Title 28
EDUCATION

Part CLXV. Bulletin 139—Louisiana Child Care and Development Fund Programs

Chapter 1. Child Care Assistance Program

§103. Definitions

*Family Child Care Provider*—one or more individual(s) who provides child care services for fewer than 24 hours per day per child, unless care in excess of 24 hours is due to the nature of the parent’s work, as the sole caregiver, for six or fewer children, in a private residence other than the child’s residence.

*Louisiana Pathways Early Learning Center Career Development System (LA Pathways)*—the state practitioner registry maintained by the department or its contractor. LA pathways registers early learning center directors and staff according to requirements based on training and education, experience, and professional activities, as approved by the department. Categories are established for early learning center staff, early learning center assistant teacher, early learning center teacher, early learning center assistant director and early learning center director.

*Quality Start Child Care Rating System*—system designed to assess the level of quality of early care and education programs serving birth through age five, communicate the level of quality, and support improvements of type III early learning centers.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:2111 (October 2015).

§309. Specific Certification and Registration Requirements for Family Child Care Providers

A. To be certified as a CCAP provider, in addition to the requirements in §305 of this Part, a family child care provider must meet the following requirements, which include but are not limited to the requirements for registration as a family child care provider pursuant to R.S. 17:407.61 et seq.

* * * *

3. Telephone. Have a working telephone that is capable of receiving incoming and making outgoing calls and that is available at all times in the residence in which care is being provided. When a landline is used to operate the time and attendance equipment, a secondary phone number must be provided to the department. The provider shall notify the department immediately upon a change in such phone numbers by submitting written notice to the department by fax or email.

* * * *

7. Criminal Background Checks. Provide documentation of a satisfactory fingerprint based criminal background check (CBC) from the Louisiana Bureau of Criminal Identification and Information (bureau) for the provider, all adults employed in the residence and on the property of the residence where care is provided, and all adults living in the residence where care is provided.

* * * *

b. A satisfactory CBC is one that shows no arrests for any crime listed in R.S. 15:587.1(C), or if such an arrest is shown, the CBC or documentation from the jurisdiction of arrest affirmatively shows that the charges were disposed of without a conviction. A plea of guilty or nolo contendere shall be deemed to be a conviction.

* * * *

10. Pre-Service Orientation Training. Complete the following training prior to initial certification, maintain documentation verifying completion of the training, and submit the documentation with the application for certification to the department:

* * * *

C. If medication is administered to children in care, medication administration training completed with a qualified health and safety professional, a child care health consultant, approved by DHH to provide training, consultation, and technical assistance to child care providers on health and safety topics every two years.
19. Inspections. Allow inspection of the residence where care is provided by department staff and other authorized inspection personnel and parents of children in care, during normal working hours and or when children are in care.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:2111 (October 2015), amended LR 42:2173 (December 2016).

§311. Specific Certification Requirements for In-Home Child Care Providers

A. To be certified as a CCAP provider, in addition to the requirements in §305, an in-home care provider must meet the following requirements which include, but are not limited to, the requirements for registration as an in-home provider pursuant to R.S. 17:407.61 et seq.

2. Telephone. Have a working telephone that is capable of receiving incoming and making outgoing calls and that is available at all times in the home in which care is being provided. When a landline is used to operate the time and attendance equipment, a secondary phone number must be provided to the department. Notify the department immediately upon a change in such phone numbers by submitting written notice to the department by fax or email.

6. Criminal Background Checks. Provide documentation of a satisfactory fingerprint based criminal background check (CBC) from the Louisiana Bureau of Criminal Identification and Information (bureau) for the provider, all adults employed in the home and on the property of the home where care is provided, and all non-caregiver adults living in the home where care is provided.

b. A satisfactory CBC is one that shows no arrests for any crime listed in R.S. 15:587.1(C), or if such an arrest is shown, the CBC or documentation from the jurisdiction of arrest affirmatively shows that the charges were disposed of without a conviction. A plea of guilty or nolo contendere shall be deemed to be a conviction.

9. Pre-Service Orientation Training. Complete the following training prior to initial certification, maintain documentation verifying completion of the training and submit the documentation with the application for certification to the department:

c. if medication is administered to children in care, medication administration training completed with a qualified health and safety professional, a child care health consultant, approved by DHH to provide training, consultation, and technical assistance to child care providers on health and safety topics every two years.
<table>
<thead>
<tr>
<th>Licensed Capacity</th>
<th>Maximum Number of Directors</th>
</tr>
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<tbody>
<tr>
<td>15 or fewer children</td>
<td>1</td>
</tr>
<tr>
<td>16-50 children</td>
<td>2</td>
</tr>
<tr>
<td>51-100 children</td>
<td>3</td>
</tr>
<tr>
<td>101 or more children</td>
<td>4</td>
</tr>
</tbody>
</table>

**Chapter 9. Louisiana Pathways Early Learning Center Career Development System (LA Pathways)**

**§901. Authority**

A. The Louisiana pathways early learning center career development system (LA pathways) is the state practitioner registry maintained by the department or its contractor. LA pathways offers early learning center staff, including directors, teachers, assistant teachers and other classroom staff, a formal mechanism to track their training, educational attainment, and experience and professional affiliation, in the field of early childhood care and education.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6(10), R.S. 47:287.785, R.S. 47:295, R.S. 47:1511, and R.S. 47:6103.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education and the Department of Revenue, LR 41:2118 (October 2015).

**§902. Definitions**

**Administrator Certificate** - certificate awarded to a director who has 75 clock hours in approved administrative training categories or two college courses in administration.

**Administrator Track for LA Pathways** - professional career ladder registry designed for administrators in early learning centers that recognizes individuals based on the educational attainment and professional participation.

**Approved Administrative Training Categories** - training categories that promote and support administrative skills for directors, as approved by LA Pathways.

**Approved Core Knowledge (CDA) Subject Areas** - subject areas approved by the Council for Professional Recognition to count towards the CDA credential.

**Approved Early Childhood Diploma** - Early Childhood Career Diploma approved by LA Pathways.

**CDA Credential** - See Child Development Associate (CDA) Credential—nationally recognized credential in early childhood education administered by the Council for Professional Recognition.

**Classroom Track for LA Pathways** - professional career ladder registry designed for classroom staff within early learning centers that recognizes individuals based on the educational attainment and commitment to the field.

**Early Childhood Ancillary Certificate** - certificate issued by the Department that allows a qualified person to act as a lead teacher within a type III early learning center.

**Early Childhood Professional Organization** – organization that provides professional training or advocacy opportunities for individuals in the early childhood field.

**LA Pathways** - See Louisiana Pathways Early Learning Center Career Development System.

**Louisiana Pathways Early Learning Center Career Development System (LA Pathways)** - state practitioner registry maintained by the department or its contractor that registers early learning center directors and staff based on training, education, experience and professional activities.

**National Administrator Credential** - administrator credential issued by a national organization recognized by LA Pathways.

**§903. Participation in LA Pathways**

A. Any individual working or planning to work in the early learning center industry as a director of an early learning center is eligible to enroll in LA pathways by completing and submitting an application and the required documents to LA Pathways.

2. Any individual working or planning to work in the early learning center industry as a staff member of an early learning center is eligible to enroll in LA pathways by either completing and submitting an application and the required documents to LA pathways or by submitting an application for an early childhood ancillary certificate to the department.

3. LA pathways will register early learning center directors and staff according to requirements based on training and education, experience and professional activities, as approved by the department. Participation is voluntary.

4. The state superintendent of education, pursuant to authority delegated by BESE, in specific instances, may waive compliance with a requirement in this Chapter if it is determined that the economic or adverse impact is sufficiently great to make compliance impractical, as long as the health and well-being of the staff or children are not imperiled. If it is determined that the individual is meeting or exceeding the intent of a requirement, the requirement may be deemed to be met. The decision to grant or deny a waiver rests with the sole discretion of the state superintendent.
B. Requirements for the Administrator Track for LA Pathways through December 31, 2017.

6. Director II
   a. Training and education requirements:
      v. related bachelor’s degree with three college courses in early childhood or child development.

7. Director III
   c. Training and education requirements:
      iii. bachelor’s degree in early childhood or child development of which three college courses focus on infants and toddlers; and administrator certificate; or
      iv. related bachelor’s degree with six college courses in early childhood or child development of which three courses focus on infants and toddlers and administrator certificate.

C. Requirements for the Administrator Track for LA Pathways beginning January 1, 2018.

1. Director I
   a. Training and education requirements:
      i. CDA credential or approved early childhood diploma; and
      ii. 30 clock hours in approved administrative training categories; or
      iii. related associate degree or 30 hours toward associate degree with four college courses in early childhood or child development.
   b. Professional activity requirements:
      i. membership in an early childhood professional organization.

2. Director II
   a. Training and education requirements:
      i. CDA credential or approved early childhood diploma; and
      ii. 45 clock hours in approved administrative training categories or national administrative credential; or
      iii. associate degree in early childhood or child development; or
      iv. related associate degree with four college courses in early childhood or child development; or
      v. related bachelor’s degree with three college courses in early childhood or child development; or
      vi. has met the director qualifications set forth in §1709 of Bulletin 137 and been the director for at least one year of the early learning center with a 3-star quality rating on July 1 of the calendar year in which credit may be claimed.
   b. Professional activity requirements:

3. Director III
   a. Training and education requirements:
      i. CDA credential or
      ii. approved early childhood diploma and administrator certificate; or
      iii. associate degree in child development or early childhood and administrators certificate; or
      iv. bachelor’s degree in early childhood or child development of which three college courses focus on infants and toddlers; and administrator certificate; or
      v. related bachelor’s degree with six college courses in early childhood or child development of which three courses focus on infants and toddlers and administrator certificate; or
      vi. has met the director qualifications set forth in §1709 of Bulletin 137 and been the director for at least one year of the early learning center with a 4-star quality rating on July 1 of the calendar year in which the credit may be claimed.
   b. Professional activity requirements:

4. Director IV
   a. Training and education requirements:
      i. master’s degree in early childhood, child development or early childhood administration of which three courses focus on infants and toddlers and administrator certificate; or
      ii. related master’s degree with eight college courses in early childhood or child development of which three courses focus on infants and toddlers and administrator certificate; or
      iii. has met the director qualifications set forth in §1709 of Bulletin 137 and been the director for at least one year of the early learning center with a 5-star quality rating on July 1 of the calendar year in which the credit may be claimed.
   b. Professional activity requirements:

i. membership in an early childhood professional organization and service to the profession such as: serving on a board or committee, presenting at a conference, participating as a CDA advisor or mentor, or attendance at a conference or professional event.
**D. Requirements for the Classroom Track for LA Pathways until December 31, 2017.**

9. Early Learning Center Teacher III
   a. Training and education requirements:
      * * * *
      iii. bachelor’s degree in early childhood or child development; or
      iv. related bachelor’s degree with three college courses in early childhood or child development.

10. Early Learning Center Teacher IV
   a. Training and education requirements:
      i. bachelor’s degree in early childhood or child development of which three college courses focus on infants and toddlers; or
      ii. related bachelor’s degree with six early childhood or child development college courses of which three focus on infants and toddlers.

**E. Requirements for the Classroom Track for LA Pathways beginning January 1, 2018.**

1. Early Learning Center Assistant Teacher
   a. Training and education requirements:
      i. 80 clock hours of instruction in approved core knowledge (CDA) subject areas.

2. Early Learning Center Teacher I
   a. Training and education requirements:
      i. CDA credential or approved early childhood diploma.

3. Early Learning Center Teacher II
   a. Training and education requirements:
      i. CDA credential or approved early childhood diploma.
      ii. 30 hours toward associate degree with four college courses in early childhood or child development; or
      iii. related associate degree; or

4. Early Learning Center Teacher III
   a. Training and education requirements:
      i. associate degree in early childhood or child development; or
      ii. related associate degree with four college courses in early childhood or child development; or
      iii. bachelor’s degree in early childhood or child development; or
      iv. related bachelor’s degree with three college courses in early childhood or child development.

5. Early Learning Center Teacher IV
   a. Training and education requirements:
      i. bachelor’s degree in early childhood or child development of which three college courses focus on infants and toddlers; or
      ii. related bachelor’s degree with six early childhood or child development college courses of which three focus on infants and toddlers.

6. Early Learning Center Master Teacher
   a. Training and education requirements:
      i. graduate degree in early childhood or child development; or
      ii. unrelated graduate degree with four early childhood or child development college courses.

**F. Requirements for the Classroom Track for LA Pathways beginning January 1, 2019**

1. Early Learning Center Assistant Teacher
   a. Training and education requirements:
      i. 80 clock hours of instruction in approved core knowledge (CDA) subject areas.

2. Early Learning Center Teacher I
   a. Training and education requirements:
      i. CDA credential or approved early childhood diploma; or

3. Early Learning Center Teacher II
   a. Training and education requirements:
      i. CDA credential or approved early childhood diploma and nine continuing education units or two early childhood college courses; or
      ii. 30 hours toward associate degree with four college courses in early childhood or child development; or
      iii. related associate degree; or

4. Early Learning Center Teacher III
   a. Training and education requirements:
      i. associate degree in early childhood or child development; or
      ii. related associate degree with four college courses in early childhood or child development; or
      iii. bachelor’s degree in early childhood or child development; or
      iv. related bachelor’s degree with three college courses in early childhood or child development; or
      v. Early Childhood Ancillary Certificate; and demonstrated evidence of eligibility for the Staff School Readiness Tax Credit for at least one prior year beginning with 2018.
5. Early Learning Center Teacher IV
   a. Training and education requirements:
      i. bachelor’s degree in early childhood or child
development of which three college courses focus on infants
and toddlers; or
      ii. related bachelor’s degree with six early
childhood or child development college courses of which
three focus on infants and toddlers.

6. Early Learning Center Master Teacher
   a. Training and education requirements:
      i. graduate degree in early childhood or child
development; or
      ii. unrelated graduate degree with four early
childhood or child development college courses.

G. Requirements for the Classroom Track for LA Pathways beginning January 1, 2020.

1. Early Learning Center Assistant Teacher
   a. Training and education requirements:
      i. 80 clock hours of instruction in approved core
knowledge (CDA) subject areas.

2. Early Learning Center Teacher I
   a. Training and education requirements:
      i. CDA credential or approved early childhood
diploma; or

3. Early Learning Center Teacher II
   a. Training and education requirements:
      i. CDA credential or approved early childhood
diploma and nine continuing education units or two early
childhood college courses; or
      ii. 30 hours toward associate degree with four
college courses in early childhood or child development; or
      iii. related associate degree; or

4. Early Learning Center Teacher III
   a. Training and education requirements:
      i. associate degree in early childhood or child
development; or
      ii. related associate degree with four college
courses in early childhood or child development; or
      iii. bachelor’s degree in early childhood or child
development; or
      iv. related bachelor’s degree with three college
courses in early childhood or child development; or
      v. Early Childhood Ancillary Certificate; and
demonstrated evidence of eligibility for the Staff School
Readiness Tax Credit for at least one prior year beginning
with 2018.

5. Early Learning Center Teacher IV
   a. Training and education requirements:
      i. bachelor’s degree in early childhood or child
development of which three college courses focus on infants
and toddlers; or
      ii. related bachelor’s degree with six early
childhood or child development college courses of which
three focus on infants and toddlers.

iii. Early Childhood Ancillary Certificate; and
demonstrated evidence of eligibility for the Staff School
Readiness Tax Credit for at least two prior years beginning
with 2018.

6. Early Learning Center Master Teacher
   a. Training and education requirements:
      i. graduate degree in early childhood or child
development; or
      ii. unrelated graduate degree with four early
childhood or child development college courses.

H. Qualification for the School Readiness Tax Credit for
Early Learning Center Directors and Staff

1. The department shall provide information necessary
for the secretary of the Department of Revenue to determine
and/or verify the director and staff levels for earning the
credit.

2. Early Learning Center Director Levels
   a. Directors who are classified as director I by LA
pathways are classified as meeting level I qualifications for
purposes of this credit.
   b. Directors who are classified as director II by LA
pathways are classified as meeting level II qualifications for
purposes of this credit.
   c. Directors who are classified as director III by LA
pathways are classified as meeting level III qualifications for
purposes of this credit.
   d. Directors who are classified as director IV by LA
pathways are classified as meeting level IV qualifications for
purposes of this credit.

3. Early Learning Center Staff Levels
   a. Staff members who are classified as early
learning center teacher I by LA pathways are classified as
meeting level I requirements for purposes of this credit.
   b. Staff members who are classified as early
learning center teacher II by LA pathways are classified as
meeting level II requirements for purposes of this credit.
c. Staff members who are classified as early learning center teacher III by LA pathways are classified as meeting level III requirements for purposes of this credit.

d. Staff members who are classified as early learning center teacher IV or early learning center master teacher by LA pathways are classified as meeting level IV requirements for purposes of this credit.


Chapter 11. Unified Quality Start Child Care Rating System for Type III Early Learning Centers

§1101. Authority

A. The unified quality start child care rating system for type III early learning centers is established and administered by the department under the authority of state and federal laws.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:2121 (October 2015).

§1103. Definitions

Approved Courses — courses that are deemed approved by the department.

Assistant Directors — must be on site for a minimum of 20 hours per week for centers with an enrollment of 101 or more.

Assistant Teachers — any staff who cares for children in a classroom setting who can be assessed using the ITERS-R/ECERS-R and works at least 16 hours per week in the center.

Child Development Associate (CDA) Credential — a nationally recognized credential which can be used to meet staff qualification requirements.

Director — an administrator who meets the director qualifications as outlined in BESE Bulletin 137, §1709 and is on site a minimum of 30 hours per week during operating hours when children are present.

Early Childhood Environment Rating Scale — a research-based assessment tool that measures environmental indicators of quality in preschool classrooms with children ages 2.5-5 years of age.

Environment Rating Scales (ERS) — the assessment tools developed at Frank Porter Graham Child Development Institute at the University of North Carolina that measure environmental indicators of quality. These indicators include the infant toddler environment rating scale revised (ITERS-R) and the early childhood environment rating scale revised (ECERS-R), as well as the school age care environment rating scale (SACERS) for school age programs, and the family child care environment rating scale-revised (FCCERS-R) for family child care homes. Only the ITERS-R/ECERS-R apply for purposes of the quality start child care rating system at this time.

Group — those children who are assigned for most of the day to a specific teacher and who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger group or area.

Infant-Toddler Environment Rating Scale Revised (ITERS-R) — a research-based assessment tool that measures environmental indicators of quality in preschool classrooms with children 0-2.5 years of age.

Lead Teacher — a teacher who has primary responsibility for a designated classroom that can be assessed using the ITERS-R/ECERS-R, including planning and supervision, and spends at least 25 hours a week in that classroom. All classrooms must have a lead teacher.

Quality Start Child Care Rating System Points — points given in the program, staff qualifications, administration practices, and family and community involvement areas. All items within a point must be verified to receive credit. The total points earned determine the star award at star rating three, four, and five.

Child or Children — individuals who are five years of age or less.

Child Care Provider — a taxpayer who owns an eligible early learning center or centers.

Early Childhood Care and Education Network — the network established through R.S. 17:407.23 and Bulletin 140 as the comprehensive and integrated network through which the BESE manages and oversees publicly-funded early childhood care and education programs, which include type III early learning centers in Louisiana in order to improve kindergarten readiness.

Eligible Early Learning Center — a type III early learning center that has current academic approval and a valid type III early learning center license issued by the department and is participating in the unified quality rating system.

Quality Rating — the number of “stars” awarded to an eligible type III early learning center by the unified quality rating system on July first of each year.

Quality Rating System — See Unified Quality Rated System

Service Period — the months within the calendar quarter for which a child received care.

Social Emotional Subscales of the Environment Rating Scales — a subscale of the ECERS-R and ITERS-R generated by the scores earned on the language-reasoning, interaction and program structure subscales of the ECERS-R and the...
listening and talking, interaction and program structure subscales of the ITERS-R. This new subscale score will be used to determine the ERS score for program points 1–4.

**Type III Early Learning Center** - an early learning center that directly or indirectly receives state or federal funds from any source other than the federal food and nutrition programs.

**Unified quality rating system** - system that sets forth the criteria for evaluating and rating the quality of an eligible type III early learning center in terms of “stars” with five “stars” being the highest.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:2121 (October 2015).

§1105. **Unified Quality Start-Child Care Rating System Requirements for Type III Early Learning Centers**

A. The unified quality rating system consist of five star ratings that may be awarded to type III early learning centers based on the level of quality of early child care and education provided by type III early learning centers serving children from birth through age five. The unified quality start child care rating system is designed to assess recognize the level of quality of early care and education for programs serving birth through age five provided, communicate the level of quality, and support improvements of type III early learning centers.

1. To be eligible for participation in the unified quality rating system, a type III early learning center must:
   a. have current academic approval issued by the department in compliance with §313 of Bulletin 140 - *Louisiana Early Childhood Care and Education Network*; and
   b. have a valid type III early learning center license issued by the department in compliance with Bulletin 137 - *Louisiana Early Learning Center Licensing Regulations*.

2. A type III early learning center is participating in the unified quality rating system if it is eligible for participation and has notified the department of its desire to participate and willingness to sign the required documents verifying eligibility for tax credits.

   The quality start child care rating system consists of five star ratings that can be earned by a licensed type III early learning center, uses licensing as the foundation, and has four star ratings above Louisiana’s type III early learning center licensing standards.

2. The system components (administration practices, family and community involvement, program, and staff qualifications) have indicators that must be achieved to earn the star rating.

B. A star rating shall be awarded to an eligible, participating type III early learning center based on the performance rating the center receives on its annual performance profile issued by the department as part of the Early Childhood Care and Education Accountability System (ECCE Accountability System). The ECCE Accountability System was created pursuant to R.S. 17:407.23(B)(3) and Bulletin 140, and is used to evaluate the performance of publicly-funded early childhood care and education sites, which include type III early learning centers, and community networks in preparing children for kindergarten and to assign a performance profile to each site, which include type III early learning centers, and community network.

   1. All publicly funded early childhood care and education sites, which include type III early learning centers, are required to participate in the ECCE Accountability System pursuant to §501 of Bulletin 140, and each publicly-funded site, which includes all type III early learning centers, must receive a performance profile based its performance each school year.

   2. Performance profiles for publicly-funded sites, which include type III early learning centers, must include a performance rating as provided in §509 of Bulletin 140.

   3. Performance rating calculations for publicly-funded sites, which include type III early learning centers, are made in accordance with §503 and §509 of Bulletin 140.

   C. Star Ratings for Type III Early Learning Centers

   1. An eligible, participating type III early learning center that earns a performance rating score of 3.00 through 3.74 on its performance profile issued by the Department shall be awarded a one star quality rating;

   2. An eligible, participating type III early learning center that earns a performance rating score of 3.75 through 4.49 on its performance profile issued by the department shall be awarded a two star quality rating;

   3. An eligible, participating type III early learning center that earns a performance rating score of 4.50 through 5.24 on its performance profile issued by the department shall be awarded a three star quality rating;

   4. An eligible, participating type III early learning center that earns a performance rating score of 5.25 through 5.99 on its performance profile issued by the department shall be awarded a four star quality rating;

   5. An eligible, participating type III early learning center that earns a performance rating score of 6.00 through 7.00 on its performance profile issued by the department shall be awarded a five star quality rating;

   3D. The state superintendent of education (state superintendent), in specific instances, may waive compliance with a requirement if it is determined that the economic or adverse impact is sufficiently great to make compliance impractical, as long as the health and well-being of the staff and/or children are not imperiled. If it is
determined that the facility or individual is meeting or exceeding the intent of a requirement, the requirement may be deemed to be met. The decision to grant or deny a waiver rests with the sole discretion of the state superintendent.

B. One Star. To participate at the one-star level, a type III early learning center shall have a valid type III early learning center license and comply with all laws, regulations and minimum standards applicable to type III early learning centers as set forth in BESE Bulletin 137—Louisiana Early Learning Center Licensing Regulations.

C. Two Star. To earn a two-star award, a type III early learning center must meet all the standards for a one-star, have been in operation for six months, and meet the following:

1. administration practices:
   a. written personnel policies including:
      i. operational hours;
      ii. dress code;
      iii. use of telephone; and
      iv. schedule;
   b. job descriptions that include a list of qualifications on file and provided to all staff;
   c. provide one staff benefit from the list of options below for all full-time staff. Staff benefit options:
      i. employee health insurance or comparable health benefits;
      ii. paid annual leave;
      iii. paid sick leave;
      iv. paid holidays;
      v. child care benefit/discount;
      vi. bonus based on merit/achievement or education;
      vii. retirement compensation;
      viii. annual increments based on merit;
      ix. tuition reimbursement and other related educational expenses such as books, travel, fees, substitutes;
      x. differential shift pay;
      xi. flextime;
      xii. pay professional association membership fee;

2. family and community involvement:
   a. parent-provided pre-enrollment visit and center tour;
   b. give every parent enrolling a child a list of community resources including, but not limited to, LaCHIP, Medicaid, child care assistance, housing assistance, SNAP assistance and information on a child's medical home;

3. program:
   a. make four of the following activity areas available daily:
      i. art and creative play;
      ii. children's books;
      iii. blocks and block building;
      iv. manipulatives; and
      v. family living and dramatic play;
   b. complete a self-assessment of the center's program and develop a center improvement plan;

4. staff qualifications:
   a. directors and teachers must join and maintain a current record with the Louisiana pathways child care career development system. Directors must complete three hours of introduction to environment rating scale (ERS) training;
   b. director (on site):
      i. three semester hour credits in care of young children or child development; and
      ii. three semester hour credits in administration; and
      iii. one year of experience in teaching young children in an early childhood program;
   c. assistant director:
      i. three semester hour credits in the care of young children or child development;
   d. teacher—75 percent of lead teachers must meet one of the following:
      i. complete three semester hour credits course in the care of young children or child development from a list of approved courses or enroll in the course and complete the course within one year of employment.

D. Point Standards for Type III Early Learning Centers seeking Three-Star Rating, Four-Star Rating, and Five-Star Ratings

1. To achieve a higher rating, a type III early learning center must meet all requirements of the two-star rating and earn points in program and staff qualifications by meeting the requirements listed below. At least one point must be earned in both program and staff qualifications. The quality point referenced in Subparagraph D.1.c of this Section may also be earned. The total number of points will determine the star rating awarded to the center:

<table>
<thead>
<tr>
<th>Total Number of Points</th>
<th>Star Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5 points</td>
<td>Three Stars</td>
</tr>
<tr>
<td>6-9 points</td>
<td>Four Stars</td>
</tr>
<tr>
<td>10-11 points</td>
<td>Five Stars</td>
</tr>
</tbody>
</table>

a. program:
   i. criteria for one point:
      (a). an average of 3.75 on the designated social-emotional subscale of the environment rating scale (ERS), with no one classroom score lower than 3.0 on the subscale;
   ii. criteria for two points:
      (a). an average of 4.0 on the designated social-emotional subscale of the ERS with no one classroom score lower than 3.0 on the subscale;
   iii. criteria for three points:
      (a). an average of 4.25 on the designated social-emotional subscale of the ERS with no one classroom score lower than 3.25 on the subscale;

b. staff-child ratio and group size:
   i. 0-12 months 1:4, 8;
   ii. 13-24 months 1:6, 12;
   iii. 25-36 months 1:8, 16;
   iv. 3 years 1:10, 20;
   v. 4 years 1:12, 24;
   vi. 5 years 1:15, 30;

c. written transition procedures for children moving within a program or to other programs or beginning school;
(a). directors and all lead teachers complete training in Louisiana’s standards for early childhood care and education programs serving children birth-five years found in BESE Bulletin 136 — The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years;

(b). director (on-site):

(i). six semester hour credits in the care of young children or child development; and

(ii). three semester hour credits in administrative coursework; and

(iii). one year experience teaching young children in an early childhood program;

(c). assistant director:

(i). three semester hour credits in the care of young children or child development;

(d). lead teacher:

(i). all of lead teachers must complete three semester hour credits in the care of young children or child development from a list of approved courses or enroll in the course and complete the course within one year of employment;

(e). assistant teacher:

(i). fifty percent of assistant teachers must have completed or be enrolled in three semester hour credits in the care of young children or child development and complete the course within one year of employment;

(ii). one year of teaching experience and one year teaching or administrative experience in an early childhood program;

(iii). one year experience in teaching young children in an early childhood program;

(iv). complete screening for social-emotional development from a list of approved courses or enroll in the course and complete the course within one year of employment; and

(v). assist teacher:

(i). nine semester hour credits in the care of young children or child development; and

(ii). three semester hour credits in administrative coursework; and

(iii). one year of teaching experience and one year teaching or administrative experience in an early childhood program;

(ii). one year full-time experience in an early childhood setting;

(e). assistant teacher:

(i). fifty percent of assistant teachers must have completed or be enrolled in three semester hour credits in the care of young children or child development from a list of approved courses or enroll in the course and complete the course within one year of employment;

(ii). one year of teaching experience and one year teaching or administrative experience in an early childhood program; and

(iii). one year experience in teaching young children in an early childhood program;

(d). lead teacher:

(i). seventy-five percent of lead teachers must have completed six semester hour credits in the care of young children or child development from a list of approved courses or have completed three semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework and complete the course within one year of employment; and

(ii). one year experience in teaching young children in an early childhood program;
(iii). three years experience in an early childhood setting as follows: at least one year of teaching experience and at least one year of administrative experience and one year of either teaching or administrative experience;

(c). assistant director:

(i). three semester hour credits in the care of young children or child development; and

(ii). three semester hour credits in administrative coursework; and

(iii). one year experience in teaching young children in an early childhood program;

(d). lead teacher:

(i). seventy-five percent of lead teachers must have completed nine semester hour credits in the care of young children or child development from a list of approved courses or have completed six semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework and complete the course within one year of employment; and

(ii). one year full-time experience in an early childhood setting;

(e). assistant teacher:

(i). fifty percent of assistant teachers must have completed three semester hour credits in the care of young children or child development;

iv. criteria for four points:

(a). directors and all teachers complete training in Louisiana’s standards for early childhood care and education programs serving children birth-five years found in BESE Bulletin 136 — The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years;

(b). directors:

(i). fifteen semester hour credits in the care of young children or child development; and

(ii). six semester hours of administrative coursework; and

(iii). four years experience in an early childhood setting as follows: at least one year of teaching experience and at least one year of administrative experience and two years of either teaching or administrative experience;

(e). assistant directors:

(i). three semester hour credits in the care of young children or child development; and

(ii). three semester hour credits in administrative coursework; and

(iii). one year experience in teaching young children in an early childhood program;

(d). lead teachers:

(i). seventy-five percent of lead teachers must have completed 12 semester hour credits in the care of young children or child development from a list of approved courses or have completed nine semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework and complete the course within one year of employment; and

(ii). two years full-time experience in an early childhood setting;

(e). assistant teachers:

(i). all assistant teachers must have completed three semester hour credits in the care of young children or child development;

v. criteria for five points:

(a). directors and all teachers complete training in Louisiana’s standards for early childhood care and education programs serving children birth-five years found in BESE Bulletin 136 — The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years;

(b). director:

(i). associate’s degree in the care of young children, child development or related field, with specific coursework in infant-toddler care, and the care of exceptional children or equivalent such as director III LA pathways; and

(ii). six semester hour credits of administrative coursework and five years experience in an early childhood setting as follows: at least one year of teaching experience and at least one year of administrative experience, and three years of either teaching or administrative experience;

(e). assistant director:

(i). six semester hour credits in the care of young children or child development; and

(ii). three semester hour credits in administration; and

(iii). one year experience in teaching young children in an early childhood program;

(d). lead teacher:

(i). all lead teachers must have six semester hour credits in the care of young children or child development from a list of approved courses; and

(ii). seventy-five percent of lead teachers must have completed 15 semester hour credits in the care of young children or child development from a list of approved courses or have completed 12 semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework and complete the course within one year of employment; and

(iii). two years full-time experience in an early childhood setting for all teachers;

(e). assistant teachers:

(i). all assistant teachers must have completed six semester hour credits in the care of young children or child development or have completed three semester hour credits and be enrolled in an additional three semester hour credits in the care of young children, child development or related coursework and complete the course within one year of employment;

(e). one additional quality point can be earned by meeting additional requirements in both the administration practices and the family and community involvement areas:

1. administration practices. Meet three additional requirements in both the administration practices and the family and community involvement areas:

(a). provide four of the benefits from the list of options below for all full-time staff;
(b) _______ include grievance procedure and a professional
conduct code for staff in written personnel policies;
(c) _______ pay scale based on education, experience,
responsibilities and merit;
(d) _______ provide training to staff on cultural sensitivity;
(e) _______ written parent and staff confidentiality policy
and provide training to staff;
(f) _______ financial and community involvement. Meet
four requirements below:
(a) _______ director or assistant director participates
annually in at least two director’s meetings provided by the
resource and referral agency;
(b) _______ provide a complaint process for parents;
(c) _______ offer opportunity for a formal parent/teacher
conference meeting annually;
(d) _______ provide an expanded list of local community
resources to parents annually, including, but not limited to,
LaCHIP, Medicaid, child care assistance, housing assistance,
snap assistance and information on a child’s medical home;
(e) _______ parent advisory council meets annually to
review policies, procedures and parent handbook;
(f) _______ one group meeting per year offered to all
families;
(g) _______ one parent education workshop offered per
year by center or other agency.

E. Substitutions. The following reference program
criteria and staff qualifications in this Section.
1. Substitutions for Credits in the Care of Young
Children
(a) _______ The following may be substituted to meet this
requirement of three semester hour credits in the care of
young children or child development:
   i. _______ current CDA or have approved high
school child development courses;
   ii. _______ have five years full-time experience in an
early childhood program;
   iii. _______ have completed a child care assistant
teacher 1 LA pathways classroom certificate.
(b) _______ The following may be used to meet the
requirement of up to six semester hour credits in the care of
young children or child development:
   i. _______ current CDA;
   ii. _______ have completed a child care assistant
teacher 2 LA pathways classroom certificate.
(c) _______ An individual may use the above substitutions
to meet the requirements for a maximum of six semester
hour credits.
2. The following may be substituted to meet the
requirement for three semester hour credits in administration:
(a) _______ LA pathways administrator certificate;
(b) _______ national administrator credential (NAC); or
(c) _______ three years experience in administration or a
combination of one year in administration experience and
four years in teaching young children in an early childhood
program.

NOTE: For Director Qualification: Experience in teaching
young children or administration may only be substituted
one time. At the next rating review, the necessary
educational requirement (credits in the care of young
children or child development or credits in administration)
must be met.
3. For the purpose of this document, the
designated social-emotional subscale of the ERS is defined
as consisting of the following subscales:
(a) _______ ITERS-R—listening and talking, interaction and
program structure; and
(b) _______ ECERS-R —language reasoning, interaction and
program structure.
4. Staff benefits options:
(a) _______ employee health insurance or comparable
health benefits;
(b) _______ paid annual leave; paid sick leave; paid
holiday;
(c) _______ child care benefit/discount;
(d) _______ bonus based on merit/achievement or
education;
(e) _______ retirement compensation;
f. _______ annual increments based on merit;
g. _______ tuition reimbursement and other related
educational expenses such as books, travel, fees, substitutes;
and
h. _______ differential shift pay, flextime, paid
professional association fee.

AUTHORITY NOTE: Promulgated in accordance with
HISTORICAL NOTE: Promulgated by the Board of
Elementary and Secondary Education, LP 41:2122 (October
2015).

§1107. Participation

A. A type III early learning center will complete the
application to participate in the quality start child care rating
system at one star. If awarded, this will establish the center’s
initial year in the system.

B. Centers with two to five stars may submit an
application for a start(s) six months after the date of award of
the current rating or denial of an award. A verification visit
will be conducted by the department prior to the award of
two or more stars.

C. Quality ratings earned prior to January 1, 2014 will be
valid for two years from the date of the star rating award as
long as the center continues to qualify for the star rating.
Quality ratings earned by type III early learning centers on
or after January 1, 2014, shall expire June 30, 2017. Quality
ratings earned by type I and type II early learning centers on
or after January 1, 2014 shall expire on December 31, 2015.
A rating review, which may be a visit or verification of
documentation, may be conducted on a percentage of
participating centers to ensure continued compliance.

DA. Early learning Centers that have achieved a star
rating may have their rating reviewed and modified, if at any
time it becomes known to the department or the department
receives information from the early learning center that the
type III early learning center no longer meets standards for
the early learning center’s current star rating award.
EB. Early learning centers that have achieved a star rating will have their rating revoked if the child care early learning center license is revoked or not renewed.

FC. Early learning centers that have achieved a star rating may have their rating revoked, or early learning centers applying may be denied, if it is determined by the department that false or misleading statements or documents have been submitted or misrepresented or relevant facts have been concealed or withheld in order to qualify or maintain a star(s) in the unified quality start child care rating system or to obtain the school readiness tax credit (SRTC).

DG. The provider must reimburse the department for all ineligible benefits received.

HE. Participation in the unified quality rating system is voluntary. There are no administrative appeal rights for providers whose participation is denied or terminated.

IF. Early learning centers that have their star award revoked by the unified quality start child care rating system may be prohibited from participating in the unified quality start child care rating system for 12-24 months from the date of revocation of star award.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:2126 (October 2015).

§1109. Unified Quality Start Child-Care Rating System

Tiered Bonus Payments

A. Bonus payments will be issued after the end of each calendar quarter to type III early learning centers that care for children receiving assistance from the Child Care Assistance Program and for children in the state’s Foster Care Program in accordance with the early learning center’s star rating, until June 30, 2016, and may be extended at the department’s discretion through June 30, 2017. The payment is equal to a percentage, as defined below, of all child care subsidy payments received by the early learning center from the department for services provided during the service period(s) in that quarter and the early learning center’s star rating(s):

1. Bonus Payments for the period from January 1, 2018 through December 31, 2018 shall be based on the early learning center’s 2016-2017 performance profile rating and the following percentages:
   a. one star—0 percent;
   b. two star—3.6 percent;
   c. three star—81.1 percent;
   d. four star—13.5 16.5 percent;
   e. five star—23 percent.

2. Bonus Payments for the period from January 1, 2019 through December 31, 2019 shall be based on the early learning center’s 2017-2018 performance profile rating and the following percentages:
   a. one star—0 percent;
   b. two star—4 percent;
   c. three star—11 percent;
   d. four star—16.5 percent;
   e. five star—23 percent.

3. Bonus Payments for the period from January 1, 2020 through December 31, 2020 shall be based on the early learning center’s 2018-2019 performance profile rating, and the performance profiles for subsequent years, and the following percentages:
   a. one star—0 percent;
   b. two star—2 percent;
   c. three star—11 percent;
   d. four star—16.5 percent;
   e. five star—23 percent.

4. Bonus Payments for the period from January 1, 2021 through December 31, 2021, and subsequent years, shall be based on the early learning center’s 2018-2019 performance profile rating, and the performance profiles for subsequent years, and the following percentages:
   a. one star—0 percent;
   b. two star—0 percent;
   c. three star—11 percent;
   d. four star—16.5 percent;
   e. five star—23 percent.

B. The state superintendent of education may, in specific instances, grant a waiver allowing the department to continue to use an early learning center’s star rating as of June 30 in calculating bonus payments for up to two quarters beginning on July 1 of the same calendar year, in a year in which the early learning center’s star rating decreases, if the superintendent determines that the economic or adverse impact of the decreased star rating is sufficiently great to reduce access for families participating in the Child Care Assistance Program.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:2126 (October 2015).

§1111. Termination