to local kindergarten teachers; small classroom sizes of 20 children; 10:1 child to adult ratios; full day program; professional development for teachers, and support services for children and families. LA 4 serves more than 16,000 at-risk four-year-olds each year.

LDE: The Louisiana Department of Education (LDE) is currently responsible for all public and nonpublic preschool, elementary, and secondary school programs. In July 2015, the LDE will be responsible for all publicly-funded early childhood programs, including child care and Head Start.

Louisiana Believes: *Louisiana Believes* is the state's strategic plan for education from birth to 12th grade, with the vision that every one of Louisiana's children should be on track to college or a professional career.

Kindergarten Entrance Assessment (KEA): An assessment administered upon entry into kindergarten to determine what children know and are able to do, including their disposition toward learning. Louisiana state law mandates the use of a KEA at the start of kindergarten, and currently the KEA in Louisiana is the *Developing Skills Checklist (DSC)*.

Mental Health Consultation: A research-based coaching model targeted to developing social-emotional and executive function skills in children by working with teachers through weekly visits.

MIECHV: Maternal Infant Early Childhood Home Visiting (MIECHV) program supports pregnant women and families and helps parents of children birth to five tap the resources and develop the skills they need to raise children who are physically, socially and emotionally healthy and ready to learn.

NSECD: The Nonpublic School Early Childhood Development Program (NSECD) provides high-quality four-year-old preschool programs in approved nonpublic schools or child care centers. NSECD meets the same high-quality standards as LA 4 and serves more than 1,500 at-risk four-year-olds each year.

PLCs: Professional Learning Communities (PLCs) are a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and child outcomes.

Quality Rating and Improvement System (QRIS): A Quality Rating and Improvement System (QRIS) is a method to assess, improve, and communicate the level of quality in early care

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and education settings, primarily in child care and Head Start. In Louisiana, the QRIS is called Quality Start.

Quality Start: see Quality Rating and Improvement System

School Readiness Tax Credits (SRTC): A series of tax credits for families, child care providers, child care directors and staff, and businesses that support child care. The SRTC are incentives for families to choose quality-rated centers and for providers to participate in the state's QRIS program, Quality Start. SRTC provide approximately \$12 million each year to support child care.

Teacher Leaders: Highly-effective educators who serve as school leaders assisting other teachers to plan high-quality lessons, reflect on student data to inform instruction, and improve professional practice.

Teaching Strategies GOLD: *Teaching Strategies GOLD* is an authentic, observation-based assessment system for children birth through kindergarten for all areas of development and learning. Louisiana is currently piloting *Teaching Strategies GOLD* with the Community Network Pilots.

A. EXECUTIVE SUMMARY

Background: Louisiana believes promoting quality schooling starts with fostering an environment in which quality thrives: high expectations for children’s achievement and progress; families who are able to choose the option best suited for their children; and knowledgeable, skilled teachers who continue to learn and grow throughout their careers. These conditions are the hallmark of Louisiana’s premiere preschool programs – known as LA 4 in public schools and NSECD in nonpublic schools and child care.

However, thousands of at-risk Louisiana families are unable to choose a high quality preschool option that best meets their children’s needs. To maximize new funds such as the Preschool Development Expansion Grants, the state must ensure not only that new seats are provided, but that they are offered in a way that assures both quality and access for the most high-need communities.

Louisiana is currently in a multi-year effort to unify its early childhood system and improve kindergarten readiness. To address a fragmented early childhood system that prepares only 54% of children for kindergarten, Louisiana passed a law (Act 3, 2012) to unify preschool, Head Start and child care programs into a statewide early childhood network (Appendix A. 1). By empowering families with choice and ensuring easy access to high quality options, the state seeks to start every child on track for success. To build on this effort, Louisiana seeks \$32 million over four years from the Preschool Development Expansion Grant to enable high-need communities, representing both rural and urban populations, to expand preschool choice models where parents can choose a high quality option from an array of public school, nonpublic school, Head Start, and child care settings.

In implementing Act 3, the Louisiana Department of Education (LDE) established an ambitious and achievable plan to create local early childhood networks (Community Network Pilots) comprised of child care, Head Start, publicly funded private preschools, and public school pre-kindergartens under a unified system of academic and development standards, enrollment, and teacher preparation expectations. These local networks, which are expected to serve all publicly-funded at-risk children birth to five, are empowered to pilot innovative approaches to increasing quality and improving access. Louisiana believes those closest to children and families are best positioned to improve outcomes. Each network functions as a consortium of

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early learning providers, with a coordinating partner serving as fiscal agent. As a consortium, they are expected to:

- **Lead Collaboratively:** Develop a collaborative leadership structure that represents child care, Head Start, public preschool and nonpublic preschool leaders;
- **Support Teachers:**
 - Observe and provide feedback to teachers using a highly-regarded, research-based tool (*CLASS*) and ensure teachers have access to evidence-based professional development; and
 - Use a common assessment to evaluate all children (*Teaching Strategies GOLD*); and
- **Coordinate Enrollment:** Coordinate information and applications across all programs for families.

These Community Network Pilots are also informing the state's efforts to develop a consistent way of measuring program quality using program-based report cards to provide useful information for families and providers.

Louisiana is poised to address gaps in preschool quality and access as half of the state's parishes have already launched Community Network Pilots and the other half intends to join in early 2015 (Appendix A. 2). Now the challenge is to secure funding to address unmet need. Currently in Louisiana, families of approximately 2,300 at-risk four-year-olds have requested seats, but are not being served. An additional 2,700 at-risk four-year-olds could qualify, but are not being served. The Preschool Development Expansion Grant will increase choice and access for those families seeking high-quality preschool, but unable to get it, starting with high-need communities. Following implementation in these communities, Louisiana will expand to other high-need communities through a competitive process.

Through the Preschool Development Expansion Grants, Louisiana will capitalize on the strengths of its existing preschool programs and innovative work to unify the state's early childhood system, specifically building on:

1. **Existing Quality:** Louisiana's preschool programs (LA 4 and NSECD) already meet high-quality criteria;
2. **Current Efforts to Unify Early Childhood Through High Expectations:** As a result of Act 3, Louisiana is unifying its early childhood system under uniform high-quality

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standards developed by Louisiana educators, teacher expectations, and early learning assessment practices, thereby ensuring effective use of grant funding;

3. **Coordinated Access through Choice:** Louisiana already offers a choice model for families seeking high-quality preschool. Louisiana is in a unique position to leverage existing state and federal school-based and community-based preschool programs to accomplish even more with the Preschool Development Expansion Grant; and
4. **Community Network Pilots:** These local consortia of providers, already in place, have the infrastructure and capacity to maximize grant funding through serving more children and improving existing preschool quality. The Community Network Pilots have the infrastructure and relationships to train and support teachers to improve.

Louisiana requests \$32 million to expand the state's existing high-quality infrastructure and preschool programs in high-need communities, and build a technology system to consistently measure program quality using program-based report cards and provide useful information for families and providers. **Louisiana's ambitious and achievable plan will accomplish:**

1. **Increased Access through Choice:** Provide families of more than 4,500 at-risk children in Louisiana access to high-quality early childhood choices;
2. **A Unified System:** Unify the early childhood system by empowering local leaders to coordinate enrollment and support teachers;
3. **Sustainable Funding:** Transition to sustainable funding for high-quality programs; and
4. **Improvement and Accountability:** Support improvements to quality and access, and hold local leaders and programs accountable.

A. 1. Building on State Progress

Louisiana's ambitious and achievable plan builds upon the state's progress in providing voluntary, high-quality preschool programs through public and nonpublic providers. In 1988, BESE began the 8(g) Model Early Childhood Program to serve at-risk four-year-olds. Prior to Act 3, Louisiana created its primary state-funded preschool program, known as LA 4, in 2001. Although 8(g) and LA 4 are supported by different funding sources, the LDE has established identical program quality requirements; thus this application typically just references LA 4. In addition to LA 4, the state provides parents of at-risk children with access to quality nonpublic school and child care classrooms through the Nonpublic School Early Childhood Development

Louisiana: Section A

(NSECD) program. NSECD demonstrates that high-quality preschool can be offered in community-based settings.

Both LA 4 and NSECD have a history of quality and achievement, with research demonstrating lasting cognitive benefits to children through the eighth grade (Appendix A. 3). Together, these programs serve more than 17,000 four-year-olds in high-quality preschool annually (41% of at-risk four-year-olds in Louisiana), but have done so through multiple, fragmented funding streams and applications for families. The Louisiana Legislature enacted Act 3, to address the fragmentation and unify the system to drive better child outcomes across all programs, and create a coordinated enrollment system for families.

The LDE, which has oversight for both programs, recently unified both child eligibility and program requirements for these two programs. As a result, both are tightly aligned with the quality requirements of the grant, with program components including:

- High staff qualifications - teachers must have a bachelor degree and be certified;
- Low child to teacher ratios and small class sizes, 1:10 with a group size of 20; and
- Full day 6-hour program with comprehensive services (Appendix A. 4).

In addition, the LDE conducts an annual shared process for all communities to indicate family demand for seats in high-quality preschool, which will be done through coordinated enrollment in every community in the future. The state will use this process to ensure new seats provided through this grant will be offered through diverse delivery, based on parent preference. Community Network Pilots bring together early childhood leaders from schools, Head Starts, and child care centers to ensure resources support quality in diverse delivery.

A. 2. Providing Voluntary, High-Quality Preschool in High-Need Communities

To build on Louisiana's current progress and expand access to high-quality preschool, the state will subgrant funds to high-need communities where:

1. Families are asking for more preschool seats, and
2. The lead agency for the local early childhood consortium is prepared to scale and offer new seats through a parent choice driven model.

In year 1, this includes subgrantees that represent both rural and urban communities from different areas of the state: Caddo, City of Monroe (Ouachita), Iberville, Lincoln, Orleans, and Rapides. These communities are leading the state in coordinating enrollment, improving the

