



SUMMIT 2021

MAY 25-27 • 2021 | NEW ORLEANS • LA

Agenda

- Overview of Louisiana's Belief Statements, Critical Goals, and Priorities
- Current Landscape of Early Childhood in Louisiana
- Louisiana's Key Early Childhood Priorities
 - Early Childhood Access
 - Classroom Quality
 - Local Governance
- Update on COVID-19 Impacts on Early Childhood



Louisiana Believes

Louisiana Believes...



Children are our highest priority



Equity matters



Families are our partners



Choice expands opportunities



Educators are valued
professionals



Schools are invaluable to
communities



Graduates must be ready



Our future is bright

SIX CRITICAL GOALS

Students enter kindergarten ready.

Students will achieve mastery on third-grade assessments and enter fourth grade prepared for grade-level content.

Students will achieve mastery on eighth-grade assessments and enter ninth grade prepared for grade-level content.

Students will graduate on time.

Students will graduate with a college and/or career credential.

Students will graduate eligible for a TOPS award.

SIX CRITICAL GOALS

Students enter kindergarten ready.

Kindergarteners
On or Above Level on All Literacy
Assessments Combined (Fall 2020)



Asian	50%
Black	34%
Hispanic	26%
White	48%
Economically Disadvantaged (ED)	36%
English Learners (EL)	24%
Students with Disabilities (SWD)	24%

EDUCATIONAL PRIORITIES

Ensure every student is on track to a professional career, college degree, or service.

Remove barriers and create equitable, inclusive learning experiences for all children.

Provide the highest quality teaching and learning environment.

Develop and retain a diverse, highly effective educator workforce.

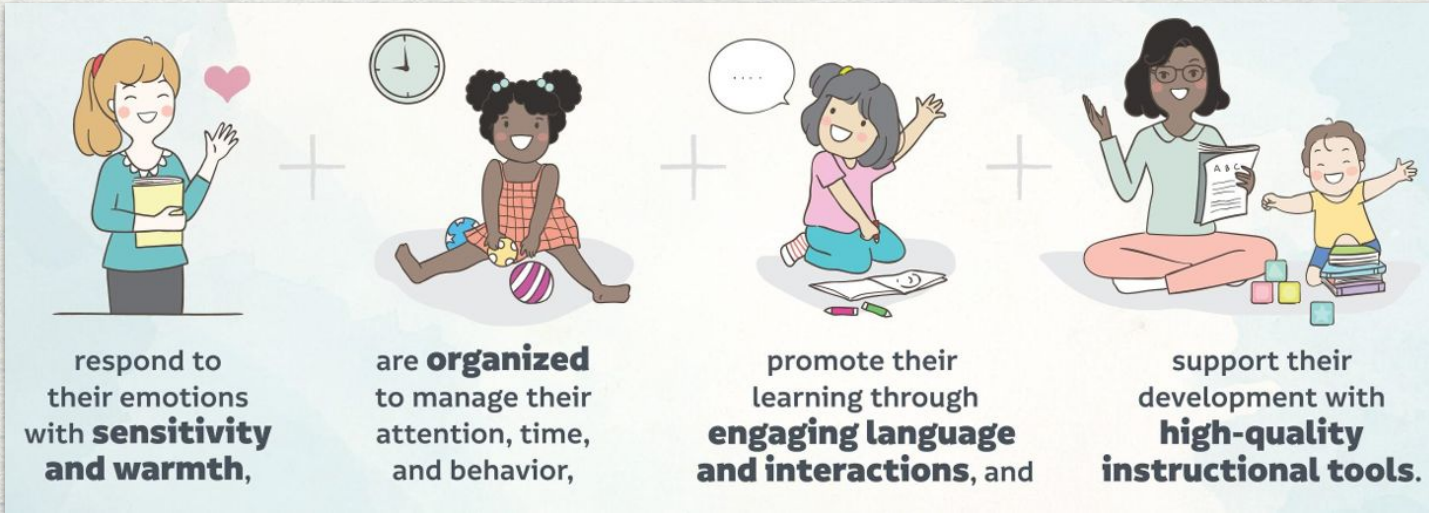
Cultivate high-impact systems, structures, and partnerships

The background of the slide features a teal and green abstract pattern with organic, blotchy shapes. A white, torn-edge paper strip is layered horizontally across the middle of the image.

Vision for Early Childhood in Louisiana

Louisiana's Vision for Early Childhood

Louisiana's vision is that **all children enter kindergarten ready for success in school and beyond.** In order for that to be true, we believe that all children must have access to high-quality early childhood classrooms, educators, and caregivers that...



Progress Toward the Vision

Louisiana has made considerable strides toward achieving this vision:

- **Full implementation of Act 3:** Louisiana unified its early childhood system under a single governing body (LDOE), established a community network in every community in the state, implemented a statewide unified quality rating system, and aligned quality improvement supports to the unified quality rating system.
- **Establishment of Ready Start Networks:** Louisiana now has 26 communities that have become Ready Start Networks, committed to achieving bold and ambitious goals of improving both access to and quality of early childhood at the local level.
- **Initial State Investment:** As a result of the recommendations put forth by the Commission, the Louisiana Legislature invested nearly \$20 million in early childhood in State Fiscal Year 2020 and sustained that investment in State Fiscal Year 2021. This was the largest state investment in early childhood in a decade.

Challenges Remain

Year after year, Louisiana's early childhood providers continue to make progress in classroom quality, but there are still too many obstacles for low-income families to access high-quality care.

- **Crisis of Access:** Too few children are being served in high-quality early childhood sites.
 - Only 5% of economically disadvantaged birth through 2 year olds.
 - Only 32% of 3 year olds are being served in high-quality sites.
- **Fragile Child Care Sector:** Providers are struggling to stay open or reopen after COVID-19.
 - A survey conducted by the Louisiana Policy Institute for Children (LPIC) found that from March 2020 to January 2021, the child care sector experienced an estimated \$245 million loss (nearly \$200,000 per center).
- **Persistently Low Performing Sites:** There are still roughly 8% of sites that have not yet reached Proficient - the state's minimum bar for quality.

Louisiana's Approach

Key ECE Priority	Department Goals
Access	More young children, especially those birth through age three, are able to access publicly-funded and high-quality early childhood care and education.
Quality	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.
Local Governance	Early childhood community networks are empowered and supported to drive faster rates of improvement to early childhood quality and access through locally-led coalitions.
COVID-19 Response	In addition to the three key ECE priorities noted above, the Department is also focused on addressing the urgent needs of families, educators, and child care providers brought on by COVID-19.

The background of the slide features a teal and green abstract pattern with organic, blotchy shapes. A horizontal white band, resembling a piece of torn paper, runs across the middle of the image. The text is centered within this white band.

Louisiana's Key Early Childhood Priorities



Expanding Access

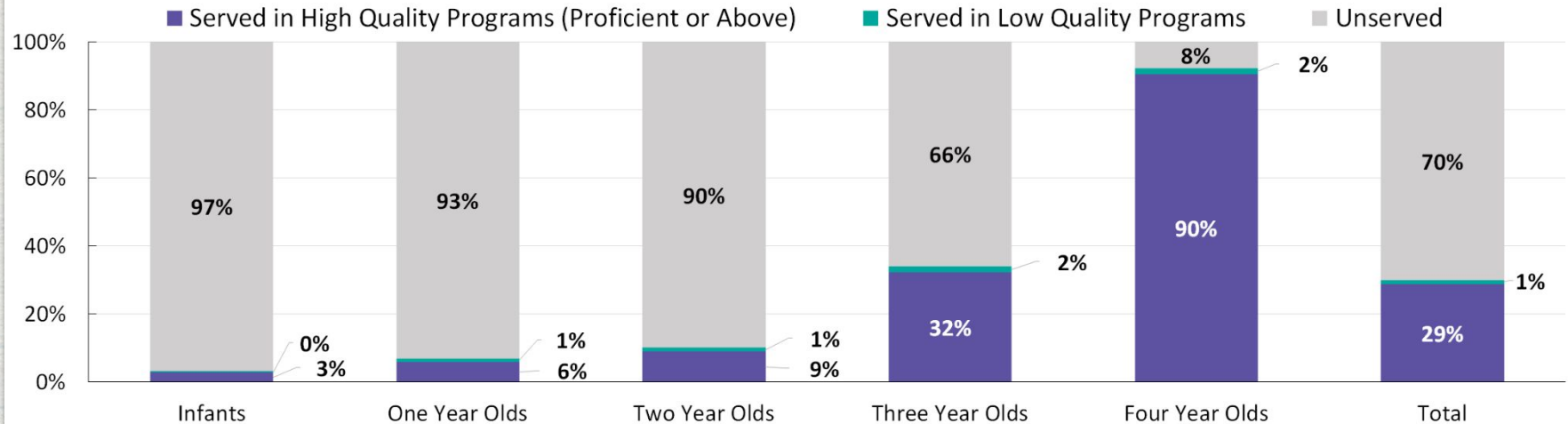
CHALLENGE

While 90% of economically disadvantaged 4 year olds have access to high-quality pre-K, only 5% of economically disadvantaged birth through 2 year olds and 32% of 3 year olds are being served in high-quality sites.

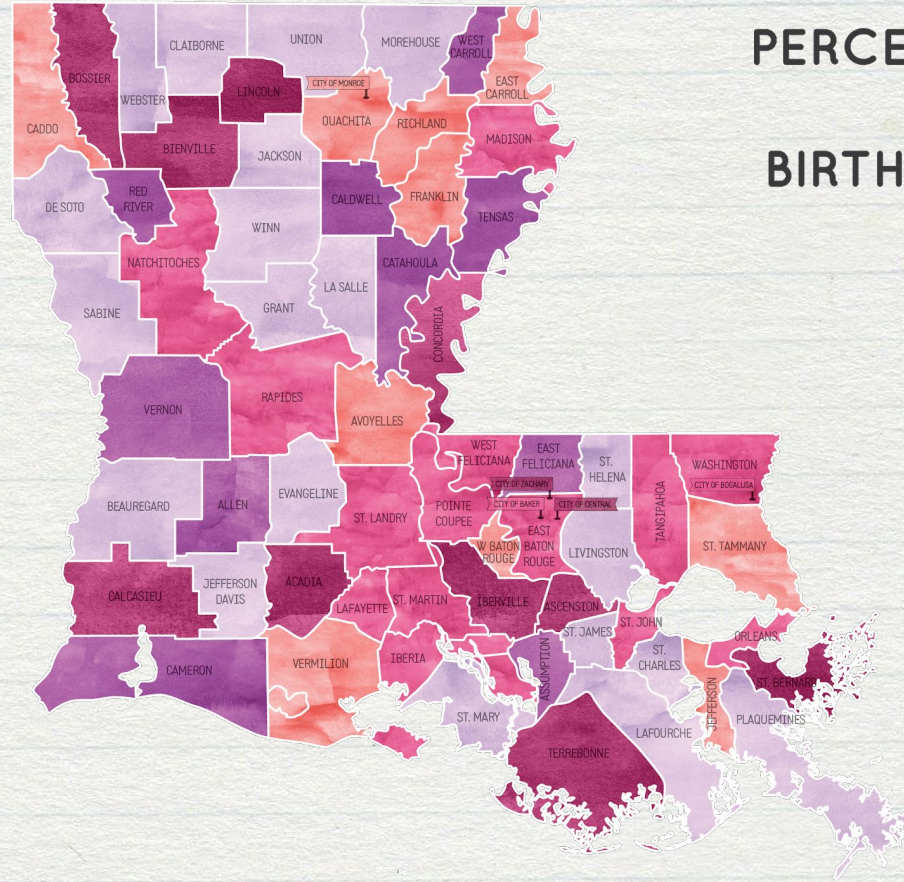
Access to Quality Early Childhood in Louisiana

Despite these quality improvements, even prior to COVID-19, fewer than 7% of in need children birth to two years old, and less than 33% of three year olds, had access to high-quality child care in Louisiana.

Percent of Economically Disadvantaged Children Served, by Age (Fall 2019)

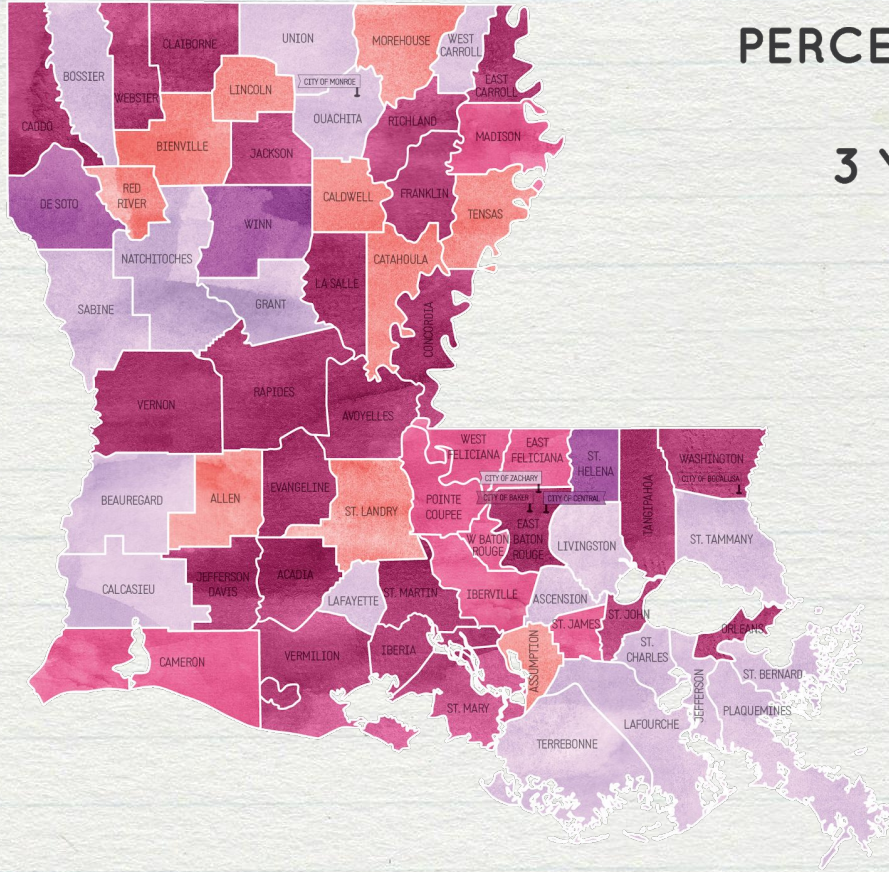


PERCENT OF ECONOMICALLY DISADVANTAGED BIRTH-2 YEAR OLDS SERVED



PERCENTAGE OF THE POPULATION 18 AND OVER WHO ARE HIGH SCHOOL GRADUATES

3 years



Louisiana's Approach

Approach: The Department works with a broad set of stakeholders to identify and implement creative solutions to increase access for its economically disadvantaged children, with a focus on birth through three.

What Success Looks Like:

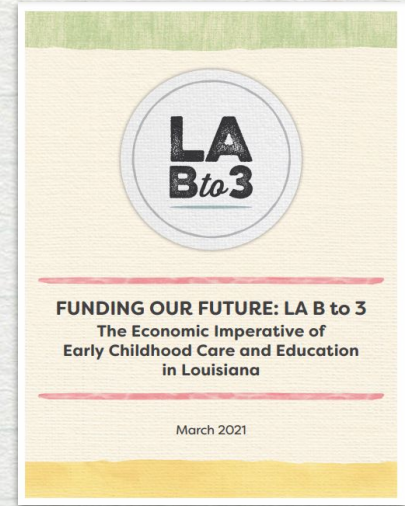
- **Increase investment:** Care is largely unaffordable and unavailable to in-need families; Louisiana must invest more to raise rates and increase the number of funded birth to three seats.
- **Ensuring current funding is maximized and meets families' needs:** Louisiana must work to ensure that current funding is used creatively and efficiently and that funding programs are structured to meet families needs.
- **Pilot innovative solutions:** To expand access for all families across the state, Louisiana must develop innovative strategies to support child care providers and better reach families.

Increasing Investment: *LA B to 3*

The Louisiana Early Childhood Care and Education Commission has released [Funding Our Future: The Economic Imperative of Early Childhood Care and Education in Louisiana.](#)

To expand access to affordable, high-quality early care and education for thousands of working families, the report recommends to the LA Legislature:

- 1) Make a state investment of \$85.8 million and an increase of nearly that amount annually over a decade to launch *LA B to 3*
- 2) Ensure that local investment in early care and education is matched by state funding, and that a robust funding source is identified for the Early Childhood Education Fund
- 3) Facilitate local investment in early childhood by removing barriers to local revenue generation



Changes to the Child Care Assistance Program (CCAP)

To better meet the needs of Louisiana families and provide a more predictable and stabilizing source of child care funding to providers, BESE approved a set of policy revisions to CCAP that went into effect on February 1, 2021.

1. **CCAP Rate Increase:** BESE increased the daily CCAP reimbursement rates to the 75th percentile of the market rate, based on results from the updated 2020 Market Rate Survey.
2. **Payments to Providers at State Maximum Rate:** BESE changed the reimbursement policy to allow providers to be reimbursed at the state's maximum daily rate, irrespective of their own rates.
3. **Update to CCAP Income Eligibility (State Median Income):** BESE increased the income eligibility for CCAP to 65% of the State Median Income (SMI) in order to align with other funding types.

The Department is committed to continuing to work with Louisiana families and child care providers to make changes to the CCAP program to support a high-quality and stable child care sector in our state.

Innovative Solutions

To expand access for all families across the state, Louisiana must develop innovative strategies to support child care providers and better reach families.

1. **Early Childhood Guides (EC Guides) Pilot:** The Department is partnering with 6 community networks in 2021-2022 to fund an EC Guide who recruits and supports families to apply for CCAP locally.
2. **Family Child Care (FCC) Pilot:** The Department is partnering with 4 Child Care Resource & Referral agencies to pilot a staffed family child care network model that will support an estimated 80 FCC providers in year 3 of the pilot (2021-2022).
3. **Shared Services Supports:** To support the stability and expansion of the child care field, the Department is developing various shared services initiatives, including a Child Care Management Software Initiative (CCMSi) and a substitute teacher directory.

Reflect:

How well is your site or network serving economically disadvantaged children?

In what ways may your site or community increase access to economically disadvantaged families next year?



Engagement

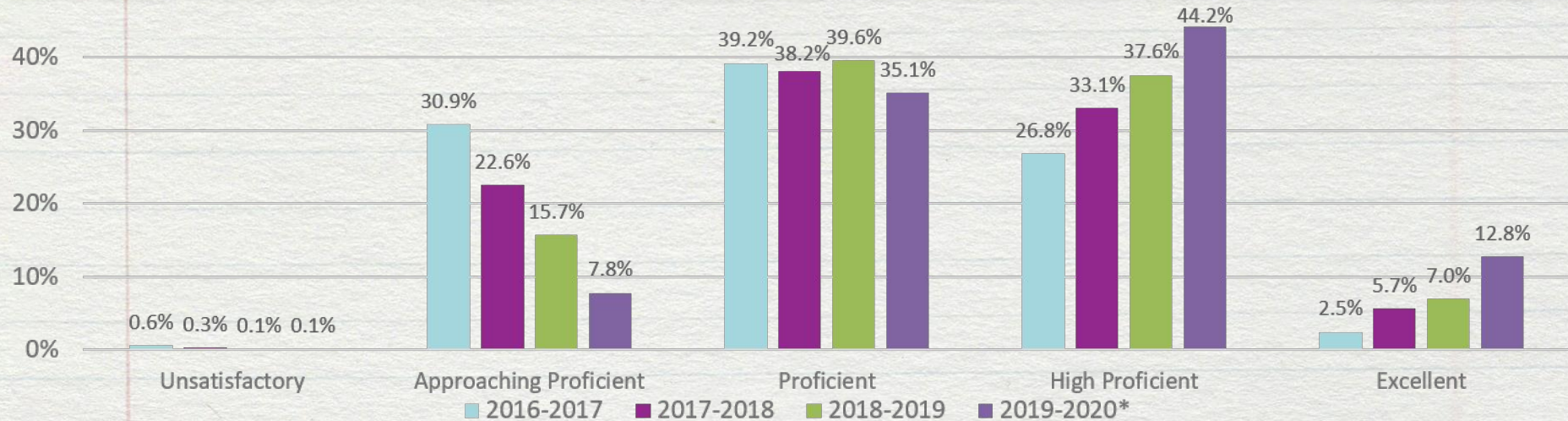
Improving Quality

CHALLENGE

There are still roughly 8% of sites that have not yet reached Proficient - the state's minimum bar for quality, and too few classrooms adequately prepare children to be successful.

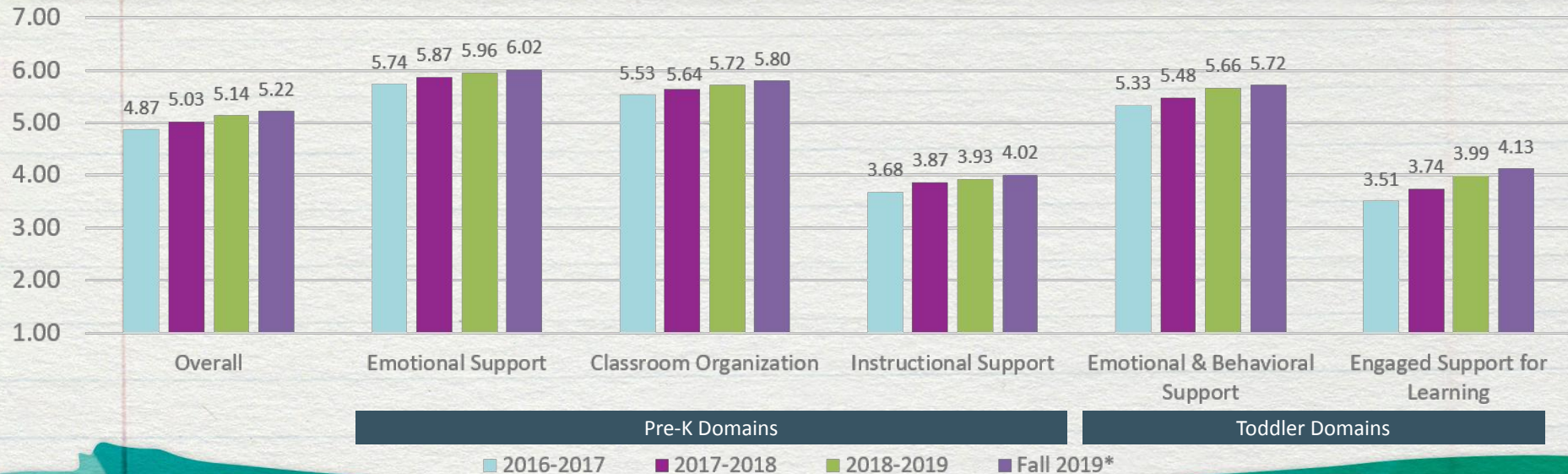
Quality Improvement Over Time, by Site Rating

Since the implementation of the unified quality rating system, there has been steady improvement in sites' Performance Ratings over time, with nearly 92% of sites being rated Proficient or higher last year.



Quality Improvement Over Time, by CLASS Domain

Across the state, the average overall score as well as the average score on each CLASS® domain has increased incrementally and steadily in observations between 2016-2017 and Fall 2019.



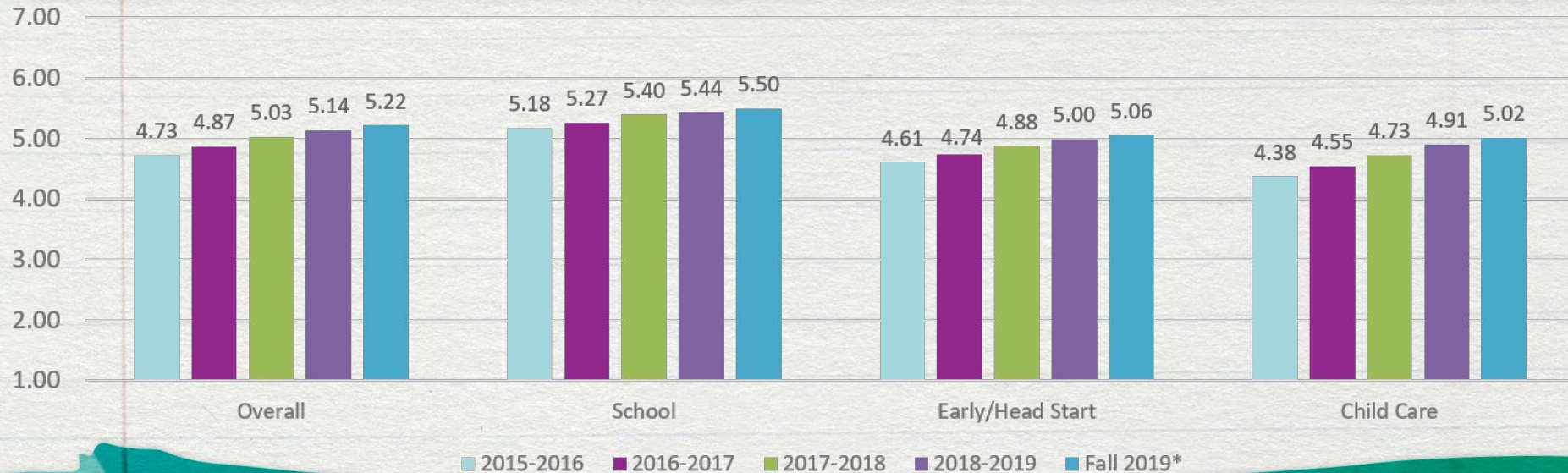
Description of Each Program Type

Results are provided at the statewide level, and organized by site type. While many sites have multiple programs, each site is assigned a type based on how it is set up and funded.

Site Type	Includes:	Does not include:
School	<ul style="list-style-type: none">Public and Nonpublic schoolsHead Start programs located in schools	<ul style="list-style-type: none">School-based classrooms located in child care or Head Start centers
Early/ Head Start	<ul style="list-style-type: none">Licensed Type III centers who serve children entirely or almost entirely funded through Head Start	<ul style="list-style-type: none">Early Head Start- Child Care Partnership centersHead Start programs in school buildings
Child Care Centers	<ul style="list-style-type: none">Licensed Type III centers who serve children through many sources, including child care assistance, private pay, NSECD, LA 4, and Early Head Start funds	<ul style="list-style-type: none">Schools or Head Starts that offer CCAP for before/after careSchools with licensed classrooms to serve three-year-olds

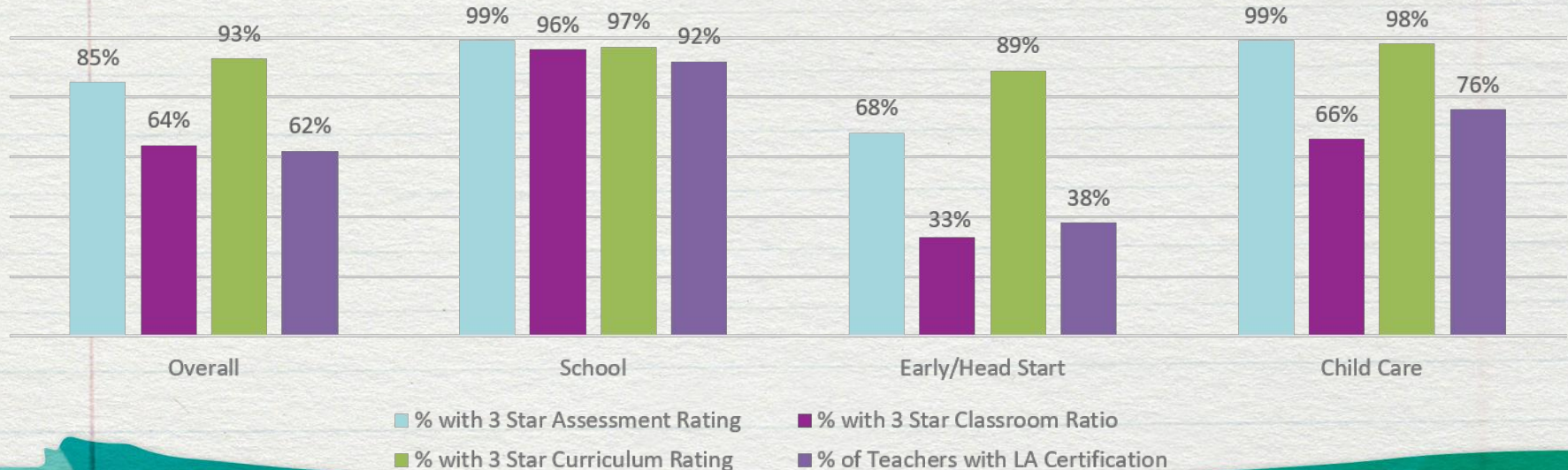
Quality Improvement Over Time, by Program Type

Results are provided at the statewide level, and organized by site type. While many sites have multiple programs, each site is assigned a type based on how it is set up and funded.



Use of Best Practices

Sites vary in their implementation of classroom best practices that promote high-quality experiences for children, but across programs, the large majority of sites have attained a quality curriculum and assessment.



Louisiana's Approach

Approach: The Department will support all sites and networks to ensure that all Louisiana teachers...

- Receive **foundational training** that leads to certification;
- Use **high-quality, standards-aligned instructional tools** every day;
- Receive **training, professional development, and coaching** aligned to CLASS and to support **curriculum implementation**;
- Have access to training and resources to provide **specialized supports** that are **culturally responsive and inclusive** of children's individual needs; and
- Are supported to stay in the profession, through **improved compensation, benefits, and career development**.

What Success Looks Like: Children participate in active learning in birth to five classrooms, led by teachers and leaders that are fully able to prepare them for kindergarten and beyond.

Supports for Early Childhood Classrooms

Teacher Preparation

- Child care teacher preparation minimums:
 - Required training through a [child care teacher preparation program](#)
 - Required [Early Childhood Ancillary Certificate \(ECAC\)](#)
 - BESE-approved [ECAC programs](#)
- ECAC Accountability Pilot

Coaching and Training

- Statewide network of [Child Care Resource and Referral](#)
- [Tulane Mental Health Consultation](#) Program
- Early Childhood Community Networks
- [Louisiana Pathways](#) approved trainers
- Site Improvement Planning

Professional Development

- [Key Training Modules](#)
- [Louisiana Early Leaders Academy \(LELA\)](#)
- [Child Care Curriculum Initiative](#)
- [Teaching Strategies GOLD](#)
- [Lead Agency Collaborations](#)
- [Virtual Teacher Leader Summit](#)

Supporting Young Children with Disabilities

When developmental and learning needs are identified early and accurately, **and** children receive timely, appropriate and effective supports, interventions and specialized services aligned to their needs:

- learning is accelerated;
- skill gaps are closed; and,
- children achieve at higher levels.



Early and Accurate Identification

The first strategy for achieving ambitious goals for children with disabilities is ensuring they are identified as early and as accurately as possible. Developmental screening is a reliable way to distinguish children who may benefit from additional assessments and ensure the right supports are implemented.

LDOE is building a comprehensive universal screening initiative that includes:

- A revised [Developmental Screening Guidebook](#) and new landing page for [Young Children with Disabilities](#);
- Ages and Stages Questionnaire (ASQ®) Training of Trainers for all Lead Agency and CCR&Rs at no cost;
- A new interactive [Network Resource Finder](#) that includes network level customized developmental milestone checklists and brochures; and
- Updated guidance in [Believe!](#) that outlines [Developmental Screening Guidance](#) for pandemic relief funding.

Supporting Early Childhood Inclusion

Through an inclusion pilot, the Department is supporting 6 school systems to develop the capacity of regular education teachers to support children with disabilities in inclusive settings through PD and specialized support.

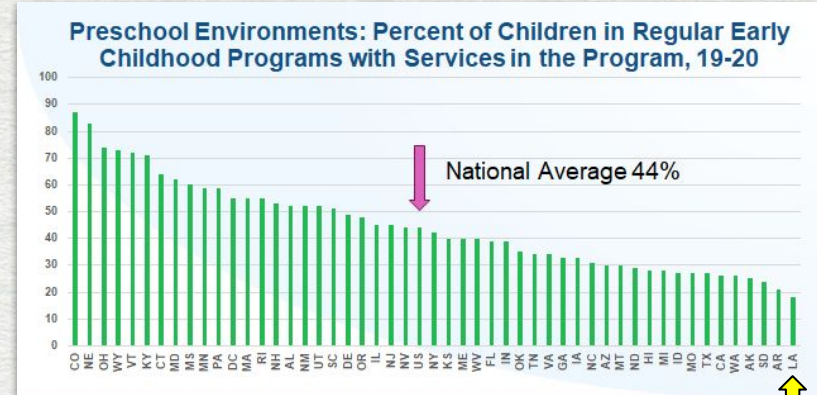
Goals of the Pilot:

1) Develop a cohort to partner with professional development vendors that provide related services for children ages 3-5 with IEPs in the areas of

- Communication
- Technology
- Functional Skills
- Sensory/Environment
- Executive Functioning

2) Enhance the Partnerships for Success Guide to include vendor recommendations for EC Lead Agencies

Participating systems: Ascension, Assumption, Calcasieu, Rapides, Tangipahoa, and Vermilion



Louisiana 2019-2020 Data: 17.75%

Supporting Healthy Social-Emotional Development

The Tulane Infant and Early Childhood Mental Health Consultation (TIKES) program promotes the development of young children across several domains, including behavioral, social, and emotional development.

Consultants engage in the following activities:

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

Contact the TIKES program:
504-264-1287 or
TIKES@tulane.edu

Or visit the TIKES website to
schedule a free [TeleMHC](#)
visit today

Early Childhood Teacher Turnover

High levels of teacher turnover creates instability for children.

High levels of teacher turnover may lower students' kindergarten readiness.

- Some evidence in ECE that teacher turnover is related to lower student performance ([Tran & Winsler, 2011](#); [Markowitz, 2019](#)).
- Teacher turnover in K-12 has been linked to reductions in student achievement ([Ronfeldt, Loeb, & Wyckoff, 2013](#); [Hanushek, Rivkin, & Schiman, 2016](#); [Sorensen & Ladd, 2020](#)).

Turnover is difficult for site leaders, and could erode the benefits of statewide quality improvement efforts aimed at developing teachers' skills, knowledge, and abilities.

Early Childhood Teacher Turnover

Sites vary in their implementation of classroom best practices that promote high-quality experiences for children, but across programs, the large majority of sites have attained a quality curriculum and assessment.

<i>Year-to-Year Teacher Mobility</i>	Overall	Child Care	Head Start	School	Toddler Classes	Preschool Classes
% At Same Program	65%	56%	65%	75%	52%	70%
% At Different Program, Same Sector	3%	3%	3%	3%	4%	4%
% In Different Sector	1%	1%	2%	0%	1%	1%
% Leaving Early Childhood	31%	40%	29%	21%	44%	26%

Source: Bassok, Markowitz, Bellows, & Sadowski (2021)

Reflect:

What classroom quality initiatives have you been involved in or led that have been most effective?

How, if at all, has the quality of early and education changed as a result of COVID-19 this year?



Engagement

The image features a teal background with various shades of green and blue organic, watercolor-like shapes. A white, torn paper effect is layered across the center, creating a horizontal band. The text is centered within this white band.

Supporting Local Governance

CHALLENGE

While there has been improvement in quality and access statewide, community networks need to be supported and empowered to drive faster rates of improvement at the local level.

Louisiana's Approach

Approach: The Department will provide support, funding, and technical assistance to Ready Start Network pilots

What Success Looks Like:

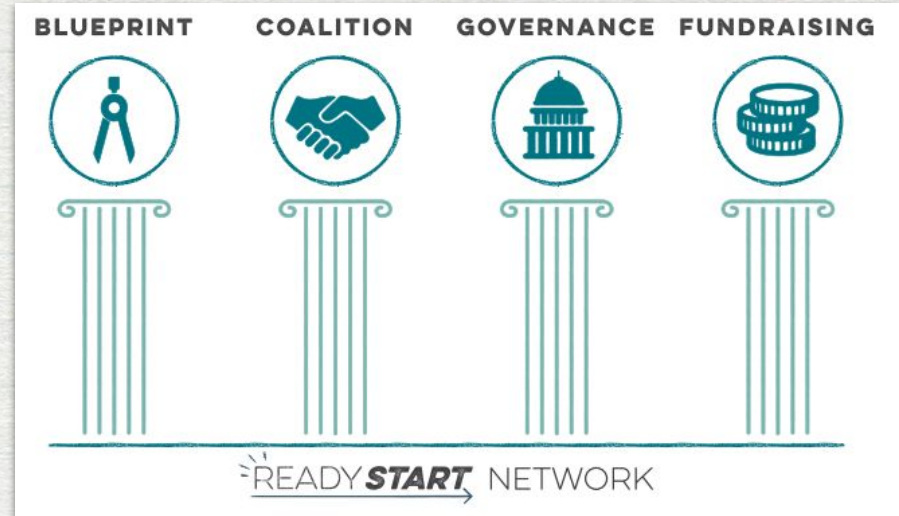
- **Ready Start Network Pillars:** Communities successfully implement the four pillars of the RSN model: Blueprint, Coalition, Governance, and Fundraising.
- **Increased Community Participation:** A greater number of communities in the state are participating in the Ready Start Network pilot.
- **Sustainably Expanding Access:** Communities work to expand access for children birth through age three and sustain that expansion over time.

The Ready Start Network Model

In 2018, legislation passed that allowed BESE to create and fund pilot programs, called Ready Start Networks, to expand those local responsibilities to include access to quality.

Driven by local data and context, Ready Start Networks will:

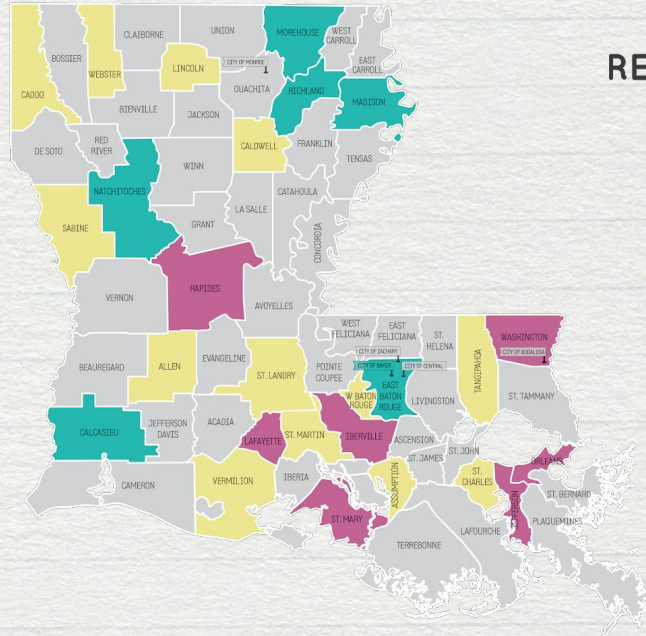
- assess local demand for early care and education and **create a blueprint to address gaps**;
- recruit stakeholders to **expand early childhood coalition**;
- **establish local governance structures** to make collaborative decisions; and
- implement **fundraising strategies** to satisfy local demand.



Current Ready Start Networks

The first three cohorts of Ready Start Networks represent 26 Louisiana communities that reflect the state's diversity and over half of its economically disadvantaged children birth-to-five, and include both large urban areas and small rural communities.

9 additional networks applied for Cohort 4 of RSN.



READY START NETWORK

- COHORT 1
- COHORT 2
- COHORT 3

Ready Start Network Successes

Since the beginning of the Ready Start Network pilot in 2019, communities that have become Ready Start Networks have had considerable success:

- All current Ready Start Networks have developed community blueprints
- All current Ready Start Networks have begun to establish and expand their coalition of community stakeholders
- 19 current Ready Start Networks have established a local governance structure
- 2 current Ready Start Networks have successfully secured funding for new B-3 seat programs that they will administer in the 2021-2022 school year with a state match, and several more are developing fundraising and revenue generation plans

Incentivizing Local Investment

The Early Childhood Education Fund makes funding available for local entities that secure local investment (e.g. parish or city general funds, a millage or other dedicated revenue source, philanthropic funding, etc.) to fund birth through three-year-old seats in high-quality child care.

Ready Start Network	Local Funds Raised	ECE Match Funds	Total for ECE
Orleans	\$3,250,000	\$3,250,000	\$6,500,000
Caddo	\$1,000,000	\$1,000,000	\$2,000,000
Jefferson	\$200,000	\$200,000	\$400,000

Other networks, including these, anticipate securing additional local funds in the coming months.

Use of state funding awarded from the ECE Fund:

- At least 70% of any funding awarded to the applicant will be used to directly fund additional slots in Type III early learning centers rated “Proficient”
- Seats are for children eligible for the Child Care Assistance Program (CCAP), otherwise defined as *economically disadvantaged*
- Remaining funds can be used to administer the program, improve quality of seats offered (e.g., professional development, curriculum, enrollment initiatives, etc.), and cover other costs

Reflect:

Are you a part of a Ready Start Network? If so, how are you involved?

If not, how might your community benefit from becoming a Ready Start Network?



Engagement



Update on COVID-19 Impacts on Early Childhood

Challenge

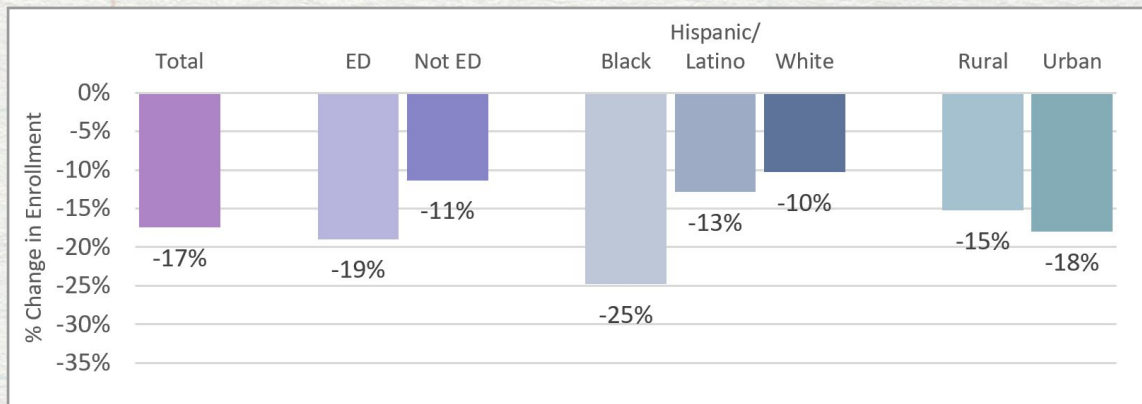
The impacts of COVID-19 on the early childhood field, and the child care sector in particular, are significant.

[New Year, Same Challenges: The Continued Impacts of COVID-19 on Louisiana's Child Care Providers](#), a report released by Louisiana Policy Institute for Children (LPIC), found that from March 2020 to January 2021, the child care sector experienced an estimated \$245 million loss (nearly \$200,000 per center).

Without immediate stabilization, child care providers are still at risk of closing their doors permanently. This would be devastating to children, families, and our economy; and Louisiana cannot let this happen.

Challenge

Statewide pre-K enrollment in October 2020 was 17% lower than in October 2019, and that decline was larger for certain subgroups of students.



While it is difficult to measure the impact of these drops in enrollment, and how this is exacerbated by potential increases in childhood trauma as a result of the pandemic, communities and school systems should anticipate needing to provide additional support to children entering school or ECE programs this fall.

Louisiana's Federal Stimulus Funding to Support Education

LOUISIANA'S ALLOCATIONS				
	CARES Act (April 2020)	CRRSA 2021 (Dec 2020)	ARPA (March 2021)	TOTAL
ESSER	\$ 286,980,175	\$ 1,160,119,378	\$ 2,605,462,325	\$ 4,052,561,878
GEER	\$ 50,276,799	\$ 22,985,320		\$ 73,262,119
GEER non-public schools		\$ 55,566,230	\$ 49,073,000	\$ 104,639,230
GEER Total	\$ 50,276,799	\$ 78,551,550	\$ 49,073,000	\$ 177,901,349
CCDF	\$ 67,581,166	\$ 198,319,710	\$ 773,153,348	\$ 1,039,054,224
TOTAL	\$ 404,838,140	\$ 1,436,990,638	\$ 3,427,688,673	\$ 5,269,517,451

CRSSA Budget

Child Care Stabilization	Estimated Budget
Direct financial supports to all child care provider types via LaCAP grants, etc.	\$105 Million
Type III early childhood teacher support grant	\$27 Million
Community Recovery Grants	\$7 Million
Package of business training, consultation, and shared services, including a microloans pilot program	\$2.4 Million
Misc. Additional Supports (e.g. licensing fees, CCCBC fees, data system supports, etc.)	\$2 Million
Access Expansion	Estimated Budget
Launching <i>LA B to 3</i> by funding all Ready Start Network funding requests for projects that expand access to B-3 seats in high-quality diverse delivery settings	\$26 Million
Providing supports to Ready Start Networks with B-3 seats to develop a funding sustainability plan for seats	\$2 Million
As a result of insufficient funding in the ECE Fund, matching local investment to fund projects that expand access to B-3 seats for the 2021-2022 year	\$4.25 Million
Child Care Supply Building and Access Expansion Grant opportunity	\$5.35 Million
Classroom Quality	Estimated Budget
Outdoor play enhancement opportunity for child care providers (via CCR&Rs)	\$3 Million
Package of operational/quality supports for providers, including training, classroom supports, and technology	\$1.5 Million
Family Engagement and Supports for All Children	Estimated Budget
Supporting the development of a family engagement website, advisory group, and outreach opportunities	\$175,000
Total Budgeted	\$185 Million
Total Remaining (Unbudgeted)	\$13 Million

Louisiana's CRRSA Plan

Based on stakeholder feedback, the Department is focusing on the following when developing its plan for administering CRRSA funding, and supporting communities and sites.

- **Child care is stabilized immediately**, with a focus on providers and the early childhood workforce.
- **Communities increase access** to opportunities for high-quality early childhood care and education this year.
- **Teachers are prepared to lead classrooms and provide high-quality interactions** for all children every day.
- **Young children who experienced disruptions in learning this year are given opportunities** to prepare for school.



Child Care Stabilization

Child care is stabilized immediately, with a focus on providers and the early childhood workforce.

- Continuing to reimburse CCAP based on enrollment through the end of 2021
- Providing direct stabilization grants (LaCAP grants) to all child care providers
- Providing grants to Type III child care providers to support teachers and help stabilize the child care workforce
- Establishing a child care microloan program and offer business supports and trainings
- Providing additional community recovery grants to lead agencies to support child care recovery locally

Expanding Access

Communities increase access to opportunities for high-quality early childhood care and education this year.

The Department is implementing the following initiatives to increase access expansion efforts in the coming year:

- Launching a pilot of *LA B to 3* with stimulus funding in Ready Start Networks in 2021-2022
- Providing additional funding for Ready Start Networks to develop funding sustainability plans to begin identifying opportunities for local funding to sustain *LA B to 3*
- Matching current local investment for B-3 seat programs
- Launching an innovative, new child care supply building and access expansion grant for communities to build capacity locally for additional child care supply

Supporting Classroom Quality

Teachers should be prepared to lead classrooms and provide high-quality interactions for all children every day.

- Communities will work with school systems and Child Care Resource and Referral agencies to ensure that all early childhood classrooms are utilizing **high-quality curriculum** and are receiving **professional development** to support effective implementation of instructional tools and best practices.
- Communities and school systems will provide high-quality direct and related service support for young children with IEPs to **increase inclusive opportunities** within the least restrictive environment.
- Communities will partner with regional Child Care Resource and Referral agencies to understand and support efforts to conduct early learning center needs assessments, **enhance child care environments**, and **ensure the technology needs** of child care centers are met.

Engaging and Supporting Families

Young children who experienced disruptions in learning this year are given opportunities to prepare for school.

- Communities and school systems will be prepared to identify children in need of intervention through **universal developmental screenings**.
- Communities will develop plans in partnership with families, school systems, and program partners to **support transitions** into school, through extended learning opportunities.
- Communities will develop plans to **enhance continuous learning** through high-quality interactions and developmentally- appropriate learning activities for all children, regardless of their educational setting.
- Communities and sites will support children's **social and emotional development** which may have been interrupted or impacted by breaks in routines and disruptions in relationships with their caregivers.

The American Rescue Plan Act (ARPA)

The [American Rescue Plan Act](#), or ARPA, is a \$1.9 trillion economic stimulus bill passed by the 117th United States Congress and signed into law by President Biden on March 11, 2021. It includes nearly \$15 billion in flexible Child Care and Development Block Grant (CCDBG) dollars and a child care stabilization grant fund of nearly \$24 billion.

Louisiana will receive nearly \$297 million in CCDBG and approximately \$475 million for child care stabilization, totaling more than \$770 million of further support for Louisiana child care providers and families. Combined with previous stimulus awards, Louisiana will receive more than \$1 billion to support child care and families.

ARPA Listening Sessions

Young children who experienced disruptions in learning this year are given opportunities to prepare for school.

Stakeholders participating in these listening sessions include:

- Child care providers
- Lead agencies
- Families
- Child Care Resource & Referral agencies
- The Mental Health Consultation program
- Early Childhood Care and Education Commission and Advisory Council members
- Other early childhood advocates and policymakers, including DCFS and LDH

Common themes heard during the listening sessions include the need for additional workforce incentives for recruitment and retention, incentives for expanding infant and toddler care, additional business supports for child care expansion and more.

ARPA Survey

To assist the state in prioritizing this recovery spending, the Louisiana Department of Education is surveying the early childhood field to gather feedback regarding the prioritization of proposed eligible funding categories.

Early childhood stakeholders are asked to complete [ARPA Funding Planning Survey](#) by Friday, May 28, 2021.

Please share the [survey](#) with program teachers and leaders, families, and other community stakeholders.

Developing Louisiana's ARPA Plan

After the conclusion of the ARPA listening sessions and the completion of the ARPA survey, the Department will synthesize feedback from stakeholders and begin developing its plan for how to utilize the ARPA funding to support children, families, child care providers, and the early childhood workforce.

The Department hopes to release a summary of stakeholder feedback and a public document detailing the ARPA spending plan no later than July of this year.



Opportunities to Engage

Opportunities to Engage

- **Teachers:** Work with your site administrator to learn about opportunities and scholarships to earn your Early Childhood Ancillary Certificate and participate in training and coaching opportunities.
- **Site Administrators:** Contact your community network to learn about opportunities to get involved with the Ready Start Network and access expansion initiatives, and your Child Care Resource & Referral to learn about coaching and training opportunities.
- **Community Network Leaders:** If you have not already, consider becoming a Ready Start Network and applying for grant opportunities to support your community.
- **Coaches, CCR&R, and other support staff:** Stay tuned for additional opportunities to support child care through the American Rescue Plan Act (ARPA).

The background is a solid teal color. It is decorated with several large, light green, abstract, organic shapes that resemble watercolor splatters or soft-edged blobs. These shapes are scattered across the frame, with some being larger and more prominent than others. The overall aesthetic is clean and modern.

Questions?

Contact Information

Jenna.Chiasson@la.gov

Taylor.Dunn@la.gov