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Quality Progress Report (QPR)

For

Louisiana

FFY 2024

QPR Status: Accepted as of 2025-03-31 14:09:58 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, 2023, through September 30, 2024), 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.

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, 2024.

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, 2024. These counts should include all licensed child care providers, not just those serving children receiving CCDF subsidies.

☒ Licensed center-based programs **1563**

☐ Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2024 ACF-800 data there were 959 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: **Louisiana does not currently license family child care homes.**

Additional clarification: Based on most recent submission of the FY 2024 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 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, 2023 to September 30, 2024?

☒ Yes. If yes, describe: **The LDOE (the Lead Agency) 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 and 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.**

☐ 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 with Louisiana's professional development registry, "Louisiana Pathways Early Learning Career Development System" (also known as Pathways) is currently voluntary. Participants are incentivized to register as active in Pathways, through a director or staff member Louisiana School Readiness Tax Credit (SRTC), which is a tax incentive based on educational experience and level on Pathways career ladders.**

2.1.3 Number of Participants in Professional Development Registry:

Total number of participants in the registry as of September 30, 2024 **15,472**

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, 2023 and September 30, 2024 (check all that apply)? If selected, how many staff received each type of support?

- ☒ Scholarships (for formal education institutions) **765**
- ☒ Financial bonus/wage supplements tied to education levels **4708**
- ☐ Career advisors, mentors, coaches, or consultants
- ☐ Reimbursement for training
- ☐ Loans
- ☐ Substitutes, leave (paid or unpaid) for professional development
- ☒ Other. Describe: **The Department also provided short-term supplementary funding (called "Believe!") for the purchase of developmentally-appropriate learning resources and materials, curriculum supports, supports for Young Children with Disabilities, and other professional development. This supplemental funding opportunity provided an outlet to acquire additional early childhood supporters that 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, in 2019 the Louisiana Department of

Education began a program for early childhood care and education directors called the "Louisiana Early Leaders Academy," or "LELA." Cohort five of this initiative was in progress in October 2023, and LELA Fellows graduated from that cohort on April 26, 2024; cohort six began in August 2024. This instructional leadership program helps ensure that more providers throughout the state are further prepared 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, 2024:

☒ Child Development Associate (CDA) **3180**

☒ Associate's degree in an early childhood education field (e.g. psychology, human development, education) **1329**

☒ Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **1554**

☒ State child care credential **5728**

☐ 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, 2024:

☒ Child Development Associate (CDA) **3180**

☒ Associate's degree in an early childhood education field (e.g. psychology, human development, education) **1329**

☒ Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **1554**

☒ State child care credential **5728**

☐ 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

☒ Emergency Preparedness Planning

☒ Other. Describe other technical assistance available to providers as part of the professional development system: **The Department provides funding for a broad range of training to meet the needs of early childhood educators and administrators, including the use of developmental standards, the implementation of Tier I curriculum, and administrative skills related to child care operations for administrators.**

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, 2023 to September 30, 2024? **\$26842935**

☐ 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. **We also consider the group training and onsite TA and coaching provided by CCR&Rs and the Mental Health Consultation provided by our contractors to be support that helps teachers/providers progress in their professional development.**

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: Each publicly-funded child care, Early Head Start/Head Start, and school-based program serving children birth to five in Louisiana receives a Performance Profile that includes a rating based on rigorous classroom observations. 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 each academic 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.

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.

The 2023-2024 Performance Profile data reveals a 5.49 (out of a scale of 7) statewide performance rating, indicating a 0.07 increase from 2022-2023; this statewide average of all provider sites represents a "High Proficient" ranking. More than 95% of overall early childhood sites have been rated as "Proficient" or higher, with 93% of child care

sites rated as “Proficient” and higher. Quality growth in child care has continued to increase, from a performance score of 5.31 in 2022-2023 to 5.41 in 2023-2024.

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, 2023 to September 30, 2024?

☒ 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? **\$1748816**

☒ Unable to report total amount spent. Indicate reason **During the reporting period Lead Agency staff continued work on updating the state's Early Learning and Development Guidelines but did not track the number of hours spent on this activity and thus cannot calculate the cost of staff time spent on this effort.**

Optional: Use this space to tell us any additional information about how funds were spent that is not capture in the item already reported: **To align with goals and outcomes outlined in Louisiana's Early Learning and Development Standards and to improve Kindergarten readiness, the Louisiana Department of Education (LDOE) supports publicly-funded child care providers by reimbursing a portion of the cost of curriculum rated by the LDOE as high-quality. Child Care Resource and Referral agencies may also support providers in implementation of high-quality curriculum, through group training**

and coaching.

The Lead Agency implemented ongoing, consistent opportunities for family and community engagement through funding called “Believe! Category 4.” This funding supported the implementation of family engagement practices related to the use of strategies that support child development through at-home learning; guidance for families in supporting children’s development and connecting to services to better prepare children for future success; and supporting children’s transitions from child care classrooms into Kindergarten, through partnership opportunities between families, school systems, and program partners.

The Lead Agency partnered with a vendor to develop materials regarding quality family engagement practices, including topics such as family well-being, positive parent-child relationships, families as lifelong educators, families as learners, and family connections to peers and the community. The content emphasized research and evidence to provide concepts and best practices, along with activities that educators can apply with families to boost effective family engagement practices.

[] 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:
Included on each site’s Performance Profile are metrics on ongoing use of assessment,

curriculum quality, teacher-child ratios, and teacher degrees and certification. In 2023-2024, 97% of child care sites reported using a high-quality curriculum.

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, 2023 to September 30, 2024?

☒ 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.**
- 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: **Proficient - Performance Profile score of 4.50-5.24**
[x] High Quality
 - Tier/Level 4: **High Proficient - Performance Profile score of 5.25-5.99**
[x] High Quality
 - Tier/Level 5: **Excellent - Performance Profile score of 6.00-7.00**
[x] 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: **820**
- Total number of licensed family child care homes meeting high quality definition:
not applicable
- Total number of CCDF providers meeting high quality definition: **913**
- Total number of children served by providers meeting high quality definition:
22924

☐ 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
 - 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, 2023 to September 30, 2024 (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 **836**

☐ Licensed family child care homes **not applicable (not licensed)**

☐ Higher CCDF subsidy rates (including tiered rating)

☐ Licensed child care centers

- o 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: **Ongoing technical assistance (through CCR&Rs and Mental Health Consultation) to facilitate participation in QRIS or improve quality of programs already participating in QRIS (or some other technical assistance tied to QRIS) was funded with CCDF quality funds.**

Subsidy quarterly bonuses were expended as part of the Lead Agency's direct services, as the bonuses in effect provide a higher subsidy rate for achieving higher tiers of quality.

☐ 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, 2023 to September 30, 2024? **\$18630569**

[x] Unable to report total amount spent. Indicate reason **\$18,630,569.04 was spent on subsidy quarterly bonuses, but they were expended as part of the Lead Agency’s direct services (rather than as CCDF quality funds), as the bonuses in effect provide a higher subsidy rate for achieving higher tiers of quality.**

In addition, other spending on the “Quality Rating and Improvement System,” such as ongoing technical assistance to facilitate participation in QRIS and to improve quality of programs already participating in QRIS done by CCR&Rs and a Mental Health Consultation contractor, overlaps with spending for Sections 5 (CCR&R) and 8 (evaluating programs), so QRIS-related spending is instead reported in those categories.

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **Group training and onsite TA and coaching provided by CCR&Rs and the Mental Health Consultation provided by contractors also support the QRIS, as it helps teachers/providers progress in their professional development and the quality of child care services that they provide.**

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 is continuously improving the quality of early childhood care and education, 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 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 the average statewide score has grown from 4.73 in the 2015-2016 academic year to 5.49 in the 2023-2024 academic year, with similar gains being made in each of the QRIS tool domains. 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, with 95% of sites rated as “Proficient” or higher in 2023-2024 as compared to 62.1% in 2016-17.

In addition to the indicators of the quality of interactions children experience as measured by CLASS®, the Department also 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 2023-2024, the number of teachers with certification in child care was 37%, an increase from 22% in 2016-2017. Similarly the percentage of child care centers receiving the highest curriculum rating has increased from 62% in 2016-2017 to 91% in 2023-2024.

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, 2023 to September 30, 2024?

☐ Yes

- Number of specialists available to all providers
- Number of specialists available to providers serving children who receive CCDF
- Number of specialists available specifically trained to support family child care providers
- Number of providers served
- Total number of children reached

☒ 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, degree/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, 2023 to September 30, 2024?

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

- o Describe what the network/hub provides to participating family child care providers: **The family child care networks provide researched-based coaching, technical assistance, group training, and early learning resources tailored to the needs of the family child care providers participating in the QRIS. Staff are trained to implement best practices related to child development, curriculum, and teacher-child interactions to ensure high-quality learning experiences. In addition, family child care providers are supported and have access to technical assistance to address tactical challenges related to health, safety, and environments within group care.**

☐ 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, 2023 to September 30, 2024? **\$18415660**

☒ Unable to report total amount spent. Indicate reason: **Activities that support the quality of infant and toddler classrooms and staff FCC Networks overlap with and are being reported under Sections 5 (CCR&Rs) and 11 (other quality).**

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **Ready Start Networks (RSNs) utilized local community knowledge and influence to recruit a coalition of community stakeholders to advance and invest in the cause of improving early childhood education quality and access for infants and toddlers. During the reporting period, RSNs developed concise front-facing documents to share with potential supporters and funders, to provide a compelling overview of the local landscape of birth to three early care and education in their communities. This communication tool shared information about the need for infant and toddler seat funding and how the RSNs planned to approach the need. In addition, RSNs continued to support providers within local service areas with professional development and training aligned with best practices for infant and toddler care and education.**

The Ready Start Transform grants to several Ready Start Networks also provided an opportunity for well-established networks to accelerate work through the development of strategies designed to expand access for families. Teams of high-level partners, community leaders, and stakeholders collaborated to develop and implement additional seats based on the community vision and access expansion efforts for birth to 3 seats. Funding through this program addressed barriers to access to quality early childhood care and education, such as the recruitment and training of qualified staff, alternative care programs to address the needs of all families, wraparound supports for children and families, or care to meet the requirements of special subgroups, including children with disabilities or children whose second language was English.

Some funding, called “Believe! Category 2,” was used to support access expansion efforts, including providing funding for furnishing new spaces, for additional materials and supplies, and for advertising costs for centers.

Funding was also used to support Family Child Care (FCC) providers, who primarily serve infants and toddlers and who were interested in participating in the QRIS, with an Environmental Enhancement grant. These grants allowed FCCs to purchase quality improvement materials such as furnishings, materials, and in-class supports necessary to create high-quality learning environments.

Ready Start Networks also continue work to increase children’s and family’s access to quality child care services. In the reporting period, seven community networks raised \$25,652,844 local funds that qualified for Louisiana’s Early Childhood Education (ECE) Fund, an incentive fund that provides a dollar-for-dollar match of state funds, for a total increased investment of \$51,307,689. Through ECE Fund dollars, networks were able to provide an additional 2,515 seats for infants and toddlers.

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: The state has shown steady, incremental improvement in CLASS® scores since Performance Profiles were first released for infants and toddlers. Since 2016-2017, toddler scores for “Emotional and Behavioral Support” have grown from a “High Proficient” performance score of 5.33 to an “Excellent” performance score of 6.00 in 2023-2024. In addition, toddler scores for “Engaged Support for Learning” have grown from a performance score of 3.51 in 2016-2017 to 4.49 in 2023-2024. Infant scores for “Responsive Caregiving” have also shown growth with a performance score of 5.55 in 2020-2021 to a performance score of 5.88 in 2023-2024. In addition, the percentage of sites using the highest rate tier of curriculum for infants and toddlers has increased from 63.7% of sites in 2016-2017 to 94.8% in 2023-2024.

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, 2023 to September 30, 2024?

☒ 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, 2023 to September 30, 2024? **\$4709006**

☐ Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent (This was the amount above and beyond what was spent on CCR&R services and coded to satisfy the 3% Infant/Toddler requirement.)

☐ 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: During the reporting period, the Lead Agency monitored and evaluated CCR&R indicators of progress based on required deliverables and activities, such as coaching, technical assistance, group training, and business support.

Using data-driven strategic planning, the state developed benchmarks for the targeted provision of high-quality coaching, including 13,461 hours of engaged workforce support tailored to improve high-quality learning experiences for children and the Instructional Quality domain scores of the CLASS® tool, particularly in low-performing sites. Additionally, the CCR&Rs provided more than 2,900 hours of training, technical assistance, and business supports for early learning sites and providers.

In addition, programs scoring below 3.75 on the CLASS® assessment were required to receive rigorous services through Site Improvement Planning that included CCR&Rs, along with members of the LDOE's site improvement team. There were 7 early learning sites identified as below 3.75 during the reporting period, and those sites received intensive support through a Site Improvement Plan (SIP), including self-reflective assessment and goal planning with the Lead Agency and designated CCR&R to improve program performance. The structured SIP process was monitored monthly with check-in calls and in-field visits to ensure the plan was carried out by the early learning site with fidelity: 6 of the 7 participating sites improved scores to move from an "Unsatisfactory" to an "Approaching Proficient" or higher score in quality, and the 7th site missed the "Approaching Proficient" benchmark by merely .02, with an improvement of 0.11.

Further, Master Coaches at each CCR&R worked with the LDOE to analyze data related to age groups to ensure the pace of quality services met the quality needs of providers to improve teacher-child interactions and instruction quality, successful implementation of Tier 1 curriculum and instructional tools, and supporting teachers with age-appropriate practices. Master Coaches were able to extend services through comprehensive support planning to 61 additional early learning sites or registered family child care sites. These sites were selected based on descriptive findings from the CLASS® assessment tool as candidates to participate in a

pilot approach to improve program performance based on the score range just above 3.75. The active coaching sites participated in a modified evaluation and collaborative effort of both the Lead Agency and CCR&Rs to improve outcome-determined quality measures. These initial efforts demonstrated that 84 percent of the pilot sites displayed encouraging gains, with 21% displaying a quality growth index of over 1.0.

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, 2023 to September 30, 2024? **1197**

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:

☐ 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, 2023 to September 30, 2024? 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, 2023 to September 30, 2024? **120 child care centers received on-site technical assistance and 387 phone consultations from Licensing staff. In addition, 12 sites identified with high-priority needs, such as lack of active supervision, were provided with in-field support from Field Support Consultants who supported the site administration with site improvement planning and professional training for staff.**

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:

☐ 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, 2023 to September 30, 2024? **\$3065715**

☐ 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. **(This was the amount above and beyond what was spent on CCR&R services and coded to satisfy the 3% Infant/Toddler requirement.)**

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: **The Lead Agency contracted with CCR&Rs to provide onsite training, group training, and coaching, including emergency preparedness and response, indoor/outdoor safety, and active supervision training. During the reporting period, CCR&Rs provided 2,082 hours of professional development training designed to improve the quality of child care programs and services, inclusive of 570 hours of health and safety training. In addition, the Lead Agency developed an online self-paced training platform, EC Learn, which included a health and safety training suite for all types of early learning sites.**

The Lead Agency also held the third annual Early Childhood Conference for the early childhood workforce, which included two 1-day events in north and south Louisiana, for approximately 1,200 total participants. Training sessions provided in-depth learning opportunities centered around program quality improvements, such as training on active supervision, developmental milestones of children, safe and effective behavior management, qualifications for directors, safe sleep practices, critical incidents and required notifications, and other updates and reminders about other licensing standards.

Furthermore, the Lead Agency conducted monthly provider webinars, issued monthly provider newsletters, and conducted monthly new director office hours, noting most commonly-cited deficiencies found in monitoring visits and sharing information about best practices related to health and safety.

Licensing Technical Assistance staff conducted 387 phone consultations with licensed child care providers in an effort to improve compliance and understanding of health and safety standards in areas such as supervision, required notification, training, and documentation during this time period. These staff members also conducted 114 on-site technical assistance visits to provide direct training.

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, 2023 to September 30, 2024?

- ☐ 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, 2023 to September 30, 2024?

- ☐ 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, 2023 to September 30, 2024?
\$4936260

[] 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: **Quality and effectiveness of child care programs and services are measured and evaluated for Type III child care centers and Family Child Care homes that opt into Academic Approval**

Each publicly-funded child care, Early Head Start/Head Start, and school-based program serving

children birth to five in Louisiana receives a Performance Profile that includes a rating based on rigorous classroom observations. 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 each academic 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.

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.

The 2023-2024 Performance Profile data reveals a 5.49 (out of a scale of 7) statewide performance rating, indicating a 0.07 increase from 2022-2023; this statewide average of all provider sites represents a "High Proficient" ranking. More than 95% of overall early childhood sites have been rated as "Proficient" or higher, with 93% of child care sites rated as "Proficient" and higher. Quality growth in child care has continued to increase, from a performance score of 5.31 in 2022-2023 to 5.41 in 2023-2024.

Included on each site's Performance Profile are metrics on ongoing use of assessment, curriculum quality, teacher-child ratios, and teacher degrees and certification. In 2023-2024, 97% of child care sites reported using a high-quality curriculum.

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, 2023 to September 30, 2024?

- ☐ 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, 2023 to September 30, 2024? \$

☐ 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:
not applicable

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, 2023 to September 30, 2024?

- ☒ 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, 2023 to September 30, 2024? **\$2630883**

- ☐ 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. **We also consider the group training and onsite TA and coaching provided by CCR&Rs, scholarships provided, and curriculum reimbursements provided to support adoption of high-quality program standards.**

- ☐ 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 Lead Agency funds Mental Health Consultation services via a contractor, to early learning sites and to parents whose children demonstrate the needs of in-depth interventions. The Mental Health Consultation program focuses on child-centered consultations, screenings, and classroom-level observations to promote the knowledge and application of age-appropriate practices in the classroom, appropriate expectations for children, and fostering the well-being and healthy development of children. The contractor also delivered behavior management training to 311 early learning sites, to help reduce the rates of suspensions or expulsions in child care settings. Further, the mental health consultations assisted families, site directors, and teachers in understanding when referrals should be facilitated for a child and provided assistance in the referral process.**

Additional target achieved by the Mental Health Consultation program in the reporting period are as follows:

***2,424 mental health consultation visits**

***191 child screenings conducted**

***393 referrals made to community resources**

***128 trainings provided to early childhood educators related to early childhood mental health**

***1,141 teachers participating in the 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, 2023 to September 30, 2024?

☐ Yes. If yes, describe and check which types of providers were eligible and number served.

☐ Licensed center-based programs

☐ License-exempt center-based programs

☐ Licensed family child care homes

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

☐ 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, 2023 to September 30, 2024?

☒ Yes. Describe: **The Lead Agency undertook several strategic initiatives in 2023 to continue work to modernize legacy data systems, to enhance the efficiency, transparency, and security of processes supporting early childhood education and care.**

This includes development and deployment of the Edlink Operations (OPS) system, a secure electronic portal that enables streamlined processes for child care licensing, inspections, enforcement, and funding. The system facilitates efficient communication between the LDOE, early childhood providers, and families while securely updating critical data. Key features include:

- o Integration with the Statewide Site Finder/Care Facility website, allowing public users to access provider location information and detailed inspection reports
- o A Power BI reporting module, which enhances the Department's reporting capabilities
- o Offline tools for supporting Lead Agency staff with inspections, investigations, and maintaining provider histories.

The Lead Agency also prepared for future implementation of a new payment system, a new family application system, and a module called IntegrityCentral, which will utilize advanced analytics and key performance indicators to detect and prevent potential fraud.

☐ 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: **While the majority of funds invested in data systems were CCDF funds, they were nondirect rather than quality funds.**

☐ 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, 2023 to September 30, 2024?

☒ Yes. Describe findings: **Per Bulletin 140, Community Network Lead Agencies (CNLAs) and publicly-funded early learning sites are required to count all publicly-funded children served at each publicly-funded site as of October 1 and February 1 and submit this data to the LDOE by October 31 and February 28, respectively, each academic year. This Child Count is intended to be an unduplicated count of every publicly-funded child birth through age four in the state of Louisiana. Capturing child count by age configuration, funding source, parish, and demographic information supports the LDOE and Community Networks and their program partners (as well as other stakeholders) in analyzing and identifying supply and demand to identify, develop, and sustain additional needed supply and access for children and families.**

The child count audit determined the following gap estimates:

Infants = 6% served

One year olds = 12% served

Two year olds = 18% served

Three year olds = 35% served

Four year olds = 86% served

In addition, annually each community network lead agency develops, in collaboration with providers of child care, Early Head Start/Head Start, and school-based pre-Kindergarten services, and submits a funding request for the following fiscal year to the LDOE, on behalf of the community network and based on the coordinated enrollment results, which include the following:

1. the number of applications received for each age of at-risk children;

2. the number of seats requested at each publicly-funded site;
3. the number of seats recommended by the community network to receive funding with a prioritization by site and age of children served by funding source;
4. the criteria and process used to develop the community network request;
5. the recommended plan to maximize all funding sources to increase service to at-risk children;
6. the number of seats being requested in a mixed delivery setting; and
7. the number of eligible children served in the network by specific program type.

75% of agencies reported providing written policies and procedures to program partners for eligibility determination to ensure consistency and fairness during enrollment, and 21% reported that that process was in progress. 43% reported eligibility is determined at the CNLA level, 41% reported eligibility is determined at the site-level, and 8% reported determination occurs as a combination of both. 49% of reporting agencies incorporate family voices in the coordinated enrollment process by utilizing parent or family surveys.

☐ 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: **These activities were funded with CCDF quality funds, but Child Count, Coordinated Enrollment, and the Coordinated Funding Request are activities led by Community Networks, and funds for them were reported in Section 8, as a primary responsibility of the networks is evaluation of quality of local programs.**

☐ 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, 2023 to September 30, 2024? 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:

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, 2023 and September 30, 2024 (check all that apply)? If indicated, how many providers received each type of support?

[x] Financial bonuses (not tied to education levels) The Lead Agency disbursed allocations to community networks, to in turn disburse at the local level to providers, for one-time incentive bonuses for eligible child care educators; we do not have data on how many providers were served by the grants given out through the networks, but we do know that funds were used for the following: bonuses or stipends for incentives such as attendance at work, attendance at professional development sessions, bonuses for earning certain thresholds of CLASS scores.

[x] Salary enhancements/wage supplements The Lead Agency disbursed allocations to community networks, to in turn disburse at the local level to providers, for short-term incentive enhancements/supplements for eligible child care educators; we do not have data on how many providers were served by the grants given out through the networks, but we do know that funds were used for the following: sign-on stipends for new employees, longevity bonuses, short-term salary enhancement/supplement, and contributions toward benefits for staff.

[] Health insurance coverage

[] Dental insurance coverage

[] Retirement benefits

[] Loan Forgiveness programs

[] Mental Health/Wellness programs

[] Start up funds

[x] Other. Describe: To help address the barrier so many early childhood educators face in trying to obtain affordable health insurance, the Lead Agency partnered with a Healthcare Navigator grantee to increase the number of early childhood educators who are aware of healthcare options and provide support in enrolling in low- or no-cost health insurance.

In the reporting period the Healthcare Navigator program achieved the following:

***participated in 234 outreach events**

***presented at 90 centers**

***served 2,047 early childhood educators**

***enrolled 250 early childhood educators in healthcare**

***had 694 pending appointments with early childhood educators**

[] 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:

☐ 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, 2023 to September 30, 2024? **\$53365405**

☐ 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. **Funding called "Believe Category 1" was used to support child care stabilization efforts in community networks by providing one-time incentive bonuses for eligible child care educators.**

EC Guides, who are family liaisons for early childhood community networks, were an integral part of the Lead Agency's efforts to provide families with access to high-quality early childhood education and care opportunities within twelve strategic locations throughout the state. Over the reporting period the EC Guides broadened the scope of their role and impact in the community to include not only enrollment responsibilities but also additional community-level engagement, such as connecting providers to resource-intensive supports and matching providers with training and leadership opportunities to improve quality of child care services.

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: **Over the reporting period, the LDOE developed EC Learn (a learning management system) to provide an online, interactive, self-paced training program for the state's early childhood educators. Through the EC Learn project, the ECE workforce will be provided with essential key training modules at no cost and with easily accessible training certificates. Furthermore, the LMS has been designed to encourage specific professional development opportunities that will enable providers to remain informed on best practices related to child development and high-quality care.**

EC Learn was conceptualized in December 2023 following the PDG Convening. By June 2024, the ECE Professional Learning Platform was planned and implemented after research into the design and function of professional learning in various states. The first three courses, "Medication Administration in Child Care," "Food Safety in Child Care," and "Safe Environments in Child Care," were evaluated by the LA Department of Health and a local pediatrician who serves on our ECCE Advisory Council, before being embedded in the Canvas learning

management system. Following that, five LDOE ECCE staff members were assigned the courses and asked to provide feedback on the training based on their experiences and to note whether any errors were discovered. Lastly, a soft launch was conducted in September 2024, during which the 8 CCR&Rs, along with 10 early childhood directors, had access to the training before the learning platform was launched live across the state, to provide feedback on the content and their user experience.

(The first suite of training modules launched November 2024 and is focused on health and safety courses to meet Lead Agency and CCDF training requirements. Because the trainings were made available to the field after the reporting period, future QPRs will contain indicators of system usage.)

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 to ensure the health, safety, and well-being of children. There are regularly scheduled meetings held to discuss serious cases, including both serious child injuries and any deaths, and to develop a plan of action. These meetings include LDOE's Licensing, Legal, and 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. **The LDOE made the following revisions to policy to address health and safety:**

Clarification of monitoring policy for provisionally-employed staff members; clarification on how to report critical incidents; clarification of use of prohibited substances; addition of a definition for "supplement" and requirement that the administration of "supplements" will require prior written parental authorization; clarified requirements for validity of licenses; ensuring that a current license holder must be in compliance with licensing rules and regulations prior to changing the location or ownership of a center; update of attendance records to require that date is also captured; updated the child to staff ratio requirements for children age 2 years old, updated the health and safety training requirements.