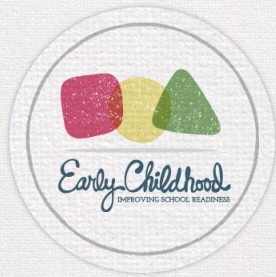


LOUISIANA DEPARTMENT OF EDUCATION



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## Early Childhood Care and Education Advisory Council

March 17, 2021

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# Agenda



- I. Call to Order
- II. Roll Call
- III. Approval of the Minutes of February 24, 2021 Advisory Council Meeting
- IV. Consideration of an update on Louisiana's Early Learning Center Emergency Plan
- V. Consideration of emergency revisions to *Bulletin 140, Louisiana Early Childhood Care and Education Network*
- VI. Consideration of the Early Childhood Care and Education Advisory Council Annual Report - 2020
- VII. Adjournment



## I. Call to Order



## II. Roll Call





### **III. Approval of the Minutes of February 24, 2021 Advisory Council Meeting**

## **IV. Consideration of the Early Childhood Care and Education Advisory Council Membership**







## **V. Consideration of an update on Louisiana's Early Learning Center Emergency Plan**

# Louisiana's Early Learning Center Emergency Plan

*Louisiana's Early Learning Center Emergency Plan strives to ensure continuity of care, parental support, and provider support in the event of an emergency situation.*

Continuity of Care	Parental Support	Provider Support
<ul style="list-style-type: none"><li>• Provide a stable environment during an alarming situation.</li><li>• Ensure CCAP cases remain funded and case deadlines are extended.</li><li>• Assist families in finding other high quality Early Childhood Learning Centers if necessary.</li></ul>	<ul style="list-style-type: none"><li>• Support families who need care for children during a stressful situation.</li><li>• Allow parents to return work or school and maintain normalcy.</li><li>• Inform parents of resources to cope with the disaster.</li></ul>	<ul style="list-style-type: none"><li>• Assist in reopening their business to serve children.</li><li>• Prioritize assessing damage from multiple agencies.</li><li>• Facilitate temporary or emergency child care.</li><li>• Provide information about available resources during and after a disaster.</li></ul>



# Provider Requirements

*Providers must develop, practice and train on, and follow, a written emergency preparedness disaster plan.*

Louisiana's Early Learning Center Emergency Plan provides resources and guidance to support providers in development of their individual Emergency Preparedness Plan. Each provider's individual plan must include at a minimum:

- Procedures for evacuation, relocation, shelter-in-place, lock-down, communication and reunification with families, continuity of operations, accommodations of infants and toddlers, children with disabilities, and children with chronic medical conditions;
- Procedures for all adults living or working in the residence where care is provided, or working on the property where care is provided; and
- Posting in a visibly acceptable area all appropriate emergency phone numbers, such as fire department, police department, hospitals, and Louisiana Poison Control.



# Communication

*Communication is a key aspect of Louisiana's Early Learning Center Emergency Plan.*

- Child care providers and parents are advised annually of the need for emergency preparedness and where to obtain additional information.
- In the event of a possible emergency, such as a named storm in the Gulf of Mexico, the Department notifies providers and supplies guidance.
- In the event of a disaster declaration, Department staff meet to determine if the disaster is severe enough to suspend provider licenses in the disaster declared area.
- Once a decision has been made by Department staff, the Division of Licensing will suspend licenses appropriately and issue a [Reopening Form](#).
- Department staff will work with providers in the affected areas to reopen as soon as it is safe to do so.



# Emergency Plan and Resources

[Louisiana Early Learning Center Emergency Plan](#), notifications, reopening forms, and the Child Care Facility Tool Kit can be found on Louisiana Believes.

The Child Care Facility Tool Kit includes:

- Early Learning Center Basic Emergency plan (template)
- Early Learning Center Emergency Checklists
- Family Home and In-Home Child Care Emergency Checklist

**VI. Consideration of emergency  
revisions to Bulletin 140, *Louisiana  
Early Childhood Care and Education  
Network***





# Early Childhood Accountability



# Early Childhood Accountability Data

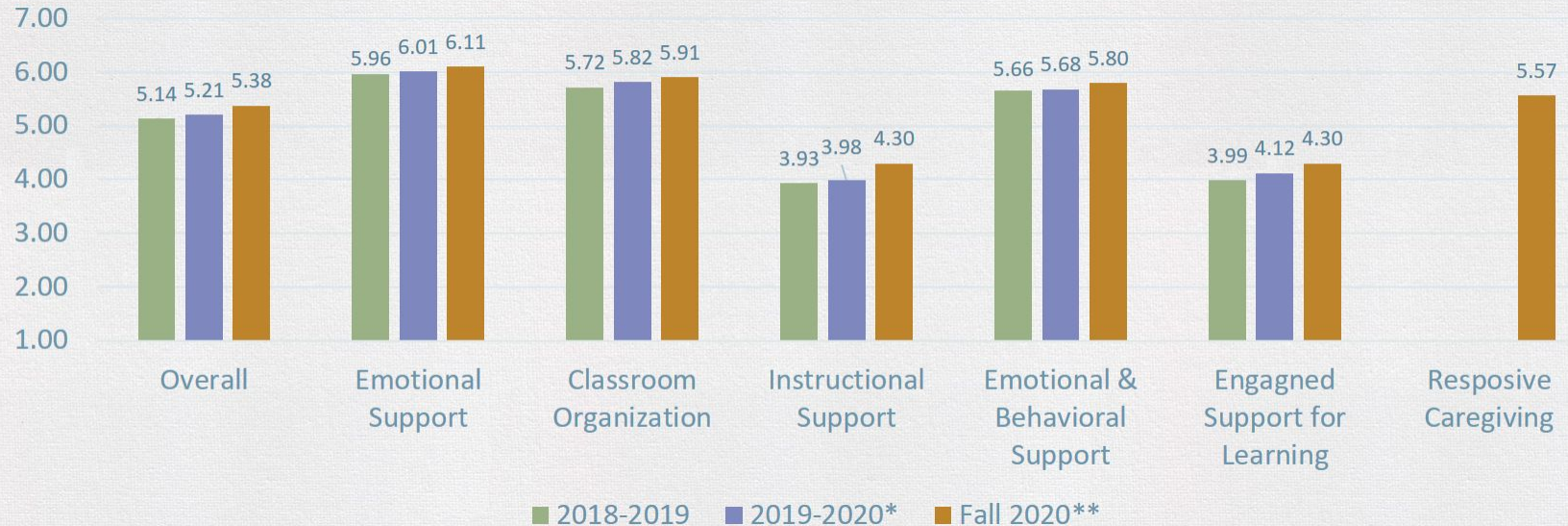
*The data collected through CLASS® observations across Louisiana during the 2020-2021 academic year are used by local, state, and national decision-makers to expand access to high-quality early childhood education.*

- **Teachers and site-level administrators** use CLASS® data to set goals for instruction and target interventions to improve the quality of teacher-student interactions.
- **Child Care Resource and Referral Agencies & Community Network Lead Agencies** use CLASS® data to monitor trends and target coaching and support to ensure each students' early childhood education is characterized by high quality teacher-student interactions.
- **The Louisiana Department of Education** uses CLASS® data for the Early Childhood Accountability System as well as to inform decision-makers such as parents to policy makers.
- **National Researchers** use CLASS® data to review and evaluate the impact of Louisiana's Early Childhood Policies.



# Preliminary Results from Fall 2020

*The trends in CLASS® scores of steady, incremental growth since the 2016-2017 school year have continued during the Fall 2020 Observation period. Small gains in scores can have large impacts on student outcomes.*



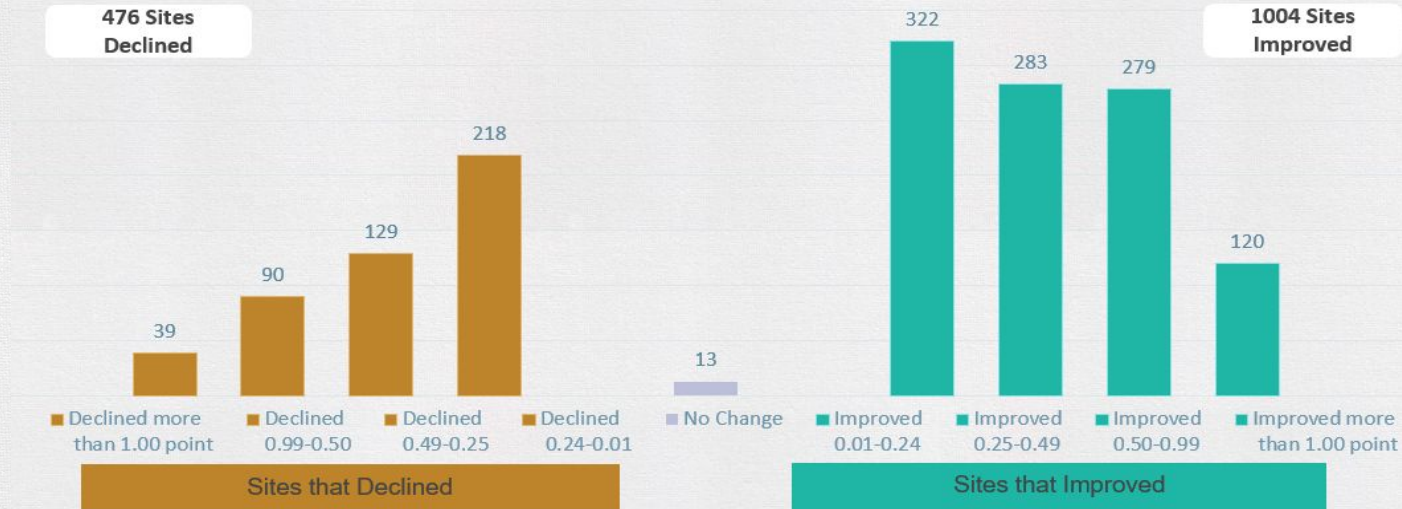
\* 2019-2020 Estimates are unpublished calculations based on observations conducted during the 2019-2020 academic year.

\*\* Fall 2020 Estimates are unpublished estimates based on observations conducted during the Fall 2020 observation period. This will be the first time Infant CLASS® are used to calculate Performance Scores and Ratings.



# Preliminary Improvement from Fall 2020

The distribution of change in observation scores from 2019-2020 to Fall 2020 estimates show that almost 60% of sites with observation data have improved scores compared to observations conducted last year.





# Impacts on Children

*Additional statistical analysis, combined with context from teachstone, underscores that we can expect the growth in CLASS® scores statewide to have a positive impact on student outcomes.*

- The CLASS® tool evaluates the effectiveness of teacher-child interactions that can lead to better cognitive, behavioral, and social outcomes.
- The tool is scored on a scale of 1.00-7.00 and small differences in teacher-child interactions can have discernable differences in children's outcomes: typically CLASS® score changes of 0.50-1.00 points are associated with meaningful impacts on children's outcomes.
- Additional statistical analysis of unpublished 2019-2020 and Fall 2020 observation data indicates that the differences between scores in the two periods are statistically significant.

	Paired-T test ( $\alpha=0.05$ )	Two-sample t test ( $\alpha=0.05$ )
P-value	<0.0001	0.0134

\* 2019-2020 Estimates are unpublished calculations based on observations conducted during the 2019-2020 academic year.

\*\* Fall 2020 Estimates are unpublished estimates based on observations conducted during the Fall 2020 observation period. This will be the first time Infant CLASS® are used to calculate Performance Scores and Ratings.



# Challenges from COVID-19 on Observation Coverage

*COVID-19 has presented challenges to the typical local observation coverage and the Department recognizes flexibilities to the accountability system may be appropriate for the 2020-2021 school year.*

- **High number of classroom-level waivers:** As a result of classrooms meeting virtually, closing temporarily to quarantine, increased costs associated with the necessary technology and PPE, lead agencies submitted almost 700 classroom-level waiver requests for Fall 2020 representing nearly 12% of classrooms.
- **Lack of shadow scoring:** BESE approved a one-time waiver of the shadow-scoring requirement to ensure that Bulletin 140 was aligned to the Department's reopening guidance for group sizes and ratios.
- **Shift to virtual format:** As a result of COVID-19 incidence and Spread, the Department suspended in-person observations by external observers beginning December 7 to align with guidance from the Louisiana Department of Health and the CDC and shifted exclusively to virtual third party observations for the first time.



# Impacts of COVID-19 on Observation Coverage

*Compared to Fall 2019, before observations were disrupted by COVID-19, observations by both local lead agencies as well as the the Department's third party contractors were limited by the COVID-19 pandemic.*

	Fall 2019	Fall 2020
Classrooms	6,167	5,880
Local observations	6,146 (99.7% of classrooms)	4,922 (84% of classrooms)
Local observations shadow scored	1,213 (20% of local observations)	248 (5% of local observations)
Third party observations	1,884 (31% of classrooms)	884 (15% of classrooms)



# Responding to COVID-19

*The Department recommends flexibilities to ensure sites receive support to ensure students have high-quality experiences but do not experience a penalty as a result of observations amidst the COVID-19 pandemic.*

- In December 2020, BESE adopted a one-time emergency rule that allowed classrooms scoring above a 4.49 in the fall after replacement to be excused from a second local observation in the spring.
- Recognizing growth by updating Performance Profiles for sites that have higher observation scores from 2020-2021 and extending Performance Ratings for all other sites would ensure that sites do not feel penalized as a result of COVID-19.
- Targeting sites for inclusion in the Site Improvement Planning process based on whether their 2020-2021 performance score, regardless of whether or not this data is published, would ensure that the Department is using the most up-to-date data to target supports.
- Providing financial support to Type III centers to offset the additional costs associated with observations during the 2020-2021 school year would provide additional recognition for the extra work needed to support Early Childhood Quality through the COVID-19 pandemic during the 2020-2021 Academic Year.





## **Bulletin 140 Emergency Rule**

# Bulletin 140 Emergency Revisions

*The challenges to observational coverage during the 2020-2021 school year necessitate flexibility in how the Department calculates and publishes Performance Scores.*

To achieve this flexibility, the Department is recommending emergency revisions to Bulletin 140 that would:

1. Extend 2019-2020 Performance Scores and Ratings for sites where this score is higher than the 2020-2021 Performance Score;
2. Mandate SIP participation for sites that score below 3.75 in 2020-2021;
3. Ensure classrooms are equally weighted and provide unique treatment for classrooms that were not required to receive a spring local observation; and
4. Abstain from publishing Community Network Performance Scores as well as honor rolls for sites rated “excellent” as well as those making significant growth.



# Revision 1: Publishing Higher Score

*The B140 emergency revisions would extend 2019-2020 Performance Scores and Ratings for sites where this score is higher than the 2020-2021 Performance Score.*

- The Department would calculate Performance Ratings for all sites based on observations conducted during the 2020-2021 school year and publish this score if it is higher than the score published in 2019-2020.

Site	2019-2020 Rating	2020-2021 Rating	Published in Fall 2021
Site A	5.20 (3 Stars)	5.89 (4 Stars)	5.89 (4 Stars)
Site B	6.03 (5 Stars)	5.99 (4 Stars)	6.03 (5 Stars)

- An analysis of Fall 2020 observations, the Department anticipates that more than 50% of sites would have 2020-2021 Performance Scores published.
- The Department could share performance data from 2020-2021 to provide the appropriate information and context to inform decision makers across the state.



# Revision 1: Publishing Higher Score

*The Department recommends the following language to Bulletin 140 in order to publish the 2020-2021 Performance Rating for sites where this rating is higher than the 2019-2020 Performance Rating.*

## §509.A.1-2

- a. Exception due to the COVID-19 pandemic with regard to observation completion and other associated challenges. For the 2020-2021 school year only, the performance rating for each site that has received at least one observation during 2020-2021 shall be based on the higher of the site's published 2019-2020 performance rating and the 2020-2021 performance rating calculated for the site.
  1. The Department shall share performance summaries based on 2020-2021 observations for informational purposes only.
  2. Sites that did not receive any observations during the 2020-2021 school year shall not receive a performance rating..

## §509.A.3-B.3



# Revision 2: SIP Participation based on 2020-2021 Scores

*The revisions would mandate 2020-2021 Site Improvement Planning (SIP) for sites that score below 3.75 based on observations conducted during 2020-2021.*

- Bulletin 140 ensures that all sites that receive a Performance Score below 3.75 shall participate in the early childhood school or center improvement process.
- The Site Improvement Planning process connects sites to available resources and monitors the success of intervention efforts. Sites that participate are:
  - assigned a regional Department field support consultant,
  - supported in creating an improvement plan based on individualized site needs and self-assessment results, and
  - provided resources and support to implement improvement plans (curriculum support, professional development, mental health consultation, CCR&R coaching, etc.)



# Revision 2: SIP Participation based on 2020-2021 Scores

*The revisions would mandate 2020-2021 Site Improvement Planning (SIP) for sites that score below 3.75 based on observations conducted during 2020-2021.*

- Based on preliminary Fall 2020 only, there are **20 sites across the state that have overall scores lower than 3.75.**
- Flexibilities in calculating Performance Ratings could mean that some sites scoring below a 3.75 during the 2020-2021 academic year could have their 2019-2020 Performance Score extended.
  - Example: Site C receives a Performance Rating of 4.50 in 2019-2020 and 3.34 in 2020-2021. The Department would extend the 4.50 Performance rating but target this site for SIP.
- Mandating Site Improvement Planning participation based on 2020-2021 scores would ensure the Department, as well as community stakeholders, continue to target supports for struggling sites.
- In addition to mandating participation for site improvement planning, the Department will use final 2020-2021 data to recommend additional sites for participation in SIP.



# Revision 2: SIP Participation based on 2020-2021 Scores

*The Department recommends the following language to Bulletin 140 in order to mandate SIP Participation based on 2020-2021 scores.*

## §512.A.- B.1.c

d. Exception due to the COVID-19 pandemic with regard to observation completion and other associated challenges. For the 2020-2021 school year only, publicly-funded sites where the score calculated from observations conducted during the 2020-2021 school year is lower than 3.75 shall be required to participate in an early childhood school or center improvement planning process.

C1-C.2



# Revision 3: Equal Weighting of All Classrooms

*The B140 emergency revisions would provide unique treatment for classrooms that were not required to receive a spring local observation due to the December 2020 Emergency Rule.*

- In December of 2020, BESE adopted an emergency rule that allowed all classrooms scoring above a 4.49 on their fall observations to be excused from the typical second spring local observation.
- Site-level scores are calculated by averaging the dimension scores from all observations conducted at the site, after third party replacement.
- Applying the typical calculation methods to sites with classrooms excused from spring local observations may create unintended consequences and disproportionately weight lower performing classrooms in site-level calculations.



# Revision 3: Equal Weighting of All Classrooms

*The Department recommends using the Fall CLASS® score, after third party replacement, as an approximation for the Spring local observation, for the purposes of calculating a Performance Score.*

- Classrooms that are eligible for the December Bulletin 140 Emergency Rule would have their qualifying Fall CLASS® scores duplicated and treated as a proxy for a Spring local observation.

Classroom	Fall Score	Spring Score
Classroom A	3.50	4.00
Classroom B	5.50	5.50 (Duplicated from fall)

- Spring third party observations that occur in classrooms with duplicated scores as a result of the December B140 emergency rule would be compared to the duplicated fall score for the purpose of third party replacement.
- The Department would use the typical replacement rules for any other classrooms that do not receive two observations during the 2020-2021 school year.



# Revision 3: Equal Weighting of All Classrooms

*The Department recommends the following language to Bulletin 140 in order to calculate scores for classrooms with Fall CLASS® scores above 4.49 that did not receive a spring local observation.*

## §509.B1-3

4. Exception due to the COVID-19 pandemic with regard to observation completion and other associated challenges. For the 2020-2021 school year only, a classroom that does not have a second observation because the classroom received a fall CLASS® score of 4.50 or higher after third party replacement shall have their fall CLASS® score after third party replacement duplicated and treated as the spring local observation for the purposes of performance rating. A classroom that does not have a second observation for any other reason shall have their score replaced consistent with Subsection B of this Section.

## C1-C.2



# Revision 4: Honor Rolls & Community Network Ratings

*The Department recommends continuing to not publish Performance Scores and Ratings for community networks as well as honor rolls, given the additional complexity in site Performance Ratings.*

- Community Network Performance Ratings provide a unique comparison of the early childhood experience of children across Louisiana as well as between community networks.
  - The flexibilities for site Performance Scores and Ratings that allow some sites to receive an updated rating would add an element of complexity that could not be captured in the Community Network Performance Rating.
- The Excellence, Top Gains, and B-3 Honor Rolls provide important recognition of sites that have outperformed their peers during a school year.
  - The flexibilities for site Performance Scores and Ratings that allow some sites to receive an updated rating would add complexity to the criteria and make it harder to identify sites that have outperformed their peers.



# Revision 4: Honor Rolls & Community Network Ratings

*The Department recommends the following language to Bulletin 140 in order to pause publication of community network ratings and honor rolls.*

§511.A-H

1. Exception due to the COVID-19 pandemic with regard to observation completion and other associated challenges. For the 2020-2021 school year only, the Department shall not publish community network ratings.

§512.C.1-C.2

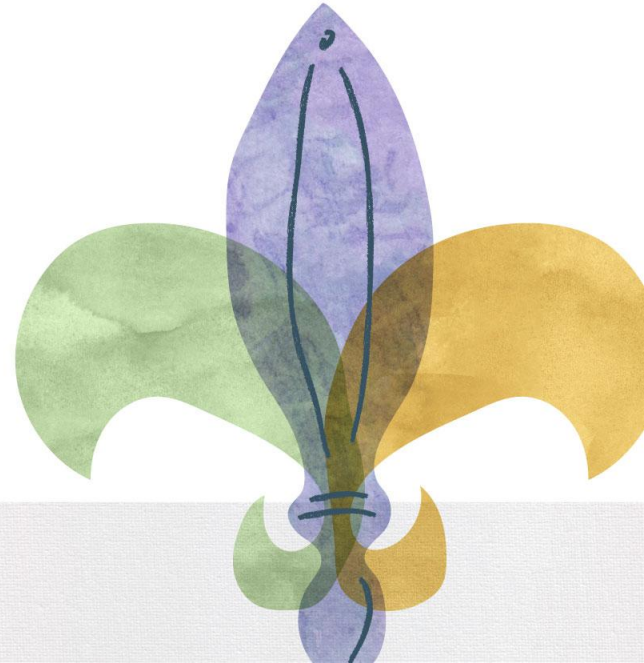
3. Exception due to the COVID-19 pandemic with regard to observation completion and other associated challenges. For the 2020-2021 school year only, the Department shall not publish annual honor rolls nor label sites as “top gains.”





**XI. Consideration of the Early  
Childhood Care and Education  
Advisory Council Annual Report -  
2020**

**Goals for Early Childhood  
Care and Education in Louisiana**



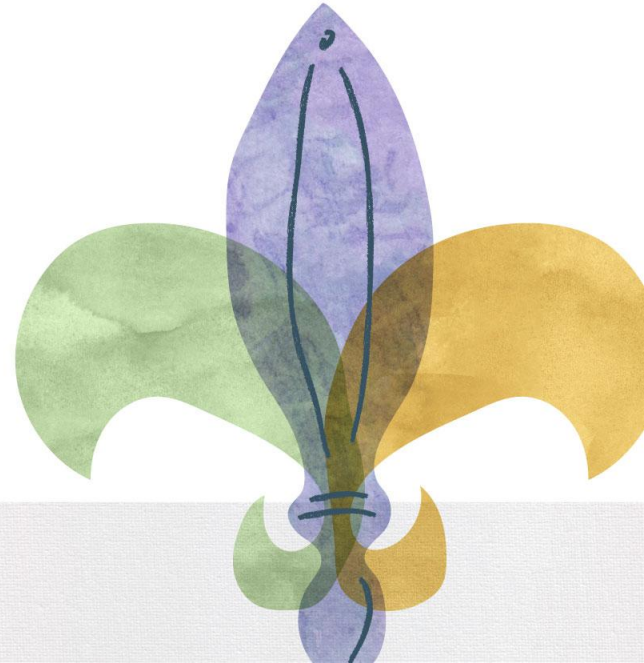


# Louisiana's Early Childhood Goals

*While the state has worked to implement the vision of Act 3, Louisiana's youngest children still struggle to access the high-quality care and services they need to be ready for school and beyond.*

Area	Goal
<b>Local Governance</b>	Early childhood community networks are empowered and supported to drive faster rates of improvement to early childhood quality and access through locally-led coalitions.
<b>Early Childhood Quality</b>	Children participate in active learning and experience high-quality interactions in birth-to-five classrooms, led by teachers and leaders that are fully able to prepare them for kindergarten and beyond.
<b>Early Childhood Access</b>	More young children, especially those birth through age three, are able to access publicly-funded and high-quality early childhood care and education.

# Description of Publicly-Funded Early Care and Education Programs





# Publicly-Funded Early Care and Education Programs

	CCAP	Head Start	LA-4	NSECD	PDG
<b>Eligibility criteria</b>	<p>Families that are:</p> <ul style="list-style-type: none"> <li>At/below 55% of SMI*</li> </ul> <p><i>* Updated to 65% as of Feb 2021</i></p> <ul style="list-style-type: none"> <li>Working, in school, or in training 20 hours per week**</li> </ul> <p><i>**As of October 2020, additionally families seeking work or training.</i></p>	<p>Families that are at or below 100% FPL (30% up to 135% FPL and 10% over income)</p>	<p>Families with four-year-olds who are at or below 200% of the Federal Poverty Line</p>	<p>Families with four-year-olds who are at or below 200% of the Federal Poverty Line</p>	<p>Children aged Birth-3, families at or below 200% Federal Poverty Line, working or in school 20 hours a week or more, actively seeking work, or experiencing homelessness</p>
<b>Program requirements</b>	<p>Type III licensed child care centers, child care assistance certified schools, and home based providers</p>	<p>School districts, educational service districts, community action agencies, faith-based organizations, community colleges/universities</p>	<p>School systems apply for seats for LA 4</p>	<p>Eligible providers for NSECD are BESE-approved nonpublic schools and Type III child care centers</p>	<p>Centers that are rated proficient or above, have all teachers with or on path to earning ECAC, and all centers must offer infant care</p>
<b>Hours/days</b>	<p>8-hour day, full year</p>	<p>6-hour day, school year</p>	<p>6-hour day, school year</p>	<p>6-hour day, school year</p>	<p>6-hour day, 10 months</p>
<b>Total funding and source</b>	<p>Total: \$90,032,373 Source: CCDF Total: \$11,200,000 Source: State Gen. Funds</p>	<p>Total: \$197,650,528 Sources: Federal ACF Funding</p>	<p>Total: \$78,330,343 Sources: State General Fund and TANF</p>	<p>Total: \$6,441,628 Source: State General Fund</p>	<p>Total: \$6,747,309 Source: Preschool Development Grant</p>

# Publicly-Funded Early Care and Education Programs

	CCAP	Head Start	LA-4	NSECD	PDG
<b>Number of Funded Slots</b>	CCAP Authorizations 10/2020 Infant: 1,189 1 year old: 2,312 2 year old: 2,789 3 year old: 3,068 4 year old: 2,704 5 and above: 5,911 Total: 17,983 *Currently, no waitlist	Early Head Start: 3,026 Head Start: 16,475	4 year old: 17,079	4 year old: 1,222	B-3 year olds: 627
<b>Amount of Public Funding Per Child</b>	Annual funding per <sup>1</sup> : Infant: \$6,600 1 and 2 year old: \$6,270 3 year old and above: \$5,808	Early Head Start: \$15,567 Head Start: \$9,107	\$4,580 per child <sup>2</sup>	\$4,580 per child <sup>2</sup>	Zone 1 vs. 2 (Urban/Rural <sup>2</sup> ): Infants: \$11,462/\$9,350 1 year olds: \$10,934/\$9,350 2 year olds: \$10,934/\$9,350 3 year olds: \$10,670/\$9,012

<sup>1</sup> This reflects a full-time, annual per child rate as of October 2020 and does not include bonuses

<sup>2</sup> This reflects per child allocation, not average expenditure



# 2020 CCAP State Maximum Daily Rates

Based on the updated Market Rate Survey findings, the CCAP reimbursement rates were increased to the 75th percentile of the market rate, with an additional increase for infants, on February 1, 2021.

	Age 3 and up (Preschoolers +)	Age 1-2 (Toddlers)	Age 0 (Infants)
Type III Provider Weekly Rate at 75th Percentile of Market Rate <sup>1</sup>	\$148.00	\$155.00	\$165.00
Type III Provider Weekly Rate at 50th Percentile of Market Rate <sup>1</sup>	\$128.22	\$138.00	\$145.00
Weekly Max CCAP Rate	\$110.00	\$118.75	\$125.00
Weekly Co-Pay <sup>2</sup>	\$0 (100% FPL), \$10 (135% FPL), \$15 (165% FPL)		
<i>Total weekly out of pocket expense at 75th percentile (at 135% FPL)</i>	\$48.00	\$46.25	\$50.00
<i>Total weekly out of pocket expense at 50th percentile (at 135% FPL)</i>	\$28.22	\$29.25	\$30.00

<sup>1</sup> Percentile of Market Rates reflect the [2017 Market Rate Survey](#), which was used to determine 2020 CCAP rates.

<sup>2</sup> In response to COVID-19 and in an effort to stabilize early child care, co-payments were waived beginning March, 2020.

# Licensed Early Learning Centers

*Despite the COVID-19 pandemic and multiple hurricanes that plagued 2020, the number of Type III and family child care providers have increased. Type I and Type II centers have seen a decline, as more providers have changed their license to Type III to enroll children through CCAP and access additional supports.*

Number of Early Learning Centers by Licensing Type:

	March (Q1)	June (Q2)	September (Q3)	December (Q4)
<b>Type I</b>	263	245	240	236
<b>Type II</b>	221	186	187	182
<b>Type III</b>	978	1030	1030	1029
<b>Family Child Care</b>	163	204	231	225





# Early Childhood Quality

# Measuring Early Childhood Quality

*Each year, the Department measures the quality of all publicly-funded early childhood sites in the state through a nationally recognized unified early childhood quality rating system.*

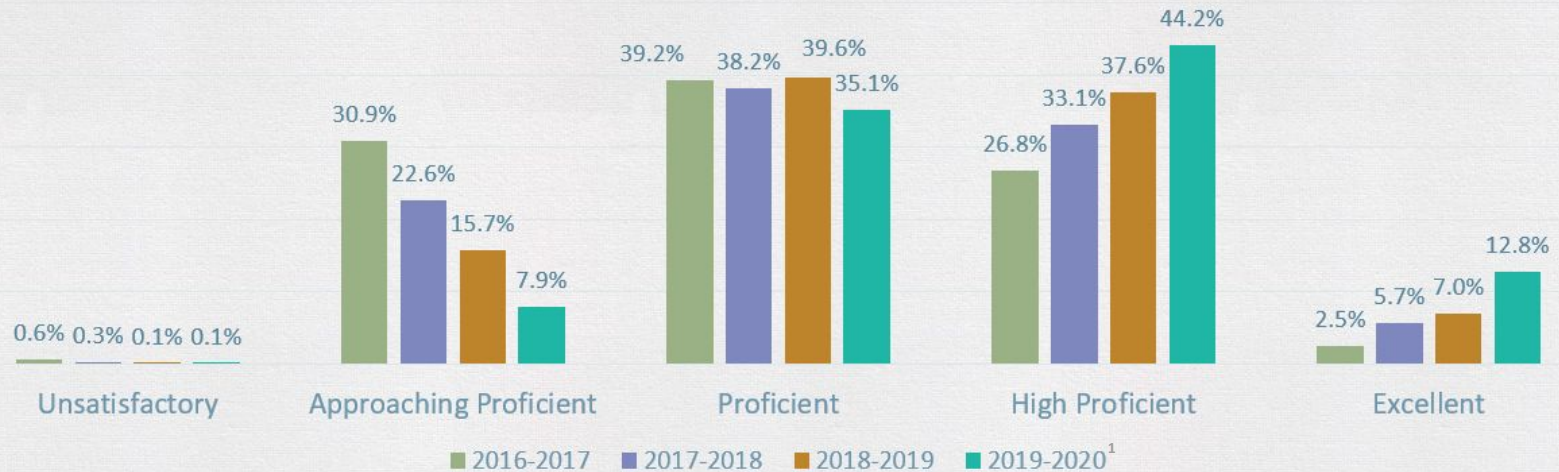
CLASS® Score Range	Performance Rating	Star Rating for SRTC and Bonus Payments
6.00 - 7.00	Excellent	5 Stars
5.25 - 5.99	High Proficient	4 Stars
4.50 - 5.24	Proficient	3 Stars
3.75 - 4.49	Approaching Proficient	2 Stars
3.00 - 3.74	Approaching Proficient	1 Star
1.00 - 2.99	Unsatisfactory	0 Stars

- Tax credits and bonuses for child care centers are aligned to the quality rating system to reward and incentivize performance and improvement
- Programs that score below 3.75 are required to participate in a Site Improvement Planning process
- Programs that score Unsatisfactory for two years in any three year period may lose Type III license or funding



# Quality Rated Early Childhood Sites

Each year, sites continue to show improvement in the state's unified quality rating system, with more than 90% of sites scoring Proficient or above in 2019-2020<sup>1</sup>.



<sup>1</sup> These results reflect the Department's 'hold harmless' approach, which allowed sites to opt into the higher score across the past two years.



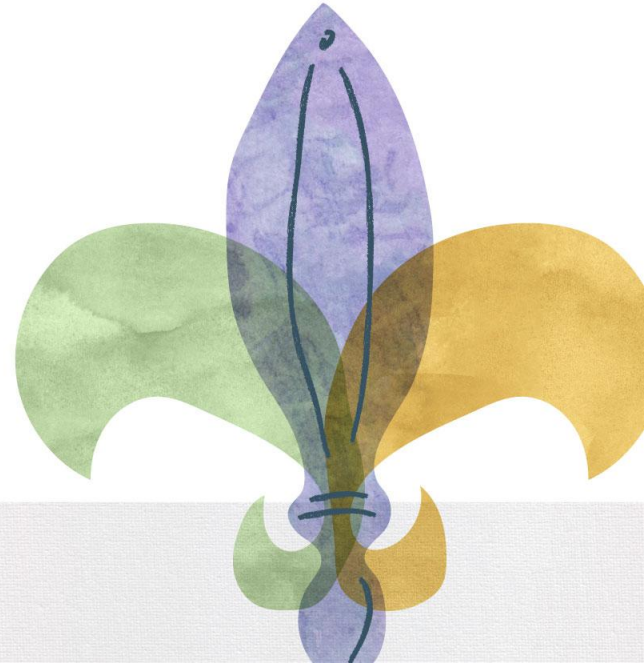
# Improvement by Program Type

*The statewide average score for each program type has improved steadily and incrementally each year, indicating more sites are providing quality care and education for children.*





# Supporting Quality Improvement



# Supports for Early Childhood Classrooms

## Teacher Preparation

- Child care teacher preparation minimums:
  - Required training through a [child care teacher preparation program](#)
  - Required [Early Childhood Ancillary Certificate \(ECAC\)](#)
  - BESE-approved [ECAC programs](#)
- ECAC Accountability Pilot

## Coaching and Training

- Statewide network of [Child Care Resource and Referral](#)
- [Tulane Mental Health Consultation](#) Program
- Early Childhood Community Networks
- [Louisiana Pathways](#) approved trainers
- Site Improvement Planning

## Professional Development

- [Key Training Modules](#)
- [Louisiana Early Leaders Academy \(LELA\)](#)
- [Child Care Curriculum Initiative](#)
- [Teaching Strategies GOLD](#)
- [Lead Agency Collaborations](#)
- [Virtual Teacher Leader Summit](#)



# Teacher Preparation

## Early Childhood Ancillary Certificate Program

- 1,013 candidates received scholarships to attend an Early Childhood Ancillary Certificate Program in 2020
- Total scholarships awarded in 2020 equaled \$1,568,543.56

## Early Childhood Ancillary Certificate Program Accountability

- LDOE and TPI-US piloted an onsite review process with four programs
- Children's First and Early Learning Louisiana participated in in-person onsite reviews
- CDL and ULL participated in virtual onsite reviews
- Based on these results the Department is finalizing the onsite review rubric for use in a system-wide ECAC accountability policy
- Additional components for ECAC accountability policy will measure a program's ability to graduate candidates who positively impact children and a program's ability to build workforce capacity
- The Department anticipates bringing updates on ECAC Program Accountability later this year



# Coaching and Training

*The total amount of \$4,665,500 of CCDF funding was used to fund Louisiana's seven Child Care Resource and Referral (CCR&R) agencies throughout the state in 2020.*

During 2020, [Child Care Resource and Referral agencies](#) supported Type III Centers in a variety of ways:

- 1,182 hours of Coaching
- 4,072 hours of Technical Assistance
- 5,759 hours of Group Training
- 64 parishes received Early Learning Resource Center supports
  - Director meetings
  - Family resources
  - Supporting family child care providers
  - Child referrals



# Coaching and Training

*\$2.2M of CCDF funding was used to fund the Tulane University Tikes mental health program to support early childhood professionals as they work to promote the social and emotional wellbeing of young children.*

The Tikes program promotes the development of young children across several domains, including behavioral, social, and emotional development.

Consultants engage in the following activities:

- Observing and modeling interactions in classrooms
- Meeting with teachers, directors, and owners
- Facilitating trainings
- Administering screening measures
- Developing behavior plans for children
- Making referrals to community-based mental health providers
- Meeting with families



# Training and Support by Program Type

## Type III Child Care Centers:

- **Child Care Resource and Referral Centers:** Provide training and technical assistance (*\$4.67M from CCDF*).
- **Mental Health Consultants:** Provides on-site classroom coaching and support for approximately six months (*\$2.21M from CCDF*).

## Head Start and Early Head Start:

- Head Start Training and Technical Assistance assist programs in accessing professional development that meets the improvement needs of teachers.

## LA-4 and NSECD Classrooms:

- Funding for training and support may be included as part of the allocated funding for slots.
- Programs may choose to supplement allocations with in-kind funding.

SRCL, CLSD, and PDG (B-5) funds were also used to support multiple initiatives for all program types.

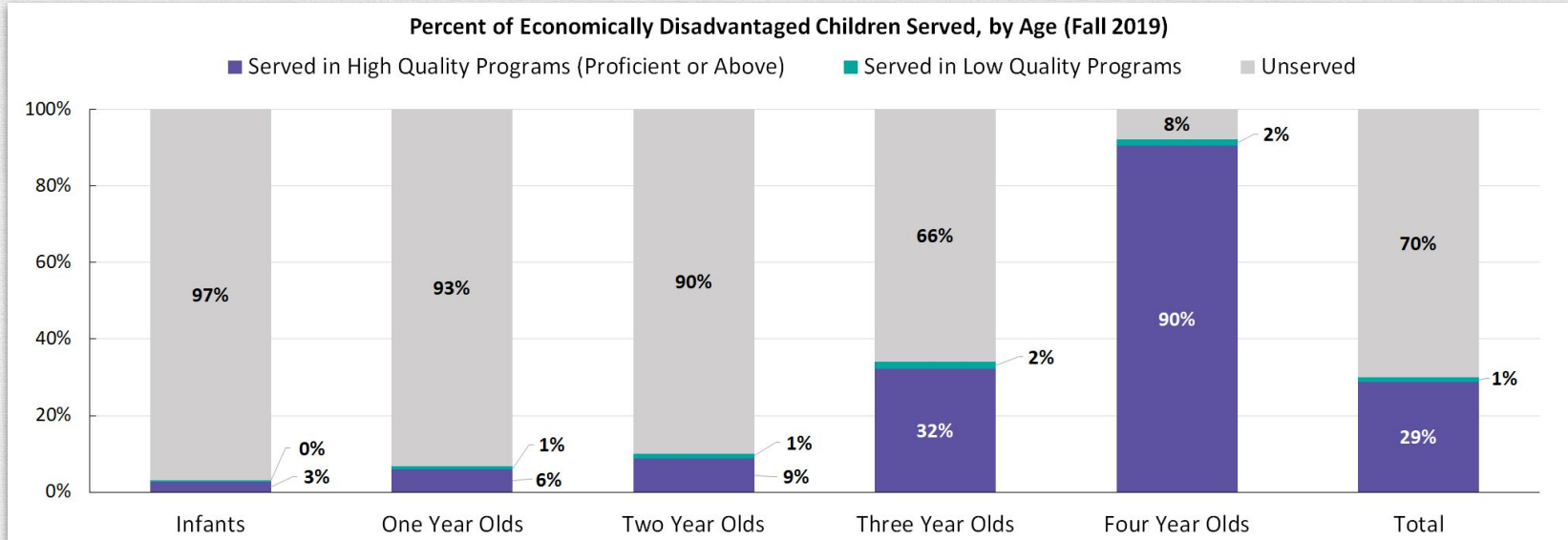




# Early Childhood Access

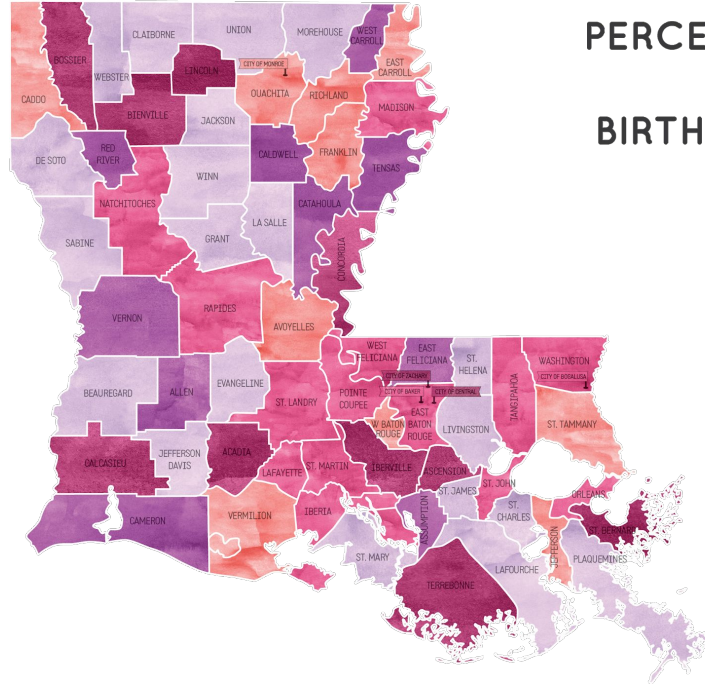
# Access to Child Care Pre-Pandemic

Prior to COVID-19, fewer than 7% of in need children birth to two years old, and less than 33% of three year olds, had access to high-quality child care in Louisiana.





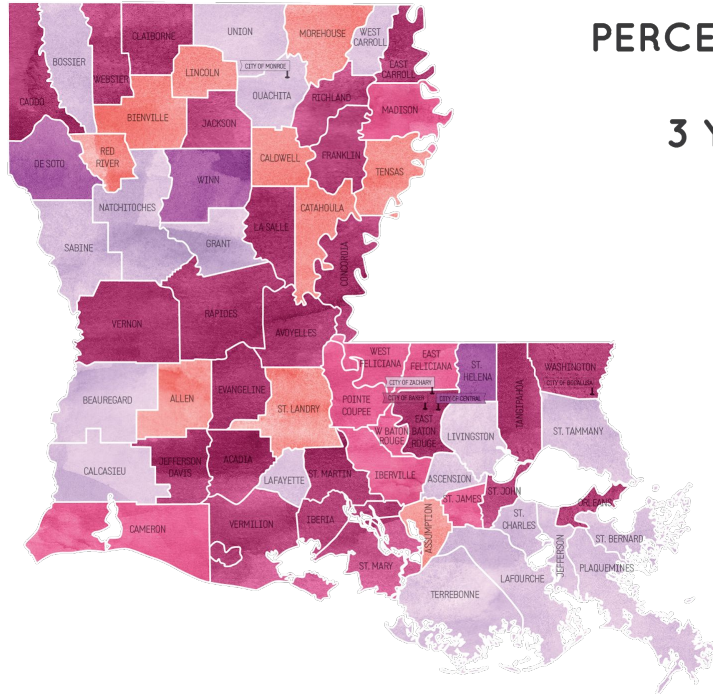
# Geographic Disparities in Access to Quality, B-2 Year Olds



PERCENT OF ECONOMICALLY DISADVANTAGED BIRTH-2 YEAR OLDS SERVED

- LESS THAN 1%
- 1-2%
- 3-5%
- 6-7%
- 8% OR MORE

# Geographic Disparities in Access to Quality, 3 Year Olds



PERCENT OF ECONOMICALLY DISADVANTAGED 3 YEAR OLDS SERVED

- LESS THAN 10%
- 10-29%
- 30-49%
- 50-69%
- 70% OR MORE

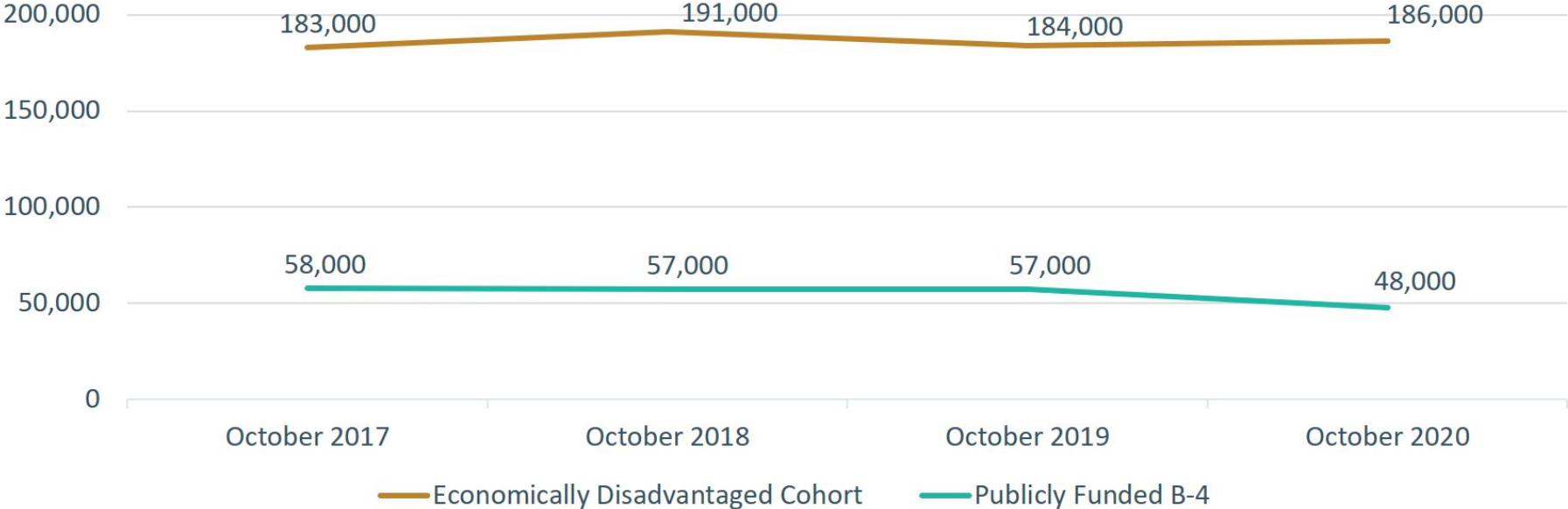


# Statewide Access by Age Group & Funding Source

		Infants	Ones	Twos	Threes	Fours	Totals
<b>Estimated Need</b>	At-Risk Estimate (Medicaid Eligibility by age group, October 2020 )	38,723	33,181	37,326	38,162	38,956	186,348
<b>Estimated Served</b>	Child Care (CCAP Oct. 2020 auths) <sup>1</sup>	1,189	2,312	2,789	3,068	2,704	12,062
	Early Head Start (Oct. 2020 served)	171	631	910			1,712
	Head Start (Oct. 2020 served)				5,496	4,505	10,001
	LA 4 (Oct. 2020 served)					14,304	14,304
	Title I (Oct. 2020 served)					3,971	3,971
	8(g) (Oct. 2020 served)					1,760	1,760
	NSECD (Oct. 2020 served)				74	917	991
	PDG (Oct. 2020 served)	50	81	49	177		357
	Other Funding Sources (Oct. 2020 served)	22	47	108	311	2296	2,784
	<b>Total Served Estimate</b>	<b>1,432</b>	<b>3,053</b>	<b>3,856</b>	<b>9,126</b>	<b>30,457</b>	<b>47,942</b>
	<b>Percent Served</b>	<b>3.69%</b>	<b>9.20%</b>	<b>10.33%</b>	<b>23.91%</b>	<b>78.18%</b>	<b>25.73%</b>
<b>Estimated Unserved</b>	Gap Estimate	<b>(37,291)</b>	<b>(30,128)</b>	<b>(33,470)</b>	<b>(29,036)</b>	<b>(8,499)</b>	<b>(138,406)</b>

<sup>1</sup> This number reflects authorizations for full time Infant-Five year olds and does not include authorizations for other age groups or part time authorizations.

# Trends in Enrollment Over Time



Estimates round to the nearest thousand. Publicly funded B-4 data reflects estimated child count from October 1 of each year.



# Efforts to Expand Access

**Early Childhood Care and Education Commission:** In January 2020, the 38-member Early Child Care Education Commission released an [addendum](#) urging again their year one recommendation for a ten-year plan to increase access to quality early care and education. State investment should launch this effort with expanded, combined funding (local, state, federal, and philanthropy) thereafter.

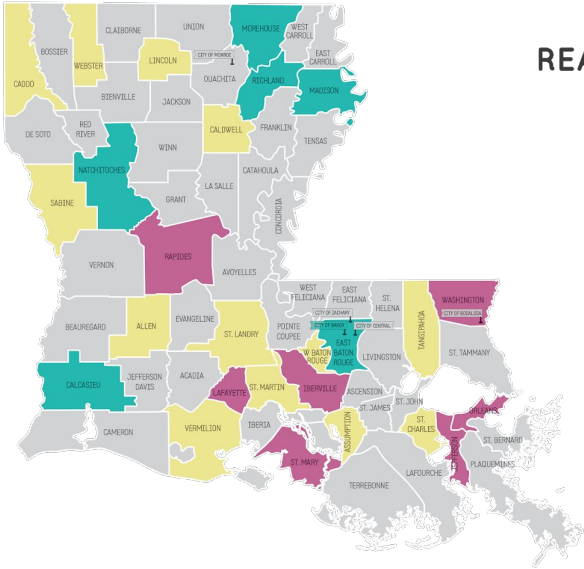
**LDOE Efforts:** LDOE continues to work to empower families, local communities, and providers through creative solutions that are designed to expand access:

- **Innovative Pilots:** Family Child Care Pilot, EC Guides Pilot, PDG Seats Pilot
- **Ready Start Networks:** Continuing to support networks to become Ready Start Networks and seek funding to expand access to quality early childhood at the local level
- **State Policy Reforms:** The recent changes to CCAP will enable more families to access high-quality options, and the federal stimulus packages may create an opportunity for additional reforms to state systems.

# Ready Start Networks

The following communities became Ready Start Networks Cohort 3 in June 2020

- Allen
- Assumption
- Caddo
- Caldwell
- Lincoln
- Sabine
- St. Charles
- St. Landry
- St. Martin
- Tangipahoa
- Vermilion
- Webster
- West Baton Rouge

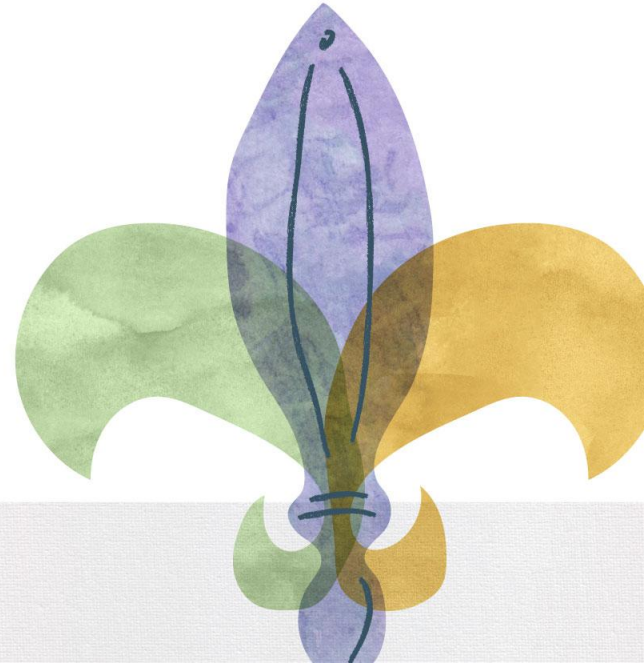


READY START NETWORK

- COHORT 1
- COHORT 2
- COHORT 3



# Evaluations of Early Care and Education Programs



# Early Care and Education Program Evaluations

*As part of the SEE-LA study, researchers from UVA and UCLA have fielded large-scale ECE workforce surveys, conducted validation studies examining the link between QRIS ratings and child outcomes, and explored how Louisiana families access early learning opportunities.*

## SEE-LA Reports and Policy Briefs

- [Child Care Leaders' Experiences with COVID-19: First Findings from the Study of Early Education in Louisiana](#)
- [System-wide Changes in the Quality of Early Childhood Education: Trends in Louisiana from 2015-16 to 2018-19](#)
- [The Early Childhood Education Workforce in Louisiana: Findings from the 2018 Early Childhood Workforce Survey in Jefferson and Rapides Parishes](#)
- The ECE Workforce: Findings from the 2018 Early Childhood Workforce Survey ([Rapides](#) and [Jefferson](#))
- [Network Leader Survey Report](#)
- [Building Buy-In: Teacher and Leader Views on a Statewide Effort to Improve Teacher-Child Interactions](#)

More information and additional SEE-LA publications can be found [online](#).





# Early Care and Education Program Evaluations

## Market Rate Survey

- As an administrator of CCDF funds, the Department is required to conduct a market rate survey every three years. This survey is required to analyze the prices and fees charged by child care providers for services in the priced market.
- The initial fielding of the survey (February through April) was cut short due to the emergence of the COVID-19 pandemic and refiled from August through October.
- The MRS results have been used to acknowledge the increased market rates and adjust the Department rates in an effort to increase access to high quality child care providers.



# Early Care and Education Program Evaluations

*The 2019-2020 Performance Profile release marks five years of full implementation of the statewide early childhood network.*

## **2019-2020 Performance Profiles**

- Overall, more than 12,000 CLASS® observations took place in over 6,000 classrooms across 1,617 sites.
- Approximately 1,400 local CLASS® observers conducted observations in pre-K, toddler, and infant classrooms and provided valuable feedback to help teachers in all publicly-funded sites.
- Due to COVID-19, the Department implemented a “hold harmless” approach for 2019-2020 Performance Profiles that honors improvement made by sites in 2019-2020 and allows sites to access much-needed tax credits and bonus payments:
  - Sites with a higher 2019-2020 Performance Score were given the opportunity to opt-in to receiving an updated Performance Profile based on 2019-2020 results.
  - For all other sites, the Department did not release an updated 2019-2020 Performance Profile, and published their 2018-2019 Performance results for an additional year.





# Descriptions of the Early Care and Education Workforce

# The Louisiana Early Childhood Ancillary Certificate

*Louisiana's child care teachers are pursuing their Early Childhood Ancillary Certificate (ECAC) to comply with the 2019 policy requirement.*

## **Early Childhood Ancillary Certificate (ECAC):**

- Established as a minimum credential for child care lead-teachers beginning July 2019
- Since July 2018, teachers are expected to attend a BESE-Approved [ECAC Program](#)
- [Early Learning Louisiana](#), an online ECAC program which started as a pilot is now offered statewide.

## **Teachers who currently have the Early Childhood Ancillary Certificate:**

- 1,400 individuals earned their [ECAC](#) in 2020
- Over half earned through a CDA or equivalent degree

## **Early Childhood Ancillary Certificate Programs (BESE-approved):**

- 27 teacher preparation programs are approved by BESE to offer ECAC Programs.



# Early Childhood Workforce Demographics

*Louisiana's child care workforce represents diverse educational backgrounds and ethnicities.*

## Demographics of the Early Learning Center Workforce (based on 13,989 active Pathways members):

- 99.6% are female and 99.2% speak English as their primary language
- Ethnicity:

African American	Caucasian American	Hispanic American	Acadian American	Other Ethnicities
58.3%	34.3%	2.1%	1.2%	4.1%

- Education level:

High School Education or No Verified Degree	30 College Credits	CDA or Approved Career Diploma	Associate Degree	Bachelor Degree or Higher
825	361	8,489	1,651	2,516

# Louisiana Pathways

Child Care Teacher Participation in LA Pathways Career Development System (2020)	
Early Learning Center Staff	5,176
Early Learning Center Assistant Teacher	937
Early Learning Center Teacher I ( <i>CDA credential/EC diploma</i> )	376
Early Learning Center Teacher II ( <i>EC Ancillary Certificate or work towards associate</i> )	1,563
Early Learning Center Teacher III ( <i>EC Ancillary Certificate + 1 year prior SRTC or college degree in early childhood</i> )	1,598
Early Learning Center Teacher IV ( <i>EC Ancillary Certificate + 2 years prior SRTC college degree with specialized infant/toddler training</i> )	2,658
Early Learning Center Master Teacher ( <i>graduate degree</i> )	245
<b>Total</b>	<b>12,628</b>

A full description of the 2020 Teacher Track for the Career Development System can be found [here](#).



# Louisiana Pathways

<u>Family Child Care Track (2020)</u>	
Family Child Care Staff I	13
Family Child Care Staff II	2
Family Child Care Staff III	2
Family Child Care Staff IV	1
Family Child Care Assistant Teacher I	6
Family Child Care Assistant Teacher II	15
Family Child Care Teacher I	22
Family Child Care Teacher II	3
Family Child Care Teacher III	1
Family Child Care Master Teacher	0
<b>Total</b>	<b>65</b>

<u>Administrator Track (2020)</u>	
Director	369
Director I	144
Director II	165
Director III	508
Director IV	100
<b>Total</b>	<b>1,286</b>

Full descriptions of each career track for are available through [Louisiana Pathways](#).

# Louisiana Pathways

Pathways Career Ladder Level	Qualifying Individuals (2020)	Tax credit amount (2020)
Teacher I	376	\$1,788
Teacher II	1,563	\$2,383
Teacher III	1,598	\$2,979
Teacher IV	2,658	\$3,574
Child Care Master Teacher	245	\$3,574
Director I	144	\$1,788
Director II	165	\$2,383
Director III	508	\$2,979
Director IV	101	\$3,574



# Credential Requirements and Average Pay

	Child Care	Head Start	Preschool Teachers
Current Credential Requirement	Early Childhood Ancillary Teacher	50% - BA Degree Others CDA or AA	BA Degree, Certified
Average Compensation	~\$19,816/year No benefits	~\$29,280/year Some benefits	~\$32,292 Full benefits

Program Type	Similarly Qualified Professions	Louisiana Average Wages
Child Care Teacher	Social Assistance (Hospital Food Service Worker Salary)	\$28,578
Head Start Teacher	Nursing/Residential Care Facilities (Community care facilities, home for elderly, residential mental health facilities)	\$28,931
Preschool Teacher	Education (elementary and secondary, junior colleges, universities, business schools)	\$48,739

# ISR 29 and HR 50 Report

[Senate Resolution 29](#) and [House Resolution 51](#) passed in the 2020 Second Extraordinary Session.

These call for the Louisiana Department of Education to examine the early childhood workforce, and in particular:

- Rates of teacher turnover
- Compensation levels and initiatives to increase compensation
- Comparison of Louisiana workforce data with other states

[This report](#) was approved by BESE and submitted to the Senate Committee on Education; the Senate Committee on Commerce, Consumer Protection, and International Affairs; the Senate Committee on Finance; and the State Board of Elementary and Secondary Education.

[A recorded webinar discussing the findings from this report can be found here.](#)



# Report Findings: Early Childhood Teacher Turnover

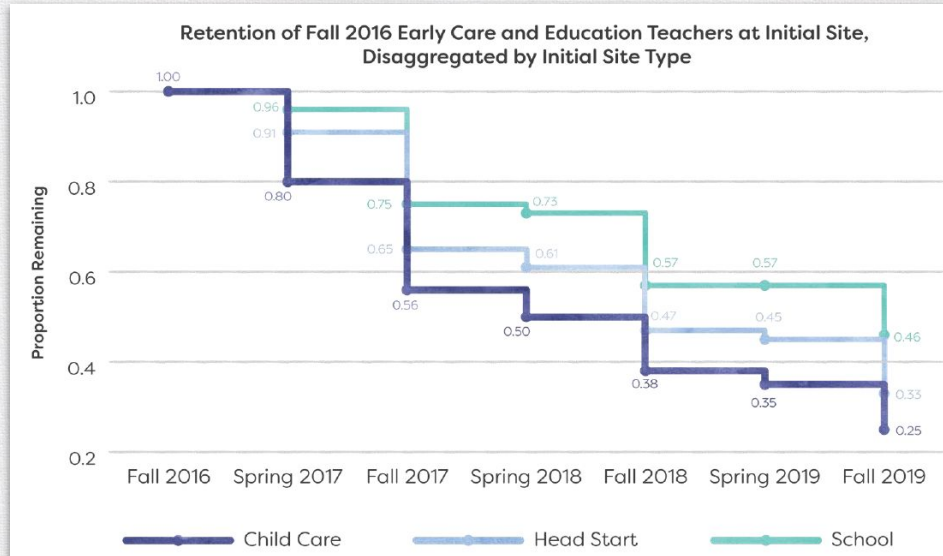
*Most lead teachers who leave their site or school exit the field entirely. Every year, early childhood education loses one-third of its workforce, and toddler classrooms lose nearly half of their teachers.*

<i>Year-to-Year Teacher Mobility</i>	Overall	Child Care	Head Start	School	Toddler Classes	Preschool Classes
% At Same Program	65%	56%	65%	75%	52%	70%
% At Different Program, Same Sector	3%	3%	3%	3%	4%	4%
% In Different Sector	1%	1%	2%	0%	1%	1%
% Leaving Early Childhood	31%	40%	29%	21%	44%	26%

*Source: Bassok, Markowitz, Bellows, & Sadowski (2021)*

# Report Findings: Early Childhood Teacher Turnover

*After three years, about 60% of early childhood teachers are no longer part of the workforce (not shown). Only a quarter of child care teachers remain at their site (Bassok, Bellows, & Markowitz, 2021).*





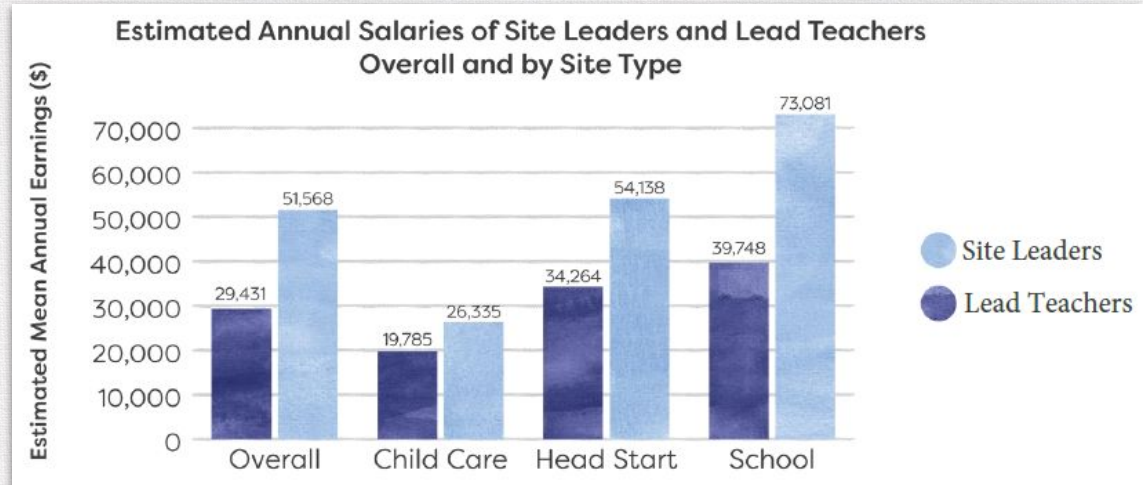
# Report Findings: Teacher Compensation

*Teacher compensation and benefits in Louisiana are very low, resulting in stressors that negatively impact the early childhood workforce.*

Louisiana child care teachers often work for close to minimum wage with few benefits.

- In 2018, average child care teachers' full time earnings were less than the federal poverty line for a family of 3.
- They earn substantially less than their peers in K-12 schools.

Source: [Bassok, Markowitz, Smith, & Oleson \(2019, December\)](#)





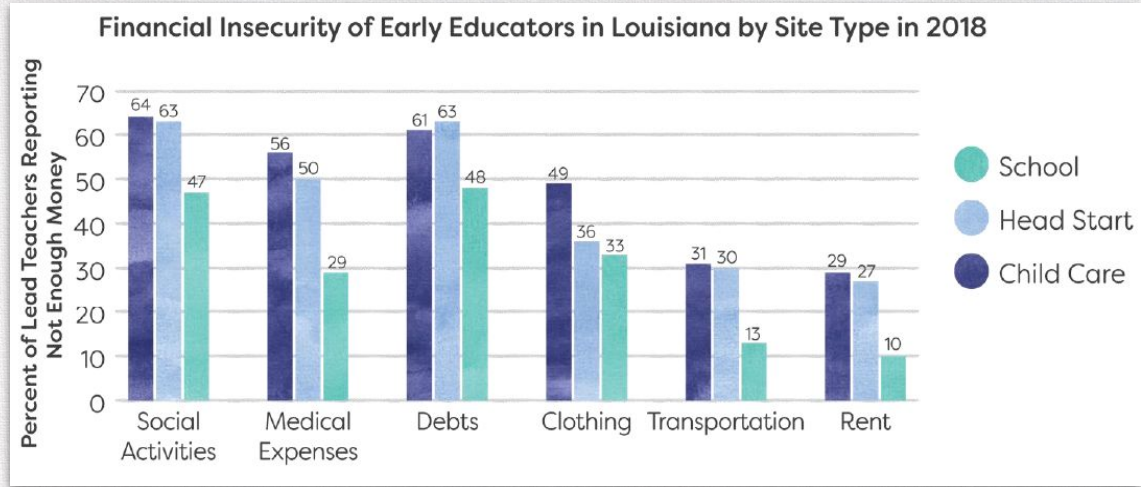
# Report Findings: Financial Insecurity

*Teacher compensation and benefits in Louisiana are markedly lower than in other fields, resulting in stressors that negatively impact the early childhood workforce.*

Perhaps for these reasons, Louisiana child care teachers have very low levels of financial and emotional wellbeing:

- 50% are food insecure.
- More than 1 in 5 child care teachers met the clinical threshold for depression.
- High numbers of child care teachers struggled with basic expenses, unable to pay for medical expenses (56%) or rent (29%).

Source: [Bassok, Markowitz, Smith, & Oleson \(2019, December\)](#)





## XII. Adjourment

