

Early Childhood Care and Education Advisory Council



September 18, 2024 – 1:00 p.m.

Agenda

- I. Call to Order
- II. Roll Call
- III. Approval of the minutes of the meeting held July 17, 2024
- IV. Consideration of revisions to *Bulletin 137 - Louisiana Early Learning Center Licensing Regulations*
- V. Informational Report:
 - A. Early Childhood Language and Literacy
 - B. Upcoming Activities



I. Call to Order



II. Roll Call



III. Approval of the minutes of the meeting held July 17, 2024



Reminder of Council Charges

- Revised Statute 17:407.51
- The council shall provide input and guidance to BESE and LDOE on matters pertaining to the development and implementation of rules, regulations, bulletins, policies, or standards related to all early care and education programs, including:
 - Early Learning Centers,
 - Enrollment in Early Learning Centers,
 - The Cecil J. Picard LA 4 Early Childhood Program,
 - The Child Care and Development Fund Block Grant,
 - The Child Care Assistance Program,
 - Early Head Start, and Head Start.



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

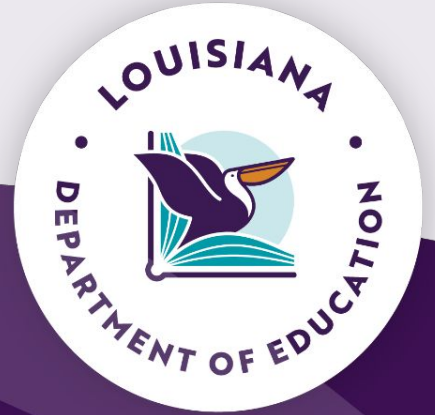


Proposed Policy Revisions

- Establishing that written policies, that explain the administration of stock medications allowed by Act 657 of the 2024 Regular Legislative Session, must be in place at early learning centers and shared with parents or guardians
- Updating and clarifying the types of CCCBC-based determinations of eligibility for child care purposes, to ensure single use of Criminal History Record Information (CHRI)
- Adding further provisions to help guarantee safe sleep procedures are in place at centers
- Establishing provisions for the administration of stock medication allowed by Act 657 of the 2024 Regular Legislative Session
- Adding child age information to transportation records



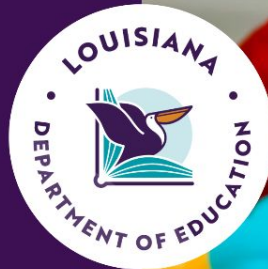
V. Informational Report: Early Childhood Language and Literacy



How will we measure success?

Key Performance Indicator

- Grow the percentage of early childhood sites rated “High Proficient” or “Excellent” by 5 percentage points.



Key Endeavors: Early Childhood Experiences

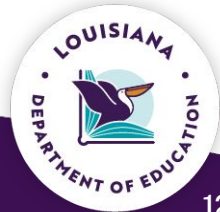
What work will we perform to reach our goals?

- Increase language development for children ages birth-4 at early childhood sites by providing targeted regional and statewide professional development opportunities.





The Importance of Early Childhood in Language and Literacy Development



The Importance of Early Childhood Education in Language and Literacy Development



Early childhood education plays a crucial role in the development of language and literacy.

Multiple studies show long-term associations between children's early language and emergent literacy skills and abilities and success in elementary school and beyond.

The Importance of Early Childhood Education in Language and Literacy Development

1. Oral language is the foundation for literacy development. It provides children with a sense of words and sentences that builds sensitivity to the sound system so that children can acquire phonological awareness and phonics.
2. Children's experiences with the world greatly influence their ability to comprehend what they read.
3. Learning to read starts long before first grade and has long-lasting effects.
4. Children's experiences with books and print greatly influence their ability to comprehend what they read.

Louisiana Language and Literacy Data

Recent data show the need for an increased focus on language and literacy development:

- 2023 end-of-year Teaching Strategies GOLD[®] checkpoint data indicate that only 17.6% of Community Networks have children who are meeting expectations for early language and literacy development.
- 2023 CLASS[®] data show that scores for the “Language Modeling” dimension falls within the “Approaching Proficient” range.
- 2022-2023 third grade literacy data show that only 43% of students were at the level of “Mastery” as measured by the Louisiana Educational Assessment Program (LEAP) assessment.

These outcomes illustrate the need for a specific focus on language and literacy development to ensure Louisiana’s youngest learners are ready for Kindergarten.



LDOE Early Childhood Language and Literacy Initiative



Early Childhood Language and Emergent Literacy Initiative

As part of efforts to help prepare all young children to be successful in Kindergarten and beyond, the LDOE is launching the “Early Language and Emergent Literacy Initiative,” focused on providing early language and emergent literacy professional development in B-5 classrooms.

This opportunity will be focused on increasing the knowledge and skills of ECE professionals, enabling them to provide high-quality interactions, experiences, and activities that facilitate young children’s language development and provide them with the foundational literacy skills necessary to be successful readers and writers.



Professional Learning Partnerships

As part of this initiative, the LDOE will partner with:

- Early childhood developmental experts, to support providers to develop professional learning modules with aligned in-class coaching and applied practice opportunities
- Child Care Resource & Referral and Community Network Lead Agencies to provide aligned on-site coaching and facilitate applied practice opportunities at publicly-funded early childhood sites
- Early childhood directors and teachers to participate in professional development opportunities and implement and evaluate language and literacy practices in child care sites throughout the state



Key Components

Key components of the LDOE Early Language and Literacy Initiative will be aligned with early childhood language and literacy research, appropriate practice, the Louisiana B-5 Early Learning and Development Standards, and the Science of Reading. These components will include:

- Oral language development
- Shared book reading
- Print awareness
- Phonological awareness
- Alphabet knowledge
- Emergent writing



Anticipated Outcomes

Anticipated outcomes of the Early Childhood Language and Literacy Initiative include an increase in age-appropriate, research-aligned early language and literacy experiences in early childhood classrooms within all early childhood site types as measured by the following:

- TS GOLD[®] Checkpoint Data
- Quality data as measured by CLASS[®]
- Assessments of ECE professional knowledge and skill development

V. Informational Report: Upcoming Activities



Health and Safety Trainers Next Steps

The LDOE is implementing steps to ensure that child care providers have the training to comply with *Bulletin 137* as the Louisiana Department of Health (LDH) concludes the Child Care Health Consultants (CCHC) program.

These trainers are now integrated into the LDOE's registry of approved trainers and identified as "Early Childhood Health and Safety Trainers" (ECHST).

- Each ECHST has received a certificate of approval from the LDOE Office of Early Childhood indicating the types of health and safety trainings they can provide to early childhood sites.

CCDF State Plan Next Steps

Date	Activity
July - September 2024	ACF-OCC provides feedback on proposed State Plan
October 1, 2024	2025-2027 CCDF State Plan becomes effective
October 2024 - September 2027	LDOE submits revisions to the CCDF State Plan as new policies are implemented

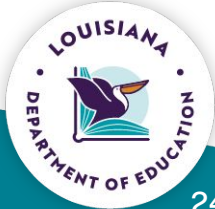
As part of the implementation of the new CCDF State Plan, the LDOE first proposes to make these changes to practice:

- Establishing a period of presumptive eligibility for redetermination applications
- Eliminating the requirement that child support be included in eligibility determinations
- Waiving co-payments for young children with disabilities

Early Childhood Care and Education Advisory Council

2024 Meetings
February 20, 2024
May 8, 2024
July 17, 2024
September 18, 2024
November 20, 2024

2025 Meetings
February 12, 2025
May 7, 2025
July 17, 2025
September 17, 2025
November 12, 2025



Adjournment

