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Quality Progress Report (QPR)
For
Louisiana
FFY 2023

QPR Status: Accepted as of 2024-06-03 18:11:11 GMT

The Quality Progress Report (QPR) collects information from states and territories (hereafter referred to as lead agencies) to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services.

For purposes of simplicity and clarity, the specific provisions of applicable laws printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The lead agency acknowledges its responsibility to adhere to the applicable laws regardless of these modifications.

The contents of this document do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

QUALITY PROGRESS REPORT

The Quality Progress Report (QPR) collects information from lead agencies to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services. Lead agencies are also required to report on their Child Care and Development Fund (CCDF) quality improvement investments through the CCDF Plan, which collects information on the proposed quality activities for a three-year period; and through the ACF-696, which collects quarterly expenditure data on quality activities.

The annual data provided by the QPR will be used to describe how lead agencies are spending a significant investment per year to key stakeholders, including Congress, federal, state and territory administrators, providers, parents, and the public.

Specifically, this report will be used to:

- Ensure accountability and transparency for the use of CCDF quality funds, including a set-aside for quality infant and toddler care and activities funded by American Rescue Plan (ARP) Act
- Track progress toward meeting state- and territory-set indicators and benchmarks for improvement of child care quality based on goals and activities described in CCDF Plans; and
- Understand efforts in progress towards all child care settings meeting the developmental needs of children
- Inform federal technical assistance efforts and decisions regarding strategic use of quality funds.

What Period Must Be Included: All sections of this report cover the federal fiscal year activities (October 1, 2022, through September 30, 2023), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

What Data Should Lead Agencies Use: Lead agencies may use data collected by other government and nongovernment agencies (e.g., CCR&R agencies or other TA providers) in addition to their own data as appropriate. We recognize that lead agencies may not have all of the data requested initially but expect progress towards increased data capacity. The scope of this report covers quality improvement activities funded at least in part by CCDF in support of CCDF activities. Lead agencies must describe their progress in meeting their stated goals for improving the quality of child care as reported in their FFY 2022-2024 CCDF Plan.

How is the QPR Organized?

The first section of the QPR gathers basic data on the population of providers in the state or territory and goals for quality improvement and glossary of relevant terms. The rest of the report is organized according to the ten authorized uses of quality funds specified in the CCDBG Act of 2014:

- 1) Support the training and professional development of the child care workforce
- 2) Improve the development or implementation of early learning and development guidelines
- 3) Develop, implement, or enhance a quality rating improvement system for child care providers
- 4) Improve the supply and quality of child care for infants and toddlers
- 5) Establish or expand a lead agency wide system of child care resource and referral services
- 6) Support compliance with lead agency requirements for licensing, inspection, monitoring, training, and health and safety
- 7) Evaluate the quality of child care programs in the state or territory, including how programs positively impact children
- 8) Support providers in the voluntary pursuit of accreditation
- 9) Support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
- 10) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

The Office of Child Care (OCC) recognizes that quality funds may have been used to address the coronavirus 2019 (COVID-19) pandemic. These activities should be reflected in the relevant sections of the QPR.

Reporting Activities Related to ARP Act Child Care Stabilization Grants

The ARP Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Please refer to the information memorandum [ARP Act Child Care Stabilization Grants](#) (CCDF-ACF-IM-2021-02) for further guidance on the child care stabilization grants made available through the ARP Act.

While the OCC has established a new data collection form, the ACF-901 – American Rescue Plan (ARP) Stabilization Grants Provider-Level Data, as the primary data collection mechanism for reporting related to ARP stabilization grants, Section 13 of the QPR asks about activities related to stabilization grants made possible through ARP funding. The OCC will inform lead agencies if the data reported through the ACF-901 is complete enough to warrant skipping Section 13 of the QPR. The following information is requested in Section 13:

- If the lead agency ran more than one grant program;
- How stabilization grants were used to support workforce compensation; and
- Methods to eliminate fraud, waste, and abuse when providing stabilization grants

Section 13 should be used to report on ARP Stabilization Grants ONLY. Other child care sustainability or stabilization grant programs established or ongoing using other funding mechanisms (i.e., CCDF or other supplemental funding e.g., CARES, CRRSA, ARP Supplemental Discretionary Funds) should be reported in Section 11.

When is the QPR Due to ACF?

The QPR will be due to the Administration for Children and Families (ACF) by the designated lead agency no later than December 31, 2023.

Glossary of Terms

The following terms are used throughout the QPR. These definitions can also be found in section 98.2 in the CCDBG Act of 2014. For any term not defined, please use the lead agency definition of terms to complete the QPR.

Center-based child care provider means a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless in care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "child care centers" and "center-based programs."

Director means a person who has primary responsibility for the daily operations and management for a child care provider, which may include a family child care provider, and which may serve children from birth to kindergarten entry and children in school-age child care.

Family child care provider means one or more individuals who provide child care services for fewer than 24 hours per day per child in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "family child care homes."

In-home child care provider means an individual who provides child care services in the child's own home.

License-exempt means facilities that are not required to meet the definition of a facility required to meet the CCDF section 98.2 definition of “licensing or regulatory requirements.” Associated terms include “legally exempt” and “legally operating without regulation.”

Licensed means a facility required by the state to meet the CCDF section 98.2 definition of “licensing or regulatory requirements,” which explains that the facility meets “requirements necessary for a provider to legally provide child care services in a state of locality, including registration requirements established under state, local or tribal law.”

Programs refer generically to all activities under the CCDF, including child care services and other activities pursuant to §98.50 as well as quality activities pursuant to §98.43.

Provider means the entity providing child care services.

Staffed family child care (FCC) networks are programs with paid staff that offer a menu of ongoing services and resources to affiliated FCC educators. Network services may include individual supports (for example, visits to child care homes, coaching, consultation, warmlines, substitute pools, shared services, licensing TA, mental health services) and group supports (for example, training workshops, facilitated peer support groups).

Teacher means a lead teacher, teacher, teacher assistant or teacher aide who is employed by a child care provider for compensation on a regular basis, or a family child care provider, and whose responsibilities and activities are to organize, guide and implement activities in a group or individual basis, or to assist a teacher or lead teacher in such activities, to further the cognitive, social, emotional, and physical development of children from birth to kindergarten entry and children in school-age child care.

1) Overview

To gain an understanding of the availability of child care in the state or territory, please provide the following information on the total number of child care providers.

1.1 State or Territory Child Care Provider Population

1.1.1 Total Number of Licensed Providers:

Enter the total number of licensed child care providers that operated in the state or territory as of September 30, 2023. These counts should include all licensed child care providers, not just those serving children receiving CCDF subsidies.

Licensed center-based programs **1532**

Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 921 licensed center-based programs receiving CCDF funding. Please report the number of ALL licensed center-based programs operating in the state here, regardless of receipt of CCDF funding.

Licensed family child care homes

Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 0 licensed family child care homes receiving CCDF funding. Please report the number of ALL licensed family child care homes operating in the state here, regardless of receipt of CCDF funding.

2) Supporting the training and professional development of the child care workforce

Goal: *Ensure the lead agency's professional development systems or framework provides initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development.*

2.1 Lead Agency Progression of Professional Development

2.1.1 Professional Development Registry:

Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2022, to September 30, 2023?

Yes. If yes, describe: **The LDOE contracts with Northwestern State University (NSU) to implement the Louisiana Pathways Early Learning Career Development System (Pathways), the workforce registry for early childhood professionals in Louisiana. This registry collects and records information submitted by early childhood directors, teachers, and other early childhood professionals for the purposes of leveling these individuals in the Career Development System. Information collected includes demographics, level of education, certifications, training records, and years of experience in the field of early childhood care and education.**

In addition to serving as a workforce registry, Pathways also processes LDOE scholarships for early childhood professionals who are working to attain additional levels of education or certification within the field of early care and education, including scholarships for college tuition and scholarships for Louisiana's Early Childhood Ancillary Certificate (ECAC) programs. These programs provide ECCE teachers with the training hours needed to obtain the Child Development Associates (CDA) credential coupled with on-site individualized coaching and applied practice opportunities.

Furthermore, Pathways also serves as the host of the state's ECCE Approved Trainer Registry, that identifies individuals who have been approved to provide training and continuing education clock hours to early learning sites. Trainer approval and level is determined by the professional experience and education level of the trainer. It is a requirement that all training used to meet the annual continuing education licensing regulation requirements for child care centers must be provided by a Pathways

approved trainer.

No. If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe:

2.1.2 Participation in Professional Development Registry:

Are any teachers/providers required to participate?

Yes. If yes, describe:

No. If no, describe: **Registration is voluntary with Louisiana’s professional development registry, Louisiana Pathways Early Learning Career Development System, also known as Pathways. Participants registered as active in Pathways are incentivized with a director or staff member Louisiana School Readiness Tax Credit (SRTC), which is a tax incentive based on educational experience and Pathways career ladders.**

2.1.3 Number of Participants in Professional Development Registry:

Total number of participants in the registry as of September 30, 2023 **14,758**

2.1.4 Spending - Professional Development Registry:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

2.2 Workforce Development

2.2.1 Professional Development and Career Pathways Support:

How did the lead agency help teachers/providers progress in their education, professional development, and/or career pathway between October 1, 2022 and September 30, 2023 (check all that apply)? If selected, how many staff received each type of support?

- Scholarships (for formal education institutions) **41**
- Financial bonus/wage supplements tied to education levels **4830**
- Career advisors, mentors, coaches, or consultants
- Reimbursement for training
- Loans
- Substitutes, leave (paid or unpaid) for professional development
- Other. Describe: **The Department also provided some short-term supplementary funding, called "Believe!" to further prepare and support teachers to lead classrooms and provide high-quality interactions that meet the developmental needs of children every day.**

To support leadership development specifically, the Louisiana Department of Education began a specialized leadership program for early childhood care and education directors called the "Louisiana Early Leaders Academy," or "LELA," in 2019. Since the start of this initiative, four cohorts have participated through the entirety of the program, and a fifth cohort began in August 2023.

This program for directors of publicly-funded early learning centers helps ensure that more and more providers throughout the state are prepared to provide high-quality care and education to children. LELA works to ensure that center directors focus on goals for improving instructional leadership in their centers and focus on improving the work environment for teachers and early education staff is supportive and development-focused. The ultimate aim is to create excellent education opportunities and excellent work environments where teachers want to stay and thrive.

N/A. Describe:

2.2.2 Spending - Professional Development and Career Pathways Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

2.3 Child Care Provider Qualifications

2.3.1 Number of Licensed Child Care Programs Qualifications:

Total number of staff in licensed child care programs with the following qualification levels as of September 30, 2023:

- Child Development Associate (CDA) **3115**
- Associate's degree in an early childhood education field (e.g. psychology, human development, education) **1635**
- Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **2239**
- State child care credential **5686**
- State infant/toddler credential
- Unable to report this data. Indicate reason:

2.3.2 Number of Licensed CCDF Child Care Programs Qualifications:

Total number of staff in licensed CCDF child care programs with the following qualification levels as of September 30, 2023:

- Child Development Associate (CDA) **3115**
- Associate's degree in an early childhood education field (e.g. psychology, human development, education) **1635**
- Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **2239**
- State child care credential **5686**
- State infant/toddler credential
- Unable to report this data. Indicate reason:

2.4 Technical Assistance for Professional Development

2.4.1 Technical Assistance Topics:

Technical assistance on the following topics is available to providers as part of the lead agency's professional development system (can be part of QRIS or other system that provides professional development to child care providers):

Business Practices

Mental health for children

Diversity, equity, and inclusion

Emergency Preparedness Planning

Other. Describe other technical assistance available to providers as part of the professional development system:

2.4.2 Spending - Technical Assistance for Professional Development:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

2.5 Spending – Training and Professional Development

2.5.1 Spending – Training and Professional Development:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the training and professional development of the child care workforce during October 1, 2022 to September 30, 2023? **\$21578375**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

2.6 Progress Update

2.6.1 Progress Update – Training and Professional Development:

Supporting the training and professional development of the child care workforce

Measurable indicators of progress the state/territory reported in section 6.3.2 of the FFY 2022-2024 CCDF Plan.

In fall 2017, Louisiana released the first performance profiles, the result of the state’s unified quality rating and improvement system for all Head Starts, public and non-public pre-K, and child care centers accepting CCAP. Since Fall 2017, the Department has released these Performance Profiles. These profiles include two key components: a rating based on scores from the Classroom Assessment Scoring System (CLASS) and information on classroom best practices. These performance profiles are released annually, at the same time as K-12 report cards. To assess quality, every classroom in publicly-funded sites is evaluated at least twice a year, once in the fall and once in the spring, with at least 50% of classrooms also evaluated by the state’s independent observers. Teachers are receiving in-depth feedback from a high-quality tool on instructional practices multiple times a year, and communities are supported to align their professional development and quality improvement to the results of these observations.. In order to calculate a performance rating and score for each site, two CLASS observations are conducted each year in each classroom in a publicly-funded site, one in the fall and one in the spring. These observations are averaged together to create an overall rating for the site. The results of these performance ratings have consequences and incentives attached. Sites that score below a 3.75 are required to participate in a mandatory site improvement planning process, and sites that score well are eligible for increased financial incentives in the form of tax credits and CCAP bonus payments.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.3.2 of the FFY 2022-2024 CCDF Plan: **All child care centers in the state that are eligible to enroll children funded by CCDF are required to participate in the state’s unified quality rating system, which measures the quality of teacher-child interactions in every classroom each semester using CLASS observations. With such robust data on the performance of each site, the LDOE is able to measure the progress each site has made to improve the quality of its**

program. Using the scores from the CLASS observations, sites were able to determine the areas of growth and work directly with their CCR&R to receive coaching supports and group training to improve quality in their site. As a result, the 2022-2023 Performance Profile ratings for child care grew to their highest score ever.

As of September 2023, there are 113 Louisiana Early Leaders Academy (LELA) Alumni that participated in Cohort's 1-4. The 10 Modules that the LELA Program holds are titled as follows:

- *Time Management and Communication for Continuous Improvement
- *Core Knowledge for Instructional Leaders - Instructional Frameworks, Curriculum Implementation, and High Quality Practices - Part 1
- *Core Knowledge for Instructional Leaders - Instructional Frameworks, Curriculum Implementation, and High Quality Practices - Part 2
- *Growing Leadership in Your Team with Delegation and Distributed Leadership
- *Designing, Facilitating or Finding High Quality Professional Development
- *Community Engagement and Partnerships
- *Building Effective Partnerships with Families
- *Building Equity and Leadership in Your Center & Graduation

The average LELA Alumni Performance Profile score for the 2022-2023 Year is 5.56, which is High Proficient, demonstrating a cohort of Directors providing high-quality care for children.

In addition, the Believe! Category 3 (Prepare and supports teachers to lead classrooms and provide high-quality interactions that meet the developmental needs of children every day) funding revealed the following information about support provided to directors and teachers:

- *41 Networks requested and received funds in Category 3
- *27 of the 41 leveraged funding for curriculum
- *12 of the 41 leveraged funding for professional development in alignment with the curriculum purchases or existing curriculum used in the network

3) Improving early learning and development guidelines

Goal: To ensure the lead agency has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice and professional development.

3.1 Early Learning and Development Guidelines

3.1.1 Spending - Early Learning and Development Guidelines:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to improve early learning and development guidelines during October 1, 2022 to September 30, 2023?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on improving upon the development or implementation of early learning and development guidelines? \$

Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not capture in the item already reported:

No

3.2 Progress Update

3.2.1 Progress Update - Early Learning and Development Guidelines:

Improving upon the development or implementation of early learning and development guidelines.

Measurable indicators of progress the state/territory reported in section 6.4.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The state collects information on the quality of every early childhood classroom in each publicly-funded site serving children ages birth through five through the state's unified quality rating system using CLASS observations and informational metrics. A Performance Profile containing the site's rating and informational metrics is published annually to evaluate the state's progress in improving the quality of child care programs and services. Included on each site's Performance Profile are metrics on ongoing use of assessment, curriculum quality, teacher-child ratios, and teacher degrees and certification.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.4.3 of the FFY 2022-2024 CCDF Plan: **The newly-revised Early Learning and Development Standards (ELDS) were approved at the June 14, 2023, Board of Elementary and Secondary Education (BESE) meeting. Full implementation of the new standards will likely occur for the 2024-2025 academic year. The next steps will be for the revised ELDS to go through the Louisiana Department of Education (LDOE) branding process. Guidance documents will also be created by the Department and branded to support the implementation of the standards. Once these documents are finalized, they will be released to the public, and professional development opportunities will also be provided for the field to learn more about the revised standards. The Department hopes to see continued ongoing quality improvement in early learning sites statewide with updated resources such as the revised ELDS supporting quality care and instruction in child care sites.**

4) Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator

Goal: To ensure the lead agency implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.

4.1 Quality rating and improvement system status

4.1.1 QRIS or other system of quality improvement status:

Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2022 to September 30, 2023?

The lead agency QRIS is operating state- or territory-wide.

- General description of QRIS: **The QRIS for Louisiana uses a "Measures of Classroom Quality" rating that includes all of the dimension scores using observation data from the CLASS® (Classroom Assessment Scoring System) tool (which measures on a scale of 1.00 to 7.00) to determine Performance Scores and Ratings. These Performance Ratings are separated into five categories: "Unsatisfactory" (1.00-2.99), "Approaching Proficient" (3.00-4.49), "Proficient" (4.50-5.24), "High Proficient" (5.25-5.99) and "Excellent" (6.00-7.00). Sites rated "Excellent," "High Proficient," and "Proficient" are considered quality sites.**

- How many tiers/levels? **5** [insert number of tiers below as required and describe each tier and check off which are high quality]
 - Tier/Level 1: **Unsatisfactory - Performance Profile score of 1.00-2.99**
 High Quality
 - Tier/Level 2: **Approaching Proficient - Performance Profile score of 3.00-4.49**
 High Quality
 - Tier/Level 3: **Performance Profile score of 4.50-5.24**
 High Quality
 - Tier/Level 4: **High Proficient - Performance Profile score of 5.25-5.99**
 High Quality
 - Tier/Level 5: **Excellent - Performance Profile score of 6.00-7.00**

- High Quality
- Tier/Level 6:
 - High Quality
- Tier/Level 7:
 - High Quality
- Tier/Level 8:
 - High Quality
- Tier/Level 9:
 - High Quality
- Tier/Level 10:
 - High Quality

- Total number of licensed child care centers meeting high quality definition: **780**
- Total number of licensed family child care homes meeting high quality definition: **0**
- Total number of CCDF providers meeting high quality definition: **844**
- Total number of children served by providers meeting high quality definition: **16427**

The lead agency QRIS is operating a pilot (e.g., in a few localities, or only a few levels) but not fully operating state- or territory-wide.

- General description of pilot QRIS (e.g., in a few localities, or only a few levels):
- Which localities if not state/territory-wide?
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality]
 - Tier/Level 1:
 - High Quality
 - Tier/Level 2:
 - High Quality
 - Tier/Level 3:
 - High Quality
 - Tier/Level 4:
 - High Quality
 - Tier/Level 5:
 - High Quality
 - Tier/Level 6:
 - High Quality
 - Tier/Level 7:
 - High Quality

High Quality

- Tier/Level 8:
 High Quality
- Tier/Level 9:
 High Quality
- Tier/Level 10:
 High Quality

- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:

- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

The lead agency is operating another system of quality improvement.

- General description of other system:
- Describe assessment scores, accreditation, or other metrics associated with this system:
- Describe how “high quality” is defined in this system?
- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:

- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

The lead agency does not have a QRIS or other system of quality improvement.

- Do you have a definition of high quality care?
 Yes, define:
 - Total number of licensed child care centers meeting high quality definition:
 - Total number of licensed family child care homes meeting high quality definition:
 - Total number of CCDF providers meeting high quality definition:
 - Total number of children served by providers meeting high quality definition:

No

4.1.2 Spending - Quality rating and improvement system status:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

4.2 Quality Rating and Improvement Systems participation

4.2.1 QRIS or other system of quality improvement participation:

What types of providers participated in the QRIS or other system of quality improvement during October 1, 2022 to September 30, 2023 (check all that apply)?

- Licensed child care centers
- Licensed family child care homes
- License-exempt providers
- Programs serving children who receive CCDF subsidy
- Early Head Start programs
- Head Start programs
- State Prekindergarten or preschool programs
- Local district-supported Prekindergarten programs
- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Tribally operated programs
- Other. Describe: **License-exempt Family Child Care providers with Academic Approval**

4.3 Quality Rating and Improvement Systems Benefits

4.3.1 Quality Rating and Improvement Systems Benefits:

What types of financial incentives or technical assistance are available for providers related to QRIS or other system of quality improvement? Check as many as apply.

- One-time grants, awards or bonuses
 - Licensed child care centers
 - Licensed family child care homes
- On-going or periodic quality stipends
 - Licensed child care centers **755**
 - Licensed family child care homes **0**
- Higher CCDF subsidy rates (including tiered rating)
 - Licensed child care centers
 - Licensed family child care homes
- Ongoing technical assistance to facilitate participation in QRIS or improve quality of programs already participating in QRIS (or some other technical assistance tied to QRIS)
- Other. Describe

4.3.2 Spending - Quality Rating and Improvement Systems Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

4.4 Spending – Quality Rating and Improvement Systems

4.4.1 Spending – Quality Rating and Improvement Systems:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP

Stabilization 10% set-aside) related to QRIS or other quality rating systems during October 1, 2022 to September 30, 2023? \$25589636

Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

4.5 Progress Update

4.5.1 Progress Update – Quality Rating and Improvement Systems:

Developing, implementing, or enhancing a quality rating and improvement system (QRIS) or other transparent system of quality indicators.

Measurable indicators of progress the state/territory reported in section 7.3.6 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **A key goal for Louisiana Early Childhood is Early Childhood Quality, ensuring all children participate in active learning and experience high-quality interactions in birth-to-five classrooms, led by teachers and leaders that are fully able to prepare them for kindergarten and beyond. The Lead Agency primarily uses overall CLASS scores as well as scores on each of the CLASS domains to measure progress in improving the quality of child care programs and services. Since the 2015-2016 school year, when CLASS observations were first conducted in all publicly-funded early childhood classrooms statewide, results have shown incremental and steady growth. Overall the average score has grown from 4.73 to 5.21 between the 2015-2016 school year and the 2019-2020 school year, with similar gains being made in each of the domains. The Emotional Support domains have consistently been among the highest scoring domains statewide and the Instructional Support/Engaged Support for Learning domains have consistently provided the most opportunity for growth. Over time, the number of sites rated unsatisfactory or approaching proficient has declined and the number of sites rated high proficient or excellent has increased steadily. In addition to the indicators of the quality of interactions students experience measured by CLASS, the Department monitors the use of best practices such as the use of assessments to drive instruction, the use of high quality curriculum, the teacher-child ratio and the percent of teachers with Louisiana certification. In 2019-2020, the number of teachers with certification in child care was 38%, an increase from 22% in 2016-2017. Similarly the percent of child care centers receiving the highest curriculum rating had increased by 19 from 62% in 2016-2017 to 89% in 2019-2020.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.3.6 of the FFY 2022-2024 CCDF Plan: **A key goal for Louisiana early childhood is improving early childhood quality, to ensure that all children participate in active learning and experience high-quality interactions in birth to five classrooms, led by teachers and leaders that are fully able to prepare them for success in Kindergarten and beyond. The Lead Agency primarily uses overall CLASS scores as well as scores on each of the CLASS domains to measure progress in improving the quality of child care programs and services.**

Since the 2015-2016 academic year, when CLASS observations were first conducted in all publicly-funded early childhood classrooms statewide, results have shown incremental and steady growth. Overall, across sites, the average score has grown from 4.73 to 5.42 between the 2015-2016 academic year and the 2022-2023 academic year, with similar gains being made in each of the domains. The Emotional Support domains have consistently been among the highest scoring domains statewide, and the Instructional Support/Engaged Support for Learning domains have consistently provided the most opportunity for growth. Over time, the number of sites rated "Unsatisfactory" or "Approaching Proficient" has declined, and the number of sites rated "High Proficient" or "Excellent" has increased.

Programs in the Quality Rating and Improvement System received the following 2022-2023 Performance Ratings:

Child Care Sites:

Unsatisfactory: 0

Approaching Proficient: 72

Proficient: 302

High Proficient: 384

Excellent: 85

Family Child Care Sites:

Unsatisfactory: 0

Approaching Proficient: 16

Proficient: 24

High Proficient: 36

Excellent: 13

In addition to the indicators of the quality of interactions children experience as measured by CLASS, the Department monitors the use of best practices such as the use of assessments to

drive instruction, the use of high-quality curriculum, the teacher-child ratio, and the percentage of teachers with Louisiana certification. In 2022-2023, the number of teachers with certification in child care was 35%, an increase from 22% in 2016-2017. Similarly, the percentage of child care centers receiving the highest curriculum rating had increased by 33 points, from 62% in 2016-2017 to 95% in 2022-2023.

At this time, teachers and directors in eligible publicly-funded type III child care centers and Early Head Start/Head Start sites are able to receive a School Readiness Tax Credit that is tied to the career ladder and education levels:

Level One Credit Amount: \$2,046

Level Two Credit Amount: \$2,727

Level Three Credit Amount: \$3,410

Level Four Credit Amount: \$4,090

In addition, publicly-funded type III child care centers that are rated two stars and above in the QRIS are eligible to receive two bonus payments:

First, Provider School Readiness Tax Credits (SRTC) - The amount of the tax credit is based on the quality of the center and the number of eligible children served. The number of eligible children served includes children attending the center through the Child Care Assistance Program (CCAP) or who are in foster care under the custody of DCFS.

5 star: \$1,500 per eligible child

4 star: \$1,250 per eligible child

3 star: \$1,000 per eligible child

2 star: \$500 per eligible child

Second, Provider Unified Bonus Payments -In addition to the Provider SRTC, star ratings also provide early learning sites the opportunity to benefit from Unified Bonus payments. The state provides tiered bonus payments at the end of each calendar quarter to eligible licensed Type III centers. These bonus payments are based on the number of children attending the center through the Child Care Assistance Program or foster care and the star rating for that center. The payment is equal to a percentage of all payments from the Department for services provided during the quarter. These payments are made in May, August, November, and February.

5) Improving the supply and quality of child care programs and services for infants and toddlers

Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.

5.1 Infant/Toddler Specialists

5.1.1 Infant/Toddler Specialists:

Did providers have access to infant/toddler specialists during October 1, 2022 to September 30, 2023?

Yes

- Number of specialists available to all providers **68**
- Number of specialists available to providers serving children who receive CCDF **68**
- Number of specialists available specifically trained to support family child care providers **9**
- Number of providers served **841**
- Total number of children reached **Not able to report**

No, there are no infant/toddler specialists in the state/territory.

N/A. Describe:

5.1.2 Infant/Toddler Specialists Supports Provided:

If yes, what supports do the infant/toddler specialists provide?

Relationship-caregiving practices (or quality caregiving/developmentally appropriate practices)

On-site and virtual coaching

Health and safety practices

Individualized professional development consultation (e.g., opportunities for or awareness on career growth opportunities, degreed/credential programs)

Group professional development

Family engagement and partnerships

Part C early intervention services

Mental health of babies, toddlers, and families

Mental health of providers

Behavioral Health

Other. Describe

5.1.3 Spending – Infant/Toddler Specialists:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

5.2 Staffed Family Child Care Networks

5.2.1 Number and Description of Staffed Family Child Care Networks:

How many staffed family child care networks operated during October 1, 2022 to September 30, 2023?

Number of staffed family child care networks: **8**

- o Describe what the network/hub provides to participating family child care providers: **Each Child Care Resource and Referral agency has a coach (for a total of eight FCC-specific coaches throughout the state) that focuses on providing professional development and support to Family Child Care (FCC) sites participating in Academic Approval or interested in participating in the quality improvement system. The supports provided by the FCC coaches include technical assistance, group trainings and meetings, and individualized on-site coaching. Examples of FCC-specific training and coaching topics included child development, curriculum, and teacher-child interactions. The 79 FCCs participating in Academic Approval received a total of 261 coaching visits and 125 hours of training during the reporting timeframe.**

No staffed family child care networks operate in state/territory

5.2.2 Spending - Staffed Family Child Care Networks:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

5.3 Spending - Programs and services for infants and toddlers

5.3.1 Spending - Programs and services for infants and toddlers:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside), above and beyond to the 3% infant and toddler set-aside, to improve the supply and quality of child care programs and services for infants and toddlers during October 1, 2022 to September 30, 2023? **\$30658141**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

5.4 Progress Update

5.4.1 Progress Update - Programs and services for infants and toddlers:

Improving the supply and quality of child care programs and services for infants and toddlers.

Measurable indicators of progress the state/territory reported in section 7.4.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

The state has shown steady, incremental improvement in CLASS scores since Performance Profiles were first released. The state will continue to measure improvement in CLASS ratings across programs and networks, improvement in implementation of classroom best practices, and ultimately, improvement in kindergarten readiness outcomes. The state will also measure the impact of preparing more teachers, specifically those who receive the Early Childhood Ancillary Certificates, on CLASS scores and child outcomes.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.4.2 of the FFY 2022-2024 CCDF Plan: In addition to monitoring quality improvements via the state's accountability system, the Department continued efforts to increase the quality of child care programs for infants and toddlers through services provided by Child Care Resource and Referral (CCR&R) agencies. CCR&Rs provided training and coaching to early childhood sites with infant and toddler classrooms and promoted best practices related to improving child development, cognitive and language development, and positive classroom environments. Of the 931 licensed child care sites that received a Performance Score and Rating for 2022-2023, 621 sites received on-site infant and toddler coaching services.

Additionally, CCR&Rs provided training and coaching to all 79 Family Child Care (FCC) sites that had opted into the state's accountability system, or "Academic Approval," for the inaugural year, in 2022-2023. CCR&Rs provided 261 coaching visits to FCCs in this period.

In the fall of 2020, infant classrooms were fully incorporated into the unified quality rating system, creating a fully-implemented statewide unified quality rating improvement system inclusive of all infant, toddler, and pre-K classrooms in the accountability system. Additionally, the LDOE implemented the first year of "Academic Approval" for Family Child Care (FCC) sites willing to participate in the QRIS; seventy-nine FCC sites, many of whom serve predominantly infant and toddler age children, participated for the first time in the QRIS and received a Performance Profile Score and Rating for 2022-2023.

Since the first year of its implementation, infant Performance Profile scores have continued to increase each year, from 5.55 in 2020-2021 to 5.72 in 2022-2023. Similarly, toddler Performance Profile scores have increased each year to the highest domain levels ever: Emotional and Behavior Support scores increased from 5.66 in 2018-2019 to 5.90 in 2022-2023, and Engaged Support for Learning scores increased from 3.99 in 2018-2019 to 4.39 in 2022-2023.

As part of efforts to increase the supply of and access to quality child care programs for infants

and toddlers, the Department expanded the implementation of the B-3 contracted seats program, which served a total of 2,376 infants and toddlers at peak enrollment in the 2022-2023 year.

6) Establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services

Goal: Lead agency provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family's needs and is high quality as determined by the lead agency.

6.1 Spending – Child Care Resource and Referral Services

6.1.1 Spending – Child Care Resource and Referral Services:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2022, to September 30, 2023?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2022 to September 30, 2023? **\$903174**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent
This amount does not overlap with those funds reported in 5.1.2 and 5.3.1.

No

6.2 Progress Update

6.2.1 Progress Update – Child Care Resource and Referral Services:

Establishing, expanding, modifying or maintaining a statewide system of child care resource and referral services.

Measurable indicators of progress the state/territory reported in section 7.5.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

The Lead Agency will continue to set and manage both Child Care Resource and Referral (CCR&R) agencies and local Community Networks to performance milestones.

CCR&Rs: The Lead Agency contracts with six CCR&Rs to provide coaching, technical assistance, group training, business supports, family resource and referrals, family child care supports, and support for directors in all Type III centers and family child care providers. The agency collects monthly reports on the number and quality of trainings and technical assistance visits completed, as well as referrals. Additionally, the progress of child care centers within each CCR&R region are measured by CLASS through Louisiana's Performance Profiles. This data is shared with local CCR&Rs to encourage these contracted agencies to identify trends and to evolve training focuses to reflect the needs identified by the data. The CCR&Rs are evaluated based on their completion of training and visits that meet the needs of the community.

Community networks: The agency conducts a competitive process to identify the best lead agency for each early childhood community network. There is a local lead agency that administers the early childhood work and coordinates enrollment and funding at the local level in the 66 early childhood community networks which cover every community in the state. Each community network includes all publicly-funded early childhood programs (Type III Child Care Centers, Head Start and Early Head Start, public and nonpublic school pre-K programs). Early childhood community network local lead agencies conduct the following activities: 1) report the number of children who are enrolled across all publicly-funded programs via the October 1 and February 1 child count; 2) conduct CLASS observations in every publicly funded birth to 5 year old classroom 3) coordinate enrollment to improve processes for families; 4) request state funding as a community, based on family demand. Community network local lead agencies also conduct meetings and engage with all program partners. In order to conduct this work, the Louisiana Department of Education allocates funding to each lead agency on a per classroom

basis, specifically for expenditures related to community network administration; CLASS observations for every publicly-funded infant, toddler and pre-K classrooms in the community twice a year; and coordinated enrollment for the community. The state reports annually on each community network via performance profiles, which reflect the network's overall CLASS scores, performance indicators, family satisfaction, and teacher satisfaction.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.5.2 of the FFY 2022-2024 CCDF Plan: **The state continuously monitors and conducts performance-based measurements of CCR&Rs' implementation and execution of required deliverables and activities. Benchmarks are set for the amount of coaching, technical assistance, and group training that is provided to child care sites. The LDOE contracted with 8 CCR&Rs throughout the state during the reporting period, and center- and home-based child care sites received coaching and technical assistance.**

As more Family Child Care sites are encouraged to become CCDF providers and further elevate their business by opting into the QRIS, CCR&Rs have expanded the amount of service hours provided and incorporated environmentally-responsive trainings to be more inclusive of Family Child Care sites, understanding that those sites have unique needs compared to their center peers.

The state continues to measure how CCDF-funded programs perform on the unified quality rating and improvement system. Programs scoring below 3.75 on the CLASS assessment are required to participate in Site Improvement Planning, which includes supports provided by the local CCR&R and members of the LDOE site improvement team.

7) Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards

Goal: To ensure child care providers maintain compliance with lead agency licensing, inspection, monitoring, and health and safety standards and training.

7.1 Complaints about providers

7.1.1 Number of Complaints about providers:

How many complaints were received regarding providers during October 1, 2022 to September 30, 2023? **1,080**

7.1.2 Spending - Complaints about providers:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity (including maintaining a hotline)?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason: **Currently we fund the Licensing staff through nondirect funds rather than quality funds.**

No

7.2 Licensing Staff

7.2.1 Number of Licensing Staff:

How many licensing staff positions were there in the state or territory during October 1, 2022, to September 30, 2023? Number of staff **49**

7.2.2 Spending – Licensing Staff:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set aside
- Unable to report. Indicate reason:

No

7.3 Health and Safety Standards Coaching and Technical Assistance

7.3.1 Coaching or technical assistance on health and safety standards as a result of inspection:

How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards as a result of an inspection or violation during October 1, 2022, to September 30, 2023? **92**

7.3.2 Spending - Coaching or technical assistance on health and safety standards as a result of inspection:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason: **Currently we fund health and safety coaching, by the Licensing staff, through nondirect funds rather than quality funds.**

No

7.4 Spending - Compliance with health, safety, and licensing standards

7.4.1 Spending - Compliance with health, safety, and licensing standards:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2022 to September 30, 2023? **\$3723882**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **Licensing staff salaries are funded with nondirect funds rather than quality funds. So the amount spent is not reflective of quality dollars.**

7.5 Progress Update

7.5.1 Progress Update - Compliance with health, safety, and licensing standards:

Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards.

Measurable indicators of progress the state/territory reported in section 7.6.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The state uses some quality funds to support CCR&Rs. As part of their contract they provide onsite training, group training, and coaching which includes emergency preparedness and response training as well as first aid and CPR training. In 2020, CCR&Rs provided 1,182 hours of coaching, 4,072 hours of technical assistance, and 5,759 hours of group training in 64 parishes.**

The support provided by CCR&Rs is based on the results of observations and feedback captured in the state's unified quality rating system, which measures the quality of child-teacher interactions using the CLASS tool. All publicly-funded early childhood classrooms across Head Start, School, and child care sites in Louisiana receive at least two observations each year using the CLASS tool. Since 2016-2017, these observations have indicated steady, incremental growth in observation results statewide from 4.87 overall in 2016-2017 to 5.22 in Fall 2019 (the

last full observation period prior to interruptions caused by COVID-19). The CLASS rubric is scored from 1-7, meaning gains as little as 0.5-1 point in classrooms can lead to meaningful impacts on students' later outcomes. This data is used by decision-makers such as parents, teachers, site leaders, community leaders, and state leaders to set goals, celebrate growth, and target interventions. At the state level, sites scoring below a 3.75 are required to participate in Site Improvement Planning (SIP), a process that provides targeted support for growth.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.6.3 of the FFY 2022-2024 CCDF Plan: During the reporting period there were 1,162 publicly-funded providers who received an annual monitoring inspection for health and safety standards prior to the expiration of their license. New owners and directors were also provided with orientation by the Department, which includes an overview of the health and safety requirements. Some providers received on-site technical assistance to further ensure compliance. Newly license-exempt providers received an inspection prior to certification; approximately 255 license-exempt providers received at least once inspection prior to the expiration of certification.

All licensed centers receive annual monitoring inspections for health and safety standards, conducted prior to the expiration of the license. New owners and directors are also provided with orientation training by the Department, which includes an overview of the health and safety requirements.

License-exempt providers receive monitoring inspections for health and safety standards prior to initial certification and at least prior to the expiration of certification.

All licensed centers receive annual monitoring inspections for health and safety standards, conducted prior to the expiration of the license. New owners and directors are also provided with orientation training by the Department, which includes an overview of the health and safety requirements.

License-exempt providers receive monitoring inspections for health and safety standards prior to initial certification and at least prior to the expiration of certification.

8) Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children

Goal: Lead agency investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1 Evaluation and assessment of center-based programs

8.1.1 Evaluation and assessment of center-based programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in center-based programs during October 1, 2022 to September 30, 2023?

- QRIS
- CLASS
- ERS
- FCCERS
- ITERS
- State evaluation tool. Describe
- Core Knowledge and Competency Framework
- Other. Describe
- Do not evaluate and assess quality and effective practice

8.1.2 Spending - Evaluation and assessment of center-based programs:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

8.2 Evaluation and assessment of family child care programs

8.2.1 Evaluation and assessment of family child care programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in family child care programs during October 1, 2022 to September 30, 2023?

- QRIS
- CLASS
- ERS
- FCCERS
- ITERS
- State evaluation tool. Describe
- Core Knowledge and Competency Framework
- Other. Describe
- Do not evaluate and assess quality and effective practice

8.2.2 Spending - Evaluation and assessment of family child care programs:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

- Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

- No

8.3 Spending - Evaluation and assessment of child care programs

8.3.1 Spending - Evaluation and assessment of child care programs:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2022 to September 30, 2023?

\$6502824

[] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

8.4 Progress Update

8.4.1 Progress Update - Evaluation and assessment of child care programs:

Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children.

Measurable indicators of progress the state/territory reported in section 7.7.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

Though quality and effectiveness of Type III child care programs are measured through the state's QRIS, it is not measured for Type I or Type II child care centers. Classrooms of Type III centers are observed using the CLASS tool. CLASS measures the overall effectiveness of adult/child interactions and leads to future gains in child outcomes. Classrooms are observed minimally twice per year by local observers with some observations taking place through a third party observer from the Picard Center. Holistically, family child care (FCC) providers are not measured for quality and effectiveness in Louisiana. The exceptions are those 53 family child care providers participating in the state's FCC pilot program. These providers/pilot participants receive quality measures using the CLASS and Family Child Care Environmental Rating Scale (FCCERS). These homes are observed minimally twice per year by local observers at their Child Care Resources and Referral which serve as the pilot operators as well third party observations by the Picard Center (for CLASS observations). Additionally, all registered FCC providers receive two licensing compliance visits per year. These visits measure the safety of FCC early learning homes and help address any deficiencies in safety and quality care. There are only 230 registered FCC providers in Louisiana and potentially thousands of providers who are legally operating FCC early learning providers who are not registered with the department of licensing in Louisiana.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.7.2 of the FFY 2022-2024 CCDF Plan:

Classrooms that accept public-funding, including Type III centers and Family Child Care educators with Academic Approval, are observed using the CLASS tool. CLASS measures the overall effectiveness of adult-child interactions and leads to future gains in child outcomes. Classrooms are observed minimally twice per year by local observers with some observations

taking place through a third party observer.

Holistically, family child care (FCC) providers were not measured for quality and effectiveness in Louisiana; the exceptions are those 79 family child care providers participating in Academic Approval. These providers receive quality measures using the CLASS. As with center-based classrooms, these homes are observed minimally twice per year by local observers in the Community Network Lead Agency as well third party observers.

Additionally, although license-exempt, all registered FCC providers (not just those with Academic Approval) receive two licensing compliance visits per year. These visits measure the safety of FCC early learning homes and help address any deficiencies in safety and quality care.

Since Performance Ratings were first issued in 2016-2017, the number of early learning sites statewide rated as "Unsatisfactory" and "Approaching Proficient" has declined, with no sites rated as "Unsatisfactory" in 2021-2022 and 2022-2023.

Furthermore, the number of sites rated as "High Proficient and Excellent" has increased significantly, even as the number of early learning sites in Louisiana has increased by 13%.

The scores for the "Instructional Support" and "Engaged Support for Learning" domains of the CLASS tool has increased to a record high.

These are the highest scores ever for all site types (child care, Head Start/Early Head Start, and school-based), with the most growth occurring in child care.

More than 93.5% of all sites in Louisiana received a Performance Rating of "Proficient" or higher in 2022-2023 (includes 1 unrated site for a total of 1,798 sites). This is an increase as compared to earlier years:

93.4% in 2021-2022

94.3% in 2020-2021

92% in 2019-2020

80% in 2018-2019

77% in 2017-2018

69% in 2016-2017

9) Supporting child care providers in the voluntary pursuit of accreditation

Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality

9.1 Accreditation Support

9.1.1 Accreditation Support:

How many providers did the lead agency support in their pursuit of accreditation (e.g., financial incentives, technical assistance with the accreditation process, coaching/mentoring by accredited programs) during October 1, 2022 to September 30, 2023?

- Yes, providers were supported in their pursuit of accreditation
- a. Licensed center-based programs
 - b. License-exempt center-based programs
 - c. Licensed family child care homes
 - d. License-exempt family child care homes (care in providers' home)
 - e. Programs serving children who receive CCDF subsidy
- No lead agency support given to providers in their pursuit of accreditation.
- N/A. Describe:

9.1.2 Spending – Accreditation Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

- Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on accreditation during October 1, 2022 to September 30, 2023? \$

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent

No

9.2 Progress Update

9.2.1 Progress Update – Accreditation Support:

Supporting providers in the voluntary pursuit of accreditation.

Measurable indicators of progress the state/territory reported in section 7.8.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

N/A

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.8.2 of the FFY 2022-2024 CCDF Plan:
Louisiana does not currently provide support in pursuit of accreditation for centers for family child care programs.

10) Supporting providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development

10.1 High-Quality Program Standards

10.1.1 High-Quality Program Standards:

How did the state or territory help providers develop or adopt high quality program standards during October 1, 2022, to September 30, 2023?

QRIS, check which indicators the lead agency has established:

- Health, nutrition, and safety of child care settings
- Physical activity and physical development in child care settings
- Mental health of children
- Learning environment and curriculum
- Ratios and group size
- Staff/provider qualifications and professional development
- Teacher/provider-child relationships
- Teacher/provider instructional practices
- Family partnerships and family strengthening
- Other. Describe:

Early Learning Guidelines

State Framework. Describe

Core Knowledge and Competencies

Other. Describe

N/A – did not help provider develop or adopt high quality program standards

10.1.2 Spending - High-Quality Program Standards:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1, 2022 to September 30, 2023? **\$2116492**

- Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

- No

10.2 Progress Update

10.2.1 Progress Update - High-Quality Program Standards:

Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development.

Measurable indicators of progress the state/territory reported in section 7.9.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The state collects information on the quality of every early childhood classroom in each publicly-funded site serving children ages birth through five through the state’s unified quality rating system using CLASS observations and informational metrics. A Performance Profile containing the site’s rating and informational metrics is published annually to evaluate the state’s progress in improving the quality of child care programs and services. Included on each site’s Performance Profile are metrics on ongoing use of assessment, curriculum quality, teacher-child ratios, and teacher degrees and certification.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.9.2 of the FFY 2022-2024 CCDF Plan: **The state collects information on the quality of every early childhood classroom in each publicly-funded site serving children ages birth through five through the state’s unified quality**

rating system using CLASS observations and informational metrics. A Performance Profile containing the site's rating and informational metrics is published annually to evaluate the state's progress in improving the quality of child care programs and services. Included on each site's Performance Profile are metrics on ongoing use of assessment, curriculum quality, teacher-child ratios, and teacher degrees and certification.

Since the first year of its implementation, infant Performance Profile scores have continued to increase each year, from 5.55 in 2020-2021 to 5.72 in 2022-2023. Similarly, toddler Performance Profile scores have increased each year to the highest domain levels ever: Emotional and Behavior Support scores increased from 5.66 in 2018-2019 to 5.90 in 2022-2023, and Engaged Support for Learning scores increased from 3.99 in 2018-2019 to 4.39 in 2022-2023. Additionally, Performance Profile scores for pre-K have increased as well: Emotional Support scores increased from 5.96 in 2018-2019 to 6.15 in 2022-2023, Classroom Organization scores increased from 5.72 in 2018-2019 to 5.92 in 2022-2023, and Instructional Support scores increased from 3.93 in 2018-2019 to 4.28 in 2022-2023.

Our Department provides high-quality support to the field in the identified areas and documents the contracted work, including the date and type of event, the participant(s), the content delivered, and the platform for providing quality classroom interactions, improving child outcomes, workforce professional development, and mental health consultations.

Training events included the following:

46 Curriculum trainings

36 ACEs trainings

19 Family Engagement trainings

61 Teacher professional development events that included infant/toddler development, language development; MMCI

52 Licensing requirements trainings

11) Other activities to improve the quality of child care services

Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry

11.1 Sustainability funding to child care providers

11.1.1 Sustainability funding to child care providers:

Did the state or territory continue to provide stabilization grants to child care providers using funds other than the American Rescue Plan (ARP) Act Stabilization funds during October 1, 2022 to September 30, 2023?

Yes. If yes, describe and check which types of providers were eligible and number served. **A bonus round of grants was distributed to providers that received ARPA Round 4 funds via ETF. CRRSA and ARPA Stabilization funds were braided. 626 providers received this bonus out of CRRSA dollars**

Licensed center-based programs **470**

License-exempt center-based programs

Licensed family child care homes

License-exempt family child care homes (care in providers' home) **156**

In-home (care in the child's own home)

Other (explain)

No.

N/A. Describe:

11.1.2 Spending – Sustainability funding to child care providers:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.2 Data Systems Investment

11.2.1 Data Systems Investment:

Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2022 to September 30, 2023?

Yes. Describe: **As part of the EdLink data system modernization LDOE is working to update all early childhood data systems. The Provider Certification piece has been completed and the licensing aspect of the system is almost complete. The work will continue in FFY24. The Department used CCDF non direct as well as the funding sources indicated below. We did not use the CCDF Quality.**

No

11.2.2 Spending - Data Systems Investment:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.3 Supply and Demand Analysis

11.3.1 Supply and Demand Analysis:

Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2022 to September 30, 2023?

Yes. Describe findings: **The LDOE supported 27 Ready Start Networks across the state to conduct a multi-factor community landscape analysis to identify areas of focus for seat expansion to high-quality early care and education for children and families. The data provided demographic information about the community's child care sites that included the current state of enrollment, classroom composition and tuition, staffing, and early childhood teacher certifications.**

The networks used the analyses to identify priorities to improve the supply versus demand of child care seats by partnering with local providers to increase seat availability in child care desert areas and diverse communities.

No

11.3.2 Spending - Supply and Demand Analysis:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.4 Supply and Demand Initiatives

11.4.1 Supply and Demand Initiatives:

Did the state/territory implement initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and

toddlers, children with disabilities, English language learners, and children who need child care during non-traditional hours) during October 1, 2022 to September 30, 2023? Check all that apply.

Child care deserts

Infants/toddlers

Children with disabilities

English language learners

Children who need child care during non-traditional hours

Other. Describe: **27 LDOE Ready Start Network lead agencies were awarded Community Supply Building and Access Expansion grants. Each grantee completed a multi-factored community access analysis and utilized the findings to develop strategic plans for access expansion in their communities. The local networks leveraged the analyses and child care provider relationships to work to expand access within targeted communities with expressed need. In some rural communities, child care providers were able to place child care sites within existing public school settings in previously underserved areas. The local networks also planned for infant and toddler classrooms through strategies that included developing a new infant-only child care site near an urban housing project and expanding new classrooms at established child care sites where there was an infant and toddler waitlist.**

Early care and education access and services for English language learners were also considered as a challenge by the local networks. Many promoted focus group meetings with families of English Language Learners and hired interpreters to determine the next steps and best practices for responsive educational engagement by non-English speaking families. Due to barriers such as lack of awareness and trust, additional stakeholders from community and religious organizations provided venues to help families understand and gain access to high-quality early learning opportunities.

11.4.2 Spending - Supply and Demand Initiatives:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

11.5 Provider Compensation and Benefits

11.5.1 Spending - Provider Compensation and Benefits:

What compensation and benefits improvements did teachers/providers receive between October 1, 2022 and September 30, 2023 (check all that apply)? If indicated, how many providers received each type of support?

- Financial bonuses (not tied to education levels)
- Salary enhancements/wage supplements **2,228**
- Health insurance coverage
- Dental insurance coverage
- Retirement benefits
- Loan Forgiveness programs
- Mental Health/Wellness programs
- Start up funds
- Other. Describe:
- N/A. Describe:

11.5.2 Spending - Provider Compensation and Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason: **This compensation was funded by ARP Stabilization (not the 10% set-aside).**

No

11.6 Spending – Other Activities to Improve the Quality of Child Care Services

11.6.1 Spending – Other Activities to Improve the Quality of Child Care Services:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on other activities to improve the quality of child care services during October 1, 2022 to September 30, 2023? **\$25572429**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

11.7 Progress Update

11.7.1 Progress Update – Other Activities to Improve the Quality of Child Care Services:

Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

Measurable indicators of progress the state/territory reported in section 7.10.1 of the 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **Ready Start Networks are local communities committed to improving access to quality early childhood care and education for children birth to five. Each Ready Start brings together partners to continuously improve the quality of and access to early childhood opportunities in their community. Driven by local data and context, they do this in three key ways: develop intentional plans, secure and weave together resources, and implement creative solutions. Based on local data and feedback from the community, Ready Starts develop and implement plans to leverage funding and community assets to ensure children from birth to age five have what they need to grow, learn, be ready for school and succeed in life. Through Ready Start Networks, community partners come together and collaborate in order to invest in early childhood, and providers receive more professional development, education, and support. Ready Start Networks build on our success by bringing local community members together to**

create, implement, and support early childhood to address any challenges that pose barriers to families accessing high-quality seats.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.10.2 of the 2022-2024 CCDF Plan: **The state has continued to facilitate and support increased engagement of Ready Start Networks to increase access to quality care and education at the local level. These networks develop annual goals based on community-level data, including quality data, and develop strategies to meet these goals. Each year, these networks incorporate goals specifically focused on improving the quality of child care services in the networks they serve. The Department requires that each blueprint goal be SMART (specific, measurable, attainable, realistic, and time-bound). To develop these goals, all networks use data to develop, measure, and evaluate their progress toward attaining these goals.**

Ready Start Network focused on the following areas when developing their goals:
increasing the number or percentage of sites in the network that are rated as “proficient” or “excellent” within the state’s QRIS
expanding access to quality care and education to meet community need
developing programs or launching initiatives focused on increasing family engagement as part of efforts to target parents and families as children’s first and most influential teachers, and
expanding efforts to increase ASQ screening and link children to more needed resources, to support both child well-being and kindergarten readiness

The state has also continued to work to prepare additional community networks to strive to become Ready Start Networks and to make progress on the same aims as those noted above.

Ready Start Networks (RSNs) are responsible for creating community-level goals for the Early Childhood Community Networks that they represent. The Department encourages Ready Start Networks to develop goals in the areas of quality, access, family engagement, and workforce support in addition to goals each network develops based specifically on the needs of the specific Early Childhood Community Network(s).

The state continues to prepare additional community networks to strive to become Ready Start Networks and to make progress on the same aims as those noted above; several additional communities have expressed interest in joining a new RSN cohort in 2023-2024.

1) The 2022-2023 academic year saw a continued increase in quality, as demonstrated by the number of (more than 100) new sites receiving a high-quality 2023 Performance Profile. This

amounts to a nearly 10% increase in the number of high-quality sites across the state when compared to 2021-2022.

2) During 2023-2024 RSNs (and Community Networks as well) will be encouraged to revise blueprints to develop a data-driven community-level focus that supports the network's access goals and effective use of resources to reach underserved communities.

3) All community networks are required annually to hold coordinated enrollment activities to better inform and engage families of young children. In addition, 45 community networks requested (and received) stimulus funding for additional family engagement activities; 35 were Ready Start Networks (out of 37 RSNs total). In 2023-2024 and beyond the Department is continuing to encourage greater levels of family engagement by Ready Start Networks and community networks.

4) The Department also continues to work to expand efforts to increase ASQ screening and link children to more needed resources, to support both child well-being and Kindergarten readiness. With promotion by The Department the field provided more than 15,000 ASQ screenings, and the Department provided stimulus funding for the following:

Implementing summer programs for children entering Kindergarten

Creative Curriculum Family Learning Pack purchases

Family Game Day at local public library with educational games and practice activities for families to learn about high-quality interactions between families and their children

Stipends to support the employment of a Family Engagement Specialist

Easy to Love Difficult to Discipline Audiobook and hard copy for early learning centers to share with families

Stipends to support the employment of developmental screening coordinators

Information dissemination (i.e. flyers, videos, in person sessions) for families on developmental milestones and Kindergarten readiness

LENA Start program implementation

Safe, Secure, Loved (SSL) Program

Ready Rosie kits

Raising a Reader partnership for materials and family engagement trainings

12) Annual Report

Lead agencies must submit an annual report, as required at 45 CFR § 98.53(f) (4), describing any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

12.1 Annual Report and Changes

12.1.1 Annual Report:

Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. **The Lead Agency continuously reviews regulations in an effort to ensure the health, safety, and well-being of children. The Lead Agency has regularly-scheduled meetings in which serious cases, including those that involve serious child injuries and deaths, are discussed and a course of action based on the Lead Agency's regulations is decided upon. These meetings include the early childhood Licensing staff, LDOE Legal staff, and LDOE early childhood executive staff.**

12.1.2 Annual Report Changes:

Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. **In response to legislation enacted by the 2022 Regular Legislative Session and R.S. 17:407.50.2, the LDOE included required training for administration of auto-injectable epinephrine to a child in an early learning center who is believed to be having an anaphylactic reaction.**

The LDOE defined "bio contaminants" and included proper disposal requirements in agency health and safety policy.

The LDOE made additional revisions to policy, requiring sites to update cumulative file information, remove duplicative language, and require site policy regarding shaken baby syndrome, abusive head trauma, and child maltreatment. Licensing inspections were also

updated to monitor for the implementation of these policy additions.

13) American Rescue Plan (ARP) Act Child Care Stabilization Grants

Goal: To ensure the lead agency implements an equitable stabilization grant program. The American Rescue Plan (ARP) Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend most stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Section 13 should be used to report on ARP Stabilization Grants ONLY.

13.1 Multiple Grant Programs

13.1.1 ARP Act Stabilization multiple grant programs:

Did you run more than one grant program? If so, list the number of separate grant programs and describe their uses.

Yes. Describe: For APRA Round 3 (app. 2/20-3/13) and ARPA Round 4 (app. 7/6-7/17) amounts per provider were based on license type, capacity, hours of operation as well as a community factor (SVI). A final "clean up" round or bonus round was paid on 9/22/2023 where providers that received a payment via the CAPS system during ARPA Round 4 were provided this bonus of \$22,538. The amount of money remaining was divided by the number of providers that could quickly receive a payment.

No

13.2 ARP Act Stabilization Grants workforce compensation

13.2.1 ARP Act Stabilization Grant strategies for workforce compensation:

Which of the following methods were used to support workforce compensation (e.g., bonuses, stipends, increased base wages, or employee benefits) with stabilization grants? (check all that apply)

Targeted grants to support workforce compensation (no other allowable uses)

Providing bonus funds to providers that increased child care staff compensation through stabilization grants

[] Requiring a specific percentage or amount of stabilization grant funding go toward child care staff compensation increases. Percent or amount for staff compensation:

[x] Other (Describe): **The LDOE began engaging in a teacher compensation research study with the University of Louisiana at Lafayette (ULL) Blanco Center beginning in Fall 2022, funded with ARPA CCDBG funds. Type III, CCAP-certified centers were eligible to participate in the pilot program, which impacts the pay for the center’s teachers that work 30 or more hours per week. The pilot was open to approximately 3,000 teachers, who were selected through a randomization process. Half received a \$2,080 annual increase; half received a 10% annual pay increase. Centers who were not selected but were willing to participate in the control group received a stipend to answer follow-up surveys. The study is for two years, ending June 2024, and ULL will have a full research report built from the study at that time. As of the writing of this report, the following points have been identified:**

☒ Teachers who left their centers have a lower hourly pay than teachers who stayed. Generally, there is very little difference in pay between the control and the treatment groups.☒

☒ The teacher turnover rate is consistently higher in the control group than in the treatment group, except during Q2 2023, where rates are similar.☒

There are 576 participating centers and 2,228 participating educators as of the writing of this report. This is across both the control and treatment groups.