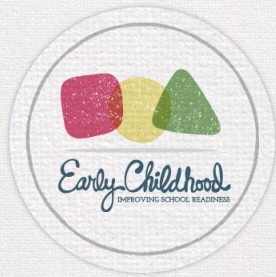LOUISIANA DEPARTMENT OF EDUCATION

Believes

Early Childhood Care and Education Advisory Council

March 23, 2022

Agenda

I. Call to Order

II. Roll Call

III. Approval of the Minutes of February 23, 2022 Advisory Council Meeting

IV. Election of a Chair and Vice-Chair

V. Consideration of the Early Childhood Care and Education Advisory Council membership

VI. Consideration of the Early Childhood Care and Education Workgroup

VII. Consideration of an update on Louisiana's Early Learning Center Emergency Plan

VIII. Consideration of proposed revisions to Bulletin 137, Louisiana Early Learning Center Licensing Regulations

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

X. Consideration of the Early Childhood Care and Education Advisory Council Annual Report – 2021

XI. Adjournment

I. Call to Order

II. Roll Call

III.   Approval of the Minutes of February 23, 2022 Advisory Council Meeting

IV. Election of a Chair and Vice-Chair

V. Consideration of the Early Childhood Care and Education Advisory Council Membership

ECCE Advisory Council Membership

Per the Early Childhood Care and Education Advisory Council bylaws, The council shall include non-voting ex officio members who may advise and contribute to discussions pertaining to early childhood care and education, including but not limited to the following:

- **Rabbi Yossi Chesney**, who replaces Carole Elliot as a Representative of an approved nonpublic school with publicly-funded early childhood care and education programs; and

- **Edy Addison**, who replaces Emily Hunyadi, as a Parent of a child currently enrolled in a publicly-funded early learning program.

VI. Consideration of the Early Childhood Care and Education Workgroup

ECCE Advisory Council Workgroup

- Since the establishment of the Early Childhood Care and Education Advisory Council, the Council has convened a working group that meets prior to some scheduled Advisory Council meetings.
- Topics during these work group meetings may include review of proposed policy revisions, performance profile and accountability reviews, and additional early childhood engagement opportunities.
- This work group is limited to 12 participants.
- If you are interested in participating in this work group, please email leslie.doyle@la.gov.

VII.   Consideration of an Update on Louisiana's Early Learning Center Emergency Preparedness Plan

Louisiana's Early Learning Center Emergency Plan

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

Continuity of Care	Parental Support	Provider Support
• Provide a stable environment during an alarming situation. • Ensure CCAP cases remain funded and case deadlines are extended. • Assist families in finding other high-quality early childhood learning centers if necessary.	• Support families who need care for children during a stressful situation. • Allow parents to return to work or school and maintain normalcy. • Inform parents of resources to cope with the disaster.	• Assist in reopening their business to serve children. • Prioritize assessing damage from multiple agencies. • Facilitate temporary or emergency child care. • Provide information about available resources during and after a disaster.

Believes

Provider Requirements

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

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

- Procedures for evacuation; relocation; shelter-in-place; lock-down; communication and reunification with families; continuity of operations; accommodations of infants and toddlers, children with disabilities, and children with chronic medical conditions

- Procedures for all adults living or working in the residence where care is provided or working on the property where care is provided and

- Posting in a visibly acceptable area all appropriate emergency phone numbers, such as fire department, police department, hospitals, and Louisiana Poison Control

Believes

Communication

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

- Child care providers and parents are advised annually of the need for emergency preparedness and where to obtain additional information.

- In the event of a possible emergency, such as a named storm in the Gulf of Mexico, the Department notifies providers and supplies guidance.

- In the event of a disaster declaration, Department staff meet to determine whether the disaster is severe enough to suspend provider licenses in the disaster-declared area.

- Once a decision has been made by Department staff, the Division of Licensing will issue a required *Reopening Form* and may suspend licenses as appropriate.

- Department staff will work with providers in the affected areas to reopen as soon as it is safe to do so.

Believes

Emergency Plan and Resources

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

The Child Care Facility Tool Kit includes:
- Early Learning Center Basic Emergency Plan (template)
- Early Learning Center Emergency Checklists
- Family Home and In-Home Child Care Emergency Checklist

Believes

VIII. Consideration of Proposed Revisions to Bulletin 137, *Louisiana Early Learning Center Licensing Regulations*

Proposed Revision to Bulletin 137

§1903.   Physical Environment

****.

D.   Indoor Space

1.   A minimum of 35 square feet of usable indoor space shall be available per child ~~until June 1, 2022~~.

     a.   Effective June 1, 2022 <u>a center may request and seek approval from the Office of State Fire Marshal and the licensing division</u>, ~~a minimum of 35 square feet of usable indoor space shall be available per child for children ages birth to 4. For~~ <u>that for</u> children ages 4 and above, a minimum of 25 square feet of usable indoor space shall be available per child.

     b.   If any child in a space is less than age 4, a minimum of 35 square feet of usable indoor space shall be available for every child in the space, regardless of age.

IX. Consideration of Proposed Revisions to Bulletin 140, *Louisiana Early Childhood Care and Education Network*

Proposed Revisions to Bulletin 140

The Department is recommending a set of revisions to Bulletins 140.

The proposed revisions include:

1. **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. **Codifying the Early Childhood Care and Education Advisory Council**

Bulletin 140

Proposed Revision 1:
## Ready Start Network Codification

Proposed Revision: 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.

Through this pilot, select Community Networks' local responsibilities were expanded to include:

- assessing local demand for early care and education and **determining strategies to increase access**
- **creating a blueprint to address gaps** and setting a vision for the network's future, inclusive of community-level goals;
- recruiting stakeholders as partners to **create and expand an early childhood coalition**;
- **establishing local advisory councils** to make collaborative decisions; and
- developing strategies in a **local funding plan** to secure funding locally to meet local demand.

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

ready **START** NETWORK
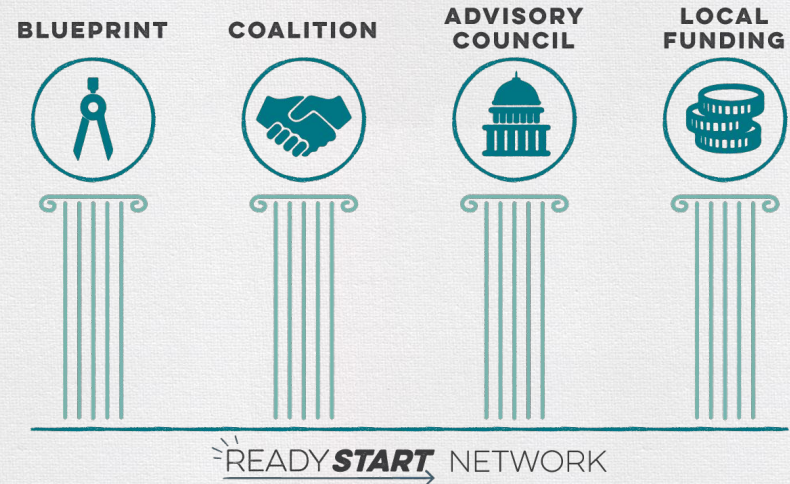
Proposed Revision: Ready Start Networks
Current Ready Start Networks

The first four cohorts of Ready Start Networks represent 37 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.
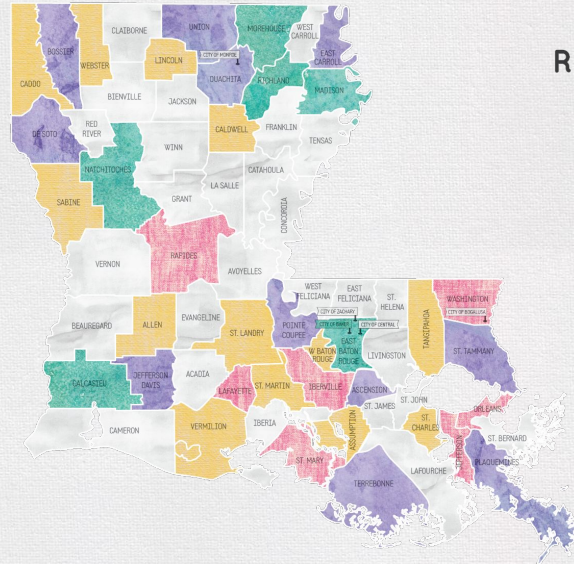
READY START NETWORK

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

Proposed Revision: 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 blueprints;
- established a coalition of community stakeholders; and
- established a Ready Start advisory council.

Ready Start Networks in Cohort 4 are currently working to:
- update blueprints to include strategic aims aligned with the Ready Start pillars;
- increase community knowledge regarding the importance of early care and education and the role of their networks; and
- identify potential coalition and advisory council members.

Believes

Proposed Revision: 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 secured 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

Additional Ready Start Networks are developing local funding and revenue generation plans.

Believes

Proposed Revision: 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;
- ensure that Ready Start Networks are a recognized and ongoing part of Louisiana's early care and education system;
- 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;
- outline a clear application, selection, and renewal 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

Proposed Revision: Ready Start Networks
Stakeholder Feedback

The Department conducted a series of stakeholder feedback sessions. Current Ready Start Network administrators and other local stakeholders participated in these sessions.

This process provided the Department with the opportunity to ensure that the proposed policy language aligns with the deliverables and activities that the current Ready Start Networks have been implementing as part of the pilot initiative.

Stakeholder comments and suggestions were incorporated into the current copy of the proposed policy language.

Proposed Revision: Ready Start Networks
Proposed Policy Language

§309.   Community Network Lead Agency

A.   A community network lead agency is either a state agency, a local public school system, <u>or</u> a non-profit ~~or for-profit corporation~~ having an educational or social services mission, including but not limited to a nonprofit corporation of a philanthropic or policy nature, a Louisiana public postsecondary institution, or a nonprofit corporation established by the governing authority of a parish or municipality, that is approved by BESE and that:

1.   serves as the fiscal agent of the community network;
2.   coordinates the duties and responsibilities of the community network; and
3.   acts as the liaison between the community network and the department.

Believes

Proposed Revision: Ready Start Networks
Proposed Policy Language

§310.   **Ready Start Network Lead Agency**

A.   A Ready Start Network lead agency is either a state agency, a local public school system, or a non-profit having an educational or social services mission, including but not limited to a nonprofit corporation of a philanthropic or policy nature, a Louisiana public postsecondary institution, or a nonprofit corporation established by the governing authority of a parish or municipality, which is approved by BESE and that:

1.   carries out the duties and responsibilities of the Ready Start Network;

2.   acts as the liaison between the Ready Start Network and the department; and

3.   is responsible for coordinating with the fiscal agent.

Proposed Revision: Ready Start Networks
Proposed Policy Language

B.   Duties and Responsibilities

1.   The Ready Start Network lead agency shall be responsible for:

   a.   Working with its designated community network lead agency(ies) in meeting the requirements of §307.B.1. Any such agreements will be memorialized in an MOU.

   b.   Developing a coalition of local stakeholders that shall include representation from the community network and shall seek to include representation from partners such as parents, local government, non-profits, businesses, research and education entities, faith-based organizations, and/or philanthropic entities. A list of coalition members shall be submitted to the department annually.

Proposed Revision: Ready Start Networks
Proposed Policy Language

c. Establishing a Ready Start Network advisory council that advises the Ready Start Network lead agency, assists in establishment of by-laws and meeting protocols, and collaborates to develop and maintain a blueprint, which is a strategic document outlining the community network's current state, mission, vision, and goals. A list of the advisory council members and the blueprint shall be submitted to the department annually.

d. Creating, maintaining, and updating a funding plan, which is a document that identifies the Ready Start Network's current funding sources and outlines the Ready Start Network's plans for seeking additional funding to support early care and education initiatives implemented at the local-level. The funding plan shall be submitted to the department annually.

Proposed Revision: Ready Start Networks
Proposed Policy Language

§310 Section C - G of the Ready Start Network proposed policy language mirrors Community Network Lead Agency policy language.

C. Selection and Approval

1. Ready Start Network lead agencies shall be approved by BESE.

2. The department shall identify potential Ready Start Network lead agencies through a competitive process and submit them to BESE for approval.

3. Applicants for Ready Start Network lead agency shall seek support from publicly-funded programs within its designated community network by obtaining signatures and submitting them to the department in the competitive process.

Proposed Revision: Ready Start Networks
Proposed Policy Language

§310 Section C - G of the Ready Start Network proposed policy language mirrors Community Network Lead Agency policy language.

4. By June 30 of each year, the department shall recommend the identified Ready Start Network lead agencies to BESE for approval.

5. If BESE has not approved a lead agency for a particular Ready Start Network by July 1, that lead agency shall not be considered a Ready Start Network.

6. Ready Start Network lead agencies approved by BESE shall serve for the fiscal year beginning July 1 and ending June 30.

7. Ready Start Network lead agencies adhere to a renewal process with the department every two years.

Proposed Revision: Ready Start Networks
Proposed Policy Language

§310 Section C - G of the Ready Start Network proposed policy language mirrors Community Network Lead Agency policy language.

D. Contracts

1. Ready Start Network lead agencies approved by BESE shall enter into a Ready Start Network lead agency agreement with the department.

2. The Ready Start Network lead agency may enter into a contract or agreement with an individual or entity for performance of specific tasks within the duties and responsibilities of the Ready Start Network lead agency, but the Ready Start Network lead agency remains responsible for satisfactory completion of the tasks.

Proposed Revision: Ready Start Networks
Proposed Policy Language

§310 Section C - G of the Ready Start Network proposed policy language mirrors Community Network Lead Agency policy language.

E.   Funding

1.   Subject to available funding, the department will make recommendations to BESE for annual funding of Ready Start Network lead agencies to carry out the responsibilities included in §310.

   a.   Ready Start Network lead agencies shall be notified of their total Ready Start Network funding for the following fiscal year by June 30.

   b.   Ready Start Network lead agencies shall use funding solely to fulfill the duties and responsibilities specific to the Ready Start Network lead agency as provided in this bulletin.

Proposed Revision: Ready Start Networks
Proposed Policy Language

§310 Section C - G of the Ready Start Network proposed policy language mirrors Community Network Lead Agency policy language.

F.   Audit

1.   BESE may request a financial audit of the Ready Start Network lead agency's use of funds allocated to it.

2.   Audits shall be at the department's expense.

3.   If a Ready Start Network lead agency improperly uses its allocated funds, the Ready Start Network lead agency may be required to repay the improperly used amount.

Believes

Proposed Revision: Ready Start Networks
Proposed Policy Language

§310 Section C - G of the Ready Start Network proposed policy language mirrors Community Network Lead Agency policy language.

G.   Termination of Ready Start Network Lead Agency Approval

1.   If a Ready Start Network lead agency fails to satisfactorily and timely comply with the duties and responsibilities contained in this bulletin or with any additional duties and responsibilities established in writing during the competitive process, the department shall notify the Ready Start Network lead agency, and all publicly-funded programs within the community network, in writing and specify any corrective actions that may be required.

2.   Within 30 calendar days of receiving such notice, the Ready Start Network lead agency shall submit in writing to the department certification that the corrective actions have been taken or are in the process of being taken and submit a timely implementation schedule for department approval.

Proposed Revision: Ready Start Networks
Proposed Policy Language

§310 Section C - G of the Ready Start Network proposed policy language mirrors Community Network Lead Agency policy language.

3. If the Ready Start Network lead agency does not respond in writing in a timely or satisfactory manner or adhere to the implementation schedule approved by the department, either or both of the following actions may occur.

   a. The department may withhold Ready Start Network funds from the Ready Start Network lead agency for any Ready Start Network work not yet performed.

   b. The department may make a recommendation to BESE that the status of the Ready Start Network lead agency be terminated.

4. The department shall notify all publicly-funded programs in a Ready Start Network of any change in that Ready Start Network lead agency's status.

Believes

Proposed Revision: Ready Start Networks
Proposed Policy Language

§310 Section C - G of the Ready Start Network proposed policy language mirrors Community Network Lead Agency policy language.

5. If a Ready Start Network lead agency's approval is terminated:

    a. The entity shall be ineligible to serve as lead agency for the Ready Start Network from which its approval was terminated for a minimum period of 24 months.

    b. If the entity serves as lead agency for more than one Ready Start Network, the entity may continue to serve as lead agency for any Ready Start Network for which approval has not been terminated.

Proposed Revision: Ready Start Networks
Proposed Policy Language

The Department added Ready Start Networks to the existing policy language for Community Network Lead Agency in §311 Sections A, regarding procedures for lodging complaints.

§311.   Complaints

A. Any program or individual may submit a written complaint to the department regarding the action or inaction of the lead agency in its community network <u>or Ready Start Network</u>.

B. A complaint shall be submitted in writing within 30 calendar days of the action or inaction of the lead agency upon which the complaint is based.

C. All complaints shall clearly state the action or inaction upon which the complaint is based and provide specific facts and documentation supporting the complaint.

Proposed Revision: Ready Start Networks
Proposed Policy Language

D. The department shall act upon and respond in writing to all signed complainants within 30 calendar days of receiving the complaint.

E. Anonymous complaints may be acted upon at the discretion of the department.

F. Lead agencies shall not retaliate in any manner against a program or individual that submits a complaint to the department.
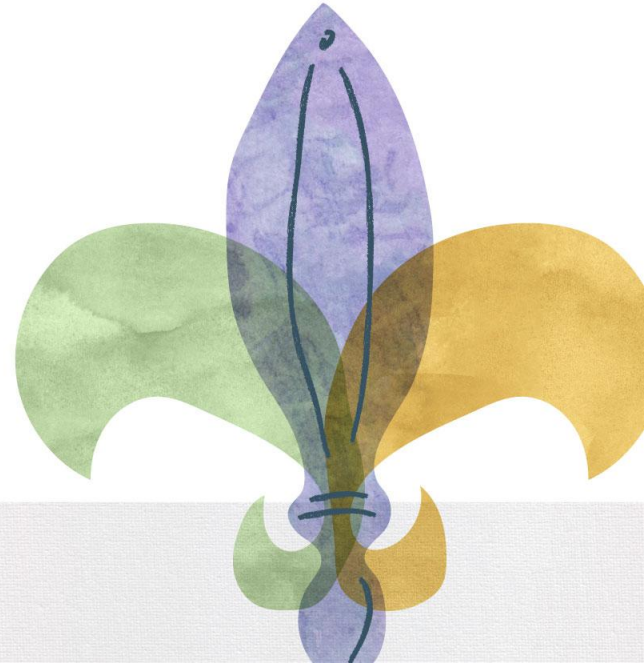
Bulletin 140

Proposed Revision 2:
Early Childhood Care and Education Advisory Council Codification

X.   Consideration of the Early Childhood Care and Education Advisory Council Annual Report - 2021

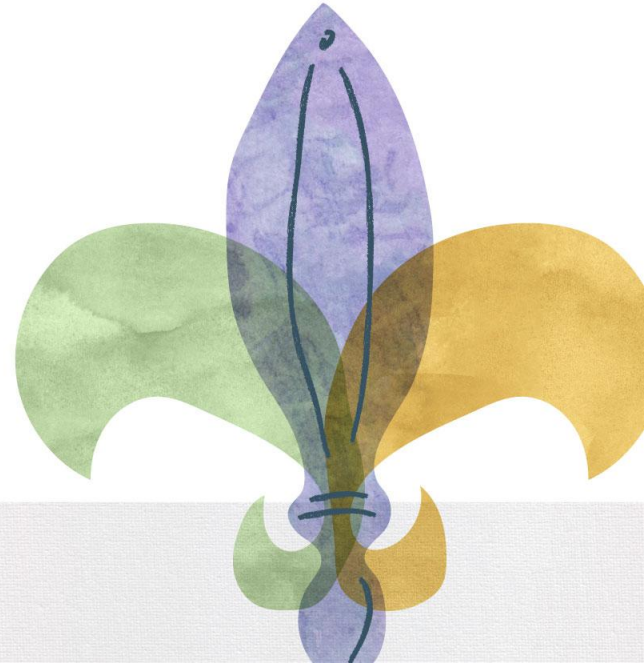# Goals for Early Childhood Care and Education in Louisiana

Louisiana's Early Childhood Goals

To continue to work to implement the vision of Act 3, in 2021 the Department identified the following priorities to support more families to access high-quality early learning for their children.

- **Strengthen the child care system** to meet the needs of all families and support the stabilization of the child care sector.

- **Expand supply of and access to high-quality early childhood** options for families and to identify opportunities to sustain that expansion long-term.

- **Prepare and support teachers** to lead classrooms and provide high-quality interactions that meet the developmental needs of children every day.

- **Empower families** to access tools and resources to support their children's development.

Description of Publicly-Funded Early Care and Education Programs

Publicly-Funded Early Care and Education Programs

	CCAP	Head Start	LA 4	NSECD	B - 3
Eligibility criteria	Families that are: • At/below 65% of SMI* *Updated to 85% as of Feb 2022* • Working, in school, or in training 20 hours per week; actively seeking employment; or experiencing homelessness	Families that are at or below 100% FPL (30% up to 135% of the Federal Poverty Level and 10% over income)	Families with four-year-olds who are at or below 200% of the Federal Poverty Level	Families with four-year-olds who are at or below 200% of the Federal Poverty Level	Children aged birth-3; families at or below 200% of the Federal Poverty Level; and families working or in school 20 hours a week or more, actively seeking work, or experiencing homelessness
Program require-ments	Type III licensed child care centers, child care assistance certified schools, and home-based providers	School districts, educational service districts, community action agencies, faith-based organizations, community colleges/universities	School systems apply for seats for LA 4	Eligible providers for NSECD are BESE-approved nonpublic schools and Type III child care centers	Centers that are rated Proficient or above, have all teachers with or on the path to earning the ECAC, and that offer infant care
Hours/days	8-hour day, full year	6-hour day, school year	6-hour day, school year	6-hour day, school year	6-hour day, 10 months
Total funding and source	Total: $97,652,152 Source: CCDF Total: $11,200,000 Source: State General Fund	Total: $197,650,528 Sources: Federal Administration for Children and Families (ACF) Funding	Total: $50,495,657 Source: TANF Total: $27,712,423 Source: State General Fund	Total: $6,430,320 Source: State General Fund	Total: $8,384,062 Source: Preschool Development Grant Total: $25,986,495 Source: CRRSA

Believes

Publicly-Funded Early Care and Education Programs

	CCAP	Head Start	LA 4	NSECD	B-3
Number of Funded Slots	CCAP 10/2021 Infants: 2,019 1-year-olds: 3,618 2-year-olds: 4,075 3-year-olds: 4,026 4-year-olds: 3,179 ≥ 5-year-olds: 6,897 Total: 23,814	Early Head Start: 3,026 Head Start: 16,475	4-year-olds: 17,076	4-year-olds: 1,404	Birth - 3-year-olds: 3,003
Amount of Public Funding Per Child	Annual funding per[1]: Infant: $9,412 1- and 2-year-olds: $8,197 ≥ 3-year-olds: $7,920 *Note: rates increased in 2/2022 for an average cost of $12,500 per child*	Early Head Start: $15,567 Head Start: $9,107	$4,580 per child[2]	$4,580 per child[2]	Zone 1 vs. 2 (Urban/Rural): Infants: $12,162 1- and 2-year-olds: $10,947 (Rural); $11,198 (Urban) 3 year olds: $10,670

[1] This reflects a full-time, annual per child rate as of October 2021 and does not include bonuses
[2] This reflects per child allocation, not average expenditure

Licensed Early Learning Centers and CCAP-Certified Family Child Care

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

Number of Early Learning Sites by Licensing Type:

	March (Q1)	June (Q2)	September (Q3)	December (Q4)
Type I	236	231	227	214
Type II	185	179	170	163
Type III	1002	1014	1032	1063
CCAP-Certified Family Child Care	247	263	244	303

Believes

Early Care and Education Quality
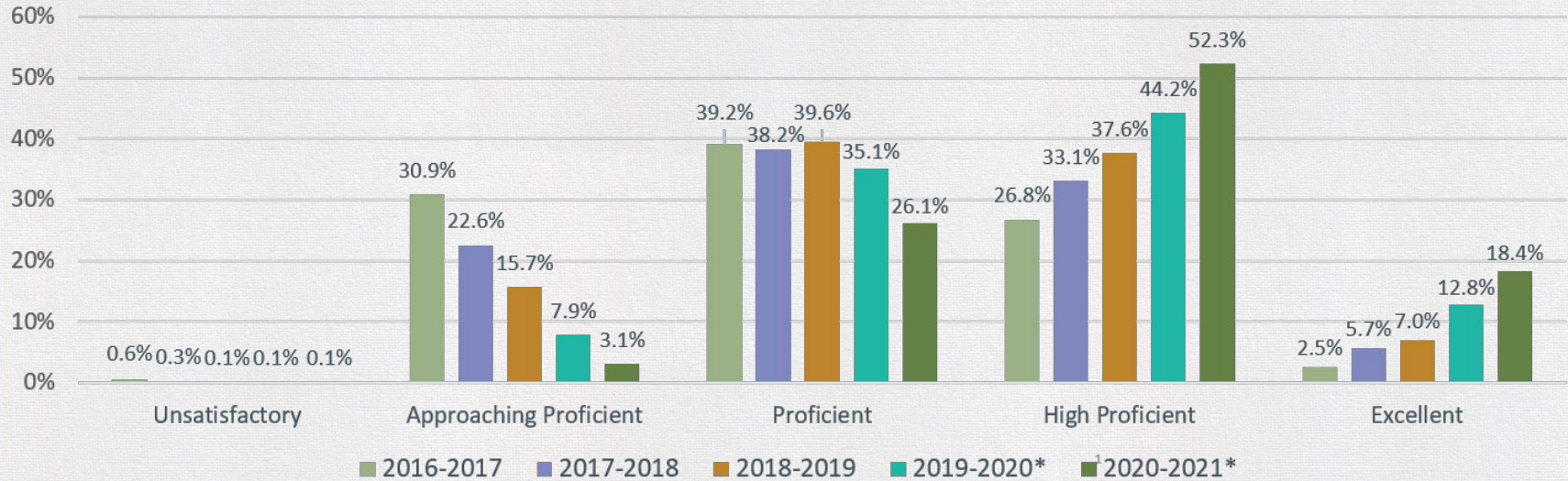
Measuring Early Childhood Quality

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

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

- Tax credits and bonuses for child care centers are aligned to the quality rating system to reward and incentivize performance and improvement

- Programs that score below 3.75 are required to participate in a Site Improvement Planning process

- Programs that score Unsatisfactory for two years in any three year period may lose Type III license or funding

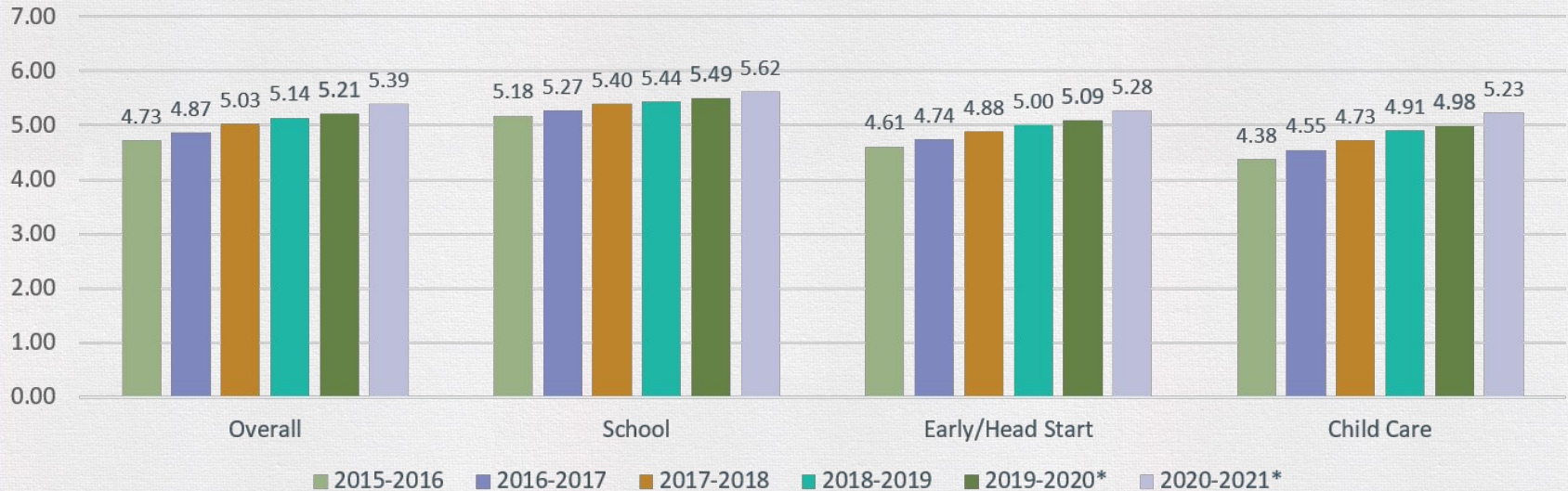Believes

Quality Rated Early Childhood Sites

Each year, sites continue to show improvement in the state's unified quality rating system, with more than 90% of sites scoring Proficient or above in 2020-2021[*].

Legend: 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020* | 2020-2021*

Category	2016-2017	2017-2018	2018-2019	2019-2020*	2020-2021*
Unsatisfactory	0.6%	0.3%	0.1%	0.1%	0.1%
Approaching Proficient	30.9%	22.6%	15.7%	7.9%	3.1%
Proficient	39.2%	38.2%	39.6%	35.1%	26.1%
High Proficient	26.8%	33.1%	37.6%	44.2%	52.3%
Excellent	2.5%	5.7%	7.0%	12.8%	18.4%

Believes

[*] These results reflect the Department's "hold harmless" approach, which allowed sites to opt into the higher score across the past two years.

Improvement by Program Type

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

Legend: 2015-2016 · 2016-2017 · 2017-2018 · 2018-2019 · 2019-2020* · 2020-2021*

Overall: 4.73, 4.87, 5.03, 5.14, 5.21, 5.39
School: 5.18, 5.27, 5.40, 5.44, 5.49, 5.62
Early/Head Start: 4.61, 4.74, 4.88, 5.00, 5.09, 5.28
Child Care: 4.38, 4.55, 4.73, 4.91, 4.98, 5.23

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

Believes

2021 Star Ratings of Sites

The 2021 Star Ratings made sites rated 3 Stars or higher eligible to receive four rounds of CCAP Bonus Payments during 2021 and will be used to inform eligibility for 2021 School Readiness Tax Credits.

CLASS® Score Range	Performance Rating	Star Rating for SRTC and Bonus Payments	2021 Star Ratings [1] (# and % of Type III ELCs)
6.00 - 7.00	Excellent	5 Stars	35 (3.6%)
5.25 - 5.99	High Proficient	4 Stars	349 (36%)
4.50 - 5.24	Proficient	3 Stars	419 (43.2%)
3.75 - 4.49	Approaching Proficient	2 Stars	94 (9.7%)
3.00 - 3.74	Approaching Proficient	1 Star	12 (1.2%)
1.00 - 2.99	Unsatisfactory or Not Yet Rated	0 Stars	60 (6.2%)

[1]*The 2021 Star Ratings are based on the 2019-2020 Performance Profile ratings; only Type III early learning centers received Star Ratings during this time period.*
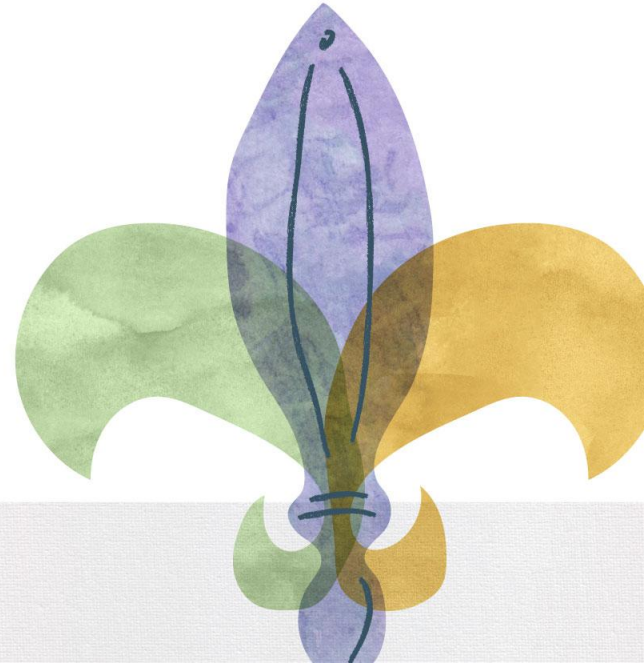
Believes

Enrollment by Quality Rating

The overwhelming majority (88%) of children receiving public funding for early care and education were enrolled in sites rated as "Proficient" or higher in 2021.

CLASS® Score Range	2019-2020 Performance Rating	2021 Star Rating [1]	CCAP Children Ages B-5 Authorized in Oct. 2021	Estimated Children Ages B-5 Enrolled with Other Public Funding Sources Oct 2021	Total Children Enrolled
6.00 - 7.00	Excellent	5 Stars	591 (3%)	6,426 (16%)	7,017 (12%)
5.25 - 5.99	High Proficient	4 Stars	5,794 (34%)	20,823 (52%)	26,617 (47%)
4.50 - 5.24	Proficient	3 Stars	6,353 (38%)	10,308 (26%)	16,661 (29%)
3.75 - 4.49	Approaching Proficient	2 Stars	1,846 (11%)	567 (1%)	2,413 (4%)
3.00 - 3.74	Approaching Proficient	1 Star	309 (2%)	21 (<1%)	330 (1%)
1.00 - 2.99	Unsatisfactory	0 Stars	6 (<1%)	0 (0%)	6 (<1%)
N/A	Not Rated	0 Stars	2,018 (12%)	1,733 (4%)	3,751 (7%)
		Total	**16,917**	**39,878**	**56,795**

[1] The 2021 Star Ratings are based on the 2019-2020 Performance Profile ratings; only Type III early learning centers receive Star Ratings.

Believes

Supporting Quality Improvement in Early Care and Education

Supporting Quality Improvements in Early Childhood Classrooms

Teacher Preparation

- Child care teacher preparation minimums:
  - Required training through a child care teacher preparation program
  - Required Early Childhood Ancillary Certificate (ECAC)
  - BESE-approved ECAC programs
- ECAC Accountability pilot and policy

Coaching and Training

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

Professional Development

- Key Training Modules
- Louisiana Early Leaders Academy (LELA)
- Child Care Curriculum Initiative
- Teaching Strategies GOLD®
- Community Network Lead Agency Collaborations
- Teacher Leader Summit

Supporting Quality Improvement
Teacher Preparation Programs

Early Childhood Ancillary Certificate (ECAC) Program
- 880 candidates received scholarships to attend an Early Childhood Ancillary Certificate Program in 2021.
- Total ECAC scholarships awarded in 2021 equaled $2,197,104.46.

Early Childhood Ancillary Certificate (ECAC) Program Accountability
- 9 ECAC programs have participated in pilots of an on-site review process. The onsite review process is a measure of how well the ECAC program delivers high-quality training and prepares the ECAC candidates for success in the classroom.
- Based on the results of the on-site reviews, the Department recommended updates to Bulletin 996 to create a unified accountability system for all Early Childhood Ancillary Certificate programs.
- In addition to the on-site review component, the accountability system approved by BESE includes measurements of a program's ability to graduate candidates who positively impact children and a program's ability to build workforce capacity.

Believes

Supporting Quality Improvement
CCR&R Coaching and Training

$4,800,020 of CCDF funding was used to fund Louisiana's 6 Child Care Resource & Referral agencies throughout the state in 2021, to provide the quality supports of coaching and training.

During 2021, Child Care Resource and Referral (CCR&R) agencies supported Type III Centers in a variety of ways:

- 7,178 hours of Coaching
- 5,990 hours of Technical Assistance
- 4,257 hours of Group Training
- 64 parishes received Early Learning Resource Center supports through
  - Director meetings
  - Family resources
  - Support of family child care providers
  - Child care referrals
- Respite care was provided in areas impacted by Hurricane Ida

Believes

Supporting Quality Improvement
Mental Health Consultation

$2,599,647 of CCDF funding was used to fund the Tulane University TIKES mental health consultation program, to support early childhood professionals in promoting the social and emotional wellbeing of young children.

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

Consultants engage in the following activities:

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

Believes

Supporting Quality Improvement
Training and Support by Program Type

Type III Child Care Centers:
- Child Care Resource and Referral agencies: Provide training and technical assistance (*$4.8M from CCDF*)
- Mental Health Consultation program: Provides on-site classroom coaching and support for approximately six months (nearly *$2.6M from CCDF*)

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

LA 4 and NSECD Classrooms:
- Funding for training and support may be included as part of the allocated funding for slots.
- Programs may choose to supplement allocations with in-kind funding.

Supporting Quality Improvement
Comprehensive Literacy State Development Grant

Grant awards supporting early childhood quality were provided through the Comprehensive Literacy State Development (CLSD) grant.

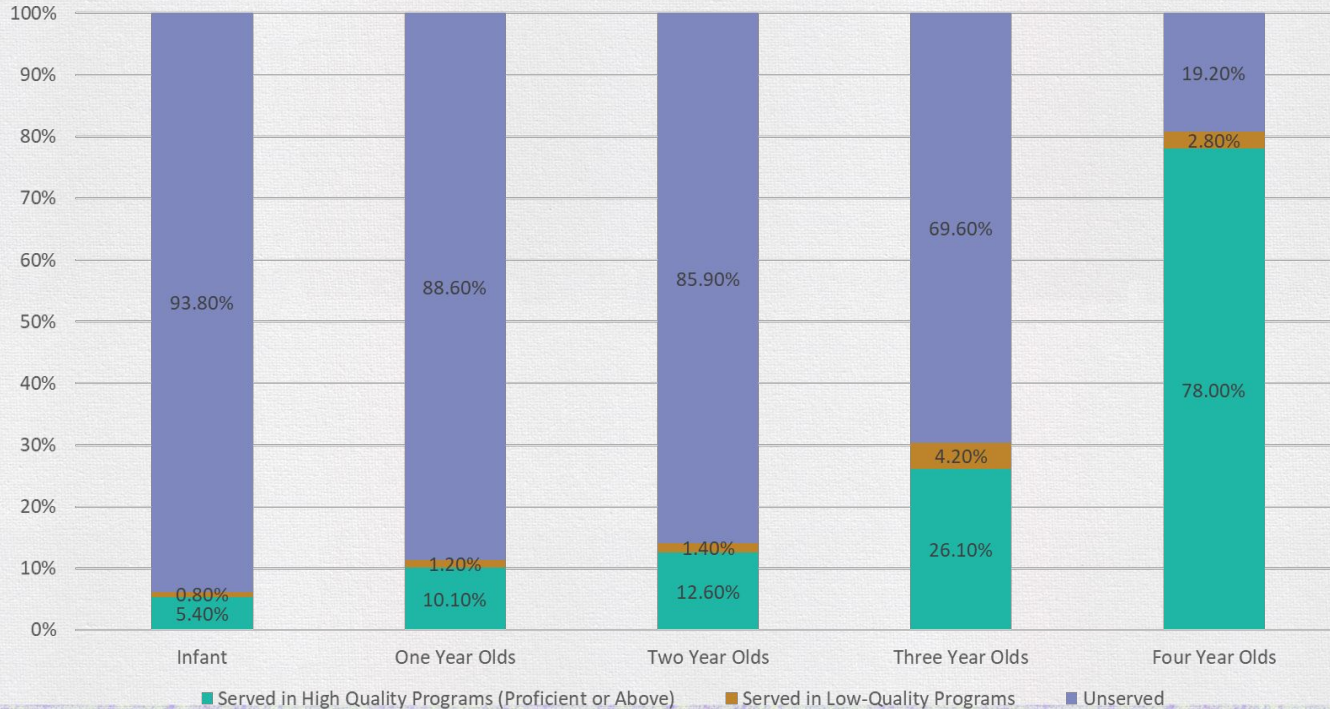**Comprehensive Literacy State Development (CLSD) Grant:**
- The purpose of the CLSD grant is to award competitive funding opportunities to school systems to advance literacy and pre-literacy skills for all children from birth through grade 12, with a special emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.
- The state must ensure that 15% of the sub-granted funds serve children from birth through age 5.
- $3,794,848 was awarded to 48 early childhood community community networks to provide high-quality curriculum and professional development for the 2021-2022 academic year.
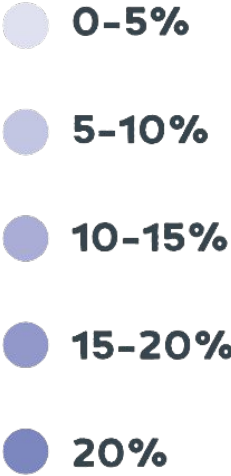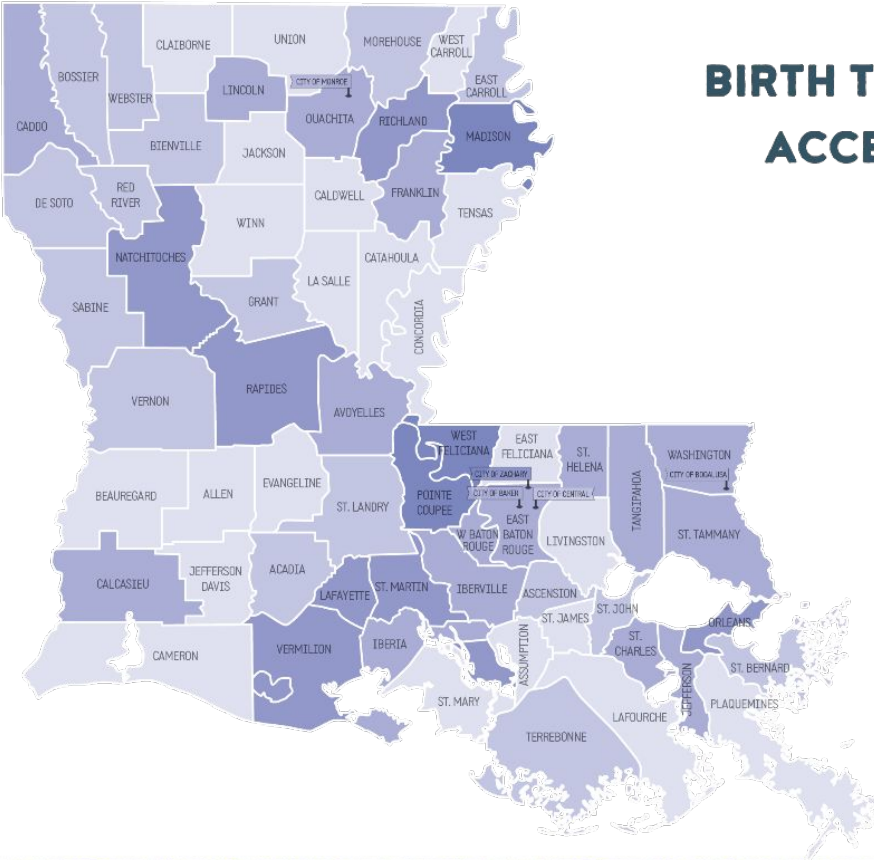
Early Care and Education Access

Access to Early Care and Education by Age

Percent of Economically Disadvantaged Children Served, by Age (Fall 2021)

	Infant	One Year Olds	Two Year Olds	Three Year Olds	Four Year Olds
Unserved	93.80%	88.60%	85.90%	69.60%	19.20%
Served in Low-Quality Programs	0.80%	1.20%	1.40%	4.20%	2.80%
Served in High Quality Programs (Proficient or Above)	5.40%	10.10%	12.60%	26.10%	78.00%

Legend: ■ Served in High Quality Programs (Proficient or Above) ■ Served in Low-Quality Programs ■ Unserved

Believes

BIRTH THROUGH TWO-YEAR-OLD ACCESS ACROSS LOUISIANA

- 0–5%
- 5–10%
- 10–15%
- 15–20%
- 20%

THREE-YEAR-OLD
ACCESS ACROSS LOUISIANA

- 0–20%
- 20–40%
- 40–60%
- 60–80%
- 80–100%

Believes

FOUR-YEAR-OLD ACCESS ACROSS LOUISIANA
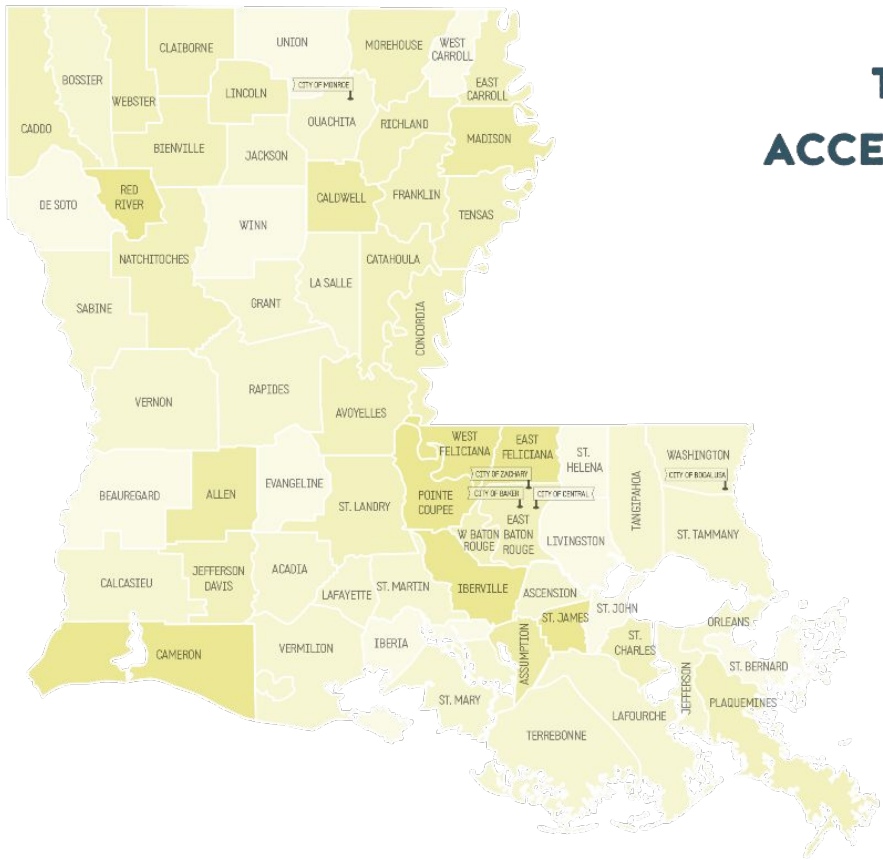
- 0–60%
- 60–70%
- 70–80%
- 80–90%
- 90–100%

Access by Age Group & Funding Source

		Infants	Ones	Twos	Threes	Fours	Totals
Estimated Need	At-Risk Estimate (Medicaid Eligibility by age group, October 2021)	39,330	41,207	40,109	37,961	38,282	196,889
Estimated Served	Child Care (CCAP Oct. 2021 auths)[1]	2,019	3,618	4,075	4,026	3,179	16,917
	Early Head Start (Oct. 2021 served)	247	757	1,159			2,163
	Head Start (Oct. 2021 served)				6,573	3,548	10,121
	LA 4 (Oct. 2021 served)					15,383	15,383
	Title I (Oct. 2021 served)					3,609	3,609
	8(g) (Oct. 2021 served)					1,729	1,729
	NSECD (Oct. 2021 served)				97	749	846
	LA B-3 (Oct. 2021 served)	169	285	385	551		1,390
	Other Funding Sources (Oct. 2021 served)	36	82	106	786	3,627	4,637
	Total Served Estimate	2,471	4,742	5,725	12,033	31,824	56,795
	Percentage Served	6%	12%	14%	32%	83%	29%
Estimated Unserved	Gap Estimate	**(36,859)**	**(36,465)**	**(34,384)**	**(25,928)**	**(6,458)**	**(140,094)**

[1] This number reflects authorizations for full-time Infant through five-year-olds and does not include authorizations for other age groups or part-time authorizations.

Believes

Trends in Enrollment Over Time

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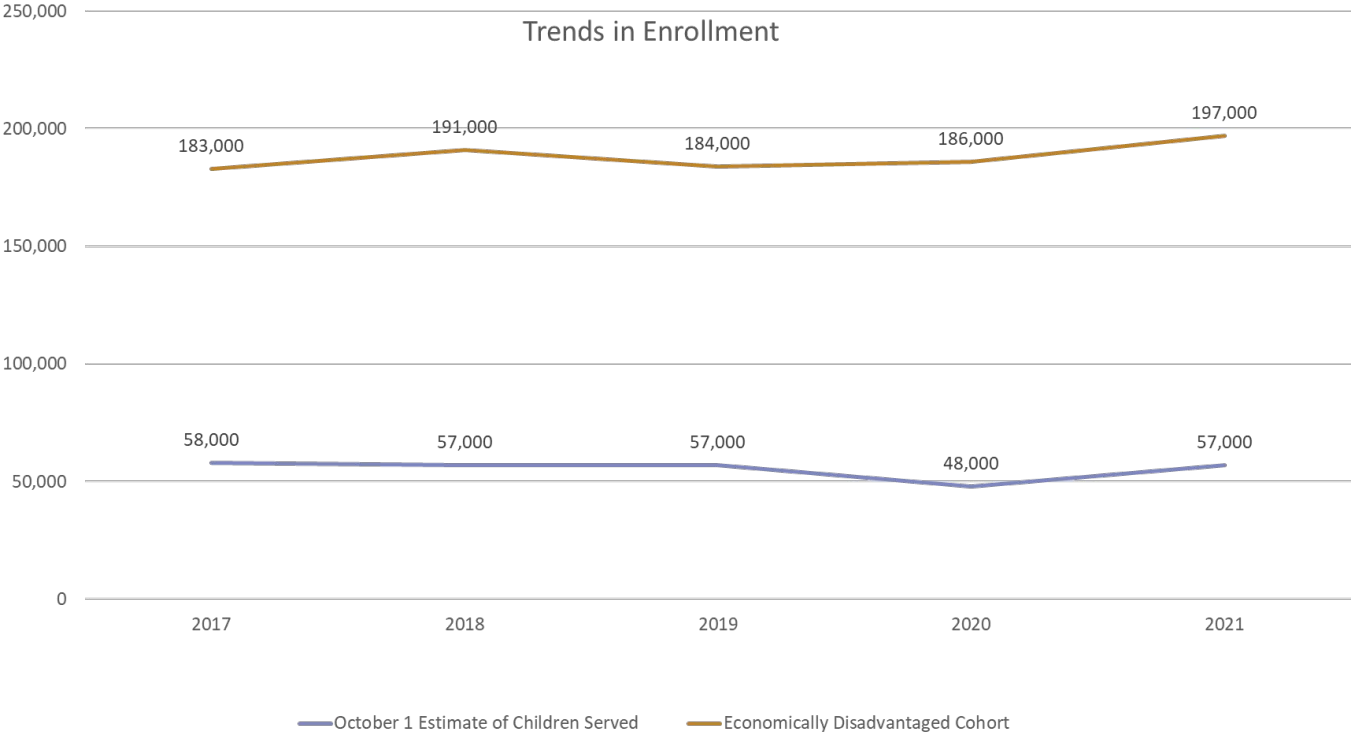
Estimates round to the nearest thousand. Publicly funded B-4 data reflects estimated child count from October 1 of each year.

Efforts to Expand Access
Early Childhood Care and Education Commission

In March 2021, the 39-member Early Child Care Education Commission released *Funding Our Future: LA B to 3 (The Economic Imperative of Early Childhood Care and Education in Louisiana*. This report urged again the Commission's year one recommendation for a ten-year plan to increase access to quality early care and education as well as urged the identification of a robust source of ongoing funding for the Early Childhood Education Fund, to match local investments.

The Commission re-convened in October 2021, with the following goals to continue to explore sustained funding for early childhood:

- 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 prior to the first day of the regular session

Efforts to Expand Access
## Louisiana Department of Education

The Department continues to work to empower families, local communities, and providers through creative solutions that are designed to expand access, including

- **Innovative Pilots:** Continuing and expanding the Family Child Care Pilot, EC Guides Pilot, B-3 Seats Pilot

- **Ready Start Networks:** Supporting additional community networks to become new Ready Start Networks and supporting existing Ready Start Networks to develop new access strategies, including as Ready Start Networks seek local funding to expand access to quality early childhood at the local level

- **State Policy Reforms:** Conducting analysis of the true cost of care for children to inform CCAP changes to enable more families to access high-quality options; updating policy to allow for family child care providers to opt into Academic Approval, thereby opening up incentives for family child care providers intended to support recruitment of more providers to serve children on CCAP

- **Federal Stimulus Dollars:** Utilizing one-time resources for additional B-3 Seats and landscape analyses of access at the community level through Community Supply Building and Access Expansion Grants

Efforts to Expand Access
Ready Start Networks

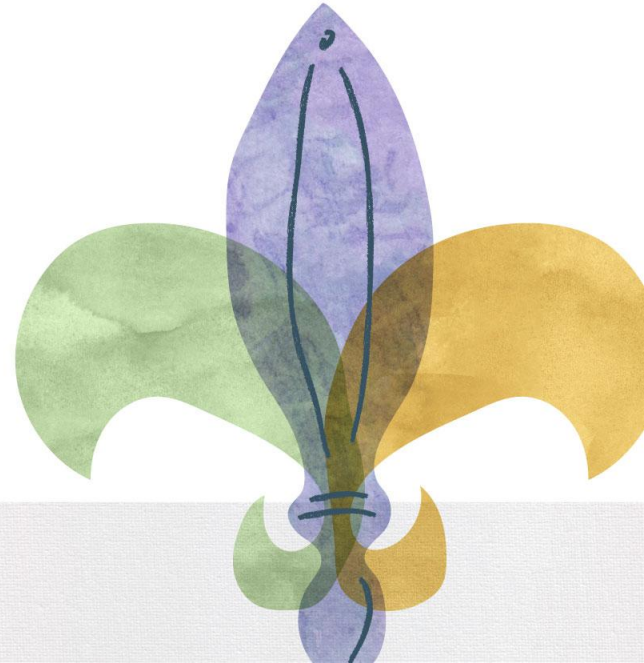**The following communities (Cohort 4) became Ready Start Networks in June 2021:**

- Ascension
- Bossier
- DeSoto
- East Carroll
- Jefferson Davis
- Ouachita
- Plaquemines
- Pointe Coupee
- St. Tammany
- Terrebonne
- Union
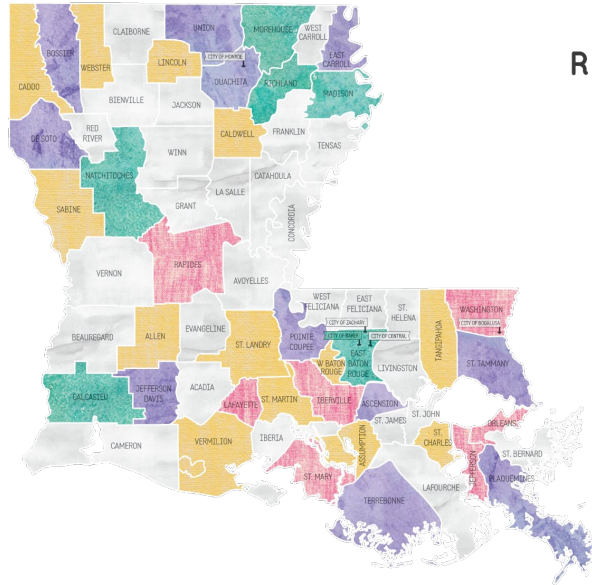
READY START NETWORK

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

Evaluations of
Early Care and Education Programs

Early Care and Education Program Evaluations
2020-2021 Performance Profiles

The 2020-2021 Performance Profile release marks six years of full implementation of the statewide early childhood network.

2020-2021 Performance Profiles

- Overall, more than 9,500 CLASS® observations took place in over 5,700 classrooms at nearly 1,600 sites.

- Approximately 560 local CLASS® observers conducted observations in pre-K, toddler, and infant classrooms and provided valuable feedback to help teachers in all publicly-funded sites.

- Due to COVID-19, the Department implemented a "hold harmless" approach for 2020-2021 Performance Profiles that honors improvement made by sites in 2020-2021 and allows sites to access much-needed tax credits and bonus payments:

  - Sites with a higher 2020-2021 Performance Score were given the opportunity to opt-in to receiving an updated Performance Profile.

  - For all other sites, the Department did not release an updated 2020-2021 Performance Profile and published their 2019-2020 performance results for an additional year.

Believes

Early Care and Education Program Evaluations
Lessons Learned in a Pandemic Year

During the 2020-21 school year, the Picard Center collected over 1500 virtual CLASS®️ observations in Louisiana early childhood classrooms.

The Picard Center used the lessons learned from the 2020-2021 school year to enhance the preparation and overall quality of virtual observations for the 2021-22 school year by:

- Providing improved guidance to ECE sites and Picard CLASS®️ observers focusing on common issues experienced and various ways to troubleshoot
- Conducting a "practice Zoom" prior to the scheduled virtual observation to test technology capabilities

As a result of these learnings, the Picard center released a policy brief in December 2021 entitled, Virtual Observations at Scale: Lessons Learned During a Pandemic Year from Louisiana's Third-Party Observations.

Believes

Descriptions of the
Early Care and Education Workforce

Early Childhood Workforce:
The Louisiana Early Childhood Ancillary Certificate

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

Research from the University of Virginia has highlighted the importance of professional development and the unique impact the ECAC has on teacher outcomes. Teachers who hold or are working towards an ECAC score highly on CLASS$^{®}$ compared with other teachers who do not participate in BESE-approved ECAC programs. Teachers who hold or were working towards an ECAC specifically through an ECAC training program reported high levels of satisfaction with – and retention in – their jobs.

In 2021, through the 29 teacher preparation programs approved by BESE to offer ECAC programs,
- 822 individuals earned their initial ECAC in 2021.
- 374 of individuals who earned a BESE-approved CDA were subsequently leveled to Teacher II with Pathways.

Believes

Early Childhood Workforce
Teacher Preparation Research Reports

As part of the SEE-LA study, researchers from UVA and UCLA have fielded large-scale ECE workforce surveys to study the hurdles Louisiana's child care teachers face as they pursue the Early Childhood Ancillary Certificate (ECAC), a credential now required for all lead teachers working in Louisiana's publicly funded child care sites.

- [Professionalizing the Child Care Workforce through Credentialing: Lessons from Louisiana's Early Childhood Ancillary Certificate](#) (April 2021)

- [Professionalizing the Child Care Workforce: Teachers' and Leaders' Views of Louisiana's Early Childhood Ancillary Certificate](#) (August 2021)

- [Professionalizing the Child Care Workforce: Links between Teacher Outcomes and the Early Childhood Ancillary Certificate](#) (November 2021)

SEELA
Study of Early Education - Louisiana

Early Childhood Workforce
Demographics

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

Demographics of the Early Learning Workforce (based on 15,406 active Pathways members)**:**
- 15,351 (99.6%) are female
- 15,287 (99.2%) speak English as their primary language
- Ethnicity:

African American	Caucasian American	Hispanic American	Acadian American	Other Ethnicities
8775 (57%)	5474 (35.5%)	318 (2.1%)	186 (1.2%)	653 (4.2%)

- Education level:

High School Education or No Verified Degree	30 College Credits	CDA or Approved Career Diploma	Associate Degree	Bachelor Degree or Higher
6412 (41.6%)	283 (1.8%)	4464 (29%)	1577 (10.2%)	2670 (17.3%)

Believes

Early Childhood Workforce
Louisiana Pathways

Child Care Teacher Participation in LA Pathways Career Development System (2021)	
Early Learning Center Staff	6,551
Early Learning Center Assistant Teacher	1,413
Early Learning Center Teacher I *(CDA credential/EC diploma)*	443
Early Learning Center Teacher II *(EC Ancillary Certificate or work towards associate)*	1,137
Early Learning Center Teacher III *(EC Ancillary Certificate + 1 year prior SRTC or college degree in early childhood)*	1,290
Early Learning Center Teacher IV *(EC Ancillary Certificate + 2 years prior SRTC college degree with specialized infant/toddler training)*	288
Early Learning Center Master Teacher *(graduate degree)*	192
Total	13,906
A full description of the 2021 Teacher Track for the Career Development System can be found <u>here</u>.	

Early Childhood Workforce
Louisiana Pathways

Family Child Care Track (2021)	
Family Child Care Staff I	15
Family Child Care Staff II	4
Family Child Care Staff III	2
Family Child Care Staff IV	1
Family Child Care Assistant Teacher I	6
Family Child Care Assistant Teacher II	16
Family Child Care Teacher I	27
Family Child Care Teacher II	5
Family Child Care Teacher III	2
Family Child Care Master Teacher	0
Total	78

Administrator Track (2021)	
Director	545
Director I	152
Director II	132
Director III	485
Director IV	108
Total	1,422

Full descriptions of each career track are available through Louisiana Pathways.

Believes

Early Childhood Workforce
School Readiness Tax Credits

Pathways Career Ladder Level	Qualifying Individuals (2021)	Tax Credit Amount (2021)
Teacher I	422	$1,809
Teacher II	1,109	$2,412
Teacher III	1,288	$3,015
Teacher IV	2,821	$3,617
Child Care Master Teacher	189	$3,617
Director I	147	$1,809
Director II	129	$2,412
Director III	467	$3,015
Director IV	104	$3,617

Believes

Early Childhood Workforce
Credential Requirements and Average Pay

	Child Care Teacher	Head Start Teacher	School-Based Pre-K Teacher
Current Credential Requirement	Early Childhood Ancillary Teacher	50% - BA Degree Others - CDA or AA	BA Degree, Certified
Average Compensation	~$19,785/year* No benefits	~$34,264/year* Some benefits	~$39,748/year* Full benefits

Program Type	Similarly Qualified Professions	Louisiana Average Wages
Child Care Teacher	Social Assistance (Hospital Food Service Worker Salary)	$29,414
Head Start Teacher	Nursing/Residential Care Facilities (community care facilities, home for elderly, residential mental health facilities)	$28,931
School-Based Pre-K Teacher	Education (elementary and secondary, junior colleges, universities, business schools)	$48,739

Data from 2018 Workforce Survey in Louisiana as published in 2021 Senate Resolution 29

Believes

Early Childhood Workforce
Additional Research Reports

As part of the SEE-LA study, researchers from UVA and UCLA have conducted workforce studies to explore teachers' stress, wellbeing, and job commitment during COVID, as well as turnover and staffing challenges for child care centers.

SEE-LA Reports and Policy Briefs
- The Wellbeing of Early Educators in Jefferson, Orleans, and Rapides Parishes during COVID (March 2021)
- Changes in Early Educator Wellbeing and Job Commitment in the Wake of the Coronavirus Pandemic: Lessons from Large Scale Surveys in Jefferson and Rapides Parishes (March 2021)
- Teaching Young Children during COVID-19: Lessons from Early Educators in Louisiana (April 2021)
- Child Care Staffing Challenges during the Pandemic: Lessons from Child Care Leaders in Louisiana (June 2021)
- Professionalizing the Child Care Workforce: Links between Teach Outcomes and the Early Childhood Ancillary Certificate (November 2021)

More information and additional SEE-LA publications can be found online.

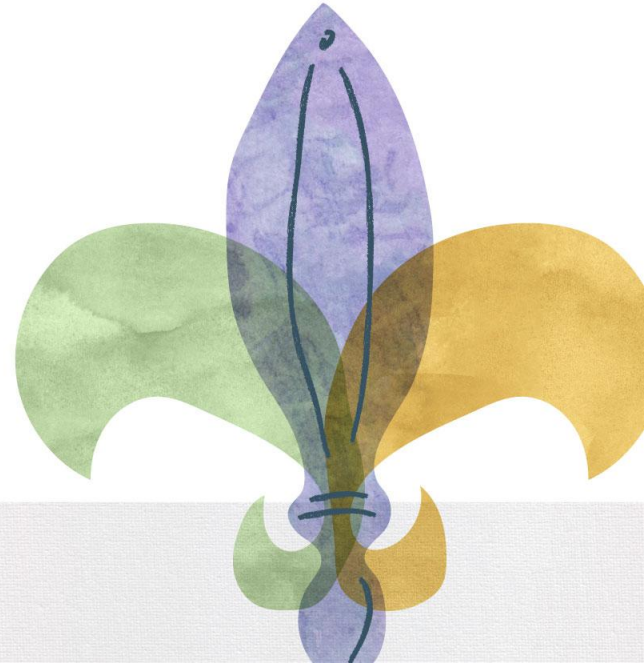**SEELA**
Study of Early Education - Louisiana

Believes

Early Childhood Workforce
Teacher Support Grant

The COVID-19 pandemic has significantly impacted the child care field and child care teachers specifically. There is considerable concern about pandemic and other stressors, including low wages, contributing to teacher turnover, as detailed in a <u>report</u> on the early childhood workforce submitted by the Louisiana Department of Education to the Louisiana Legislature.

- In response to these concerns, the Louisiana Department of Education funded a grant opportunity, called the Teacher Support Grant, in 2021 for open Child Care Assistance Program (CCAP) child care providers to give teachers one-time stipends or wage supplements in recognition of their front-line service.
- The initial round of the grant distributed $10,681,600 in August of 2021 for over 600 open child care providers.

Believes

Goals for Early Childhood
Care and Education in Louisiana

Louisiana's Early Childhood Goals

To continue to work to implement the vision of Act 3, in 2021 the Department identified the following priorities to support more families to access high-quality early learning for their children.

- **Strengthen the child care system** to meet the needs of all families and support the stabilization of the child care sector.

- **Expand supply of and access to high-quality early childhood** options for families and to identify opportunities to sustain that expansion long-term.

- **Prepare and support teachers** to lead classrooms and provide high-quality interactions that meet the developmental needs of children every day.

- **Empower families** to access tools and resources to support their children's development.

Louisiana's Early Childhood Goals

In addition to the initiatives detailed throughout this report, to achieve its early childhood goals the Department also implemented the following activities:

- **Strengthening and stabilization of the child care sector:**
  - COVID-19 Community Child Care Recovery Grants to community networks
  - Louisiana Child Care Assistance Provider (LaCAP) Relief Grants to child care providers
  - ARPA (American Rescue Plan Act) Stabilization Grant Round 1 to child care providers
  - Accountability Participation Grant to child care providers
  - Analysis of true cost of care in child care in Louisiana
  - Virtual business training and consultation offered to all child care provider types
- **Preparing and supporting teachers to meet the developmental needs of children:**
  - Developmental Screenings Initiative
  - *Believe!* Early Childhood Planning Guide
- **Empowering and engaging families:**
  - *Be Engaged* Birth-12 Framework

XI. Adjournment