



*Early Childhood*  
IMPROVING SCHOOL READINESS

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# Early Childhood Care and Education Advisory Council

May 15, 2019

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# Early Childhood Care and Education Advisory Council

## Quarter 1 - 2019

# ECE April Roundtable Schedule

## Key Activities in Quarter 1

*The Department conducted a series of roundtable meetings with audiences across the state. The deck is available [online](#) and an online [link](#) through which feedback may be submitted.*

Early Childhood Roundtables			
City	Date	Time	Location
Bossier City	April 11	9:00 - 11:00 a.m.	Bossier Instructional Center 2719 Airline Dr., Bossier City, LA 71111
Monroe	April 11	1:30 - 3:30 p.m.	Children's Coalition for Northeast Louisiana 117 Hall St., Monroe, LA 71201
Alexandria	April 25	9:00 - 11:00 a.m.	Gladys Higdon Media Resources Center 502 Beauregard St., Alexandria, LA 71301
Lake Charles	April 25	2:00 - 4:00 p.m.	Early Childhood Building 1618 Mill St., Lake Charles, LA 70601
Baton Rouge	April 30	9:00 - 11:00 a.m.	Claiborne Building - Louisiana Purchase Room 1201 N. 3rd St., Baton Rouge, LA 70802
Harvey	May 2	10:00 a.m. - 12 p.m.	Jefferson Parish School Board Office 501 Manhattan Blvd., Harvey, LA 70058

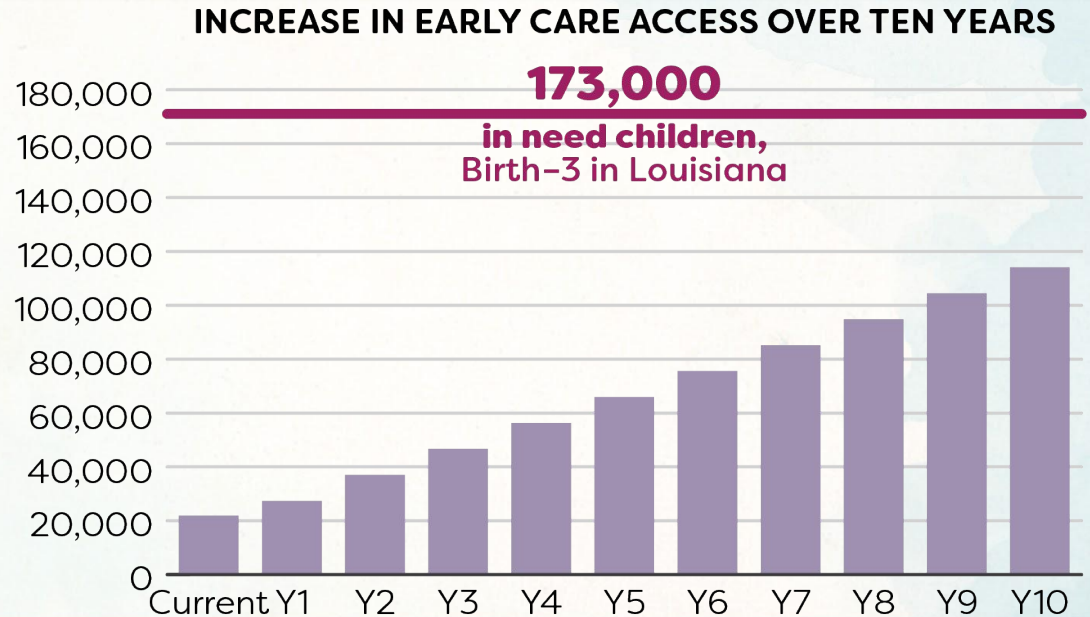


# Increase Funding for LA B-3 Released

## Key Activities in Quarter 1

*Louisiana's Early Childhood Care and Education Commission recommended that BESE and the Legislature fund its LA B to 3 plan that would increase access to quality for children birth to three.*

The Commission recommended a [comprehensive state plan](#) of an investment of \$85.8 million and an increase of nearly that amount annually over the next decade. State investment should launch this effort with expanded, combined funding (local, state, federal, philanthropy) thereafter.



# Early Childhood Community Networks

## Key Activities in Quarter 1

*The Department and Community Networks have continued to support local sites to implement the early childhood accountability system and to coordinate enrollment.*

### **Supporting the Early Childhood Accountability System:**

- Lead agencies scheduled and began completing spring *CLASS* observations
- Sites completed the spring *GOLD* checkpoint, assessing progress for all publicly-funded children.

### **Working Together to Coordinate Enrollment:**

- Communities collaborated on developing their Coordinated Enrollment Plans and made eligibility determinations.
- Around the state, communities hosted enrollment fairs and events to support families in identifying the best available care for their children.
- Lead agencies worked with sites to complete the February Child Count.

# Early Childhood Ready Start Networks

## Key Activities in Quarter 1

*Seven Ready Start Networks were announced in January and the Department has prioritized resources to support these communities that have stepped up to take on the work of implementing formal local governance to improve the quality and access of their network.*

### **Resources offered to Ready Start Community Networks through their lead agency:**

- Funding to plan and implement new strategies for access and improvement
- Priority access to seat allocations
- Professional development, technical assistance, and tools for systems thinking
- Support and technical assistance for public engagement
- Needs assessment, professional development, and technical assistance for governance
- Priority access to leadership tools and business supports for center directors and support for community business leaders



#### **Cohort 1**

*Iberville  
Lafayette  
Jefferson  
Orleans  
Rapides  
St. Mary  
Washington*

**The Request for Applications for Ready Start Community Network Cohort 2 was released earlier this month.**



# Supporting Teachers to be Successful

## Key Activities in Quarter 1

*Teachers and directors across the state will soon be able to access trainings that leverage local and national expertise to expand consistent, quality opportunities statewide through Key Training Modules.*

### What are Louisiana Early Childhood Key Training Modules?

Louisiana Early Childhood Key Training Modules are a set of accessible, high-quality trainings designed by experts on best practices in the field of early childhood and shared with key professional development vendors across the state to be used for redelivery.

Focus Training Area	RFA Release Date
Early Childhood Tools and Standards	Released February 2019
Effective Adult-Child Interactions	Released May 2019
Management and Leadership	Tentative Release July 2019

# Supporting Teachers to be Successful

## Key Activities in Quarter 1

*All Lead Teachers in Type III early learning centers will have or will be in the process of earning the Early Childhood Ancillary Certificate (ECAC) as of July 1.*

- **ECAC Requirement**: Beginning July 1, 2019, directors are responsible for verifying that lead teachers in Type III early learning centers have the ECAC as a minimum credential within 24 months of their start date as a lead teacher. **Directors who cannot verify this must assure they have a plan to meet this requirement by July 1, 2020 by signing their 2019-2020 Program Partner Assurances.**
- **Training for the ECAC**: As of July 2018, teachers must attend a BESE-approved Early Childhood Ancillary Certificate preparation program, which offer enhanced quality and practice opportunities.
  - There are 23 **BESE-Approved ECAC Programs** around the state, with current programs expanding their service areas and new programs still being approved.
  - The Early Learning Louisiana (University of Florida, Lastinger Center) online program will begin statewide implementation in July, offering programs in all areas of the state.



# Supporting Teachers to be Successful

## Key Activities in Quarter 1

*The Department has provided many supports to assure that all Lead Teachers in Type III early learning centers will have or will be in the process of earning the ECAC by July 2019.*

- As of March 2019, 5,988 Early Childhood Ancillary Certificates have been issued.
- [ECAC Staffing Maps](#) were provided to directors to help them to assess their preparedness for meeting the requirement that all Lead Teachers in Type III early learning centers will have or will be in the process of earning the ECAC by July 2019.
- The Department has hosted monthly informational webinars for directors, site leaders, and teachers titled, "[Preparing for July 2019 - The Early Childhood Ancillary Certificate.](#)"



**GET HIRED + QUALIFY + CERTIFY**

# Supporting Directors to be Successful

## Key Activities in Quarter 1

*The Department is undertaking new activities to support child care directors in meeting standards for high quality learning and leadership.*

- **A new bimonthly Early Childhood Leaders webinar** for directors and principals through the educational requirements when public funds are received. The next one is [May 29 from 1-2](#).
- **New one-page resources** on [Type III requirements](#) and the [observation process](#).
- **A new monthly blog feature in the newsletter** called [Leaders Lagniappe](#) highlighting strong early leaders launching next month.
- **The Louisiana Early Leaders Academy** being piloted in Orleans, Jefferson and St. Tammany parishes this fall to serve 30 directors.



# Supporting Child Care Centers (Site Improvement Planning)

## Key Activities in Quarter 1

*In August 2018, low-performing sites scoring below 3.75, based on 2017-2018 preliminary performance scores, were notified regarding their mandated participation in Early Childhood Site Improvement Planning.*

January 2019	<ul style="list-style-type: none"><li>• FSCs conducted director interview gaining insight into the struggles of managing a low-performing center.</li><li>• Sites were provided with improvement data based on Fall 2018 CLASS scores and instructed how to calculate their scores using the Performance Profile Calculator.</li><li>• Sites at risk of losing Academic Approval received notice from the Department.</li></ul>
February - April 2019	<ul style="list-style-type: none"><li>• FSCs conducted curriculum-based observations on classrooms at each center.</li><li>• Improvement plans were reviewed and modified as needed.</li><li>• Each CCR&amp;R participated in a Spring Case Study with the Department identifying struggles and successes of the Site Improvement process.</li></ul>

# Supporting Child Care Centers (CCR&R)

## Key Activities in Quarter 1

*A Request for Proposals (RFP) for the next round of Child Care Resource & Referral (CCR&R) agencies was released, and selected contractors were submitted to April BESE. The RFP outlined the key focus for the next set of contracts.*

### Key focus of the CCR&R Agencies beginning July 2019:

- **Differentiated Coaching** - available to Type III early learning centers:
  - Short term technical assistance
  - Practice-based coaching (a coaching series for a teacher and/or director)
- **Group Training** - a broader set of standardized, quality content will be available utilizing Louisiana Key Training Modules
- **Early Childhood Resource Centers** - hub of child care and child development information for the early learning community, and of resources and referrals for families



# Supporting Child Care Centers (Licensing)

## Key Activities in Quarter 1

*The Department has supported child care centers through sharing information about licensed center requirements.*

### **Supporting Centers:**

- In February, the Department released new guidance regarding [emergency preparedness](#), including an updated toolkit with a Early Learning Center [Emergency Plan](#) and [Emergency Checklists](#).
- The Licensing Division provided webinars on the Louisiana Believes website relating to Bulletin 137 Early Learning Center Licensing Regulations. The 4 supporting webinars can be found on the [Licensed Centers Library page](#) in the Webinars section.

### **Updates for Child Care Criminal Background Checks:**

- The Child Care Civil Background Check System has been enhanced to provide efficient processing times, monitoring reports, and more search options.
- Information about these new features can be found in the updated [CCCBC User Manual](#).

# Supporting Child Care Centers (CCAP)

## Key Activities in Quarter 1

*The Department has supported child care centers and families through CCAP.*

### **Child Care Assistance Program (CCAP):**

- The CCAP [Waiting List Statistics](#) and [Monthly Enrollment](#) have continued to be reported and posted on the Department website.
  - There were 2,504 families (3,560 children) on the CCAP Wait List as of March 2019.
- Underutilization of CCAP
  - In order to effectively monitor use the CCAP program, the Department identified children and families who have not used the subsidy for a period of three months or more.
  - The Department mailed notices to families and providers who fell into this category.
  - Families and providers were encouraged to contact the Department to provide explanation and state if care was still needed and adjustments were made where needed in the case.



# Supporting Child Care Centers (CCAP)

## Key Activities in Quarter 1

*Louisiana received a federal Corrective Action Plan (CAP) requiring that its reimbursement rates be raised to the 25th percentile of the Market Rate Survey at a minimum by September.*

### **Louisiana responded to the CAP in February with the following steps:**

1. Convene ECCE Advisory Council workgroup to engage stakeholders;
2. Revise the Market Rate Survey to reflect correct statewide percentiles;
3. Request additional funds from the state legislature;
4. Bring revised policy to ECCE Advisory Council and BESE in advance of September; and
5. Perform system updates to address increased rates.

### **Potential Challenges:**

- Lack of funding that forces Louisiana to reduce services in order to increase rates
- Considerable waiting list of eligible children in need of care that will continue to grow

# Supporting Child Care Centers (Families and Teachers)

## Key Activities in Quarter 1

### Early Childhood Family Survey:

- Families who benefit from publicly-funded care and education in the state received the [Early Childhood Family Survey](#) mid-April and have until May 31 to take it.
- School systems should encourage sites to administer surveys to families and communicate the importance of this survey to families in the school system.
- The results of the survey are used to publish Family Satisfaction indicators on each Community Network's Performance Profile.

### Early Childhood Lead Teacher Survey:

- Early childhood lead teachers received a survey through their email linked to TS *GOLD*®.
- Lead teachers are requested to provide feedback on the training and supports they have received this school year by May 31.



# Publicly-Funded Licensed Early Learning Centers

## Monitoring Change Over Time

### Licensing Type

	Type I	Type II	Type III
<b>January 2019</b>	275	195	1020
<b>February 2019</b>	275	195	1008
<b>March 2019</b>	273	197	1002

*68% of early learning centers are type III licensed centers providing care and education for publicly funded children.*

### Star Ratings:

	0 Star	1 Star	2 Star	3 Star	4 Star	5 Star
<b>2019</b>	15	53	243	403	200	11
<b>2018</b>	16	76	303	386	136	5

*2019 star ratings are based on 2017-2018 performance profile ratings for centers. This year, more centers are benefiting from ratings of 3-5 stars.*

# Revisions to Bulletin 140



# Overview of Bulletin 140 Revisions

*In June 2019, the Department will bring key updates and clean-up to Bulletin 140 to the Board of Elementary and Secondary Education (BESE).*

1. Infant CLASS® Updates
2. Coordinated Funding Request Updates
3. Calculating Observer Reliability Updates
4. Clean Up

Policy Update 1:  
Fully integrate Infant *CLASS*® into the rating system



# Infant CLASS®

## Timeline

*Teachers in infant classrooms need high-quality feedback and support to grow. To increase the quality of infant care, Louisiana is adding Infant CLASS® into the state's quality rating and improvement system.*

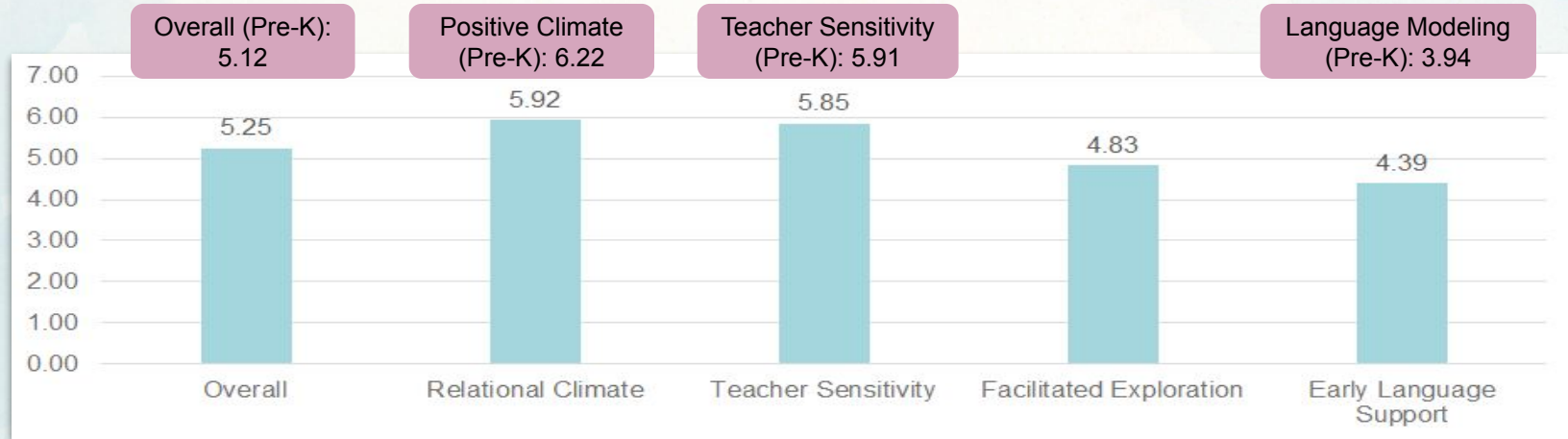
2018-2019 Infant CLASS® Pilot	2019-2020 Infant CLASS® Learning Year	2020-2021 Full Implementation
<ul style="list-style-type: none"><li>• Lead agencies identified all infant classrooms and set up those classrooms in the portal</li><li>• Sites participated in year two of the Infant CLASS® Pilot</li><li>• Revisions to Bulletin 140 to include Infant CLASS® will be submitted to BESE</li></ul>	<ul style="list-style-type: none"><li>• All infant classrooms will be observed for a learning year</li><li>• Performance Profile ratings released in fall 2020 will not be impacted by Infant CLASS® results</li></ul>	<ul style="list-style-type: none"><li>• Infant CLASS® is fully incorporated into the unified quality rating system</li><li>• Performance Profile ratings released in fall 2021 will reflect Infant CLASS® observations</li></ul>

*This timeline for implementing Infant CLASS® is already detailed in Bulletin 140.*

# Infant CLASS®

## Infant Pilot Year Results

*The preliminary fall 2018 Infant CLASS® pilot results show that while overall Infant scores are higher than Pre-K and Toddler scores, Infant dimension scores are lower than Pre-K for some comparable dimensions.*



*In fall 2018, 120 practice Infant CLASS® observations were conducted at 93 sites across 21 networks that opted to participate in the Infant CLASS® Pilot.*



# Infant CLASS<sup>®</sup>

## Summary of Policy Updates

1. Beginning in 2019-2020, all infant classrooms will receive two local CLASS observations using all of the dimensions included in the Infant CLASS tool, which is aligned to how pre-K and toddler classrooms are currently included in the observation system.
2. Infant observers will input the Lack of Adult Negativity indicator score (“Low,” “Medium,” or “High) into the CLASS portal along with dimension scores. Classrooms with scores indicating a presence of adult negativity have teachers that consistently demonstrate harsh voice or touch with infants, and make negative or sarcastic comments to infants or other adults in the classroom. This indicator will be used to flag concerns, similar to how the Negative Climate dimension is used for pre-K and toddler classrooms.
3. Beginning in 2020-2021, all sites’ overall performance score and rating will be calculated by averaging the results of all fall and spring dimension-level infant, toddler, and pre-K observations.
4. Beginning in 2019-2020, the community network will be required to shadow score 10% of observations, including at least one observation for each observer and each age configuration, including infant.



## Policy Update 2: Align coordinated funding request with Super App



# Coordinated Funding Request and Super App

## What is Super App?

In November, the Department released an improved planning process for all school systems that:

- Unifies school systems' priorities—The **School System Planning Framework** establishes a uniform set of priorities to help school systems create **one plan**.
- Creates efficient processes—The **Super App** is **one application** for formula and competitive dollars.
- Streamlines and accelerates timelines—The **Super App** is submitted and approved on **one timeline** and provides school systems with federal formula and competitive allocations before the fiscal year begins.



# Coordinated Funding Request and Super App Alignment to ECE

*Proposed policy update will allow the Department to align the ECE coordinated funding request timeline to the timeline for Super App. This will ensure districts are planning for early childhood funding at the same time as all other K-12 funding decisions.*

**Proposal:** Change policy language regarding the coordinated funding request from requiring submission by December 1 to requiring that the Department release the timeline for submission by September 1, annually.

- This change will enable lead agencies to strategically coordinate their funding requests with K-12 funding requests and create efficiencies and streamline the way communities budget and plan.
- There are lead agencies that are not staffed by a school district, which may prevent those lead agencies from taking advantage of the Super App process. The department will ensure that similar information is collected on the same timeline, either through Super App or another process.



Policy Update 3:  
Revise local observer replacement rates to be calculated  
annually

# Observer Replacement Rates

## Overview of Supports

*The Department has provided supports to help local observers become more accurate, including calibration videos, shadow scoring requirements, and funding for professional development opportunities.*

### **All local CLASS® observers must:**

- Be trained as a Certified CLASS® Observer (2 day training with reliability test)
- Participate in a network calibration activity each semester
- Be shadow scored by the lead agency once each year

### **The Department also supports improvements in observer reliability by providing:**

- Full-length CLASS® calibration videos online
- Funding for CLASS® professional development opportunities

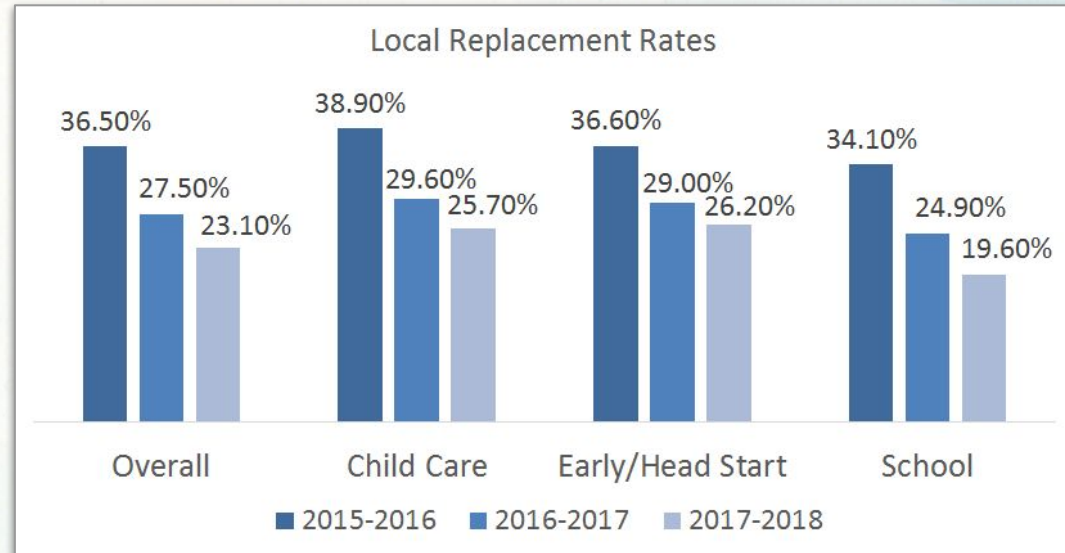


# Observer Replacement Rates

## Three Year Trend of Improvement

*The Department compares local observer scores to third party scores from observations of the same classroom in the same semester when available, and calculates a “replacement rate” for each observer, indicating the percent of times third party scores replaced the local observer scores.*

- Observer reliability information is available in real time via the CLASS portal to all lead agencies and observers.
- Of the 28,204 domains scored by local observers in 2017-2018, 9,991 were checked by third party and only 2,227 of those were replaced by third party.
- The statewide replacement rate and the replacement rate for each program type have improved steadily since 2015-2016.



# Observer Replacement Rates

## Proposed Updates

*The Department will continue to calculate observer replacement rates in real time via the portal, and provide updates and support each semester to lead agencies and observers, but formal written notice of concern and consequences will be sent to observers once annually.*

Continued Observer Reliability Supports	New in 2019-2020
<ul style="list-style-type: none"><li>• The Department will continue to monitor observer reliability in real time and at the end of each observation period.</li><li>• The Department will continue to provide lead agencies and community networks information on observer reliability each observation period so they can support local observers to improve their observer reliability.</li><li>• The Department will continue to require calibration and shadow score activities, and provide videos and related supports.</li></ul>	<ul style="list-style-type: none"><li>• The Department will utilize the full academic year of observation data, after appeals and error corrections are processed, to determine which observers receive written notice of observer reliability concerns.<ul style="list-style-type: none"><li>○ This approach will allow the Department to utilize the most accurate and final data to determine which observers receive written notice.</li></ul></li></ul>



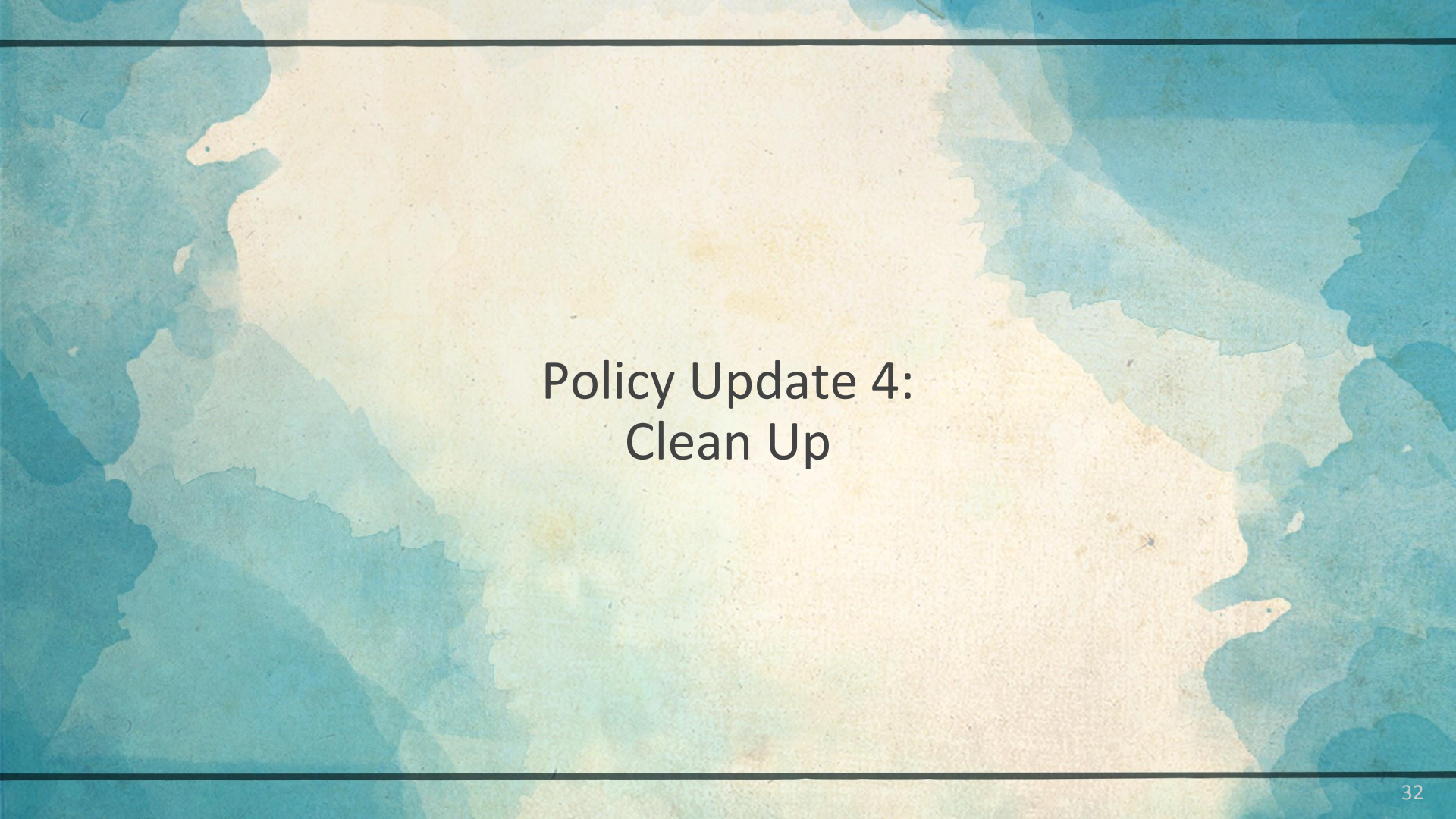
# Observer Replacement Rates

## Benefits to Update

*Providing formal written concerns and consequences to observers after the CLASS observation data is finalized and all appeals are processed will result in observers getting more accurate feedback.*

There are many benefits to this approach:

- Observers are evaluated based on a full year of observations, which provides more data to form each observer's reliability rating.
- Observers receive this feedback once per year based on final data with all appeals and error corrections processed.
- Lead agencies receive this information formally and informally over the course of the year, and lead agencies still have access to this information throughout the school year to inform ongoing professional development.



## Policy Update 4: Clean Up



# Bulletin 140 Clean Up

*In addition to key updates, we are also using this opportunity to remove transitional language.*

- Removing outdated language detailing transitions in §313 on Academic Approval
  - Information on initial academic approval for fiscal years 2016-2017, 2017-2018, and 2018-2019
  - Information on academic approval renewal for fiscal year 2018-2019
- §313 still contains information on initial academic approval and renewals for fiscal years 2019-2020 and beyond