



Louisiana's Early Childhood Care and Education Network

June 2017

Agenda

Objective of this session is to help early childhood leaders prepare for next year by sharing 2016-2017 results and upcoming changes.

- **Vision for Improving Kindergarten Readiness in Louisiana**
- **Key Accomplishments in 2016-2017**
 - Roll-Out of Practice Performance Profiles
 - National Research Validation of Louisiana’s Approach
 - Strengthening School Readiness Tax Credits
 - Teacher Preparation and Ongoing Support
 - Progress in Coordinated Funding and Enrollment
- **What to Expect in 2017-2018**
 - Preliminary Results
 - Proposed Shifts in Policy and Practice
 - New Site Finder
- **Next Steps**



Vision for Kindergarten Readiness in Louisiana

Louisiana Vision for Kindergarten Readiness

Over the past five years, Louisiana has worked to unify the early childhood system – birth to pre-K – to prepare all children for kindergarten.

Shared high standards for what children should learn and what excellent teaching looks like.

Teachers are excellent at interacting with children and guiding learning.

Expectations for health, safety, and learning are consistent with adequate funding levels for programs that serve children well.

Families can easily enroll and choose the best option for their children.

In 2016-2017, Louisiana completed the first full year of actual implementation.



Key Accomplishments in 2016-2017

Key Accomplishments in 2016-2017

In 2016-2017, Louisiana completed the first full year of Act 3 implementation, even though the year started off with historic flooding in multiple parishes.

<https://www.youtube.com/watch?v=fL2PAwIpgXw>

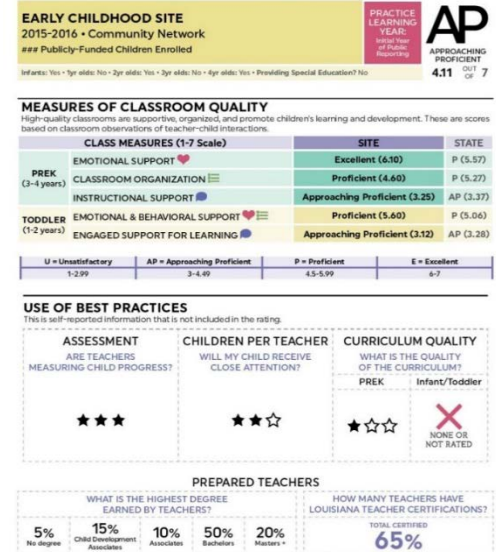
Key Accomplishments in 2016-2017

Roll Out of Practice Performance Profiles

Louisiana has fully established a statewide unified rating system to help families choose the best option for their children.

In fall 2016, Louisiana rolled out 1,628 Practice Profiles:

- 98% of toddler and pre-K classrooms were observe
- Sites that scored Excellent are national exemplars.
- In proficient classrooms, children benefit from:
 - Warm, positive, trusting relationships;
 - Constant engagement, clear routines and smooth transitions; and
 - Wide range of fun and interesting activities.
- Yet children did **not** necessarily benefit from:
 - Encouragement to try things, connect concepts and think critically;
 - Being asked how and why questions or to build on a response and receiving positive feedback; or
 - Exposure to advanced language.



Unlike the Practice Year, there will be incentives and consequences in 2016-2017:

- Tax credits and bonuses have been revised to reward performance and improvement.
- Programs that fail to meet minimum standards may lose license or funding.

Key Accomplishments in 2016-2017

National Research Validation of Louisiana's Approach

Researchers at the University of Virginia found children learn more in Louisiana classrooms with higher ratings.

In 2014-2015, researchers evaluated Louisiana classrooms and children:

- 90 child care, Head Start and pre-K classrooms serving 4-year-olds statewide;
- Conducted 4 *CLASS™* observations per classroom;
- Assessed ~1,100 children in the fall and spring; and
- Surveyed teachers, program directors and parents/guardians.



Initial results indicate that:

1. Louisiana observations are accurate: local and research *CLASS™* scores closely align.
2. Children learn more in classrooms with higher *CLASS™* scores.
3. Adding other quality measures does not help identify effective classrooms.

Local Raters	Math	Literacy	Achievement Average
Emotional Sup.			
Classroom Org.	★	★	★
Instructional Sup.	★	★	★
<i>CLASS</i> Total	★	★	★

Key Accomplishments in 2016-2017

Strengthening School Readiness Tax Credits

Louisiana revised tax credits (\$17M) to align with unified rating system and reward teachers with Early Childhood Ancillary Certificate who stay in the sector.

Credit Type	Summary of Revisions												
For Teachers and Directors	<ul style="list-style-type: none"> Directors will be able to earn credits based on site performance and teachers will earn more based on earning an ancillary certificate. By 2020, teachers with an ancillary certificate can earn up to ~\$3,300 annually for working at a publicly-funded center and receiving tax credits for more than 2 years. No staff will lose their current credit; changes only add options. 												
For Providers	<ul style="list-style-type: none"> As of January 1, 2018, sites will be issued stars based on unified rating system. <table border="1" data-bbox="434 853 1850 968"> <thead> <tr> <th>Star</th> <th>1 Star</th> <th>2 Star</th> <th>3 Star</th> <th>4 Star</th> <th>5 Star</th> </tr> </thead> <tbody> <tr> <td>Rating</td> <td>3 – 3.74</td> <td>3.75 – 4.49</td> <td>4.5 – 5.24</td> <td>5.25 – 5.99</td> <td>6 – 7</td> </tr> </tbody> </table> Centers that serve CCAP children in quality settings will receive sufficient funding to maintain quality based on cost model. CCAP bonus payments will be increased by 3% to support improvements. However, bonuses for two-star providers will be reduced to zero over time to incent quality. 	Star	1 Star	2 Star	3 Star	4 Star	5 Star	Rating	3 – 3.74	3.75 – 4.49	4.5 – 5.24	5.25 – 5.99	6 – 7
Star	1 Star	2 Star	3 Star	4 Star	5 Star								
Rating	3 – 3.74	3.75 – 4.49	4.5 – 5.24	5.25 – 5.99	6 – 7								
For Families and Businesses	<ul style="list-style-type: none"> Credits will be based on stars based on overall score under unified rating system. 												
For R and R	<ul style="list-style-type: none"> No changes needed. 												

Key Accomplishments in 2016-2017

Teacher Preparation and Ongoing Support

Louisiana teachers are working hard to complete credentials and apply for the Early Childhood Ancillary Certificate.

Meeting the Certification Requirements

- Over 2,600 individuals have received the Early Childhood Ancillary Certificate:
 - *55% through a CDA or career diploma and 45% through an associate degree or higher.*

Developing Certificate Programs:

- Through *Believe and Prepare: Early Childhood*, 11 programs have been approved.
- Early Childhood Ancillary Certificate Programs:
 - *Provide high-quality CDA coursework with applied practice, observations and mentoring;*
 - *Receive a formal review by BESE to evaluate the quality and coherence of the program; and*
 - *Attending teachers may qualify to receive tuition scholarship through LA Pathways.*
- The Department will launch a third cohort this summer.

Ongoing Professional Development:

- There are supports aligned to CLASS™ Observations available for every classroom:
 - *Curriculum reviews help programs choose quality with \$3 million to help child care.*
 - *More programs are using GOLD®, a free high quality assessment tool for every public child.*
 - *Louisiana provides multiple professional development and coaching options.*

Key Accomplishments in 2016-2017

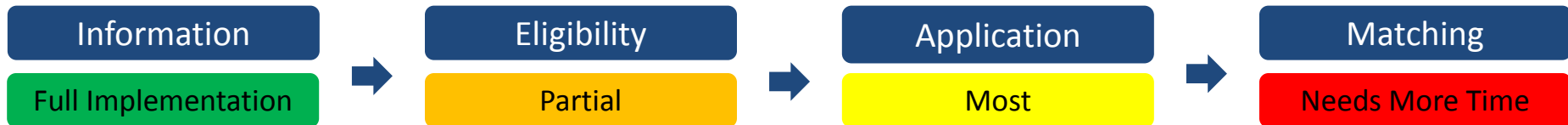
Progress in Coordinated Funding and Enrollment

Coordinated enrollment and funding center on parent choice.

Louisiana law requires have locally-managed enrollment systems that coordinate:

1. **Information:** Families know of all available seats;
2. **Eligibility:** Families easily know what they qualify for;
3. **Application:** Families indicate top choices and apply through one application; and
4. **Matching:** Families enroll their child in the highest ranked preference available.

Snapshot of implementation of coordinated enrollment:



Louisiana has also helped address differences in child care funding and eligibility by:

- Increasing Child Care Assistance Program rates significantly and reducing family co-pays;
- Making eligible families who are working 20 hours or in school full-time;
- Allowing families to stay eligible for up to two years, with a minimum of year; and
- Winning a competitive federal grant to offer high quality pre-K in child care settings.

Louisiana will have to create a wait list for Child Care Assistance on July 1, 2017.



What to Expect in 2017-2018

Preliminary Results

Highlighting Louisiana

Louisiana classrooms are making improvements in all domains of Toddler and Pre-K CLASS. The Department is working with the Picard Center at the University of Louisiana-Lafayette to produce highlight videos such as this:

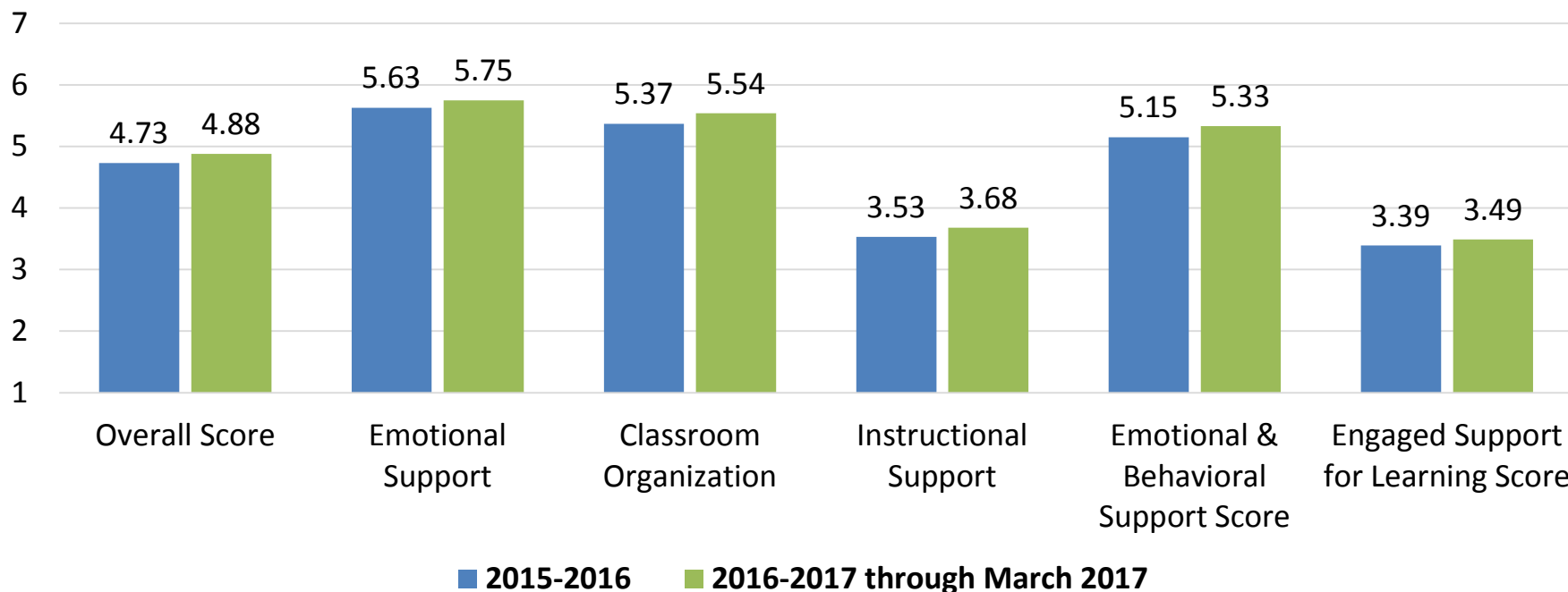
<https://youtu.be/SfmEGwZsw8w>

Preliminary CLASS™ Results

Improvement from Practice Year

FOR DISCUSSION ONLY
Preliminary results based on
incomplete data.

Initial results indicate improvement across all domains. These are preliminary results only using incomplete data. Spring scores will likely be lower once all third party scores are included.



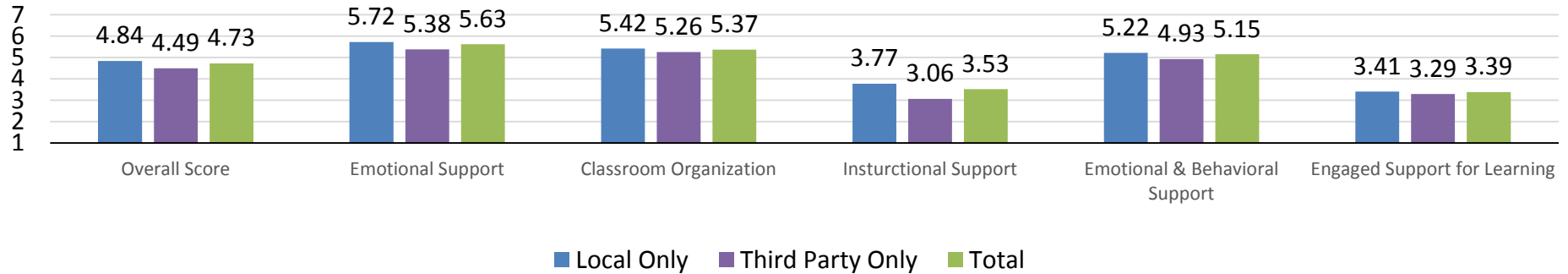
National research indicates that .15 - .3 average improvement is possible when programs are engaging in intentional improvement efforts.

Preliminary Observer Accuracy Improvement in Accuracy

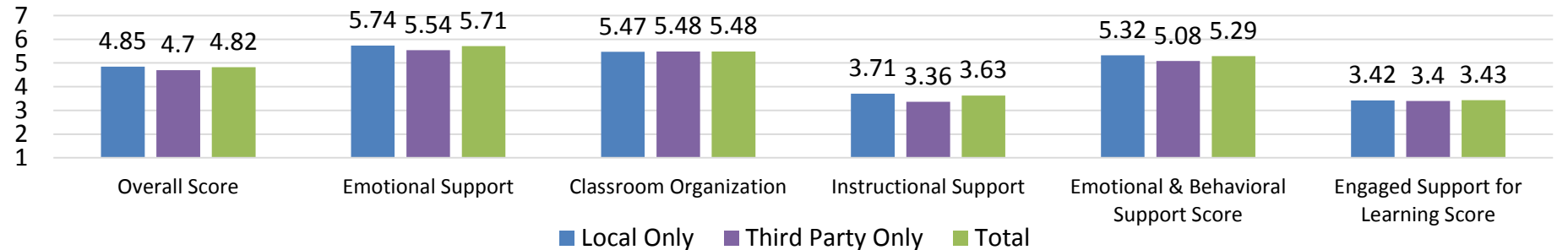
FOR DISCUSSION ONLY
Preliminary results based on
incomplete data.

Preliminary analysis shows that local observers have improved their accuracy when compared to third party observations, resulting in fewer anticipated score substitutions.

2015-2016 Scores



Fall 2016 Scores



Preliminary Negative Climate

The Department continues to monitor negative climate scores, and for the rare high scores, to provide assistance and support.

Fall 2016 Score	Negative Climate Observations	
	#	%
7	4232	82%
6-6.9	821	16%
5-5.99	81	1.6%
4.5-4.99	16	.3%
0-4.49	5	.1%

Received a notice of low score with available resources in writing

Received a warning related to Bulletin 140 with available resources in writing

Providers are concerned that lower quality centers are actually scoring better with NC removed. However the opposite is true.

Average ES decrease for centers with NC <7	Average ES decrease for centers with NC =7
-.32761	-.29972

Per Bulletin 140 policy, for sites with classrooms scoring 4.5 or below consistently, the Performance Profile will have a flag that indicates high negative climate in that site.

Preliminary Curriculum Results

Overall, there has been a significant increase in the number of site reporting use of high quality curriculum. Note that these results have not yet been certified.

Sites/Classrooms using Tier I Curriculum	2015-2016	2016-2017
	%	%
Pre-K	41%	49%
Toddler	15%	22%

Due to lower than expected uptake, the Department plans to expand the Child Care Curriculum Initiative into 2017-2018. In addition, the field continues to express concerns about GOLD[®] so the Department will pilot an abbreviated version of GOLD[®] in 2017-2018.

Preparing for 2017-2018

Proposal for Shifts in Policy and Practice

The Department recommends shifts (rather than dramatic changes) in policy and practice, with in-depth analysis planned for this summer using two years of data.

- Most of the policy shifts are technical with the exception of changes related to the Early Childhood Ancillary Certificate.
- Shifts in practice do **not** require policy changes but will be put in place for 2017-2018 year.

Shifts in Policy

Group Sizes in Informational Metrics

Observer Reliability

Academic Approval

Early Childhood Ancillary Certificates

Shifts in Practice

Support Significant Improvement

Increase Accuracy of Profile Rating

Support Observer Accuracy

Pilot Abbreviated Version of *GOLD*[®]

Refine Measurement of Curriculum and Assessment Informational Metrics

Pilot Infant *CLASS*[™]

Shifts in Policy: Technical Changes for 2017-2018

The following shifts to Bulletin 140 will go to State Board meeting in June.

Remove Group Size from Children Per Teacher Informational Metric:

- Remove group size from the 2 and 3 star ratio requirements in Bulletin 140.
- All licensed sites are still required to meet minimum group size requirements and all non-licensed sites are still subject to group size requirements set by funding.

Clarify Expectations for Observer Reliability:

- Revise policy to clarify that no observer will be excluded from the accountability system until two semesters of inaccurate ratings above 50%.

Address Programs that *Only Offer Before/After Care*:

- Add Academic Approval assurances for programs who do not offer full day care.

Connect Ancillary Certificate Requirement to Academic Approval:

- Indicate that, beginning in 2019, directors must assure that every lead teacher has an Early Childhood Ancillary Certificate or is earning it as part of Academic Approval.
- Allow teachers up to 24 months from date of start as Lead Teacher to earn Ancillary Certificate.

Shifts in Policy:

Revisions for Early Childhood Ancillary Certificate

In order to support all teachers to earn the EC Ancillary Certificate, the Department will provide additional guidelines and time for attending a BESE-approved program.

1. Qualifying for the EC Ancillary Certificate through a CDA:

- Beginning July 2018, teachers who have completed 36 hours or less of their CDA training must attend a BESE-approved program.
 - *A waiver process will be established for teachers who cannot access a BESE-approved program due to unavailability of approved programs.*
- Teachers who have completed more than 36 hours of CDA training by July 2018 may complete their credential at any program.

2. Qualifying for the EC Ancillary Certificate through a technical diploma

- Beginning July 2018, teachers must complete the technical diploma at a BESE-approved program.

3. Qualifying for the EC Ancillary Certificate through a career diploma

- Beginning July 2018, teachers will **not** be able to earn the EC Ancillary Certificate through additional career diplomas.

The Department will support an additional cohort of Believe and Prepare: Early Childhood as well as seek online vendors to meet the needs of all of Louisiana's child care teachers.

Shift in Practice:

Support Significant Improvement

Performance Profiles must accurately reflect what is observed, especially in the case of improvement of quality of teacher-child interactions.

Rationale for Shift:

- Current practice of replacing local scores with third party scores when they differ by more than a point may be penalizing improvement in exceptional cases.

Proposal for Shift in Practice in 2017-2018:

- Allow for significant improvement within a semester. In situations where third party observed before local observers in the fall, create a process to send third party to re-observe in early spring to validate improvement. If validated, there will **not** be any consequences for local observers.
- Similarly, if the local observation occurs first and third party score is much higher later in the semester because of significant improvement, site director will be asked to verify improvement and the early score will **not** be held against the local observer.

As a result, there will no disincentives for significant improvement for leaders, teachers or observers.

Shift in Practice:

Increase Accuracy of Profile Rating

Accuracy of observations must continue to increase so that profiles reflect the true average experience for children who attend that site.

Rationale for Shift:

- Score averages are still greater than results for other states, indicating possible inflation.
- With third party observations occurring only once for most classrooms, gaming may occur when local observers believe there will not be a third party observation.
- Financial incentives such as tax credits will only increase pressure to inflate scores.

Proposal for Shift in Practice in 2017-2018:

- Policy already provides discretion to address concerning discrepancies.
- Use differences between local and third party scores that indicate inaccuracies, especially in instructional support, to replace local inflated scores more regularly.
- Continue to explore using video in certain cases to increase accuracy.

As a result, profiles will more accurately reflect true experiences of children in classrooms, and programs will have a better understanding of how they can make improvements.

Shift in Practice: Supporting Observer Accuracy

Leaders and teachers benefit when local observers are more accurate. Equally important, Louisiana must continue to build credibility in observation system.

Rationale for Shift:

- Concerns remain about comparing observations from different days. Yet national research indicates that dramatic increases or decreases in *CLASSTM* scores are unusual.

Proposal for Shift in Practice in 2017-2018:

- Continue to allow for two-point band of reliability to account for differences between days.
- Allow Lead Agencies to use just-in-time scheduling to schedule local observations close to third party observations when applicable.
- Work with Lead Agencies to ensure local observer protocols are the same as third party protocols.
- Provide more materials and support for improving local accuracy including Louisiana calibration videos produced by Picard.
- Require local observers to explain potential causes for inaccuracies at the end of each semester so that state can review and make a determination whether it is a fair comparison for purposes of the observer status (e.g., teachers in the classroom may have changed).

As a result, accuracy of observations will continue to improve, leading to increased faith in the accountability system and better information for families via the Performance Profiles.

Shift in Practice:

Refine Measurement of Informational Metrics

Use of curriculum and assessment are currently simple measures of usage only. Bulletin 140 allows flexibility to refine how these should be measured.

Rationale for Shift:

- Sites may have curriculum but teachers may not be trained to use the tool effectively or supported to use it in a meaningful way on a consistent basis.
- Teachers may not be trained or supported to use assessment in a way that promotes children's learning and development.

Proposal for Shift in Practice in 2017-2018:

- Audit 5% of sites randomly next year via site visits, including all program types, to determine additional methods of evaluating and reporting on use of curriculum and assessment.
- Consider how use of a screener or checklist could be included as an informational metric.

As a result, the Department will be able to gather better information and thoughtfully consider how best to report information about ongoing use of assessment and curriculum.

Shift in Practice:

Pilot Abbreviated Version of *GOLD*®

*In response to feedback from the field, programs will be offered the opportunity to pilot a shorter, more focused version of *GOLD*® in 2017-2018.*

Rationale for Shift:

- For some programs, a more comprehensive assessment of child development is informative and instrumental. For others, a more streamlined version provides them additional flexibility to meet their needs.
- Pilot version will help the state understand how to better promote use of assessment.

Proposal for Shift in Practice in 2017-2018:

- The Department will pilot two abbreviated versions of *GOLD*®:
 - Version 1: Infant through 1 year olds (*20 indicators instead of 29*)
 - Version 2: 2 through 4 year olds (*35 indicators instead of 55*)
- Sites have to opt in to participate in the pilot via survey by **August 4**.

NOTE: Eight *Head Start Early Learning Outcomes Framework* Goals are not met by the abbreviated set, which may limit reporting for Head Start programs.

As a result, Louisiana seeks to continue to offer accurate readings of skills, knowledge, and abilities of children and does not psychometrically impact reliability and validity of reports.

Shift in Practice: Pilot Infant CLASS™

Louisiana should begin to measure the quality of infant care and provide feedback that supports teacher development and growth now that an appropriate tool is available.

Rationale for Shift:

- Infant teachers need the same understanding and feedback of classroom quality.
- A handful of sites in Louisiana serve only infants, and are not receiving any classroom observations, feedback, or support.

Proposal for Shift in Practice in 2017-2018:

- Begin piloting Infant CLASS™ in Early Head Start-Child Care Partnership sites.
- Use Teacher Leader Summit to train 34 observers to participate in the pilot.
- Include a select number of infant observations in the third party contract for next year.
- Publish a report on use of Infant CLASS™ but do **not** include in profiles.

As a result, Louisiana can learn more about how best to use the tool to measure quality and support infants and their teachers.

New for 2017-2018

Early Childhood and K-12 Site Finder

Louisiana will launch a new site finder that enables families to search by geography and preferences for early childhood and K-12 options.

BROADMOOR ELEMENTARY SCHOOL
 Early Education Performance
Excellent

OVERVIEW

AGES/GRADES SERVED: Infants Under 3 - Grade 4

DISTRICT/PARISH: Lafayette Parish

SCHOOL/CENTER TYPE: []

LICENSE TYPE: []

LAST INSPECTION VISIT: []

SCHOLARSHIP: []

STAR RATING: []

DIRECTOR/PRINCIPAL: []

TRANSPORTATION: []

NIGHT TIME CARE: []

TAKES CHILD CARE ASSISTANCE PROGRAM (CCAP): Coming soon!

BEFORE CARE: Coming soon!

AFTER CARE: Coming soon!

GIFTED PROGRAMS: Coming soon!

WHALE COAST EARLY EDUCATION ACADEMY
 EARLY EDUCATION PERFORMANCE
 Approaching Proficient

OVERALL MEASURE OF CLASSROOM QUALITY SCORE

2016-17 Site Score: **4.11** (Approaching Proficient)
 2016-17 Rating: Approaching Proficient

high-quality classrooms are supportive, organized, and promote children's learning and development. These are scores based on classroom observations of teacher-child interactions.

Category	Score	Standard Average	State Average
EMOTIONAL SUPPORT	6.10 (Excellent)	5.80	6.09
CLASSROOM ORGANIZATION	4.60 (Proficient)	4.11	4.58
INSTRUCTIONAL SUPPORT	3.25 (Approaching Proficient)	4.11	4.58
EMOTIONAL & BEHAVIORAL SUPPORT	5.60 (Proficient)	5.25	5.06
ENGAGED SUPPORT FOR LEARNING	3.12 (Approaching Proficient)	3.50	3.25

USE OF BEST PRACTICES
 This is self-reported information that is not included in the rating.

Category	Score	Prepared Teachers	Total Certified
ASSESSMENT	★★★	Are teachers measuring child progress?	65%
CHILDREN PER TEACHER	★★★	No Degree	15%
		Child Development Associate	10%
		Bachelors	50%
CURRICULUM QUALITY	★★★	Bachelors +	20%

Louisiana is currently testing the school/site finder and will launch in the fall.



Next Steps

Next Steps

There are several steps that early childhood leaders can take now to complete 2016-2017 and prepare for 2017-2018.

2016-2017:

- Share results with teachers and celebrate their accomplishments.
- Be sure to complete informational metrics and participate in appeals and data certification processes.
- Begin preparing for the roll-out of Performance Profiles in the fall, a process that will work similar to last year's process but with more public communication.

2017-2018:

- Decide whether to participate in pilot for using shorter version of GOLD® by August 4.
- Continue to purchase and implement Tier I Curriculum in all classrooms.
- Review 2016-2017 results with teachers, develop an improvement plan for each classroom and continue to incorporate results into trainings, technical assistance and coaching.
- Contact your Lead Agency or the state if there are any questions.