

LOUISIANA DEPARTMENT OF EDUCATION



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## Early Childhood Care and Education Advisory Council

November 16, 2022

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# Agenda



- I. Call to Order
- II. Roll Call
- III. Approval of the minutes of the meeting held on July 13, 2022
- IV. Consideration of proposed revisions to Bulletin 137, *Louisiana Early Learning Center Licensing Regulations*
- V. Consideration of proposed revisions to Bulletin 139, *Louisiana Child Care and Development Fund Programs*
- VI. Consideration of the Early Childhood Care and Education Advisory Council 2022 Quarter 2 and 3 Reports



## I. Call to Order



## II. Roll Call





### **III. Approval of the minutes of the meeting held on July 13, 2022**

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





# Proposed Revision to Bulletin 137

## Auto-Injectable Epinephrine

### §1515. Child Records and Cumulative Files

E. An early learning center shall provide a written copy of all health-related policies established by the center, including policies regarding accidents, allergic reactions, fever, illness, immunizations, infection, administration of auto-injectable epinephrine to a child believed to be having an anaphylactic reaction, and injuries, to the parent or guardian of each child attending or enrolled in the early learning center.



# Proposed Revision to Bulletin 137

## Auto-Injectable Epinephrine

### §1725. Medication Management Training

A. All staff members who administer medication shall have medication administration training that includes auto-injectable epinephrine.

B. Whether the center is administering medication or not, each early learning center shall have at least two staff members trained in medication administration and at least one trained staff member on the premises during the hours of operation. A staff member who is a licensed practical nurse (LPN) or registered nurse (RN) with a valid nursing license shall be considered to have medication administration training.

C. ~~Such training shall be completed every two years with an approved child care health consultant.~~ Training for auto-injectable epinephrine shall be completed every two years with an approved child care health consultant, registered nurse, licensed medical physician, a child care health consultant, an anaphylaxis training organization, or any other entity approved by the Louisiana Department of Health. Training for medication administration shall be completed every two years with an approved child care health consultant.

D. Documentation of current completion of such trainings shall be maintained by the center and shall be available for on-site inspection, whether as hard copies or in electronic form, upon request by the LDE.





**V. Consideration of proposed revisions to Bulletin 139, *Louisiana Child Care and Development Fund Programs***

# Proposed Revision to Bulletin 139

## Household Certification & Redetermination

### §511. Household Certification Period

A. Eligible households may be certified for up to ~~24~~ 36 months.

### §512. Redetermination of Household Certification for Non-Categorically Eligible Households

A. A redetermination of eligibility for child care services shall be made prior to the expiration of certification period, but no sooner than ~~12~~ 24 months following the initial determination or most recent redetermination.

~~B. Graduated Phase-Out. At the time of redetermination, households whose income has risen above the initial state threshold for eligibility but remain below the federal threshold for eligibility of 85 percent of state medium income, shall be eligible for 12 additional months of child care services as part of a graduated phase-out.~~



**VI. Consideration of the  
Early Childhood Care and  
Education Advisory Council  
Quarterly Report**

**Quarters 2 & 3 - 2022**





**Quarter Two - 2022**





# Key Activities in Quarter 2

## Early Childhood Community Networks

*The Department and Community Network Lead Agencies (CNLAs) worked together to close out the 2021-2022 academic year.*

As part of close out activities for the 2021-2022 academic year:

- Teachers completed the third and final checkpoint for Teaching Strategies *GOLD*® in May.
- CNLAs coordinated more than 3,700 local CLASS® observations between January and June.
- The Department supported CNLAs with coordinated enrollment activities by sharing an analysis of statewide enrollment activities that highlighted practices from the following networks:
  - Caddo - executed a multi-media informational marketing campaign to inform the public about early childhood options
  - Iberia - released a white paper focused on cultivating consistency for program partners and families across the community within the coordinated enrollment process
  - Natchitoches - supported child care directors with innovative and cost-efficient data collection methods for enrollment and child count



# Key Activities in Quarter 2

## Early Childhood Accountability System

*The Department and Community Network Lead Agencies continued to support local sites to implement the early childhood accountability system.*

From April to June 2022, Community Network Lead Agencies coordinated over 1,358 observations at 716 sites, observing over 108,000 minutes of early childhood instruction inclusive of:

- 197 Infant CLASS<sup>®</sup> observations
- 507 Toddler CLASS<sup>®</sup> observations
- 654 Pre-K CLASS<sup>®</sup> observations



# Key Activities in Quarter 2

## Ready Start Networks

*Ready Start Networks continued work to expand access to high-quality care at the local-level through Department grants.*

Ready Start Networks participated in multiple initiatives focused on access expansion.

- Twenty-seven Ready Start Networks worked to expand access at the local level through the Community Supply Building and Access Expansion Grant, which totaled over \$9 million.
- Four Ready Start Networks secured over \$3.5 million with the Ready Start Transform Grant to support the development of a qualified and consistent workforce, alternative care programs, and care and support of special populations.
- Four Ready Start Networks continued to partner with local government and nonprofit organizations to secure local and state match funding through the Early Childhood Education Fund to promote seat expansion for children aged birth to three years.



# Key Activities in Quarter 2

## Ready Start Networks

*Community networks submitted bold, ambitious seat requests developed in partnership with program partners, district leadership, and community leaders.*

Using Preschool Development Grant Renewal dollars, Louisiana piloted the B-3 Seats initiative in the 2020-2021 academic year. The program continued for a second year in 2021-2022.

- In Quarter 2 Ready Start Networks served 2,539 children.
- Volunteers of America served 26 children in Family Child Care sites in the Greater Baton Rouge area.



# Key Activities in Quarter 2

## Ready Start Networks

*The Early Childhood Guides work is designed to support families in communities across the state to access individualized support as they seek high-quality child care for their children.*

Early Childhood Guides provided families with:

- In-person support systems to navigate the CCAP application
- Following-up on their submitted applications
- Regular communication regarding the LDOE CCAP updates

By the end of June 2022, 1,432 cases were certified through EC Guides, and 1,440 children aged birth to three-years-old were enrolled in child care.



# Key Activities in Quarter 2

## Supporting Teachers to Be Successful

*The Teacher Leader Summit took place May 31 - June 2 at the Morial Convention Center in New Orleans.*

The 2022 Teacher Leader Summit included 62 early childhood sessions.

Early childhood sessions included:

- Best Practices for Coaching
- Site Improvement Strategies
- Early Childhood Outdoor Learning Environments
- Community Level Access Strategies
- Talk to Me, Baby! Early Language Supports for Infants

Session materials are available in the [2022 Teacher Leader Summit Library](#).



# Key Activities in Quarter 2

## Supporting Directors to Be Successful

*The Louisiana Early Leaders Academy (LELA) is a competitive fellowship program designed to build the instructional leadership skills of the directors of Type III centers.*

Sixteen child care directors, called fellows, completed the third LELA cohort in April 2022.

- These fellows collaborated and learned instructional leadership skills through online learning sessions, coaching, and meetings with the peers.
- Fellows developed new skills, established networks, and implemented new practices in their centers that transformed adult relationships and the quality of instruction that children experienced every day.



# Key Activities in Quarter 2

## Supporting Struggling Sites

*Twenty-nine early childhood sites participating in Site Improvement Planning (SIP) for the 2021-2022 academic year completed the process in June of 2022.*

The SIP process focuses on supporting the improvement of teacher-child interactions in early childhood classrooms that have been identified as needing improvement based on CLASS® scores.

- The process includes a number of supports, including:
  - Monthly visits with an LDOE field support consultant (FSC) who helps develop achievable goals and monitors activities and progress
  - Coaching visits from Child Care Resource & Referral (CCR&R) agency coaches to support improved teacher practices
  - Group training for center staff as identified by the site director, FSC, and CCR&R coach
  - Mental Health Consultation (MHC), if applicable, for sites with high negative climate scores
- Twenty-four of these sites showed significant improvement in the quality of teacher-child interactions.



# Key Activities in Quarter 2

## Supporting Young Children with Disabilities (YCWD)

*The Department provided training focused on support for young children with disabilities at the state and local level.*

The 2022 Teacher Leader Summit included multiple sessions focused on the early identification of, and support for, children with disabilities, including how to:

- Implement inclusive settings using evidence-based practices that result in positive outcomes for young children with disabilities and their typical peers.
- Use authentic assessment in inclusive settings using formative assessments to support all learners and additional supports according to children's ability levels.
- Foster resiliency to create environments that nurture resilience and reduce the effects of trauma by promoting protective factors in young children.



# Key Activities in Quarter 2

## Family Child Care (FCC) Providers

*The Department continued to support the quality improvement of Family Child Care educators in the final year of the pilot program.*

As part of the transition out of the pilot and into the Department's new FCC policy, Family Child Care sites began to opt into Academic Approval for the 2022-2023 academic year.

- As of June 2022, 130 Family Child Care sites opted into Academic Approval and will be participating in efforts in 2022-2023 to further elevate quality of care.
- The Family Child Care educator focus group met monthly through Quarter 2 to discuss ways to improve quality care and education in Family Child Care sites and provide insight on how the Department can support them.



# Key Activities in Quarter 2

## Child Care Assistance Program (CCAP)

*The Department continued to support CCAP families and providers.*

- The Department offered ARPA Relief Grant opportunities to CCAP-certified Type III centers and family homes as well as non-CCAP certified providers as they rebound from the impact of COVID-19.
- The Department has continued extended eligibility from 12 to 24 months providing continuity of care for families.

<i>CCAP Children Served in Quarter 2</i>		
April 2022	May 2022	June 2022
25,037	25,761	25,484



# Key Activities in Quarter 2

## Licensing

*The Department continued to support child care providers in a number of ways regarding health and safety requirements.*

The Department continued to:

- Absorb fees for initial applications for licensure, license renewals, and change requests
- Streamline change requests (e.g., age ranges, capacity increase) to allow quick turnaround
- Provide a BESE Waiver to allow 16 year-olds to be included in the child-to-staff ratio if the person works under the direct supervision of an adult staff member (expired 8/31/2022)



# Key Activities in Quarter 2

## Publicly-Funded Early Learning Sites

### Provider Type

	Type I	Type II	Type III	FCC	In-Home
<i>April 2022</i>	214	168	1091	306	13
<i>May 2022</i>	210	168	1098	318	13
<i>June 2022</i>	209	167	1104	314	13

### Star Ratings:

	0 Star	1 Star	2 Star	3 Star	4 Star	5 Star
<i>2022</i>	270	6	63	350	359	37

*\*This does not include new, unrated sites.*



**Quarter Three - 2022**





# ECCE Commission Task Force Goals 2022-2023

*In addition to reauthorizing the Early Childhood Care and Education Commission, 2022 legislation also requires the Commission to establish and appoint members to a Task Force.*

The Task Force is charged with the following:

- identifying and recommending alternative state and local funding strategies for quality early childhood care and education
- identifying and recommending strategies to address workforce compensation and benefits issues within the early childhood care and education field



# Key Activities in Quarter 3

## Early Childhood Care & Education Commission

### ECCE Commission Meeting Dates

September 14, 2022

November 1, 2022

January 19, 2023

### ECCE Task Force Meeting Dates

September 30, 2022

October 19, 2022

November 17, 2022

January 10, 2023



# Key Activities in Quarter 3

## Early Childhood Accountability System

*The Department and Community Network Lead Agencies continued to support local sites to implement the early childhood accountability system.*

From July through September, the LDOE ensured:

- [Local observation protocol guidance](#) was updated to include current recommendations related to COVID-19 health and safety criteria in light of easing pandemic restrictions.
- Community Network Lead Agencies and sites worked together to complete data certification and confirm accuracy of informational metrics.
- Preliminary Performance Profiles were released to Community Network Lead Agencies as well as Child Care Resource and Referral Agencies to support coaching and site improvement.
- Sites set up classrooms in the Teaching Strategies *GOLD*<sup>®</sup> system and updated [GOLD<sup>®</sup> Guidance](#), and [GOLD<sup>®</sup> FAQ](#) documents were shared.



# Key Activities in Quarter 3

## Early Childhood Community Networks

*The Department and Community Networks Lead Agencies continued to support enrollment and access to high-quality early childhood programs.*

The Department released the 2023-2024 Coordinated Enrollment Plan Template for community networks to begin planning for the upcoming enrollment period.

This quarter, Community Network Lead Agencies:

- submitted the Early Childhood Education Fund application
- updated and submitted the [2022-2023 Local Observation Protocol](#)
- scheduled Fall 2022 Local CLASS® Observations in the [CLASS® Portal](#)



# Key Activities in Quarter 3

## Ready Start Networks

*Community networks submitted bold, ambitious seat requests developed in partnership with program partners, district leadership, and community leaders.*

- Louisiana is continuing the B-3 Seats initiative for a third and final year in 2022-2023.
- During the 2022-2023 academic year, ARPA-CCDBG funding is being utilized to expand the B-3 Seat pilot beyond the previous years by more than 1,000 children.
- 32 Ready Start Networks are currently serving 3,109 children (as of September 2022 attendance) in high-quality centers.
- Volunteers of America is serving 36 of those children in Family Child Care in the Greater Baton Rouge area.



# Key Activities in Quarter 3

## Ready Start Networks

*Ready Start Networks continued to work to expand access to high-quality care and education at the local-level.*

The 27 Ready Start Networks participating in the Community Supply Building and Access Expansion grant continued to execute grant activities.

- Cohort One grantees entered the implementation stage of the grant and launched efforts focused on initiatives such as developing and implementing workforce incentives and training, working with licensed providers to expand site capacity and providing classroom support, and working with sites to improve access for special populations such as young children with disabilities and dual language learners.
- Cohort Two grantees began evaluating data obtained from their community access analysis with local advisory and coalition stakeholders to determine the strategies and goals associated with critical birth to three seat expansion in their respective communities.



# Key Activities in Quarter 3

## Supporting Teachers to be Successful

*The inaugural Powering Up Early Childhood Conference took place July 22-24 at the Morial Convention Center in New Orleans.*

The event sessions were targeted for child care providers, directors, early childhood teachers and staff, and families.

- Attendees had the opportunity to earn up to 12 Louisiana Pathways hours, attend free CPR certification sessions, and attend guest speaker events.
- Keynote speakers included the 2020 National Teacher of the Year, [Tabitha Rosproy](#), who is an Early Childhood teacher; [Louis Finney, Jr.](#), CEO/Executive Director of Smart Start of Forsythe County, Inc; and [Master Caleb Stewart](#), the world's youngest motivational speaker.



# Key Activities in Quarter 3

## Supporting Directors to Be Successful

*The LDOE Directors' Office Hours continue to provide new administrators and directors with a deeper understanding into Type III requirements of the Louisiana Department of Education.*

A total of 153 early childhood directors and administrators attended monthly Directors' Office Hours webinars.

Webinar topics included:

- Data certification and performance profiles
- Engaging parents, families, and communities
- An introduction to Louisiana Pathways
- The Child Care Software Management Initiative (CCMSi)



# Key Activities in Quarter 3

## Family Child Care (FCC) Providers

*The Department continues to support the quality improvement of Family Child Care (FCC) educators in their first year of participating in Academic Approval.*

Throughout Quarter 3, the implementation of Academic Approval in Family Child Care sites was reviewed for areas of strengthening and success, as FCCs experienced the approval requirements for the first time.

In conjunction with these efforts:

- Community Network Lead Agencies (CNLAs) began establishing relationships with and incorporating FCC sites that have opted into Academic Approval for the 2022-2023 academic year into their networks.
- The Family Child Care educator focus group continued to meet monthly. During Quarter 3, the focus was on FCCs' first round of formal observations with their CNLAs.



# Key Activities in Quarter 3

## Supporting Young Children with Disabilities (YCWD)

*The Department continued to expand support for young children with disabilities at both the state and local levels.*

Various professional development opportunities were provided across the state.

- In July, training was offered in partnership with Teaching Strategies for administrators from the Office of Special Education Programs (OSEP) that focused on OSEP reporting and Teaching Strategies GOLD.
- In August and September, the Young Children with Disabilities Community of Practice discussed the following topics:
  - The Early Childhood Transition Process
  - Learn the Signs, Act Early!
- In September, 75 participants across the state registered to attend upcoming Ages & Stages Questionnaires® (ASQ) Train the Trainer seminars to build capacity to train programs in the use of a diagnostic screening tool for children birth to age five.



# Key Activities in Quarter 3

## Child Care Assistance Program (CCAP)

*The Department continued to support CCAP families and providers in many ways in relation to the Child Care Assistance Program (CCAP).*

- The Department has continued extended eligibility from 12 to 24 months providing continuity of care for families.
- In-person support was given to providers at the Early Childhood conference in July as well as at the recent CCAL conference.
- Providers are being contacted via phone about tickets placed in the Provider Help Desk system.



# Key Activities in Quarter 3

## Child Care Assistance Program (CCAP)

- The Call Center Research Team is answering and addressing family inquiries about case status.
- CCAP copayments were covered for families from the beginning of the pandemic to September 1, 2022.

<i>CCAP Children Served in Quarter 3</i>		
July 2022	August 2022	September 2022
24,537	22,287	21,963



# Key Activities in Quarter 3

## Licensing

*As in Quarter 2, the Department continued to support child care providers by absorbing fees, streamlining change requests, and providing the BESE Waiver.*

The Department continued to:

- Absorb fees for initial applications for licensure, license renewals, change requests
- Streamline change requests (e.g., age ranges, capacity increase) to allow quick turnaround
- Provide a BESE Waiver to allow 16 year-olds to be included in the child-to-staff ratio if the person works under the direct supervision of an adult staff member (expires 06/2023)



# Key Activities in Quarter 3

## Publicly-Funded Early Learning Sites

### Provider Type

	Type I	Type II	Type III	FCC	In-Home
<i>July 2022</i>	208	168	1109	312	13
<i>August 2022</i>	208	168	1114	313	14
<i>September 2022</i>	207	169	1111	313	13

### Star Ratings:

	0 Star	1 Star	2 Star	3 Star	4 Star	5 Star
<b>2022</b>	270	6	63	350	359	37

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## Upcoming Meetings



# Early Childhood Care and Education Advisory Council Calendar of Meetings

## 2022 Meetings

November 16, 2022

## 2023 Meetings

February 15, 2023

May 17, 2023

July 19, 2023

September 20, 2023

November 15, 2023



# Adjournment

