

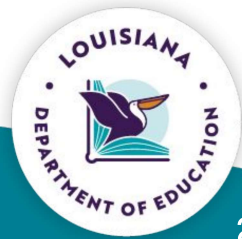
Early Childhood Care and Education Advisory Council



May 8, 2024

Agenda

- I. Call to Order
- II. Roll Call
- III. Approval of the minutes of the meeting held February 20, 2024
- IV. Consideration of the 2023 Early Childhood Care and Education Advisory Council Annual Report (January - December 2023)
- V. Consideration of the 2024 Early Childhood Care and Education Advisory Council Quarterly Report - Quarter 1 (January - March 2024)
- VI. Consideration of an update report regarding Louisiana's Child Care Development Fund State Plan timeline



I. Call to Order



II. Roll Call

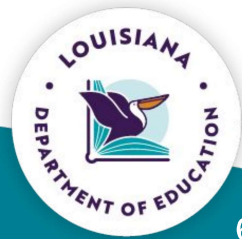


III. Approval of the minutes of the meeting held February 20, 2024



Reminder of Council Charges

- Revised Statute 17: 407.51
- The council shall provide input and guidance to the board and the department 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 the 2023 Early Childhood Care and Education Advisory Council Annual Report (January - December 2023)

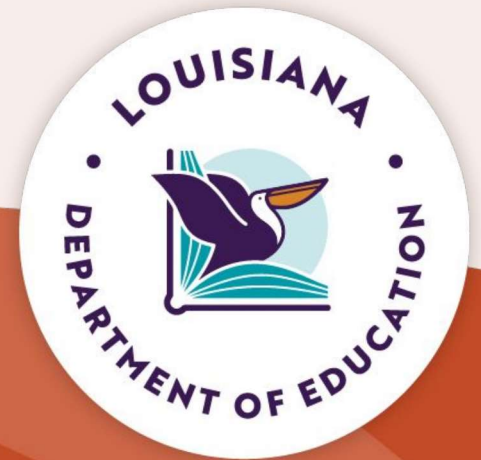


Overview of Annual Report

- I. Overview of Programs
- II. Access Data
- III. Early Care and Education Quality
- IV. Supporting Quality Improvement in Early Care and Education
- V. Evaluation of Early Care and Education Programs
- VI. The Early Care and Education Workforce
- VII. Additional Activities



Description of Publicly-Funded Early Care and Education Programs



Publicly-Funded Early Care and Education Programs

	CCAP (Voucher Seats)	CCAP B - 3 (Contracted Seats)	Head Start	LA 4	NSECD
Eligibility criteria	<p>Families that are</p> <ul style="list-style-type: none"> At or below 85% of State Median Income (SMI) Working, in school or in training 20 hours per week or more, actively seeking employment, or experiencing homelessness <p>Age: B-13 years-old or up to 18 if child with disabilities</p>	<p>Families that are</p> <ul style="list-style-type: none"> At or below 85% of the State Median Income (SMI) Working or in school 20 hours a week or more, or actively seeking work <p>Age: infants through 3-years-old as of September 30</p>	<p>Families that are</p> <ul style="list-style-type: none"> At or below 100% Federal Poverty Level (FPL) (30% up to 135% of the Federal Poverty Level and 10% over income) <p>Age for Head Start: 3 and 4-years-old</p> <p>Age for Early Head Start: infants and toddlers</p>	<p>Families that are at or below 200% of the Federal Poverty Level (FPL)</p> <p>Age: 4-years-old</p>	<p>Families that are at or below 200% of the Federal Poverty Level (FPL)</p> <p>Age: primarily 4-years-old; some (small number) 3-years-old potentially if the site also serves 4 year olds with NSECD</p>
Program requirements	Type III licensed child care centers, child care assistance-certified home- and school-based providers	Eligible providers are CCAP-certified, rated Proficient or higher, have all teachers with or pursuing the Early Childhood Ancillary Certificate, and must offer infant care	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
Hours/days	8-hour/day for full-time or 20-hour/week for part-time, full year	6-hour day (at minimum), 12 months	6-hour day, academic year	6-hour day, academic year	6-hour day, academic year



Publicly-Funded Early Care and Education Programs

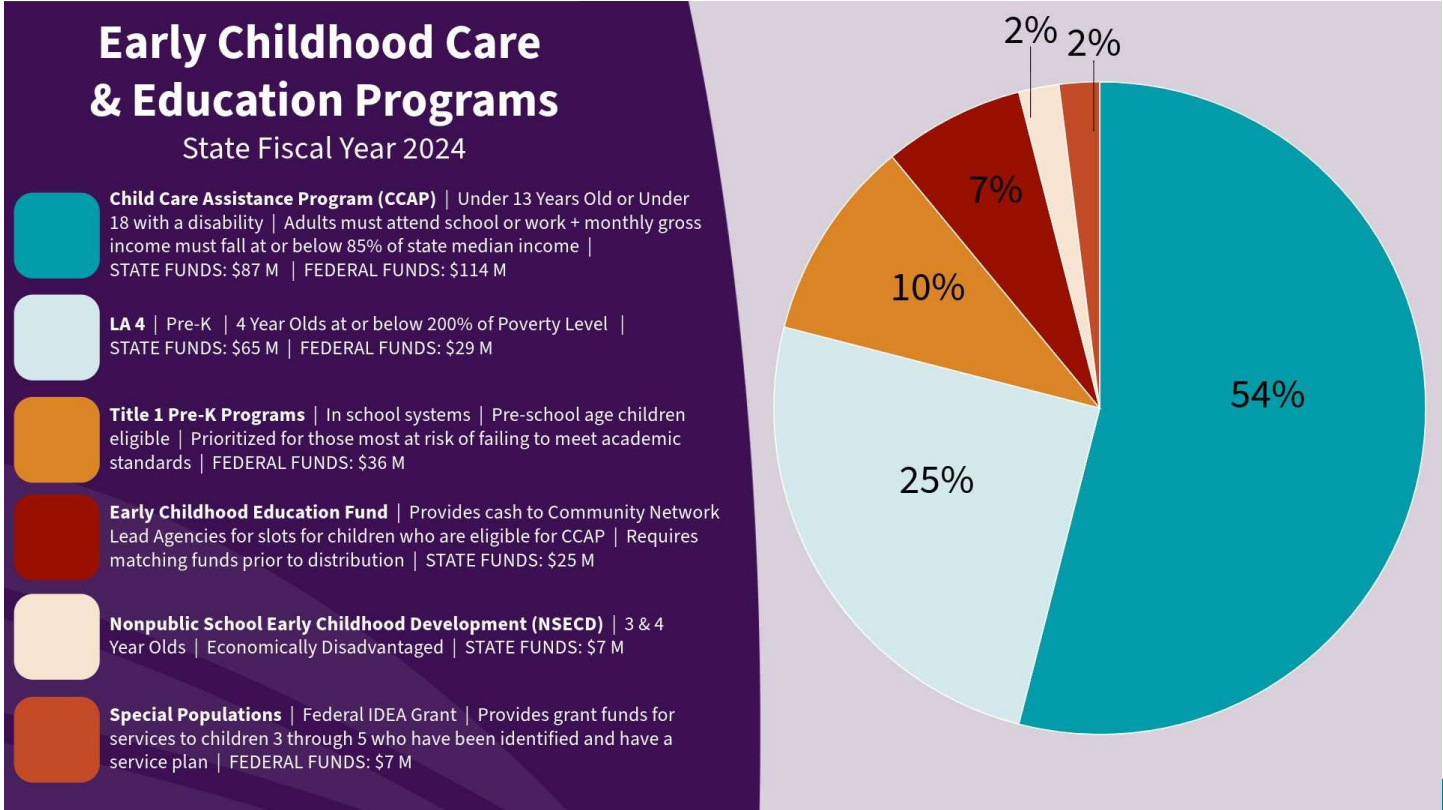
	CCAP (Voucher Seats)	CCAP B - 3 (Contracted Seats)	Head Start	LA 4	NSECD
Total funding and source	\$115,471,072 Source: Child Care and Development Fund (CCDF)	\$87,867,381 Source: State General Fund	\$191,536,860 Source: Federal Administration for Children and Families	\$29,909,874 Source: TANF \$65,423,819 Source: State General Fund	\$7,840,932 Source: State General Fund
Number of Slots (as of 10/2023)	<u>Enrolled and Funded:</u> CCAP 10/2023* Infants: 1,113 1 year olds: 2,347 2 year olds: 3,340 3 year olds: 3,411 4 year olds: 2,683 ≥ 5 year olds: 5,005 Total: 17,899 *A CCAP Waitlist began on 10/1/2022	<u>Enrolled:</u> B-3 year olds: 3,508 <u>Funded:</u> B-3 year olds: 6,798	<u>Enrolled:</u> Early Head Start: 2,608 Head Start: 10,263 <u>Funded:</u> Early Head Start: 2,146 Head Start: 17,079	<u>Enrolled:</u> 4 year olds: 16,386 <u>Funded:</u> 4 year olds: 17,084	<u>Enrolled:</u> 4 year olds: 1,306 <u>Funded:</u> 4 year olds: 1,405
Amount of Public Funding Per Child	Annual funding ¹ : Infant: \$17,952 1 and 2 year olds: \$11,088 ≥ 3 year olds: \$8,316 <i>Note: rates increased in 2/2022 for an average cost of \$12,500 per child</i>	Infants: \$18,940 1 and 2 year olds: \$11,700 3 year olds: \$10,670	Early Head Start: \$15,567 Head Start: \$9,107	\$5,580 per child ²	\$5,580 per child ²

¹ This reflects a full-time, annual per child rate as of October 2023 and does not include CCAP quarterly bonuses.

² This reflects per child allocation, not average expenditure



Publicly-Funded Early Care and Education Programs

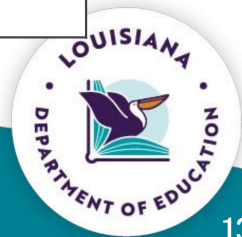


Publicly-Funded Early Care and Education Programs

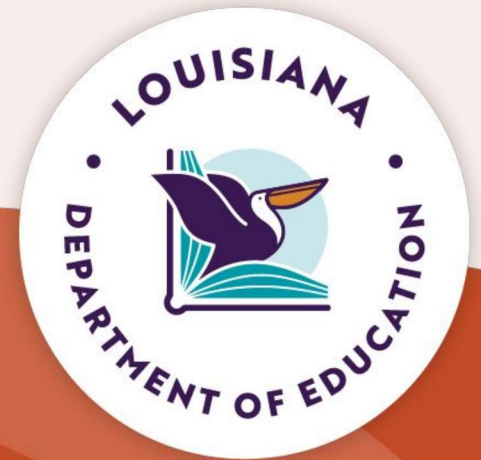
The number of Type III and CCAP-certified family child care providers has continued to increase as the Department has supported local networks in expansion efforts and as more providers have changed their site type, in order to enroll children through CCAP and access supports:

Number of Early Learning Sites by Type				
	March (Q1)	June (Q2)	September (Q3)	December (Q4)
Type I	208	207	204	203
Type II	167	164	166	164
Type III	1145	1159	1162	1189
CCAP-Certified Family Child Care (FCC)	263	246	252	282
FCCs in Academic Approval	114	81	101	111

Licensed Early Learning Centers and CCAP-certified Family Child Care Sites



Early Care and Education Access

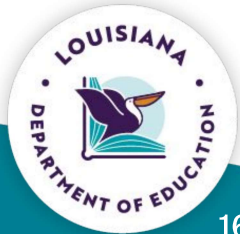
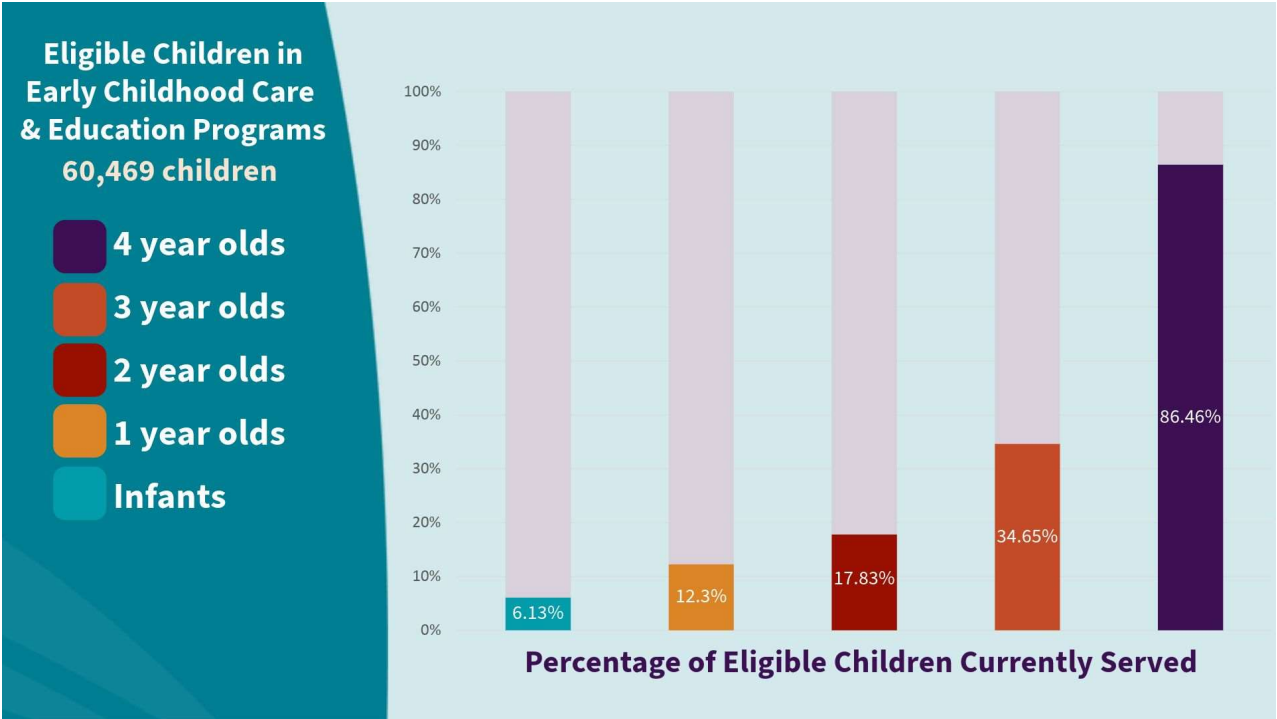


Early Care and Education Access

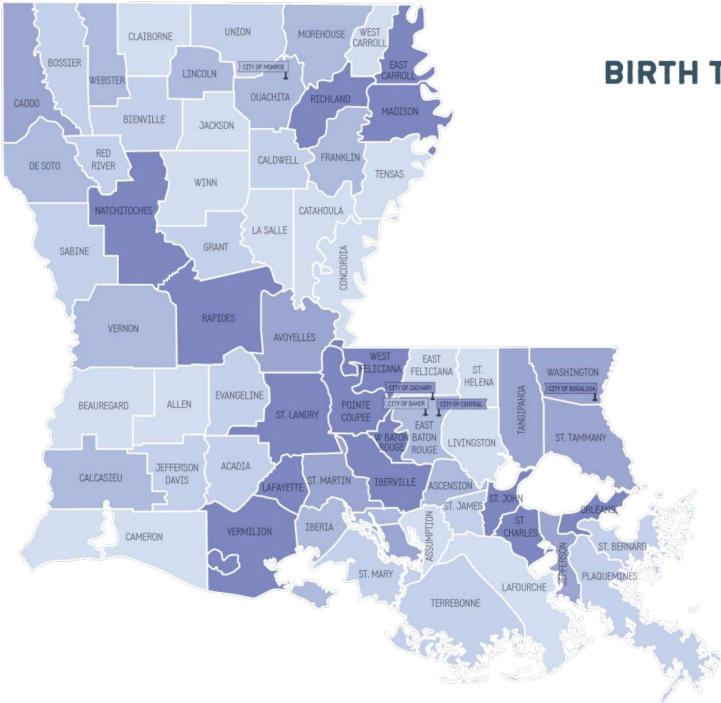
Access by Age & Funding Source - October 2023		Infants	Ones	Twos	Threes	Fours	Totals
Estimated Need	At-Risk Estimate (based on K Cohort, Oct. 2023)	38,415	38,415	38,415	38,415	38,415	192,075
Estimated Served	Child Care Assistance Program (Oct. 2023) ¹	1,113	2,347	3,340	3,411	2,683	12,894
	CCAP B-3 Seats (est. Oct. 2023 served)	525	875	1,118	990		3,508
	Early Head Start (est. Oct. 2023 served)	296	862	1,450			2,608
	Head Start (est. Oct. 2023 served)				6,611	3,652	10,263
	LA 4 (est. Oct. 2023 served)					16,386	16,386
	Title I (est. Oct. 2023 served)					4,065	4,065
	IDEA Preschool, Part B				264	790	1,054
	8(g) (est. Oct. 2023 served)					1,592	1,592
	NSECD (est. Oct. 2023 served)				349	957	1,306
	ECE Fund (est. Oct. 2023 served)	181	284	404	472	0	1,341
	Other Funding Sources (est. Oct. 2023 served)	243	369	539	1,214	3,087	5,452
	Total Served Estimate		2,358	4,737	6,851	13,311	33,212
Estimated Unserved	Gap Estimate	36,057	33,678	31,564	25,104	5,203	131,606

¹Reflects authorizations for infants through five-year-olds; does not include authorizations for other age groups or part-time authorizations.

Early Care and Education Access

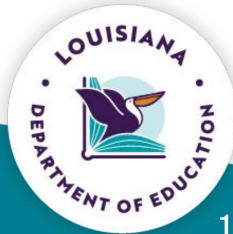


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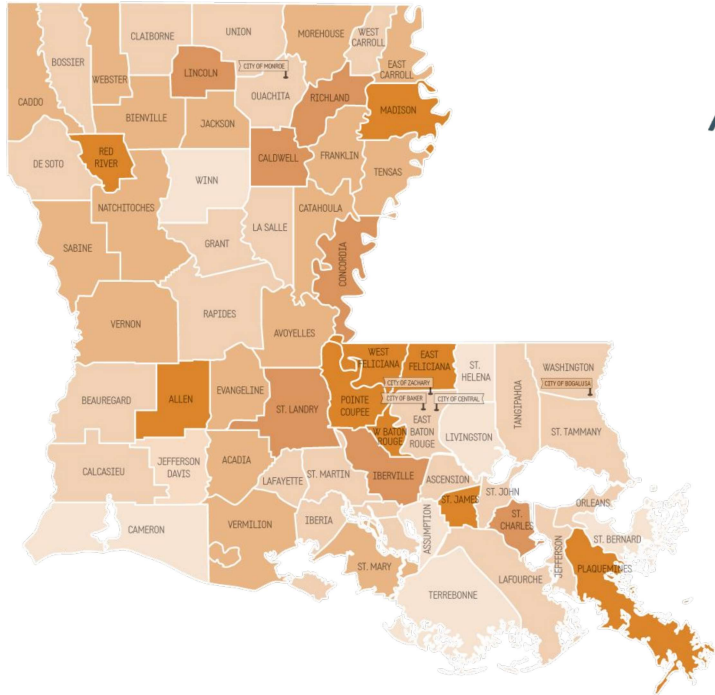


**BIRTH THROUGH TWO-YEAR-OLD ACCESS
ACROSS LOUISIANA**

- 0-5%
- 6-10%
- 11-15%
- 16-20%
- 21% OR MORE

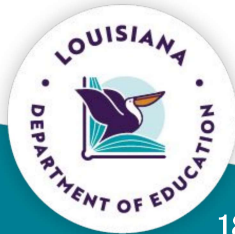


Early Care and Education Access

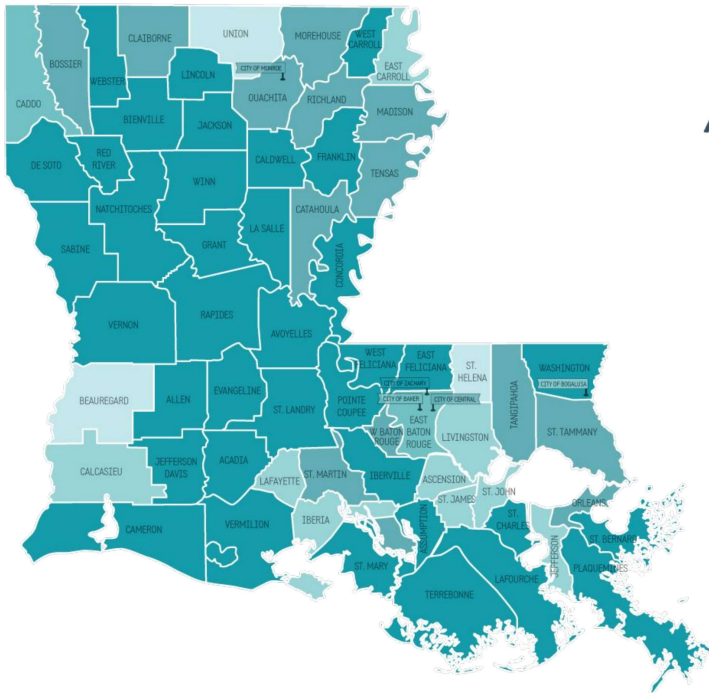


**THREE-YEAR-OLD
ACCESS ACROSS LOUISIANA**

- 0-20%
- 21-40%
- 41-60%
- 61-80%
- 81-100%

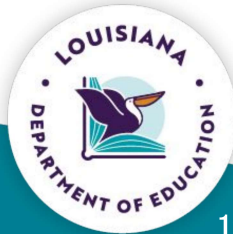


Early Care and Education Access



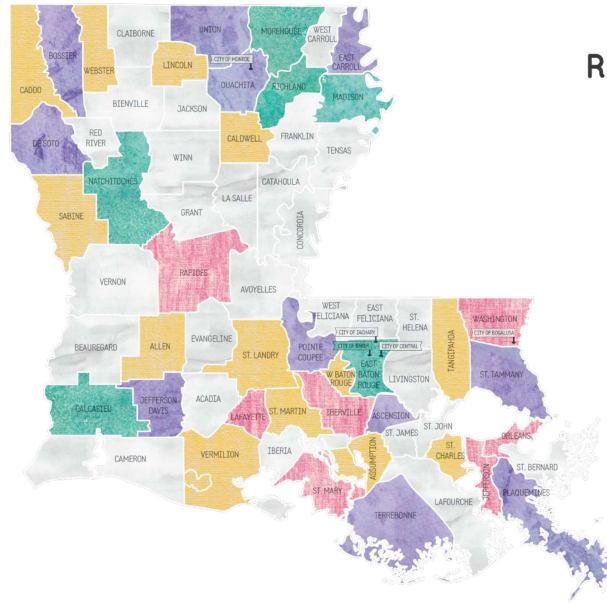
**FOUR-YEAR-OLD
ACCESS ACROSS LOUISIANA**

- 0-60%
- 61-70%
- 71-80%
- 81-90%
- 91-100%



Efforts to Expand Access

Ready Start Networks are committed to strengthening stakeholder partnerships with efforts to raise local funding and improve access to early childhood programs and services. In 2023 the Department developed plans to launch the "Get Ready Cohort 5," focused on promoting ECCE to rural areas with limited access.



READY START NETWORK

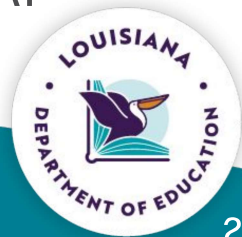
- COHORT 1
- COHORT 2
- COHORT 3
- COHORT 4

Family Child Care in Academic Approval

The Early Childhood Strategy Team is consistently working to expand access to high-quality child care through expanding the number of Family Child Care (FCCs) educators that have opted-into Academic Approval.

As of December 2023, there were 120 Family Child Care educators with Academic Approval.

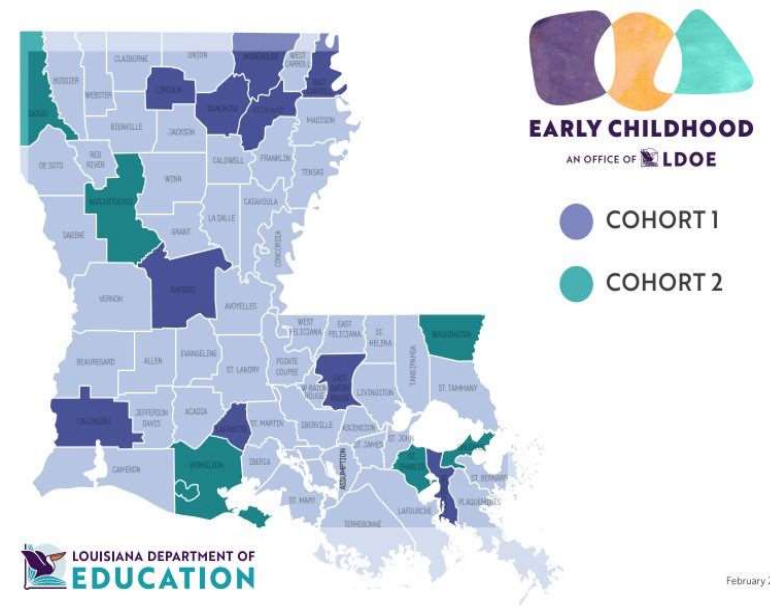
FCCs with Academic Approval participate in the Quality Rating System, earn Performance Profiles, are eligible for School Readiness Tax Credit, and are eligible for CCAP Bonus Payments. FCCs in Academic Approval are CCAP-certified and are eligible for CCAP B-3 Seats.



Early Childhood Guides

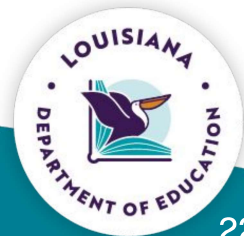
Early Childhood Guides continued the fourth year of their work in 2023-2024. Across the twelve communities with EC Guides, Guides made more than 700 inquiries to the LDOE to assist families with existing CCAP seats, conducted nearly 10,000 phone calls with families, made 452 visits to child care sites, and held more than 1,500 in-person meetings with families to assist them in selecting the high-quality child care of their choice.

EARLY CHILDHOOD GUIDES PARISHES



February 20, 2024

Early Care and Education Access

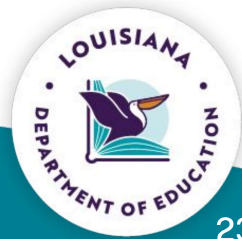


Early Care and Education Commission

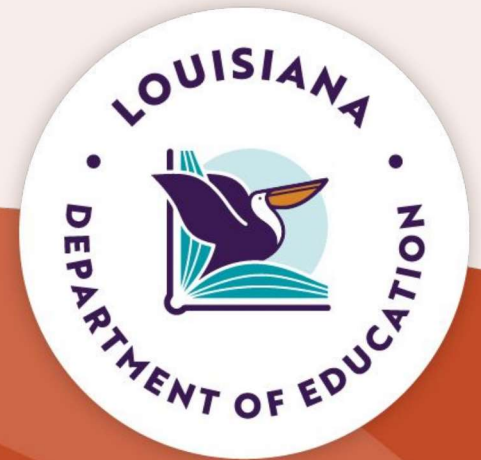
The Early Childhood Care and Education Commission convened throughout Fall 2022 and Spring 2023 to publish in February 2023 the newest Commission Report “[Funding Our Future with LA B to Three: Sustaining and Advancing a Thriving Early Care and Education Sector.](#)” The report resulted in three recommendations:

1. Invest \$200 million now and annually to replace expiring federal relief dollars and prevent more than 16,000 children from losing quality early care and education, which will compromise their parents’ ability to work and will hurt our economy.
2. Make an additional \$115M down payment to decrease the number of unserved children and working families in Louisiana.
3. Appropriate 10 percent of state excess funds from the 2022-2023 fiscal year to the Early Childhood Education Fund in 2023 to match and incentivize local investment.

The Louisiana Legislature awarded an unprecedented \$87.7M for B-3 seats in 2023.



Early Care and Education Quality



Measuring Early Childhood Quality

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

- 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.

CLASS® Score Range	Performance Rating
6.00 - 7.00	Excellent
5.25 - 5.99	High Proficient
4.50 - 5.24	Proficient
3.75 - 4.49	Approaching Proficient
3.00 - 3.74	Approaching Proficient
1.00 - 2.99	Unsatisfactory

2023 Star Ratings of Sites

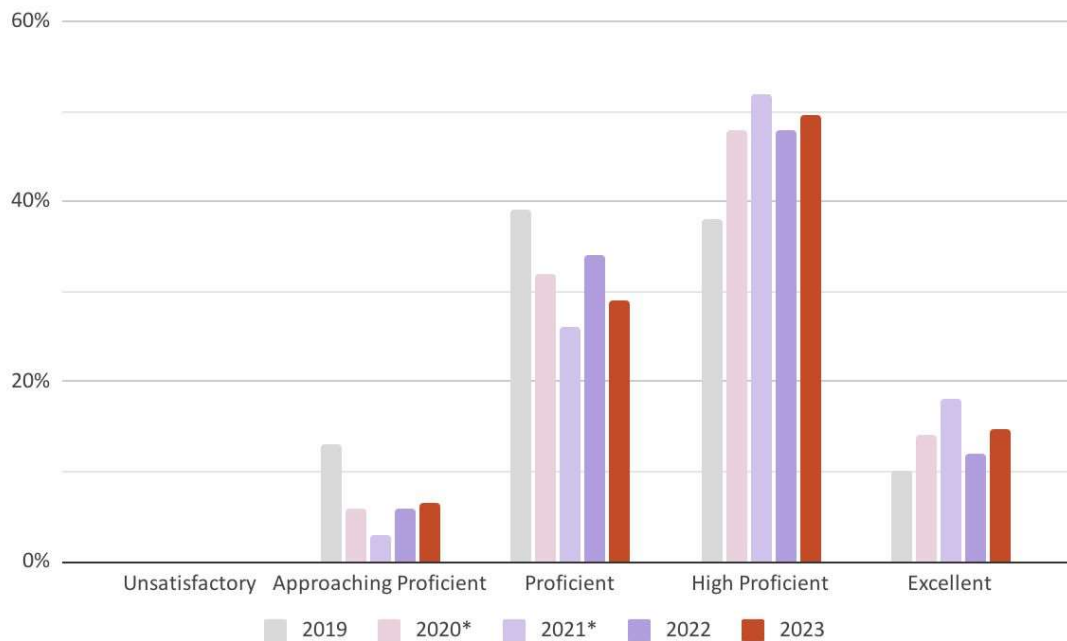
Tax credits and bonuses for child care sites are aligned to the quality rating system, to reward and incentivize performance and improvement. Sites rated 3 Stars or higher were eligible to receive four rounds of CCAP Bonus Payments during 2023.

CLASS® Score Range	Performance Rating	Star Rating for SRTC and Bonus Payments	2023 Star Ratings* (# and % of Type III ELCs)
6.00 - 7.00	Excellent	5 Stars	50 (6%)
5.25 - 5.99	High Proficient	4 Stars	407 (47%)
4.50 - 5.24	Proficient	3 Stars	342 (40%)
3.75 - 4.49	Approaching Proficient	2 Stars	56 (7%)
3.00 - 3.74	Approaching Proficient	1 Star	4 (<1%)
1.00 - 2.99	Unsatisfactory or Not Yet Rated	0 Stars	0 (0%)

**The 2023 Star Ratings are based on the 2021-2022 Performance Profile ratings; only Type III early learning centers received Star Ratings during this time period.*

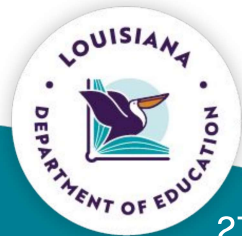


2022-2023 Performance Ratings

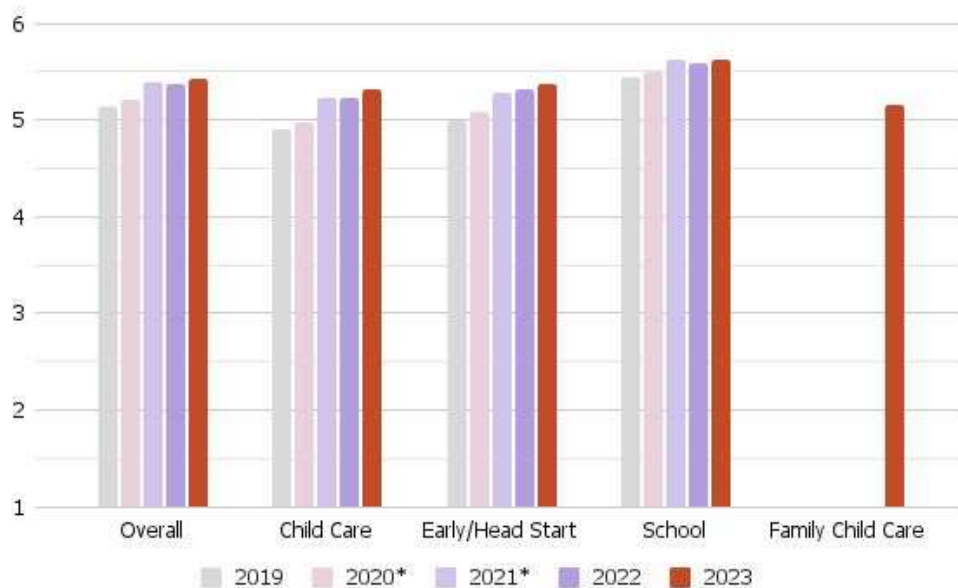


94% of sites were rated Proficient or higher in 2022-2023.

Since Performance Ratings were first issued in 2016-2017, the number of sites rated “Unsatisfactory” and “Approaching Proficient” has declined, with no sites rated as “Unsatisfactory” in 2022-2023, for the second year in a row.



Quality Rating by Program Type



The 2022-2023 data shows that all sites in Louisiana improved from the previous year, earning the highest scores since the beginning of accountability in 2016-2017.

**As a result of COVID-19, BESE provided flexibilities in the publication of Performance Profiles for the 2019-2020 and 2020-2021 academic years, providing the opportunity for sites to extend their Performance Score if their observation results did not increase.*



Enrollment by Quality Rating

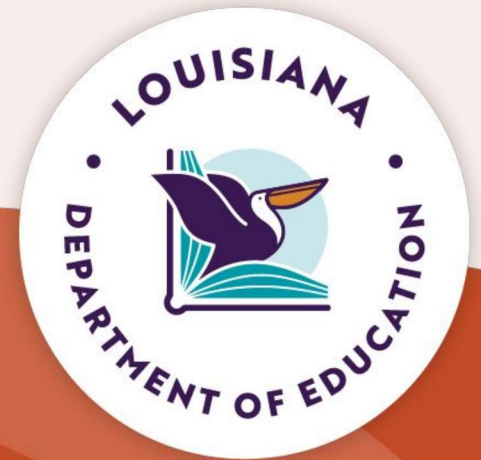
The overwhelming majority (95.6%) of children receiving public funding for early care and education were enrolled in sites rated as “Proficient” or higher in 2023.

CLASS® Score Range	2022-2023 Performance Rating	2024 Star Rating *	CCAP Children Ages B-5 Authorized in Oct. 2023	Estimated Children Ages B-5 Enrolled with Other Public Funding Sources Oct. 2023	Total Publicly-Funded Children Enrolled in Oct. 2023
6.00 - 7.00	Excellent	5 Stars	1,672 (11%)	6,584 (16%)	8,256 (15%)
5.25 - 5.99	High Proficient	4 Stars	6,947 (48%)	24,844 (59%)	31,791 (56%)
4.50 - 5.24	Proficient	3 Stars	4,688 (32%)	9,680 (23%)	14,368 (25%)
3.75 - 4.49	Approaching Proficient	2 Stars	834 (6%)	851 (2%)	1,685 (3%)
3.00 - 3.74	Approaching Proficient	1 Star	80 (1%)	82 (<1%)	162 (<1%)
1.00 - 2.99	Unsatisfactory	0 Stars	0 (0%)	0 (0%)	0 (0%)
N/A	Not Rated in 2022-2023	0 Stars	330 (2%)	326 (1%)	656 (1%)
<i>Total</i>			14,551	42,367	56,918

*2024 Star Ratings are based on the 2022-2023 Performance Profile ratings; only Type III early learning centers and FCCs with AA received Star Ratings during that time period.



Supporting Quality Improvement in Early Care and Education



Training and Support by Program Type

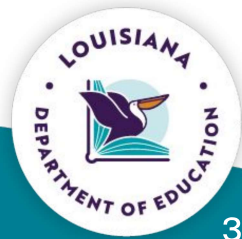
Type III Child Care Centers:

- Child Care Resource and Referral agencies provided coaching, training, and technical assistance (\$6.5M from CCDF)
- Mental Health Consultation program provided on-site classroom coaching and support for approximately six months per program (nearly \$2.4M from CCDF)

Early Childhood Ancillary Certificate (ECAC) Program

- 20 BESE-Approved ECAC programs offered coursework in 2023
- 1,706 candidates received scholarships to attend an Early Childhood Ancillary Certificate Program in 2023
- Total ECAC scholarships awarded in 2023 equaled \$2,698,678.80

Supporting Quality Improvement



Training and Support by Program Type

Head Start and Early Head Start:

- Head Start Training and Technical Assistance services assisted 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

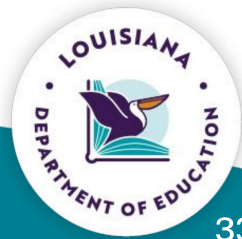
Child Care Resource and Referral Coaching and Training

\$6,520,610 of CCDF funding was used to fund Louisiana's Child Care Resource & Referral agencies, to provide the quality supports of coaching and training throughout the state in 2023.

During 2023, [Child Care Resource and Referral \(CCR&R\) agencies](#) supported Type III centers and Family Child Care educators participating in Academic Approval in a variety of ways:

- 16,773 hours of Coaching
- 4,461 hours of Technical Assistance
- 4,058 hours of Group Training
- All parishes received Early Learning Resource Center supports such as
 - Director meetings
 - Family resources
 - Child care referrals for families

Supporting Quality Improvement



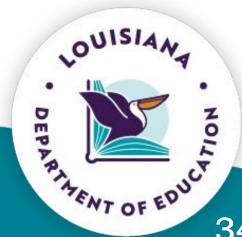
Mental Health Consultation

The TIKES program promotes the development of young children across several domains, including those that promote the development of executive function skills. \$2,346,355 of CCDF funding was used to fund this mental health consultation program, to support early childhood professionals in promoting the wellbeing of young children.

Consultants engage in the following activities:

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

Supporting Quality Improvement



Site Improvement Planning (SIP) Process

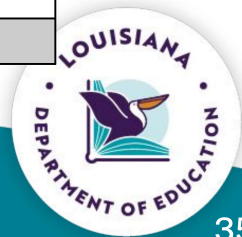
Early care and education sites that have CLASS[®] scores below 3.75 are required to participate in the Site Improvement Planning (SIP) Process.

LDOE Field Support Consultants worked with Child Care Resource and Referral (CCR&R) agencies to ensure that these low-performing sites developed a set of achievable goals and received resources, training, and coaching focused on improving teacher-child interactions. In addition, Mental Health Consultation training services were provided to sites with high negative climate scores to support classroom management practices.

The majority of sites that participated in the SIP process in the 2022-2023 academic year experienced an increase in their overall CLASS[®] scores:

Site Improvement Planning	# of Sites	Sites that Improved	Sites with 1.00+ Point(s) of Improvements
Sites that participated in 2021-2022	12	11 (92%)	5 (42%)
Sites that participated in 2022-2023	4	3 (75%)	2 (50%)

Supporting Quality Improvement



Teacher Leader Summit and Early Childhood Conference

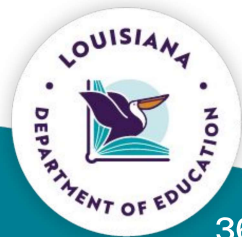
2023 Teacher Leader Summit

- The 2023 Summit included 37 Early Childhood sessions, with several being presented for multiple rotations.
- Early Childhood sessions included topics such as early language and literacy development, authentic assessment, instructional support, CLASS observations, data collection and analysis, engaging families, and promoting inclusion in early childhood.

2023 Early Childhood Conference

- The LDOE held the second Early Childhood Conference in 2023.
- The 2023 Early Childhood Conference included 54 Early Childhood sessions covering different topics with several being presented for multiple rotations.
- More than 1,900 early care and education teachers and other professionals attended the conference.
- Sessions included topics such as creating positive partnerships, building relationships with families, managing effective program operations, CCAP processes, developmental screening, pre-school inclusion, STEAM, Child Care Management Software (CCMS), licensing, and School Readiness Tax Credits (SRTC).

Supporting Quality Improvement



Louisiana Early Leaders Academy

Cohort 4 of the Louisiana Early Leaders Academy began in Fall 2022 and ended in April 2023. Twenty-one directors of Type III early learning centers participated in the fourth cohort of the Louisiana Early Leaders Academy (LELA).

- LELA is designed to strengthen leaders in the early childhood care and education field and provides early childhood directors with training and support focused on
 - increasing directors' capacity as instructional leaders
 - preparing children for success in kindergarten and beyond
 - creating positive work environments for teachers
- Over the course of the program, LELA participants also learned about managing systems changes, building strong teams, and improving program operations.

An additional twenty-one directors of Type III early learning centers participated in the fifth cohort of the Louisiana Early Leaders Academy (LELA), which began August 2023.

Supporting Quality Improvement



Comprehensive Literacy State Development Grant

The purpose of the Comprehensive Literacy State Development (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, Dual Language Learners, and Young Children with Disabilities.

- The state must ensure that 15% of the sub-granted funds serve children from birth through five.
- For the 2023-2024 academic year there was \$3 million in funding awarded across 66 LEAs, with the primary focus on funding Early Childhood literacy and language coaches, followed by literacy foundations training, high-quality instructional materials, and high-quality professional learning opportunities.
- CLSD funds were awarded to those systems who indicated the desire to have a literacy coach to support EC sites.

Supporting Quality Improvement



Believe! Grant

The following activities were supported through the final iteration of the Believe! Grant, which used ARPA CCDBG and Preschool Development Grant funding, to prepare and support teachers to lead classrooms and provide high-quality interactions that meet the developmental needs of all children every day:

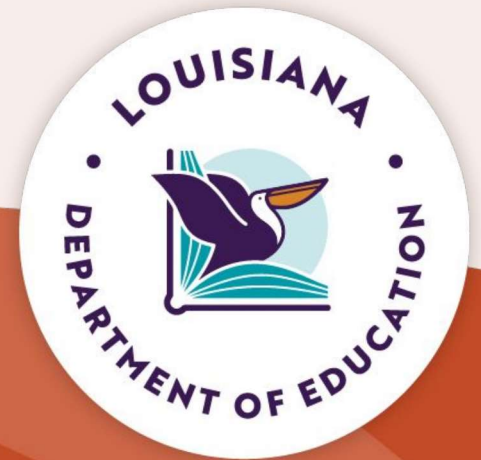
- Ensuring early childhood classrooms are equipped with high-quality (Tier I) curriculum and developmentally-appropriate learning resources and materials
- Providing early learning educators with professional development to support high-quality interactions and effective implementation of instructional tools
- Developing a plan to identify children in need of intervention through a universal developmental screening process
- Providing high-quality direct and related service support for young children with IEPs to increase inclusive opportunities within the least restrictive environment

Supports for Young Children with Disabilities

The Department prepared and supported networks to meet the developmental needs of young children through the Developmental Screening Initiative.

- The Developmental Screening Initiative focused on building capacity in the field to identify young children who are missing developmental milestones by providing a developmental screening [guidance document](#) and [guidebook](#) along with technical assistance.
- The Department collected screening information from community network lead agencies to determine which networks were screening young children and the steps that are taken regarding referral and evaluation.
 - The data collected indicated that 6,408 children ages birth to three and 30,802 children ages 3 through 5 were screened during the 2023 calendar year using a developmental screener such as the ASQ-3.

Evaluation of Early Care and Education Programs

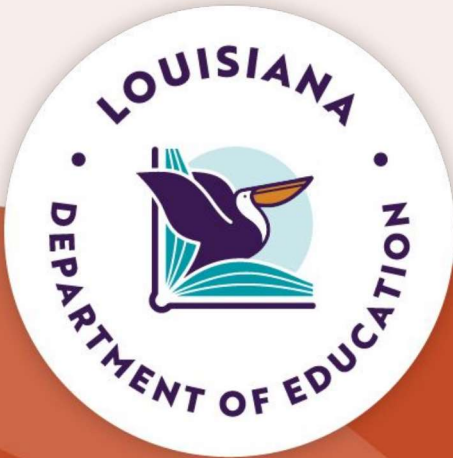


Early Childhood Accountability

2022-2023 represented the first year since 2019-2020 that there were no flexibilities within the Early Childhood Accountability system.

- Overall, nearly 14,000 CLASS® local observations took place in 7,150 classrooms at 1,800 sites. This is a nearly 20% increase from 2021-2022.
- Approximately 1,500 local CLASS® observers conducted observations in infant, toddler, and pre-K classrooms and provided valuable feedback to help teachers in all publicly-funded sites.
- 264 sites were rated Excellent and 493 sites received the B-3 Honor Roll designation.

The Early Care and Education Workforce



Demographics

Demographics of the early learning workforce (based on 14,557 active Pathways members):

- 14,485 (99.5%) are female
- 14,397 (98.9%) speak English as their primary language

Ethnicity

African American	Caucasian American	Hispanic American	Acadian American	Other Ethnicities
8,826 (58%)	5,159 (34%)	314 (2%)	162 (1%)	649 (4%)

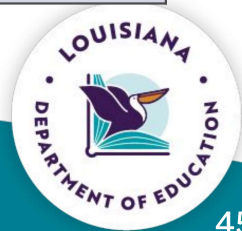
Education Level

High School Education or No Verified Degree	30 College Credits	CDA or Approved Career Diploma	Associate Degree	Bachelor Degree or Higher
8,165 (54%)	282 (2%)	3,081 (20%)	1,528 (10%)	2,721 (18%)

Louisiana Pathways

Child Care Teacher Participation in LA Pathways Career Development System (2023)	
Early Learning Center Staff	5,896
Early Learning Center Assistant Teacher	1,465
Early Learning Center Teacher I (<i>CDA credential/EC diploma</i>)	518
Early Learning Center Teacher II (<i>EC Ancillary Certificate or work towards associate</i>)	1,000
Early Learning Center Teacher III (<i>EC Ancillary Certificate + 1 year prior SRTC or college degree in early childhood</i>)	1,201
Early Learning Center Teacher IV (<i>EC Ancillary Certificate + 2 years prior SRTC or college degree with specialized infant/toddler training</i>)	2,602
Early Learning Center Master Teacher (<i>graduate degree</i>)	178
Total	12,860
A full description of the 2023 Teacher Track for the Career Development System can be found here .	

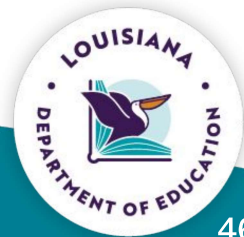
The Early Care and Education Workforce



Louisiana Pathways

<u>Family Child Care Track (2023)</u>	
Family Child Care Staff I	46
Family Child Care Teacher I	21
Family Child Care Teacher II	23
Family Child Care Teacher III	11
Family Child Care Teacher IV	1
Family Child Care Master Teacher	1
Total	103

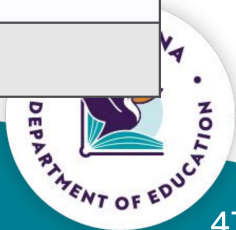
<u>Administrator Track (2023)</u>	
Director	564
Director I	164
Director II	183
Director III	554
Director IV	129
Total	1,594



Louisiana Pathways

Pathways Career Ladder Level	Qualifying Individuals (2022)	Qualifying Individuals (2023)	Tax Credit Amount (2023)
Teacher I	473	544	\$2,046
Teacher II	1,051	1,044	\$2,727
Teacher III	1,306	1,201	\$3,410
Teacher IV	2,906	2,578	\$4,090
Child Care Master Teacher	190	178	\$4,090
Director I	178	164	\$2,046
Director II	137	183	\$2,727
Director III	492	551	\$3,410
Director IV	107	129	\$4,090

The Early Care and Education Workforce



The Early Childhood Ancillary Certificate

Louisiana's child care teachers continue to pursue their [Early Childhood Ancillary Certificate \(ECAC\)](#) credentials, to comply with the 2019 policy requirement. In 2023, through the 28 teacher preparation programs approved by BESE to offer ECAC programs,

- 559 individuals earned their initial ECAC in 2023.
- 393 of individuals who earned a BESE-approved CDA were leveled to Teacher II with Pathways, which resulted in a School Readiness Tax Credit amount of \$2,727.

The Workforce Planning Grant Group Data

The local-level analyses conducted through the five Ready Start Network Workforce Planning Grantees determined that the field of early childhood education needs to be strengthened by certifications and advancements, including but not limited to state certifications or degrees related to early childhood education.

For instance, based on workforce demographics, the credentialing data obtained included the following information:

- Of the 73 directors interviewed, only 51% have obtained their CDA credentials, with only 10% obtaining a two-year degree or higher.
- Of the 235 teachers interviewed, only 37% have obtained their CDA credentials, with only 7% obtaining a two-year degree or higher.

The Workforce Planning Grant Group Data

Furthermore, the analysis of the 235 teacher responses indicated that the current age of the ECCE workforce, which should be considered in workforce planning:

- 34% of teachers were between the ages of 16 to 24
- 25% of teachers were between the ages of 25 to 34
- 40% of teachers were between the ages of 35 to 44

In an effort to improve accessibility, the study group chose to further investigate registered apprenticeships and offering CDA courses to high school students.

The approach aligns with field-based research, that demonstrates that assisting ECCE early educators to acquire credentialing as they work is an effective means of improving credentialing success and enhancing career prospects.

Teacher Supplemental Pay Pilot

The LDOE partnered with the Kathleen Blanco Public Policy Center at the University of Louisiana at Lafayette to design a supplemental grant program to provide additional support for teacher pay while simultaneously developing an evidence base to inform long-term solutions to address teacher pay and retention.

Currently, there are 576 participating centers and 2,228 participating educators across both the control and treatment groups.

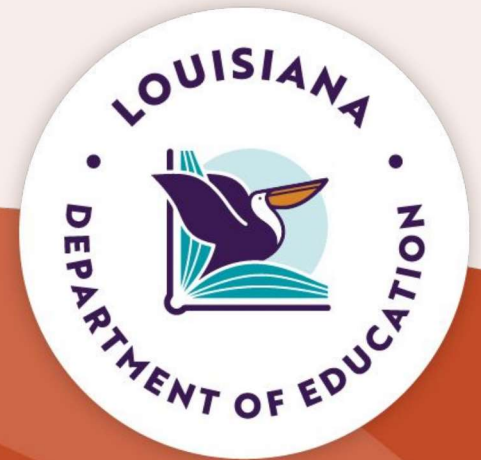
The pilot launched in September 2022, continued in 2023, and will conclude in 2024.

Teacher Supplemental Pay Pilot

Some initial findings from the ULL Blanco Center include:

- Teachers who left their center have a lower hourly pay than teachers who stayed.
- The teacher turnover rate is consistently higher in the control group than in the treatment group, except during Q2 2023, where rates are similar.

Additional Activities



Additional Activities



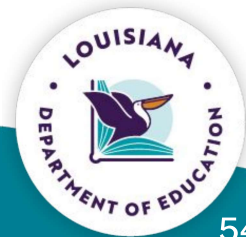
**American Rescue
Plan Act Funding**



**Family Engagement and
Leadership Planning**



**Healthy Navigators for
Louisiana**



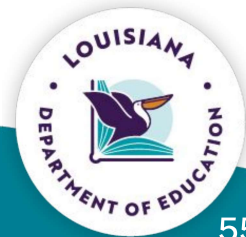
Additional Activities



Workforce Planning Groups



**Data Modernizations of
Early Childhood Systems**



V. Consideration of the 2024 Early Childhood Care and Education Advisory Council Quarterly Report - Quarter 1 (January - March 2024)



Publicly-Funded Early Learning Sites

Site Type:					
Month	Type I	Type II	Type III	FCC	In-Home
January 2024	202	164	1194	242	3
February 2024	200	166	1194	242	3
March 2024	200	166	1200	249	2

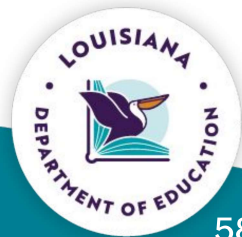
Star Rating:						
	0 Stars	1 Star	2 Star	3 Star	4 Star	5 Star
2023	0	4	56	342	407	50
2024	1	10	82	380	512	105



Child Care Assistance Program (CCAP)

- The Department worked to finalize contacting families certified to the Waitlist from October 1, 2022-June 30, 2023.
- As Waitlist Verification Forms have been returned, those eligible families have been certified for services.
- As slots become available, additional eligible applicants from July 1, 2023, and on will be removed from the Waitlist, based on the date of the application.

CCAP Children Served in Quarter 1	
January 2024	18,234
February 2024	18,067
March 2024	18,109



Child Care Assistance Program (CCAP)

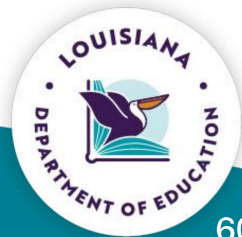
The Department has continued to mail CCAP Waitlist Verification Forms to families determined eligible for CCAP.

- Families certified to the Waitlist from October 1, 2022 - June 30, 2023, were mailed a Waitlist Verification Form.
- Families were instructed to review the form and note changes, if any, since submitting their original application. Changes may include income, provider choice, or Education and Training (E&T) hours.

CCAP Cases Removed from the Waitlist in Quarter 1	
Families Certified for Services	127
Children Certified for Services	166

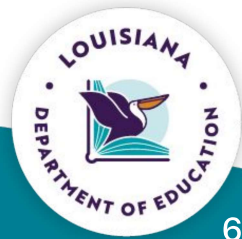
CCAP B-3 Program

- **Number of Participating Children:** As of March 2024, 38 networks enrolled 5,334 children.
 - Of those, 1,294 were infants, 1,335 one year olds, 1,464 two year olds, and 1,241 three year olds.
- **Codification of the CCAP B-3 Program:** At the February 2024 BESE Meeting, LDOE brought forth revisions to Bulletin 139. These revisions will codify the CCAP B-3 Program as part of the LDOE's efforts to ensure the continuation of the program in future years.



CCAP B-3 Program Next Steps

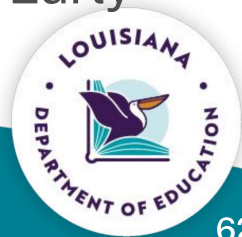
- **Funding of CCAP B-3 Program:**
 - **State General Funds:** The CCAP B-3 Seats is currently funded via State General Funds. Therefore, the program is currently structured to align with timelines associated with the State Fiscal Year
- **April 30, 2024 Deadline:** As part of these efforts, the Department developed initial guidance for networks, sent out on April 12, 2024, outlining the next steps that must be implemented to ensure that all Networks have the correct amount of funding to offer care for enrolled children through June 30, 2024. In addition, LDOE held a webinar with all networks on April 30, related to this guidance.



Early Childhood Education Fund

In 2023-2024, seven Ready Start Network Lead Agencies are participating in the Early Childhood Education Fund.

- At peak enrollment in March 2024, the participating networks had 1,989 children enrolled.
 - Of the 1,989 children enrolled, there were 289 infants, 429 one-year-olds, 591 two-year-olds, and 680 three-year-olds.
- The participating networks are Ascension Parish, Bossier Parish (Northwestern State University), Caddo Parish, Jefferson Parish, Orleans Parish (Agenda for Children), Pointe Coupee Parish (Pointe Coupee Early Childhood Coalition), and Sabine Parish.



Early Childhood Education Fund

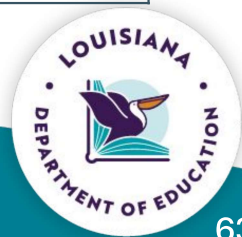
The Department accepted applications for anticipated funding to be matched for the 2024-2025 fiscal year. 13 networks raised qualifying funds. These allocations will be brought to June 2024 BESE in Quarter 2, and enrollment for these seats will begin July 1, 2024.

Networks New to ECE Fund	Anticipated Funding Amount
Assumption	\$12,100
East Baton Rouge	\$154,885
Grant	\$132,000
Natchitoches	\$639,000
Rapides	\$2,380,000
Tangipahoa	\$1,020
Webster	\$2,750

Networks Continuing to Participate in ECE Fund	Anticipated Funding Amount
Ascension	\$900,000
Bossier	\$70,289
Caddo	\$2,000,000
Jefferson	\$340,000
Orleans	\$23,674,959
Pointe Coupee	\$4,694

Total Matching Funds Raised for 2024-2025 is **\$30,312,097**

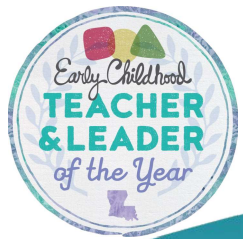
Early Childhood Education Fund



Early Childhood Teacher of the Year Award

The LDOE [announced](#) the top 5 Early Childhood Teacher of the Year Finalists:

Teacher Finalist	Parish	Site Name
Julie Cook	East Baton Rouge	Greater Bridge Academy
Montrellani Gordon	East Baton Rouge	Young Scholars Academy
Tasha Jones	Franklin	Franklin Parish Head Start
Yashica Murphy	West Baton Rouge	Port Allen Elementary Head Start
Nicole Williams	Jefferson	Carousel Preschool



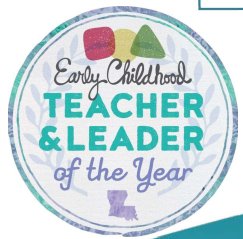
Early Childhood Teacher and Leader of the Year Award



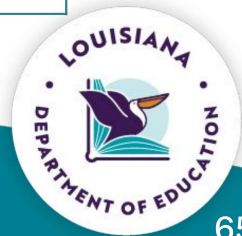
Early Childhood Leader of the Year Award

The LDOE [announced](#) the top 5 Early Childhood Leader of the Year Finalists:

Leader Finalist	Parish	Site Name
Ashley Beal	East Baton Rouge	Young Scholars Academy
Ava Hingle	Plaquemines	Kate & Allie's Child Care
Tiffany Comeaux	Vermillion	United Way of Acadiana Abbeville Early Learning Center
Michelle Queen	Rapides	Bright Beginnings
Rockeisha Walker	Iberville	Bright Star



Early Childhood Teacher and Leader of the Year Award



VI. Consideration of an update of Louisiana's Child Care Development Fund State Plan timeline



Background on the CCDF State Plan

What is a CCDF State Plan?

- A standard document that a state uses to demonstrate how the state Lead Agency complies with all the federal regulations of CCDF
- Every state or territory is currently completing a State Plan, which must be submitted to the Office of Child Care by July 1, 2024

What time period does the State Plan cover?

- The document will include the state's plan for child care for the next 3 years (10/1/24-9/30/27).
- The document does **not** lock the state in as revisions can be made at any time and states often make revisions as circumstances or policies change.



Areas Covered in the CCDF State Plan

The sections below are broken down in the State Plan:

1. CCDF Program Administration
2. Child and Family Eligibility and Enrollment and Continuity of Care
3. Child Care Affordability
4. Parental Choice, Equal Access, Payment Rates, and Payment Practices
5. Health and Safety of Child Care Settings
6. Support for a Skilled, Qualified, and Compensated Child Care Workforce
7. Quality Improvement Activities
8. Lead Agency Coordination and Partnerships to Support Service Delivery
9. Family Outreach and Consumer Education
10. Program Integrity and Accountability



Next Steps

Anticipated Date	Activity
May 2024	Draft of State Plan becomes public, comment portal opens, and consultation continues
May 31, 2024	Draft State Plan presented during public meeting
June 2024	State Plan will be submitted to the federal level for review
July - September 2024	ACF-OCC provides feedback on proposed State Plan
October 1, 2024	2025-2027 CCDF State Plan becomes effective

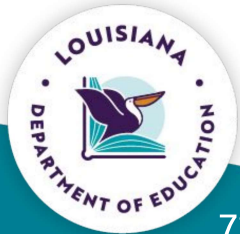


Upcoming Activities



Early Childhood Care and Education Advisory Council

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



Adjournment

