

Title 28
EDUCATION

**Part XLV. Bulletin 996—Standards for Approval of Teacher and/or
Educational Leader Preparation Programs**

Chapter 1. Introduction

§101. Purpose

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B. This bulletin establishes policies relative to the initial and ongoing approval of teacher, early childhood ancillary certificate, and educational leader preparation programs relative to the following:

1. the initial approval of a teacher and educational leader preparation program from which graduates or completers may be certified per Part CXXXI, *Bulletin 746* Louisiana Standards for State Certification of School Personnel, Chapter 2, Subchapter A, and the initial approval of an early childhood ancillary certificate program from which completers may earn their early childhood ancillary certificate per Part CLXVII, *Bulletin 140* Louisiana Early Childhood Care and Education Network and Part CXXXI, *Bulletin 746* Louisiana Standards for State Certification of School Personnel, Chapter 3, subsection 305;

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4. the ongoing approval of early childhood ancillary certificate programs, including the establishment and implementation of a uniform early childhood ancillary certificate quality rating system to serve as the basis for such ongoing approval decisions;

45. the fulfillment of all other obligations pursuant to federal and state law with respect to the initial and ongoing approval of teacher, early childhood ancillary certificate, and educational leader preparation programs from which graduates or completers may be certified; and

56. the fulfillment of these duties and obligations in alignment with the Board of Regent’s (BOR) constitutional authority to regulate public institutions of higher education.

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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.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(6) and R.S. 17:7.2.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1730 (August 2002), amended LR 30:2453 (November 2004), LR 35:2326 (November 2009), LR 43:2485 (December 2017), LR 45:902 (July 2019).

**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.

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.

**§503. Early Childhood Ancillary Certificate
Quality Rating System Participation and
Performance Profile Implementation Timeline**

A. For early childhood ancillary certificate programs that obtain BESE approval prior to September 1, 2022:

1. The 2021-2022 academic year will be a pilot phase for the early childhood ancillary certificate program quality rating system. BESE-approved early childhood ancillary certificate programs will be given the opportunity to participate in a pilot on-site review using the rubric maintained by the LDE. If produced, individual early

childhood ancillary certificate program performance profiles will not be published.

2. The 2022-2023 and the 2023-2024 academic years will be a learning phase. There will be no consequences for early childhood ancillary certificate programs as a result of performance profiles or quality ratings during the learning phase. Performance profiles for the 2022-2023 and the 2023-2024 learning phase will be publicly available in 2024-2025 and will clearly indicate that the performance profile is informational and assigned during a learning phase.

3. The 2024-2025 academic year will be the first year of the initial two-year renewal cycle.

B. For early childhood ancillary certificate programs that obtain BESE approval after September 1, 2022, but prior to September 1, 2023:

1. The 2023-2024 academic year will be a learning phase. There will be no consequences for early childhood ancillary certificate programs as a result of performance profiles or quality ratings during the learning phase. Performance profiles for the 2022-2023 and the 2023-2024 learning phase will be publicly available in 2024-2025 and will clearly indicate that the performance profile is informational and assigned during a learning phase.

2. The 2024-2025 academic year will be the first year of the initial two-year renewal cycle.

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.

D. Beginning with the 2022-2023 academic year, any early childhood ancillary certificate program that obtains BESE approval prior to September 1 of that academic year must participate in the early childhood ancillary certificate program quality rating system during that academic year. Any program that does not participate in the quality rating system or any component thereof will have BESE approval terminated.

E. Beginning the fall semester of 2026, the LDE will annually produce and make publicly available on its website a performance profile and quality rating for each BESE-approved early childhood ancillary certificate program. The quality rating will not be used to make judgments about renewal of early childhood ancillary certificate program approval until the spring semester of 2027.

F. Beginning with ratings assigned in the fall semester of 2026, Louisiana early childhood ancillary certificate quality rating system results will serve as the basis for early childhood ancillary certificate program renewal. The renewal cycle will be two years.

§505. Louisiana Early Childhood Ancillary Certificate Quality Rating System

A. The Louisiana early childhood ancillary certificate quality rating system shall serve as the basis for the renewal

of early childhood ancillary certificate program approval. The rating system shall:

1. include multiple measures of early childhood ancillary certificate program success;

2. result in an annual report (“performance profile”) for each BESE-approved early childhood ancillary certificate program; and

3. result in annual rating (“quality rating”) for each approved early childhood ancillary certificate program.

a. The ratings shall be:

Quality Rating	Composite Score Range
Level 1: Ineffective	1.00 ≤x≤ 1.44
Level 2: Effective: Emerging	1.45 ≤x≤ 2.44
Level 3: Effective	2.45 ≤x≤ 3.44
Level 4: Highly Effective	3.45 ≤x≤ 4.00

B. The Louisiana early childhood ancillary certificate quality rating system shall include but not be limited to the following domains:

1. early childhood ancillary certificate program experience, as measured by on-site reviews of each early childhood ancillary certificate program. The on-site review shall be conducted at the early childhood ancillary certificate program level and shall result in one rating. An on-site review shall be conducted every other year for each early childhood ancillary certificate program. When logistically and fiscally feasible and appropriate, the program may request the specific years and semesters during which the on-site review is conducted so as to provide a comprehensive candidate view. Such requests must be submitted to the LDE no less than one year before the renewal period begins:

a. on-site reviews may be conducted by the LDE or by a BESE-approved contractor with demonstrated expertise in early childhood teacher preparation. The evaluation tools used to conduct on-site reviews shall align to the requirements set forth in this bulletin and provide for a holistic rating between 1 and 4;

b. the LDE will maintain and publish a rubric for on-site reviews.

2. building workforce capacity, as measured by the progress toward attainment of the early childhood ancillary certificate by program candidates:

a. for this domain, program candidates shall include candidates who teach in Type III child care centers, enroll in the early childhood ancillary certificate program, and receive a scholarship through Louisiana Pathways to attend the BESE-approved program;

b. progress toward attainment of the early childhood ancillary certificate will be measured by each program candidate’s attainment of credentialing milestones, including satisfactory academic progress, attainment of the CDA, and LDE-issued certification.

3. early childhood teacher quality, as measured by each program candidate’s CLASS® scores:

a. for this domain, the CLASS® scores collected for the program completer in the observation period directly following program completion will be used for the performance profile year in which the observation occurs;

i. for this domain, program completers shall include candidates who teach in Type III child care centers, enroll in the early childhood ancillary certificate program, receive a scholarship through Louisiana Pathways to attend the BESE-approved program, and who complete are coursework to graduate from the program;

b. the CLASS® scores will be calculated using the local CLASS® observations after any domain-level replacement by observations conducted the LDE's third party contractor, as defined in Part CLXVII, Bulletin 140 Louisiana Early Childhood Care and Education Network;

§507. Quality Rating Calculation

A. The quality rating for an early childhood ancillary certificate program shall be calculated by weighting each domain as follows.

1. Early childhood ancillary certificate program experience shall be weighted at 50 percent.

2. Building workforce capacity shall be weighted at 25 percent.

3. Early childhood teacher quality shall be weighted at 25 percent.

B. The quality rating corresponds to the composite score range listed below.

Quality Rating	Composite Score Range
Level 1: Ineffective	1.00 <x< 1.44
Level 2: Effective: Emerging	1.45 <x< 2.44
Level 3: Effective	2.45 <x< 3.44
Level 4: Highly Effective	3.45 <x< 4.00

C. The early childhood ancillary certificate program experience score shall be determined by the on-site review rating. All numbers used in the on-site review calculation process shall be rounded to the nearest tenth, unless otherwise specified.

ECAC Program Experience Rating	Score Range
Level 1: Ineffective	1.0-1.44
Level 2: Effective: Emerging	1.45-2.44
Level 3: Effective	2.45-3.44
Level 4: Highly Effective	3.45-4.0

D. The building workforce capacity score shall be determined by the calculation of an index score, to be calculated as follows.

1. The number of candidates in each category below will be multiplied by the corresponding index points displayed in the following table:

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

2. The totals for each category in Paragraph 1 of this Subsection will be added together.

3. The sum of the totals for each category will be divided by the total number of program participants who began the cohort, yielding an index score between 0 and 100.

4. Using the index score, a building workforce capacity score between one and four will be assigned based on the ranges listed in the following table.

Building Workforce Capacity	Score Range
Level 1: Ineffective	<65
Level 2: Effective: Emerging	65.0-75.0
Level 3: Effective: Proficient	75.1-84.9
Level 4: Highly Effective	>85

5. The building workforce capacity score will be calculated a year after cohort completion and updated annually as a lagging indicator.

E. Early childhood teacher quality will be determined by the calculation of an index score (based on CLASS® observations conducted in accordance with Bulletin 140 §503 in the observation period immediately following the candidate's completion of the program), to be calculated as follows.

1. The number of candidates with a CLASS® score in each category below will be multiplied by the corresponding index points displayed in the following table

Candidate CLASS® Scores	Index Points
Level 1: Ineffective (below 1.00-2.99)	0
Level 2: Effective: Emerging (3.00 to 4.49)	50
Level 3: Effective: Proficient (4.50 to 5.99)	75
Level 4: Highly Effective (6.00 to 7.00)	100

2. The totals for each category in Paragraph 1 of this Subsection will be added together.

3. The sum of the totals for each category will be divided by the total number of program completers who have an observation in the semester following candidate graduation, yielding an index score between 0 and 100.

4. Using the index score, an early childhood teacher quality score, between one and four, will be assigned based on the ranges listed in the following table.

Early Childhood Teacher Quality Score	Score Range
Level 1	<65
Level 2	65.0-75.0
Level 3	75.1-84.9
Level 4	≥85

F. The Department shall review results from the 2022-2024 learning cycle and recommend additional policy to BESE as needed for 2024-2025 and beyond.

§509. Performance Profiles

A. Beginning with the 2022-2023 academic year, any early childhood ancillary certificate program that obtains BESE approval prior to September 1 of that academic year must participate in the early childhood ancillary certificate program quality rating system during that academic year. Any program that does not participate in the quality rating system or any component thereof will have BESE approval terminated.

B. Beginning the fall semester of 2026, the LDE will annually produce and make publicly available on its website a performance profile and quality rating for each BESE-approved early childhood ancillary certificate program. The quality rating will not be used to make judgments about renewal of early childhood ancillary certificate program approval until the spring semester of 2027.

C. Beginning with ratings assigned in the fall semester of 2026, Louisiana early childhood ancillary certificate quality rating system results will serve as the basis for early childhood ancillary certificate program renewal. The renewal cycle will be two years.

§511. Informational Metrics

A. The LDE may publish informational metrics that provide additional detail relative to the early childhood ancillary certificate quality rating system domains and other measures of early childhood ancillary certificate program quality, such as retention data and demographic information.

§513. Reporting for the Accountability System

A. Programs shall submit cohort information for each candidate participating in their BESE-approved ECAC program after the candidate’s initial CLASS® observation, at the completion of a cohort, and one year after the graduation of the cohort. Early childhood ancillary certificate programs shall report to the LDE, in the manner specified by the LDE, the following:

Data Categories	Data Elements
Candidate and Graduate Biographical and Program Data	Name
	Birthdate
	Teacher Identification number (if applicable)
	Social Security Number
	Gender
	Race/Ethnicity
	Name of employing Type III Center

	Date candidate admitted to program
	Dates candidate completed first interval
	Dates candidate completed second interval and any additional course intervals
	Initial CLASS scores from observation conducted by the ECAC program
	Second CLASS scores from observation conducted by the ECAC program
	Date candidate graduated or completed program
Candidate Admissions	Information pertaining to candidates who dropped including reasons for dismissal or departure and date of last attendance
	Candidate employment verification
Graduate Completion Data	Candidate experience in ECE
	Date graduate obtained CDA and certificate number
	Date graduate obtained ECAC and certificate number

B. Program completers shall be defined as candidates who completed their programs during the most recent academic year, which is defined as July 1 of one year to June 30 of the following year.

C. This regularly-reported data, coupled with certification and teacher quality data from the LDE, shall form the official record for the calculation of the program quality rating. The LDE shall provide for a data verification process for the official record as outlined in §512 of this bulletin.

D. Preparation providers shall report candidate data that is subject to the provisions of FERPA only when candidates have provided the necessary permissions.

§515. Data Verification, Appeals, and Waivers

A. A data verification process and procedures for appeals and waivers shall be used to correct inaccurate quality rating data and address unforeseen and aberrant factors affecting teacher preparation providers.

1. The LDE shall establish a data verification process for preparation providers to correct inaccurate quality rating data. The LDE shall provide a period (or periods) of not less than 15 calendar days for final review, correction, and verification of accountability data. All data correction must occur during the designated data verification period. Each preparation provider must collect documentation for every data element that is submitted for correction and maintain documentation on file for at least four years. The LDE shall review all data corrections during the verification period and grant approval of those proven valid. The LDE may request documentation to support the validity of the corrections.

2. An appeal is a request for the calculation or recalculation of the quality rating or any component score. The appeal procedure is created to address issues when the literal application of program accountability or program renewal policy does not consider certain unforeseen and unusual circumstances. Appeals shall not be available for failure to correct data during the data verification process.

3. A waiver is a temporary withholding of accountability decisions or required components of the quality rating system for no more than one accountability

year. The waiver procedure is created to address issues when the literal application of program accountability or program renewal policy does not consider certain unforeseen circumstances. Waivers shall be denied to aggrieved parties attempting to subvert the intent of provisions outlined in federal or state law or policy.

4. The procedure for appeals and waivers is as follows:

a. A preparation provider may request an appeal/waiver by submitting a written request to the state superintendent of education within 15 calendar days of the LDE's release of the preparation provider's performance profile.

b. All appeal/waiver requests must clearly state the specific reasons for requesting the appeal/waiver and the reasons why the appeal/waiver should be granted and must include any necessary supporting documentation.

c. Supporting documentation for appeal/waiver requests should clearly outline the unforeseen and unusual factors that generate the request. The preparation provider shall be responsible for supplying the LDE with information necessary for recalculating accountability components per applicable policy.

d. Data corrections shall not be the grounds for an appeal/waiver, as all data corrections shall be made prior to release of performance profiles regardless of the source of any errors.

e. The LDE shall review all timely-submitted appeal/waiver requests and, if the request meets guidelines described in this section, make recommendations to BESE following the close of the appeal/waiver period. Within this interval, the LDE shall notify the preparation provider of its recommendations and allow the provider to respond in writing. The preparation provider shall be notified of the recommendation and allowed to respond in writing. The LDE's recommendations and preparation provider's

responses will be forwarded to BESE for final disposition, if applicable.

Chapter 7. Louisiana State Standards for Educator Preparation Programs

Subchapter D. Alternate Educational Leader Preparation Programs

Subchapter E. Early Childhood Ancillary Certificate Programs

§749. Minimum Requirements for Early Childhood Ancillary Certificate Programs

A. ...

2. training hours and professional portfolio requirements that can be used to complete a child development associate (CDA) credential, ~~either in family child care, infant/toddler or preschool,~~ awarded by the Council for Professional Recognition.

Chapter 13. Identifications of Acronyms

§1301. Acronyms [Formerly §601]

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CDA— Child Development Associates credential

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ECAC— Early Childhood Ancillary Certificate