



2015-2016 Learning Year Family and Teacher Satisfaction Survey Results

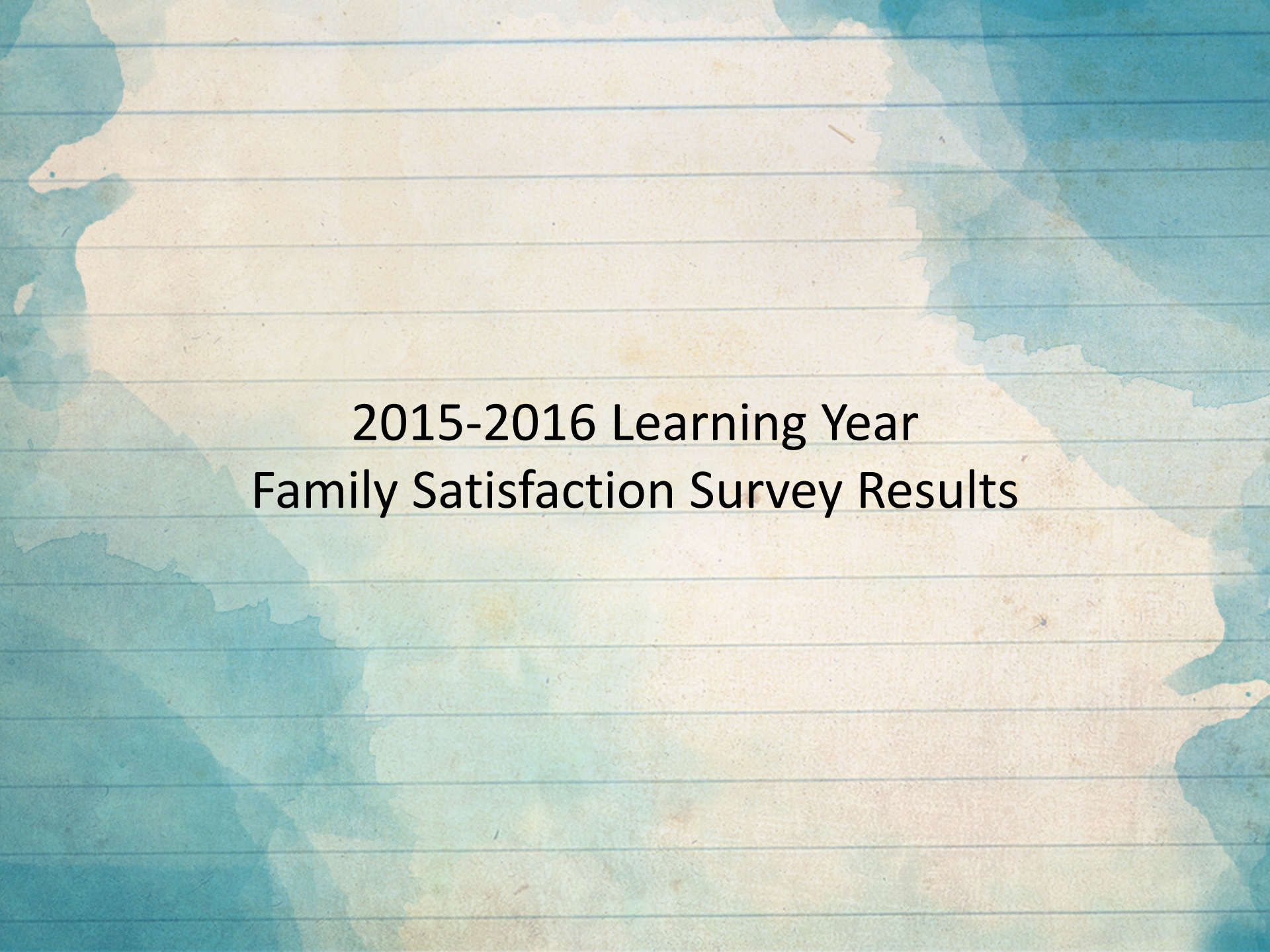
2015-2016 Learning Year

Family and Teacher Satisfaction Survey Results

Participants will leave with information about the surveys that contributed to the 2015-2016 Practice Performance Profiles for community networks. They will forecast next steps for sharing and using this data with their partners.

Agenda

- *Family Satisfaction Survey State-Level Results*
- *Lead Agency Small Group Discussion*
- *Teacher Satisfaction State-Level Survey Results*
- *Lead Agency Review of Local Results*
- *Lead Agency Small Group Discussion*



**2015-2016 Learning Year
Family Satisfaction Survey Results**

Vision for Ensuring Kindergarten Readiness

Information and Choice for Families

Louisiana is unifying the early childhood system, birth to pre-K, so all children are ready 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.

Family Satisfaction Survey

Why it Matters

Families have been at the center of Louisiana's early childhood work for the past five years. Gaining insight into family perspective is critical to achieving Act 3's goals.

Through Act 3 implementation, the Department has emphasized the importance of family engagement and prioritized family choice.

- The Coordinated Enrollment model establishes key points of interaction with families.
- Performance profiles are designed to communicate quality to families so that they can make informed choices about care and education.

The Department has piloted ways to solicit family feedback and input:

- Through the University of Virginia (UVA) study, the Department gained insight into family satisfaction with surveys of families in Cohort 1 sites.
- In partnership with UVA, the Department conducted a parish-wide family survey of Orleans families in 2014-2015.

It is critical to engage with families and give them tools to understand quality, empower them to choose quality for their children, and support them to be involved in their child's care and education experiences.

Family Satisfaction Survey

Introduction

Through a unique public-private partnership, the United Way of Southeast Louisiana Women's Leadership Council, LSU, and the Department conducted a statewide family survey.

The Family Satisfaction Survey garnered responses from families of publicly-funded children in every parish and program type:

Through a partnership with Louisiana State University (LSU), programs within each community were sampled to participate in the paper version of the survey:

- *The survey was distributed to individual sites. Families could then send the responses directly back to LSU.*

All families of publicly-funded children could access the online version of the survey:

- *The survey link was made available by the Department to individual programs and Lead Agencies.*

Responses from family surveys were aggregated at the network level and used to make two family satisfaction metrics:

- *Satisfaction with the application process; and*
- *Satisfaction with program quality.*

Family Satisfaction Survey Highlights

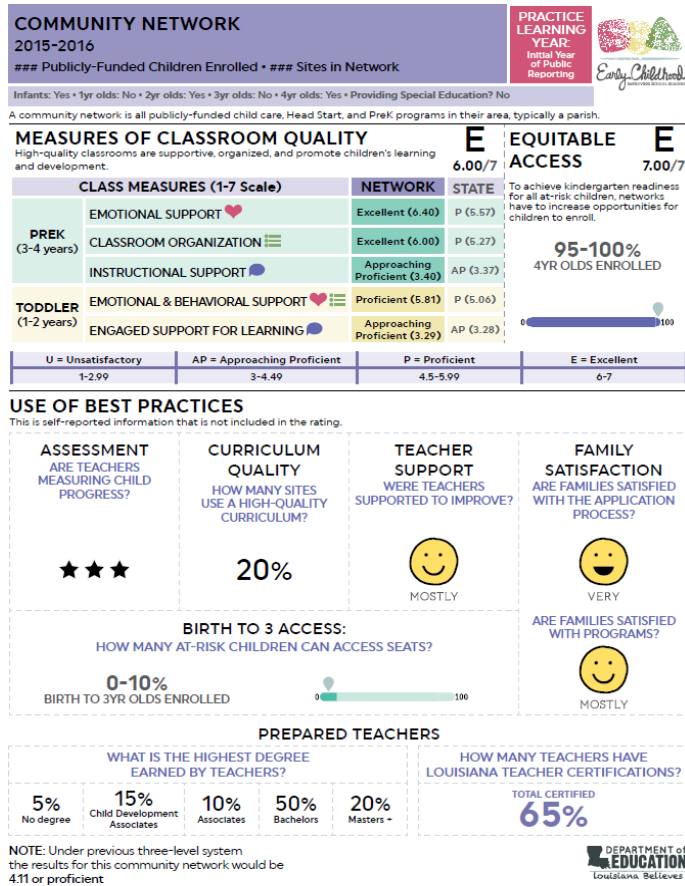
More than 2,500 Louisiana families participated, including those who have children in child care, Head Start, and school-based pre-K.

- Most families are trying to learn more about the options available for their children, and are benefiting from efforts to coordinate local application processes.
- 88% of families are satisfied with the quality of the program their child attends.
- 90% of families are likely to choose their program again.
- 55% of families believe their children are learning important skills.
- Less than a third feel fully knowledgeable as to whether their program meets quality benchmarks.
- Many families are finding it easier to apply and access early childhood but questions remain how to better inform and engage families, especially Louisiana's most at-risk families.

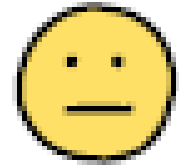
Family Satisfaction Survey

2015-2016 Practice Performance Profiles

Family Satisfaction is represented as two informational metrics on the Community Network Practice Performance Profile.



FAMILY SATISFACTION
ARE FAMILIES SATISFIED WITH THE APPLICATION PROCESS?



SOMEWHAT



SOMEWHAT

ARE FAMILIES SATISFIED WITH PROGRAMS?



MOSTLY



VERY



VERY

Family Satisfaction Survey

Key Takeaways

The Department analyzed the survey results to determine key statewide takeaways.

1. Most families are trying to learn more about the options available for their children, and are benefiting from the coordinated process.
2. Louisiana families are generally satisfied with the quality of their early childhood programs, but there are still areas where programs can improve.
3. More information is needed over time to understand how to best support families through the application process to select a high-quality option for their children.

Family Satisfaction Survey

Takeaway 1

The majority of families responded positively to questions about pursuing different ways to learn about early childhood programs in their community.

Most families are trying to learn more about the options available for their children, and are benefiting from the coordinated process.

- 67% of families reported visiting early childhood programs, and 56% reported receiving information about early childhood program options from organizations within their community.
- 63% of families reported finding out about programs was easy, and 72% reported that applying and enrolling was easy.

Family Satisfaction Survey

Takeaway 2

Families reported conflicting information about their satisfaction and understanding of program quality.

Louisiana families are generally satisfied with the quality of their early childhood programs, but there are still areas where programs can improve.

- 90% of families are likely to choose their program again, and 88% of families are satisfied with the quality of the program their child attends.
- However, only 55% of families believe their children are learning important skills; that their program has enough books, toys, and activities; and that their child's caregiver is warm and caring.
- Around a third of families indicated that they weren't sure about several quality markers about their child's program, like whether there were enough adults to support their child, or if their program offered a safe and clean environment.

Family Satisfaction Survey

Takeaway 3

Additional surveys over multiple years will help Louisiana ensure that the statewide Early Childhood network best supports families and children.

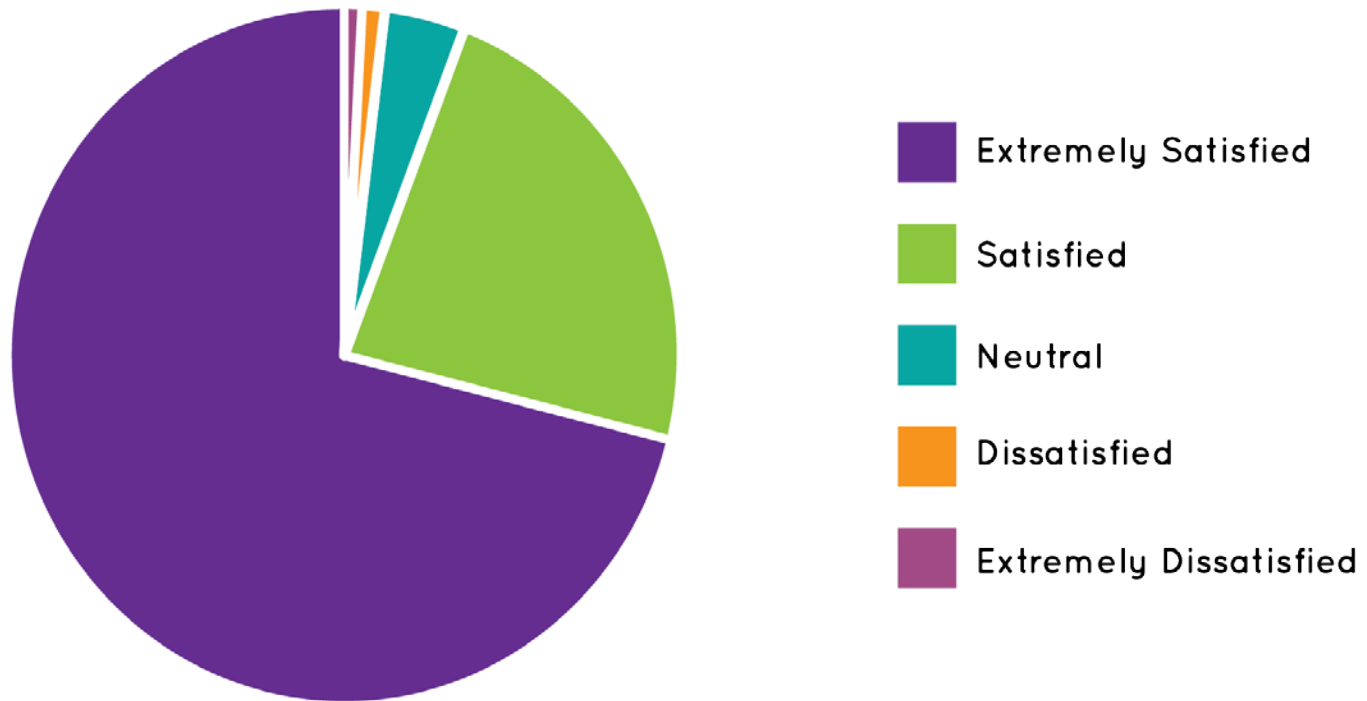
More information is needed over time to understand how to best support families through the application process to select a high-quality option for their children.

- 65% of respondents were families with four-year-old children - more information about the experiences of families with young children will be important as the state continues to refine its unified early childhood system.
- As communities continue to coordinate enrollment and improve the quality of their sites, it will be critical to understand the family perspective on the success and failures of these efforts.
- Through a more comprehensive survey that reaches more families, it may be possible to compare the choices families are making about programs to the quality of sites reported by performance profiles, which would be an important insight for programs, communities, stakeholders, and the state.

Family Satisfaction Survey

Key Results

88% of families reported being extremely satisfied with the quality of their child's program.

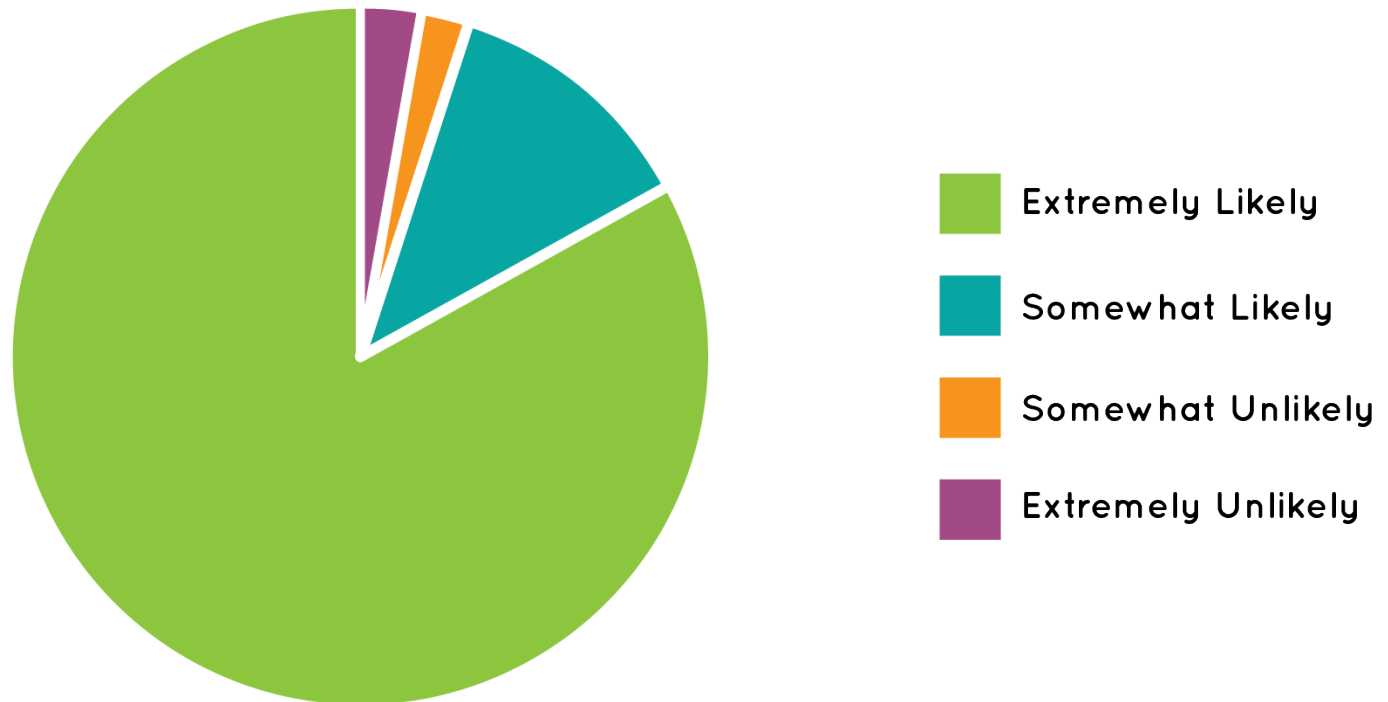


Overall how satisfied are you with the quality of this early childhood program?

Family Satisfaction Survey

Key Results

90% of families reported being extremely likely to repeat their program choice.



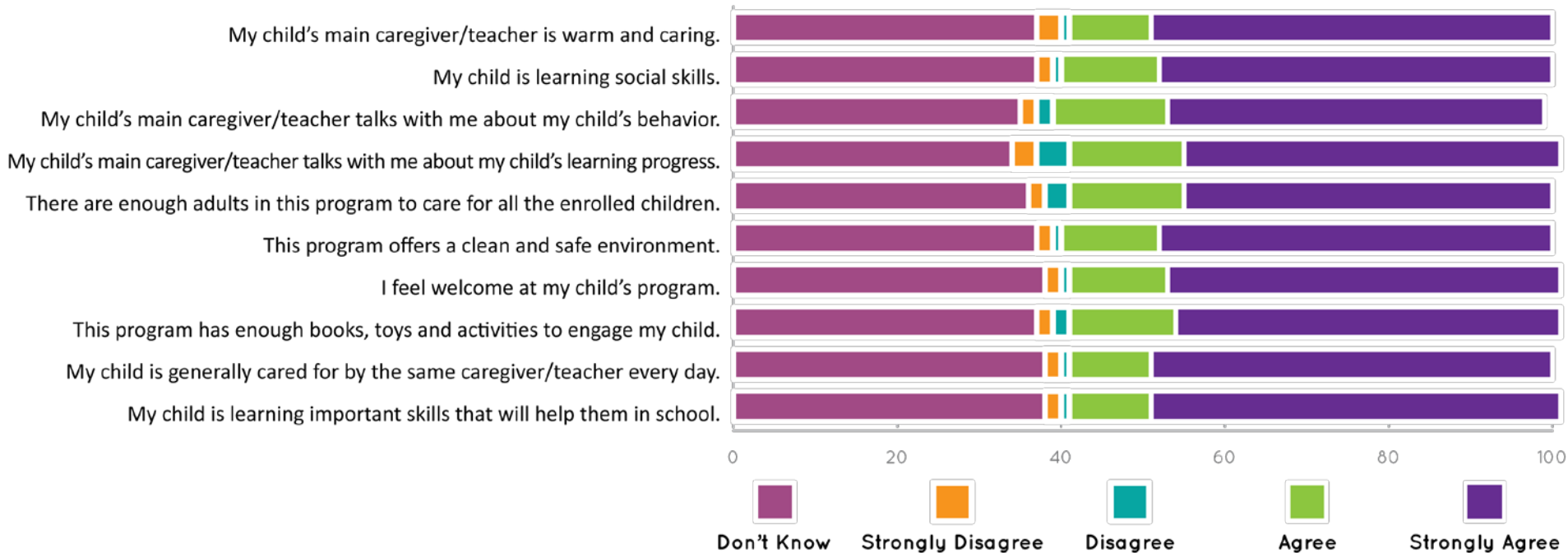
If you had to do it over again, how likely would you be to choose this early childhood program?

Family Satisfaction Survey

Key Results

Consider the response to each of the questions below in contrast to the information on the previous two slides.

Parent Satisfaction

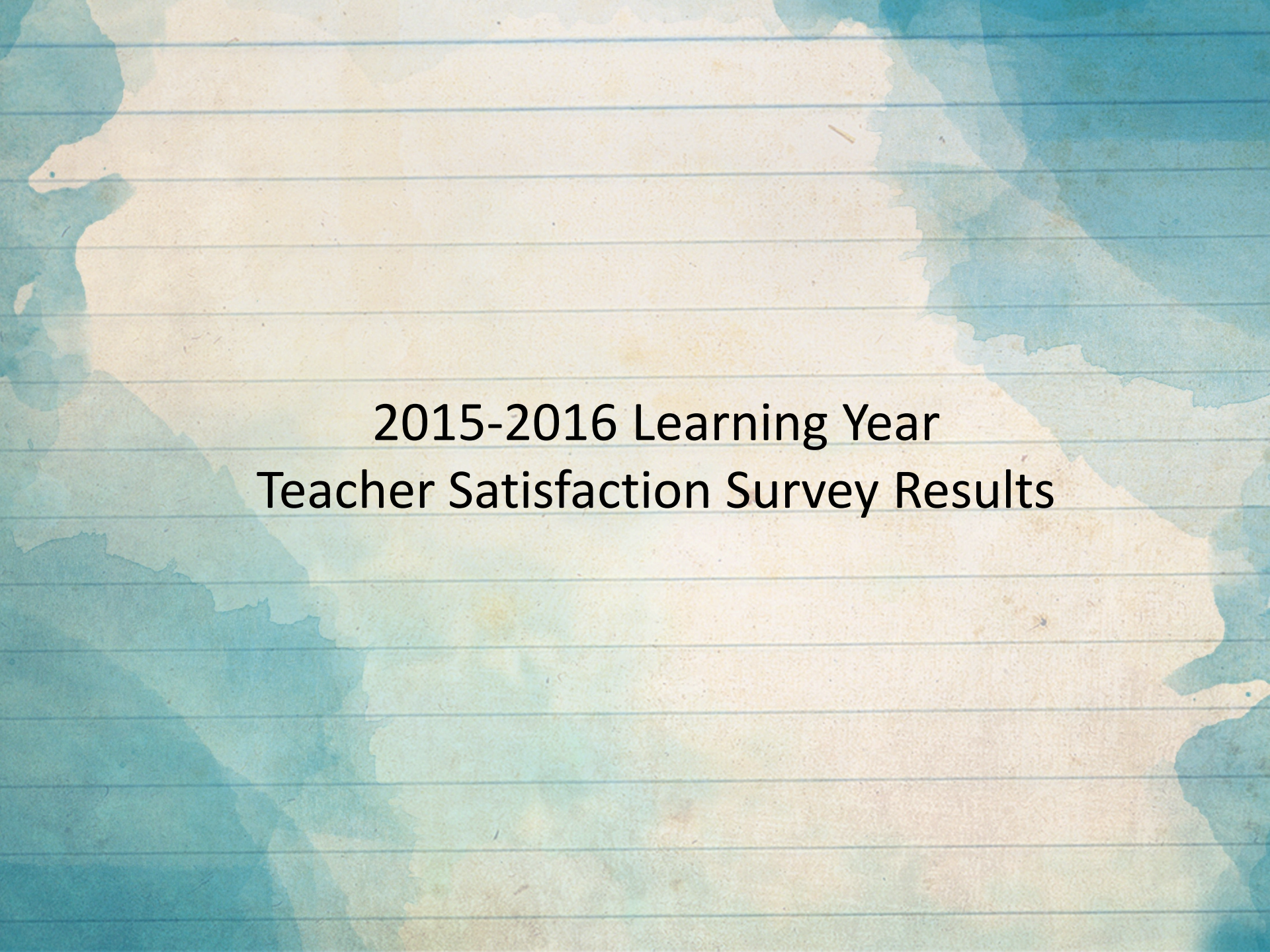


Family Satisfaction Survey

Questions to Consider

Though this is a publicly accessible report, lead agencies are the Department's primary means for communicating this detailed information with providers.

- What additional takeaways do you have about your community network data?
- What uses might you and your partners find for this information?
- How will you share this information with your partners?



2015-2016 Learning Year
Teacher Satisfaction Survey Results

Vision for Ensuring Kindergarten Readiness

Observation Feedback and Support for Teachers

Louisiana is unifying the early childhood system, birth to pre-K, so all children are ready 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.

Teacher Satisfaction Survey

Why It Matters

Teachers are critical to achieving the vision of Act 3. Teachers must be supported to understand the expectations of their role and feel enabled to improve.

Communities are funded by the Department to support teacher improvement, including:

- Through Lead Agency funding, every classroom is provided two opportunities for feedback based on *CLASS™* observations;
- Through Resource and Referral agencies, targeted training and technical assistance is available at no cost for child care centers, and to other programs through contracts;
- Mental Health Consultation offers child care centers six months of intensive in-person coaching and tools for improvement;
- Through the state's *GOLD®* contract, teachers can participate in training on using and understanding child assessment; and
- The Department conducts quarterly collaboration events for local personnel and an annual Teacher Leader event to provide professional development opportunities for teachers.

Through the Teacher Survey, the Department aims to understand the level of support teachers are receiving through their community resources.

Teacher Satisfaction Survey

Introduction

The Department released a brief survey designed to help the state, communities, and individual programs better understand what teachers are experiencing and how to plan for improvement and support.

The Teacher Satisfaction Survey garnered more than 3,000 responses from teachers in publicly-funded sites in every parish and program type.

- The survey features questions in four key categories:
 - ✓ Observations and feedback;
 - ✓ Use of assessment tool;
 - ✓ Training and professional development; and
 - ✓ Availability of community network supports.
- While the results of the survey provide a broad picture of the experiences and satisfaction of early childhood teachers, practice performance profiles only reflect the questions related to *CLASS™* observations and feedback and availability of community network supports.
- These key results are aggregated at the community network level and shared as an informational metric on the community network practice performance profiles.

Teacher Satisfaction Survey

Key Questions for Informational Metric

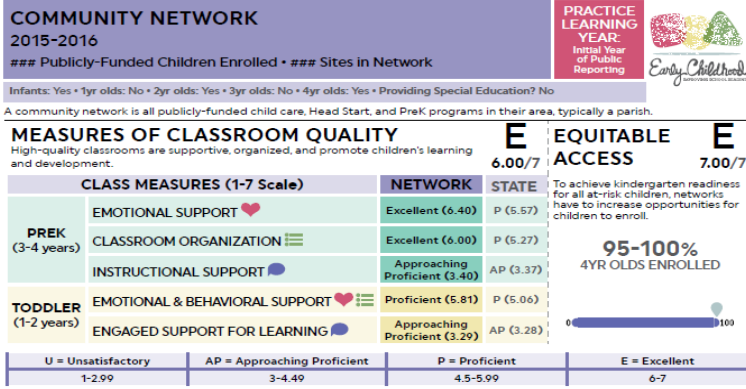
The informational metric featured on the Performance Profile for community networks emphasized questions related to observations and feedback.

- How helpful was the feedback from the local CLASS™ observations to your growth and development as a teacher?
- During this school year, were you supported by someone to improve your teaching based on results from your local CLASS™ observations?
- How helpful was the support based on CLASS™ observations to your growth and development as a teacher?
- Rate your satisfaction with the support provided to you this year to:
 - Incorporate the Early Learning and Development Standards into your instruction
 - Meet the expectations of CLASS™
 - Use GOLD® in your classroom
 - Seek help to achieve any of the above, if you needed it, from your program, coach, resource coordinator, Lead Agency, Resource and Referral Agency, or other options available in your community

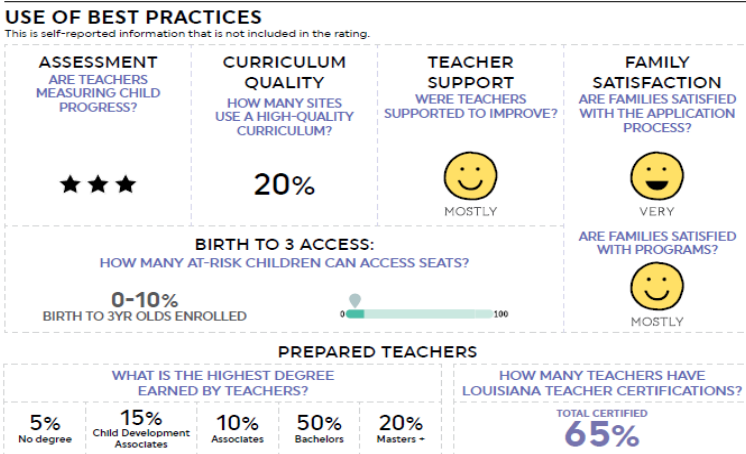
Teacher Satisfaction Survey

2015-2016 Practice Performance Profiles

Teacher Satisfaction is represented as one informational metric on the Community Network practice performance profile.



TEACHER SUPPORT
WERE TEACHERS SUPPORTED TO IMPROVE?



NOTE: Under previous three-level system the results for this community network would be 4.11 or proficient



Teacher Satisfaction Survey

Key Takeaways

The Department analyzed the survey results to determine statewide key takeaways.

1. The state's new quality rating and improvement system results in multiple opportunities for early childhood teachers to receive feedback based on an observational tool that supports their growth and development.
2. Teachers generally perceive that community supports are available to them in key areas of the state's quality rating and improvement system.
3. Louisiana communities should increase their capacity to support ongoing, job-embedded improvement strategies for teachers once they have received feedback from observations.

Teacher Satisfaction Survey

Takeaway 1

The majority of teachers reported being observed multiple times with CLASS™, which provides them with targeted, specific information about their interactions in the classroom.

The state's new quality rating and improvement system results in multiple opportunities for early childhood teachers to receive feedback based on an observational tool that supports their growth and development.

- 86% of teachers reported being observed at least twice by local observers using the CLASS™ observation tool, which provides feedback based on 80 minutes of observation.
- 65% of teachers observed reported that they received feedback results after each local observation.
- 88% of teachers who received feedback found it helpful to their growth and development.

Teacher Satisfaction Survey

Takeaway 2

Teachers were somewhat or very satisfied with the supports available to them in their community.

Teachers generally perceive that community supports are available to them in key areas of the state's quality rating and improvement system.

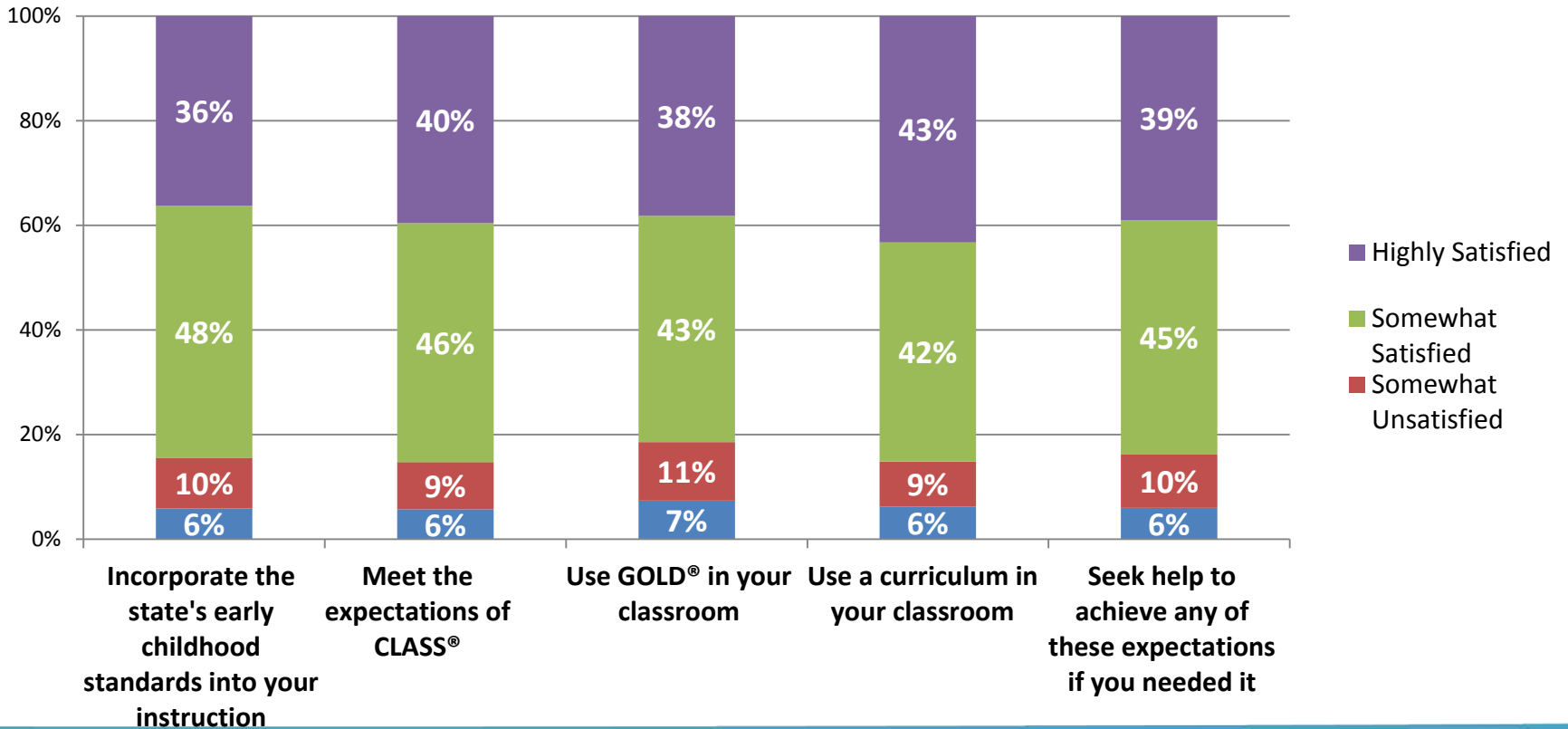
- Compared to other supports, teachers are slightly less satisfied with the support to use *GOLD*[®], a formative assessment tool, in their classroom.
- Compared to other supports, teachers are slightly more satisfied with the support to meet the expectations of *CLASS*[™].

Teacher Satisfaction Survey

Takeaway 2

Teachers were somewhat or very satisfied with the supports available to them in their community.

Number of Teachers Responding



Teacher Satisfaction Survey

Takeaway 3

Job-embedded professional development aligned to observations is critical for teachers to feel supported to improve.

Louisiana communities should increase their local capacity to support ongoing, job-embedded improvement strategies for teachers once they have received feedback from observations.

- 54 % of teachers observed with CLASS™ felt supported to improve their teaching based on that feedback. An additional 30% of teachers felt somewhat supported by someone to improve.
- 95% of these teachers felt this support was helpful to their growth and development. This equates to 2,100 early childhood teachers in Louisiana who felt that they grew professionally.

Teacher Satisfaction Survey

Next Steps for Community Networks

Community partners must collaborate to leverage resources that will help them equip early childhood teachers with the skills, training, and tools they need to improve.

Teachers need more support to incorporate formative assessment

- 29% of teachers who responded about using *GOLD*® said they used the assessment results to inform their instruction about once a month or less.

Many teachers are still not using a high-quality curriculum

- Nearly half of teachers reported using a district-created or teacher-created curriculum, or no curriculum at all.

Opportunity exists to individualize and improve professional development that already reaches early childhood teachers:

- The majority of teachers indicated that in the past six months, they had participated in single-session and multi-session training opportunities.

Local Results Review and Discussion

Teacher Satisfaction Survey

Questions to Consider about Observation Feedback Data

Lead Agencies must establish and implement a written process and timeline to ensure that written results and feedback from each local observation are reported to sites within 10 operational days.

- What do your results say about teachers receiving observation feedback?
- If the results about receiving feedback are not aligned with what you believed to be occurring, what might be a likely explanation?
- What do your results say about teacher perception of the helpfulness of the feedback they received?
- What ideas do you have for improving the occurrence and quality of teacher feedback?

Teacher Satisfaction Survey

Questions to Consider about *GOLD*® Support Data

Lead Agencies must facilitate and reconcile on an ongoing basis an accurate accounting in the GOLD® online system of all classrooms at publicly funded sites in the Community Network that contain children from age birth to age five.

- What do your results say about teachers across your community feeling supported to use *GOLD*®?
- Do you think that there is any relationship between these survey results and the results for the 2015-2016 Performance Profile Informational Metrics in your community?
- What steps can you take to assist teachers and sites that you are responsible for as well as those of your community partners?