Agenda

I. Call to Order

II. Roll Call

III. Approval of the Minutes of July 14, 2021

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

V. Consideration of an update on possible revisions to *Bulletin 140: Louisiana Early Childhood Care and Education Network, Bulletin 139: Louisiana Child Care Development and Funds Program,* and *Bulletin 996: Standards for Approval of Teacher and/or Educational Leader Preparation Programs*

VI. Child Care Assistance Program Narrow Cost Analysis Presentation by Stephen Barnes, Director, Kathleen Babineaux Blanco Public Policy Center, University of Louisiana at Lafayette

VII. Consideration of the Early Childhood Care and Education Advisory Council Quarterly Report — Quarter 3 2021

VIII. Adjournment

I. Call to Order

II. Roll Call

III.   Approval of the Minutes of July 14, 2021 Advisory Council Meeting

IV. Consideration of Proposed Revisions to Bulletin 140

Bulletin 140

Proposed Revision 1: CLASS® Observation Requirements

Bulletin 140 Proposed Revision 1
CLASS® Observation Requirements

The Department is recommending a one-year revision that will exempt classrooms scoring 4.50 or higher on fall CLASS® observations from a spring local observation.

- On October 13, 2021, BESE approved an emergency rule for Bulletin 130 for 2021-2022 that mirrors flexibilities approved for the 2020-2021 school year for teacher observations using the COMPASS tool:

  - Teachers receive one observation.

  - Any teacher who earns a rating of "Ineffective" or "Effective: Emerging" shall receive a second observation. Those COMPASS scores are aligned with "Unsatisfactory" and "Approaching Proficient" on the *CLASS®* tool.

- Aligning Bulletins 140 and 130 will ensure that the observation experience of Early Childhood teachers mirrors the experience of other Louisiana educators.

Bulletin 140 Proposed Revision 1
CLASS® Observation Requirements: Language

The Department recommends the following revisions to Bulletin 140 in order to extend the flexibilities for classroom observations available in 2020-2021 to include 2021-2022.

§503.   Coordinated Observation Plan and Observation Requirements

A.-- B.2.c.

3.   Required Observations

a. For the 2020-2021 <u>and 2021-2022</u> academic year<u>s</u> only, all infant, toddler, and pre-K classrooms in a publicly-funded site will receive one *CLASS*® observation during the school year conducted by the community network.

b. Any infant, toddler, and/or pre-K classroom that receives a fall *CLASS*® score of 4.49 or lower after third party replacement (if applicable) shall be observed a second time.

c. Following the 2020-2021 <u>and 2021-2022</u> academic year<u>s</u>, all infant, toddler, and pre-K classrooms in a publicly-funded site will receive two *CLASS*® observations during the school year conducted by the community network.

d. Following the 2020-2021 <u>and 2021-2022</u> academic year<u>s</u>, one observation shall occur during the fall observation period, if the classroom is in existence on October 1, and the other shall occur during the spring observation period, if the classroom is in existence on February 1.

e. *CLASS*® observations conducted by third-party contractors hired by the department shall not count towards this requirement.

Bulletin 140 Proposed Revision 1
Performance Score Calculation for Eligible Classrooms

The Department recommends ensuring that classrooms eligible to receive a single observation receive the same treatment in Performance Score calculation as eligible classrooms in the 2020-2021 school year.

- Classrooms that are eligible to receive one observation 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 proposed revisions 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 2021-2022 school year.

Believes

Bulletin 140 Proposed Revision 1
Performance Score Calculation for Eligible Classrooms: Language

The Department recommends the following revisions to Bulletin 140 in order to mirror Performance Score calculation for sites with classrooms that are observed only once.

§509. Performance Rating Calculations for Publicly-Funded Sites

  A. -- B.3.

   4. Exception due to the COVID-19 pandemic with regard to observation completion and other associated challenges. For the 2020-2021 and 2021-2022 school years 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.

Bulletin 140

Proposed Revision 2: Annual Legislative Report

Proposed Revision 2: Annual Legislative Report
Overview

During the 2021 Legislative Session, the Louisiana Legislature passed House Bill 304, which requires BESE to submit an annual report to the Louisiana Legislature.

- BESE shall coordinate and report early childhood data to assist legislators in evaluating the effectiveness of Act 3 and in determining the most efficient and effective allocation of funding and services to maximize opportunities for children aged birth through five to achieve kindergarten readiness. The report must include, at a minimum:

  - The number of children participating in the network and demographic information pertaining to their age, race, and socioeconomic status.

  - The areas of greatest need according to geographic location and student population for the purpose of prioritizing funding and services.

- BESE must submit the report to the House Committee on Education, Senate Committee on Education, House Committee on Appropriations, and Senate Committee on Finance no later than sixty days prior to each regular session of the legislature.

Believes

Proposed Revision 2: Annual Legislative Report
Proposed Policy Language

§303. BESE's Duties and Responsibilities

B. To assist the Louisiana Legislature in evaluating the effectiveness of the early childhood care and education network and in determining the most efficient and effective allocation of funding and services to maximize opportunities for children aged birth through five to achieve kindergarten readiness, BESE shall:

1. coordinate and report data relative to the early childhood care and education network in a manner that assists legislators in evaluating the effectiveness of the network and in determining the most efficient allocation of funding and services to maximize opportunities for children aged birth through five to achieve kindergarten readiness.

2. annually submit to the Louisiana Legislature a written report that shall include, at a minimum, the following information:

   a. The number of publicly-funded children participating in the network and demographic information pertaining to their age, race, and socioeconomic status.

   b. The areas of greatest need according to geographic location and student population for the purpose of prioritizing funding and services.

V. Consideration of an Update on Possible Revisions to Bulletins 140, 139, and 996

Possible Revisions to *Bulletin 140, 139, and 996*

The Department is recommending a set of revisions to Bulletins 140 and 139, focused on codifying Ready Start Networks, supporting family child care, and establishing a quality rating system for BESE-approved Early Childhood Ancillary Certificate (ECAC) programs.

The possible revisions include:

1. **Bulletin 140:** Codifying/Formalizing Ready Start Networks (RSNs)
   - Codifying RSN roles and responsibilities
   - Codifying requirements around the four pillars of the RSN model
   - Establishing guardrails for RSN renewal

2. **Bulletins 140 & 139:** Allowing family child care providers to participate in academic approval and the unified quality rating system and to be eligible for CCAP bonus payments and School Readiness Tax Credits

3. **Bulletin 996:** Establishing a quality rating system for BESE-approved ECAC programs, which would have benefits to various stakeholders

Believes

Bulletin 140

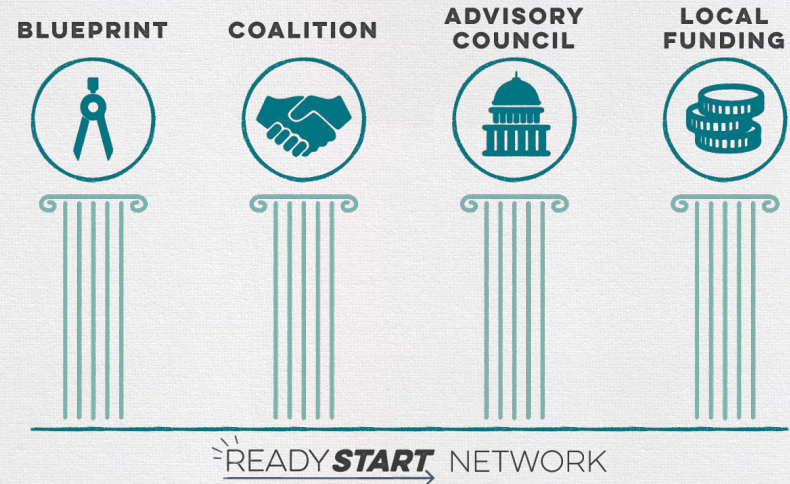## Possible Revision: Ready Start Networks

Proposed Revision 2: Ready Start Networks
Overview

In 2018, legislation passed that allowed BESE to create and fund pilot programs, called Ready Start Networks (RSNs), to expand those local responsibilities to include access to quality.

Driven by local data and context, Ready Start Networks will:

- assess local demand for early care and education and **create a blueprint to address gaps**;

- recruit stakeholders to **create and expand an early childhood coalition**;

- **establish local advisory councils** to make collaborative decisions; and

- develop and implement a **local funding plan** to secure funding locally to meet local demand.

BLUEPRINT **COALITION** **ADVISORY COUNCIL** **LOCAL FUNDING**

ready **START** NETWORK

Proposed Revision 2: Ready Start Networks
Current Ready Start Networks

The first four cohorts of Ready Start Networks represent 36 Louisiana communities that reflect the state's diversity and over 70% of its economically-disadvantaged children birth-to-five. These cohorts include both large, urban areas and small, rural communities.

READY START NETWORK

- COHORT 1
- COHORT 2
- COHORT 3
- COHORT 4

Believes
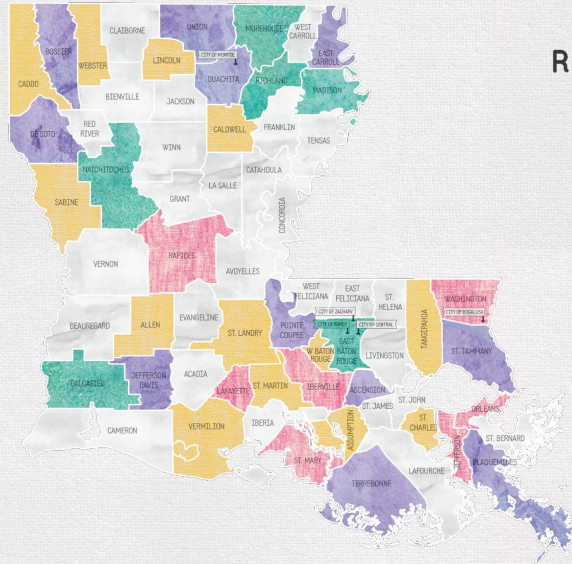
Proposed Revision 2: Ready Start Networks
Early Successes

Since the beginning of the Ready Start Network pilot in 2019, communities that have become Ready Start Networks have had considerable success.

- All Ready Start Networks in Cohorts 1-3 have developed community blueprints

- All Ready Start Networks in Cohorts 1-3 have begun to establish and expand their coalition of community stakeholders

- 21 Ready Start Networks have established a Ready Start advisory council

- 3 current Ready Start Networks successfully secured funding for new B-3 seats that they are administering in the 2021-2022 school year with a state match, and several more are developing local funding and revenue generation plans

Believes

Proposed Revision 2: Ready Start Networks
Local Investment to Date

The state ECE Fund matches local investment (e.g., parish or city general funds, a millage or other dedicated revenue source, philanthropic funding, etc.) to fund B-3 seats in high-quality child care.

Three Ready Start Networks have already raised more than 4.5 million dollars for additional local B-3 seats for 2021-2022:

Network	Local Funds	ECE Match Funds	Total for new ECE B-3 Seats
Orleans	$3,458,000	$3,458,000	$6,916,000
Caddo	$1,029,587	$1,029,587	$2,059,174
Jefferson	$225,000	$225,000	$450,000

Believes

Proposed Revision 2: Ready Start Networks
Goals for Policy Revisions

The Department is recommending a set of policy revisions to Bulletin 140 to codify and formalize Ready Start Networks, their roles and responsibilities, and guardrails.

Codifying Ready Start Networks in policy will:

- help transition the work from a pilot to a scaled initiative;

- clarify the unique duties and responsibilities of Ready Start Network lead agencies that layer on top of the duties and requirements of a community network lead agency;

- provide more specific guardrails for the Ready Start Network advisory council structure;

- outline a clear selection, renewal, and termination process for Ready Start Networks to establish expectations for success; and

- require the Department to annually report on Ready Start Networks' progress toward expanding access to high-quality early care and education.

Believes

Bulletins 140 & Bulletin 139

Possible Revision: Family Child Care

Proposed Revision 3: Family Child Care
Overview

Supporting and incentivizing family child care providers to improve their quality and enroll children through public funds will be critical to meet the family demand for child care in Louisiana.

- There are an estimated 8000+ unregulated family child care providers in the state.

- Family child care can be a critical source of accessible, affordable, and often high-quality child care for families.

- Even prior to the pandemic, many Louisiana families live in child care deserts, lacking access to licensed child care centers and/or family child care homes registered to receive CCAP.

- In many rural areas, the size of the population, family demand, and what families could afford to pay for care would not support the opening of a full child care center: in these communities, family child care homes often provide the best solution for supplying needed care.

Proposed Revision 3: Family Child Care
Overview of LDOE Pilot

The LDOE is in its third year of conducting the family child care network pilot to learn from family child care providers and use the information collected to inform statewide strategy.
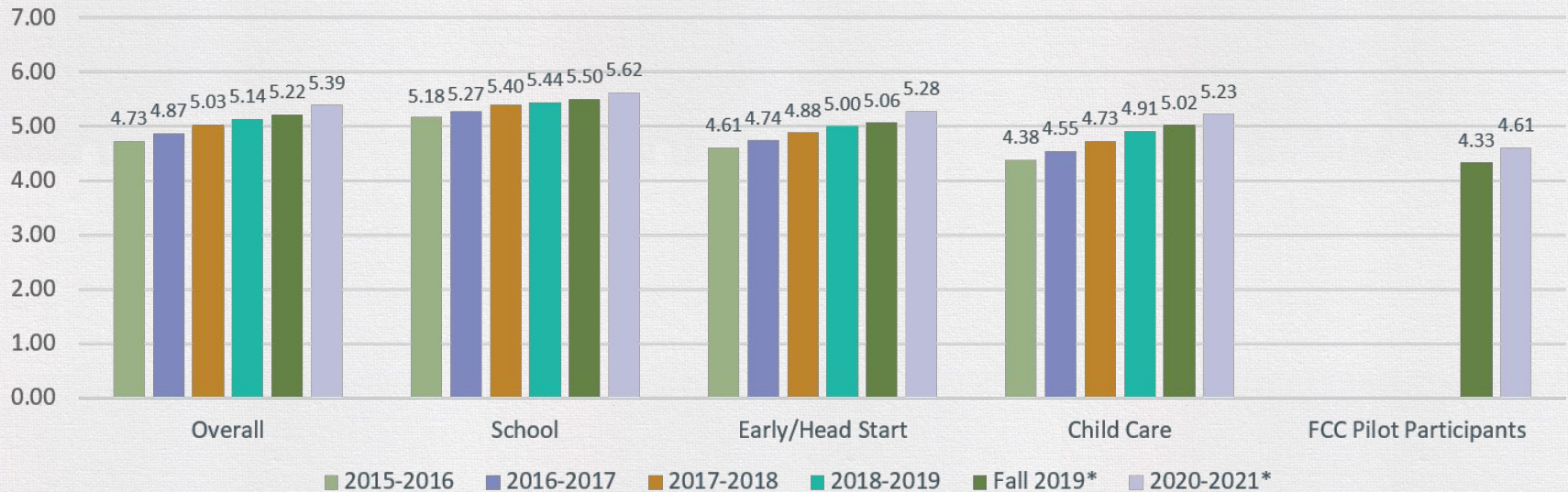
The pilot expanded in 2021-2022 to include 80 family child care providers from 20 parishes across the state, who:

- Receive observations using CLASS® and FCCERS®
- Receive one-on-one coaching and technical assistance from their regional CCR&R
- Receive monthly professional development and support from Tulane University Mental Health Consultants
- Attend Network meetings and training facilitated by their regional CCR&R
- Count and report the number of enrolled children

Proposed Revision 3: Family Child Care
Current Quality of Family Child Care

The average CLASS® score for family child care pilot participants was similar to the average CLASS® score for child care centers in 2015-2016, the first year CLASS® was used statewide.

Chart legend: 2015-2016, 2016-2017, 2017-2018, 2018-2019, Fall 2019*, 2020-2021*

Category	2015-2016	2016-2017	2017-2018	2018-2019	Fall 2019*	2020-2021*
Overall	4.73	4.87	5.03	5.14	5.22	5.39
School	5.18	5.27	5.40	5.44	5.50	5.62
Early/Head Start	4.61	4.74	4.88	5.00	5.06	5.28
Child Care	4.38	4.55	4.73	4.91	5.02	5.23
FCC Pilot Participants					4.33	4.61

Believes

Proposed Revision 3: Family Child Care
Long-Term Strategy

In order to close persistent gaps in access to high-quality child care, Louisiana must include home-based family child care in its long-term strategy.

Over the next 2-3 years, the Department plans to:

- Ensure that all Child Care Resource & Referral agencies in the state are funded to provide network supports, coaching, and training to CCAP-certified family child care providers

- Work more closely with CACFP sponsor agencies to ensure consistency of approach and to educate providers about benefits of CCAP and quality initiatives

- Conduct outreach to un-registered family child care providers to educate them about the benefits of registration and CCAP certification

- Explore the establishment of licensure for family child care providers, which may enable providers to serve additional children with increased regulatory requirements

In the short-term, the Department will be recommending a revision to Bulletin 140 and 139 that would allow CCAP-certified providers to apply for academic approval and participate in the unified quality rating system and related initiatives.

Proposed Revision 3: Family Child Care
Academic Approval for Family Child Care

Offering family child care providers the option to apply for academic approval would provide incentives for more providers to become CCAP-certified and drive improvement in quality.

Requirements of Academic Approval for FCC
• CCAP certification
• Participation in the community network, including coordinated enrollment and child count
• Participation in the unified quality rating system, including CLASS observations, use of assessment, and reporting on use of best practices, such as curriculum and provider credentials
• Early Childhood Ancillary Certificate within 24 months of receiving academic approval
• Participation in Site Improvement Planning if they are low performing

Benefits of Academic Approval for FCC
• Performance profile on Louisiana School and Center Finder
• Curriculum Initiative
• If eligible, School Readiness Tax Credits
• If eligible based on Star Rating, CCAP Bonus Payments
• Ongoing coaching, training, and TA from CCR&Rs
• Mental health consultation
• Other aligned supports as resources, as applicable

Believes

Proposed Revision 3: Family Child Care
Timeline

Once policy revisions are approved by BESE, family child care providers will be able to apply for academic approval beginning with the 2022-2023 school year.

Spring and Summer 2022	Family child care providers will be able to apply for academic approval for the 2022-2023 school year
2022-2023 School Year	Family child care providers that obtain academic approval will participate in the unified quality rating system
Fall 2023	The first Performance Profiles for participating family child care providers will be released along with Performance Profiles for schools, Head Starts, and Type III early learning centers
January 1, 2024	Participating family child care providers will receive 2024 Star Ratings based on the ratings from the 2022-2023 school year and can begin receiving tiered bonus payments based on those Star Ratings
Tax Season 2025	Family child care providers may be eligible for School Readiness Tax Credits for the 2024 State Tax Year

Believes

Proposed Revision 3: Family Child Care
Proposed Policy Language - Bulletin 140

The proposed revisions to Bulletin 140 would create §314 to establish a parallel academic approval process for family child care providers.

The creation of *§314. Academic Approval for Family Child Care Homes* would:

- Allow family child care providers who have already successfully obtain CCAP certification and registration with licensing to have the option to apply for academic approval

- Establish parallel processes for initial approval, renewal, or denial/termination of academic approval to mirror what is true for type III early learning centers

- Create the option for voluntary termination or non-renewal of academic approval for providers who no longer wish to participate or receive the aligned benefits and supports

The proposed revisions to *§313* and *§515* change the name of the improvement planning process from "School or Center Improvement Planning Process" to "Site Improvement Planning Process" to better reflect how it is typically referred to and to be inclusive of home-based providers.

Bulletin 996

Possible Revision: ECAC Accountability

Proposed Bulletin 996 Revisions
Overview of the Early Childhood Ancillary Certificate

Within 24 months of starting their job at a Type III center, all lead teachers are required to earn their Early Childhood Ancillary Certificate (ECAC) from a BESE-approved ECAC program.

BESE-approved ECAC programs prepare teacher candidates to earn their Child Development Associate (CDA) and attain their ECAC.

To be BESE-approved, these programs must meet minimum criteria aligned to Louisiana's standards:

- two additional CLASS® observations beyond those required by Bulletin 140
- training on high-quality curriculum and assessment (TS GOLD®)
- coursework integrating multiple opportunities for coaching and applied practice

Candidates working in Type III child care centers receive scholarships covering the cost of attendance.

Proposed Bulletin 996 Revisions
ECAC Program Characteristics

Although programs vary widely in their forms of delivery, all should meet certain minimum characteristics and have tuition scholarships for candidates in Type III child care centers.

Louisiana currently has 29 BESE-approved ECAC programs to serve candidates statewide.

- Programs deliver information online, in-person, or in a blended format.

- Programs are offered statewide through for-profit entities, institutes of higher education, non-profits, and local entities (such as school systems).

- Most programs take under a year for candidates to complete the required 120 course hours.

- Programs are requested to provide data on program participation when they submit invoices for tuition payment (~every 6 months), but not every approved program has begun a cohort.

Proposed Bulletin 996 Revisions
Measuring Program Effectiveness

Currently there is no uniform system for measuring and reporting the quality of BESE-approved ECAC programs or an aligned system for supporting improvement.

The Department is recommending the establishment of a quality rating system for BESE-approved ECAC programs, which would have benefits to various stakeholders:

Program Participants	ECAC Programs	Policy Makers & Advocates
• Use rating information to make informed decisions about which program to attend • Select program that best fits their needs	• Gain clarity on program quality expectations • Receive regular feedback to drive improvement in the quality of their program • Attract candidates to their program with a publicly-available performance profile	• Have better data on the quality of ECAC programs in the state • Support programs to improve their quality • Use data to drive policymaking and to drive decisions for how to use resources most effectively

Proposed Revisions to *Bulletin 996*

The Department is recommending the establishment of a unified quality rating system for BESE-approved Early Childhood Ancillary Certificate (ECAC) programs.

The proposed revisions include:

1. **Revision 1:** The establishment of a required quality rating system for all BESE-approved ECAC programs, which will serve as the basis for program renewal in the future

2. **Revision 2**: The establishment of an improvement planning process for low-performing programs

3. **Revision 3:** An implementation timeline, including a two-year learning cycle

4. **Revision 4**: A description of the ECAC program quality rating system and calculation methods

5. **Additional Revisions:** Descriptions of when performance profiles will be published, the use of informational metrics, data reporting requirements, data verification/appeals/waivers, and the inclusion of the Family Child Care CDA as an option ECAC programs may provide

Believes

ECAC Program Accountability
Proposal for ECAC Program Accountability

In alignment with K-12 teacher prep accountability, the Department is recommending the use of three domains measuring key components of effective ECAC programs.

Domain	Description	Score Range	Percent of Overall Score
Domain 1: ECAC Program Experience	A measure of how well the ECAC program delivers high-quality training and prepares the ECAC candidates for success through a biennial on-site review process	1-4	50%
Domain 2: Building Workforce Capacity	A measure of how well the ECAC program supports candidates to progress toward graduation from the program and go on to attain the CDA and ECAC	1-4	25%
Domain 3: Teacher Quality	A measure of the the extent to which the ECAC program prepares teachers to provide high-quality adult-child interactions, as measured by the CLASS® tool	1-4	25%

Proposed Revisions 996: Implementation Timeline
Overview of §503

The Department proposes a two-year learning cycle with years 2022-2023 and 2023-2024, with full stakes accountability beginning with the 2024-2025 school year.

ECAC programs that obtained BESE approval **prior to September 1, 2022** will adhere to the following timeline:

2021-2022	**Pilot Phase:** BESE-approved ECAC programs will be given the opportunity to participate in a pilot on-site
2022-2023 & 2023-2024	**Learning Phase:** BESE-approved ECAC programs will fully participate in a two-year cycle of the accountability system with no consequences Practice Performance Profiles will be published in Fall of 2024 based on the two-year cycle
2024-2025 & 2025-2026	**Full Implementation:** BESE-approved ECAC programs will fully participate in the accountability system, and 2024-2025 will be the first year of the initial two-year renewal cycle The first with-stakes Performance Profiles will be published in Fall of 2026 based on the first two-year cycle
2026-2027 and beyond	Performance Profiles with updated quality ratings will be published annually each fall with updated data and the most recent on-site review (which occurs biennially)

Proposed Revisions 996: Implementation Timeline
Overview of §503

The Department proposes a two-year learning cycle with years 2022-2023 and 2023-2024, with full stakes accountability beginning with the 2024-2025 school year.

ECAC programs that obtained BESE approval **after September 1, 2022 but prior to September 1, 2023** will adhere to the following timeline:

2023-2024	**Learning Phase:** BESE-approved ECAC programs will fully participate in a one-year cycle of the accountability system with no consequences Practice Performance Profiles will be published in Fall of 2024 based on the two-year cycle
2024-2025 & 2025-2026	**Full Implementation:** BESE-approved ECAC programs will fully participate in the accountability system, and 2024-2025 will be the first year of the initial two-year renewal cycle The first with-stakes Performance Profiles will be published in Fall of 2026 based on the first two-year cycle
2026-2027 and beyond	Performance Profiles with updated quality ratings will be published annually each fall with updated data and the most recent on-site review (which occurs biennially)

Believes

VI. Child Care Assistance Program Narrow Cost Analysis Presentation

Outline

I. Introduction
II. Three Ways of Looking at the Data
   A. Provider Weighting
   B. Provider Weighting and Center Size
   C. Regression Analysis
III. Averaging the Results
IV. Impact of Rate Changes on Child Care Assistance Program (CCAP) Budget

Believes

TYPES OF PROVIDERS

Type III Provider: An early learning center that directly or indirectly receives state or federal funds other than the food program.

Family Home Provider: The child care provider cares for children in the provider's home.

In- Home Provider: The child care provider cares for the children in the children's home (i.e., nanny).

RESEARCH AND ANALYTICAL SUPPORT

Robyn Stiles, PhD
Manager, Emergent Method

Stephen R. Barnes, PhD
Blanco Public Policy Center Director
Associate Professor of Economics

METHODS OF ANALYSIS

In an effort to arrive at the most true cost of care, several methods of data analysis were used. With each analysis method utilized there were outliers (or data points that varied significantly from the rest of the data). Therefore, it was impossible to find one well defined definitive way to look at the data.

Provider Weighting: This method accounts for input from providers about how costs are allocated across ages.

Provider Weighting and Center Size: We see strong patterns, but the results are "noisy" and may not capture how centers balance costs across ages.
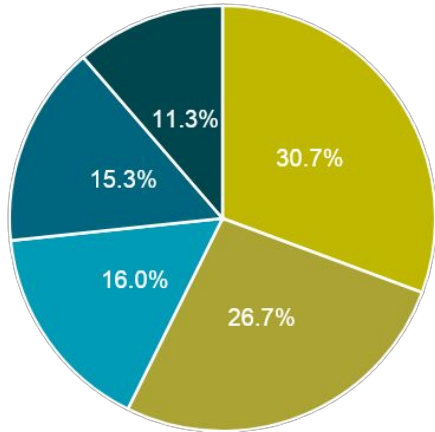
Regression Analysis: This analysis draws patterns from the data using a defined cost structure. It smooths the patterns seen in the other two approaches.

PROVIDER WEIGHTING

PROVIDER WEIGHTING
Questions Asked and Answers

Infant 30.7% | Toddler 26.7% | 3 year old 16.0% | 4 year old 15.3% | 5 year old 11.3%

How are monthly operating expenses distributed across different child ages?
- Ratios and general staffing requirements
- Fixed vs. variable costs
- Loss-leader categories
- Other cost- and quality-related factors

PROVIDER AND CENTER SIZE FACTOR
Calculations

Total Monthly Expenses	/	Total Children Enrolled	=	**Monthly Cost per Child**
Monthly Cost per Child	/	22 Days	=	**Daily Cost per Child**
Daily Cost per Child	*	Provider Weighting	=	**Provider Weighted Cost Per Child, by Age**

Total monthly expenses and current children enrolled supplied by providers via ARPA survey. Twenty-two days represents the number of work days in a month.
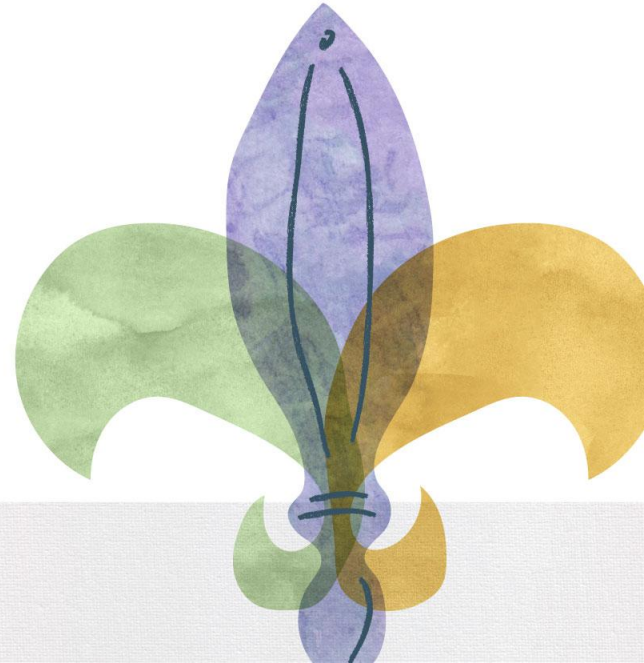
Believes

PROVIDER WEIGHTING
Results - Average Cost by Provider Type

Type III

Age	Average
Infant	$57.38
Toddler	$61.17
3 year old	$29.94
4 year old	$28.69
5 year old	$21.20

Family Home

Age	Average
Infant	$83.32
Toddler	$61.17
3 year old	$43.47
4 year old	$41.66
5 year old	$30.79

In-Home

Age	Average
Infant	$53.77
Toddler	$46.76
3 year old	$28.06
4 year old	$26.89
5 year old	$19.87

Believes

PROVIDER WEIGHTING AND CENTER SIZE FACTOR

PROVIDER AND CENTER SIZE FACTOR
Calculations

Total Monthly Expenses	*	Provider Weighting for Each Age Group	=	**Total Monthly Expenses for Each Age Group**
Total Monthly Expenses for Each Age Group	/	Children Enrolled by Age (Size of Center)	=	**Provider Weighted and Center Factor Monthly Cost**
Provider Weighted and Center Factor Monthly Cost	/	22 Days	=	**Provider Weighted and Center Factor Daily Cost**

Believes

PROVIDER WEIGHTING WITH SIZE OF CENTER FACTOR
Results - Average Cost by Provider Type

Type III

Age	Average
Infant	$101.67
Toddler	$35.11
3 year old	$31.79
4 year old	$45.60
5 year old	$28.82

Family Home

Age	Average
Infant	$53.97
Toddler	$35.11
3 year old	$26.76
4 year old	$30.82
5 year old	$16.15

In-Home

Age	Average
Infant	$40.47
Toddler	$17.60
3 year old	$15.17
4 year old	n/a
5 year old	$3.64

Believes

REGRESSION ANALYSIS

REGRESSION ANALYSIS
What is a regression and how is it helpful?

As mentioned earlier, the regression analysis draws patterns from the data using a defined cost structure and smooths patterns that were seen in direct analysis.

$$TotalCost_i = c + b_1 \cdot Infants_i + b_2 \cdot Toddler_i + b_3 \cdot 3YO_i + b_4 \cdot 4YO_i + b_5 \cdot 5YO_i + \epsilon_i$$

Each coefficient provides an estimate of how much total cost increases for an additional child in that age group.
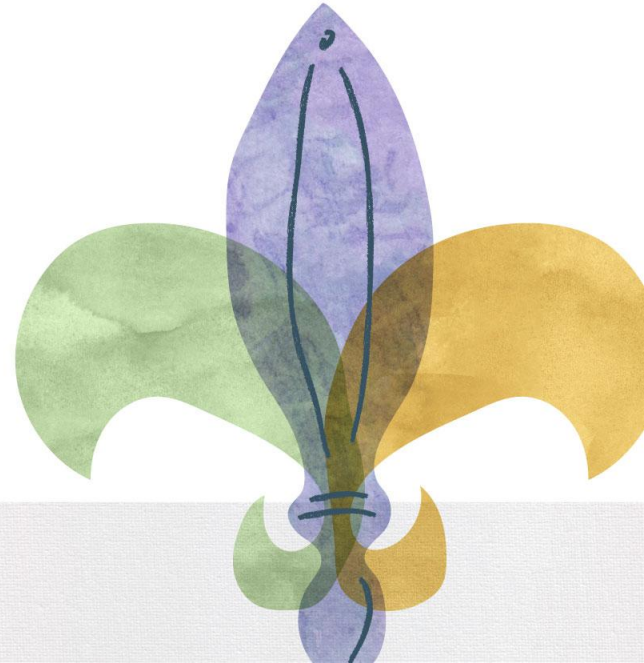
Believes

REGRESSION ANALYSIS
Results - Average Cost by Provider Type

Type III	Age	Average Cost Per Day
	Infant	$44.67
	Toddler	$28.30
	3 year old	$48.73
	4 year old	$29.83
	5 year old	$16.98

Family Home	Age	Average Cost Per Day
	Infant	$44.67
	Toddler	$28.30
	3 year old	$48.73
	4 year old	$29.83
	5 year old	$16.98

In-Home: insufficient data to calculate

Believes

AVERAGING RESULTS

AVERAGE OF THE THREE METHODS

	Type III Average Cost	Family Home Average Cost	In-Home Average Cost
Infant	$67.91	$60.65	$47.12
Toddler	$41.53	$41.53	$32.18
3 year old	$36.82	$39.65	$21.61
4 year old	$34.71	$34.10	$26.89
5 year old	$22.33	$21.31	$11.76

Believes

PROPOSED CCAP RATES

	Type III		Family Home		In-Home	
	Average Cost	Proposed CCAP	Average Cost	Proposed CCAP	Average Cost	Proposed CCAP
Infant	$67.91	$68.00	$60.57	$61.00	$47.12	$26.65
Toddler	$41.53	$42.00	$41.53	$42.00	$32.18	$25.25
3 year old	$36.82	$31.50	$39.65	$29.00	$21.61	$25.00
4 year old	$34.71	$31.50	$34.10	$29.00	$26.89	$25.00
5 year old	$22.33	$31.50	$21.31	$29.00	$11.76	$25.00

Believes

CCAP RATE COMPARISON

	Type III		Family Home		In-Home	
	Current CCAP	Proposed CCAP	Current CCAP	Proposed CCAP	Current CCAP	Proposed CCAP
Infant	$35.65	**$68.00**	$29.65	**$61.00**	$26.65	$26.65
Toddler	$31.05	**$42.00**	$25.75	**$42.00**	$25.25	$25.25
3 year old	$30.00	**$31.50**	$25.00	**$29.00**	$25.00	$25.00
4 year old	$30.00	**$31.50**	$25.00	**$29.00**	$25.00	$25.00
5 year old	$30.00	**$31.50**	$25.00	**$29.00**	$25.00	$25.00

Believes

IMPACT OF RATE CHANGES ON THE CCAP BUDGET

POLICY CHANGES

Recent Changes:
- Reimbursement based on the State maximum rate
- Increase income eligibility threshold to 65% of the State Median Income (SMI)
- Reinstate underutilization review and move to monthly underutilization review
- Reinstate payment at part time rates

Future Changes Considered:
- Increase income eligibility threshold to 85% SMI
- Increase payment rates

Believes

CURRENT CCAP RATES

	Type III	Family Home	In-Home
Infant	$35.65	$29.65	$26.65
Toddler	$31.05	$25.75	$25.25
3 year old	$30.00	$25.00	$25.00
4 year old	$30.00	$25.00	$25.00
5 year old	$30.00	$25.00	$25.00
Program Average Payment	**$30.82**	**$25.73**	**$25.11**

Overall Program Average Daily Rate: $30.68

PROPOSED CCAP RATES

	Type III	Family Home	In-Home
Infant	$68.00	$61.00	$26.65
Toddler	$42.00	$42.00	$25.25
3 year old	$31.50	$29.00	$25.00
4 year old	$31.50	$29.00	$25.00
5 year old	$31.50	$29.00	$25.00
Program Average Payment	**$37.95**	**$36.20**	**$25.11**

Overall Program Average Daily Rate: $37.90

Believes

RATE CHANGE IMPACT
Average Cost

The average cost per month (February-April 2022) would increase from $16.4M to $19.9M.

RATE CHANGE IMPACT
Waitlist

	Old Rates	New Rates
Waitlist Start	August 2022	April 2022
Draw Down 200	Starting April 2023	Starting August 2023
Draw Down 100	Starting November 2022	Starting June 2023
Draw Down 50	Starting September 2022	Starting February 2023

RATE CHANGE IMPACT
Number of Children Served

The average number of children served through fiscal year 2024 would decrease from 17,457 children per month to 13,895 children per month (second scenario with 100 drawn from waitlist).

Expected waitlist at the end of 2024 increases from approximately 15,750 to 21,000 with the rate change.

Believes

Timeline

November 2021 - Advisory Council to review Bulletin 139 language changes for CCAP rate increase and increase eligibility from 65% to 85% State Median Income (SMI)

January 2022 - Bulletin 139 changes are presented to BESE for Emergency Rule approval

February 2022 - If revisions are approved by BESE changes will go into effect

VII. Quarterly Report
Early Childhood Care and Education
Advisory Council

Quarter 3 - 2021

Quarter 3 Report
CLASS® & Child Count

The Department and Early Childhood Community Networks have continued to support local sites to participate in the early childhood accountability system.

In order to launch the 2021-2022 School Year:

- The Department released updated Local Observation Protocol Guidance that reflects the best practices learned from the previous school year.

  - The Department is reviewing Local Coordinated Observation Plans submitted by Lead Agencies to ensure alignment with the Department's guidance.

- The Department has released guidance for the October 1, 2021, Child Count and the submission of Informational Metrics to ensure accuracy in reporting.

- The Department has been preparing data from the 2020-2021 school year in order to release 2020-2021 Performance Profiles in November.

Quarter 3 Report
Performance Profiles

Lead agencies have taken advantage of several opportunities for collaboration in completing reporting for 2020-2021 and launching 2021-2022 observations.

Collaboration Between Lead Agencies and Sites:

- During July and August, lead agencies and sites worked together to complete data certification and confirm accuracy of informational metrics. These informational metrics will be published in site Performance Profiles in November.

- Lead agencies have worked with sites and observers to schedule and begin completing fall CLASS® observations.

Quarter 3 Report
Ready Start Networks

Ready Start Networks (RSNs) continue to work to achieve the Four Pillars in the Ready Start model: blueprint, coalition, advisory council, and local funding.

- The fourth and newest cohort of RSNs has finished onboarding and are working to develop and expand their **coalitions** to include a diverse set of community stakeholders.

- Cohort 3 RSNs are continuing to establish **advisory councils** to allow for collaborative decision-making, and many have held their inaugural meetings.

- RSNs continue to strengthen the four pillars in the RSN model, including several who have begun to secure additional **local funding** for new seats.

Quarter 3 Report
Ready Start Networks

The first four cohorts of Ready Start Networks represent 36 Louisiana communities that reflect the state's diversity and over 70% of its economically-disadvantaged children birth-to-five. These cohorts include both large, urban areas and small, rural communities.

READY START NETWORK

- COHORT 1
- COHORT 2
- COHORT 3
- COHORT 4

Believes
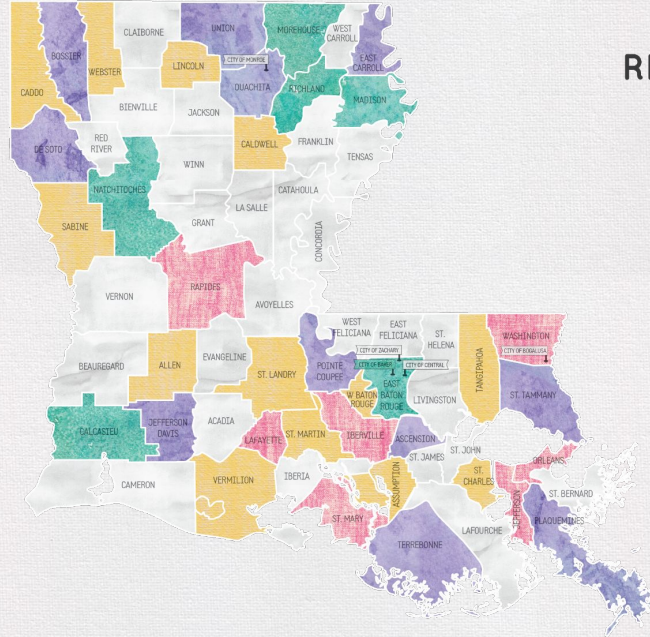
Quarter 3 Report
Early Childhood Guides

Early Childhood Guides continue to expand access to high-quality early childhood education by reducing the barriers families face when applying for child care assistance.
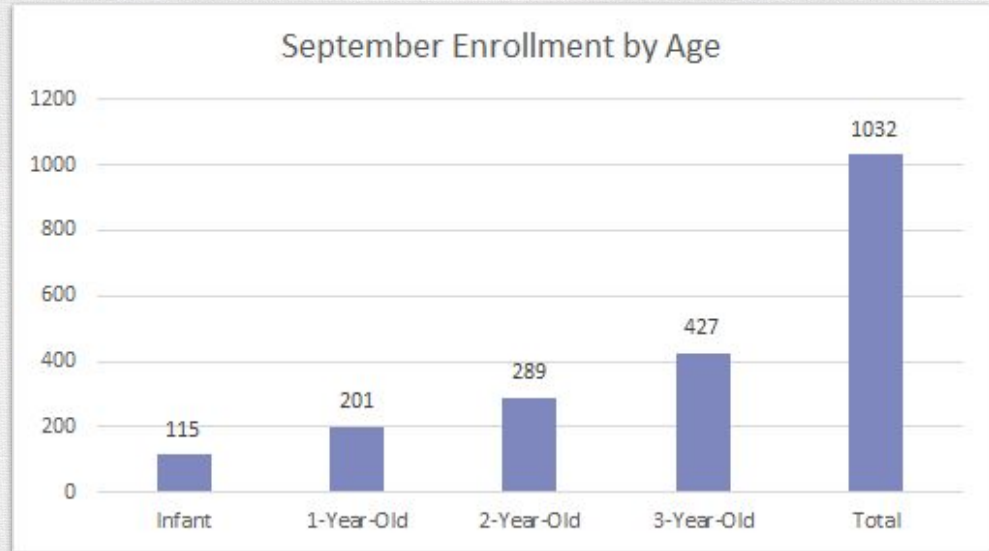
- EC Guides are placed in communities to recruit and assist families with completing CCAP applications and connect families to resources that support child development.

- There are six networks participating in this initiative's second year: Calcasieu, East Baton Rouge, Jefferson, Lafayette, Rapides, and Children's Coalition (serving a region of 4 parishes).

- In the third quarter of 2021 the EC Guides initiative has accomplished the following:

  - 332 total certified applications
  - 421 children aged birth to three years old newly-placed in care
  - 588 total children newly-placed in care

- Since the launching of the EC Guides initiative, 1,070 cases have been certified.

Believes

Quarter 3 Report
B-3 Seats

Twenty-two Ready Start Networks participating in the B-3 Seats pilot have enrolled children whose families meet the 200% FPL and CCAP-aligned work requirements.

- These seats are funded through the PDG Birth-5 funds and CRRSA. Lead agencies applied for seats, and placed them in eligible high-quality centers that also serve infants.

- The major expansion of these seats from the first to the second year of the pilot (665 seats to 2,970 seats) demonstrates the incredibly high need for child care for infants-three year old children across Louisiana.

- Of the 2,970 seats, 33 seats are placed in Family Child Care Centers through Volunteers of America Greater Baton Rouge.

September Enrollment by Age

Age	Enrollment
Infant	115
1-Year-Old	201
2-Year-Old	289
3-Year-Old	427
Total	1032

Believes

Quarter 3 Report
Family Child Care Pilot

The Department is in its third year of implementing a family child care pilot to learn from family child care providers in the field, and the findings will inform long-term strategy.

- The Family Child Care (FCC) Pilot has expanded to include 80 family child care providers in 20 parishes across the state.

- Northwestern State University joined the pilot in its third year, expanding the pilot to Bossier, Caddo, Natchitoches, Sabine, and Winn Parishes.

- In July, the LDOE was able to sponsor ten family child care providers and three CCR&R coaches to attend the National Association for Family Child Care conference held in New Orleans.

Quarter 3 Report
2021-2022 Updated GOLD® License

The LDOE is updating the Teaching Strategies GOLD® license to include both Early Childhood Education (ECE) and Office of Special Education Programs (OSEP) within one new license for the 2021-2022 school year.

Combining the ECE and OSEP licenses will:

- Remove redundancies for OSEP users;
- Ensure a higher level of data hygiene;
- Prevent duplicate child entry;
- Support an emphasis on inclusive practices through increased collaboration with teachers and service providers;
- Provide the opportunity for better alignment between GOLD®, the Early Learning and Development Standards (ELDS), and high quality curriculum; and
- Improve reporting capabilities and better data quality.

Quarter 3 Report
2021-2022 Updated GOLD® License

The Department and Early Childhood Community Networks have continued to support local sites to assess publicly-funded children through TeachingStrategies GOLD®.

Beginning the 2021-2022 School Year:

- The Department supported networks to set up classrooms and assign site administrators in the new Teaching Strategies *GOLD®* license.

- OSEP administrators worked diligently to transfer entry level assessment data for children with IEPs from the old license into the new combined license.

- The Department hosted bi-weekly webinars and provided resource documents to support community networks and program administrators through this transition.

Quarter 3 Report
Developmental Screening Initiative

In an effort to support communities in utilizing universal screenings to identify children in need of intervention, the Department has launched a developmental screening initiative.

By Fall 2025, the community network expectation for developmental screenings will be that, at minimum, all publicly-funded children will be screened upon school system enrollment.

Currently the Department is creating appropriate next steps to collect data and analyze the present landscape of screening, referral, and intervention supports among networks. This collaborative effort will aid in appropriately organizing the coordination of supports, resources, and partnerships to assist the field.

Believes

Quarter 3 Report
Early Learning and Development Standards Review

The Early Learning and Development Standards (ELDS) are designed to assist educators in improving the quality of care for all children in all settings by presenting goals for children's development and learning.
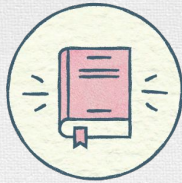
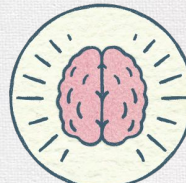The current ELDS are organized into five domains of children's development:

| APPROACHES TO LEARNING | SOCIAL-EMOTIONAL DEVELOPMENT | EARLY LITERACY | COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE | PHYSICAL WELL-BEING & MOTOR DEVELOPMENT |

These five domains represent major areas of development and learning, and define essential learning for school readiness and children's long-term success. Work groups of ELDS Committee members have been organized based on these domains.

Believes

Quarter 3 Report
Early Learning and Development Standards Review

Early Learning & Development Standards Review Committee meeting materials can be found in LDOE's Standards Review Library.

Below is a timeline for the remaining the review process .

November 2021	Full Group Meeting 4
December 2021	Full Group Meeting 5 (Final Meeting)
January 2022	Public Comment/Final composing and incorporating public feedback
February 2022	ECCE Advisory Council, Bulletin 136 Revisions
March 2022	BESE, Bulletin 136 Revisions
Spring 2022	Public Affairs designs document
Summer 2022	Promoting Revised ELDS
Fall 2022	Providing PD on revised ELDS

Quarter 3 Report
Supporting Teachers to Be Successful

The Department has launched Site Improvement Planning for the 2021-2022 school year to assist directors of Type III early learning centers targeted for supports.

In August 2021, 77 low-performing sites were notified regarding their mandated or recommended participation in Early Childhood Site Improvement Planning based on their highest CLASS® scores over the last two years. 34 sites were mandated or have opted into the process.

These sites were assigned a regional Department field support consultant and assisted to create an improvement plan based on individualized site needs and self-assessment results.

These sites receive prioritized resources that are included as part of improvement plans (e.g., CLASS® based coaching, curriculum support, mental health consultation and professional development).

Quarter 3 Report
Louisiana Early Leaders Academy

The Department is entering its third year of the pilot fellowship program for child care directors to develop instructional leadership skills.

Eighteen early childhood educators have been selected to participate in the third cohort of the Louisiana Early Leaders Academy(LELA), with participating directors coming from parishes across the state. With the addition of this cohort, there are a total of 92 LELA fellows that are enrolled in, or have completed, the fellowship program to date.

The program has shifted to a virtual platform, with participants developing a learning plan based on an intensive needs assessment.

The 10-month, executive-level program for directors of highly-rated, publicly-funded early learning centers will help expand access to quality early childhood care and education by strengthening leaders in the field. Through training, coaching, and cohort meetings, fellows strengthen daily practices in striving for high quality early learning.

Quarter 3 Report
Early Childhood Care and Education Commission

The Early Childhood Care and Education Commission will continue to explore sustained funding for early childhood.

Goals for this year's Commission include:

- Engage the taskforce in a deep dive on local funding, identifying barriers, if any, and opportunities to increase local revenue generation.

- Discuss the need to sustain emergency funding for continued expanding access and economic recovery and potential opportunities to do so with both additional state and federal funding.

- Provide a report of its findings and recommendations no less than fourteen days (February 28, 2022) prior to the first day of the regular session (March 14, 2022).

Quarter 3 Report
Early Childhood Care and Education Commission

Date	Time	Attendees	Venue
October 5	12 - 2 p.m.	Full Commission	Zoom
October 19	12:30 - 2:30 p.m.	Task Force	Zoom
November 16	12 - 2 p.m.	Task Force	Zoom
December 8	12 - 2 p.m.	Task Force	Zoom
December 17	10 a. m. - 12 p.m.	Full Commission	in-person
January 13	10 a. m. - 12 p.m.	Task Force	in-person
February 17	10 a. m. - 12 p.m.	Full Commission	in-person

Believes

Quarter 3 Report
Child Care Assistance Program

The Department has provided consistent support to families and providers through the CCAP Program.

The Department:

- Processed 2,184 Pandemic Applications to support essential hospital personnel in acute care hospital settings. Certification for child care services will be valid for 12 months;

- Issued a sixth round of LaCAP Relief grants totalling $57,650,850;

- Disbursed American Rescue Plan Act (ARPA) Stabilization Grant Round 1 to 1,331 providers totalling $128,077,900;

- Aided families impacted by Hurricane Ida and the continued effects of the COVID-19 pandemic by extending family redeterminations for three months; and

- Introduced ARPA Stabilization Grant to CCAP Certified Head Starts.

Quarter 3 Report
Division of Licensing

The Department continues to support child care centers in a number of ways regarding health and safety requirements and certification.

The Department:

- Assisted providers with meeting the federal requirement for all early learning staff to have CPR/PFA, by covering costs for the training

- Absorbed fees for license renewals, change requests, and CCCBC

- Streamlined change requests (age ranges, hours of operation) to allow quick turnaround

- Allowed 16 year olds to be included in the child-to-staff ratio if the staff works under the direct supervision of an adult staff member through an approved waiver

- Streamlined registration and certification of family home and in-home providers

Licensed Early Learning Centers & CCAP Certified Family Homes

Licensing Type

	Type I	Type II	Type III	FCC	In-home
July 2021	230	171	1033	255	7
August 2021	228	173	1039	263	6
September 2021	227	170	1050	238	6

Star Ratings:

	0 Star	1 Star	2 Star	3 Star	4 Star	5 Star
2021	20	12	106	536	687	200

This does not include new, unrated sites.

Believes

VIII. Adjournment