Early Childhood Care and Education Advisory Council
January 18, 2017
In July 2016, the Early Childhood Care and Education Advisory Council endorsed the revisions to Bulletin 139, *Louisiana Child Care and Development Fund Programs* with a request that the following items be reported back by January 2017:

- Revise employment criteria for qualifying applicants, with special consideration for qualifying applicants that have a child with special needs.
- An update on potential process for including part-time school attendance as qualification criteria for the Child Care Assistance Program.
- Regulations or guidance for how the Child Care Assistance Program (CCAP) waitlist will be prioritized.
- Considerations for expanding the number of absences permitted within the qualification criteria for the Child Care Assistance Program for children with special needs.
- Revisit the proposed Child Care Assistance Program rates with an explicit focus on infants and toddlers.
- Update on the status of the foster care program within the Office of Community Services.
In August 2016, BESE approved revisions to the employment qualification criteria:
- All qualifying applicants must be employed for 20 hours per week.
- Qualifying applicants that have a child with special needs must demonstrate that they are employed for 15 hours per week.
- Revised employment qualifications are expected to be implemented this spring.

Including Full and Part-Time School Attendance in Employment Qualification:
- Beginning February 2017, the educational qualification criteria will include being enrolled as a full-time student in an education or training program.
  - Full-time status is determined by the training institution, which must be accredited by the state of Louisiana or a national organization.
  - Education or training program must result in a degree or certificate that is designed to promote job skills.
- Part-time school attendance is included with part-time employment to meet CCAP qualification criteria.
- It is expected that most students will now qualify for CCAP enrollment.
Planning for CCAP Waitlist:
• Current policy states that after all available CCAP slots are filled, a statewide waiting list of eligible families will be established and maintained.
  – *Households on the waitlist will be classified based on priority and need, based on internal protocol and processes developed by the Department.*
• Initial analysis indicates that a waitlist will not be necessary until 2018.

Protocol for CCAP Waitlist:
• The CCAP waitlist will prioritize applicants based on the highest need.
• There will be consideration given to the following factors:
  – *Date the application was received*
  – *Priority for homeless, foster children, STEP Participants, and children with special needs.*

The Department plans to do ongoing analysis to ensure prioritization of families in most need.
Proposed revisions to CCAP Absence Policy for Children with Special Needs:

- Currently allows 5 absence days per month, without documentation.
- Beginning in 2018, the Department will pilot a process expanding the number of absences permitted for children with special needs:
  - Centers will receive payment for beyond five absences as long as the family supplies a doctor’s note.
- Revised CCAP rates for children with special needs will go in to effect this spring.

Increase the maximum full-time CCAP rate up to 26% for all children with special needs.

<table>
<thead>
<tr>
<th>Provider Type</th>
<th>Current Infant/Toddler Max</th>
<th>Current Infant/Toddler Special Needs Rate</th>
<th>Proposed Infant/Toddler Special Needs Rate*</th>
<th>Current 3 &amp; Older Max</th>
<th>Current 3 &amp; Older Special Needs Rate</th>
<th>Proposed 3 &amp; Older Special Needs Rate*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type III</td>
<td>$22.50</td>
<td>$26.65</td>
<td>$28.25</td>
<td>$21.50</td>
<td>$25.65</td>
<td>$27.00</td>
</tr>
<tr>
<td>Military Center</td>
<td>$22.50</td>
<td>$26.65</td>
<td>$28.25</td>
<td>$21.50</td>
<td>$25.65</td>
<td>$27.00</td>
</tr>
<tr>
<td>Family Child Care</td>
<td>$16.00</td>
<td>$19.50</td>
<td>$20.00</td>
<td>$15.00</td>
<td>$18.50</td>
<td>$18.75</td>
</tr>
<tr>
<td>In-Home Child Care</td>
<td>$15.50</td>
<td>$18.90</td>
<td>$19.50</td>
<td>$14.50</td>
<td>$17.90</td>
<td>$18.25</td>
</tr>
<tr>
<td>School Child Care</td>
<td>$16.00</td>
<td>$19.50</td>
<td>$20.00</td>
<td>$15.00</td>
<td>$18.50</td>
<td>$18.75</td>
</tr>
</tbody>
</table>

*rounded up to nearest quarter dollar.
Increased Rates for Infants and Toddlers:
- In August 2015, the State Board approved an increased infant and toddler daily CCAP rate. New rates went into effect in February 2016.
- Infant and toddler care is further supported through enhanced bonus payments and quarterly tiered bonus payments.
- Currently, a 3-star rated center that is receiving quality bonus payments and school readiness tax credits will receive more than $8,700 annually for infants and toddlers.

<table>
<thead>
<tr>
<th>Child Care Type</th>
<th>Regular Care (Over Age 3)</th>
<th>Infant/Toddler Care (0-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type III</td>
<td>$21.50</td>
<td>$22.50</td>
</tr>
<tr>
<td>Family Child Care</td>
<td>$15.00</td>
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</tr>
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<td>$15.50</td>
</tr>
</tbody>
</table>
The foster care program is managed by the Department of Children and Family services (DCFS). The CCAP Process for foster children is as follows:

- When a child enters the foster program they become eligible for Child Care Assistance.
- The foster parents and/or caseworker places the child in an approved child care center.
- Payments are created by the caseworker and the provider is paid based on TOTS attendance.
- At the end of each month the Department reimburses DCFS for payments made to providers for foster children.

The Department has continued to collaborate with the Office of Community Services at the Department of Children and Family Services to support foster care children through CCAP.

The Department is working to develop a new data system that will incorporate foster children into the current payment system to simplify this process.
Family Survey Report
2015-2016 Learning Year
Louisiana is unifying the early childhood system – birth to preK – so all children are ready for kindergarten.

- Shared high standards for what children should learn and what excellent teaching looks like.
- Teachers are excellent at interacting with children and guiding learning.
- Expectations for health, safety, and learning are consistent with adequate funding levels for programs that serve children well.
- Families can easily enroll and choose the best option for their children.
Act 3 Implementation Timeline: Local Communities Leading the Way

2013-2014
13 Early Childhood Community Network Pilots launched

2014-2015
16 additional Community Network Pilots launched
Legislation was passed to further unify licensing, enrollment, and funding

2015 - 2016
All communities put Community Network in place
Statewide implementation was achieved through a Learning Year

2016-2017
Practice Performance Profiles have been issued based on the Learning Year
The Early Childhood Accountability system is now “live”
Family Satisfaction Survey: Why It Matters

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

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

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

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

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

Families should receive tools to understand quality, be empowered to choose quality, and be supported to be involved in their child’s care and education experiences.
Family Satisfaction Survey: Introduction

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

The Family Satisfaction Survey garnered responses from families of publicly-funded children in every parish and program type:
Through a partnership with LSU, programs within each community were sampled to participate in the paper version of the survey:
• Survey was distributed to individual sites, and families could then send the responses directly back to LSU

All families of publicly-funded children could access the online version of the survey:
• Survey link was made available by the Department to individual programs and Lead Agencies

Responses from family surveys were aggregated at the network level and used to make two family satisfaction metrics:
• Satisfaction with the application process; and
• Satisfaction with program quality.
Family Satisfaction Survey: Highlights

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

- Most families are trying to learn more about the options available for their children, and are benefiting from recent efforts to coordinate application processes at the local level.

- 90% of families are likely to choose their program again.

- 88% of families are satisfied with the quality of the program their child attends.

- 55% of families believe their children are learning important skills.

- Less than a third feel fully knowledgeable as to whether their program meets quality benchmarks.

- Many families are finding it easier to apply and access early childhood but questions remain how to better inform and engage families, especially Louisiana’s most at-risk families.
Family Satisfaction is represented as two informational metrics on the Community Network practice performance profile.

### Family Satisfaction

- **Application Process**
  - **Somewhat**
  - **Mostly**
  - **Very**

- **Programs**
  - **Somewhat**
  - **Mostly**
  - **Very**

### Measures of Classroom Quality

<table>
<thead>
<tr>
<th>Class Measures (1-7 Scale)</th>
<th>Network</th>
<th>State</th>
<th>PreK (3-4 years)</th>
<th>Toddler (1-2 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emotional Support</strong></td>
<td>E</td>
<td>6.60/7</td>
<td>Excellent (6.60)</td>
<td>Proficient (6.00)</td>
</tr>
<tr>
<td><strong>Instructional Support</strong></td>
<td>E</td>
<td>6.60/7</td>
<td>Excellent (6.60)</td>
<td>Proficient (6.00)</td>
</tr>
</tbody>
</table>

### Use of Best Practices

- **Assessment**
  - 20% of teachers are measuring child progress.

- **Curriculum Quality**
  - Teachers use a high-quality curriculum.

- **Teacher Support**
  - Teachers are supported to improve.

- **Family Satisfaction**
  - Families are satisfied with the application process.

### Network Operating Characteristics

- **Head Start and PreK Programs**
- **Publicly Funded Children Enrolled**
- **Sites in Network**

- **Equitable Access**
  - All children are provided equitable access.

### Exceptional Children

- **Providing Special Education**

### Community Network

- **Early Childhood**
- **Locally Led**
- **Learning Partner**
- **Practices Learning Year**
- **Early Learning**

### Louisiana Believes

- **Educational Opportunity**
- **High-Quality Learning**
- **Healthy Environment**
- **Positive Relationships**
- **Supportive Families and Communities**
- **Equitable Access**
- **High-Quality Early Education**
- **High-Quality Elementary Education**
- **High-Quality Secondary Education**
- **High-Quality Adult Education**
- **High-Quality Postsecondary Education**
- **Workforce Development**
- **Economic Development**
- **Community Engagement**
- **Data-Driven Decision Making**
- **Shared Accountability and Improvement**
- **Equitable Access**
- **High-Quality Early Education**
- **High-Quality Elementary Education**
- **High-Quality Secondary Education**
- **High-Quality Adult Education**
- **High-Quality Postsecondary Education**
- **Workforce Development**
- **Economic Development**
- **Community Engagement**
- **Data-Driven Decision Making**
- **Shared Accountability and Improvement**

**Note:** Under previous three-level system, the results for this Community Network would be 4.11 or proficient.
Family Satisfaction Survey: Key Takeaways

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

- **Takeaway 1:** Most families are trying to learn more about the options available for their children, and are benefiting from the coordinated process.

- **Takeaway 2:** Louisiana families are generally satisfied with the quality of their early childhood programs, but there are still areas where programs can improve.

- **Takeaway 3:** More information is needed over time to understand how to best support families through the application process to select a high-quality option for their children.
Family Satisfaction Survey: Takeaway 1

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

Takeaway 1: Most families are trying to learn more about the options available for their children, and are benefiting from the coordinated process.

• 67% of families reported visiting early childhood programs, and 56% reported receiving information about early childhood program options from organizations within their community.

• 63% of families reported finding out about programs was easy, and 72% reported that applying and enrolling was easy.
Family Satisfaction Survey: Takeaway 2

Takeaway 2: Louisiana families are generally satisfied with the quality of their early childhood programs, but there are still areas where programs can improve.

• 90% of families are likely to choose their program again, and 88% of families are satisfied with the quality of the program their child attends.

• However, only 55% of families believe their children are learning important skills, that their program has enough books, toys, and activities, and that their child’s caregiver is warm and caring.

• Around a third of families indicated that they weren’t sure about several quality markers about their child’s program, like whether there were enough adults to support their child, or if their program offered a safe and clean environment.
Family Satisfaction Survey: Takeaway 3

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

**Takeaway 3:** More information is needed over time to understand how to best support families through the application process to select a high-quality option for their children.

- 65% of respondents were families of four-year-old children - more information about the experiences of families with young children will be important as the state continues to refine its unified early childhood system.

- As communities continue to coordinate enrollment and improve the quality of their sites, it will be critical to understand the family perspective on the success and failures of these efforts.

- Through a more comprehensive survey that reaches more families, it may be possible to compare the choices families are making about programs to the quality of sites reported by performance profiles, which would be an important insight for programs, communities, stakeholders, and the state.
Family Satisfaction Survey: Key Results

**FAMILY SURVEY RESULTS:**

- My child’s main caregiver/teacher is warm and caring.
- My child is learning social skills.
- My child’s main caregiver/teacher talks with me about my child’s behavior.
- My child’s main caregiver/teacher talks with me about my child’s learning progress.
- There are enough adults in this program to care for all the enrolled children.
- This program offers a clean and safe environment.
- I feel welcome at my child’s program.
- This program has enough books, toys and activities to engage my child.
- My child is generally cared for by the same caregiver/teacher every day.
- My child is learning important skills that will help them in school.

**Parent Satisfaction**

- Don’t Know
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
Family Satisfaction Survey: Key Results

If you had to do it over again, how likely would you be to choose this early childhood program?
Family Satisfaction Survey: Key Results

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

- Extremely Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Extremely Dissatisfied