



**The Early Childhood Care and Education Commission:  
Ensuring Access to Quality for Louisiana's Youngest**  
*August 1, 2018*

# Agenda

*Today, we will learn about the importance of early childhood education, Louisiana's work thus far, and the future work of the Commission.*

- I. Welcome and Introductions, 1:00-1:10
- II. Consideration of Legislative Charge, 1:10-1:20
- III. Consideration of National Context and Research on Early Childhood, 1:20-2:20
- IV. Consideration of Louisiana's Early Childhood Strategy Since 2012, 2:35-3:45
- V. Adjournment, 3:45-4:00 pm



**Overview of Act 639**

# Commission Members

*As legislated by Act 639, the Commission membership is comprised of voting and non-voting members that represent needed perspectives to guide this work.*

## Providers

- Family Child Care
- Type I or II centers
- Type III centers
- Head Start and Head Start Collaboration
- Nonpublic school program participating in publicly funded early childhood initiatives
- School superintendents
- Public post-secondary educators

## Advocates

- Community Networks
- Early Steps
- Maternal Infant Health home visitation
- Child advocacy and special education organizations
- American Academy of Pediatrics
- Early education and intervention researchers

## Government Officials

- Governor's Office
- House of Representatives
- Senators
- La. Dept. of Ed., special education and early education
- Board of Regents
- Louisiana Workforce Commission
- Department of Economic Development
- Department of Child and Family Services

## Community

- Parents of children in a publicly funded early childhood program
- Business representatives
- Municipality receiving Head Start funding

# Commission Outcome

*The 38 member Early Childhood Care and Education Commission shall study and make recommendations relative to establishing a vision for the future of early childhood care and education in Louisiana, building on the work of Act 3 in 2012.*

By the end of the Commission's work together, the goal is to produce a coherent set of recommendations related to:

- Access and Quality: What should be Louisiana's aim as it relates to serving children in high quality settings?
- Governance: How can local governance support enhanced funding and improvement statewide?
- Funding: What will these improvements cost Louisiana?

# Purpose and Activities of Commission

*The 38 member Early Childhood Care and Education Commission shall study and make recommendations relative to establishing a vision for the future of early childhood care and education in Louisiana, building on the work of Act 3 in 2012.*

***When conducting analysis and making recommendations relative to a vision and framework, the commission shall do all of the following:***

1. Gather and analyze data and develop a plan focused on family access, affordability, and quality.
2. Determine best practices for the purpose of informing the continued development of local governing entities.
3. Determine a sustainable infrastructure to ensure quality programs including workforce and professional development, monitoring and assessment, coordinated enrollment, and data-informed decision making.
4. Identify opportunities for collaboration and coordination.
5. Define a timeframe for achieving the vision and determine benchmarks for the intervening years.
6. Determine the amount of funding needed to achieve affordable access to quality care and education for all children from birth through age four and recommend policies that prioritize the allocation of future funding.



**National Perspective**

# National Expert Panel

## Panelists:

- National Governors Association (NGA)
- National Conference of State Legislatures (NCSL)
- Education Commission of the States (ECS)
- University of Virginia (UVA)

A young child with curly brown hair is swinging happily on a swing set. The child is wearing a striped shirt and denim overalls. The background is a lush green park with trees and a building in the distance. The image has a soft, painterly quality with some watercolor-like textures in the corners.

# Louisiana's Story to Date

# The Challenge for Louisiana in 2012

- **Children did not have equal access to high quality programs.**  
Quality and availability of programs varied across the state.
- **Families did not have clear, comparable information on the quality of programs.**  
Programs had different standards and measures of success which made it difficult for families to compare the quality of programs.
- **Providers were held to different standards and had access to different resources.**  
Providers and programs were supported by different funding levels and regulated by different state agencies, with child care licensing (health and safety), child care subsidy and Head Start Collaboration under the Department of Children and Family Services, private PreK under the Governor's Office, and PreK was under BESE and LDOE.

# Louisiana's 2012 Vision for Kindergarten Readiness

*Louisiana, through community networks, unified the early childhood system – birth to pre-K – to prepare all children for kindergarten.*

Shared high standards for what children should learn and what excellent teaching looks like.

Teachers are excellent at interacting with children and guiding learning.

Expectations for health, safety, and learning are consistent with adequate funding levels for programs that serve children well.

Families can easily enroll and choose the best option for their children.

# Measuring the Vision

*In pursuit of the vision, CLASS™, a research-based observation tool, was chosen to measure the quality of teachers' interactions with children.*

What do [high quality interactions](#) with children look like in an early childhood setting?

Infant Toddler Domain	Pre-K Domain
Emotional & Behavioral Support	Emotional Support
	Classroom Organization
Engaged Support for Learning	Instructional Support

*Before Act 364 of 2015, sites were rated by measures not linked to success in school, with limited data on children's experiences in classrooms.*

# Release of 2016-2017 Performance Profiles New School and Center Finder

Families access Performance Profiles directly in the new Louisiana School and Center Finder, alongside other important information.

WHOLE COAST EARLY EDUCATION ACADEMY  
K-8 SCHOOL LETTER GRADE

ABOUT OUR SCHOOL | **ACADEMIC PERFORMANCE** | SCHOOL OFFERINGS

OVERALL PERFORMANCE

WHAT IS THIS SITE'S RATING FOR CLASSROOM QUALITY?  
**2016-2017 RATING**  
Approaching Proficient

HOW IS THIS MEASURED?  
**2016-2017 SITE SCORE**  
4.11 out of 7

Standards	Approaching Proficient	Proficient	Exceeding
4.11	4.11	4.11	4.11

High-quality classrooms are supportive, organized, and promote children's learning and development. These are scores based on classroom observations of teacher-child interactions.

HOW DOES THIS SITE'S SCORE COMPARE TO ITS NETWORK'S SCORE?  
**2016-2017 OVERALL SITE PERFORMANCE** Approaching Proficient 4.11  
**2016-2017 OVERALL NETWORK PERFORMANCE** Approaching Proficient 3.56

HOW IS THIS SITE PERFORMING IN MEASURES FOR PRE-K CLASSROOMS (3-4 YEARS)?

EMOTIONAL SUPPORT	CLASSROOM ORGANIZATION
6.10 Excellent	4.60 Proficient

INSTRUCTIONAL SUPPORT
3.25 Approaching Proficient

HOW IS THIS SITE PERFORMING IN MEASURES FOR TODDLER CLASSROOMS (1-2 YEARS)?

Louisiana classrooms are observed using CLASSM, a nationally recognized tool. These in-depth measures show how well classrooms support children's growth and development.

EMOTIONAL & BEHAVIORAL SUPPORT	ENGAGED SUPPORT FOR LEARNING
5.60 Proficient	3.12 Approaching Proficient

Network description >

NETWORK AVERAGE	STATE AVERAGE	NETWORK AVERAGE	STATE AVERAGE
5.25 Proficient	5.06 Proficient	3.30 Approaching Proficient	3.28 Approaching Proficient

HOW IS THIS SITE USING BEST PRACTICES?

Share help guarantees understand the practices in their children's classrooms. This is self-reported information that is not included in the site's rating.

**ASSESSMENT** ★ ★ ★  
Are teachers measuring child progress?

**CHILDREN PER TEACHER** Not Reported  
Will my child receive close attention?

**CURRICULUM QUALITY: PRE-K** ★ ★ ★  
Will my child receive close attention?

**CURRICULUM QUALITY: TODDLER** ★ ★ ★  
What is the quality of the curriculum in toddler classrooms?

HOW PREPARED ARE THE TEACHERS AT THIS SITE?

WHAT IS THE HIGHEST DEGREE EARNED BY TEACHERS?

NO DEGREE	5%
CHILD DEVELOPMENT ASSOCIATES	15%
ASSOCIATES	10%
BACHELORS	50%
MASTERS +	20%

WHAT IS THE HIGHEST DEGREE EARNED BY TEACHERS?  
**TOTAL CERTIFIED** 65%

# An Early Childhood Network In Every Community

*Louisiana has a unified network of child care, Head Start, and pre-K in every community.*

## Community Networks:

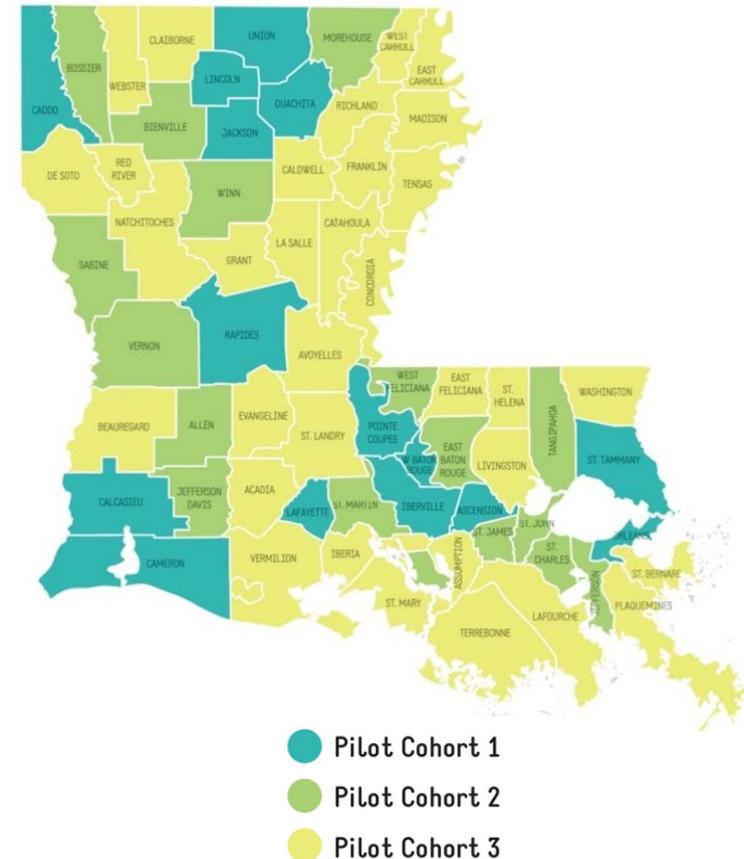
- From 2013-2015, unified local early childhood networks were voluntarily established
- State Board set formal expectations in 2015

## Each Community Network:

- Has a lead agency
- Includes all publicly-funded early childhood programs (child care, Head Start, pre-K)

## Activities of Each Community Network:

- Account for every birth-to-age-5 at-risk child
- Provide two CLASS observations per classroom
- Coordinate enrollment to improve access for families
- Request slots as a community based on family demand



# Accomplishments by the Numbers

*Communities and programs have made significant strides.*

- 1,200 reliable CLASS™ observers
- More than 14,000 CLASS™ observations annually
- 5,400 toddler and pre-K classrooms in 1,570 sites observed
- Over 1,000,000 minutes of learning experiences observed
- 77% of sites now use high quality curriculum in at least one classroom
- 4,500 individuals have received Louisiana's Early Childhood Ancillary Certificate
- 21 new early childhood certificate programs are operating across the state
- The scores in every domain for toddler and pre-K have gone up in every program type.

# Accomplishments Since 2012

*Laws and policies passed since 2012 established a unified early childhood system.*

## **Early childhood is more unified.**

- Louisiana has an early childhood network of all public programs in every community;
- All publicly-funded early childhood programs – child care, Head Start and school-based PreK – participate in a rating system with incentives and consequences;
- Licensed programs meet unified health, safety and academic expectations; and
- Increases in child care funding and eligibility have created a more level playing field.

## **Programs are providing higher quality care and instruction.**

- All toddler and pre-K classrooms are evaluated multiple times a year;
- Quality is improving based on measurements of teaching and use of curriculum;
- All Louisiana lead teachers in publicly funded programs will be required to be certified by 2019, and will have a new, ancillary certificate based on a national credential; and
- National research on Louisiana shows children in classrooms with higher ratings learn more.

## **Families can make an informed choice through a centralized process.**

- Louisiana families can learn about program quality and compare programs through easy-to-use website; and
- Families can more easily access programs through locally-coordinated enrollment.

# Lessons Learned from Community Networks

*Our panel of local leaders will provide perspective on how changes have been implemented, their successes, and challenges ahead.*

Cindy Rushing, Rapides Community Network

Gregoire Theriot, Acadia Community Network

Elizabeth Laine, St. Tammany Community Network

Christine Duay, Lafayette Community Network

Dr. Michelle Joubert, Calcasieu Community Network

# Program Pilots

*The legislation enables BESE to immediately begin voluntary pilots that build on the work of community networks, with regular updates to inform the Commission's recommendations.*

- Voluntary pilots will inform statewide efforts to improve the effectiveness of local publicly funded early childhood care and education programs.
- A community network participating in a pilot program shall:
  - a) Measure the need for affordable access to quality early childhood care and education for children from birth through age four within the community.
  - b) Establish a local, collaborative governing structure for shared decision making.
  - c) Identify shared resources that can support improved access to and quality of early childhood care and education programs for children from birth through age four, and determine how resources can be leveraged to maximize the impact of such programs for each age year.
  - d) Determine how future financial support should be used to expand access to and improve quality of infant, toddler, and prekindergarten classrooms in the local community.
- An RFA for the pilots will be released later this month. The Department of Education and pilot participants shall provide updates on the pilot programs to the Commission.

# Solutions Needed

*Improvements in state law have resulted in multiple accomplishments. Yet, challenges remain that call for unified action by state and local leaders, including funding to support identified solutions.*

## Access to Quality

- Louisiana only serves 30% of low-income children, with lowest rates of access under three years of age, yet up to 70% of low-income children may need care.
- More than a third of all publicly-funded children birth to three are served in low quality sites. With pre-K included, more than 13,000 children are served at sites with unsatisfactory instruction, representing a \$67MM investment of federal and state monies in a variety of supports.

## Governance

- Community Networks are currently tasked with administrative functions. They are not responsible for formal governance structures that leverage funding, increase access and improve early childhood quality.

# Proposed Work Plan for Commission

*The Early Childhood Care and Education Commission will create a vision for the future of early childhood care and education in Louisiana.*

**There will be five in-person meetings led by Chairs and staffed with the LDE.**

- Kick-Off: August 1, 2018
- Access to Quality: September 6, 2018
- Local Governance and Infrastructure: October 3, 2018
- Funding: November 5, 2018
- Plan Review of Vision, Recommendations, and Timeline: December 13, 2018

**The recommendations will be developed by February 2019, prior to the legislative session.**

# Adjournment

- Opportunity for public comment
- Next meeting: September 6