



Early Childhood
IMPROVING SCHOOL READINESS

Early Childhood Care and Education Advisory Council

February 14, 2020

Louisiana's Early Learning Center Emergency Plan

Disaster Preparedness, Response, and Recovery

- [Louisiana Early Learning Center Emergency Plan](#)
- Child Care Facility Tool Kit
 - Early Learning Center Basic Emergency plan (template)
 - Early Learning Center Emergency Checklists
 - Family Home and In-Home Child Care Emergency Checklist

Louisiana Early Learning Center Emergency Plan

This emergency plan applies to all licensed Louisiana child care centers as well as all Louisiana providers who are certified to receive Child Care Assistance Program (CCAP) Funds.

Continuity of Care

- Provides a stable environment during an alarming situation
- CCAP cases remain funded and case deadlines are extended
- Staff assist families to find other high quality Early Childhood Learning Centers if necessary

Parental Support

- Support families who need care for children during a stressful situation
- Allows parents to return to work and maintain normalcy
- Inform them of resources to cope with the disaster

Provider Support

- Assist in re-opening their business to serve children
- Prioritization in assessing damage from multiple agencies
- Temporary or Emergency child care
- Information about available resources during and after the disaster

Louisiana Communication Plan and Resources

The Department has a communication plan which advises child care providers and parents annually of the need for emergency preparedness and where to obtain more information.

This plan includes helpful checklists and information to assist providers such as:

- Ideas for engaging families in Disaster Planning
- Locating Family After A Disaster
- Family and Emergency Preparedness Resources
- Louisiana Emergency Contacts listing

CCDF Provider Agreement Requirements

- CCDF Providers must acquire annual training for Emergency Preparedness and Response planning for emergencies resulting from a natural disaster, or a man-caused event
- Providers will develop, practice and train on, and follow, a written emergency preparedness disaster plan that includes at a minimum:
 - Procedures for evacuation, relocation, shelter-in-place, lock-down, communication and reunification with families, continuity of operations, accommodations of infants and toddlers (if applicable), children with disabilities, and children with chronic medical conditions;
 - Procedures for all adults living or working in the residence where care is provided, or working on the property where care is provided; and
 - Posting in a visibly acceptable area all appropriate emergency phone numbers, such as fire department, police department, hospitals and Louisiana poison control.

CCDF Provider Agreement Requirements

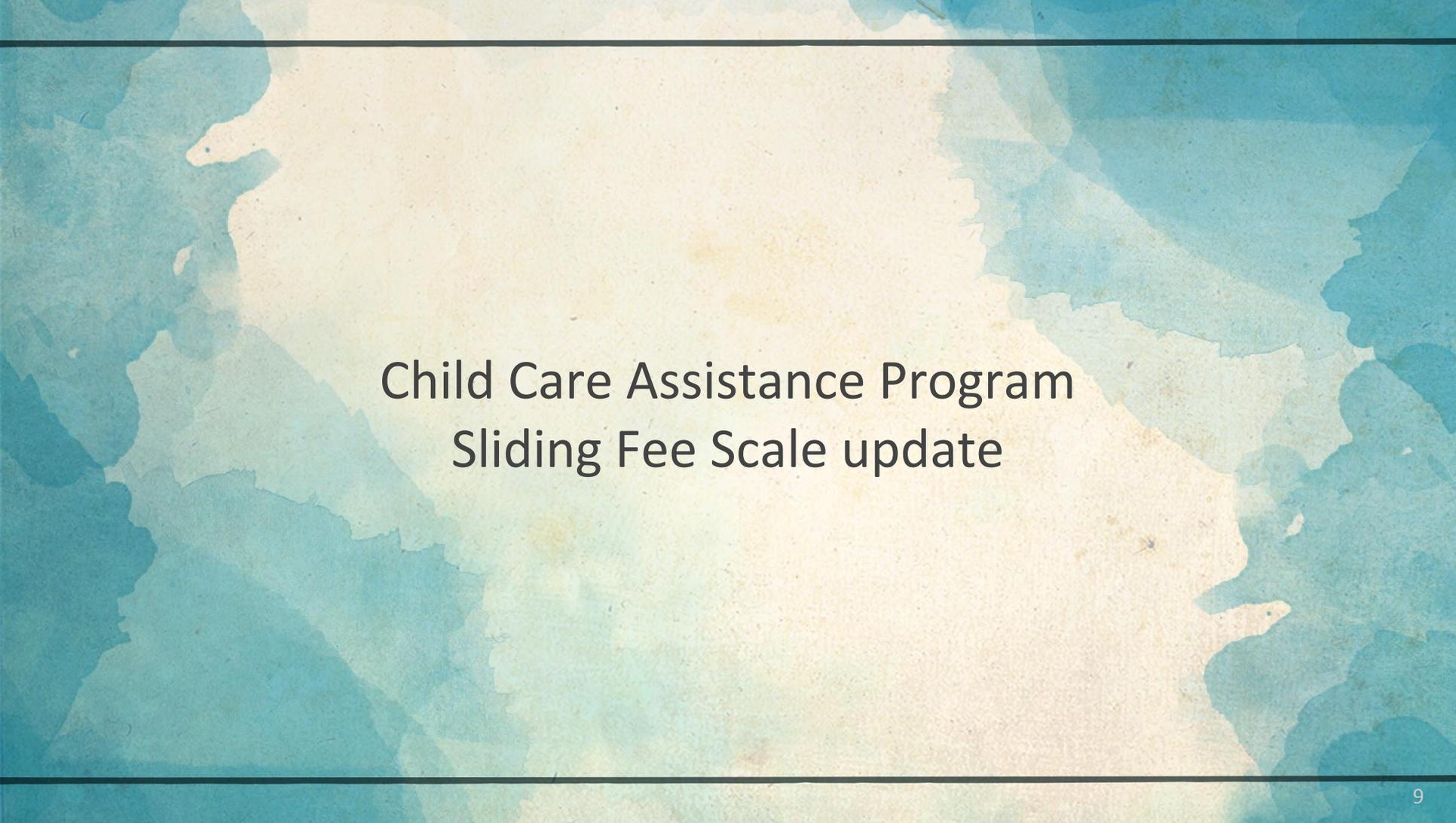
It is required yearly that staff at all early learning centers review the Disaster Preparedness plan.

- Providers must develop, practice and train on, and follow, a written emergency preparedness disaster plan. Providers plan are required to include procedures for the the following¹:
 - shelter-in-place
 - lockdown
 - evacuation
 - relocation
 - accommodation for all children including infants/toddlers and children with disabilities or chronic medical conditions.

¹Bulletin 139 section §309. 17, §311.16 and Bulletin 137 section §309. 17, §311.16

Suspension/Reopening Process

- LDOE Early Childhood staff meet to determine if the disaster is severe enough to suspend licensed facilities/in-home/family day homes in the disaster declared area.
- Once a decision has been made by the LDOE Early Childhood staff:
 - Licensing may suspend sites appropriately and issue Reopening Form; and
 - Provider Certification will suspend certification appropriately and issue [Reopening form](#)
- LDOE staff take the following steps to support a center to reopen:
 - Attempt to call all centers within 72 hours of the disaster, 100% contact must be made 7 days from the end of the disaster
 - Send out reopening forms to all providers in the affected area and allow them two weeks to return the form
 - Make multiple attempts to contact the center if they do not return the reopening form
 - Conduct an onsite visit if unable to contact the centers



Child Care Assistance Program
Sliding Fee Scale update

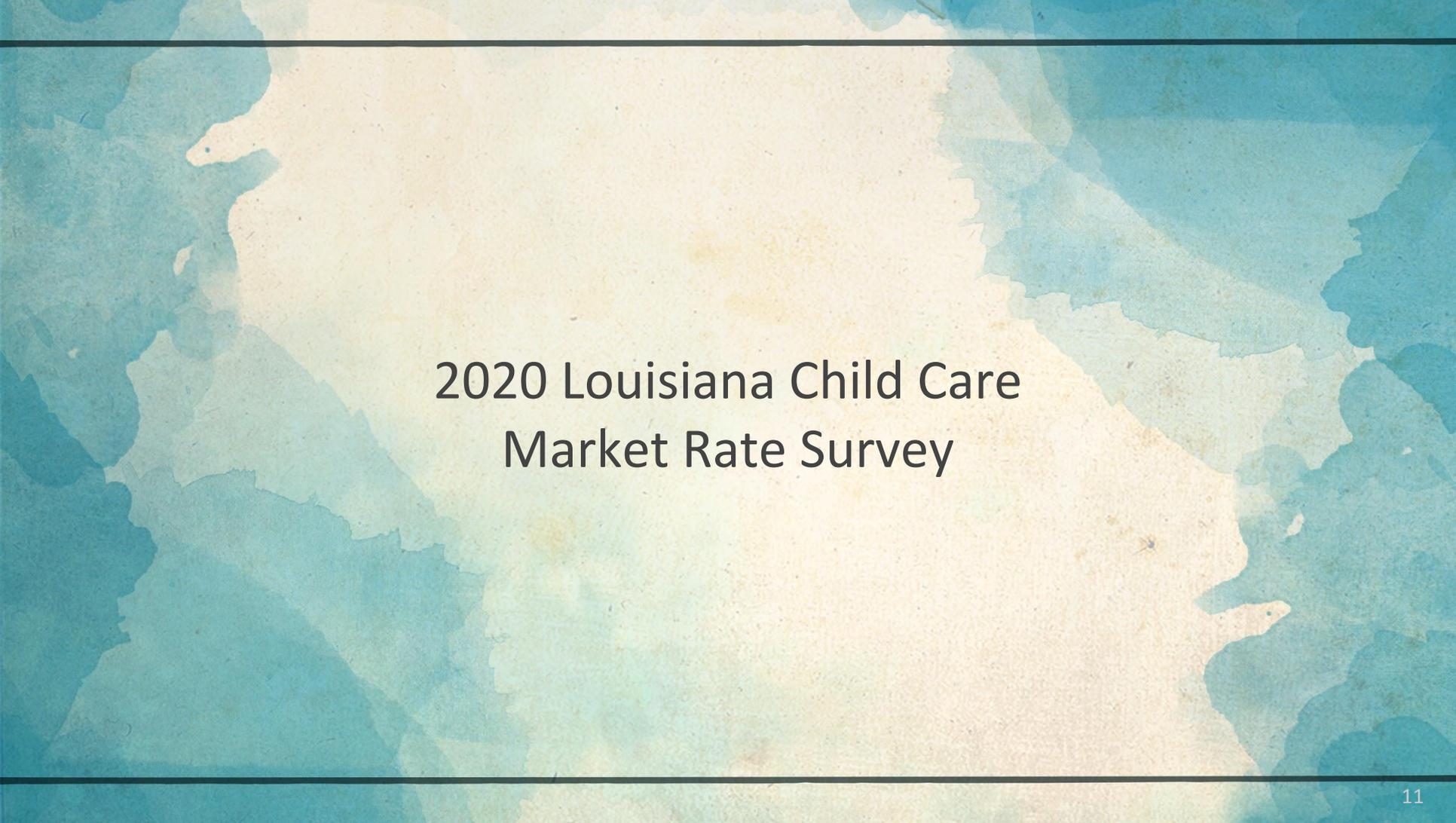
CCDF State Plan Amendment

Sliding Fee Scale increase

The Department will amend our current CCDF State Plan in Section 3.4: Family Contribution to Payments.

Initial Certification						
	2 Persons	3 Persons	4 Persons	5 Persons	6 Persons	7 Persons
2019	\$ 2,403	\$ 2,884	\$ 3,433	\$ 3,983	\$ 4,532	\$ 4,635
2020	\$ 2,411	\$ 2,978	\$ 3,545	\$ 4,113	\$ 4,680	\$ 4,786

Redeterminations - Graduated Phase Out						
	2 Persons	3 Persons	4 Persons	5 Persons	6 Persons	7 Persons
2019	\$ 3,713	\$ 4,457	\$ 5,306	\$ 6,155	\$ 7,004	\$ 7,163
2020	\$ 3,725	\$ 4,603	\$ 5,479	\$ 6,356	\$ 7,233	\$ 7,397



2020 Louisiana Child Care
Market Rate Survey

2020 Louisiana Child Care Market Rate Survey

Discussion Topics

- Purpose for the Market Rate Survey (MRS)
- Changes from the last MRS
- MRS Draft
- Timeline

2020 Louisiana Child Care Market Rate Survey

Purpose of Market Rate Survey

- The Child Care and Development Block Grant (CCDBG) Act of 2014 requires Child Care and Development Fund (CCDF) Lead Agencies to certify that their payment rates ensure equal access
- Equal Access means that children who qualify for a subsidy can access care comparable to children who are not eligible for subsidy.
- The Act also requires Lead Agencies to provide a summary of the facts used to determine that their payment rates are sufficient to ensure equal access.

2020 Louisiana Child Care Market Rate Survey

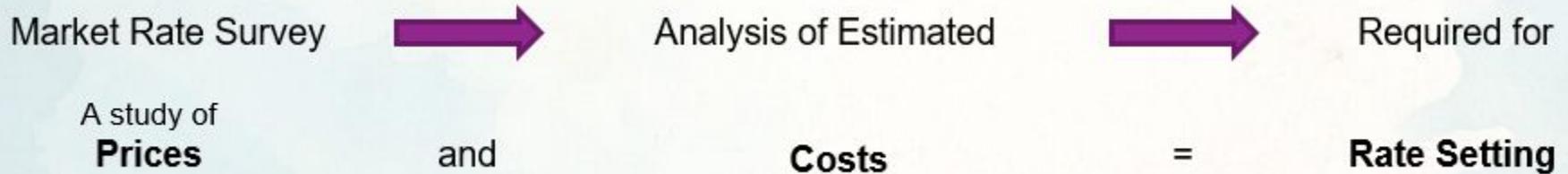
New Approach to Market Rate Survey 2020

- Consolidated the center and family/in-home surveys
- Combined and/or simplified questions based on others states' best practices, making the survey more “user friendly”
- In-depth questions about operating costs and why centers choose to/not to participate in CCAP have been removed from the survey and will be asked during focus groups in order to conduct a **Narrow Cost Analysis**

2020 Louisiana Child Care Market Rate Survey

Narrow Cost Analysis

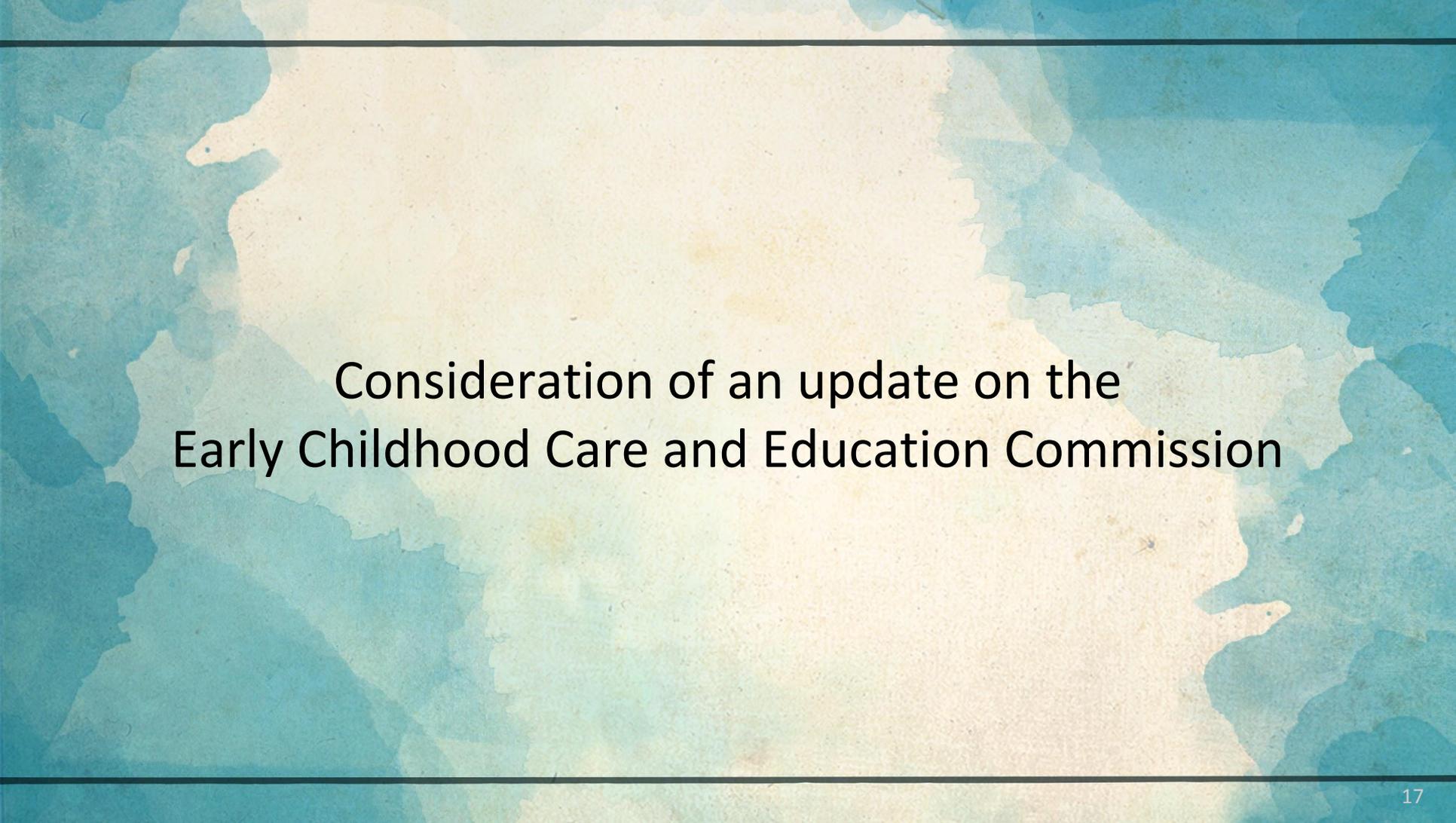
- **Purpose:** To evaluate the gap between costs and payment rates as part of a strategic approach to rate setting. Cost information assessments will be used to narrow the difference between costs and rates, to reduce barriers to families in accessing care, and to maintain an adequate supply of providers.



2020 Louisiana Child Care Market Rate Survey

Projected Timeline

Timeframe	Task
Feb. 14	Present survey to Early Childhood Advisory Council for feedback
Feb. 17 – April 3	Survey fielding – postcards, weekly emails, paper copy surveys, potential outbound calls
Feb. 17	Survey is live and email is sent
Feb. 24	Postcard is sent
March 9 - 30	Weekly email sent (March 9, March 16, March 23, March 30)
March 9 & 23	Letter is sent
April 3	Survey closes
March 2020	Focus group preparation
April 2020	Focus group facilitation
April – May 2020	Survey analysis
June 2020	Demographer
July – Oct. 2020	Draft, review, design, and complete final report



Consideration of an update on the
Early Childhood Care and Education Commission

Louisiana's Early Childhood Care and Education Commission Overview

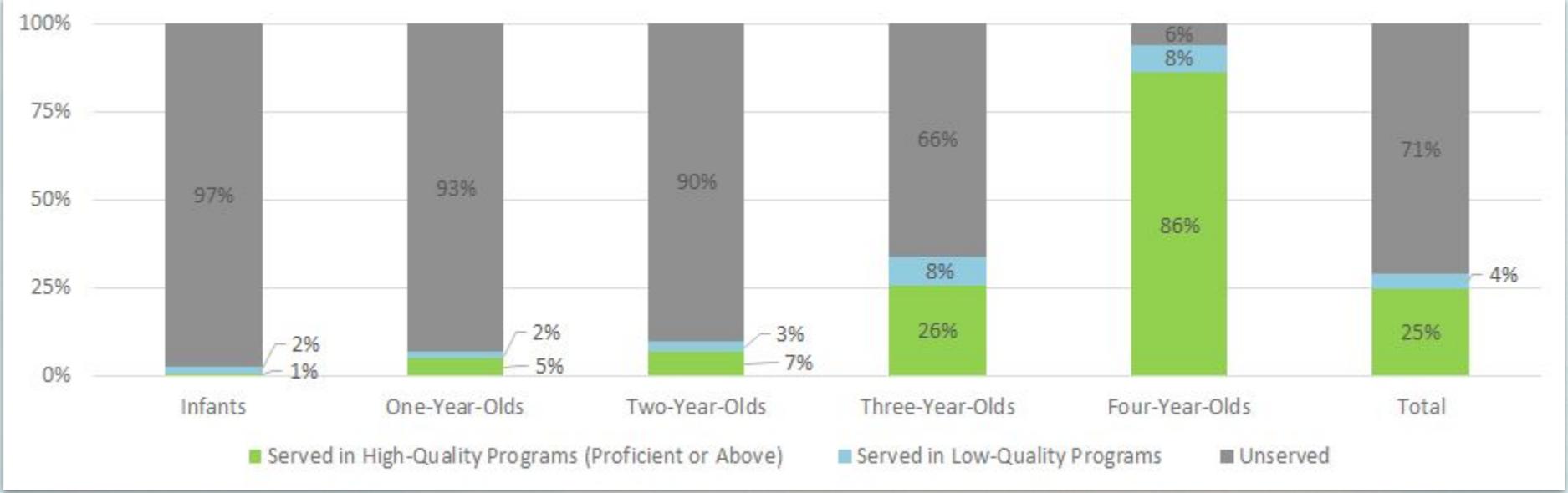
Building on Act 3, the Legislature established the Early Childhood Care and Education Commission in 2018.

- The Early Childhood Care and Education Commission was asked to study and make recommendations about the next phase for the state's early childhood system.
- The Commission is representative of local districts and state government agencies, legislators, health care providers, early childhood providers, professors, advocates, and stakeholders.
- The Commission met multiple times over two years to discuss three key questions:
 - *What should be Louisiana's aim as it relates to serving children in high quality settings?*
 - *How can local governance support enhanced funding and improvement statewide?*
 - *What will these improvements cost Louisiana?*
- The Commission unanimously adopted the following: [Executive Summary \(LA B to 3\)](#), [Legislative Report \(LA B to 3\)](#), and [Addendum \(LA B to 3\)](#)

Louisiana's Early Childhood Care and Education Commission

Louisiana's Critical Access Gaps

Recognizing that there is a critical need for high quality, affordable care for the state's youngest children, the Commission created "LA B to 3" - a plan focused on solving the access gap for infants and toddlers.



Louisiana's Early Childhood Care and Education Commission

Commission Recommendations

The Commission recommended an initial investment of \$85.8 M, and an increase of that amount each year over the span of a decade, in order to achieve its transformational goals.

The Commission's initial recommendations were to:

- Expand quality seats in Louisiana to serve 114,000 children in need, prioritizing children birth to three, a substantial increase from the only 22,000 served today;
- Expand existing family resources for all families, regardless of need, that support nurturing relationships with young children.

In its second year, the Commission added the following new recommendations:

- Continue to find funding sources to utilize the Louisiana Early Childhood Education Fund, a state matching program that will provide \$1 for every \$1 raised by the local government to improve and expand early childhood education; and
- Study long-term solutions for the continued expansion of "LA B to 3" through local, private, and philanthropic contributions to early care and education in Louisiana.

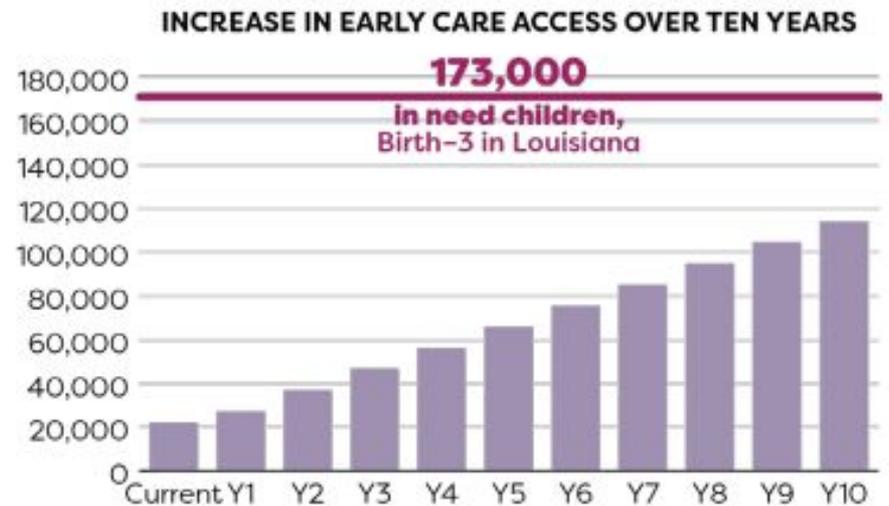
Louisiana's Early Childhood Care and Education Commission

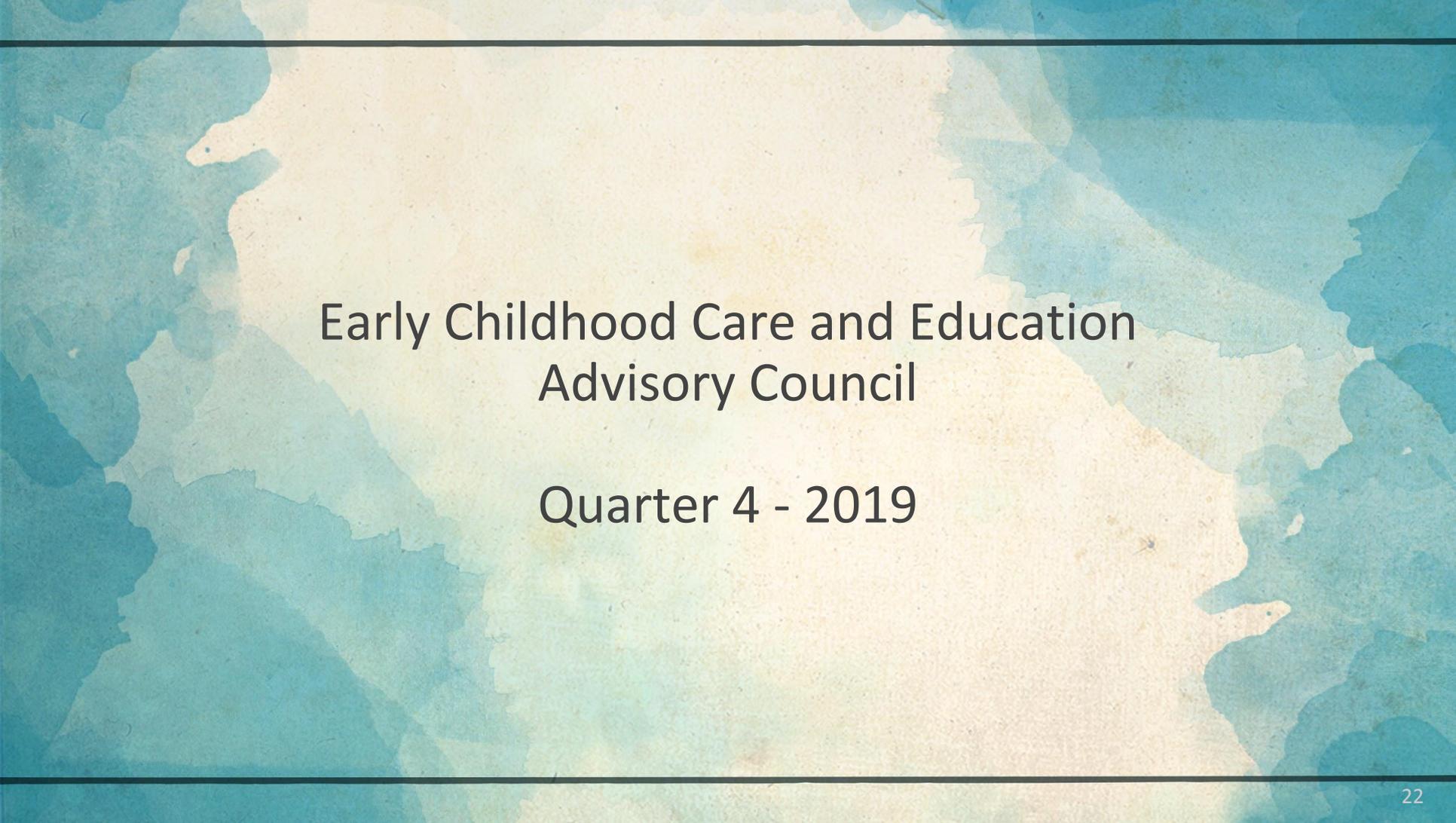
Investing in Louisiana

Significant investments in early childhood have the potential to transform the state in one generation.

In 2019, the Commission recommended that BESE and the Legislature fund its [LA B to 3 comprehensive state plan](#) with an investment of \$85.8 million and an increase of nearly that amount annually over the next decade. These funds will provide both affordable seats for families in need, and supports for all families, regardless of need.

In January, the 38-member Commission released an [addendum](#) urging again their year one recommendation for a ten-year plan to increase access to quality early care and education. State investment should launch this effort with expanded, combined funding (local, state, federal, philanthropy) thereafter.





Early Childhood Care and Education
Advisory Council

Quarter 4 - 2019

Key Activities in Quarter 4

Early Childhood Community Networks

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

Working Across Communities to Coordinate Enrollment

- Community networks worked together to complete their October 1 Child Count.
- In November, the Department led collaborative meetings with lead agencies focused on Coordinated Enrollment, Coordinated Funding Request, and identifying the need for seats within their local communities.
- Super App Launch sessions discussed each network's plan to increase access and quality in their community as they request funding for the 2020-2021 academic school year via Super App.

Key Activities in Quarter 4

Early Childhood Community Networks

For the first time, communities will submit additional information related to early childhood through the Super App process. The early childhood application contains 3 areas of focus.

AREAS OF FOCUS	INDICATORS
Long Term Early Childhood Vision	The school system, in partnership with its lead agency, shares a long-term vision via a Community Network Blueprint.
Expanding Early Childhood Access	The school system increases access to child care centers and pre-kindergarten classrooms for children ages birth to five years old using a variety of strategies.
Improving Early Childhood Quality	Teachers and staff of birth to five-year-old children have access to and implement high-quality curriculum, receive orientation to curriculum training and ongoing support during the school year, and use high-quality curriculum-embedded and/or high quality assessments to plan for individual needs of students.

Key Activities in Quarter 4

Early Childhood Community Networks

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.

School systems are working with early childhood lead agencies to submit documents in Super App:

- **Blueprint:** The school system, in partnership with its lead agency, shares a long-term vision via a Community Network Blueprint.
- **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](#).

Key Activities in Quarter 4

Early Childhood Community Networks

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 early childhood 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](#) and Star Ratings for 2020 were released publicly via [Louisiana School and Center Finder](#) on November 6.

Key Activities in Quarter 4

Early Childhood Community Networks

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

Ensuring Success for the Early Childhood Accountability System:

- Sites completed the fall *GOLD* checkpoint, setting up students and classrooms in the online system.
- Lead agencies coordinated over 6,191 observations, observing nearly half a million minutes of instruction.
- 837 local infant CLASS observations were conducted in **591 sites** this fall for the learning year.

Key Activities in Quarter 4

Supporting Teachers to Be Successful

The Department increased instructional supports for child care teachers.

The [Early Childhood Ancillary Certificate \(ECAC\)](#):

- In August all Type III Early Learning Centers in Louisiana stated in their Annual Program Assurances that every lead teacher within 24 months of employment has or is enrolled in a BESE-approved Early Childhood Ancillary Certificate Program.
- Early Learning Louisiana has expanded throughout the state in areas that do not have access to another approved program.
 - This brings the total number of [ECAC Programs](#) up to 26 available options statewide.
- The Department has partnered with the TPI to begin an onsite review process as part of a larger accountability system.

Key Activities in Quarter 4

Supporting Teachers to be Successful

Early Childhood Site Improvement Planning:

- 67 sites identified as low-performing based upon 2019 Performance Profile results, completed improvement plans with the support of a regional Department field consultant. Each site identified 3 attainable goals relating to CLASS, curriculum, and professional development.
- These sites receive prioritized resources that are included as part of improvement plans (e.g., Resource & Referral, curriculum support, mental health consultation).
- The Department is closely monitoring the progress of these sites and offering prioritized resources and support.

Infant CLASS® Support

- Over \$760,000 was awarded to 28 lead agencies to create professional development opportunities for infant teachers.

Key Activities in Quarter 4

Louisiana Early Leaders Academy

The Department has launched a fellowship program for directors of early learning centers to develop instructional leadership skills.

The 28 Louisiana Early Leaders Academy fellows are participating in a number of activities related to this pilot including:

- In-person training sessions focused on instructional leadership.
- Job-embedded coaching sessions designed to support instructional practices of teachers.
- Online learning sessions on specific content in pedagogy.
- Online community of practice sessions to learn from each other.

Recruitment efforts for Cohort 2 begin in March of 2020 for an additional 60 fellows across the state.



Key Activities in Quarter 4

CCAP Children

The Department has continued to support families through the Child Care Assistance Program, and continues to monitor the progress of the CCAP children that use the service as well as those that are authorized to use it.

	October 2019	November 2019	December 2019
<i>CCAP Children Served</i>	13,200	13,901	14,680
<i>Children Authorized to Use CCAP</i>	16,838	17,044	18,063

- The Department continues to reach out to families that are authorized to use CCAP but do not use the service for at least 3 consecutive months.*

Key Activities in Quarter 4

Publicly-Funded Licensed Early Learning Centers

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

2019 Licensed Centers:

	Type I	Type II	Type III
October	267	216	981
November	267	220	978
December	267	222	975

2020 Star Ratings:

★ Rating	CLASS [®] Conversion	# of Sites
0 Stars	Unsatisfactory (1.00-2.99)	0
1 Star	Approaching Proficient (3.00-3.74)	53
2 Stars	Approaching Proficient (3.75-4.49)	254
3 Stars	Proficient (4.50-5.24)	411
4 Stars	High Proficient (5.25-5.99)	209
5 Stars	Excellent (6.00-7.00)	11

**This does not include new, unrated sites.*

Key Activities in Quarter 4

Preschool Development Grant, Birth to Five

The Department recently announced that it [won a competitive federal Preschool Development Grant](#) worth more than \$11 million each year for three years, starting in 2020.

Among the key initiatives outlined in the state's proposal, the grant will allow Louisiana to:

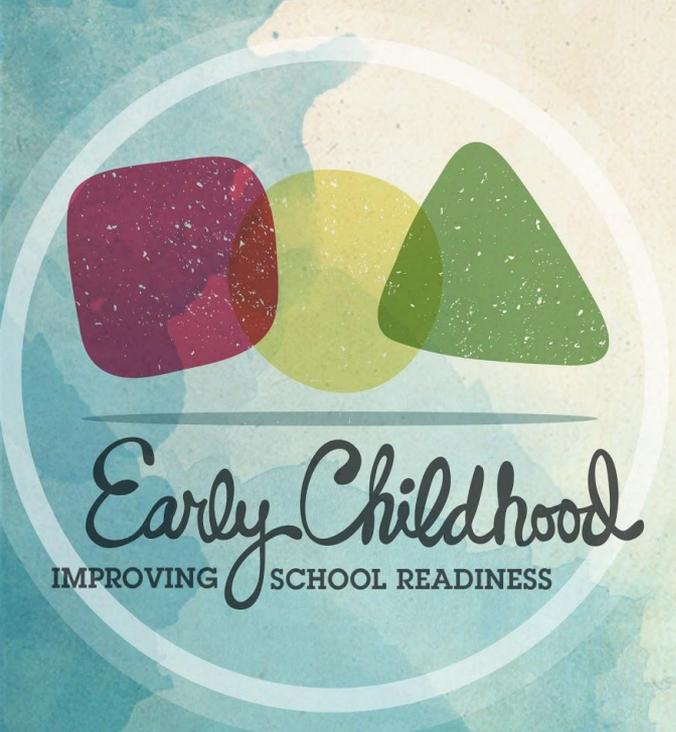
Create at least 600 new seats in child care centers for children birth to age 3 in the first year.

Establishing 25 [Ready Start Networks](#).

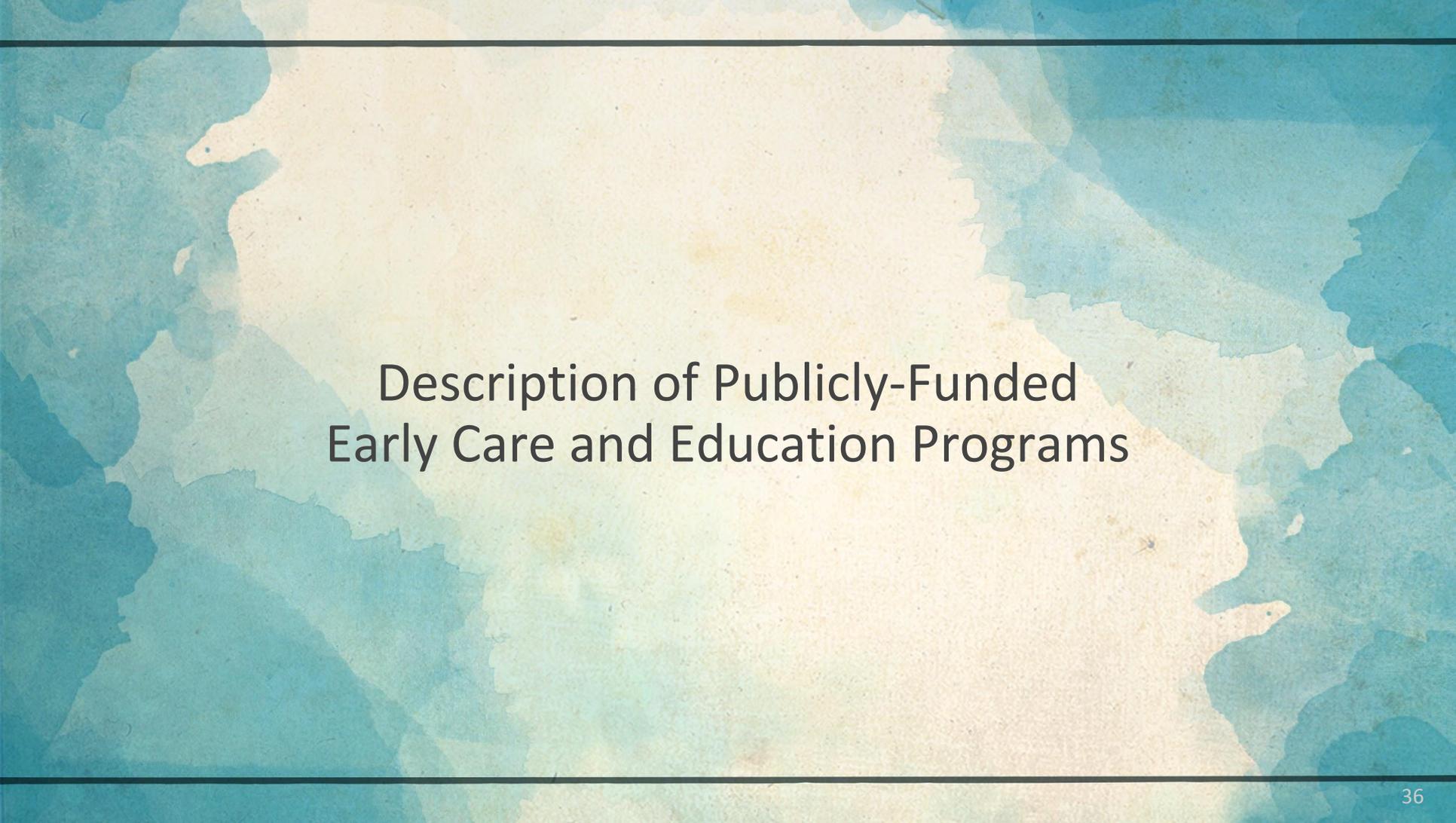
Fund community-based guides to assist and recruit families for child care assistance.

Pilot re-engagement strategy with family child care providers to inform long-term strategy.

Various subgrant opportunities will be available to communities to carry out this work over time.



Early Childhood Care and Education 2019 Annual Report



Description of Publicly-Funded Early Care and Education Programs

Early Childhood Care and Education Annual Report

Key Accomplishments

Unified Quality Rating System

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

Ready Start Networks

- There are now thirteen Ready Start Networks, and 27 community networks explored what becoming a Ready Start Network would mean for their community through the Get Ready Cohort.

PDG (B-5) Renewal Grant

- Louisiana wins more than \$33M to Strengthen Early Childhood Education through the Preschool Development Grant.

Early Childhood Care and Education Annual Report

Publicly-Funded Early Care and Education Programs

	Child Care Assistance Program	Head Start/ Early Head Start	LA-4	NSECD
Eligibility criteria	Families that are: <ul style="list-style-type: none"> • At or below 55% of SMI • Working, in school, or in training 20 hours per week 	Families that are at or below 100% FPL (30% up to 135% FPL and 10% over income)	Families with four-year-olds who are at or below 200% of the Federal Poverty Line	Families with four-year-olds who are at or below 200% of the Federal Poverty Line
Program requirements	Type III licensed child care centers, child care assistance certified schools, and home based providers	School districts, educational service districts, community action agencies, faith-based organizations, community colleges/universities	School districts apply for seats for LA 4	Eligible providers for NSECD are non-public schools and Type III child care centers
Average hours/days	8-hour day, full year	6-hour day, school year	6-hour day, school year	6-hour day, school year
Total funding and source	Total: \$48,852,166.46 Source: Child Care Development Fund + additional HB105 funding	Total: \$167,257,432 Sources: Federal ACF Funding	Total: \$74,294,713 Sources: State General Fund and TANF	Total: \$6,471,540 Source: State General Fund

Early Childhood Care and Education Annual Report

Children Served in Publicly-Funded Programs

	Child Care Assistance Program	Head Start/ Early Head Start	LA-4	NSECD
Number of Children Served	Infant: 1,114 1 year old: 2,136 2 year old: 2,858 3 year old: 2,962 4 year old: 1,886 5 and above: 3,724 Total: 14,680 ¹	Infant: 773 1 year old: 1,315 2 year old: 2,153 3 year old: 11,693 4 year old: 7,734 5 and above: 383 Total: 24,051	4 four year old: 16,111	4 four year old: 1,413
Amount of Public Funding Per Child	Annual funding per ² : Infant: \$6,600 1 and 2 year old: \$6,270 3 year old and above: \$5,808	Early Head Start: \$14,945 Head Start: \$8,366	\$4,580 per child ³	\$4,580 per child ³

¹ Annual average enrollment (based off of December 2019 count)

² This reflects a full-time, annual per child rate as of December 2019 and does not include bonuses

³ This reflects per child allocation, not average expenditure

Early Childhood Care and Education Annual Report

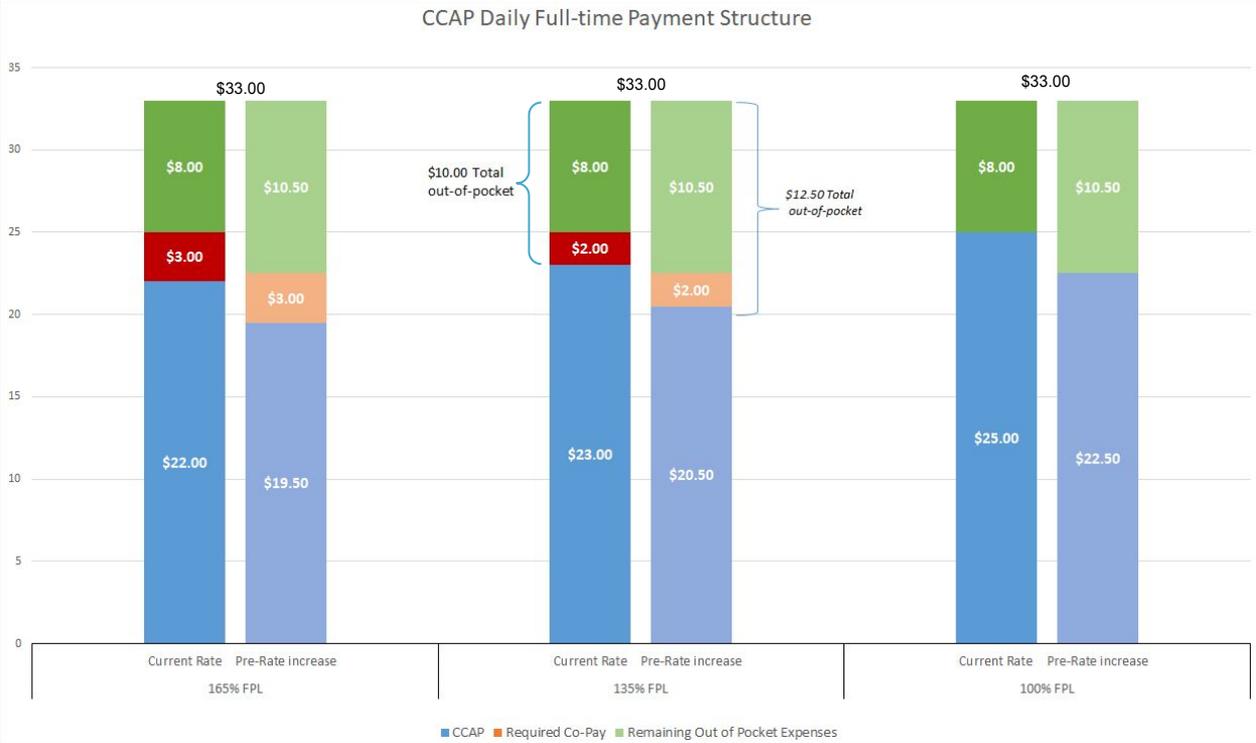
CCAP Fee Structure: New State Maximum Daily Rates

Provider Type	Preschoolers + (Age 3 and up)	Age 1-2 (Toddlers)	Age 0 (Infants)
Provider Weekly Rate at 75th Percentile of Market Rate	\$148.00	\$155.00	\$165.00
Provider Weekly Rate at 50th percentile of Market Rate	\$128.22	\$138.00	\$145.00
Weekly Max CCAP Rate	\$110.00	\$118.75	\$125.00
Weekly Co-Pay	\$0 (100% FPL), \$10 (135% FPL), \$15 (165% FPL)		
<i>Total weekly out of pocket expense at 75th percentile (at 135% FPL)</i>	\$48.00	\$46.25	\$50.00
<i>Total weekly out of pocket expense at 50th percentile (at 135% FPL)</i>	\$28.22	\$29.25	\$30.00

- Infant rates were increased to the 40th percentile, Toddler rates were increased to the 31st percentile, Preschooler and above rates were increased to the 25th percentile
- Statewide rates were adjusted according to results from the [2017 Market Rate Survey](#)

Early Childhood Care and Education Annual Report

Child Care Assistance Program Fee Structure



This chart illustrates the daily provider rate at the 75th percentile based upon the [2017 Market Rate Survey](#) and CCAP rates for infants.

The new rates reduce the out of pocket charge for families by \$2.50 per day or \$55.00 per month in child care expenses.

Early Learning Centers and Quality Ratings

Early Childhood Care and Education Annual Report

Early Learning Centers

There are more Type III centers registered through licensing than Type I and Type II centers.

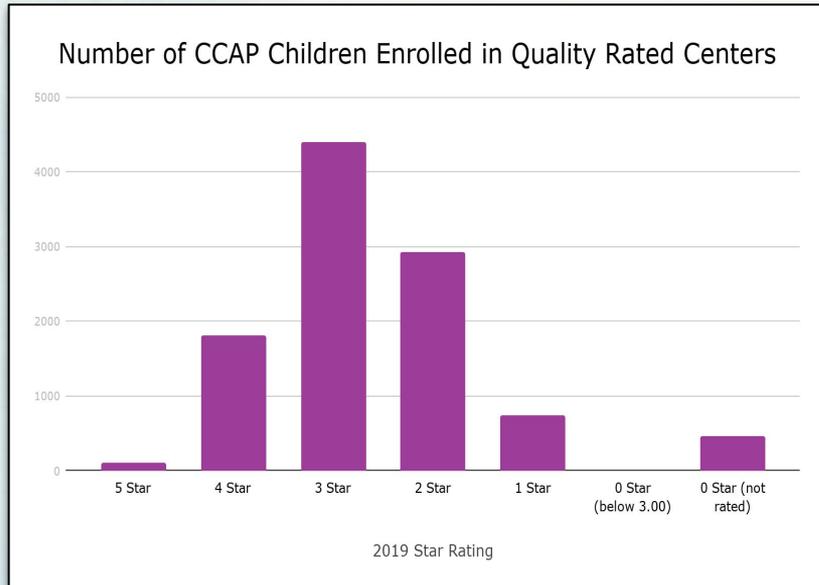
Early Learning Centers by Licensing Type

	March (Q1)	June (Q2)	September (Q3)	December (Q4)
Type I	273	271	267	267
Type II	197	200	214	222
Type III	1002	996	988	975

Early Childhood Care and Education Annual Report

Early Learning Centers

In September 2019, 60.5% of publicly funded children were attending sites rated Proficient or above based on 2019 Performance Profile scores.



2020 Star Rating	Center Performance Score		Centers	# of CCAP Children Enrolled ¹	% of CCAP Children Enrolled ¹
5 Star	6.00-7.00	Excellent	11	101	1.0%
4 Star	5.25-5.99	High Proficient	209	1,807	17.3%
3 Star	4.50-5.24	Proficient	411	4,399	42.2%
2 Star	3.75-4.49	Approaching Proficient	254	2,930	28.1%
1 Star	3.00-3.74		53	737	7.1%
0 Star	< 3.00	Unsatisfactory	0	0	0.0%
0 Star	Not Rated		177	459	4.4%
Total				10,433	



Training and Support for Early Care and Education Programs

Early Childhood Care and Education Annual Report

Supporting a Focus on Classroom Instruction in 2019

As Louisiana's early childhood system has been fully unified under the LDOE, systems for supporting classroom success have been implemented for all program types.

- 1. Expansion of Options for ECAC:** Beginning July 2019, all early childhood lead teachers were required to have an ECAC. Early Learning Centers through their Program Assurances designated a plan for all lead teachers to meet this requirement.
 - In 2019, the Department increased the number of [approved teacher preparation programs](#) and supported qualified teachers to earn their credential.
- 2. Increased Focus on Classroom Instruction:** All publicly-funded early childhood classrooms are observed by CLASS, a tool that focuses on the quality of classroom interactions and instruction.
 - Teachers and administrators across all program types have become experts in the skills and instructional behaviors measured by the CLASS tool.
- 3. Shared Vision for Classroom Improvement and Development:** All early childhood classrooms share the goal of improving their teacher-led interactions and instruction.

Early Childhood Care and Education Annual Report

Supports for Early Childhood Classrooms

Teacher Preparation

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

Coaching and Training

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

Professional Development

- [Key Training Modules](#)
- Infant CLASS Supports
- Louisiana Early Leaders Academy
- [Child Care Curriculum Initiative](#)
- Access across program types to [Teaching Strategies GOLD](#)
- [Lead Agency Collaborations](#)
- [Annual Teacher Leader Summit](#)

Early Childhood Care and Education Annual Report

Training and Support by Program Type

Each publicly-funded program has access to program specific training and support.

Type III Child Care Centers:

- **Child Care Resource and Referral Centers:** Provide training and technical assistance (*\$4.4M from CCDF*).
- **Mental Health Consultants:** Provides on-site classroom coaching and support for approximately six months (*\$1.6M from CCDF*).
- **Curriculum Initiative:** Provides a partial reimbursement of the cost of Tier I curriculum (*\$1.06M from CCDF*).

Head Start and Early Head Start:

- Head Start Training and Technical Assistance assist programs in accessing professional development that meets the improvement needs of teachers (*\$1.76M from ACF*).

LA-4 and NSECD Classrooms:

- Funding for training and support may be included as part of the allocated funding for slots.
- Programs may choose to supplement allocations with in-kind funding.

SRCL funds and PDG (B-5) funds were also used to support multiple initiatives for all program types.



Family Demand for Early Care and Education Programs

Early Childhood Care and Education Annual Report

Family Demand for Early Care and Education

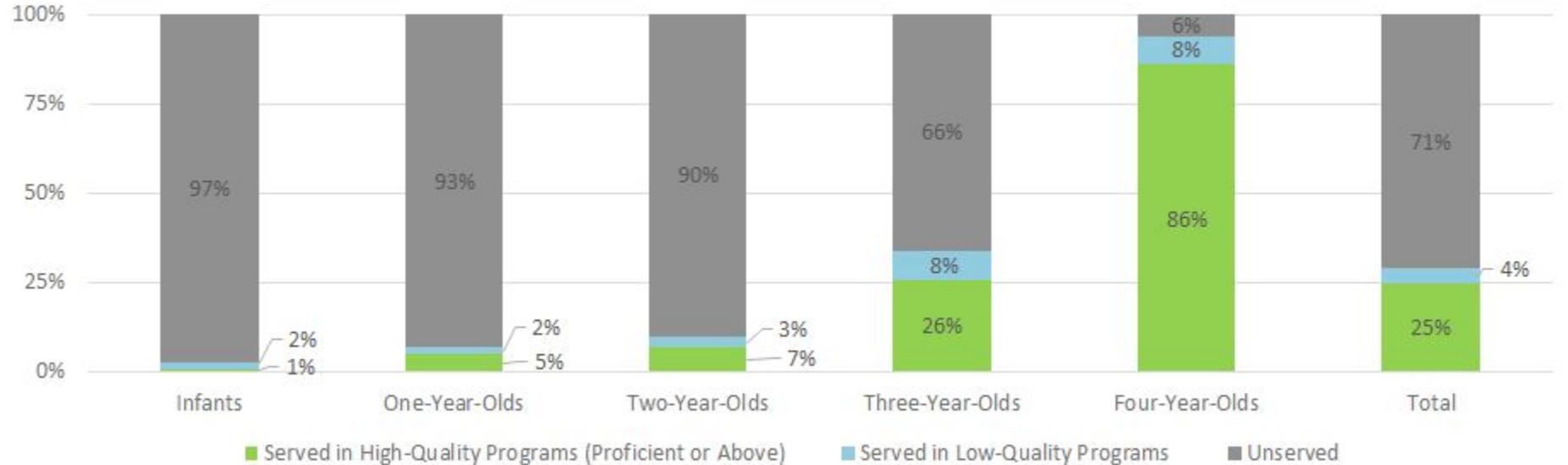
		Infants	Ones	Twos	Threes	Fours	Totals
Estimated Need	At-Risk Estimate (Medicaid Eligibility by age group, 2/2019)	41,526	39,308	39,472	39,378	38,501	211,510
Estimated Served	Child Care (CCAP- October 2019)	872	1,836	2,769	2,899	2,248	10,624
	Early Head Start (2019-20 funded)	773	1,315	2,153			4,241
	Head Start (2019-20 funded)				11,693	7,734	19,427
	LA 4 (2019-20 funded)					16,111	16,111
	Title I (2019-20 funded)					5,741	5,741
	8(g) (2019-20 funded)					2,100	2,100
	NSECD (2019-20 funded)					1,413	1,413
	Total Served Estimate	1,645	3,151	4,922	14,592	35,347	59,657
	Percent Served	3.96%	8.02%	12.47%	37.06%	91.81%	28.21%
Estimated Unserved	Gap Estimate	(39,881)	(36,157)	(34,550)	(27,260)	(3,620)	(151,853)

The Department will work with stakeholders to engage elected officials on gaps in access and quality of birth-to-five early childhood education in Louisiana

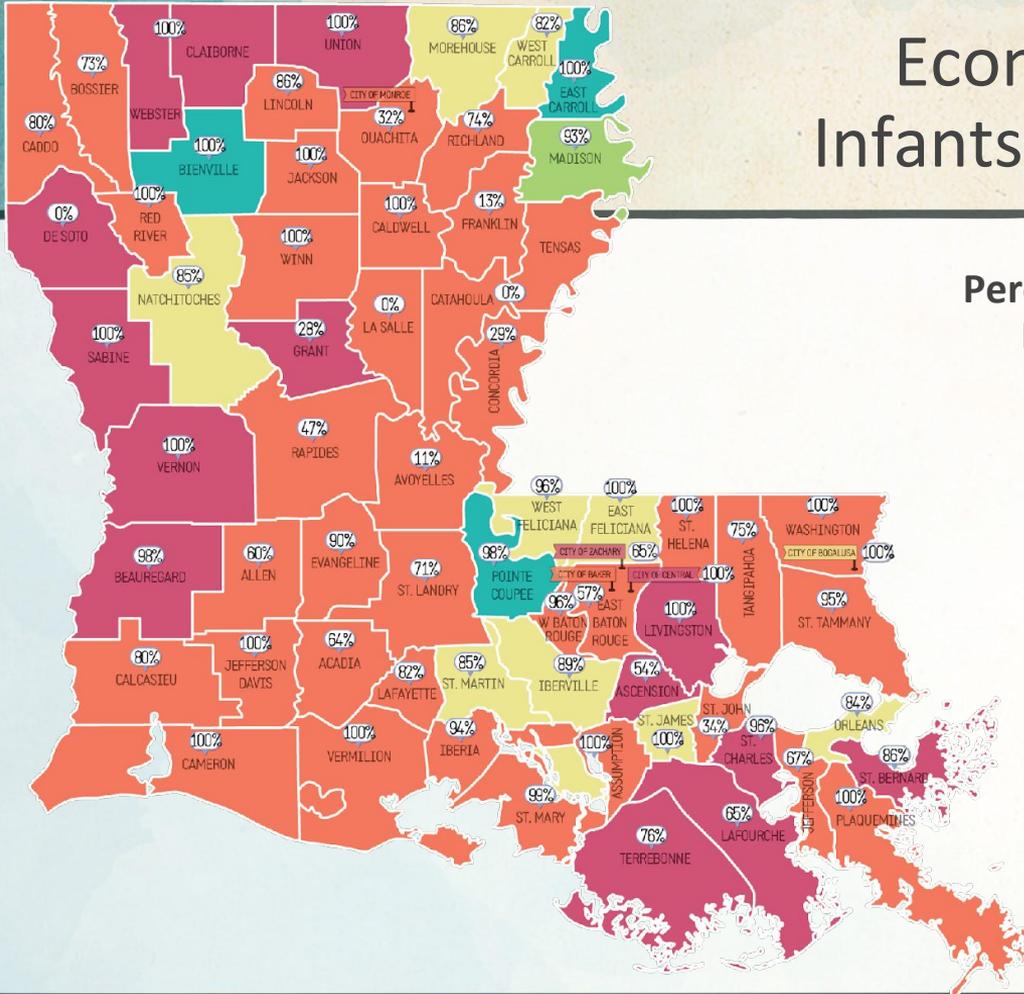
Early Childhood Care and Education Annual Report

Family Demand for Early Care and Education

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



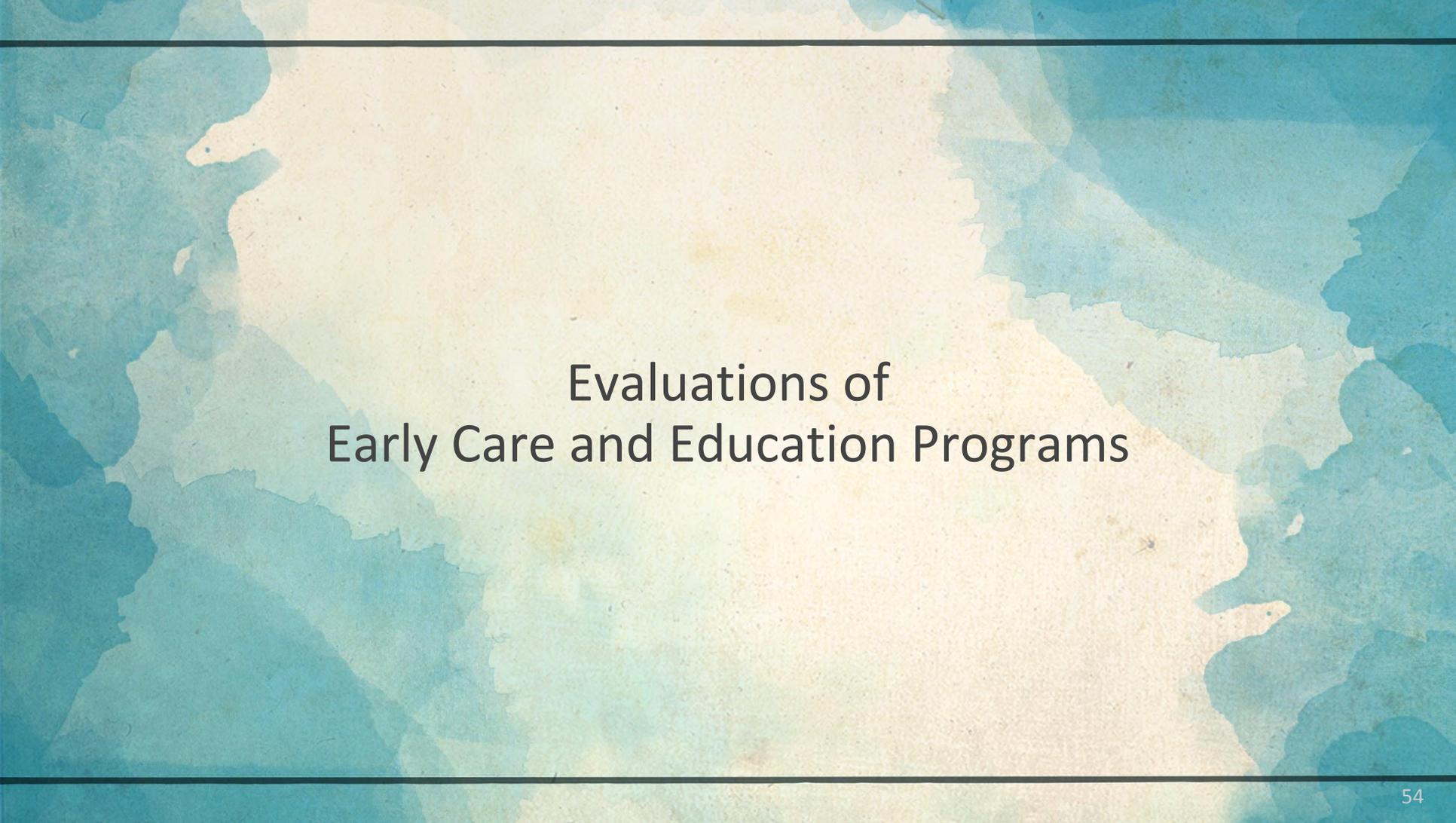
Economically Disadvantaged Infants to Three-Year-Olds Served



Percent Economically Disadvantaged B-3 served

- 0-10%
- 11-20%
- 21-30%
- 31-40%
- >40%

PERCENT B-3 IN HIGH-QUALITY SITES



Evaluations of Early Care and Education Programs

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Early Care and Education Program Evaluations

The Department has conducted surveys of teachers and families to understand both what is working well, and where additional support is needed.

2019 Teacher Satisfaction Survey

- Nearly 3,000 early childhood lead teachers responded to the 2018-2019 Early Childhood Lead Teacher Survey.
- The survey collected information about observations and feedback, coaching, instructional support (e.g., curriculum, assessment), training and professional development, and community network supports.
- Observation feedback is perceived as helpful to a teacher's growth and development.
- More teachers report receiving training on curriculum as compared to teachers who report being able to use curriculum to improve interactions with children.

2019 Family Satisfaction Survey:

- The Department conducted a survey in collaboration with Louisiana State University (LSU) that collected responses from more than 2,218 families across all program types
- Survey measured family satisfaction with the coordinated application process and program quality
- The majority of families were satisfied with the quality of their program and likely to select the program again

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2019 Performance Profiles

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

Early Childhood 2018-2019 Performance Profiles:

- Overall, more than 15,000 CLASS[®] observations took place in nearly 5,500 classrooms across 1,605 sites, representing over 1 million minutes of care and education observed.
- Approximately 1,500 local CLASS[®] observers conducted observations in pre-K and toddler classrooms and provided valuable feedback to help teachers in child care centers, Head Starts, and schools improve.
- Louisiana released 1,527 profiles based on 2018-2019 results that will provide critical information to families on quality of care and instruction across the state.

Louisiana School or Center Finder:

- Performance Profile results for each site are published on [Louisiana School and Center Finder](#) containing:
 - Ratings that relate to positive child outcomes, based on CLASS[®] observations
 - Informational metrics that measure use of best practices, such as curriculum quality, assessment, children per teacher, and teacher preparedness

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School Readiness Tax Credits

Louisiana revised tax credits to align with unified rating system and rewards teachers and directors for their dedication to the field.

2020 Star Ratings correlate with each center's 2018-2019 Performance Profile rating. [Guidance](#), [FAQs](#), and [qualifying site lists](#) were provided with the release of Performance Profiles.

Star Rating of Center	Center Performance Rating	Center Performance Score	Summary Center Tax Credit per Eligible Child
5 Star	Excellent	6.00-7.00	\$1,500
4 Star	Proficient	5.25-5.99	\$1,250
3 Star	Proficient	4.50-5.24	\$1,000
2 Star	Approaching Proficient	3.75-4.49	\$750
1 Star	Approaching Proficient	3.00-3.74	\$0

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University of Virginia Validation Study

Funds from the PDG B-5 grant were used to contract an external [validation study of Louisiana's unified quality rating system](#) using CLASS.

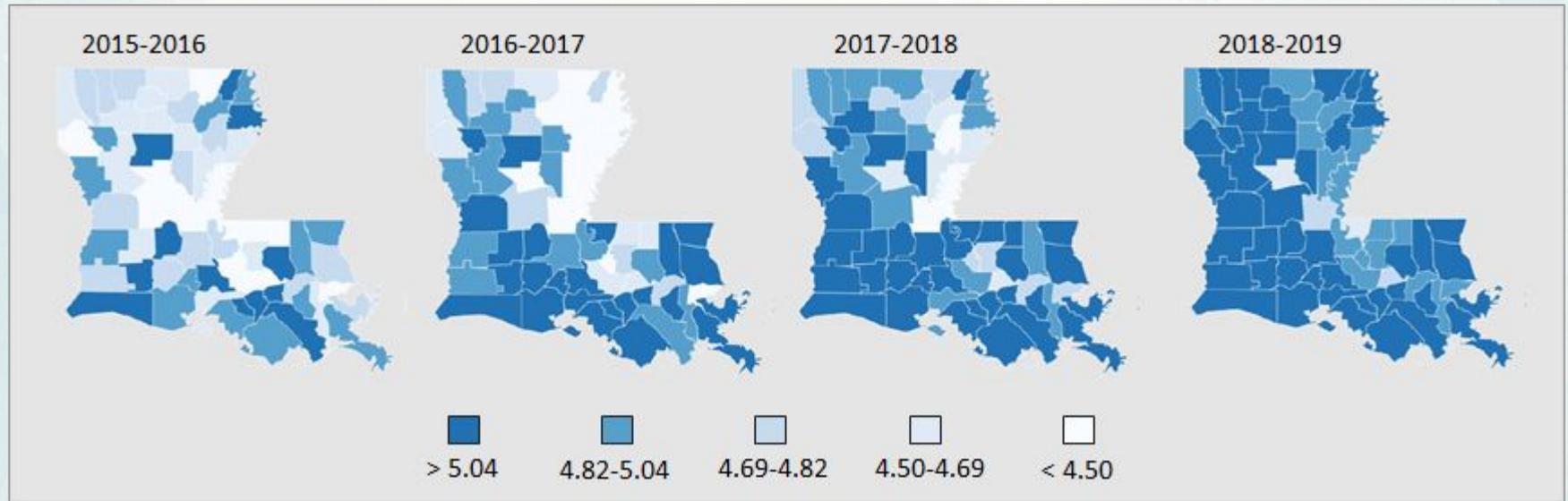
The [validation study](#) builds on previous and ongoing research conducted by the University of Virginia to accomplish the following aims:

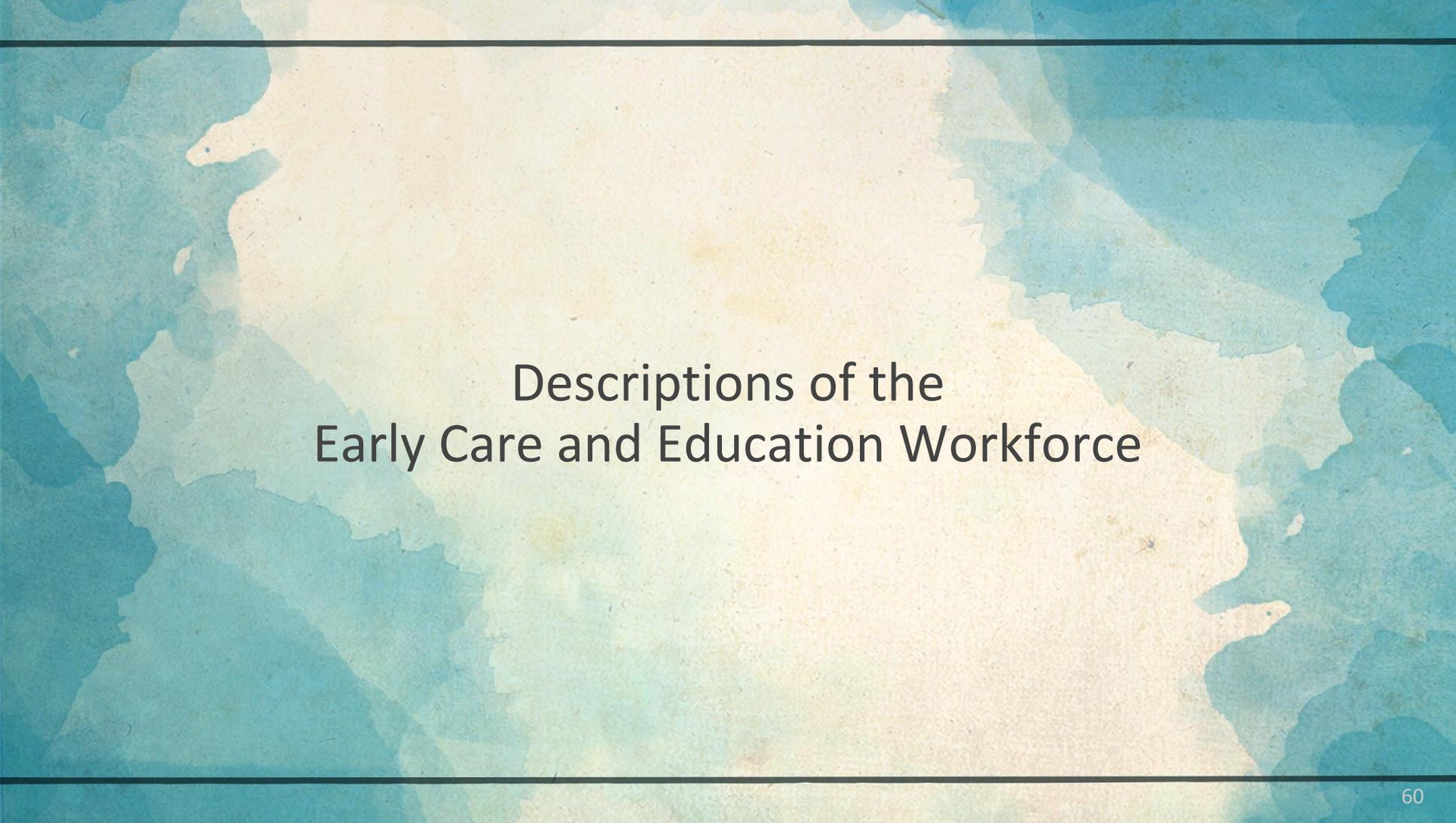
- **Aim 1:** Provide new evidence on the validity of a fully-implemented early childhood unified quality rating system that is explicitly focused on improving classroom processes.
- **Aim 2:** Assess the extent to which the quality of Louisiana's early childhood programs have improved over a period of heightened state focus on systems-building, teacher-child interactions, and accountability.
- **Aim 3:** Explore the role of specific state and program-level malleable factors, such as professional development, curricular supports, leadership, and work environment, in promoting quality and children's learning and development.

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University of Virginia Validation Study

Since first implementation of Act 3, Louisiana early educators have demonstrated significant improvement, as mapped by researchers from University of Virginia.





Descriptions of the Early Care and Education Workforce

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Description of the Early Care and Education Workforce

Louisiana's child care teachers are pursuing their Early Childhood Ancillary Certificate (ECAC) to comply with the 2019 policy requirement.

Early Childhood Ancillary Certificate (ECAC):

- Established as a minimum credential for child care lead-teachers beginning July 2019
- Since July 2018, teachers are expected to attend a BESE-Approved [ECAC Program](#)
- *Early Learning Louisiana*, an online ECAC program completed two pilots and will begin expansion statewide.

Teachers who currently have the Early Childhood Ancillary Certificate:

- 1,400 individuals earned their [ECAC](#) in 2019
- Over half earned through a CDA or equivalent degree

Early Childhood Ancillary Certificate Programs (BESE-approved):

- 26 teacher preparation programs are approved by BESE to offer ECAC Programs.
- Through Believe and Prepare: Early Childhood, 4 new programs gained approval in 2019 bringing the total to 26 ECAC programs.

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Description of the Early Care and Education Workforce

Louisiana's child care workforce represents diverse educational backgrounds and ethnicities. Compared to the 2018 Annual Report, 6% more workforce participants have earned a CDA and 17.8% more have earned an Associate Degree.

Demographics of the Early Learning Center Workforce (based on 16,427 active Pathways members):

- 99.6% are female and 99.2% speak English as their primary language
- Ethnicity:

African American	Caucasian American	Hispanic American	Acadian American	Other Ethnicities
57.6%	34.9%	2.1%	1.1%	4.3%

- Education level:

High School Education or No Verified Degree	30 College Credits	CDA or Approved Career Diploma	Associate Degree	Bachelor Degree or Higher
26.6%	3.1%	20.8%	17.9%	31.5%

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Description of the Early Care and Education Workforce

Child Care Teacher Participation in LA Pathways Career Development System (2019)	
Early Learning Center Staff	6,234
Early Learning Center Assistant Teacher	1,612
Early Learning Center Teacher I (<i>CDA credential/EC diploma</i>)	552
Early Learning Center Teacher II (<i>EC Ancillary Certificate or work towards associate</i>)	2,116
Early Learning Center Teacher III (<i>EC Ancillary Certificate + 1 year prior SRTC or college degree in early childhood</i>)	2,212
Early Learning Center Teacher IV (<i>EC Ancillary Certificate + 2 years prior SRTC college degree with specialized infant/toddler training</i>)	1,818
Early Learning Center Master Teacher (<i>graduate degree</i>)	252
Total	14,796
A full description of the 2019 Teacher Track for the Career Development System can be found here .	

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Description of the Early Care and Education Workforce

<u>Family Child Care Track (2019)</u>	
Family Child Care Staff I	16
Family Child Care Staff II	4
Family Child Care Staff III	1
Family Child Care Staff IV	1
Family Child Care Assistant Teacher I	6
Family Child Care Assistant Teacher II	14
Family Child Care Teacher I	24
Family Child Care Teacher II	3
Family Child Care Teacher III	0
Family Child Care Master Teacher	0
Total	69

<u>Administrator Track (2019)</u>	
Director	813
Director I	133
Director II	133
Director III	410
Director IV	79
Total	1,562

Full descriptions of each career track for are available through [Louisiana Pathways](#).

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Description of the Early Care and Education Workforce

Pathways Career Ladder Level	Number of Qualifying Individuals (2019)	Tax credit amount (2019)
Teacher I	535	\$1,715
Teacher II	2,412	\$2,286
Teacher III	1,639	\$2,857
Teacher IV	2,021	\$3,429
Child Care Master Teacher	224	\$3,429
Director I	136	\$1,715
Director II	125	\$2,286
Director III	410	\$2,857
Director IV	62	\$3,429

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Description of the Early Care and Education Workforce

Salaries for Teachers in Early Care and Education Settings:

	Child Care	Head Start	Preschool Teachers
Current Credential Requirement	None	50% - BA Degree, Others AA	BA Degree, Certified
Average Compensation	~\$19,330/year No benefits	~\$28,700/year (BA degree) Some benefits	~\$36,179 Full benefits

Salaries for workforces requiring similar educational preparation:

Program Type	Similarly Qualified Professions	Louisiana Average Wages
Child Care Teacher	Social Assistance (Child and youth services, community food services, temporary shelters, child day care services)	\$20,300
Head Start Teacher	Nursing/Residential Care Facilities (Community care facilities, home for elderly, residential mental health facilities)	\$28,931
Preschool Teacher	Education (elementary and secondary, junior colleges, universities, business schools)	\$39,948

Addendum

Key Activities in Quarter 4 - Addendum

A Look Back at CCAP

In February 2020, the number of CCAP children served is nearing 16,000 children with over 1,200 more children served since June 2019.

