The purpose of this webinar is for potential applicants to obtain clarification on the requirements of the RFA and to receive answers to relevant questions.

I. Overview of Louisiana Early Childhood Key Training Modules
II. What are Louisiana Early Childhood Key Training Modules?
   • Request for Applications
   • Criteria for Evaluation
   • Module Structure
III. RFA 2 Timeline
IV. Questions and Contact Information
V. Appendix
Overview of Louisiana Key Training Modules
To offer the very best in quality professional development training opportunities and build efficiencies that save money at every level of the system over time, the Department is seeking proposals for Louisiana Early Childhood Key Training Modules.

What are Louisiana Early Childhood Key Training Modules?

• Louisiana Early Childhood Key Training Modules are a set of accessible, high-quality trainings designed by experts on best practices in the field of early childhood.

• Once created, these modules will be branded by the Louisiana Department of Education and shared with key professional development vendors across the state to be used for redelivery.

• The design of each training module will incorporate activities and presentation methods appropriate for adult learners to ensure trainers, coaches, community leaders, and directors can provide quality trainings on the subjects that matter most for supporting child development.
Overview
Louisiana Early Childhood Key Training Modules

The Louisiana Department of Education is seeking proposals for trainings that will improve the quality of early childhood care and education for children birth to five in our state.

If chosen to create a session for the Louisiana Early Childhood Key Training Modules, you will increase the quality of training available to early childhood teachers across the state, ultimately better preparing teachers to lead classrooms rich in high-quality learning by:

• Identifying the expertise, research, and strategies that should be accessible to all of Louisiana’s early childhood teachers;
• Sharing the highest quality trainings and resources currently available to Louisiana’s early childhood teachers with a broader audience of educators; and
• Providing easy-to-use resources for Louisiana’s professional development vendors, allowing them to refine and improve their training offerings.
Overview
Possible Applicants

The Department will contract with selected subject matter experts to create Louisiana Early Childhood Key Training Modules.

Who can apply for Louisiana Early Childhood Key Training Modules?

• Applicants may apply:
  • as an individual;
  • as a group; or
  • on behalf of an organization.

• Considered applicants must have experience in working on projects similar in size, scope, technical requirements, and function to the proposed contract.
Overview
Application Process

Individuals interested in designing and developing Louisiana Early Childhood Key Training Modules for RFA 2 must complete the Application for Consideration.

**Louisiana Early Childhood Key Training Modules Application**

- This application must describe the module that would be developed if selected.
- *The full module does not need to be fully created by the time of the Application for Consideration.*
- The application must be submitted by **June 3, 2019**.
- Louisiana Early Childhood Key Training Module applications should be emailed as a PDF document to [Leslie.Doyle@la.gov](mailto:Leslie.Doyle@la.gov).
What are Louisiana Early Childhood Key Training Modules?
This is the Department’s second of three Request for Applications (RFA) to build a comprehensive set of Louisiana Early Childhood Key Training Modules.

Each of the three RFAs responds to one of three focus training areas and requests the submission of proposals for training modules that address a specific set of topics. The RFA release for each focus training area has been staggered throughout 2019.

A tentative timeline for the Request for Applications for each of these three focus training areas is listed below:

<table>
<thead>
<tr>
<th>Focus Training Area</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Early Childhood Tools and Standards</td>
<td>Released February 2019</td>
</tr>
<tr>
<td>2: Effective Adult-Child Interactions</td>
<td>Released May 2019</td>
</tr>
<tr>
<td>3: Management and Leadership</td>
<td>Tentative Release June 2019</td>
</tr>
</tbody>
</table>
# Louisiana Early Childhood Key Training Modules
## RFA1 Selected Vendors

<table>
<thead>
<tr>
<th>Module Topic</th>
<th>Contractor</th>
<th>Module Session Title</th>
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</thead>
<tbody>
<tr>
<td><strong>Focused Training Area 1: Early Childhood Tools and Standards</strong></td>
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<tr>
<td><strong>Module 1A Standards</strong></td>
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<td></td>
</tr>
<tr>
<td>Center for Development and Learning (CDL)</td>
<td>Taking a Closer Look at Early Childhood Development and Learning: A Standards-Based Approach</td>
<td></td>
</tr>
<tr>
<td>Louisiana State University</td>
<td>Standards - Infants/Toddlers</td>
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<tr>
<td>Louisiana State University</td>
<td>Standards - Preschoolers (ages 3-4)</td>
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<tr>
<td><strong>Module 1B: Curriculum</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSU Child and Family Network</td>
<td>Curriculum</td>
<td></td>
</tr>
<tr>
<td><strong>Module 1C: Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Strategies, LLC</td>
<td>Linking Curriculum and Assessment to Support Developmental Learning</td>
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</tr>
<tr>
<td>Volunteers of America, Greater Baton Rouge</td>
<td>Do You See What I See? Using Assessments to Guide Children’s Learning &amp; Development</td>
<td></td>
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<tr>
<td><strong>Module 1D: Integrated Approaches</strong></td>
<td></td>
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</tr>
<tr>
<td>NSU Child and Family Network</td>
<td>Integrated Approaches</td>
<td></td>
</tr>
<tr>
<td>Teaching Strategies, LLC</td>
<td>Putting Together Best Practices for Teaching and Learning</td>
<td></td>
</tr>
</tbody>
</table>
Louisiana Early Childhood Key Training Module: RFA 2
The modules developed as a result of the Louisiana Key Training Modules RFA 2 will address topics and competencies related to effective adult-child interactions.

When considering topics to create trainings for Louisiana Key Training Modules RFA 2, key questions to consider are:

- How can early childhood teachers further child development through effective interactions?
- What activities could be included to strengthen a teacher’s interactions with children?
- How can teachers reflect upon their current practice to improve their interactions with children?
- What CLASS domains do teachers need the most support in demonstrating improvement?
- What information and supports do early childhood teachers require to intentionally engage with and support diverse learner needs?
Module 2A will relate to understanding the **principles of child development and learning** to support interactions. These are the underlying understandings teachers need to build the foundation for high-quality interactions.

<table>
<thead>
<tr>
<th>Focused Training Area 2: Effective Adult-Child Interactions</th>
<th>Released May 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module Focus</strong></td>
<td><strong>Possible Topics:</strong></td>
</tr>
</tbody>
</table>
| **MODULE 2A** Understanding the Principles of Child Development and Learning to Support Interactions | • Knowing and understanding young children’s characteristics and needs  
• Knowing and understanding the multiple influences on early development and learning  
• Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children  
• Understanding brain development and learning  
• Understanding language and literacy progression  
• Understanding physical, emotional, cognitive, and social development of young children |
Module 2B will relate to supporting **high-quality interactions** to strengthen teacher approaches toward supporting child growth and learning.

<table>
<thead>
<tr>
<th>Focused Training Area 2: Effective Adult-Child Interactions</th>
<th>Released May 2019</th>
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</thead>
<tbody>
<tr>
<td>Module Focus</td>
<td>Possible Topics:</td>
</tr>
<tr>
<td><strong>MODULE 2B</strong> Supporting High-Quality Interactions</td>
<td>● Providing consistent and responsive caregiving&lt;br&gt;● Building warm, positive, and nurturing relationships&lt;br&gt;● Providing emotional and behavioral support&lt;br&gt;● Supporting emotional expression and regulation&lt;br&gt;● Promoting socialization&lt;br&gt;● Guiding behavior&lt;br&gt;● Facilitating concept development&lt;br&gt;● Supporting reasoning and problem solving&lt;br&gt;● Promoting language exchange&lt;br&gt;● Expanding expressive and receptive language and vocabulary</td>
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</table>
Module 2C will relate to **differentiating interactions** to meet a child’s needs. Teachers need support to interact appropriately and effectively in classrooms with diverse learners and needs.

<table>
<thead>
<tr>
<th>Focused Training Area 2: Effective Adult-Child Interactions</th>
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</thead>
<tbody>
<tr>
<td><strong>Module Focus</strong></td>
<td><strong>Possible Topics:</strong></td>
</tr>
<tr>
<td>MODULE 2C</td>
<td>• Supporting individualized learning through play</td>
</tr>
<tr>
<td>Differentiating</td>
<td>• Creating an inclusive learning environment</td>
</tr>
<tr>
<td>Interactions to Meet a Child’s Needs</td>
<td>• Supporting dual language learners</td>
</tr>
<tr>
<td></td>
<td>• Supporting children with speech and language needs</td>
</tr>
<tr>
<td></td>
<td>• Understanding and supporting young children with adverse childhood experiences</td>
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<tr>
<td></td>
<td>• Understanding and supporting children with behavioral challenges/needs</td>
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<tr>
<td></td>
<td>• Supporting the development and identification of children with special needs</td>
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<tr>
<td></td>
<td>• Supporting effective transitions into kindergarten</td>
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<tr>
<td></td>
<td>• Engaging families to support effective adult-child interactions</td>
</tr>
</tbody>
</table>
Criteria for Evaluation
The Application for Consideration - Louisiana Early Childhood Key Training Module applications will be assessed on the following criteria.

A. Experience, knowledge, and qualifications for creating a professional development training module. This criterion is used to assess the likelihood that the applicant will succeed in:
   ● Providing the expertise necessary to develop high-quality, effective, professional resources and materials for Louisiana Early Childhood Key Training Modules;
   ● Demonstrating successful past experience with related projects and ongoing or recently completed activities related to professional development opportunities.
In addition, the Application for Consideration will be assessed based on the foundational plan outlined by the applicant.

B. Foundational plan for providing a professional development training module that will equip teachers and/or site leaders with the knowledge, skills, and competencies necessary for providing meaningful classroom interactions and learning experiences for children. This plan should include:

- A module description with clear learning objectives that build teacher competency;
- A detailed outline of the training module supported by research on effective professional learning practices;
- A plan for building participant engagement through reflection, discussion, and collaborative learning strategies;
- Methods for assessing participant understanding;
- Citations and descriptions of empirical research related to the training module; and
- Optional: A previously created sample content module.
While reviewing applications, we have outlined strategies to strengthen the quality of proposals for Louisiana Early Childhood Key Training Modules.

- Be specific. Make sure that your outline paints a clear description of the proposed training session.
- Be explicit all of your experience and expertise in early childhood and designing projects of similar scale.
- Include citations of all of the research that serves as the foundation for your training.
- Be engaging! Find ways to make your proposed training session stand out! Ensure you are incorporating an understanding of how adults learn best into your module description.
Module Structure
Selected applicants will work with the Department to create training modules that rely on research-based best practices. These modules must be ready-to-go presentations that can be easily redelivered.

MODULE STRUCTURE

Through funding and technical support, Louisiana Early Childhood Key Training Module contractors will design and develop shareable training modules that contain all materials necessary for delivery. Specifically, once designed, all modules must include:

- Pre-work/Pre-Assessment
- PowerPoint Presentations
- Participant Engagement Activities
- Training Manual with Facilitator Notes
- Handouts
- Evaluation Tools
If selected, you will create a 2 hour module providing high-quality professional development training on research-based best practices while leveraging all available expertise.

**MODULE PLATFORM AND LENGTH**

- Once created, these training modules will be redelivered to teachers and directors across the state by approved professional development vendors using PowerPoint presentations, audio/video resources, and handouts.
- Each training module will consist of 2 hours of professional development training.
- Contractor should be sensitive to varying learning styles and modalities, as well as education levels and experience while designing each module.
- Applicants may propose on their application to develop a series of modules, depending on content.
- The Department expects to contract for the design of multiple 2-hour module sessions that address the focus topics listed in Section 3 of the RFA.
The review process between the Department and selected contractors will be frequent and collaborative to ensure a successful final product.

REVIEW AND REVISION PROCESS

- Each selected contractor must revise each module at least once based on feedback, and potentially more frequently, to ensure the highest quality of presentation for the early childhood workforce.
- Contractor must incorporate feedback from the LDOE.
- LDOE must provide final sign-off before release, which may require additional rounds of feedback.
Contractors will receive funding for the training, but will not be required to redeliver the training as part of the contract for the module development.

- $10,000 will be awarded to selected applicants to build each Louisiana Early Childhood Key Training Module.
- A portion of these funds will be provided following approval of the initial proposal ($5,000), with the remaining balance awarded at completion of the module ($5,000).
- Selected applicants must commit to completion and submission of satisfactory deliverables found within the training module.
- Upon contract completion, the Department will have the right to access, modify, and distribute the materials created as part of the Louisiana Key Training Module process.
RFA 2
Timeline
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>May 3, 2019</td>
<td>Louisiana EC Key Training Modules, RFA 2 released</td>
</tr>
<tr>
<td>May 14, 2019</td>
<td>Informational webinar provided on Louisiana EC Key Training Modules, RFA 2</td>
</tr>
<tr>
<td>June 3, 2019</td>
<td>Applications due to the Department</td>
</tr>
<tr>
<td>June 14, 2019</td>
<td>Contractors announced for Louisiana Key Training Modules, RFA 2</td>
</tr>
<tr>
<td>June 14 - August 31, 2019</td>
<td>Contractors work with the Department to:</td>
</tr>
<tr>
<td></td>
<td>1. Provide revised proposal for module development (as needed based on initial application)</td>
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<tr>
<td></td>
<td>2. Submit draft(s) of contracted Key Training Module(s) and receive feedback</td>
</tr>
<tr>
<td></td>
<td>3. Respond to feedback on Key Training Module(s) draft and submit revised version.</td>
</tr>
<tr>
<td></td>
<td>4. Submit final Key Training Module materials, in requested format with request revisions for Department use.</td>
</tr>
<tr>
<td>August 31, 2019</td>
<td>Final Key Training Module (in requested format with requested revisions) materials due to the Department</td>
</tr>
<tr>
<td>Summer/Fall 2019</td>
<td>Contractors participate in a one-time train-the-trainer session, to be hosted by the Department</td>
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</table>
Questions?

For questions or additional information, read our FAQ document or email Leslie.Doyle@la.gov.
APPENDIX: Background of Louisiana’s Early Childhood System
The Louisiana State Legislature unanimously enacted the Early Childhood Care and Education Act of 2012 (Act 3) to unify all publicly-funded birth through five programs into a statewide early childhood care and education network.

- Shared high standards for what children should learn and what excellent teaching looks like.
- Teachers are excellent at interacting with children and guiding learning.
- Expectations for health, safety, and learning are consistent with adequate funding levels for programs that serve children well.
- Families can easily enroll and choose the best option for their children.
Background and Purpose
Data Measures

Louisiana’s statewide CLASS™ data provides clear information about what is happening in classrooms and what support is needed for teachers.

- Most teachers are able to provide a positive environment that is responsive to children’s needs and emotions, which helps children develop the ability to interact with others.
- Teachers are often successful in organizing an effective classroom, which manages children’s attention, time, and behavior.
- Additional support is needed for teachers to provide the type of classroom interactions and experiences that help children develop language and learn new concepts. Children need additional activities that encourage analysis and reasoning, with less of a focus on rote recitation.
- More opportunities for back-and-forth engagement and feedback loops between teachers and children are needed to encourage connections between concepts and ideas.

Information about every community’s CLASS™ scores and use of curriculum and child assessment can be found in the 2017-2018 Performance Profiles and resources.
As years progress, more sites are performing at the proficient level based on CLASS™ results, which suggests an increase in the number of sites providing quality care and education across the state.
The statewide average score for each CLASS™ domain has improved incrementally each year. However, scores in Instructional Support and Engaged Support for Learning remain below the proficient rating.
Despite the incremental growth of the statewide average score for each Pre-K CLASS™ dimension, teachers are still needing support in Concept Development, Quality of Feedback, and Language Modeling.
Background and Purpose
Dimension-level Improvement: Toddler

There has been incremental growth of the statewide average score for each Toddler CLASS™ dimension. However, teachers are still needing support in Quality of Feedback and Language Modeling.