Early Childhood Care and Education Advisory Council
May 24, 2017
Update from the Work Group
Proposed Recommendations

The ECCE Advisory Council Community Network Work Group has proposed the following recommendations for practices related to Bulletin 140.

1. **On Coordinated Enrollment and Funding:** Need for greater uniformity and sharing of best practices
   - In the next 6 months, the LDE should create a toolbox and resource library for coordinated enrollment and funding that include information and best practices with the target audience of lead agencies.
   - Publicly post past and future coordinated enrollment and funding plans for each lead agency.
   - Within the next 6 months, form a subgroup of the ECCE AC Community Network Work Group, which includes nonmembers of the Advisory Council, to meet and provide specific recommendations around aligning eligibility requirements and documents for coordinated enrollment.

2. **Address the lack of confidence in the reliability of CLASS scores:**
   - Within the next 6 months, the LDE should create a toolbox and resource library for CLASS observations that include information and best practices targeted towards lead agencies.
   - Require Picard to strengthen their system to identify trends of their observers that may suggest inaccuracy.
   - Develop common guidelines and protocols for both Picard and local observers for the observations to be implemented by 2017-2018 school year.
   - Consider another pilot in 2017-2018 on use of videos to increase observer accuracy.
   - The Work Group requests a meeting/call with Teachstone to discuss the video pilot further.
Revisions to Bulletin 140
Preparing for 2017-2018
Proposal for Shifts in Policy and Practice

Based on preliminary results and feedback from the field in 2016-2017, the Department is proposing a few shifts in policy and practice for 2017-2018.

Engagements with the field included:
• Four collaboratives throughout the year with Lead Agency staff and bi-monthly meetings with child care support organizations;
• Extended engagement throughout the roll out of the tax credit policy; and
• Early Childhood Advisory Council workgroup and meetings, especially as it related to BESER report on additional metrics.

Initial data indicates that there has been overall improvement in 2016-2017 in terms of performance, improvement and accuracy.
• Communities continue to make progress on coordinating funding and enrollment;
• Initial results indicate improvement across all domains of toddler and pre-K CLASS™; and
• Local observers have improved accuracy when compared to third party observation.

As a result, the Department recommends shifts (rather than dramatic changes) in policy and practice, with in-depth analysis planned for this summer using two years of data.
Coordinated Enrollment Self-Assessment Results
Improvement Shown Across all Areas of the Process

83% of communities improved in at least one area of coordinated enrollment. Progress is steady toward achieving the full model.

Level of Community Coordination by Area

- All communities are at least partially coordinating their informational campaigns and eligibility determinations.
- Although matching is still a work in progress, 66% of communities achieved full coordination in matching, an increase from 25% last year.
During 2015-2016, all communities worked together to coordinate each area of enrollment with Cohort 3 beginning the process.

- 78% of all communities achieved full coordination for Application. This was largely a result of 23 new Cohort 3 communities using a unified application.

- Matching remains the least coordinated area. Five communities reported no coordination in matching.
The percent of communities fully coordinating enrollment for families more than doubled from 16% in 2014-2015 to 41% in 2015-2016.

• 14 Cohort 3 communities achieved full coordination in 2016, a year ahead of Bulletin 140 requirements.

• 91% of communities across the state are fully or partially coordinating across all areas of enrollment.
Coordinated Enrollment
Updates on Progress for 2016-2017

Based on initial data, communities continued to make progress on coordinating funding and enrollment in 2016-2017.

Plans address the four key areas of coordinated enrollment:

• Coordinated Information Campaign
• Coordinated Eligibility Determination
• Coordinated Application
• Matching Based on Preferences

Overall, communities have identified a few key improvements from last year, including:

• Adding multiple enrollment events for families to attend to reach more families
• Using a more coordinated approach to referrals and waitlist processes
• Including important supports for families, such as homeless liaisons, Early Steps and SPED coordinators, interpreters and ELL teachers

Communities still need more time to fully coordinate a matching process that does not rely on first-come, first-served.
Initial results indicate improvement across all domains. These are preliminary results only using incomplete data. Spring scores will likely be lower once all third party scores are included.

National research indicates that .15 - .3 average improvement is possible when programs are engaging in intentional improvement efforts.
Preliminary Observer Accuracy Improvement in Accuracy

Preliminary analysis shows that local observers have improved their accuracy when compared to third party observations, resulting in fewer anticipated score substitutions.

**2015-2016 Scores**

- Overall Score: Local Only 4.84, Third Party Only 4.49, Total 4.73
- Emotional Support: Local Only 5.72, Third Party Only 5.38, Total 5.63
- Classroom Organization: Local Only 5.42, Third Party Only 5.26, Total 5.37
- Instructional Support: Local Only 3.77, Third Party Only 3.06, Total 3.53
- Emotional & Behavioral Support: Local Only 5.22, Third Party Only 4.93, Total 5.15
- Engaged Support for Learning: Local Only 3.41, Third Party Only 3.29, Total 3.39

**Fall 2016 Scores**

- Overall Score: Local Only 4.85, Third Party Only 4.7, Total 4.82
- Emotional Support: Local Only 5.74, Third Party Only 5.54, Total 5.71
- Classroom Organization: Local Only 5.47, Third Party Only 5.48, Total 5.48
- Instructional Support: Local Only 3.71, Third Party Only 3.36, Total 3.63
- Emotional & Behavioral Support Score: Local Only 5.32, Third Party Only 5.08, Total 5.29
- Engaged Support for Learning Score: Local Only 3.42, Third Party Only 3.4, Total 3.43

FOR DISCUSSION ONLY
Preliminary results based on incomplete data.
Preliminary Negative Climate

The Department continues to monitor negative climate scores, and for the rare high scores, to provide assistance and support.

<table>
<thead>
<tr>
<th>Fall 2016 Score</th>
<th>Negative Climate Observations</th>
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<tbody>
<tr>
<td></td>
<td>#</td>
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<tr>
<td>7</td>
<td>4232</td>
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<tr>
<td>6-6.9</td>
<td>821</td>
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<tr>
<td>5-5.99</td>
<td>81</td>
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<tr>
<td>4.49-5</td>
<td>16</td>
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<tr>
<td>0-4.5</td>
<td>5</td>
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</table>

Providers are concerned that lower quality centers are actually scoring better with NC removed. However the opposite is true.

Per Bulletin 140 policy, for sites with classrooms scoring 4.5 or below consistently, the Performance Profile will have a flag that indicates high negative climate in that site.

**FOR DISCUSSION ONLY**

Preliminary results based on incomplete data.

Received a notice of low score with available resources in writing

Received a warning related to Bulletin 140 with available resources in writing

<table>
<thead>
<tr>
<th>Average ES decrease for centers with NC &lt;7</th>
<th>Average ES decrease for centers with NC =7</th>
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</thead>
<tbody>
<tr>
<td>-.32761</td>
<td>-.29972</td>
</tr>
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</table>
Overall, there has been a significant increase in the number of site reporting use of high quality curriculum. Note that these results have not yet been certified.

<table>
<thead>
<tr>
<th>Sites/Classrooms using Tier I Curriculum</th>
<th>2015-2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Pre-K</td>
<td>41%</td>
<td>49%</td>
</tr>
<tr>
<td>Toddler</td>
<td>15%</td>
<td>22%</td>
</tr>
</tbody>
</table>

Due to lower than expected uptake, the Department plans to expand the Child Care Curriculum Initiative into 2017-2018. In addition, the field continues to express concerns about GOLD® so the Department will pilot an abbreviated version of GOLD® in 2017-2018.
Preparing for 2017-2018
Proposal for Shifts in Policy and Practice

The Department recommends shifts (rather than dramatic changes) in policy and practice, with in-depth analysis planned for this summer using two years of data.

- Most of the policy shifts are technical with the exception of changes related to the Early Childhood Ancillary Certificate.
- Shifts in practice do **not** require policy changes but will be put in place for 2017-2018 year.

### Potential Shifts in Policy
- Group Sizes in Informational Metrics
- Early Childhood Ancillary Certificates
- Observer Reliability
- Academic Approval

### Potential Shifts in Practice
- Support Significant Improvement
- Increase Accuracy of Profile Rating
- Support Observer Accuracy
- Refine Measurement of Curriculum and Assessment Informational Metrics
- Pilot Infant CLASS™
Shift in Policy: Children Per Teacher

In current Bulletin 140 policy, high-quality children per teacher ratios include a group size limitation which is not in alignment with Bulletin 137.

Rationale for Shift:
• Providers have said that the number of adults to children matters more than maximum group size.
• Limited research indicates that group size improves outcomes if low teacher:child ratios are in place.

Proposal for Shift in Bulletin 140:
• Remove group size from the 2 and 3 star ratio requirements in Bulletin 140.
• All licensed sites are still required to meet minimum group size requirements and all non-licensed sites are still subject to group size requirements set by funding.

As a result, Bulletin 140 will be aligned with Bulletin 137 and focus will be on adult-child ratios as a means of improving adult-child interactions and instruction.
Shift in Policy: Connecting Ancillary Certificate with Accountability

All lead teachers in publicly-funded centers must have an Early Childhood Ancillary Certificate by July 2019.

Rationale for Shift:
• The Early Childhood Ancillary Certificate needs to be included within the accountability requirements to ensure directors and teachers are prepared to meet the July 2019 requirement.
• Additional guidance needs to be provided to indicate how long teachers will have to complete the Early Childhood Ancillary Certificate once they have been hired.

Proposal for Shift in Bulletin 140:
• Add language in policy that indicates that, beginning in 2019, directors of centers must assure that every lead teacher has an Early Childhood Ancillary Certificate or is in the process of earning it as part of Academic Approval.
• Allow teachers up to 24 months from date of start as Lead Teacher to earn Ancillary Certificate.

As a result, providers will understand requirements related to EC Ancillary Certification in advance of the 2019 deadline and how this will be monitored through Academic Approval.
Shift in Policy: Observer Reliability

While it is necessary to increase observation accuracy, it is also important to maintain capacity to complete observations.

Rationale for Shift:
• Current policy could be interpreted to indicate that observers may be prevented from observing after one semester.
• A full year of observations is needed to make accurate and fair determinations about local observer accuracy. This is especially true in situations where observers may only observe one to two classrooms a semester.

Proposal for Shift in Bulletin 140:
• Revise policy to clarify that no observer will be excluded from the accountability system until two semesters of inaccurate ratings above 50%.
• Continue to use third party observations strategically to increase accuracy of observations used for Performance Profiles.

As a result, no observer will be excluded from the observation system based on too few or even one inaccurate observation.
Shift in Policy:
Academic Approval

Academic Approval applies for all Type III centers, but differentiation is needed for programs that are not serving children in full day programs.

Rationale for Shift:
• Currently, programs that only serve children before/after school and during the summer are signing the same assurances for academic approval indicating full participation in the accountability system.

Proposal for Shift in Bulletin 140:
• Revise policy to allow for a second set of assurances just for programs who do not offer full day care.
• If programs decide to offer full day care at any point, they must inform the department within 10 days.

As a result, expectations will be clear for all programs and focus will continue on programs that serve children in a full day setting intended to prepare them for kindergarten.
Shift in Practice:
Support Significant Improvement

Performance Profiles must accurately reflect what is observed, especially in the case of improvement of quality of teacher-child interactions.

Rationale for Shift:
• Current practice of replacing local scores with third party scores when they differ by more than a point may be penalizing improvement in exceptional cases.

Proposal for Shift in Practice in 2017-2018:
• Allow for significant improvement within a semester. In situations where third party observed before local observers in the fall, create a process to send third party to re-observe in early spring to validate improvement.
• If significant improvement is validated, there will not be any consequences for local observers.
• Similarly, if the local observation occurs first and third party score is much higher later in the semester because of significant improvement, site director will be asked to verify improvement and the early score will not be held against the local observer.

As a result, there will no disincentives for significant improvement for leaders, teachers or observers.
Shift in Practice:
Increase Accuracy of Profile Rating

Accuracy of observations must continue to increase so that profiles reflect the true average experience for children who attend that site.

Rationale for Shift:
• Instructional Support score averages are still greater than results for other states or cities, indicating possible inflation.
• With third party observations occurring only once for most classrooms, gaming may occur when local observers believe there will not be a third party observation in a classroom that semester.
• Financial incentives such as tax credits will only increase pressure to inflate scores.

Proposal for Shift in Practice in 2017-2018:
• Policy already provides discretion to address concerning discrepancies.
• Use differences between local and third party scores that indicate inaccuracies, especially in instructional support, to replace local inflated scores more regularly.
• Continue to explore using video in certain cases to increase accuracy.

As a result, profiles will more accurately reflect true experiences of children in classrooms, and programs will have a better understanding of how they can make improvements.
Shift in Practice:
Supporting Observer Accuracy

Leaders and teachers benefit when local observers are more accurate. Equally important, Louisiana must continue to build credibility in observation system.

Rationale for Shift:
• Concerns remain about comparing observations from different days. Yet national research indicates that dramatic increases or decreases in CLASS™ scores are unusual.

Proposal for Shift in Practice in 2017-2018:
• Continue to allow for two-point band of reliability to account for differences between days.
• Allow Lead Agencies to use just-in-time scheduling to schedule local observations close to third party observations when applicable.
• Work with Lead Agencies to ensure local observer protocols are the same as third party protocols.
• Provide more materials and support for improving local accuracy including Louisiana calibration videos produced by Picard.
• Require local observers to explain potential causes for inaccuracies at the end of each semester so that state can review and make a determination whether it is a fair comparison for purposes of the observer status (e.g., teachers in the classroom may have changed).

As a result, accuracy of observations will continue to improve, leading to increased faith in the accountability system and better information for families via the Performance Profiles.
Shift in Practice: Refine Measurement of Informational Metrics

Use of curriculum and assessment are currently simple measures of usage only. Bulletin 140 allows flexibility to refine how these should be measured.

Rationale for Shift:
• Sites may have curriculum but teachers may not be trained to use the tool effectively or supported to use it in a meaningful way on a consistent basis.
• Teachers may not be trained or supported to use assessment in a way that promotes children’s learning and development.

Proposal for Shift in Practice in 2017-2018:
• Audit 5% of sites randomly next year via site visits, including all program types, to determine additional methods of evaluating and reporting on use of curriculum and assessment.
• Revisit using percent of teachers trained to reliability on use of assessment and portfolio sampling as informational metrics.
• Consider how use of a screener or checklist could be included as an informational metric.

As a result, the Department will be able to gather better information and thoughtfully consider how best to report information about ongoing use of assessment and curriculum.
Shift in Practice: Pilot Infant CLASS

**Louisiana should begin to measure the quality of infant care and provide feedback that supports teacher development and growth now that an appropriate tool is available.**

**Rationale for Shift:**
- Infant teachers need the same understanding and feedback of classroom quality.
- A handful of sites in Louisiana serve only infants, and are not receiving any classroom observations, feedback, or support.

**Proposal for Shift in Practice in 2017-2018:**
- Begin piloting Infant CLASS™ in Early Head Start-Child Care Partnership sites.
- Use Teacher Leader Summit to train 34 observers to participate in the pilot.
- Include a select number of infant observations in the third party contract for next year.
- Publish a report on use of Infant CLASS™ but do not include in profiles.

**As a result, Louisiana can learn more about how best to use the tool to measure quality and support infants and their teachers.**
Revisions to Bulletin 746
In January 2015, Louisiana established two key policies to support early childhood teachers in receiving high-quality professional preparation.

<table>
<thead>
<tr>
<th>Early Childhood Ancillary Certificate</th>
<th>Birth to Kindergarten B.A. and Teaching Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Established as expectation for all lead teachers in publicly-funded centers by July 2019</td>
<td>• Created as a new field of study and teaching certificate to be offered by higher-ed</td>
</tr>
<tr>
<td>• Teachers can receive the certificate at no cost by completing a qualifying credential</td>
<td>• Courses align with EC Ancillary Certificate so teachers can stack credentials and courses over time</td>
</tr>
<tr>
<td>• Early Childhood Ancillary Certificate Programs offer BESE-approved high-quality coursework for teachers who are completing a CDA or technical diploma</td>
<td>• Colleges and universities are designing coursework to begin in 2018-2019</td>
</tr>
</tbody>
</table>

The Department has increased funding for scholarships and aligned the School Readiness Tax Credits to support teachers to meet the EC Ancillary Certificate Requirement.
Implementing the Early Childhood Ancillary Certificate
Update on Statewide Progress

Meeting the Early Childhood Ancillary Certification Requirements
- Over 2,600 individuals have received the Early Childhood Ancillary Certificate:
  - 55% by demonstrating a CDA or career diploma; or
  - 45% by demonstrating an associate degree or higher.
- Teachers are continuing to complete coursework for the Early Childhood Ancillary Certificate requirement in July 2019.

Developing Early Childhood Ancillary Certificate Programs
- Through the Believe and Prepare: Early Childhood grant, 11 Early Childhood Ancillary Certificate Programs have been developed and approved by BESE.
- Early Childhood Ancillary Certificate Programs:
  - Provide high-quality CDA qualifying coursework that includes integrated applied practice, observations and mentoring;
  - Receive a formal review by BESE to evaluate the quality and coherence of the program; and
  - Attending teachers may qualify to receive tuition scholarship through LA Pathways.
- The Department is continuing to support the development of Early Childhood Ancillary Certificate Programs so that every lead teacher can access high-quality preparation.
The Department needs to increase the number of BESE-approved Early Childhood Ancillary Certificate Programs to meet the needs of the child care teacher population.

Current Policy:
- Bulletin 746 states that beginning in January 2018, in order to qualify for the EC Ancillary Certificate:
  - Teachers must complete CDA training at a BESE-approved program;
  - Teachers must complete technical diploma training at a BESE-approved program; or
  - Teachers must complete approved career diploma training prior to January 2018.

Concerns Regarding Statewide Capacity and Timeline:
1. **Current Program Capacity:** The 11 BESE-approved Early Childhood Ancillary Certificate programs across the state cannot currently provide training for all lead teachers that need the EC Ancillary Certificate.
   - Additional Early Childhood Ancillary Certificate Program options are needed in rural and population dense areas of the state.
2. **Recognition of Effort:** Many teachers have completed a significant portion of training for their CDA or equivalent certificate.
   - Additional clarification is needed to determine how teachers can complete their certificate without losing the work they have completed.
Early Childhood Ancillary Certificate
Proposed Revisions

In order to support all teachers to earn the EC Ancillary Certificate, the Department will provide additional guidelines and time for attending a BESE-approved program.

1. Qualifying for the EC Ancillary Certificate through a CDA:
   • Beginning July 2018, teachers who have completed 36 hours or less of their CDA training must attend a BESE-approved program.
     – A waiver process will be established for teachers who cannot access a BESE-approved program due to unavailability of approved programs.
   • Teachers who have completed more than 36 hours of CDA training by July 2018 may complete their credential at any program.

2. Qualifying for the EC Ancillary Certificate through a technical diploma
   • Beginning July 2018, teachers must complete the technical diploma at a BESE-approved program.

3. Qualifying for the EC Ancillary Certificate through a career diploma
   • Beginning July 2018, teachers will not be able to earn the EC Ancillary Certificate through additional career diplomas.

The Department will support an additional cohort of Believe and Prepare: Early Childhood as well as seek online vendors to meet the needs of all of Louisiana’s child care teachers.
Update on Market Rate Survey
Families of at-risk children should have equal access to child care that is comparable to that of non-publicly-funded families.

What A Market Rate Survey Covers:
• Study of the prices or fees child care providers typically charge and parents typically pay per unit of care (e.g., per day, per week, per month) in the priced child care market.

Federal Requirements:
• Includes the priced child care market
  o Providers that charge parents a price established through an arm’s length transaction
• Provides complete and current data
  o Uses data sources from all provider types and collects data within a specific time period
• Represents geographic variation
  o Includes providers from all geographic parts of the State
• Uses rigorous data collection procedures
  o Uses good data collection procedures resulting in high response rate
• Analyzes data in a manner that captures market differences
  o Examines the price recognizing that not all child care facilities should not be weighted equally and each age group and category of care should be separated
Demonstrating Equal Access:

- The ultimate purpose of the survey is to guide states to set payment rates at sufficient level to provide equal access to full range of child care services, including high quality care.
- The final rule requires that the market rate survey reflect variations by geographic location, category of provider, and child’s age.
- Louisiana will look closely at the cost of health and safety and the cost of high quality.
  - For instance, Louisiana will analyze correlation between rates and CLASS results as well as ratios and teacher compensation.
- Louisiana must also consider the extent to which:
  - Child care providers are participating in CCAP and any barriers to participation, including barriers related to payment rates and practices; and
  - CCDF child care providers charge amounts to families more than the required family copayment, including data on the size and frequency of such amounts.
  - Note that this can be addressed through means other than the market rate survey.

If you have any suggestions, please send those to Nancy Beben at nancy.beben@la.gov.
Market Rate Survey
Timeline

The Department is working with Louisiana State University (LSU) to design and administer the survey and develop the final report.

July 2017
The Department finalizes the survey instrument.

August 2017
Survey is distributed and data collection begins.

January 2018
The Department shares Final Report with Advisory Council.
The Department and Community Networks have continued to support local sites to implement the early childhood accountability system.

Reviewed Practice Performance Profiles to Support Improvement:
- Community networks reviewed site and community level Practice Performance Profiles.
- Communities used information gained through Practice Performance Profiles and applicable resources to inform local supports for teachers.
- Lead agencies scheduled and began completing CLASS™ observations for the spring.

Completed Coordinated Enrollment Activities:
- Sites completed the February 1 Child Count for all programs within their network.
- Community networks completed Coordinated Enrollment Plans, providing updates on the progress made in coordinating enrollment thus far as well as plans for the future.
- Communities began completing Coordinated Information Campaigns, providing valuable outreach to families regarding enrollment.

Supported Teachers to Effectively Use TS GOLD®:
- Teachers completed the second GOLD® checkpoint for children in their classrooms.
- Sites received access to a Louisiana technical assistance hotline for the GOLD® online system.
- Additional reports and optional features were added to the GOLD® online system.
Supporting Teachers to be Successful

Key Activities in Quarter 1

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

Purchasing and Using High-Quality Curriculum:
- The Department reviewed pre-K and infant/toddler curriculum, adding new high-quality options.
- The Child Care Curriculum Initiative reimbursed eligible curriculum purchases for directors.
- Resource and Referral agencies trained teachers and directors on curriculum implementation.

Early Childhood Ancillary Certificate:
- Seven additional Early Childhood Ancillary Certificate Programs received BESE-approval, resulting in 11 approved programs across the state through Believe and Prepare: Early Childhood.
- 600 individuals applied for and received the Early Childhood Ancillary Certificate, leading to a total of 2,700 Ancillary Certificates issued statewide.

Collaborating Across Programs to Support Teachers:
- Lead agencies, Resource and Referral agencies, and Mental Health Consultants met during the March Supervisor Collaborative.
- Programs worked together to understand all program offerings and to plan supports for the teachers within their communities.
Supporting Licensed Centers
Key Activities in Quarter 1

The Department has continued to support the staff and teachers working in licensed child care centers.

Revisions to the School Readiness Tax Credits:
• The Department proposed revisions to the School Readiness Tax Credits to better align the credits with the unified early childhood system.
• The revisions will recognize sites and directors for their ratings based on the Performance Profiles, and will reward teachers for making a professional commitment to child care through the Early Childhood Ancillary Certificate.

Licensing Training for Directors:
• The Licensing Department offered in-person training for new directors or owners.
• Training provided a refresher on the Early Learning Center Licensing Regulations.

Revised Emergency Preparedness Requirements:
• Child care centers worked to enact the required changes for emergency preparedness.
• Includes a change to the number of drills and documentation required.
• The requirements were updated to meet the requirements for the CCDF State Plan.
Increased Eligibility for the Child Care Assistance Program:

- Starting February 1, the eligibility requirement revisions for the Child Care Assistance Program went into effect:
  - Families who work at least 20 hours a week are now eligible;
  - Students enrolled in school or job training full-time, regardless of total hours in class, are eligible; and
  - Families of children with special needs who work 15 hours a week, and note they often face challenges in sustaining hours due to the needs of their children are eligible.
- CCAP received an immediate increase in applications and inquiries regarding the program.
- The Department authorized staff to work overtime in order to be prepared to meet the expected increase in new applications.
There has been little change in Quality Start enrollment for Quarter 1.
There has been little change in the number early learning centers.

<table>
<thead>
<tr>
<th></th>
<th>Type I</th>
<th>Type II</th>
<th>Type III</th>
</tr>
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<tbody>
<tr>
<td><strong>January 2017</strong></td>
<td>298</td>
<td>167</td>
<td>1004</td>
</tr>
<tr>
<td><strong>February 2017</strong></td>
<td>301</td>
<td>166</td>
<td>1006</td>
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<tr>
<td><strong>March 2017</strong></td>
<td>301</td>
<td>167</td>
<td>1004</td>
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