



**Louisiana's Early Childhood Care
and Education Network**
Update for the Field – June 2017

Agenda

Objective of this session is to help early childhood leaders prepare for next year by sharing 2016-2017 results and upcoming changes.

- **Vision for Improving Kindergarten Readiness in Louisiana**
- **Key Accomplishments in 2016-2017**
 - Roll-Out of Practice Performance Profiles
 - National Research Validation of Louisiana's Approach
 - Strengthening School Readiness Tax Credits
 - Teacher Preparation and Ongoing Support
 - Progress in Coordinated Funding and Enrollment
- **What to Expect in 2017-2018**
 - Preliminary Results
 - Proposed Shifts in Policy and Practice
 - New Site Finder
- **Update on the Child Care Assistance Wait List**
- **Next Steps**



Vision for Kindergarten Readiness in Louisiana

Vision for Kindergarten Readiness in Louisiana

Over the past five years, Louisiana has worked to unify the early childhood system – birth to pre-K – to prepare all children for kindergarten.

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.

In 2016-2017, Louisiana completed the first full year of actual implementation.



Key Accomplishments in 2016-2017

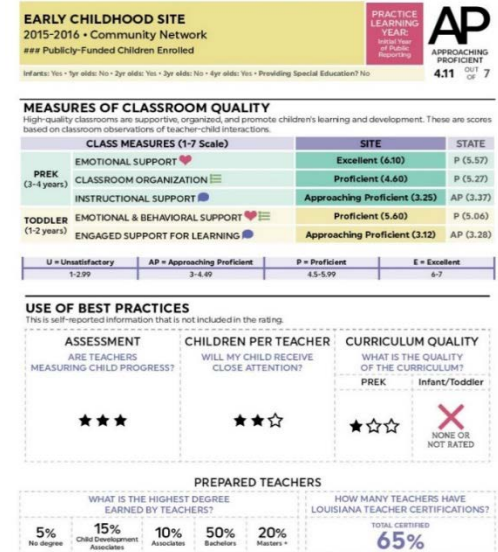
Key Accomplishments in 2016-2017

Roll Out of Practice Performance Profiles

Louisiana has fully established a statewide unified rating system to help families choose the best option for their children.

In fall 2016, Louisiana rolled out 1,628 Practice Profiles:

- 98% of toddler and pre-K classrooms were observed
- Sites that scored **Excellent** are national exemplars.
- In proficient classrooms, children benefit from:
 - *Warm, positive, trusting relationships;*
 - *Constant engagement, clear routines and smooth transitions; and*
 - *Wide range of fun and interesting activities.*
- Yet children did **not** necessarily benefit from:
 - *Encouragement to try things, connect concepts and think critically;*
 - *Being asked how and why questions or to build on a response and receiving positive feedback; or*
 - *Exposure to advanced language.*



This positioned the state well for 2016-2017 which has incentives and consequences:

- Tax credits and bonuses have been revised to reward performance and improvement.
- Programs that fail to meet minimum standards may lose license or funding.

Key Accomplishments in 2016-2017

National Research Validation of Louisiana's Approach

Researchers at the University of Virginia found children learn more in Louisiana classrooms with higher ratings.

In 2014-2015, researchers evaluated Louisiana classrooms and children:

- 90 child care, Head Start and pre-K classrooms serving 4-year-olds statewide;
- Conducted four *CLASS™* observations per classroom;
- Assessed ~1,100 children in the fall and spring; and
- Surveyed teachers, program directors and parents/guardians.



Initial results indicate that:

1. Louisiana observations are accurate: local and research *CLASS™* scores closely align.
2. Children learn more in classrooms with higher *CLASS™* scores.
3. Adding other quality measures does not help identify effective classrooms.

Local Raters	Math	Literacy	Achievement Average
Emotional Sup.			
Classroom Org.	★	★	★
Instructional Sup.	★	★	★
<i>CLASS</i> Total	★	★	★

Key Accomplishments in 2016-2017

Strengthening School Readiness Tax Credits

Louisiana revised tax credits (\$17M) to align with unified rating system and reward teachers with Early Childhood Ancillary Certificate who stay in the sector.

Credit Type	Summary of Revisions												
For Teachers and Directors	<ul style="list-style-type: none"> • Directors will be able to earn credits based on site performance and teachers will earn more based on earning an ancillary certificate. • By 2020, teachers with an ancillary certificate can earn up to ~\$3,300 annually for working at a publicly-funded center and receiving tax credits for more than 2 years. • No staff will lose their current credit; changes only add options. 												
For Providers	<ul style="list-style-type: none"> • As of January 1, 2018, sites will be issued stars based on unified rating system. <table border="1"> <thead> <tr> <th>Star</th> <th>1 Star</th> <th>2 Star</th> <th>3 Star</th> <th>4 Star</th> <th>5 Star</th> </tr> </thead> <tbody> <tr> <td>Rating</td> <td>3 – 3.74</td> <td>3.75 – 4.49</td> <td>4.5 – 5.24</td> <td>5.25 – 5.99</td> <td>6 – 7</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Centers that serve CCAP children in quality settings will receive sufficient funding to maintain quality based on cost model. • CCAP bonus payments will be increased by 3% to support improvements. However, bonuses for two-star providers will be reduced to zero over time to incent quality. 	Star	1 Star	2 Star	3 Star	4 Star	5 Star	Rating	3 – 3.74	3.75 – 4.49	4.5 – 5.24	5.25 – 5.99	6 – 7
Star	1 Star	2 Star	3 Star	4 Star	5 Star								
Rating	3 – 3.74	3.75 – 4.49	4.5 – 5.24	5.25 – 5.99	6 – 7								
For Families and Businesses	<ul style="list-style-type: none"> • Credits will be based on stars based on overall score under unified rating system. 												
For R and R	<ul style="list-style-type: none"> • No changes needed. 												

Key Accomplishments in 2016-2017

Teacher Preparation and Ongoing Support

Louisiana teachers are working hard to complete credentials and apply for the Early Childhood Ancillary Certificate.

Meeting the Certification Requirements

- Over 2,600 individuals have received the Early Childhood Ancillary Certificate:
 - *55% through a CDA or career diploma and 45% through an associate degree or higher.*

Developing Certificate Programs:

- Through *Believe and Prepare: Early Childhood*, 11 programs have been approved.
- Early Childhood Ancillary Certificate Programs:
 - *Provide high-quality CDA coursework with applied practice, observations and mentoring;*
 - *Receive a formal review by BESE to evaluate the quality and coherence of the program; and*
 - *Attending teachers may qualify to receive tuition scholarship through LA Pathways.*
- The Department will launch a third cohort this summer.

Ongoing Professional Development:

- There are supports aligned to CLASS™ Observations available for every classroom:
 - *Curriculum reviews help programs choose quality with \$3 million to help child care.*
 - *More programs are using GOLD®, a free high quality assessment tool for every public child.*
 - *Louisiana provides multiple professional development and coaching options.*

Key Accomplishments in 2016-2017

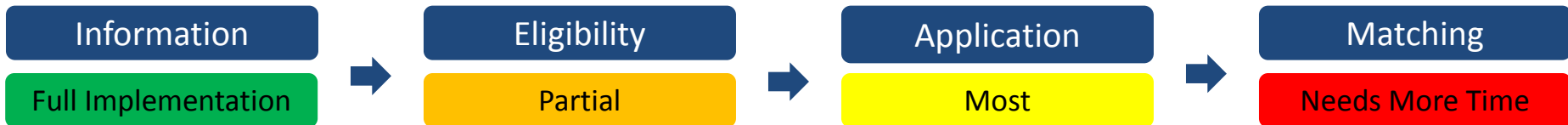
Progress in Coordinated Funding and Enrollment

Coordinated enrollment and funding center on parent choice.

Louisiana law requires have locally-managed enrollment systems that coordinate:

1. **Information:** Families know of all available seats;
2. **Eligibility:** Families easily know what they qualify for;
3. **Application:** Families indicate top choices and apply through one application; and
4. **Matching:** Families enroll their child in the highest ranked preference available.

Snapshot of implementation of coordinated enrollment:



Louisiana has also helped address differences in child care funding and eligibility by:

- Increasing Child Care Assistance Program rates significantly and reducing family co-pays;
- Making eligible families who are working 20 hours or in school full-time;
- Allowing families to stay eligible for up to two years, with a minimum of year; and
- Winning a competitive federal grant to offer high quality pre-K in child care settings.

Louisiana will have to create a wait list for Child Care Assistance on July 1, 2017.



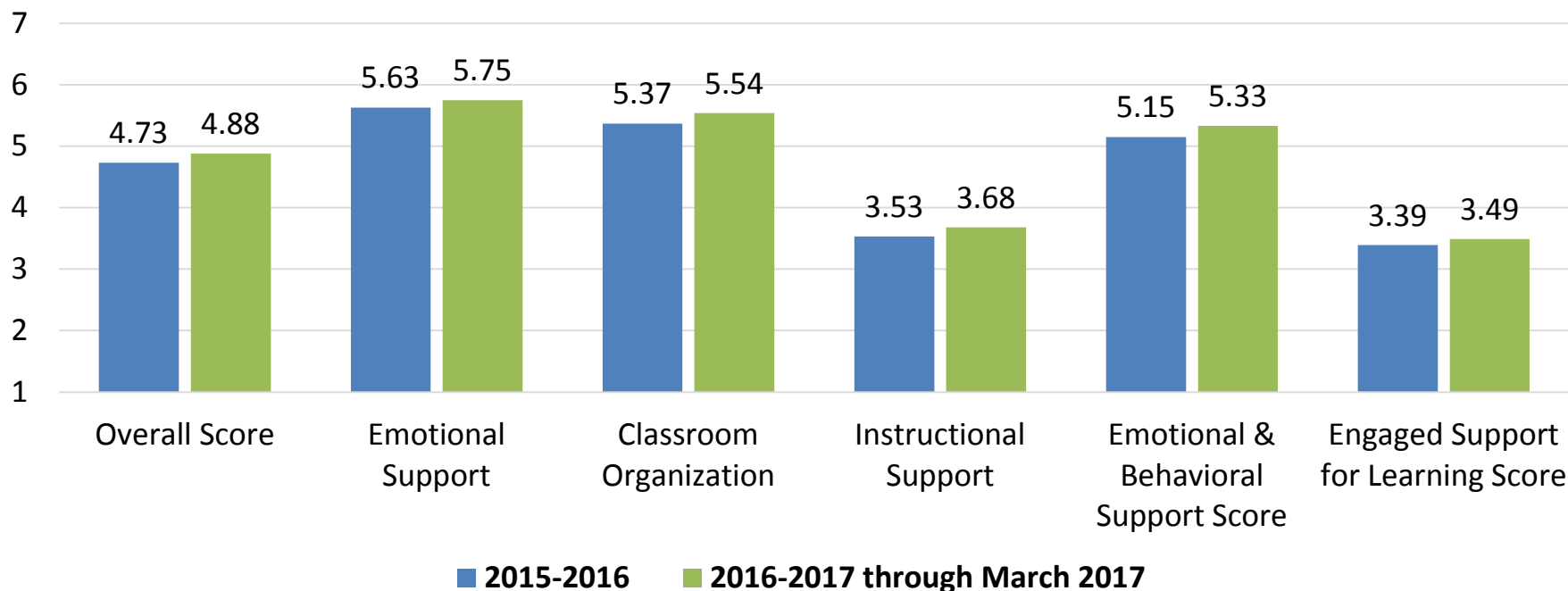
What to Expect in 2017-2018

Preliminary CLASS™ Results

Improvement from Practice Year

FOR DISCUSSION ONLY
Preliminary results based on
incomplete data.

Initial results indicate improvement across all domains. These are preliminary results only using incomplete data. Spring scores will likely be lower once all third party scores are included.



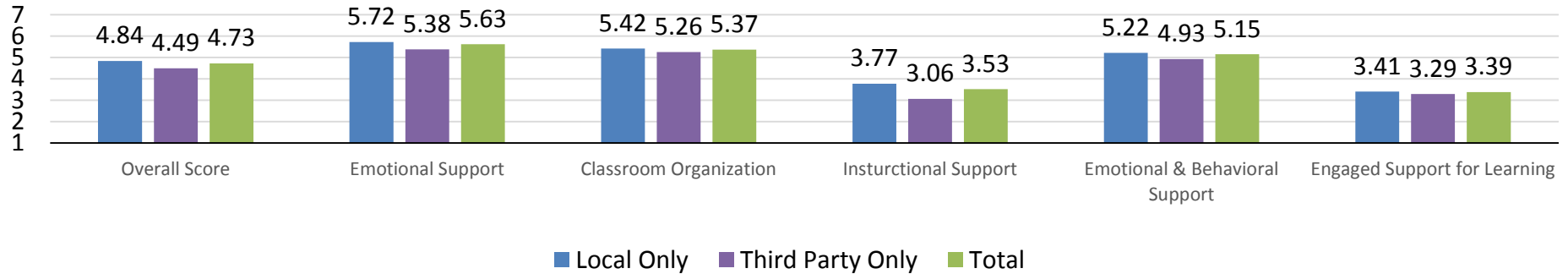
National research indicates that .15 - .3 average improvement is possible when programs are engaging in intentional improvement efforts.

Preliminary Observer Accuracy Improvement in Accuracy

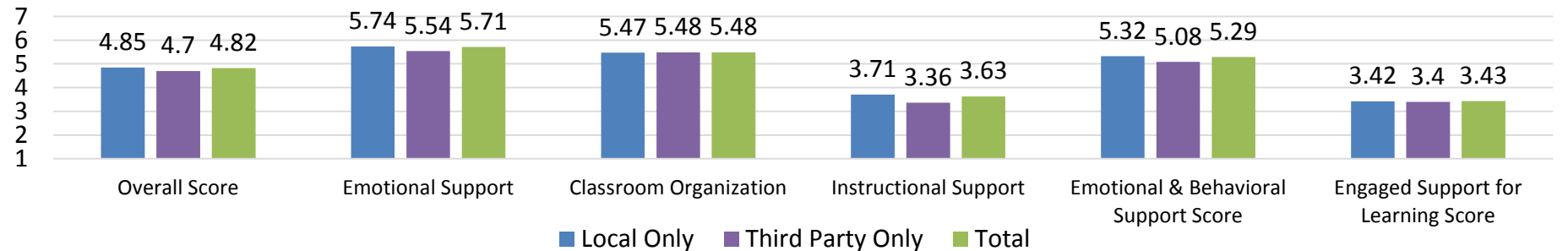
FOR DISCUSSION ONLY
Preliminary results based on
incomplete data.

Preliminary analysis shows that local observers have improved their accuracy when compared to third party observations, resulting in fewer anticipated score substitutions.

2015-2016 Scores



Fall 2016 Scores



Preliminary Curriculum Results

Overall, there has been a significant increase in the number of site reporting use of high quality curriculum. Note that these results have not yet been certified.

Sites/Classrooms using Tier I Curriculum	2015-2016	2016-2017
	%	%
Pre-K	41%	49%
Toddler	15%	22%

Due to lower than expected uptake, the Department plans to expand the Child Care Curriculum Initiative into 2017-2018. In addition, the field continues to express concerns about GOLD[®] so the Department will pilot an abbreviated version of GOLD[®] in 2017-2018.

Preparing for 2017-2018

Proposal for Shifts in Policy and Practice

The Department recommends shifts (rather than dramatic changes) in policy and practice, with in-depth analysis planned for this summer using two years of data.

- Most of the policy shifts are technical with the exception of changes related to the Early Childhood Ancillary Certificate.
- Shifts in practice do **not** require policy changes but will be put in place for 2017-2018 year.

Shifts in Policy

Group Sizes in Informational Metrics

Observer Reliability

Academic Approval

Early Childhood Ancillary Certificates

Shifts in Practice

Support Significant Improvement

Increase Accuracy of Profile Rating

Support Observer Accuracy

Pilot Abbreviated Version of *GOLD*[®]

Refine Measurement of Curriculum and Assessment Informational Metrics

Pilot Infant *CLASS*[™]

Shifts in Policy: Technical Changes for 2017-2018

The following shifts to Bulletin 140 went to State Board meeting this month.

Remove Group Size from Children Per Teacher Informational Metric:

- Remove group size from the 2 and 3 star ratio requirements in Bulletin 140.
- All licensed sites are still required to meet minimum group size requirements and all non-licensed sites are still subject to group size requirements set by funding.

Clarify Expectations for Observer Reliability:

- Revise policy to clarify that no observer will be excluded from the accountability system until two semesters of inaccurate ratings above 50%.

Address Programs that *Only Offer Before/After Care*:

- Add Academic Approval assurances for programs who do not offer full day care.

Connect Ancillary Certificate Requirement to Academic Approval:

- Indicate that, beginning in 2019, directors must assure that every lead teacher has an Early Childhood Ancillary Certificate or is earning it as part of Academic Approval.
- Allow teachers up to 24 months from date of start as Lead Teacher to earn Ancillary Certificate.

Shifts in Policy:

Revisions for Early Childhood Ancillary Certificate

In order to support all teachers to earn the EC Ancillary Certificate, the Department will provide additional guidelines and time for attending a BESE-approved program.

1. Qualifying for the EC Ancillary Certificate through a CDA:

- Beginning July 2018, teachers who have completed 36 hours or less of their CDA training must attend a BESE-approved program.
 - *A waiver process will be established for teachers who cannot access a BESE-approved program due to unavailability of approved programs.*
- Teachers who have completed more than 36 hours of CDA training by July 2018 may complete their credential at any program.

2. Qualifying for the EC Ancillary Certificate through a technical diploma

- Beginning July 2018, teachers must complete the technical diploma at a BESE-approved program.

3. Qualifying for the EC Ancillary Certificate through a career diploma

- Beginning July 2018, teachers will **not** be able to earn the EC Ancillary Certificate through additional career diplomas.

The Department will support an additional cohort of Believe and Prepare: Early Childhood as well as seek online vendors to meet the needs of all of Louisiana's child care teachers.

Shifts in Practice:

Strengthening the Unified Rating System in 2017-2018

Shifts in practice do not require policy changes but will be put in place for 2017-2018 year.

Support Significant Improvement :

- Allow for significant improvement within a semester by creating process to record and validate improvement without consequences to local observers.

Increase Accuracy of Profile Rating

- Use data to identify consistent inaccuracies and replace local inflated scores more regularly while continuing to explore use of video to increase accuracy.

Support Observer Accuracy:

- Allow Lead Agencies to use just-in-time scheduling, ensure local observer protocols are the same as third party protocols and provide more materials and support for improving accuracy.

Offer Programs the Choice to Use Shorter, Streamlined Version of GOLD®:

- Sites have to opt in to use abbreviated version of GOLD® (Under 2 and 2-4) via survey by **August 4**.

Refine Measurement of Informational Metrics

- Audit 5% of sites to determine additional methods of evaluating curriculum and assessment.

Pilot Infant CLASS:

- Pilot Infant CLASS™, conduct third party observations, produce report but do **not** include in profiles.

New for 2017-2018

Early Childhood and K-12 Site Finder

Louisiana will launch a new site finder that enables families to search by geography and preferences for early childhood and K-12 options.

BROADMOOR ELEMENTARY SCHOOL
 Early Education Performance
Excellent

WHALE COAST EARLY EDUCATION ACADEMY
 EARLY EDUCATION PERFORMANCE
 Approaching Proficient

OVERALL MEASURE OF CLASSROOM QUALITY SCORE
 2016-17 Site Score: **4.11** (Approaching Proficient)
 2016-17 Rating: **Approaching Proficient**

Metric	Score	Rating	State Average	State Average
EMOTIONAL SUPPORT	6.10	Excellent	5.80	6.09
CLASSROOM ORGANIZATION	4.60	Proficient	4.11	4.58
INSTRUCTIONAL SUPPORT	3.25	Approaching Proficient	4.11	4.58
EMOTIONAL & BEHAVIORAL SUPPORT	5.60	Proficient	5.25	5.06
ENGAGED SUPPORT FOR LEARNING	3.12	Approaching Proficient	3.50	3.25

Louisiana is currently testing the school/site finder and will launch in the fall.

A baby with dark hair, wearing a striped shirt, is sitting on a light-colored surface. The baby is holding a wooden stacking ring toy with colorful rings (purple, green, yellow, orange, red) and a red cup. The background is a textured, light-colored wall with blue and green accents. A semi-transparent white banner is overlaid across the middle of the image.

Wait List

Child Care Assistance Program (CCAP) in Louisiana

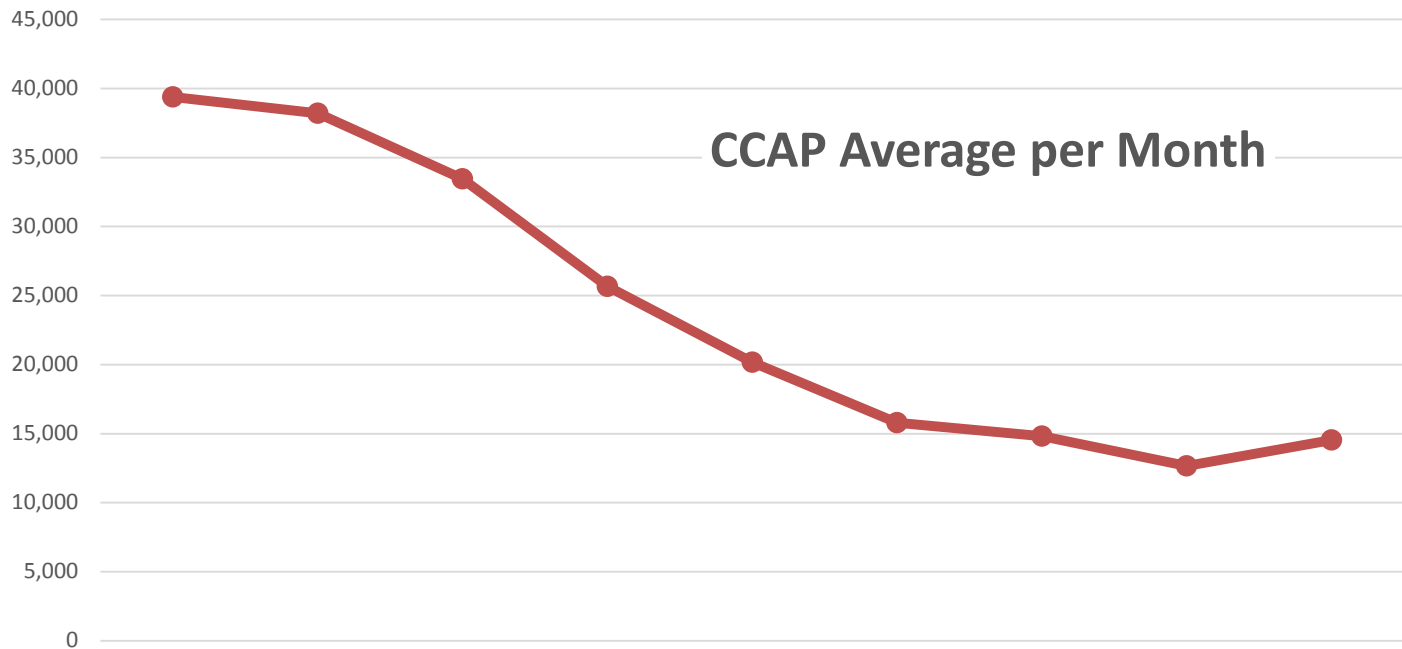
The Child Care Assistance Program (CCAP) is a federally-funded program that enables Louisiana parents to work or attend school by helping them afford child care.

- At its peak, CCAP in Louisiana served nearly 40,000 children. Reductions in funding and more stringent eligibility criteria decreased participation by more than 50% from 2012 to 2015.
- Since 2015, the State Board, in collaboration with their Early Childhood Advisory Council, has increased payment rates, reduced co-pays and adopted more flexible eligibility criteria in order to serve more working families.
- The Louisiana economy continues to improve, with more families working and lower unemployment.
- CCAP currently serves nearly 18,000 Louisiana children whose parents are working or are in school.

Families that are able to place their children in stable, high quality care are more likely to be successful in work or school.

Reversing the Decline in CCAP

Recent changes in rates and eligibility helped reverse the decline in participation with more than 16,800 children served in April 2017.



	FY 08/09	FY 09/10	FY 10/11	FY 11/12	FY 12/13	FY 13/14	FY 14/15	FY 15/16	FY 16/17
Average per Month	39,381	38,207	33,441	25,662	20,180	15,779	14,819	12,665	14,531*
Percent Reduction from Prior Year		3%	12%	23%	21%	22%	6%	15%	15% increase

*FY 16/17 represents 10 month average

Louisiana Will Establish Wait List for CCAP

Due to limited funding, Louisiana will establish a statewide wait list for eligible families as of July 1, 2017.

- Applications received on or after July 1, 2017, will be screened for eligibility and, if eligible, placed on the wait list until funds are available.
- Families currently receiving CCAP will **not** be placed on the wait list when it is time to re-certify their eligibility. They will continue to receive services if eligible.
- Children who are experiencing homelessness, children of families participating in STEP or Early Head Start-Child Care Partnerships, children in foster care and special needs children, if eligible, will **not** be placed on the wait list.

Having a wait list is not unusual. Currently, at least 20 states, not including Louisiana, have a wait list or are no longer taking new applications.

How the CCAP Wait List Will Work

The statewide wait list will prioritize applications by the date the application was received by the Department.

- From now through June 30, 2017, there will be **no** changes for families that apply. Complete applications received by 11:59 p.m. on June 30, 2017, will be processed and, if eligible, families will be able to participate in CCAP.
- As of July 1, 2017, families will be notified of the wait list via the *Louisiana Believes* website when applying online or by mail when using a paper application.
- Families will be placed on the wait list if they submit a complete application and are determined eligible.

How the CCAP Wait List Will Work

Eligible families may remain on the statewide wait list for up to one year before having to reapply for assistance.

- When funding becomes available, the families at the top of the wait list will be notified by phone, mail and email.
- When notified that funding is available, the family may be required to submit additional eligibility verification information if they have been on the wait list for more than 30 days.
- Families will be removed from the wait list after one year but will be provided 30 days notice before being removed and will be directed to reapply if they still need assistance.

Supporting the Field

The Department will provide support to the field in the days leading up to implementation of the statewide wait list and afterward.

- Updated information about the wait list will be posted on the Department's website at <http://www.louisianabelieves.com/early-childhood/child-care-assistance-program>.
- Information provided on the website will include information, FAQs, and a one page guide for impacted families.
- The Department will work closely with Lead Agencies and Resource and Referral agencies to distribute information and guidance to families and to support them in identifying available alternative care options.
- The Department will also work closely with the Early Childhood Advisory Council and partners in the field to publish wait list statistics (statewide and by parish) and to communicate updates about the wait list.



Next Steps



Next Steps

There are several steps that early childhood leaders can take now to complete 2016-2017 and prepare for 2017-2018.

Wrapping up 2016-2017:

- Share results with teachers and celebrate their accomplishments.
- Be sure to complete informational metrics and participate in appeals and data certification processes.
- Begin preparing for the roll-out of Performance Profiles in the fall, a process that will work similar to last year's process but with more public communication and a new website.

Preparing for 2017-2018:

- Decide whether to participate in pilot for using shorter version of GOLD® by August 4.
- Continue to purchase and implement Tier I Curriculum in all classrooms.
- Review 2016-2017 results with teachers, develop an improvement plan for each classroom and continue to incorporate results into trainings, technical assistance and coaching.
- Contact your Lead Agency or the state if there are any questions.