

Early Childhood
IMPROVING SCHOOL READINESS



Early Childhood Care and Education Advisory Council

November 16, 2016

Louisiana Believes

Louisiana's Education Plan and the Every Student Succeeds Act

Early Childhood Care and Education Advisory Council



Guiding Beliefs

Louisiana's students—all of them, no matter race, disability, or creed—are as smart and capable as any in America. They have gifts and talents no lesser than those given to any children on this earth.

Our state has worked hard to raise expectations for students, and as a result, students are performing at higher levels than ever before.

While we have made great strides in increasing life opportunities for our students, there remain serious challenges in our state's schools. Often these challenges are experienced to the greatest extent from children of historically disadvantaged backgrounds.

As educators, we have a powerful role to play in helping all students overcome the challenges they will experience on the way to leading healthy and productive lives as adults.

Louisiana's Priorities

- **Unify** child care, Head Start, and prekindergarten to prepare every student for kindergarten.
- **Align** standards, curriculum, assessment, and professional development that are as challenging for students and educators as any in America.
- **Prepare** every educator under a mentor educator through a professional residency.
- **Create** opportunity for every graduate through Jump Start, Advanced Placement, and other early college pathways to a funded education after high school.
- **Focus** relentlessly on students in persistently struggling schools by transforming those schools and creating new options.

Progress to Date

Louisiana students have achieved record gains in recent years.

- Louisiana **fourth-grade students achieved the highest growth among all states** on the 2015 NAEP reading test and the second highest growth in math.
- Louisiana showed **greater improvement on the ACT** in the last two years than any other state that requires all of its public school students to take the ACT.
- Louisiana's 2015 public **high school graduation rate was an all-time high** of 77.5 percent.
- Louisiana's public school class of 2015 **Advanced Placement® results showed greater annual improvement** than any state other than Massachusetts.

Challenges Persist

In spite of great progress, data indicate that challenges to achieving prosperous adult lives persist for many Louisiana students.

- Many students graduating from high school are **required to repeat high school coursework when they arrive in college** because they have yet to master fundamental skills.
- As we raise expectations to better prepare students for life after high school, we need to ensure that student achievement for all students is increasing, and that **we close pernicious achievement gaps**.
- Disadvantaged students experience not only these gaps, but also **lower levels of access to enriching experiences** that may spark lifelong interests.
- Disadvantaged students are also more likely to attend **schools that struggle year after year**.
- Underlying all of this is a need to **strengthen the educator profession**, making ours competitive with high-growth industries.

ESSA: Civil Rights in Education

In the United States, the vast majority of education policies are determined at the state and local levels. Federal law establishes minimum requirements in all states, primarily addressing the civil rights of historically disadvantaged student populations.

- **1965:** The federal role in public education expanded dramatically as part of the push to assure civil rights of disadvantaged Americans. The Elementary and Secondary Education Act (ESEA), authorized in 1965, created specific, targeted programs for the poor through Title I. The Act has been reauthorized five times since.
- **2002:** No Child Left Behind (NCLB) Act was a recent reauthorization of ESEA, requiring that schools measure student achievement in uniform ways that intervene in instances of failure to close achievement gaps between disadvantaged students and their peers.
- **2015:** The Every Student Succeeds Act (ESSA) maintains the NCLB requirement that states, districts, and schools maintain uniform measurement, reporting of results, and rating of schools. However, states and districts have greater discretion to design elements of the improvement systems than existed under NCLB.

ESSA: What is Required and What is Not

ESSA requires that every state submit a plan to the federal government in roughly the next year. The plan should build on what is working to help students overcome challenges and to provide teachers clarity and consistency and include the following:

- Adoption of statewide standards in math and English aligned with entrance requirements of public higher education and relevant career and technical education standards
- Assessment of all students in the same grades and subjects as required under NCLB
- Reporting on specific metrics, including student outcomes and subgroup results, at the school and school system level to address student equity gaps
- A rating system for all schools, identification of schools in need of comprehensive and targeted support and improvement, and a plan for improvement in those schools
- Authorization of federal education funding and competitive grant opportunities, which must be made proportionately available to eligible non-public schools

While state laws or rules require certain actions of school systems, federal laws do **not require the following:**

- The use of specific standards, curriculums, or assessment
- Specific interventions, evaluation, and support structures for educators, schools, and school systems
- Specific, national annual progress goals used to evaluate schools, school systems, and states

Major Changes in ESSA from NCLB

	No Child Left Behind (2002)	Every Student Succeeds Act (2015)
Accountability	<ul style="list-style-type: none"> NCLB focused solely on student academic achievement and relied on state ELA and math test scores 	<ul style="list-style-type: none"> States must consider more than standardized test scores when designing their accountability plans ESSA requires that states include a non-tested measure in their plans
English Language Proficiency (ELP)	<ul style="list-style-type: none"> States were required to have ELP standards 	<ul style="list-style-type: none"> States must adopt ELP standards that (1) include reading, writing, speaking, and listening; (2) differentiate proficiency levels; (3) are aligned to academic content standards ELP assessment must be used as a school-level indicator in accountability EL subgroup can be monitored using growth
School Support and Improvement	<ul style="list-style-type: none"> LEAs were required to identify schools that did not meet AYP for certain number of schools for School Improvement, Corrective Action, and Restructuring 	<ul style="list-style-type: none"> States must identify a category of schools for comprehensive and targeted support every three years Districts must develop evidence-based strategies for school improvement States must provide support to districts and schools
Enriching Experiences	<ul style="list-style-type: none"> No mention of equitable access to enriching experiences 	<ul style="list-style-type: none"> ESSA creates competitive funding sources for the purpose of enriching the academic experience of all students by promoting arts, school readiness, and support for high-ability learners ESSA promotes equitable access to enriching experiences for low-income students and students with disabilities

ESSA and Early Childhood: Expanding Access to High Quality Early Learning

The Every Student Succeeds Act (ESSA) contains provisions that support early learning in three main ways:

1. Expanding access to high-quality early learning;
2. Encouraging alignment and collaboration from birth from third grade; and
3. Supporting early childhood educators

Expanding Access to High-Quality Early Learning

- **Title I:** ESSA authorizes *Title I* funds to be used for early childhood programming via a (1) school-operated preschool program for eligible students; (2) district-operated preschool program for eligible students from a portion or all of the district; or (3) an improved, coordinated State preschool, Head Start, child care, or other community-based early learning program for eligible students.
- **Charter Schools:** ESSA explicitly authorizes support for charter schools that enroll early childhood students so long as the school also offers a program in elementary or secondary education.
- **Preschool Development Grants:** This competitive one-year, renewable grant program, carrying the same name as a previous grant program, is focused on supporting states in identifying their needs regarding early learning programs as well as on facilitating collaboration and coordination; renewal grants will support states in the improvement or expansion of existing early learning programs.

Expanding Access to High-Quality Early Learning

- **Programs for Special Populations:** ESSA authorizes funding to support the early learners in special populations of students, including children who are experiencing homelessness, children in foster care, migratory children, English learners and immigrant children, and American Indians, Alaska Natives, and Native Hawaiians. (Note: because programs serving children with disabilities are funded through IDEA and not through ESSA, they are not included here.)
- **Literacy State Development (LEARN) Grants:** This competitive grant program includes a required set-aside of 15% of funding for birth-to-kindergarten activities, with a priority for evidence-based activities.
- **Other Opportunities:** States may support early childhood education through 21st Century Community Learning Centers, Promise Neighborhoods, Full-Service Community Schools, and Ready to Learning Programming.

Encouraging Alignment and Collaboration

ESSA stresses greater collaboration and coordination, at both the State and local level, of programs that serve young learners. Louisiana is already a national leader in this area as a result of Act 3 (2012) and the efforts of unified local Community Networks.

Requirements or suggestions of ESSA include:

- Collaboration with Head Start
- Coordination with IDEA in the support and inclusion of young learners with disabilities
- Vertical alignment from preschool to third grade
- Coordination of supports, services, and opportunities for families and children, including early learning programs, through place-based initiatives in ESSA, such as Promise Neighborhoods and Full Service Community Schools

New data requirement: ESSA requires States and LEAs to include on their report cards the number and percentage of children enrolled in preschool programs. Note that this information is already included on Louisiana's Early Childhood Performance Profiles.

Supporting Early Childhood Educators

ESSA recognizes the importance of early childhood educators and includes enhanced opportunities to support their development.

- *Title I* funds may be used to support ongoing professional development for any teacher in a *Title I* preschool program or for teachings in a preschool program that does not receive *Title I* funds provided that the children attending the program are likely to attend a *Title I* elementary school when they enter kindergarten, with the purpose being to improve coordination and alignment between the preschool and the *Title I* elementary school.
- *Title II*, Part A funds may be used to support the professional development of early educators in various ways, including allowing LEAs to support joint professional learning activities designed to increase the ability of school leaders that support early educators.
- *Title III* funds may be used for professional development to improve the skills and knowledge of teachers of English learners, including preschool teachers and school leaders.

ESSA and Early Childhood: Building on Existing Initiatives

The ESSA provisions for early childhood align with initiatives the Department is pursuing:

1. Expanding Access to High-Quality Early Learning	<ul style="list-style-type: none">• Current recipient of the Preschool Development Grant• Continuing to seek opportunities to expand access to high-quality seats for all children ages birth-five and to track progress via metrics on Performance Profiles.
2. Supporting Alignment and Collaboration	<ul style="list-style-type: none">• Early Childhood Community Networks have established a structure to support horizontal alignment and collaboration across program types• Continue to increase opportunities for vertical alignment through shared professional development and resources for birth-third grade
3. Supporting Early Childhood Educators	<ul style="list-style-type: none">• Investment in child care teacher preparation (<i>Believe and Prepare: Early Childhood</i>) and professional development supports early childhood educators• Continue to identify strategies to improve leadership and training for all early childhood educators.

What We Have Heard So Far: Listening Tour Feedback

This summer, the Department hosted meetings attended by **over 200 organizations and advocacy groups**, and **over 1,000 individuals** to discuss the educational opportunities afforded to Louisiana by ESSA.

Participants' comments were largely related to the following themes:

- Aligning expectations to higher education and workforce
- Serving struggling students
- Transforming struggling schools
- Ensuring access to enriching experiences for all students
- Celebrating and strengthening the teaching profession

All feedback was captured in the [ESSA Listening Tour Feedback Report](#) available on the Department's [ESSA webpage](#) and was used to produce a [Draft Framework](#), also available on the LDOE ESSA webpage. The framework outlines considerations that could be used to address each of the state's major challenges and take advantage of opportunities available through ESSA.

ESSA Statewide Engagement: Fall 2016

Throughout the fall, the Department will work closely with our state's advisory and advocacy groups to draft our state's ESSA plan. Meetings will occur with the following groups in addition to others.

- Louisiana Accountability Commission
- Superintendents Advisory Council
- Charter school leaders
- Early Childhood Advisory Council
- Special Education Advisory Panel
- Nonpublic School Council
- Education Advocacy Groups
- School Support Personnel Organizations
- Civil Rights Organizations
- Parent Groups

The Department plans to bring Louisiana's plan for review by the Board of Elementary and Secondary Education this winter. The plan will ultimately be submitted to the U.S. Department of Education for approval in the spring/summer 2017, in the hopes that it will be approved in time for the start of the 2017-2018 school year. Exact timelines will be announced by the U.S. Department of Education.

ESSA Tools and Resources

All information regarding ESSA meetings such as meeting presentations, sign-in sheets and recordings, and plan development can be found at www.louisianabelieves.com/essa.

The following tools have been released to support stakeholder's understanding of ESSA and Louisiana's plan.

- [ESSA Overview](#)
- [ESSA Draft Framework](#)
- [Louisiana's ESSA Plan Timeline](#)
- [ESSA Statewide Meeting Presentation](#)
- [ESSA Listening Tour Report](#)

Feedback on Louisiana's plan development can be submitted to essalouisiana@la.gov.

Update from the ECCE Network Work Group

Adding Group Size Requirements to Bulletin 137

New Federal Requirements for Group Size

Louisiana must add group size requirements to child care licensing in order to comply with the new federal law.

The CCDBG Act of 2014 seeks to make child care safer by defining minimum health and safety requirements for child care providers.

Louisiana:

- Must implement child care standards for providers that address appropriate ratios between the number of children and the number of providers and group size, in terms of the age of the children for each type of setting; and
- Is required to have standards implemented by May 1, 2017.

Adding group size will impact all licensed programs, not only publicly-funded programs.

What is Group Size?

Current licensing regulations do not include group size requirements. However, many programs already comply with group size expectations.

“Group size is the number of children assigned to a teacher or team of teachers occupying an individual classroom or well-defined space within a larger room...” – [Caring for Our Children National Health and Safety Performance Standards: Guidelines for Early Care and Education Programs – 3rd Edition](#)

Head Start Standards

Age	Child to Staff Ratio	Group Size
0-3yrs	4:1	8
3yrs	13-15:2	15
3yrs	15-17:2	17
4yrs-5yrs	20:2	20

Quality Start

Age	Child to Staff Ratio	Group Size
0-12mths	1:4	8
13-24 mths	1:6	12
25-36 mths	1:8	16
3yrs	1:10	20
4yrs	1:12	24
5yrs	1:15	30

**Practice Profile Informational Metrics
Gold / Silver Only**

Age	Teacher to Child ratio	Maximum Group Size
0 to 1 yr	1:4	8
1yr-2yrs	1:4	8
2yr-3yrs	1:6	12
3yrs-4yrs	1:8	16
4yrs-5yrs	1:10	20

Producing a Recommendation for Louisiana

Adding group size requirements to Louisiana's licensing regulations will help keep young children healthier and safer.

"Infant and child development and caregiving quality improves when group size and child to staff ratios are smaller. The recommended group size and child to staff ratio allow three-to five-year-old children to have continuing adult support and guidance while encouraging independent, self-initiated play and other activities. Child to staff ratios in child care settings should be sufficiently low to keep staff stress below levels ..." –

[Caring for Our Children National Health and Safety Performance Standards: Guidelines for Early Care and Education Programs – 3rd Edition](#)

To produce a recommendation for group size requirements for Louisiana, the Department has:

- Reviewed national research;
- Analyzed requirements for other states, including nearby states; and
- Consulted with Regional Technical Assistance Staff experts.

Louisiana Maximum Group Size Proposal

Group size proposal is based on doubling the ratios, allowing for 2 teachers in every classroom or clearly-defined space. For children under 2, up to 3 teachers will be allowed to maintain options for families of infants and young toddlers.

For Type I Early Learning Centers

For Type II and III Early Learning Centers

Ages of Children	Child to Staff Ratio	Maximum Group Size
Infants under 1 year	6:1	18
1 year	8:1	24
2 years	12:1	24
3 years	14:1	28
4 years	16:1	32
5 years	20:1	40
6 years and up	25:1	50

Ages of Children	Child to Staff Ratio	Maximum Group Size
Infants under 1 year	5:1	15
1 year	7:1	21
2 years	11:1	22
3 years	13:1	26
4 years	15:1	30
5 years	19:1	38
6 years and up	23:1	46

Both ratio and group size requirements must be met at all times.

Implementation Timeline

The Department will work closely with early learning center providers to ensure a smooth implementation.

- In September 2016, the Department requested a waiver from the Federal Government to allow more time to implement group sizing.
- In October 2016, the Department will engage key stakeholders on recommendation.
- In November 2016, the Department will share a proposal for adding group size to Bulletin 137 with the Early Childhood Care and Education Advisory Council.
- In December 2016, the Department will make a recommendation to BESE to add group sizing to Bulletin 137.
- Starting in March 2017, the Department will provide guidance and technical assistance to the field.
- Subject the State Board approval, group size requirements in Bulletin 137 would likely go into effect on May 1, 2017.

Early Childhood Developmental Screenings and Pre-K Suspension

Early Childhood Developmental Screenings

Initial Efforts

The Department has begun collecting information on the use of developmental screenings in early childhood in order to better support the field.

- 1. The Department worked with Department of Health staff and Special Education advocates to create a vision and timeline for the rollout of the initial developmental screening guidance.**
- 2. The Department surveyed child care providers to:**
 - Determine the knowledge child care providers currently have of developmental screeners; and
 - Understand the types of information child care centers would like on developmental screeners.
- 3. The Department created and released an initial [Developmental Screening Guide](#) for early learning centers.**
 - Guide was shared with Resource and Referral agencies and via Early Childhood Newsletter.
 - Information gathered will be used to inform long term strategy for supporting struggling students from birth through twelfth grade

Early Childhood Developmental Screenings

Survey Results

Survey results demonstrate that providers are aware of importance of and processes for development screening but less than half actually do screenings.

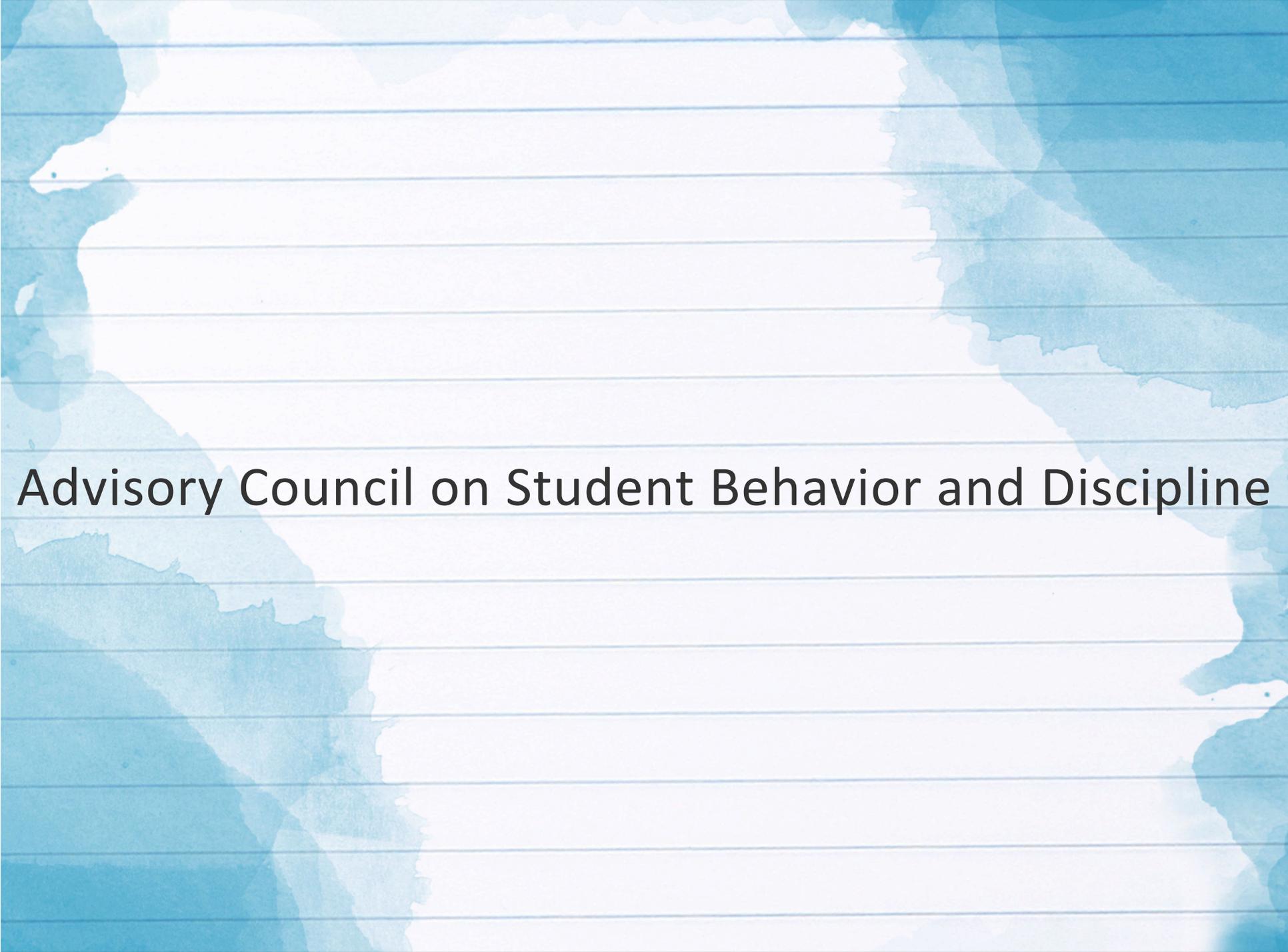
- More than 378 providers responded to the survey, 65% of whom were publicly-funded early learning centers providers.
- 76% of providers said they are knowledgeable about developmental screenings and when they should be conducted.
- Approximately half of respondents said that they do not have a plan for screening while the other half say do have systems in place for monitoring milestones and informing families.
- More than 75% of respondents said they are aware of resources, know how to make a referral and are comfortable talking with families about children's development.
- Yet 40% reported that they do conduct developmental screenings while 60% do not
 - In comparison, 43% of Type III centers completed all checkpoints for Assessment as measured on Practice Performance Profiles
- Large majority of respondents noted that they would like all types of information and guidance from the State.

Early Childhood Developmental Screenings

Next Steps

The Department will continue providing additional assistance in accessing and using early childhood developmental screening tools.

1. Vet the Developmental Screening Guide with additional stakeholders and update as necessary.
2. Produce additional guidance on connecting developmental screenings with ongoing assessment in early learning centers (e.g. Teaching Strategies GOLD).
3. Work with Resource and Referral Agencies to incorporate guidance and resources into future trainings and technical assistance.
4. Develop long-term strategies through ESSA efforts to integrate developmental screening efforts with broader initiative to increase early identification and intervention. Strategies could include:
 - *Ensuring teachers know how to locate appropriate supports for children with special needs*
 - *Identifying the best approaches to for supporting families through the screening, identification and intervention process*

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Advisory Council on Student Behavior and Discipline

Purpose

From R.S. 17:253: ***“To provide advice and guidance to the State Board of Elementary and Secondary Education and the state Department of Education regarding best practices in providing support to public school governing authorities in the adoption and implementation of each school’s master plan for student behavior and discipline as provided in R.S. 17:252.”***

Enacted through Act 522 of the 2016 Regular Session, this same law addresses the seclusion and restraint of students with disabilities (to be discussed later in this meeting); however, the scope of the council’s work is not limited to the use of seclusion and restraint.

Council Requirements:

- 24 members, as specified
- LDE staff support
- Serve in advisory capacity, pursuant to open meetings law
- Elected chair
- Meet at least three times annually
- Annual written report to BESE and legislative education committees; to contain findings and recommendations

Overview of Louisiana Discipline Data

2015-16 Discipline Rates (Duplicated & Unduplicated by grade and discipline reason)

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers.

GradePlacementCd	Duplicated Count of Incidents				Unduplicated # of Students				In School School Rate	Out of School School Rate	In Schools Expulsion Rate	Out of School Expulsion Rate
	In School Suspension Incident Count	Out of School Suspension Incident Count	In School Expulsion Incident Count	Out of school Expulsion Incident Count	In School Suspension Total	Out of School Suspension Total	In school Expulsion Total	Out of School Expulsion Total				
Infants/Toddlers	0	0	0	0	0	0	0	0	0.00%	0.00%	0.00%	0.00%
Preschool (SpEd)	8	92	0	0	6	52	0	0	0.07%	0.57%	0.00%	0.00%
Pre-K	52	287	0	2	42	181	0	2	0.14%	0.59%	0.00%	0.01%
Kindergarten	1107	1969	10	3	628	1050	10	3	1.13%	1.89%	0.02%	0.01%
01	2535	3275	44	4	1371	1744	42	3	2.29%	2.92%	0.07%	0.01%
02	3154	4173	65	3	1753	2147	56	3	2.95%	3.62%	0.09%	0.01%
03	4176	5010	93	2	2313	2721	87	2	3.94%	4.63%	0.15%	0.00%
04	5533	6254	140	12	3103	3368	131	12	5.56%	6.03%	0.23%	0.02%
05	7416	8167	223	15	3880	4370	195	15	7.10%	7.99%	0.36%	0.03%
06	15871	13318	545	30	7132	6603	498	27	12.99%	12.02%	0.91%	0.05%
07	19182	14676	799	39	8697	7236	723	36	16.16%	13.45%	1.34%	0.07%
08	18496	14467	910	78	8638	7280	814	69	15.95%	13.44%	1.50%	0.13%
T9	3023	2273	166	6	1033	891	148	6	36.92%	31.84%	5.29%	0.21%
09	26550	17705	1149	98	11512	8664	1025	89	19.34%	14.56%	1.72%	0.15%
10	18131	10937	698	62	8756	6184	643	59	16.35%	11.55%	1.20%	0.11%
11	12280	7116	390	35	6535	4309	368	33	14.16%	9.34%	0.80%	0.07%
12	8128	4852	231	18	4804	3138	222	18	11.04%	7.21%	0.51%	0.04%
State	145642	114571	5463	407	70203	59938	4962	377	9.33%	7.97%	0.66%	0.05%

* Only students with grade level the same in both the numerator and dominator included in the counts/rates. **Rate is based on student count, not incident count.**

Primary Reasons for Discipline

Age/Grade	Primary Reason Description and Rank
Birth – 3 rd Grade	<ul style="list-style-type: none">#1. Willful disobedience#2. Exhibits injurious conduct#3. Instigates/participates in fights#4. Disturbs the school and violates rules#5. Treats authority with disrespect
Birth – 12 th Grade	<ul style="list-style-type: none">#1. Willful disobedience#2. Instigates/participates in fights#3. Disturbs the school and violates rules#4. Treats authority with disrespect#5. Leaves school premises without permission

Overview of Louisiana Discipline Data

2015-16 Discipline Rates (Unduplicated by race/ethnicity and discipline reason)

This report contains personally identifiable information or information that when combined with other reports and/or information a student's identity might be revealed. Personally identifiable student information must be kept confidential pursuant to the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Information in this report cannot be disclosed to any other person, except for employees of a student's school or school system who must have access to that information in order to perform their official duties and for those other persons and entities specified in 20 U.S.C. 1232g.

Race/Ethnicity	In School Suspension Total	Out of School Suspension Total	In school Expulsion Total	Out of School Expulsion Total	In School School Rate	Out of School Rate	In Schools Expulsion Rate	Out of School Expulsion Rate
American Indian or Alaskan	439	428	25	1	8.6%	8.3%	0.5%	0.0%
Asian	360	200	10	2	3.1%	1.7%	0.1%	0.0%
Black or African American	45694	41103	3772	276	13.8%	12.4%	1.1%	0.1%
Hispanic/Latino	3142	2065	114	19	6.8%	4.5%	0.2%	0.0%
Two or More Races	1252	1062	64	4	8.0%	6.8%	0.4%	0.0%
Native Hawaiian/Pacific Islander	33	27	1	0	4.8%	3.9%	0.1%	0.0%
White	20987	16831	1135	93	6.2%	4.9%	0.3%	0.0%

* Only students with grade level the same in both the numerator and dominator included in the counts/rates.

Overview of Louisiana Discipline Data

2015-16 Discipline Rates (Unduplicated by Students with a Disability and discipline reason)

This report contains personally identifiable information or information that when combined with other reports and/or information a student's identity might be revealed. Personally identifiable student information must be kept confidential pursuant to the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Information in this report cannot be disclosed to any other person, except for employees of a student's school or school system who must have access to that information in order to perform their official duties and for those other persons and entities specified in 20 U.S.C. 1232g.

Students with a Disability	In School Suspension Total	Out of School Suspension Total	In school Expulsion Total	Out of School Expulsion Total	In School School Rate	Out of School Rate	In Schools Expulsion Rate	Out of School Expulsion Rate
"No"	62738	51130	4499	369	9.5%	7.8%	0.7%	0.1%
"Yes"	9159	10572	621	26	9.9%	11.4%	0.7%	0.0%

2015-16 Discipline Rates (Unduplicated by Section 504 Status and discipline reason)

This report contains personally identifiable information or information that when combined with other reports and/or information a student's identity might be revealed. Personally identifiable student information must be kept confidential pursuant to the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Information in this report cannot be disclosed to any other person, except for employees of a student's school or school system who must have access to that information in order to perform their official duties and for those other persons and entities specified in 20 U.S.C. 1232g.

Section 504 Status	In School Suspension Total	Out of School Suspension Total	In school Expulsion Total	Out of School Expulsion Total	In School School Rate	Out of School Rate	In Schools Expulsion Rate	Out of School Expulsion Rate
"No"	63621	54038	4430	361	9.0%	7.7%	0.6%	0.1%
"Yes"	8312	7706	690	34	17.4%	16.1%	1.4%	0.1%

* Only students with grade level the same in both the numerator and dominator included in the counts/rates.

Recent Reports and Legislative Considerations

2014 Regular Session:

- HB 777: Provides relative to student discipline, including suspensions and expulsions, codes of conduct, and bullying.
- [SCR 134](#): Requests BESE to study and report to the legislature regarding current student discipline policies and possible changes to these policies.
- SR 174: Requests the State Board of Elementary and Secondary Education to review and consider adopting the United States Department of Education's "Guiding Principles: A Resource Guide for Improving School Climate and Discipline" as a master plan for supporting student behavior and discipline.

2015 Regular Session:

- SB 54: Prohibits suspension or expulsion of students in grades prekindergarten through five for certain uniform violations.
- [SR 130](#): Requests the Board of Elementary and Secondary Education and the state Department of Education to study the implementation and effectiveness of the Positive Behavioral Interventions and Supports program in public schools.
- SR 167: Directs public elementary school governing authorities to report to DOE regarding alternative discipline strategies utilized prior to suspending or expelling students in grades Pre-K through five out of school.

2016 Regular Session:

- HB 372: Provides relative to student discipline
- HB 1159: Provides relative to student discipline including the creation of the Commission on Safe Supportive Discipline

Positive Behavior Interventions and Supports

- One of the best practices that Louisiana has used to address student behavior and discipline is Positive Behavior Interventions and Supports (PBIS).
- PBIS is an evidence–based, proactive approach for developing positive behavior and a positive climate where all students in a school may achieve social, emotional and academic success.
- The LDE provides allocations to eight local education agencies (LEAs) to serve as fiscal agents for their respective regional PBIS consortia.
- The allocations fund training opportunities provided by the consortium for LEA personnel on the implementation of PBIS.
- Training topics include, but are not limited to:
 - Universal, secondary, and tertiary Interventions
 - Classroom management
 - Data-based decision making
 - FBA (Functional Behavior Assessment) and BIP (Behavior Intervention Plan)

Other Important Notes for Birth to Five

- Licensing regulations define behavior management and require all early learning centers to have a written policy.
- LA 4/NSECD requires all schools to have written policy for behavior management and notes that suspensions or expulsions of children should be an action of last resort, and ONLY after the program has exhausted every means possible (counseling, mental health evaluation, etc.) to address challenges exhibited.
- Positive, developmentally-appropriate behavior management is measured by the *CLASS* system of measures in multiple domains – Emotional Support (Pre-K), Classroom Organization (Pre-K) and Emotional and Behavior Support (Toddler) – and reported out on the Practice Performance Profiles.
- The Department contracts with Tulane’s Mental Health Consultation program to use a research-based approach of working with directors and teachers to support children whose behaviors are considering challenging.
- Resource and referral agencies also support sites to develop and implement thoughtful approaches to behavior management.

Upcoming Meetings

- Friday, December 2 at 11:00 AM in the Claiborne State Office Building, Room 1-136 (Thomas Jefferson Room)
- Friday, December 9 at 11:00 AM in the Claiborne State Office Building, Room 3-320 (Rapides Room)

Council chair:

Jennifer Coco, jennifer.coco@splcenter.org

LA Department of Education staff:

Erin Bendily, erin.bendily@la.gov

Early Childhood Advisory Council Quarterly Report— Q3 2016

Early Childhood Care and Education Advisory Council

Expectation for Quarterly Reports

From Bylaws:

“The ECCE Advisory Council will receive quarterly reports from the LDE on the implementation and progress, activities, and status of the Early Childhood Care and Education Network, including the creation and implementation of an accountability system for early care and education programs and the transition of the Child Care and Development Block Grant and licensure to the Department of Education.”

Early Childhood Community Networks

Key Activities in Quarter 3

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

- **Community Networks reflected on learning year progress.**
 - Sites reviewed informational metrics as part of data verification for Practice Profiles.
 - Community Networks collaborated on the Coordinated Enrollment Self Assessment to evaluate their progress and share best practices.
 - Networks and sites used the Practice Performance Profile Calculator to understand learning year results.
- **Community Networks prepared for fall CLASS™ observations.**
 - Local communities scheduled and began completed fall CLASS™ observations.
 - Lead Agencies and sites reviewed the [Third Party Guide](#), including protocols, expectations, and feedback process for third party observers.
- **Lead Agencies collaborated with the Department to prepare for the 2016-2017 year.**
 - Lead Agencies attended September Supervisor Collaboratives which included information on Practice Performance Profiles, and linking K-12 assessment.
 - Lead Agencies prepared to complete child count and coordinated funding request and attended weekly office hours for routine support.

Supporting Teachers to be Successful

Key Activities in Quarter 3

The Department increased access to instructional supports for child care teachers.

- **CLASS™ Special Learners Pilot**
 - Selected communities began participation in the CLASS™ Special learners pilot.
 - Participants receive specialized training and support on using the CLASS™ tool.
- **Early Childhood Teacher Preparation**
 - [Early Childhood Ancillary Certificate Programs](#) began offering coursework to their first cohorts of child care teachers.
 - Believe and Prepare: Early Childhood Cohort 2 launched with 7 additional programs.
- **Developmental Screening Survey and Guidebook**
 - Child care providers and caregivers completed a brief survey based on their experiences with developmental screening tools.
 - The [Developmental Screening Guide](#) was released to provide guidance on selecting an appropriate screener.
- **Identifying and Implementing High-Quality Curriculum**
 - The Department has continued to [review](#) pre-K and infant/toddler curriculum.
 - Resource and Referral agencies worked with the Department to prepare and release the Child Care Curriculum Initiative.

Child Care and Development Block Grant and Licensure

Key Activities in Quarter 3

The Department has continued the management of the Child Care Development Block Grant and the implementation of the new licensing regulations.

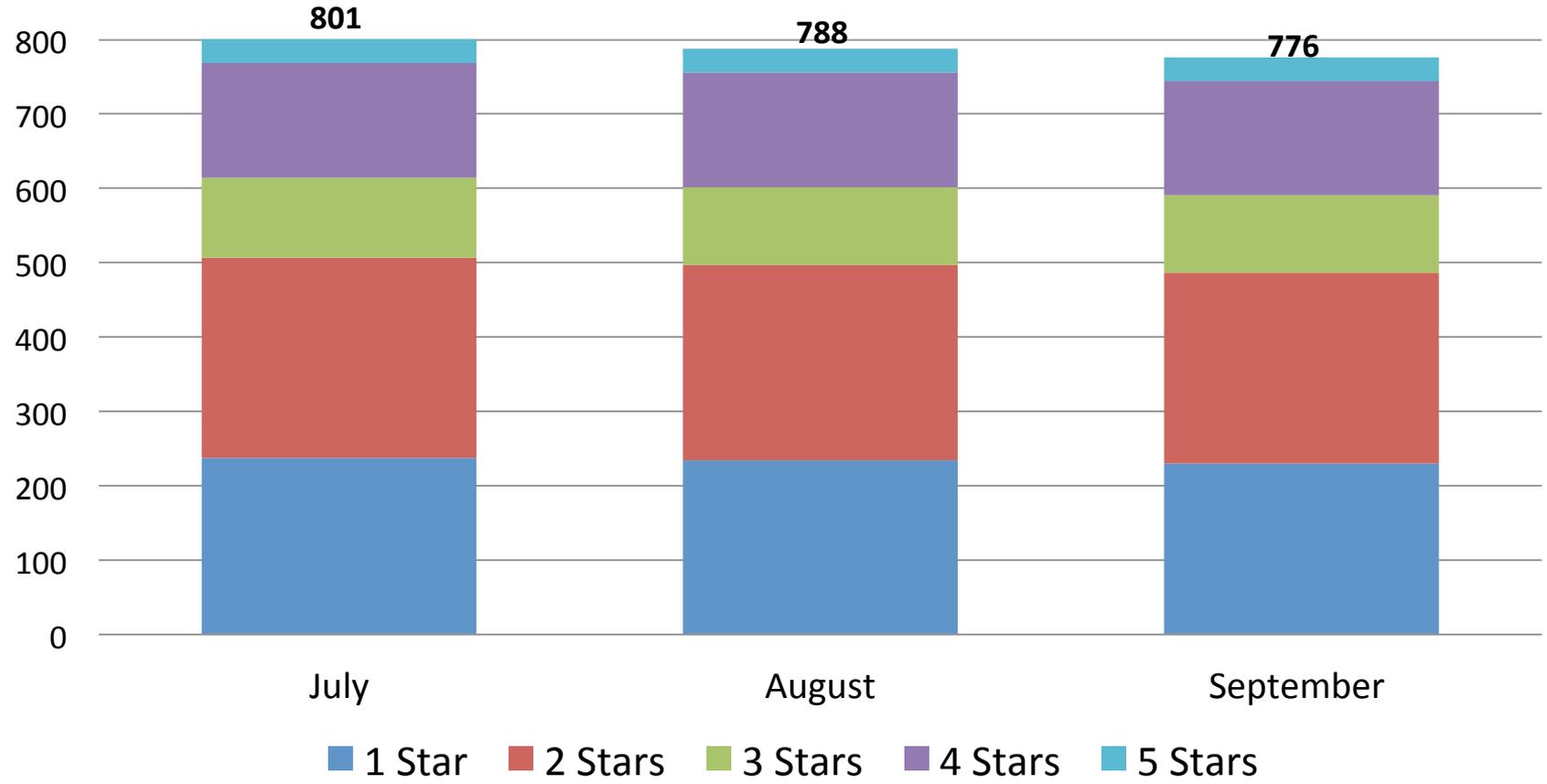
- **Expanded available supports for child care providers working with CCAP.**
 - The Department launched the CCAP Provider Help Desk to provide regional specialized assistance for providers and released the [Child Care Provider Guidebook](#).
 - Regional CCAP Summer Series events provided guidance on how to assist families with the CCAP application process.
 - Trainings on the Tracking of Time System (TOTS) were held to familiarize child care providers with the enhanced system.
- **Assisted centers and teachers in response to the 2016 Flood.**
 - In response to the August 2016 floods, the Department, along with other state agencies, nonprofits, and Resource and Referral agencies, sought to identify and support affected child care centers.
 - The Department conducted outreach to identify centers that would need temporary and long-term support in recovery.
 - A survey was conducted to understand needs of centers and teachers and coordinate available resources.

Quality Start Participation

Monitoring Change Over Time

There has been little change in Quality Start enrollment for Quarter 3.

of Centers at Each Star Rating (2016)



Publicly-Funded Licensed Early Learning Centers

Monitoring Change Over Time

There has been little change in the number early learning centers.

	Type I	Type II	Type III
<i>July 2016</i>	308	166	1046
<i>August 2016</i>	290	158	1001
<i>September 2016</i>	291	166	1011