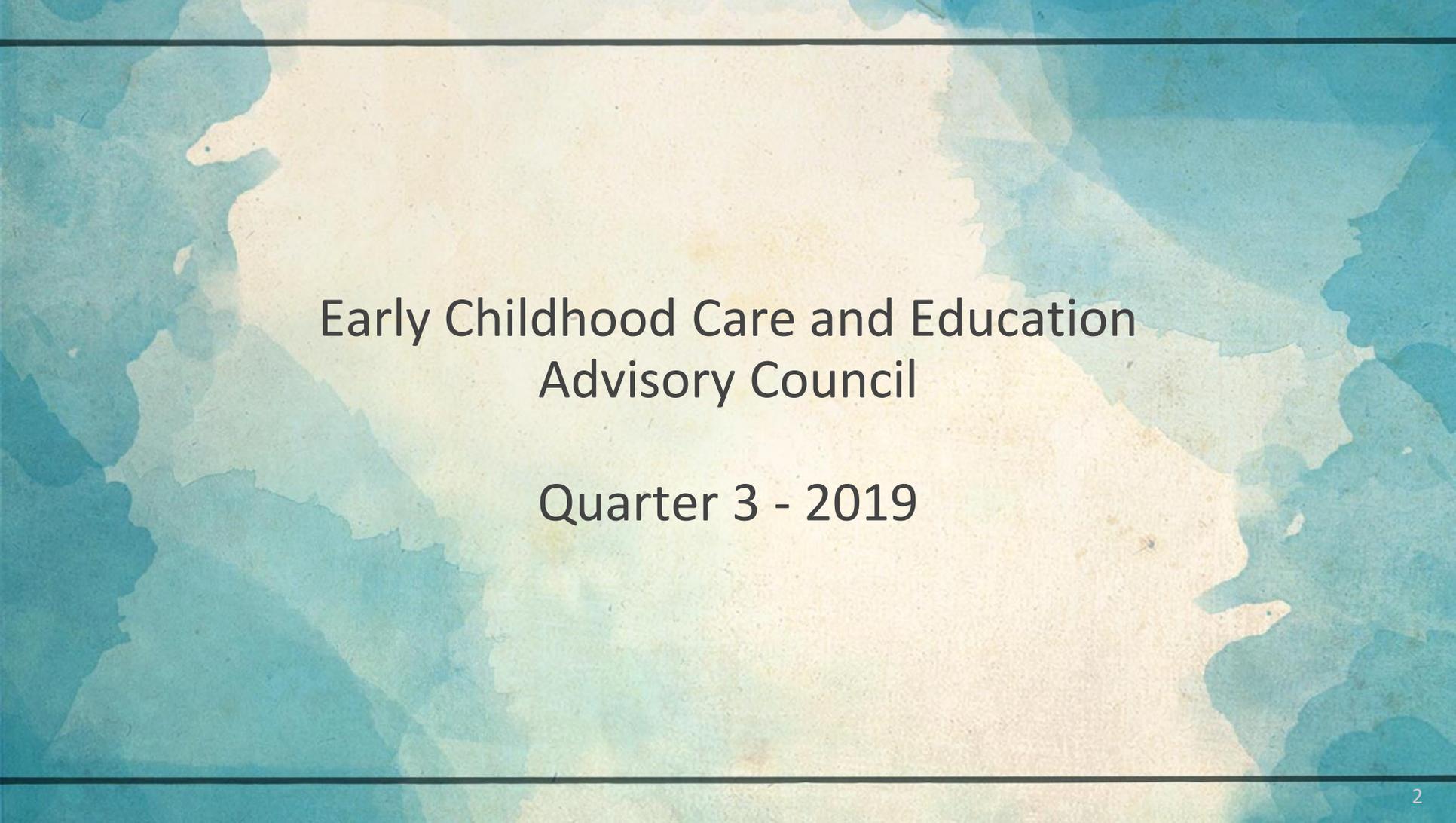




Early Childhood
IMPROVING SCHOOL READINESS

Early Childhood Care and Education Advisory Council

November 13, 2019



Early Childhood Care and Education
Advisory Council

Quarter 3 - 2019

Early Childhood Community Networks

Key Activities in Quarter 3

The Department and Community Networks have continued to support local sites to participate in the early childhood accountability system.

Beginning the 2019-2020 School Year with a Strong Start:

- This is the Infant CLASS[®] Learning Year and all infant classrooms will be observed.
- Lead agencies worked with sites and observers to begin scheduling and completing fall CLASS[™] observations.
- Community networks reviewed new guidance for [third party protocols](#) and prepared their local observation protocols for the year.
- Sites began setting up classrooms in the Teaching Strategies GOLD[®] system.

Early Childhood Community Networks

Key Activities in Quarter 3

The Department and Community Networks began preparing for release of 2019 Performance Profiles.

Collaboration Between Lead Agencies and Sites:

- Sites worked with lead agencies to complete data certification, verifying the completeness and accuracy of the information that will be included in the 2019 Performance Profiles.
- Community networks completed the Coordinated Enrollment Self-Assessment to evaluate the success of their enrollment work in 2018-2019.

Preparing for 2019 Performance Profiles:

- Lead agencies attended the fall supervisor collaboratives and weekly office hours.
- Lead agencies reviewed preliminary results based on *CLASS™* observations from 2018-2019, celebrating progress while also reflecting on areas for additional support.
- The Department conducted webinars and conference calls with each lead agency in October.
- [2019 Performance Profiles](#) were released publicly via [Louisiana School and Center Finder](#) on November 6, 2019.

Ready Start Networks

Key Activities in Quarter 3

The Department continued to communicate broadly the purpose and benefit of Ready Start Networks related to improving early childhood program access and quality.

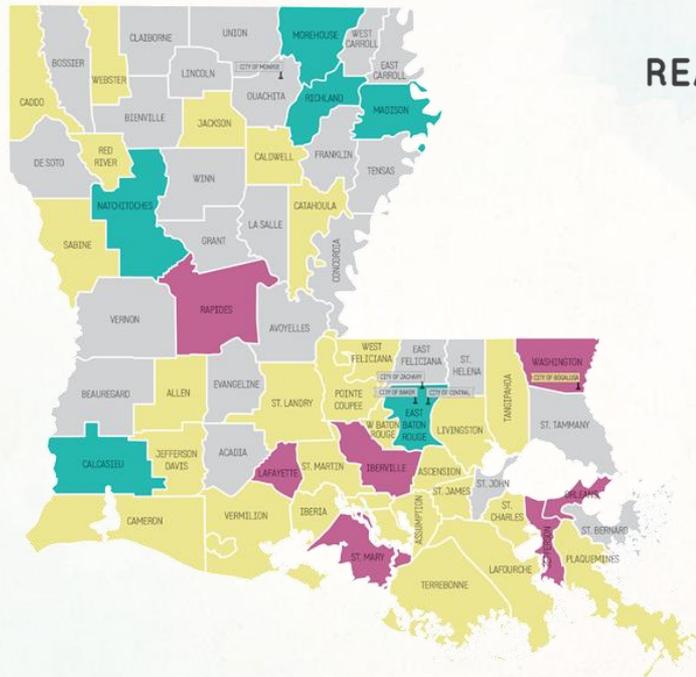
- Six additional Ready Start Networks were onboarded in August bringing the total to 13.
- Ready Start Networks are developing data-driven blueprints, expanding their coalition with new partners who can support their work, and working on local governance while implementing local initiatives.
- The Department initiated a “Get Ready” cohort for 27 community networks interested in exploring the Ready Start concept before the Cohort 3 Request for applications is released in February.



Ready Start Networks

Key Activities in Quarter 3

Ready Start continues to build interest and gain traction across the state. There are now thirteen Ready Start Networks. The application for cohort three will be released in early spring and 27 community networks are exploring the what becoming a Ready Start Network would mean for their community.



READY START NETWORK

- COHORT 1
- COHORT 2
- GET READY COHORT

Super App

Key Activities in Quarter 3

The Department launched an improved planning process 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; and
- 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.



Super App

Key Activities in Quarter 3



CREATE A PLAN

School systems review data and identify priorities for the coming year.

+



DEVELOP AN ALIGNED BUDGET

School systems budget formula funds and request competitive funds in alignment with priorities.

+



IMPLEMENT WITH SUPPORT

School systems implement approved plans with support from Network teams and vendor partners.

Early Childhood and Super App

Key Activities in Quarter 3

For the first time, communities will submit additional information related to early childhood, such as the community's blueprint and its Coordinated Funding Request, through the Super App process.

The Early Childhood strategy sits in the LEA Structures domain.

Strategies communities will address through Super App for 2020-2021:

- **Blueprint:** How will communities design a plan to expand access to quality early childhood programs?
- **Access:** How can communities maximize existing funding to serve in-need children?
 - Communities will indicate what strategies they plan to use to expand access
 - Communities will submit their [coordinated funding request](#) through this process
- **Quality:** How can communities continue to improve the quality of Birth to 5 seats through high quality curriculum, professional development, and assessments?

Guidance for completing the Early Childhood components of Super App can be found [here](#).

Supporting Teachers to be Successful

Key Activities in Quarter 3

Early Childhood Site Improvement Planning:

- In August 2019, 66 low-performing sites were notified regarding their mandated or recommended participation in Early Childhood Site Improvement Planning based on 2018-2019 preliminary performance scores.
- These sites were assigned a regional Department field support consultant and assisted to create an improvement plan based on individualized site needs and self-assessment results.
- These sites receive prioritized resources that are included as part of improvement plans (e.g., Resource & Referral, curriculum support, mental health consultation).

Louisiana Early Leadership Academy

Key Activities in Quarter 3

The Department is launching a fellowship program for child care directors to develop instructional leadership skills.

Thirty early childhood educators have been selected to participate in the first cohort of the [Louisiana Early Leaders Academy](#). The pilot region consists of Orleans, Jefferson, St. Tammany, St. John, St. Bernard, and St. Charles parishes.

September 16 was the kick-off session. Content focused on systems thinking, ethics, and vision. Special guest speakers included Jessica Baghian, Commission co-chair Stephanie Hilferty, and New Orleans Mayor LaToya Cantrell.

The 10-month, executive-level program for directors of highly rated, publicly funded early learning centers will help expand access to quality early childhood care and education by strengthening leaders in the field.



PDG (B-5) Renewal Application

Key Activities in Quarter 3

The Department applied for a total of \$12.5 MM, with the majority of funds going towards seat expansion for birth to three year olds.

In the PDG B-5 Renewal Application, the LDOE applied to:

- Create 750 new birth-to-three year old seats in diverse delivery settings (\$7.5 MM), focusing on three objectives:
 - Increase the number of fully-funded seats in child care centers.
 - Pilot new fully funded seats in family child care centers in child care deserts.
 - Pilot three year old diverse delivery seats in communities with strong LEA-center relationships.
- Fund 24 total Ready Start Networks, with a third cohort onboarded in July 2020.
- Pilot community-based Early Childhood Guide positions to recruit and support families applying for child care assistance.
- Continue family child care and shared services pilots.

The Early Care and Education Commission

Key Activities in Quarter 3

The Commission is an appointed body of 38 members who are charged with developing recommendations to the state legislature on expanding access to quality for children birth through four.

Commission meetings:

- Dates: August 20, September 19, November 18, and January 30
- Focus: Year two of the Commission is to review progress on the early childhood system. This includes statewide funding efforts, Ready Start Networks, shared services, support for all families, and public awareness.

Looking ahead:

- The Commission has two remaining meetings before the 2020 legislative session.

CCAP Waiting List

Key Activities in Quarter 3

The Department has continued to support families through the Child Care Assistance Program, and monitor the progress of the CCAP Waiting List.

	Age < 1	Age 1	Age 2	Age 3	Age 4	Age 5+	Total
July 2019	615	726	643	533	402	867	3,786
August 2019	629	680	626	523	438	901	3,797
September 2019	623	692	622	509	474	906	3,826

- Information about the number of families on the [CCAP Waiting List](#) is posted online monthly.

Publicly-Funded Licensed Early Learning Centers

Monitoring Change Over Time

There has been little change in the number of early learning centers. The 2020 Star Ratings are based on the 2019 Performance Profile ratings.

	Type I	Type II	Type III
July 2019	268	201	985
August 2019	270	207	985
September 2019	267	214	988

2020 Star Ratings:

0 star	1 Star	2 Star	3 Star	4 Star	5 Star
81	17	173	430	270	11

Division of Licensing

Key Activities in Quarter 3

The Department is currently undertaking a process of identifying opportunities for the Division of Licensing to transform customer service experiences.

The Department has contracted with a local consulting firm to assist in the endeavor.

- Phase I - Survey of Early Learning Center and Family-home/In-home Providers
 - Gain a qualitative understanding of client and key stakeholders' perspectives and use that for improvement and to guide Phase II (October 2019)
- Phase II - Focus Groups with providers around the state
 - Gain a deeper understanding of details to complement the quantitative data gathered through the surveys to guide Phase III (November 2019)
- Phase III - Professional Development
 - Information gathered will be used to identify trends in order to improve customer service (November 2019)

CCDF State Plan Amendment



CCDF State Plan Amendment

Rate Change

The Department has increased the statewide CCAP rates to align with the results from the 2017 Market Rate Survey and to address the Corrective Action Plan.

Section 4.3 - Setting Payment Rates

- Infant rates were increased to the 40th percentile
- Toddler rates were increased to the 31st percentile
- Preschooler rates were increased to the 25th percentile
- Special needs rates are set at 26% higher than the base rate as allowed by Bulletin 139, Section 103

Section 4.4- Summary of Facts Used to Determine That Payment Rates Are Sufficient To Ensure Equal Access

- Statewide 75th percentile rates were updated according to the 2017 Market Rate Survey
- The maximum amount paid per CCAP Child was increased

CCDF State Plan Amendment

Supplemental Disaster Relief Funds for Child Care

The Administration for Children and Families (ACF) has made Supplemental Disaster Relief Funds available to CCDF programs for disasters that occurred in the 2018 and 2019 calendar years.

Louisiana may receive the base amount of \$200,000.

- The amount each state receives is based on FEMA registrants and federally declared disasters.

Proposed Use

- The supplemental appropriations law indicates that the funds can be used for the costs of materials, supplies, furnishings, equipment, mental health consultation, quality improvement activities, direct services, and allowable CCDF activities that are directly related to the consequences of the natural disaster.

Application Process

- The Department must update the CCDF Plan by December 2, 2019 in order to receive the supplemental disaster funds.



2018-2019
Performance Profile
Results



Key Accomplishments

The 2018-2019 release of profiles marks four years of full implementation of the statewide early childhood community network.

- More than 15,000 observations were conducted across 1,605 sites in 5,500 classrooms, which amounts to **more than 1 million minutes of care and education observed.**
- This is the first year that sites scoring from 5.25-5.99 will be recognized as High Proficient. This year, **38% of sites across the state will be rated High Proficient.**
- **There is improvement across the board:**
 - Nearly 7% more sites are Proficient or above compared to last year.
 - The average score for each dimension and each domain improved.
 - The average score for each program type (Head Start, child care, and schools) improved.
- Yet there are still **too few young children who can access publicly-funded, high-quality early childhood programs.**

Measuring Classroom Quality

Louisiana uses the CLASS® rating tool to measure, inform and support improvement on the core elements needed for early childhood classroom quality.

As a research-based, nationally regarded early childhood quality measure for all young children, CLASS® assesses how well teachers interact with children, including how well they:

Expectations for the Classroom:	Pre-K Domains	Toddler Domains	Infant Domains*
<i>Warm, positive environment with trusting relationships</i>	Emotional Support	Emotional & Behavioral Support	Responsive Caregiving
<i>Daily routines are organized and disruptions are minimal</i>	Classroom Organization		
<i>Children are supported to learn concepts, develop language, and connect ideas through dialogue and play</i>	Instructional Support	Engaged Support for Learning	

*Infant CLASS® will be implemented in every infant classroom during 2019-2020 for a practice year.

Performance Profile Overview

Performance Profiles provide information about the quality of publicly-funded sites to families to inform choice and to communities to guide improvement.

Results in a Performance Profile for each site published on www.LouisianaSchools.com that contains two components:

1. **Performance Rating:** Each site receives a ratings based on CLASS® observations that measure the quality of adult-child interactions.
2. **Informational Metrics:** Each site's profile also reports on the use of best practices, such as using curriculum, assessing children for learning, credentialing of teachers.

Louisiana's Unified Rating System:

- Measures core elements needed for positive child outcomes;
- Provides a clear and focused path to improvement;
- Gives families an easy way to compare choices in their community;

Incentives and Consequences

As in 2017-2018, there will be incentives and consequences tied to Performance Ratings for providers in 2018-2019.

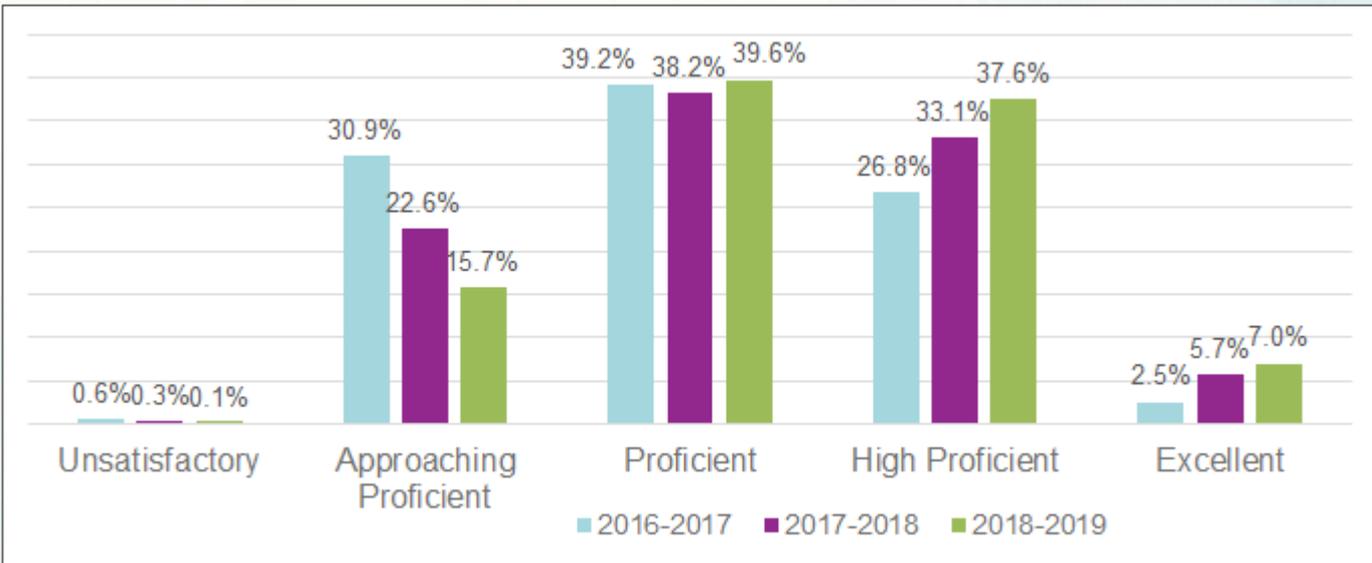
<i>CLASS</i> ® Score Range	Performance Rating	Star Rating for Tax Credit and Bonus Payments
6.00 - 7.00	Excellent	5 Stars
5.25 - 5.99	High Proficient *NEW*	4 Stars
4.50 - 5.24	Proficient	3 Stars
3.75 - 4.49	Approaching Proficient	2 Stars
3.00 - 3.74	Approaching Proficient	1 Star
1.00 - 2.99	Unsatisfactory	0 Stars

- Tax credits and bonuses for child care centers have been revised to reward and incentivize performance and improvement
- Programs that score below 3.75 will be required to participate in a Site Improvement Planning process
- Programs that score Unsatisfactory for two years in any three year period may lose Type III license or funding

Site Improvement Since 2016-2017

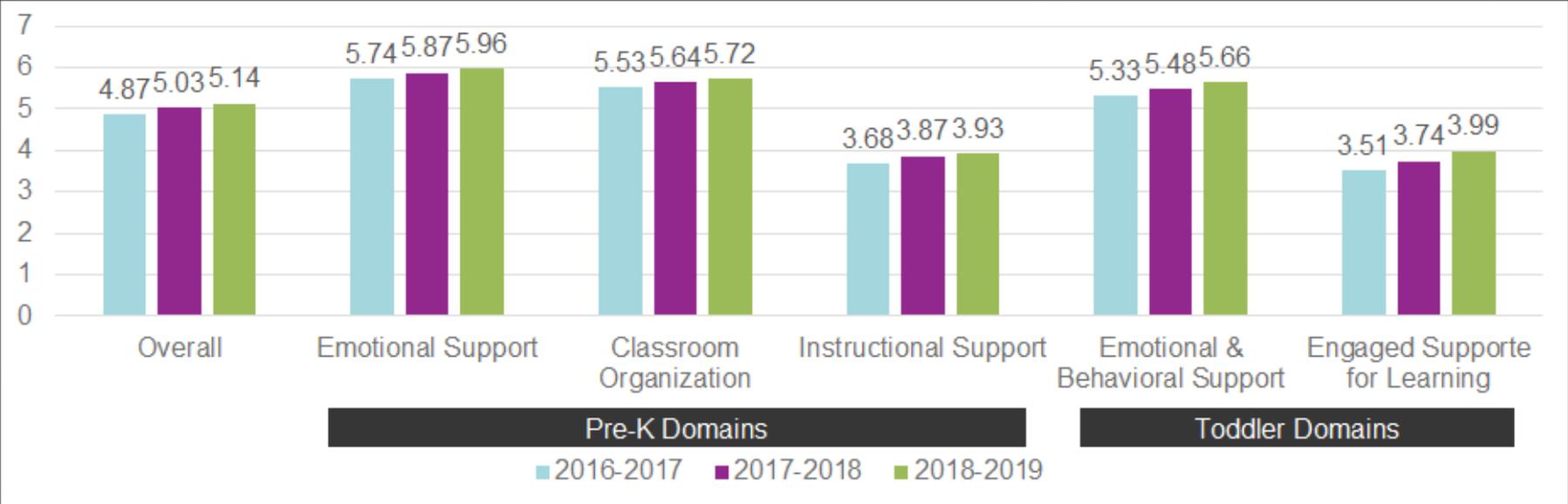
127 more sites (7%) achieved Proficient or above in 2018-2019, indicating more children across the state are receiving quality care and education than in years past.

Rating	Score Range
Excellent	6.00-7.00
High Proficient	5.25-5.99
Proficient	4.50-5.24
Approaching Proficient	3.00-4.49
Unsatisfactory	1.00-2.99



Improvement by Domain

The statewide average overall score and the average on each domain has improved incrementally and steadily each year.



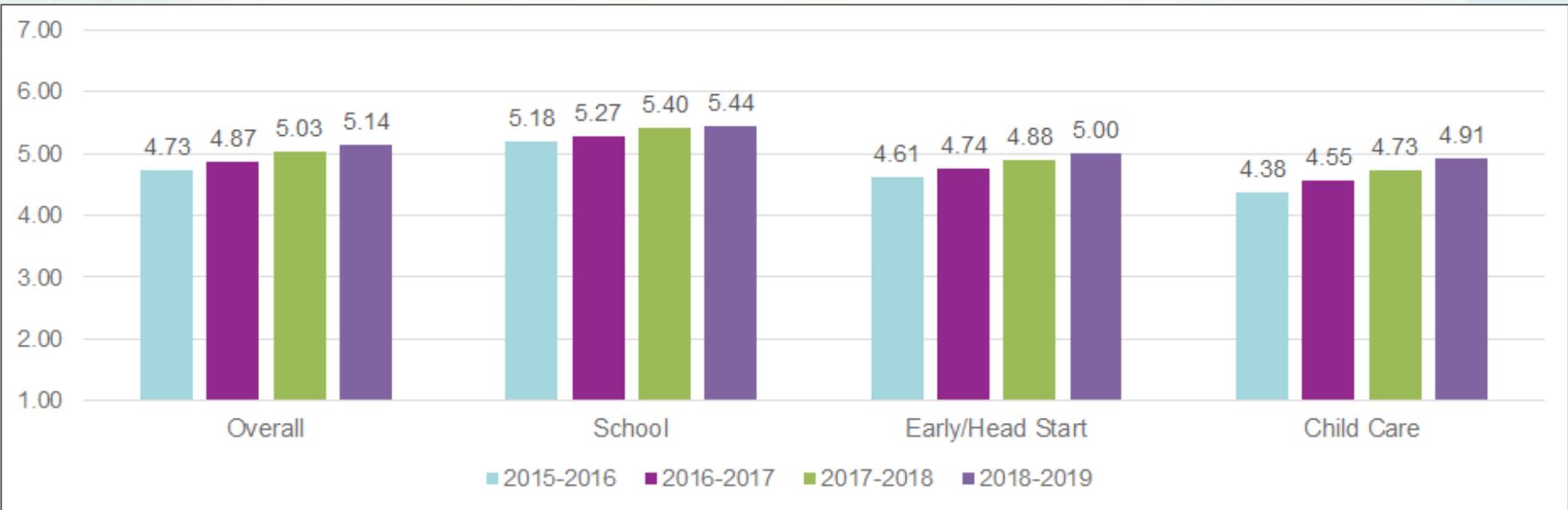
Description of Each Site Type

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 schools Head 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 centers Head 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 care Schools with licensed classrooms to serve three-year-olds

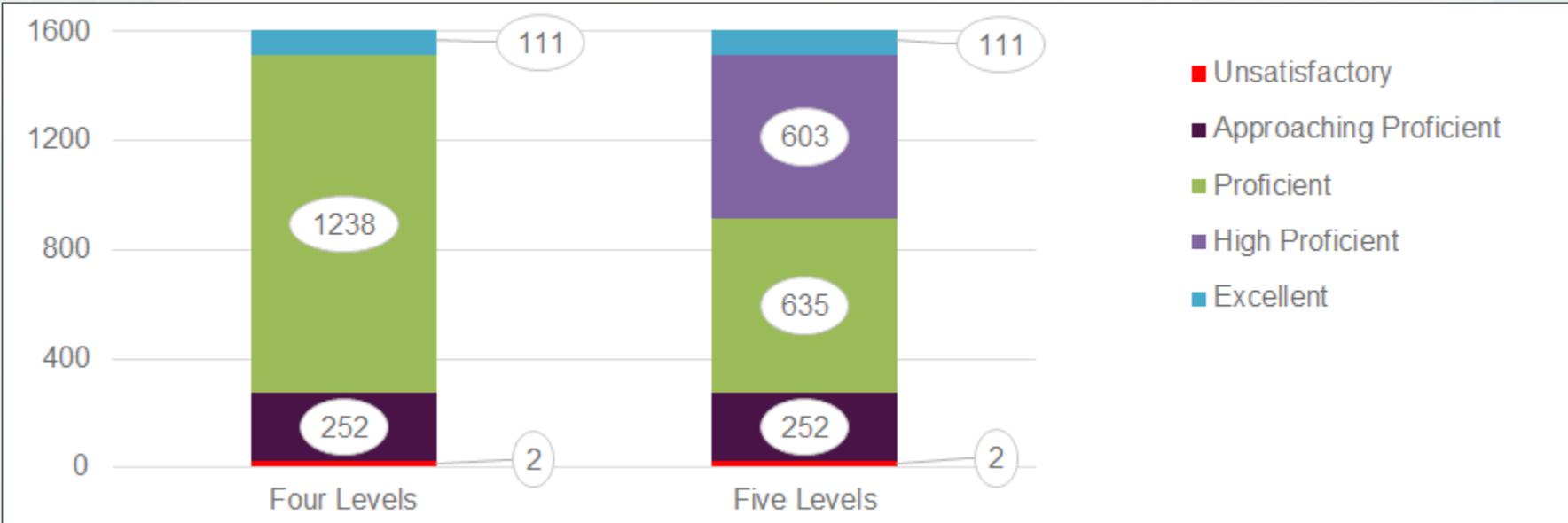
Improvement by Program Type

The statewide average score for each program type has improved incrementally each year, resulting in more sites providing quality care and education for children.



Impact of High Proficient

With the addition of High Proficient for the 2018-2019 release, 40% of sites will be rated Proficient and 38% of sites will be rated High Proficient.



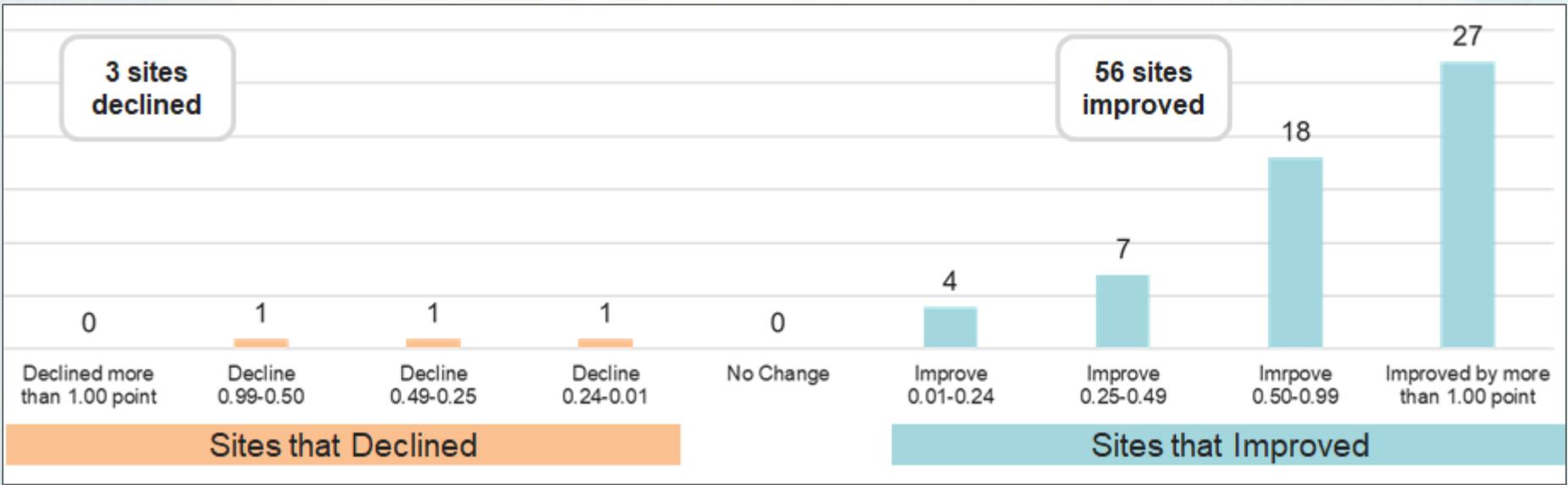
Site Improvement Planning

Low-performing centers require support to plan and access resources available to them in their community to meet their goals to improve classroom quality.

- 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.
- The Department worked closely with site directors to create improvement plans based on individualized site needs and self-assessment results. The Department has since closely monitored the progress of these sites and offered them support and resources, including curriculum assistance and mental health consultation.
- Early results demonstrate positive momentum as a result of this intervention:
 - **95 percent of participating sites have improved this year**, compared to only 33 percent of Approaching Proficient sites that did not participate.
 - **45 percent of participating sites are showing growth of 1 point or higher**, compared to fewer than 1 percent of other Approaching Proficient sites.

Site Improvement Planning

95% of low-performing sites participating in the Site Improvement Planning process showed improvement based on 2018-2019 preliminary scores. 46% displayed growth of 1 point or higher.



Early Childhood Honor Rolls

As part of the 2018-2019 Performance Profile release, the Department will recognize nearly 400 sites across 52 networks for both quality and improvement.



111 sites

demonstrated excellence with no unsatisfactory scores in any domain



214 sites

demonstrated high performance for the state's youngest learners



57 sites

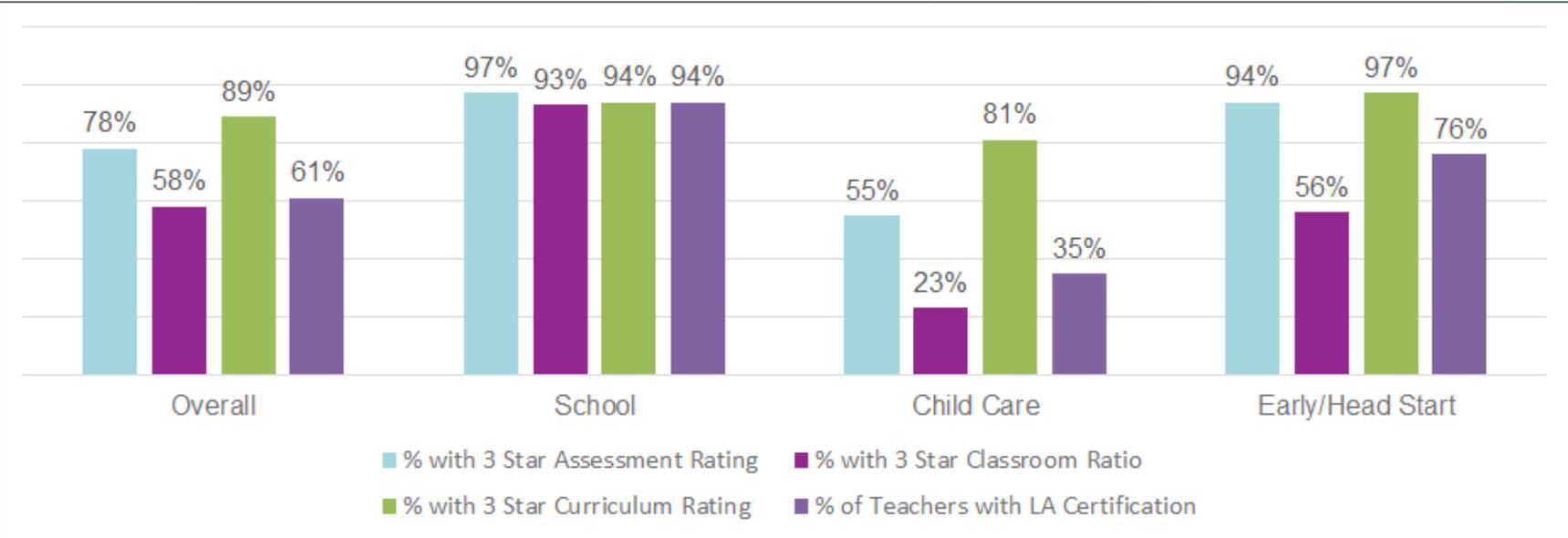
demonstrated more than 1 point of growth on a 7 point scale

Network Improvement and Performance

- Networks across the state continue to show impressive rates of improvement.
 - For the first time ever, **all Community Networks scored either Proficient or High Proficient (4.66-5.95)**.
 - 43 Networks increased their overall score from 2017-2018 to 2018-2019.
 - 3 Networks improved from Approaching Proficient to Proficient.
 - 9 Networks improved from Proficient to High Proficient.
 - Overall, 29 Networks are now recognized as High Proficient.
- Most networks are performing better than the statewide average score of 5.14.
 - 42 networks have scores that are greater than the statewide average.
 - 23 networks have scores than are below the statewide average.

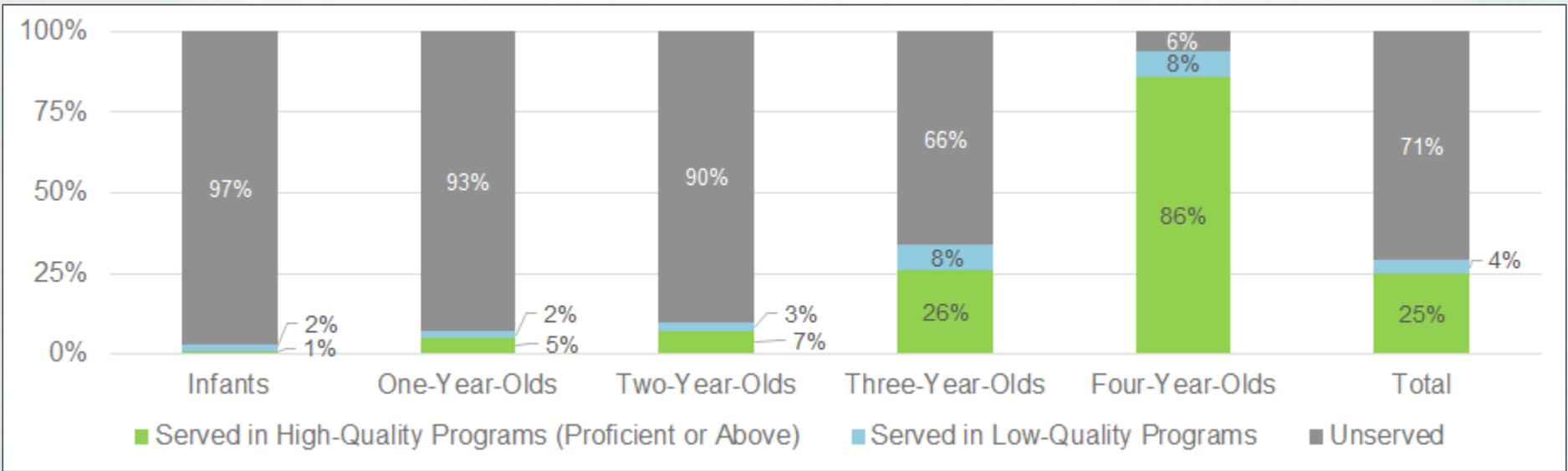
Informational Metrics

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.



Statewide Access to Quality

While sites across the state continue to make impressive gains in CLASS scores, there are still too few young children who can access publicly-funded, high-quality early childhood programs.



Revisions to
Bulletin 140,
*Louisiana Early
Childhood Care and
Education
Network*



Revisions to Bulletin 140

Addition of Regulations for the ECE Trust Fund

During the 2019 legislative session, funding streams were identified for the previously created Early Childhood Trust Fund. The Department is proposing policy to allow access to local communities for these funds.

- Since funding streams have now been identified, there may be funds in the trust as early as June 2020.
- These funds will be available via 1:1 match to support Ready Start and community networks who raise nonfederal, nonstate funds to increase access for economically disadvantaged B-3 children in centers
- Communities will have flexibility to designate seat eligibility criteria, and may use no more than 30% of funds to improve quality and cover certain administration costs.
- Communities must have demonstrated commitment of funds to improve ECE access before applying for trust fund matching dollars
- The LDOE will use a rubric to score applications, and award funding based on evaluation