



**Child Care Development Fund State Plan – Update**  
February 11, 2016



**Child Care Development Fund Grant State Plan  
Effective June 1, 2016 – September 30, 2018**

# State Plan – Section 1

## Revised Sections 1.3 and 1.4 to better describe the work of EarlySteps, EPSDT, and Foster Care

- **1.3 Second check box (pg. 13): ADDED** - Louisiana's IDEA Part C program is called EarlySteps. The Part C coordinator serves on the ECAC and has been involved since the implementation of Act 3 is assisting with the design of the Act 3 program in meeting the needs of young children with disabilities in early care and education settings. EarlySteps regional staff conducts outreach activities in child care settings to facilitate identification of eligible children. These regional staff also participates with Community Network teams to support Act 3 initiatives. Based on family preference and child needs, EarlySteps providers are available to support eligible children in child care settings.
- **1.3 Eleventh check box (pg. 13): ADDED** - The EPSDT program provides services as identified through the Medicaid state plan. For children with an IFSP or IEP, Medicaid pays for some services identified on these plans to support children in EarlySteps or in special education. In addition, the state's Medicaid Managed Care system is called Bayou Health. The EPSDT program is coordinated through the Bayou Health Networks. Children received medical and developmental screening according to the state's established periodicity schedule and for children with identified needs; services are provided through the EPSDT program.
- **1.4 Revise language third checkbox (pg. 16): ADDED** - The CCDF lead agency has administrative responsibility for several of the state's early childhood programs, however, the lead agency for the IDEA, Part C program is the Louisiana Department of Health and Hospitals (EarlySteps). At the state level, the CCDF lead agency coordinates its activities with EarlySteps through its participation in the ECAC, representation on an advisory workgroup formed to develop supports for young children with disabilities in early care and education settings, and through an MOU which supports referral and transition to the IDEA, Part B, sec 619 programs. At the regional level, EarlySteps staff participates as Community Network Partners in development and implementation of Act 3 requirements as well as outreach to identify children with disabilities in child care settings.
- **1.4.1 (pg. 18) ADDED** - ...for children in need of protective services child care in the home of their parents to prevent child abuse/neglect and children in foster care.

# State Plan – Section 1 - Continued

## Revised Section 1.7 to indicate commitment to support system of Child Care Resource and Referral Agencies

- **Section 1.7 – ADDED** - *The Louisiana Dept. of Education (LDE) has current contracts with six CCR&R agencies to cover all parishes of the state. As part of their contract with LDE, CCR&Rs are required to provide the following services:*
  - **Consumer Education and Referral Services:** *Provide families with information about all early care and education options through referral and Community Network common enrollment activities;*
  - **Foundational Learning Opportunities:** *Support providers to build knowledge and skills through training related to:*
    - *Louisiana Birth to Kindergarten Early Learning and Development Standards (Standards)*
    - *The importance of teacher child interactions (including use of Classroom Assessment and Scoring System (CLASS))*
    - *Using child assessment information to adjust instruction (including use of Teaching Strategies GOLD (TS GOLD)); and*
  - **Technical Assistance:** *Support teachers and leaders, through targeted technical assistance and coaching to implement the Standards, CLASS and TS GOLD in order to improve quality.*

*In addition, CCR&Rs must:*

- *Recruit prospective providers and support them to become registered and licensed;*
- *Participate in programmatic reviews conducted by CCDF lead agency;*
- *Support state efforts during emergency/disaster and following related to child care services (child care emergency planning, preparation, recovery) - May include provider training (as requested), contacting providers via phone or visit to disaster-declared areas to ensure safe and compliance; and*
- *Participate in preparation and readiness for child respite services in DCFS Critical Transportation Needs Shelters (CTNS) such as providing respite services at CTNS which includes having staff and volunteers who are trained and with appropriate criminal background clearance.*

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# State Plan – Section 1 - Continued

## ***[Continued from prior page]***

- *In addition, Louisiana law requires communities to coordinate enrollment, which covers several of the requirements indicated for CCR&Rs. Currently, the state has written agreements with and has allocated funding to 64 local Community Networks to support the following through local coordinated enrollment processes:*
  - *Provide at-risk families with information on publicly-funded child care options in their local area;*
  - *Coordinate information about all local programs in order to help families who receive child care assistance to make an informed decision about child care options in an effort to ensure families are enrolling their children in the most appropriate child care setting to suit their needs and that is of high quality as determined by the State/Territory;*
  - *Collect data and provide information on the coordination of services and supports, including services provided through the Individuals with Disabilities Education Act for children with disabilities;*
  - *Collect data and provide information on the supply of and demand for child care services in local areas or regions of the State/Territory and submit such information to the State/Territory; and*
  - *Work to establish partnerships with public agencies and private entities, including faith-based and community-based child care centers and family child care homes providers, to increase the supply and quality of child care services in the State/Territory*
- *Louisiana policy indicates that all Community Networks are required to count all children, estimate demand for services and submit written Coordinated Enrollment plans with sign off from all publicly-funded providers each year. Note that all publicly-funded early learning centers are required to fully participate in coordinated enrollment activities as a condition of receiving academic approval, a requirement for their licensure.*
- *Moving forward, the State will continue to contract with CCR&Rs in order to ensure all families are supported to make informed choices that best meet the needs of their children, including family day homes. CCR&Rs will be required to work collaboratively to support all local coordinated enrollment processes within their area or region. The state will work to ensure that, together the CCR&Rs and local Community Networks, fulfill all of the responsibilities listed in this section.*

**Note: State Plan will reflect commitment to CCR&Rs at all applicable places**

## State Plan – Section 2

### Revised Section 2.2 to better describe the work of EarlySteps and the coordination of work on Developmental Screenings between DHH and LDE

- **Add to Section 2.2.5.i (pg. 31): ADDED** - *The IDEA, Part C program, EarlySteps participates with the CCDF lead agency in identifying and developing Act 3 system components which support the needs of infants and toddlers with disabilities participating in child care programs. The EarlySteps state staff is a member of the ECAC and regional staff participates as partners in the community networks. Outreach activities are also conducted in all child care settings to ensure referral of children who may meet EarlySteps eligibility. Data on the results of these activities is available to the CCDF lead agency.*
- **Sec 2.2.8 (pg. 34) -REVISED FIRST PARAGRAPH** – *At present, improving coordination for developmental screening across state agencies is a priority of both the LDE and DHH, specifically efforts to improve information on and referrals for EPSDT services. Developmental and health screening information is requested from physicians for every child referred to EarlySteps who is undergoing eligibility determination. In addition, annually families are asked to schedule their EPSDT well child visit for other health and developmental screening services according to the periodicity schedule as part of the development of the child's annual eligibility determination and program plan development. All children referred to EarlySteps for developmental delay receive developmental screening unless recently conducted by the referral source.*
- **2.2.8 (pg. 34): ADDED** - *DOE will work with the Office of Public Health Title V MCH Block Grant program through the Bureau of Family Health on the performance measure “% of children ages 10-71 months receiving a developmental screening using a parent completed screening tool.”*

# State Plan – Section 3

## Revised Section 3.1 to clarify eligibility criteria and better describe expedited enrollment for children in protective services

- **Section 3.1.1.b (pg. 44): ADDED** - *or a child with a disability as determined by an IEP.*
- **Section 3.1.3.a. (pg. 45): ADDED UNDER LAST BULLET** – *Working, attending education, or a job training program for a combined minimum average of 30 hours per week. In accordance with state policy, the CCDF Lead Agency may reduce this criteria if the number of children served falls below a certain level.*
- **Section 3.2.2.c(pg. 54): REVISED** – *Children in need of protective services in the home of their parents to prevent child abuse/neglect and children in foster care automatically qualify for child care assistance and can begin receiving assistance from the first day they are referred by a DCFS Child Care Welfare worker or are placed in foster care. The CCDF Lead Agency collaborates with the Department of Children and Family Services on these cases.*

## State Plan – Section 4

### Revised Section 4 to indicate current criteria for increased rates for children with special needs and address how the state helps increase access and participation for those children

- **Section 4.3.2 (pg. 71) CHANGED SECOND CHECK BOX TO:** *All children with an IFSP/IEP receive the higher rate to support the basic needs of the center to support the child with the disability.*
- **Section 4.6.2.b (pg. 77): ADDED -** *Through coordination with EarlySteps, early intervention providers are available to support child care caregivers in meeting the needs of infants and toddlers with disabilities to meet IFSP outcomes and to support inclusion of children in child care through access, participation and support.*



# State Plan – Section 5

## Revised Section 5 to addressing ongoing activities related to Criminal Background Checks

- **Section 5.3 (pg. 100)** ADDED - *LDE is working closely with the federal government, State Police and DCFS on the processes and will continue to revise this section of the plan as new information is provided.*

# State Plan – Section 6

## Revised Section 6 to explain professional development career ladder or lattice

- **Section 6.1.2 Career ladder or lattice... (pg. 111) REVISED** - *Louisiana has developed a Birth to Kindergarten Career Pathway that begins with an Early Childhood Ancillary Certificate and ends with a Birth to Kindergarten teaching license. State workgroups are working together to develop a statewide curriculum that identifies a clear path for early childhood professionals to expand their knowledge, skills, and credentials as they work with young children in early childhood centers. Through a series of stackable degrees and coursework, early childhood teachers that attend participating teacher preparation programs that offer the statewide curriculum will have the opportunity to build their credentials over time. The statewide curriculum include nine Birth to Kindergarten content knowledge courses (30 credit hours).*

*The first of the three courses for the statewide curriculum prepares teacher candidates to earn their Child Development Associate (CDA), as awarded by the Council for Professional Recognition. Candidates are then able to complete additional coursework and earn a technical diploma, an associate degree, or a bachelor's degree within the voluntary statewide curriculum.*

*Each of the degrees within the voluntary statewide curriculum is aligned to meet the requirement for the Early Childhood Ancillary Certificate. The Early Childhood Ancillary Certificate is the teaching credential required for all lead teachers in publicly funded centers by 2019, and can be earned by successfully completing the foundational coursework for the statewide curriculum.. Courses offered for the Early Childhood Ancillary Certificate can be offered by approved higher education institutions or by private providers.*

# State Plan – Section 6

## Revised Section 6 to better reflect efforts to establish statewide articulation agreements

- **Section 6.1.2 Articulation agreements... (pg. 112): REVISE** - *Beginning in fall 2016, two- and four-year postsecondary institutions will begin seeking approval to offer coursework for a new Birth to Kindergarten associate and bachelor degree. Programs that offer these may choose to use the voluntary statewide curriculum which will include a collection of postsecondary coursework which builds on a series of professional degrees, earned over time as candidates progress in the statewide pathway. The initial coursework, which will be offered beginning in fall 2016, will lead to candidate's pursuing a Child Development Associate, followed by an associate's degree and a bachelor's degree. Teachers that complete coursework that is offered by an approved teacher preparation program will be able to transfer courses between participating two and four year postsecondary institutions in order to build their professional education over time.*

# State Plan – Section 6

## Revised Section 6 to clarify expectations for community–based training and professional development

- **Section 6.1.2 Community-based training... (pg. 112): REVISED** - ...Trainers may also obtain Pathways approval by demonstrating their professional affiliation with Louisiana’s early childhood community networks. Individuals who contribute to the community network and the accountability and improvement system (performance profiles) are able to qualify for a Louisiana Pathways “FastTrack” trainer approval with the endorsement of their supervisor. FastTrack Pathways trainers must also meet the education and work experience requirements included for all Level I, Level II, and Level III Pathways trainers, as described by Louisiana Pathways. Through this simplified trainer approval process, communities are able to easily receive training and credit hours for participating in the state’s unification efforts while also meeting the licensing requirements.

*Louisiana also contracts with.....*

*Lastly, DHH provides training via their Child Care Health Consultant (CCHC) Program.*

# State Plan – Section 6

## Revised Section 6 to explain advisory structure for Birth to K Workgroups

- **Section 6.1.2 Advisory structure... (pg. 113): REVISED** - *...The Birth to Kindergarten Workgroups are voluntary cross-agency committees, which have been led by the Louisiana Board of Regents. The Birth to Kindergarten Workgroups have collectively created and supported the development of all coursework and degree structures for the Birth to Kindergarten statewide curriculum that will be voluntarily implemented by interested institutions. The voluntary statewide curriculum includes a collection of postsecondary coursework which builds on a series of professional degrees, earned over time as candidate's progress in the statewide coursework. Initial coursework will be offered by higher education institutions as well as private providers. Candidates will need to meet specific requirements for college credit to be awarded for coursework offered by private providers.*

# State Plan – Section 6

## Revised Section 6 to clarify approval process for Ancillary Teaching Certificate

- **Section 6.1.2 State-approved trainings (pg. 114): REVISED** - ....*The Board of Elementary and Secondary Education (BESE) reviews higher education institutions and private providers that are applying for approval to provide foundational coursework that can be used for the Early Childhood Ancillary Certificate. The Early Childhood Ancillary Certificate will be required for all lead teachers in publicly-funded centers beginning in July 2019. The state board reviews proposals from both private providers and institutions of higher education for comprehensive integrated coursework programs, and ensures the quality of the material that is covered and the support that is provided to teachers.*

# State Plan – Section 6

## Revised Section 6 to indicate expectations for Early Childhood Ancillary Certificate

- **Section 6.1.2 Other (pg. 114): REVISED** - .... *Beginning in January 2018, all teachers will be required to complete coursework for their Early Childhood Ancillary Teaching Certificate at a higher education or private provider teacher preparation program that has been approved by the Board of Elementary and Secondary Education (BESE). BESE will review coursework to ensure that the content is aligned with the Birth to Kindergarten Career Pathway, and will be able to contribute to stackable credentials.*

# State Plan – Section 6

## Revised Section 6 to clarify requirement for Early Childhood Ancillary Certificate

- **Section 6.1.4 (pg. 115): REVISED** - *Beginning in July 2019, all lead teachers in publicly funded centers will be required to have obtained the Early Childhood Ancillary Certificate, which is the introductory certificate to the Birth to Kindergarten Career Pathway. In order to earn the Early Childhood Ancillary Certificate, teachers will have to complete introductory coursework at a state approved provider of the foundational coursework for the Birth to Kindergarten Career Pathway, beginning in 2018. All coursework offered as a part of the Birth to Kindergarten Career Pathway is aligned with the statewide teacher competencies and professional standards. Through the required foundational coursework for the Birth to Kindergarten Pathway, all child care teachers will be trained on Louisiana’s Early Learning Developmental Standards (ELDS), learn about strategies to promote health, safety, and child development, and develop their understanding of social-emotional and behavior interventions. The foundational training in the career pathway will ensure all lead teachers have an operational knowledge of these subject areas. In addition, there are several ongoing training opportunities available to child care teachers that provide easily accessible support in the required areas.*



## State Plan – Section 6

### Revised Section 6 to indicate who provides Sanitary Code training

**Section 6.1.4 (pg. 115): REVISED** - *Health and Safety Standards: The Louisiana Sanitary Code requires 3 hours of health and safety training annually provided by DHH's LA Child Care Health Consultant program (LAC 51:XXI.301.A.9). Additionally, all staff within early learning centers must receive an orientation training that includes health and safety practices within 30 days of hire (Bulletin 137 1719.B.4). Family Child Care and In-Home providers are required to complete training on the health and safety standards.*

## State Plan – Section 6

### Revised to Section 6 to explain supports for professionals to improve work with children with special needs

- **Section 6.1.6 (pg. 116): REVISED** ...*To assist with training on behavior intervention models, the LDE contracts with Tulane University to provide a service called Mental Health Consultations. Mental Health Consultants are available to licensed child care centers who request services and support. Mental Health Consultants provide a six-month consultation, visiting centers on a biweekly basis. Their purpose is to support child care teachers in implementing social-emotional behavior intervention models. In addition, EarlySteps providers are available to support child care caregivers in meeting the IFSP outcomes for children with disabilities in these settings. Through support provided in the actual setting, caregivers have the benefit of transferring these skills to meeting needs of other children in their setting with special needs.*

*During spring 2016, the LDE will work to develop a statewide series of trainings on developmental milestones as part of a set of Birth to 7 Early Referral Strategies. This series of trainings will provide an understanding of developmental milestones, as well as strategies to use developmental milestones to assist child learning. The Birth to 7 Early Referral Strategy is planned to expand to include local pilots to develop coaching and intervention models during the 2017-2019 years.*

# State Plan – Section 6

## Revised Section 6 to clarify requirements for Louisiana Pathways

- **Section 6.1.7 – Financial assistance... (pg. 117): REVISED** - *Louisiana Pathways Scholarship Program- Child care teachers who work in publicly-funded centers are eligible to receive Louisiana Pathways Scholarships when they meet the criteria determined by LA Pathways and are employed for at least 16 hour per week. Pathways Scholarships are used to cover the costs of college tuition or for other career certifications. Pathways Scholarships can also be used to pay for the CDA exam and certification fee. Louisiana Pathways scholarships can also be used to pay for administrative training.*

# State Plan – Section 6

## Revised Section 6 to better explain State’s professional development and training

- **Section 6.2.1.c – Social, Emotional and Cognitive Development (pg. 121): REVISED** - *Beginning in July 2019, all lead teachers in publicly-funded centers will be required to have obtained the Early Childhood Ancillary Certificate, which is the introductory certificate to the Birth to Kindergarten Career Pathway. Through the introductory Birth to Kindergarten Pathway coursework, all child care teachers will receive training on the social, emotional, physical, and cognitive development of children. These teacher preparation and continuing education opportunities will be at a professional level and will be reviewed and approved by the Board of Elementary and Secondary Education. Teachers working in publicly-funded child care centers can use Louisiana Pathways scholarship funds to attend Early Childhood Ancillary Certificate Programs offered by approved higher education institutions or by private providers. Additionally, teacher preparation programs that are interested in offering Early Childhood Ancillary Certificate Programs have the opportunity to apply for a competitive grant opportunity called Believe and Prepare: Early Childhood. Programs selected for Believe and Prepare: Early Childhood are able to use grant funds to begin or improve their early childhood teacher preparation program.*

# State Plan – Section 6

## Revised Section 6 to better explain state’s approach to behavior management strategies

- **Section 6.2.1.c – Behavior Management (pg. 122) REVISED:** *Beginning in July 2019, all lead teachers in publicly-funded centers will be required to have obtained the Early Childhood Ancillary Certificate, which is the introductory certificate to the Birth to Kindergarten Career Pathway. Through the introductory Birth to Kindergarten Pathway coursework, all child care teachers will receive training on the social, emotional, physical, and cognitive development of children. These teacher preparation and continuing education opportunities will be at a professional level and will be reviewed and approved by the Board of Elementary and Secondary Education. The teacher professional standards and competencies included in this coursework include a specific focus on parent engagement.*

*Teachers working in publicly-funded child care centers can use Louisiana Pathways scholarship funds to attend Early Childhood Ancillary Certificate Programs offered by approved higher education institutions or by private providers. Additionally, teacher preparation programs that are interested in offering Early Childhood Ancillary Certificate Programs have the opportunity to apply for a competitive grant opportunity called Believe and Prepare: Early Childhood. Programs selected for Believe and Prepare: Early Childhood are able to use grant funds to begin or improve their early childhood teacher preparation program.*

## State Plan – Section 6

### Revised Section 6 to explain how the State will help prepare teachers to engage parents/families in culturally and linguistically appropriate ways

- **Section 6.2.1.c – Engaging Parents/Families in Culturally and Linguistically Appropriate Ways(pg. 123):**  
**REVISED** - *Beginning in July 2019, all lead teachers in publicly-funded centers will be required to have obtained the Early Childhood Ancillary Certificate, which is the introductory certificate to the Birth to Kindergarten Career Pathway. Through the introductory Birth to Kindergarten Career Pathway coursework, all child care teachers will receive focused training and practical experience with strategies to engage parents in culturally and linguistically appropriate ways. These teacher preparation and continuing education opportunities will be at a professional level and will be reviewed and approved by the Board of Elementary and Secondary Education. The teacher professional standards and competencies included in this coursework include a specific focus on parent engagement.*

# State Plan – Section 6

## Revised Section 6 to better reflect commitment to providing culturally and linguistically responsive instruction

- **Section 6.2.1.c –Culturally and Linguistically Responsive Instruction (pg. 124): REVISED** - *Beginning in July 2019, all lead teachers in publicly-funded centers will be required to have obtained the Early Childhood Ancillary Certificate, which is the introductory certificate to the Birth to Kindergarten Career Pathway. Through the introductory Birth to Kindergarten Career Pathway coursework, all child care teachers will receive focused training and practical experience with strategies to engage parents in culturally and linguistically appropriate ways. These teacher preparation and continuing education opportunities will be at a professional level and will be reviewed and approved by the Board of Elementary and Secondary Education. Teachers working in publicly-funded child care centers can use Louisiana Pathways scholarship funds to attend Early Childhood Ancillary Certificate Programs, offered by approved higher education institutions or private providers. Additionally, teacher preparation programs that are interested in offering Early Childhood Ancillary Certificate Programs have the opportunity to apply for a competitive grant opportunity called Believe and Prepare: Early Childhood. Programs selected for Believe and Prepare: Early Childhood are able to use grant funds to begin or improve their early childhood teacher preparation program.*

# State Plan – Section 6

## Revised Section 6 to clarify support for teachers on improving interactions and instruction and using assessment

- **Section 6.2.1.c –Data to guide program evaluation (pg. 125): REVISED** - *Beginning in July 2019, all lead teachers in publicly-funded centers will be required to have obtained the Early Childhood Ancillary Certificate, which is the introductory certificate to the Birth to Kindergarten Career Pathway. Through the introductory Birth to Kindergarten Career Pathway coursework, all child care teachers will receive focused training and practical experience with strategies to engage parents in culturally and linguistically appropriate ways. These teacher preparation and continuing education opportunities will be at a professional level and will be reviewed and approved by the Board of Elementary and Secondary Education. Teachers working in publicly-funded child care centers can use Louisiana Pathways scholarship funds to attend Early Childhood Ancillary Certificate Programs offered by approved higher education institutions or by private providers.*

*Resource and Referral Agencies will provide foundational training for all publicly-funded early learning centers....*

*Child care centers have also received access to training on Teaching Strategies GOLD and Teachstone CLASS as part of their participation in community networks. Teachers receive specific training as part of the Teaching Strategies GOLD to understand how to use data about child progress to improve and cater their lesson planning and instruction. This training is provided free of charge for all centers that participate in the early childhood community networks. Moving forward, child care centers will be able to go to Resource and Referral Agencies for training on assessments and interactions.*



## State Plan – Section 6

### Made changes to Section 6 on professional development/training processes related to caring and supporting the development of children with disabilities and developmental delays

- **Section 6.2.1.c – Caring and supporting the development of children with disabilities/developmental delays (pg. 126): REVISED** - *Beginning in July 2019, all lead teachers in publicly-funded centers will be required to have obtained the Early Childhood Ancillary Certificate, which is the introductory certificate to the Birth to Kindergarten Career Pathway. Through the introductory Birth to Kindergarten Career Pathway coursework, all child care teachers will receive focused training and practical experience with strategies to engage parents in culturally and linguistically appropriate ways. These teacher preparation and continuing education opportunities will be at a professional level and will be reviewed and approved by the Board of Elementary and Secondary Education. Teachers working in publicly-funded child care centers can use Louisiana Pathways Scholarship funds to attend Early Childhood Ancillary Certificate Programs offered at approved higher education institutions or by private providers.*

*In 2016, the LDE will work to develop a statewide series of trainings on developmental milestones as part of a set of Birth to 7 Early Referral Strategies. This series of trainings will provide an understanding of developmental milestones, as well as strategies to use developmental milestones to assist child learning. The Birth to 7 Early Referral Strategy is planned to expand to include local pilots to develop coaching and intervention models during the 2017-2019 years.*

# State Plan – Section 6

## Revised Section 6 to clarify Pathways requirement on continuing education hours

- **Section 6.2.2.a.2 – Number of on-going hours(pg. 128): REVISED TO - ....All continuing education hours must come from a Louisiana Pathways approved trainer. Child Care teachers must receive an additional three hours of training on infectious diseases, health and safety, or food service preparation from a child care health consultant.**

## State Plan – Section 6

### Revised Section 6 to indicate how professional development will support teachers to develop and implement curriculum and learning activities

- **Section 6.3.3.a – (pg. 132): REVISED** - *Beginning in July 2019, all lead teachers in publicly-funded centers will be required to have obtained the Early Childhood Ancillary Certificate, which is the introductory certificate to the Birth to Kindergarten Career Pathway. Through the introductory Birth to Kindergarten Career Pathway coursework, all child care teachers will receive training in developing and implementing curriculum and learning activities that are directly supportive of Louisiana’s Early Learning and Development Standards. Teachers working in publicly-funded child care centers can use Louisiana Pathways Scholarship funds to attend Early Childhood Ancillary Certificate Programs offered by approved higher education institutions or private providers. Additionally, teacher preparation programs that are interested in offering Early Childhood Ancillary Certificate Programs have the opportunity to apply for a competitive grant opportunity called Believe and Prepare: Early Childhood. Programs selected for Believe and Prepare: Early Childhood are able to use grant funds to begin or improve their early childhood teacher preparation program.*

# State Plan – Section 7

## Revised Section 7 to clarify that family engagement is included as informational metric in unified quality rating and improvement system

- **Section 7 (pg. 136, etc) – ADDED** -....*The state will report on quality, including both the CLASS measure and classroom best practices (e.g., use of aligned curriculum and assessment, ratios, teacher preparation and family engagement).*

# State Plan – Section 7

## Revised Section 7 to explain how funds are used to improve services for infants/toddlers

- **Section 7.1.2 – Improving supply/quality of child care services for infants/toddlers (pg. 137)- ADDED -** *Quality set-aside and Infant/Toddler Targeted Funds. These funds may be used to pay for observations, training to reliability or other costs to complete CLASS observations. These funds may also be used for TS GOLD in an effort for children to learn and grow.*

## State Plan – Section 7

Added language to Section 7 to explain how the state improves supply and quality of child care programs for infant/toddlers through early intervention specialists under IDEA part C.

- **Section 7.3.1 (pg. 143) – 3<sup>rd</sup> check box - REVISED LANGUAGE** - *To meet its federal requirement that all children with disabilities are identified in Louisiana, EarlySteps regional staff conduct outreach activities to early care and education settings. Child care centers are encouraged to refer children to their local system point of entry office for eligibility determination. If eligible, and based on family priority, children may receive early intervention support in the child care setting. The focus of the intervention is to support the caregiver in meeting the needs of the child through addressing the IFSP outcomes. It is a priority for EarlySteps to increase the number of eligible children who receive their services in inclusive child care settings. In addition, EarlySteps has an MOU with the LDE to refer eligible children for IDEA, Part B services at age 3 and to meet their needs at this time of transition. EarlySteps provides data annually to the LDE in support of this activity as part of their Annual Performance Report.*

# State Plan – Section 7

## Added detail about Mental Health Consultation to Section 7

- **Section 7.5.1 (pg. 145) - ADDED:** *....and mental health consultation for child care providers. The Louisiana Child Care Health Consultant program provides the mandated 3 hours of health and safety training to child care provider staff.*

## Next Steps

- State must submit the Final Plan by March 1, 2016.
- State Plan can be revised as needed at any point after it is submitted, within 60 days of substantial change.

**QUESTIONS?**