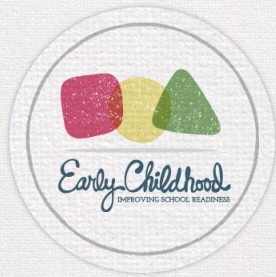


LOUISIANA DEPARTMENT OF EDUCATION



Early Childhood Care and Education Advisory Council

November 17, 2021

Agenda

- I. Call to Order
- II. Roll Call
- III. Approval of the Minutes of October 20, 2021
- IV. Consideration of proposed revisions to Bulletin 140, Louisiana Early Childhood Care and Education Network
- V. Consideration of proposed revisions to Bulletin 139: Louisiana Child Care Development and Funds Program
- VI. Consideration of proposed revisions to Bulletin 996: Standards for Approval of Teacher and/or Educational Leader Preparation Programs
- VII. Consideration of Louisiana's Child Care and Development Fund State Plan Amendment
- VIII. Adjournment



I. Call to Order

II. Roll Call





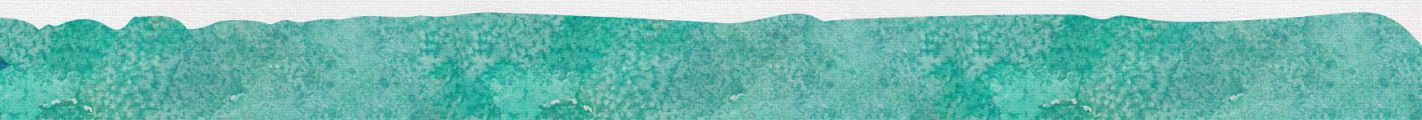
III. Approval of the Minutes of October 20, 2021 Advisory Council Meeting

**IV & V. Consideration of
Proposed Revisions to
*Bulletins 140 and 139***





Family Child Care



Proposed Revisions to *Bulletins 140 & 139*: Supporting Family Child Care

The Department is recommending a set of revisions to Bulletins 140 and 139 focused on supporting family child care.

The proposed revisions include:

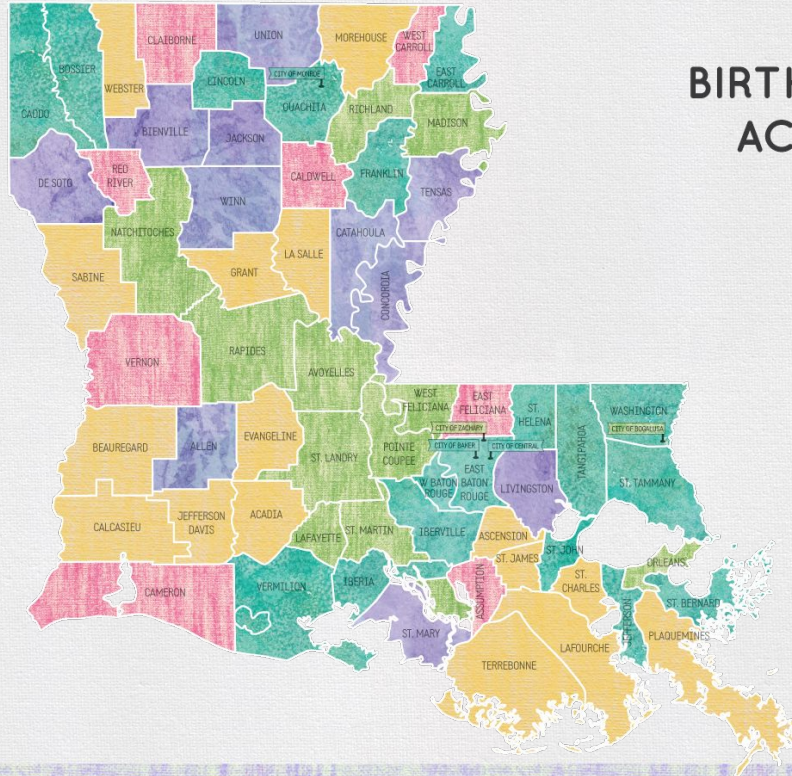
- Allowing family child care providers to participate in academic approval and the unified quality rating system
- Allowing family child care providers to be eligible for CCAP bonus payments and School Readiness Tax Credits

Proposed Revision: 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 nearly 9,000 family child care providers unregulated by LDOE Licensing 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.
- 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.

Access to Publicly-Funded Care and Education in Louisiana



BIRTH THROUGH TWO-YEAR-OLD ACCESS ACROSS LOUISIANA

- LESS THAN 1%
- 1-2%
- 3-5%
- 6-9%
- 10% OR MORE

Proposed Revision: 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.

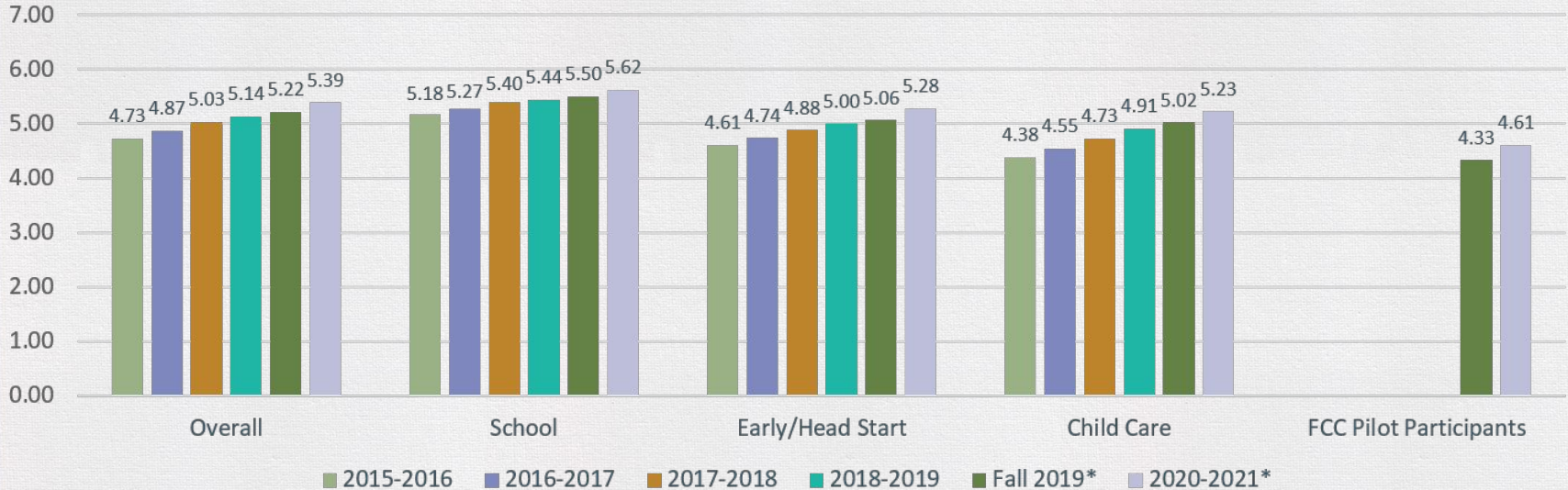
The pilot expanded in 2021-2022 to include 80 family child care providers from 20 parishes across the state, who:

- Receive observations using CLASS[®] and FCCERS[®]
- Receive one-on-one coaching and training/technical assistance
- 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: 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.



* As a result of COVID-19, observational coverage (especially shadow scoring and third party audits) was significantly reduced during the 2019-2020 and 2020-2021 school years. The Board of Elementary & Secondary Education (BESE) introduced flexibilities to allow sites to extend previously-published scores and ratings if they did not make improvement.

Proposed Revision: 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 family child care providers un-regulated by LDOE Licensing to educate them about the benefits of 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 is recommending a revision to Bulletins 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: Family Child Care Academic Approval for Family Child Care (FCC)

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 FCC is low-performing

Benefits of Academic Approval for FCC

- Performance Profile on Louisiana School and Center Finder
- Curriculum Initiative
- If eligible, School Readiness Tax Credits (SRTC)s
- If eligible based on Star Rating, CCAP Bonus Payments
- Ongoing coaching, training, and TA from CCR&Rs
- Mental health consultation
- Other aligned supports and resources, as applicable

Proposed Revision: 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 |

Proposed Revision: 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 obtained 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 no longer wish to receive the aligned benefits and supports

The proposed revisions to §313 and §511 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.

Proposed Revision: Family Child Care

Proposed Policy Language - Bulletin 139

The proposed revisions to Bulletin 139 §701 and §1103 define the term “child care facilities” to establish a term inclusive of early learning centers and family child care homes.

The Louisiana statute that establishes School Readiness Tax Credits (SRTC) ([RS 47:6102](#)) describes an eligible child care facility as a child care facility that has applied to the Department for an evaluation under its quality rating system and is participating in the quality rating system.

The proposed revision would provide the following definition in policy:

Child Care Facilities—any licensed Type III early learning center or registered and CCAP-certified family child care home that has current academic approval.

Proposed Revision: Family Child Care

Proposed Policy Language - Bulletin 139, Chapter 7

The additional proposed revisions to Chapter 7 of Bulletin 139 revise the term “early learning center” to “child care facility” throughout, to be inclusive of family child care homes.

The following sections of Chapter 7 have been revised to use the term “early learning facility,” in alignment with all sections of the SRTC statute:

- §703. ~~Early Learning Center~~ Child Care Facility Expense Tax Credit
- §705. ~~Early Learning Center~~ Child Care Facility Tax Credit
- §707. Credit for ~~Early Learning Center~~ Child Care Facility Directors and Staff
- §709. Business-Supported ~~Early Learning Center~~ Child Care Facility Credits

Proposed Revision: Family Child Care

Proposed Policy Language - Bulletin 139, Chapter 9

The proposed revisions to Chapter 9 of Bulletin 139 revise the LA Pathways Career Development System to be inclusive of family child care providers.

- §901 and §903 have been revised to ensure child care facility staff, inclusive of family child care providers, can participate in the LA Pathways Career Development System.
- §902 has been revised to create a new definition:

Family Child Care Track for LA Pathways—professional career ladder registry designed for family child care providers that recognizes individuals based on the educational attainment and commitment to the field.

- The Department plans to develop updates to the current FCC Track and engage stakeholders and providers in the development of those updates prior to recommending changes to policy.

Proposed Revision: Family Child Care

Proposed Policy Language - Bulletin 139, Chapter 11

The proposed revisions to Chapter 11 of Bulletin 139 clarify that family child care homes that have obtained Academic Approval are eligible to participate in the quality rating system.

- §1101 has been revised to clarify that the unified rating system is for child care facilities, inclusive of Type III early learning centers and family child care homes.
- §1103 has been revised to update definitions to be inclusive of family child care homes.
- §1105 has been revised to specify the eligibility criteria for participation in the unified quality rating system as a family child care home, which includes requiring for the family child care home to:
 - have current academic approval and
 - be certified to enroll children through CCAP.
- §1107 has been revised to update definitions to be inclusive of family child care homes.
- §1109 has been revised to make tiered bonus payments available to family child care homes that participate in the unified quality rating system.

Child Care Assistance Program (CCAP) Rate and Eligibility



Additional Proposed Revisions to *Bulletin 139*: CCAP Rate and SMI

Based on an in-depth analysis of true cost of care at current child to staff ratios and current staff rates of pay, the Department is recommending revisions to Bulletin 139, which governs CCAP.

1. **CCAP Rate Increase:** The Department is recommending an increase to the daily CCAP reimbursement rates based on results from the 2021 Narrow Cost Analysis which had a significant number of participants and assessed the true cost of care rather than what the market can pay.
2. **Update to CCAP Income Eligibility (State Median Income):** The Department is recommending to increase the income eligibility for CCAP to 85% of the State Median Income (SMI) to support more families in need.

Additional Proposed Revisions to *Bulletin 139*: CCAP Rate and SMI

§509. Certification Requirements for Non-Categorically Eligible Households

A. To be certified as a CCAP household, households that are not categorically eligible for participation in CCAP must meet the following requirements:

1. include at least one child who is eligible for CCAP as provided in §503.A;
2. meet all criteria provided in §507.A;
3. have household income that does not exceed ~~65~~ 85 percent of the state median income for a household of the same size. *Household income* is defined as:

Additional Proposed Revisions to *Bulletin 139*: CCAP Rate and SMI

| Child Care Provider Type | Regular Care | Regular Care for Toddlers | Regular Care for Infants | Special Needs Care Incentive | Special Needs Care Incentive for Toddlers | Special Needs Care Incentive for Infants |
|--------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|---|--|
| Type III Early Learning Center | \$30.00 <u>\$31.50</u> | \$31.05 <u>\$42.00</u> | \$33.65 <u>\$68.00</u> | \$37.80 <u>\$39.69</u> | \$39.12 <u>\$52.92</u> | \$44.92 <u>\$85.68</u> |
| School Child Care Center | \$24.00 | \$24.00 | \$24.00 | \$30.24 | \$30.24 | \$30.24 |
| Family Child Care Provider | \$25.00 <u>\$29.00</u> | \$25.75 <u>\$42.00</u> | \$29.65 <u>\$61.00</u> | \$31.50 <u>\$36.54</u> | \$32.45 <u>\$52.92</u> | \$37.36 <u>\$76.86</u> |
| In-Home Provider | \$25.00 | \$25.25 | \$26.65 | \$31.50 | \$31.82 | \$33.58 |
| Military Child Care Centers | \$30.00 <u>\$31.50</u> | \$31.05 <u>\$42.00</u> | \$33.65 <u>\$68.00</u> | \$37.80 <u>\$39.69</u> | \$39.12 <u>\$52.92</u> | \$44.92 <u>\$85.68</u> |

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.

Additional Proposed Revisions to *Bulletin 139*: Timeline

- **November 2021** - Advisory Council to review Bulletin 139 language changes for CCAP rate increase and increased 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.



VI. Consideration of Proposed Revision to *Bulletin 996*

ECAC Program Accountability

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) credential 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

A [recent survey](#) found that 92% of teachers believe the “ECAC programs improve [teacher-child] interactions.”

ECAC Program Accountability

ECAC Program Characteristics

Although programs vary widely in their forms of delivery, all 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.

ECAC Program Accountability

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 |
|---|--|--|
| <ul style="list-style-type: none">• Use rating information and other informational metrics to make informed decisions about which program to attend• Select program that best fits their needs | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• Have better data on the quality of ECAC programs in the state• Support programs to improve their quality• Use data to drive policymaking and decisions for how to use resources most effectively |

ECAC Program Accountability

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



**Proposed Revisions 1-3
to Bulletin 996**



Proposed Revision 1: Establishing ECAC Accountability Overview and §101

The proposed revisions to Bulletin 996 would introduce ECAC program accountability as the basis for ongoing ECAC program renewal decisions.

Bulletin 996 includes the standards for approval of teacher and educational leader preparation programs. The revisions proposed would also establish standards for approval and renewal of ECAC programs.

- §101 has been revised to clarify that the bulletin also establishes policies relative to initial and ongoing approval of ECAC programs.
- §101 has also been revised to introduce a uniform process for ECAC program approval, including an ECAC program quality rating system to be used as the basis for renewal decisions:

E. Beginning July 1, 2024, a uniform process for initial and ongoing early childhood ancillary certificate program approval that applies equally to university and non-university early childhood ancillary certificate programs will be used. A uniform early childhood ancillary certificate program quality rating system will serve as the basis for renewal decisions.

Proposed Revision 1: Establishing ECAC Accountability Creation of Chapter 5

The proposed revisions would create Chapter 5, and §501 introduces the requirements and stakes for programs to participate in the quality rating system.

Chapter 5. Louisiana Early Childhood Ancillary Certificate Program Accountability, Renewal and Approval

§501. Ongoing Approval of Early Childhood Ancillary Certificate Programs

A. In order to offer a BESE-approved early childhood ancillary certificate program that allows early childhood educators to earn their Louisiana early childhood ancillary certificate, early childhood ancillary certificate providers shall follow the process/procedures detailed in Chapter 3 of this document.

B. The LDE shall annually produce and make publicly available a performance profile and quality rating for each BESE-approved early childhood ancillary certificate program.

C. Renewal decisions shall be made every two years beginning with the first accountability cycle and shall be based on the quality ratings produced annually. Early childhood ancillary certificate programs that earn an ineffective rating (Level 1) for two of any consecutive three fiscal years may not be recommended for BESE-approval during the renewal period.

Proposed Revision 2: Improvement Planning Overview and §501

Similar to Site Improvement Planning for low-performing sites, it will be critically important to support low-performing programs with a uniform continuous improvement process.

§501 includes a provision that would require programs scoring below level 3 in the four-level rating system to participate in a continuous improvement planning process with the Department:

D. Early childhood ancillary certificate programs that do not maintain a quality rating of level 3 or above on the Louisiana early childhood ancillary certificate program quality rating system and as reported in the annual quality rating shall:

1. participate in a continuous improvement planning process with the LDE, during which the program develops an improvement plan that includes specific improvement goals, timelines, and measures of success. The improvement plan shall be approved by LDE staff. Once approved, the program provider shall submit progress reports to LDE staff as established in the approved plan.

The Department's process would include a self-assessment, goal setting, and participation in communities of practice to improve the quality of ECAC programs.

Proposed Revision 3: Accountability Implementation Timeline

Overview of §503

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 review |
| 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 Revision 3: Accountability Implementation Timeline

Overview of §503

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

| | |
|----------------------------------|--|
| 2023-2024 | <p>Learning Phase: BESE-approved ECAC programs will fully participate in a one-year cycle of the accountability system with no consequences</p> <p>Practice Performance Profiles will be published in Fall of 2024 based on the two-year cycle</p> |
| 2024-2025 & 2025-2026 | <p>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</p> <p>The first with-stakes Performance Profiles will be published in Fall of 2026 based on the first two-year cycle</p> |
| 2026-2027 and beyond | <p>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)</p> |

Proposed Revision 3: Accountability Implementation Timeline

Overview of §503

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

C. For early childhood ancillary certificate programs that obtain BESE approval after September 1, 2023, the renewal cycle will begin on September 1 of the year directly following BESE approval.

While these programs will not be given the opportunity to participate in a pilot or learning phase, the Department will make every effort to provide support and feedback to new programs to prepare them for the accountability system.



Proposed Revision 4:
Quality Rating System Calculations



Proposed Revision 4: Rating System Calculations

Overview of Domains

§505 establishes the composite score ranges for the quality rating levels and provides a description of each of the three proposed domains.


| 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% |

ECAC Program Accountability

Proposed ECAC Program Performance Ratings

ECAC program quality ratings are based on the composite score, which is a weighted average of the three domain scores.

| Composite Score | Performance Rating |
|-----------------|--|
| 1.00-1.44 | Level 1: Ineffective |
| 1.45-2.44 | Level 2: Effective - Emerging |
| 2.45-3.44 | Level 3: Effective - Proficient |
| 3.45-4.00 | Level 4: Highly Effective |



Quality Rating System Calculations
Domain 1: ECAC Program Experience
On-Site Reviews



Proposed Revision 4: Rating System Calculations

Domain 1: Dimensions

Domain 1 utilizes an on-site review process by evaluators trained in both effective teacher preparation and effective early childhood education.

| Dimension | Description | Score Range |
|---|---|-------------|
| Dimension 1: Quality of performance management and program evaluation | Examines whether and how program leaders and partners work in partnership to collect and utilize data to continually improve the quality of teacher preparation as well as outcomes for all ECAC candidates | 1-4 |
| Dimension 2: Quality of content knowledge and teaching skills | Considers how programs utilize coursework and related experiences to develop the content knowledge and teaching skills of their candidates | 1-4 |
| Dimension 3: Quality of clinical practice, feedback, and candidate performance | 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 |

Proposed Revision 4: Rating System Calculations

Domain 1: Dimension Scoring

Each Dimension of the on-site review is scored using a rubric, and scores of 1-4 are assigned to each Dimension.

| Dimension Scoring | |
|-------------------|------------------------|
| 1 | Ineffective |
| 2 | Effective - Emerging |
| 3 | Effective - Proficient |
| 4 | Highly Effective |

Proposed Revision 4: Rating System Calculations

Domain 1: Domain Scoring

To calculate the score for Domain 1, the three Dimensions are averaged together and assigned a score based on the range below.

| On-Site Review Dimension Average Score Range | Domain 1 Score |
|---|---------------------------------|
| 1.00-1.44 | Level 1: Ineffective |
| 1.45-2.44 | Level 2: Effective - Emerging |
| 2.45-3.44 | Level 3: Effective - Proficient |
| 3.50-4.00 | Level 4: Highly Effective |

Proposed Revision 4: Rating System Calculations

Domain 1: Example Calculation

| Sample On-Site Rubric Scoring | |
|-------------------------------|------|
| Dimension 1 | 2 |
| Dimension 2 | 2 |
| Dimension 3 | 3 |
| Dimension Average | 2.33 |

| On-Site Review Dimension Average Score Range | Domain 1 Score |
|--|--------------------------------|
| 1.00-1.44 | Level 1: Ineffective |
| 1.45-2.44 | Level 2: Effective: Emerging |
| 2.45-3.44 | Level 3: Effective: Proficient |
| 3.50-4.00 | Level 4: Highly Effective |

Based on this example, the Dimension average would result in a Domain 1 score of Level 2.

Proposed Revision 4: Rating System Calculations

Domain 1: On-Site Review Rubric Development

The Department worked with a vendor, TPI-US, to develop and pilot the on-site review rubric with 10 ECAC programs over the course of two years.

Beginning in 2019, the Department has engaged 10 programs to participate in pilot on-site reviews.

- Representation from all types of ECAC programs (including for-profit, universities, and nonprofits) participated in the on-site review pilot
- Participating ECAC programs represented all geographic areas of the state
- On-site reviews occurred both virtually and in-person

Through these on-site reviews, the three on-site review rubric Dimensions were piloted and finalized.

Participating ECAC programs received a written evaluation of their on-site reviews, and statewide results were shared with all ECAC programs in a webinar.

Proposed Revision 4: Rating System Calculations

Domain 1: Pilot Data

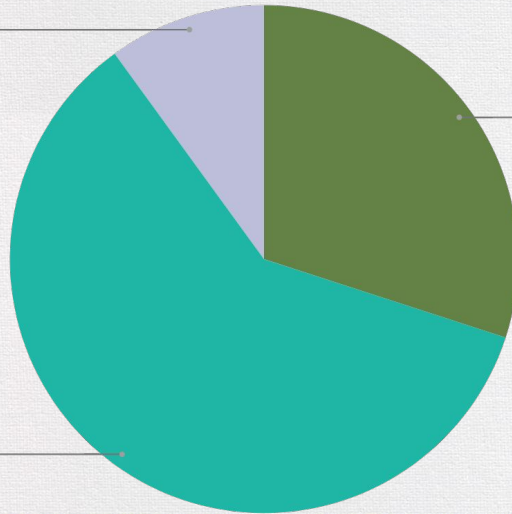
Overall for Domain 1, most programs in the pilot review received a rating of “Level 2: Effective Emerging.”


Onsite Review Results

Level 3: Effective: Proficient
10.0%

Level 2: Effective Emerging
60.0%

Level 1: Ineffective
30.0%





Quality Rating System Calculations
Domain 2: Building Workforce Capacity
Candidate Completion Data



Proposed Revision 4: Rating System Calculations

Domain 2: Index Points

Domain 2 is focused on building workforce capacity, as measured by program candidates' progress toward attainment of the ECAC.

| Candidate Completion | Index Points |
|---|--------------|
| Candidate starts program but does not complete any course intervals within a year of cohort completion | 0 |
| Candidate completes the initial course interval only, within a year of cohort completion | 25 |
| Candidate completes first and second intervals of coursework but does not obtain a CDA within a year of cohort completion | 50 |
| Candidate completes coursework and obtains a CDA but does not obtain the ECAC within a year of cohort completion | 75 |
| Candidate obtains the ECAC within a year of cohort completion | 100 |

Proposed Revision 4: Rating System Calculations

Domain 2: Example Calculation

To calculate the Domain 2 score, each candidate is assigned an index point value, and the total number of index points is divided by the cohort number of program candidates.

| Candidate Completion | Index Points | Number of Candidates | Index Points |
|---|---------------|----------------------|--------------|
| Candidate starts but does not complete any course intervals | 0 | 2 | 0 |
| Candidate completes the initial course interval only | 25 | 0 | 0 |
| Candidate completes first and second intervals of coursework only | 50 | 5 | 250 |
| Candidate completes coursework and obtains a CDA | 75 | 3 | 225 |
| Candidate obtains the ECAC | 100 | 5 | 500 |
| | Totals | 15 | 975 |

$$975 \div 15 = 65$$

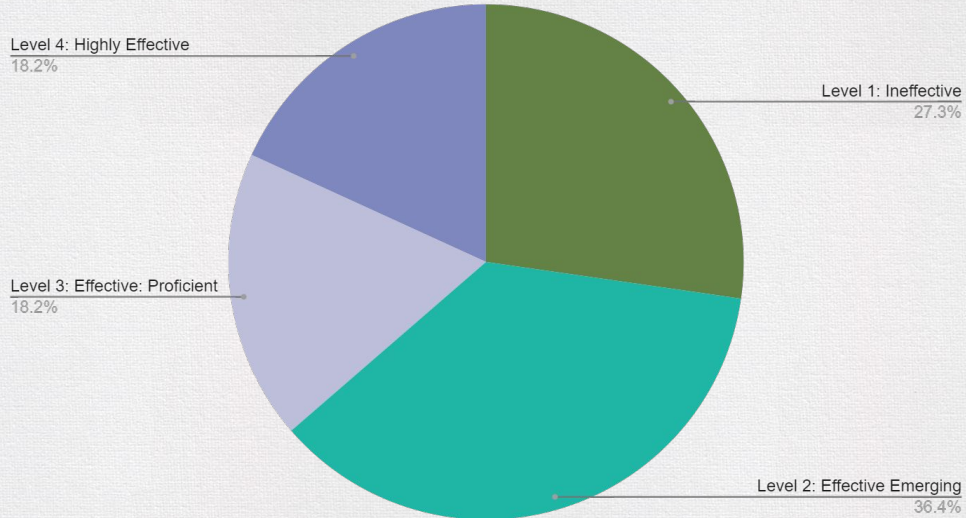
| Index Score Range | Domain 2 Score |
|-------------------|--------------------------------|
| Less than 65 | Level 1: Ineffective |
| 65.0 - 75.0 | Level 2: Effective: Emerging |
| 75.1 - 84.9 | Level 3: Effective: Proficient |
| 85 or higher | Level 4: Highly Effective |


Proposed Revision 4: Rating System Calculations

Domain 2: Initial Data

Currently, ECAC programs are almost on track to building workforce capacity: the average Domain 2 score based on initial modeling is 72.4, which equals “Effective - Emerging.”

Building Workforce Capacity





Quality Rating System Calculations
Domain 3: Teacher Quality
CLASS[®] Data



Proposed Revision 4: Rating System Calculations

Domain 3: Index Points

Domain 3 is focused on strengthening teacher quality, as measured by program completers' CLASS® results in the observation period following program completion.

| Candidate CLASS® Scores | Index Points |
|-------------------------|--------------|
| Less than 3.00 | 0 |
| 3.00-4.49 | 50 |
| 4.50-5.99 | 75 |
| 6.00-7.00 | 100 |

| Candidate CLASS® Score Index Score Range | Domain 3 Score |
|--|---------------------------------|
| Less than 65 | Level 1: Ineffective |
| 65.0 - 75.0 | Level 2: Effective - Emerging |
| 75.1 - 84.9 | Level 3: Effective - Proficient |
| 85 or higher | Level 4: Highly Effective |

Proposed Revision 4: Rating System Calculations

Domain 3: Example Calculation

To calculate the index score, each completer is assigned an index point value, and the total number of index points is divided by the number of program completers.

| CLASS Scores | Index Points | Number of Candidates | Index Points |
|----------------|---------------|----------------------|--------------|
| Less than 3.00 | 0 | 0 | 0 |
| 3.00 - 4.49 | 50 | 1 | 50 |
| 4.50 - 5.99 | 75 | 12 | 900 |
| 6.00 - 7.00 | 100 | 2 | 200 |
| | <i>Totals</i> | <i>15</i> | <i>1,150</i> |

$$1,150 \div 15 = 76.7$$

| Index Score Range | Domain 2 Score |
|-------------------|--------------------------------|
| Less than 65 | Level 1: Ineffective |
| 65.0 - 75.0 | Level 2: Effective: Emerging |
| 75.1 - 84.9 | Level 3: Effective: Proficient |
| 85 or higher | Level 4: Highly Effective |

Proposed Revision 4: Rating System Calculations

Domain 3: Initial Data

Currently, based on initial modeling, more than half of ECAC programs receive a teacher quality score of “Effective - Emerging,” “Effective - Proficient,” or “Highly Effective.”

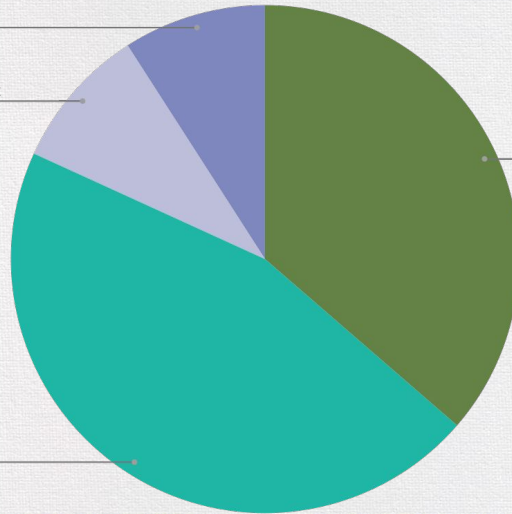
Teacher Quality

Level 4: Highly Effective
9.1%

Level 3: Effective: Proficient
9.1%

Level 2: Effective Emerging
45.5%

Level 1: Ineffective
36.4%





Quality Rating System Calculations

Overall Quality Rating Modeling

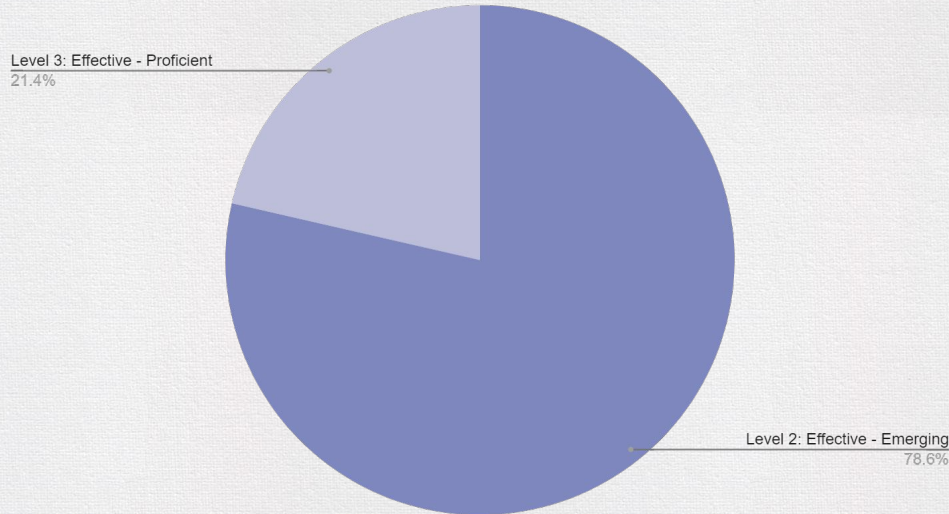


Proposed Revision 4: Rating System Calculations

Overall Quality Rating Modeling

The Department conducted modeling for all programs with full data sets. These were used to calculate projected ratings (utilizing existing data on domain averages) for all programs.

Project Program Ratings (state-wide)





Additional Proposed Revisions



Proposed Additional Revisions

§509, §511, §513, §515, and §749

Additional revisions to Chapter 5 and revisions to Chapter 7 provide the requisite information to support the implementation of the ECAC program accountability system.

These further revisions include:

- **§509. Performance Profiles:** Specifies that participation in the quality rating system is required for all BESE-approved programs and that beginning fall 2026, the Department will publish annual profiles for each program.
- **§511. Informational Metrics:** Describes the additional informational metrics on the profiles the Department may publish in addition to the quality rating and domain-level results.
- **§513. Reporting for the Accountability System:** Stipulates the data reporting requirements for BESE-approved ECAC programs.
- **§515. Data Verification, Appeals, and Waivers:** Outlines a process for data verification, appeals, and waivers for the accountability system.
- **§749. Minimum Requirements for ECAC Programs:** Includes the Family Child Care CDA as a track that candidates may pursue in BESE-approved programs.

VII. Consideration of Louisiana's Child Care and Development Fund State Plan Amendment



CCDF 2022-2024 State Plan Amendment #1

CPR and First Aid must be completed by all staff. 30 days is more feasible for providers than 7 days.

5.3.10 Pediatric first aid and pediatric cardiopulmonary resuscitation (CPR). a. Standard(s) i. Provide a brief description of the standard(s). This description should identify the practices which must be implemented by child care programs.

Pediatric first aid and pediatric CPR shall be received within ~~7~~ 30 calendar days of the first day present at the center and prior to assuming sole responsibility for any children.



VIII. Adjournalment

Appendix



Terms

- **Academic Approval** - verification by the LDOE that the site is meeting the required performance and academic standards; allows sites to qualify for valuable resources
- **Child Care Assistance Program (CCAP)** - Federal program administered by the Louisiana Department of Education that makes payments to child care providers for child care services provided to eligible families.
- **Community Networks** - Every Early Childhood Community Network has a lead agency that facilitates the coordinated leadership functions for the community. Lead Agencies coordinate local CLASS® observations for publicly-funded sites, facilitate the coordinated enrollment process, conduct community meetings, and distribute communication from the Department.
- **Coordinated Enrollment** - Coordinated enrollment is the process developed and implemented by a community network to coordinate enrollment for infant, toddler, and Pre-K children in the community network whose families want to enroll them in a publicly-funded program in the community network. Coordinated enrollment at the local level helps to ensure that: Families know of all available seats, families have an easy way to know what they are eligible for and apply, families do not occupy more than one seat, thus ensuring max use of available slots, and the greatest number of children are being served.

Terms

- **Child Count** - Each publicly-funded provider in a community network reports the number of publicly-funded children at the site twice per academic year
- **Classroom Assessment Scoring System (CLASS®)**—a classroom observation-based system used to assess and rate classroom quality across multiple areas using a scale of one to seven
- **Unified Quality Rating System** - using the CLASS® tool, an evaluation of the performance of publicly-funded early childhood care and education sites and community networks in preparing children for kindergarten and to assign a performance profile to each site and community network.
- **Early Childhood Ancillary Certificate (ECAC)** - a credential for teachers that are working in early learning sites. This certificate enables early childhood teachers to be recognized for the professional training they have completed, as well as provide access to valuable resources such as the School Readiness Tax Credits.
- **Site Improvement Planning** - a process required for publicly-funded sites rated below 3.75 in which the site must work to develop and implement a plan for improvement in consultation with the LDOE and their local CCR&R.

Links

- [Bulletin 139 - Louisiana Child Care and Development Fund Programs](#)
- [Bulletin 140 - Louisiana Early Childhood Care and Education Network](#)
- [Bulletin 996 - Standards for Approval of Teacher and/or Educational Leader Preparation Programs](#)