



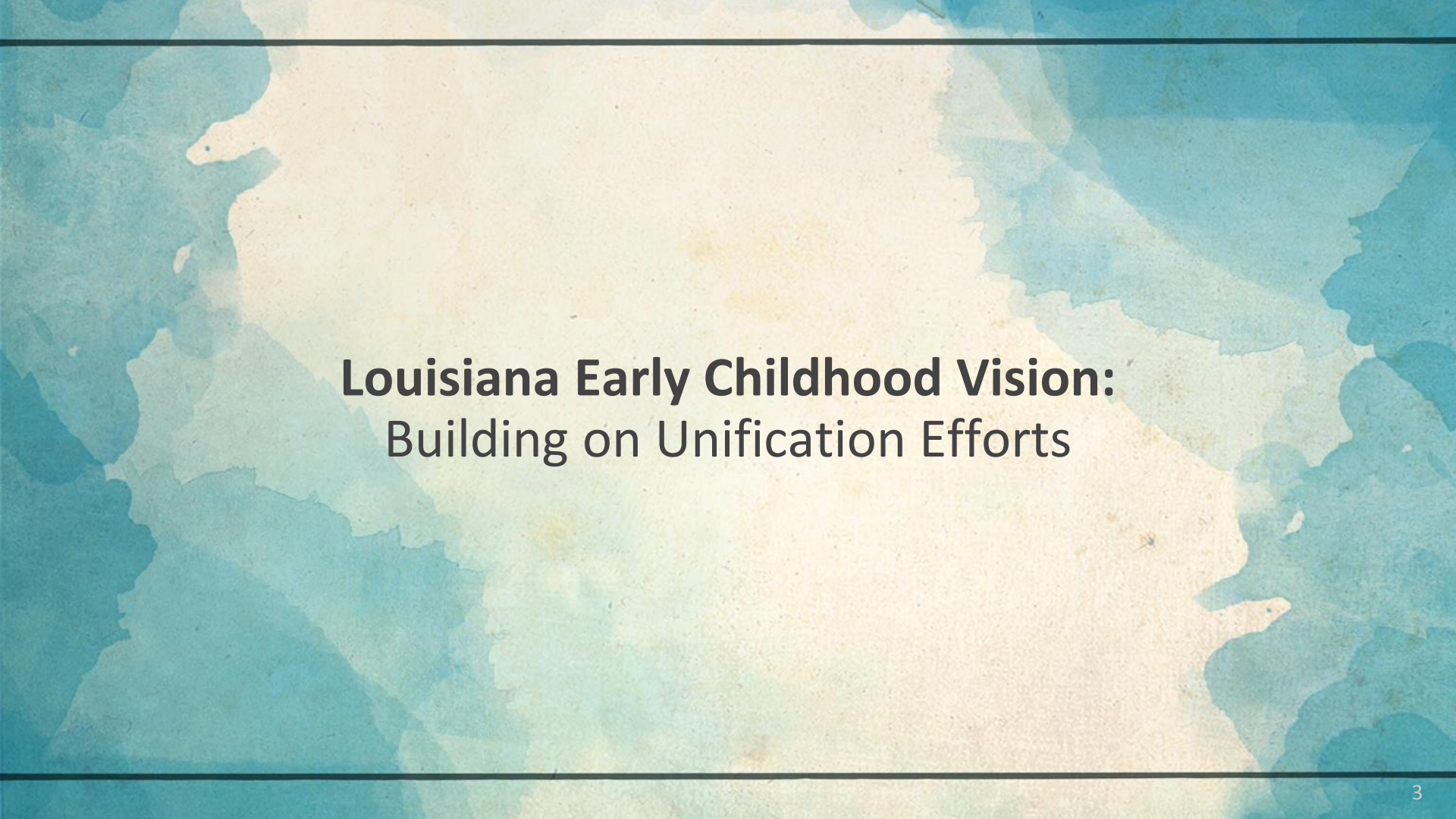
Early Childhood Roundtables

April – May 2019

Agenda

In today's session, the Louisiana Department of Education seeks to share its vision to increase access to quality service for children birth to five and solicit feedback on the plan to achieve it.

- Louisiana ECE Vision
- Local Governance: Establishing and Expanding Ready Start Networks
- Quality: Measuring and Improving Quality
- Access: Creative Solutions to Increase Service
- Next Steps, Timeline, and Q&A
- Appendix



**Louisiana Early Childhood Vision:
Building on Unification Efforts**

Act 3 (2012) Vision and Implementation

Louisiana has been striving to achieve the goals of Act 3 (2012), including a statewide early childhood network with a unified rating system and coordination of services and engagement across b-5 programs.

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.

Louisiana's Focus on ECE

With the successes of Act 3 implementation, there is an increased focus statewide on increasing awareness of and investment in local and state birth to five pathways.

- Louisiana's early childhood efforts received national, state, and local attention:
 - [Early Care and Education System State-by-State Analysis](#), *Bipartisan Policy Center*
 - [Lessons from the Bayou State, Three Reforms for Improving Teaching and Caregiving](#), *New America*
- Louisiana secured nearly \$8MM to support and improve the birth to five pathway:
 - [Preschool Development Grant Birth through Five](#) (PDG B-5)
- Louisiana launched nationally innovative [Ready Start Network pilots](#)
- Louisiana's legislature convened a blue ribbon Early Childhood Care and Education Commission to study and make recommendations about the next phase for the state's early childhood system:
 - [Executive Summary \(LA B to 3\)](#)
 - [Legislative Report \(LA B to 3\)](#)

What's Next: Building on Act 3 (2012) Vision

While the state has worked to implement the vision of Act 3, Louisiana's youngest children still struggle to access the high-quality care and services they need to be ready for school and beyond.

Key Area	Vision
Local Governance	Communities drive faster rates of quality improvement and expanded access.
Quality	Children participate in active learning in birth to five classrooms, led by teachers and leaders that are fully able to prepare them for kindergarten and beyond.
Access	More young children access high-quality care through a mixed delivery system.

Current Landscape

Southeast Louisiana

In Southeast Louisiana, nearly all of the economically disadvantaged four-year-olds are enrolled in publicly-funded programs, but there is an opportunity to improve the typical quality of care provided.

Statewide	Southeast Louisiana (see appendix for all regions)
<ul style="list-style-type: none">● Over 14,000 observations of 5,300 classrooms in 1,590 sites	<ul style="list-style-type: none">● Over 3,500 observations of 1,832 classrooms in 505 sites
<ul style="list-style-type: none">● The statewide average score on CLASS® is 5.03● 70% of sites are rated Proficient or higher● 33% of sites fall into the range for the new High Proficient rating	<ul style="list-style-type: none">● The regional average score on CLASS® is 5.03● 76% of sites are rated Proficient or higher● 36% of sites fall into the range for the new High Proficient rating
<ul style="list-style-type: none">● There are ~ 1,100 certified local CLASS® observers● 24% of domains checked by third party observers were replaced	<ul style="list-style-type: none">● There are 384 certified local CLASS® observers● 26% of domains checked by third party observers were replaced
<ul style="list-style-type: none">● The state is serving 93% of economically disadvantaged four-year-olds, but 13% birth to three-year-olds	<ul style="list-style-type: none">● The region is serving 98% of economically disadvantaged four-year-olds, but 14% of birth to three-year-olds



Local Governance:
Establishing and Expanding Ready Start Networks

Local Governance

Challenge and Approach

Challenge:

There has been improvement in quality and access statewide, but the pace needs to be faster for greater impact.

Approach:

The state will give communities authority, responsibility, and resources in the form of Ready Start Community Network Pilots to determine if increased local control can drive faster rates of improvement and expand access.

What success looks like:

Community networks add new partners and control quality and access using local approaches because they are best positioned for the greatest impact.

Local Governance

Accomplishments of Current Ready Start Networks

Ready Start Community Network Pilots are taking individualized approaches to governance, access, and quality.

Iberville	Improving quality with a community coaching structure; primarily concerned with supporting child care
Lafayette	Strengthening the community network with a system of support for child care directors
Jefferson	Developing an efficient governance structure to maximize the involvement of community leaders
Orleans	Strengthening an established governance structure and generating data and resources to improve access and quality
Rapides	Improving access and quality in child care by expanding partnerships across the community
St. Mary	Improving quality with a collaborative coaching system
Washington	Sharing data, resources, and formalizing partnerships with providers and funders to meet unserved needs

Local Governance

Ready Start Network Supports and Activities

The Department is prioritizing every possible resource available to support communities that have stepped up to take on the work of local governance and quality and access improvement.

What is offered to Ready Start Community Networks through their lead agency:

- Funding to plan and implement new strategies for access and improvement
- Priority access to seat allocations
- Professional development, technical assistance, and tools for systems thinking
- Support and technical assistance for public engagement
- Needs assessment, professional development, and technical assistance for governance
- Priority access to leadership tools and business supports for center directors and support for community business leaders

The Request for Applications for Ready Start Community Network Cohort 2 will be issued in late April.



Quality:
Measuring and Improving Classroom Quality

Measuring and Improving Classroom Quality

Challenge and Approach

Challenge:

Too few classrooms adequately prepare children to be successful in school and beyond.

Approach:

All Louisiana teachers must:

- Receive **foundational training** that leads to certification;
- Use **high-quality, standards-aligned instructional tools** every day; and
- Be supported to have **high-quality, effective interactions** with children.

What success looks like:

Children participate in active learning in birth to five classrooms, led by teachers and leaders that are fully able to prepare them for kindergarten and beyond.

Preparing and Training Teachers

Early Childhood Ancillary Certificate Requirements Update

All Lead Teachers in Type III early learning centers will have or will be in the process of earning the Early Childhood Ancillary Certificate (ECAC) as of July 1. As of March 2019, 5,988 certificates have been issued.

- **ECAC Requirement:** Beginning July 1, 2019, directors are responsible for verifying that lead teachers in Type III early learning centers have the ECAC as a minimum credential within 24 months of their start date as a lead teacher. **Directors who cannot verify this must assure they have a plan to meet this requirement by July 1, 2020.**
- **Training for the ECAC:** As of July 2018, teachers must attend a BESE-approved Early Childhood Ancillary Certificate preparation program, which offer enhanced quality and practice opportunities.
 - There are 23 **BESE-Approved ECAC Programs** around the state, with current programs expanding their service areas and new programs still being approved.
 - The Early Learning Louisiana (University of Florida, Laster Center) online program will begin statewide implementation in July, offering programs in all areas of the state.
- **Supports for the ECAC:** Scholarships are available to attend approved training programs and for the application fee for a CDA.

Preparing and Training Teachers

Louisiana Key Training Modules - New Opportunity

Teachers and directors across the state will soon be able to access trainings that leverage local and national expertise to expand consistent, quality opportunities statewide.

What are Louisiana Early Childhood Key Training Modules?

Louisiana Early Childhood Key Training Modules are a set of accessible, high-quality trainings designed by experts on best practices in the field of early childhood and shared with key professional development vendors across the state to be used for redelivery.

Focus Training Area	RFA Release Date
Early Childhood Tools and Standards	Released February 2019
Effective Adult-Child Interactions	Tentative Release May 2019
Management and Leadership	Tentative Release July 2019

Preparing and Training Teachers

Resource & Referral Agencies Update

Job-embedded coaching and training on priority areas are critical to improving classroom quality. Teachers and directors can access these quality supports through their regional Child Care Resource & Referral Agency (CCR&R).

Key focus of the CCR&R Agencies beginning July 2019:

- **Differentiated Coaching** - available to Type III early learning centers:
 - Short term technical assistance
 - Practice-based coaching (a coaching series for a teacher and/or director)
- **Group Training** - a broader set of standardized, quality content will be available utilizing Louisiana Key Training Modules
- **Early Childhood Resource Centers** - hub of child care and child development information for the early learning community, and of resources and referrals for families

Using High-Quality, Standards-Aligned Tools

Professional Development, Curriculum, Assessment - Update

Teachers in all early childhood settings need strong and coordinated professional development, curricula, and assessments that advance the quality and continuity of practice across early childhood and early elementary settings.

Professional Development

- [Louisiana PD Vendor Guide](#)
- [Quarterly Lead Agency Collaboration Events](#)
- [Annual Teacher Leader Summit](#)
- [Child Care Resource and Referral Agencies](#)
- [Tulane Mental Health Consultation Program](#)

Curriculum

- [Child Care Curriculum Initiative](#)
- [Tiered rating](#) system for curricular resources
- [Curriculum Implementation Observation Tool](#)
- [Connecting CLASS® and Tier I Curriculum](#)

Assessment

- Access across program types to [Teaching Strategies GOLD®](#)
- [Guide for principals and directors](#)
- [Linking Tier I Curriculum to GOLD®](#)

Supporting High-Quality, Effective Interactions

New: Adding Infant to the Unified Quality Rating System

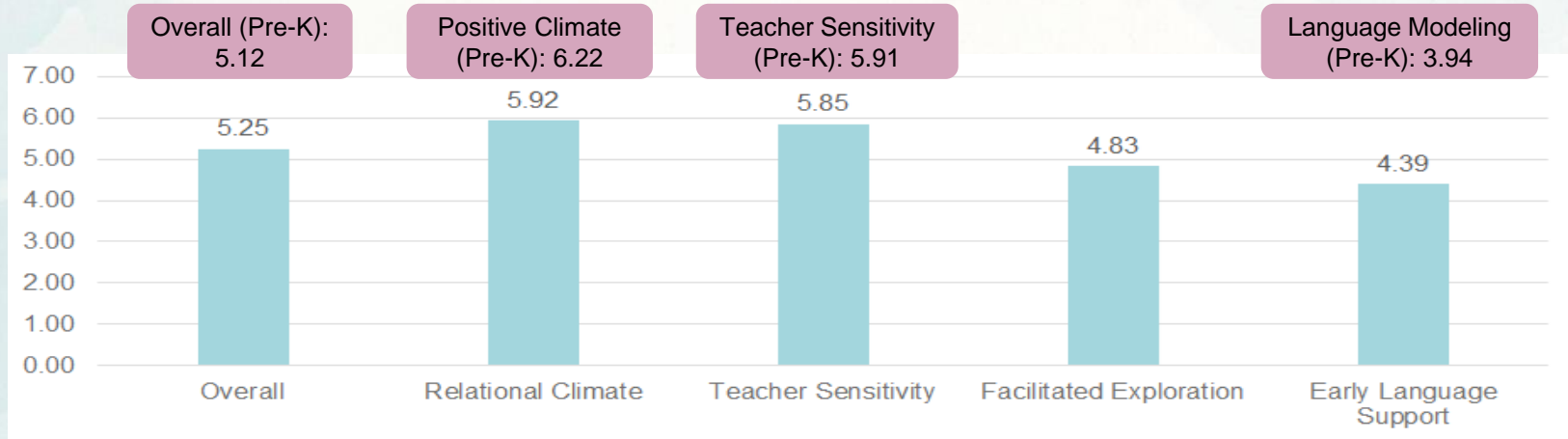
Teachers in infant classrooms need high-quality feedback and support to grow. To increase the quality of infant care, Louisiana is adding Infant CLASS® into the state's quality rating and improvement system.

2018-2019 Infant CLASS® Pilot	2019-2020 Infant CLASS® Learning Year	2020-2021 Full Implementation
<ul style="list-style-type: none">• Lead agencies identified all infant classrooms and set up those classrooms in the portal• Sites participated in year two of the Infant CLASS® Pilot• Revisions to Bulletin 140 to include Infant CLASS® will be submitted to BESE	<ul style="list-style-type: none">• All infant classrooms will be observed for a learning year• Performance Profile ratings released in fall 2020 will not be impacted by Infant CLASS® results	<ul style="list-style-type: none">• Infant CLASS® is fully incorporated into the unified quality rating system• Performance Profile ratings released in fall 2021 will reflect Infant CLASS® observations

Supporting High-Quality, Effective Interactions

Infant Pilot Year Results

The preliminary fall 2018 Infant CLASS® pilot results show that while overall Infant scores are higher than Pre-K and Toddler scores, Infant dimension scores are lower than Pre-K for comparable dimensions.



In fall 2018, 120 practice Infant CLASS® observations were conducted at 93 sites across 21 networks that opted to participate in the Infant CLASS® Pilot.

Supporting High-Quality, Effective Interactions

Policy and Implementation

Based on data modeling and engagement with local, state, and national stakeholders, proposed policy will integrate Infant CLASS® into the quality rating system using the existing rules for PreK and Toddler.

Policy Questions	How will Infant CLASS® scores be incorporated into the calculation of a site's Performance Rating?	What guidelines will be used to determine how frequently Picard conducts observations in infant classrooms?	What are the requirements for lead agencies in the practice year?
Department Recommendation	Use the current method of calculating site performance scores, which is an average of all observation dimension scores observed at a site, after third party replacement occurs.	Utilize the current guidelines, which require Picard to observe at least 50% of classrooms and at least one classroom for each age configuration.	Lead agencies will be required to observe 100% of the infant classrooms and shadow score at least one of these Infant CLASS® observations during learning year.

Supporting High-Quality, Effective Interactions

Infant CLASS[®] Policy and Implementation

To determine a recommendation for how Infant CLASS[®] scores will be used to calculate a site's overall score, the Department considered several other possible options.

Other Possible Options	Data Analysis	Findings	Department Conclusion
Calculate an overall score for each classroom and then average the classroom scores	Creates more volatility and unpredictability than utilizing the current method of calculating scores Impacts sites without infant classrooms	Places a greater weight on individual dimensions for the younger aged tools	These options do not measure classroom quality at an individual site in a way that is more accurate or would increase improvement.
Calculate an average for each age group and then average the age group scores	This method creates by far the most unpredictability and volatility in scores Impacts sites without infant classrooms	Allows the scores of very few classrooms to contribute significantly to the overall score	

Supporting High-Quality, Effective Interactions

Opportunities and Next Steps

Teachers, directors, and community leaders can take advantage of upcoming initiatives to prepare to offer high-quality experiences for children in their classrooms, sites, and communities.

Next steps for Infant CLASS® implementation:

- **Infant Class Supports:** The Department is releasing a [Request for Applications \(RFA\)](#) on April 8th for community networks to fund coaching and professional development to improve teacher-infant interactions
 - [Submit application](#) by the deadline: May 17th
- **Exemplar and Calibration Videos:** The Department is contracting with ULL Picard to create a series of Infant CLASS® calibration and exemplar videos
 - If there is a high-quality infant classroom in your community or at your site that could be filmed, please let us know

Outstanding implementation questions:

- How can we support Infant CLASS® observer reliability?
- How can we report Infant CLASS® data during the learning year?

If you have questions about Infant CLASS® policy or implementation, email Taylor.Dunn@LA.gov

Improving Classroom Quality

Early childhood leaders and teachers need scaffolded support to understand how they can achieve the vision to improve classroom quality in their sites and centers.

In order to reach this goal, **every day**, children birth to five in Louisiana need classrooms that...



respond to their emotions with **sensitivity and warmth**,



are **organized** to manage their attention, time, and behavior,



promote their learning through **engaging language and interactions**, and



support their development with **high-quality instructional tools**.

Improving Classroom Quality

Site Improvement Planning

Low-performing centers require support to plan and access resources available to them in their community to meet their goals to improve classroom quality.

- In August 2018, low-performing sites scoring below 3.75, based on 2017-2018 preliminary performance scores, were notified regarding their mandated participation in Early Childhood Site Improvement Planning.
- Directors worked closely with a regional Department field support consultant to create an improvement plan based on individualized site needs and self-assessment results.
- The Department has been closely monitoring the progress of these sites and offering prioritized resources and support (e.g., Resource & Referral, curriculum support, mental health consultation).

Early results show the success of this intervention: 95% of participating sites have improved this year, and 39% of sites are showing growth of 1 point or higher.

Improving Classroom Quality

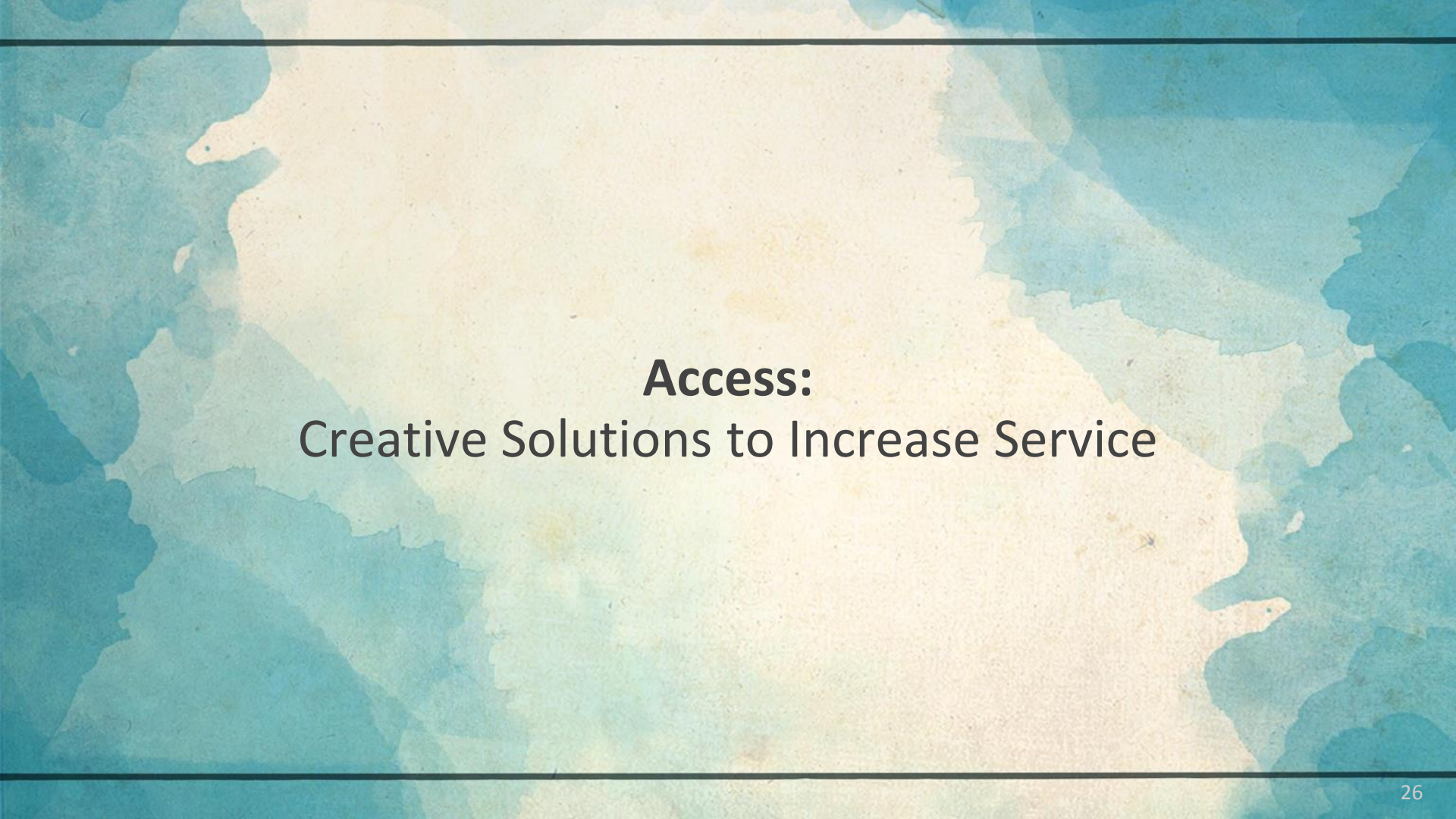
Louisiana's Early Childhood Leaders Fellowship

This fall, the Department will pilot an executive-level fellowship for Type III center directors to build instructional leadership skills, increasing the quality of learning in programs.

The Leaders Fellowship addresses the need for child care directors of Proficient centers to develop and strengthen their use of tools and strategies to guide teachers to improve quality in their program.

- **Leadership Matters:** Louisiana's center directors stay in their roles an average of 8-10 years and set the vision and standard for all that happens in early learning centers.
- **Impact:** The programs that serve many children need to improve; only eight (8) child care centers in Louisiana are rated Excellent. Small differences in interactions have big impacts child outcomes.
- **Influence:** Most of these directors' leadership is limited to their centers. Community leaders who can expand their influence through network participation, mentorship, and policy are needed.

The pilot will take place in one parish or region and serve 30 directors in its first year.



Access:
Creative Solutions to Increase Service

Increasing Access

Challenges and Approach

Challenge:

While 90% of at-risk four-year-olds are served, fewer than 10% of in-need birth to three-year-olds can access an affordable quality seat.

Approach:

Louisiana finds creative solutions to increase access for its economically disadvantaged children ages birth through three.

What success looks like:

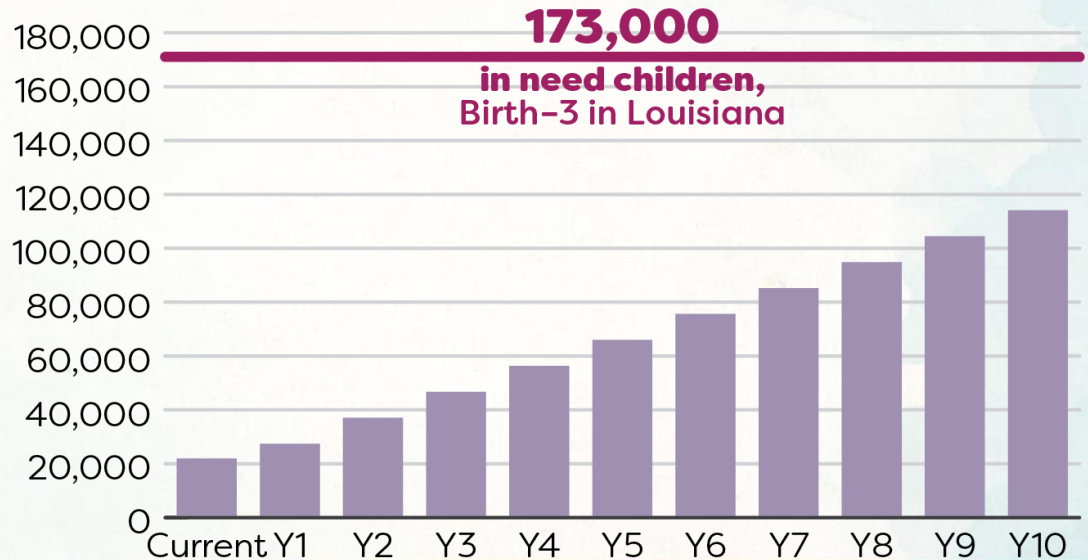
- **Increase Investment:** Care is largely unaffordable and unavailable to in-need families. Louisiana must invest more to raise rates and increase the number of funded birth to three seats.
- **Maximize Funding:** Achieving high levels of quality across the early childhood landscape is expensive. Louisiana must create efficiencies that maximize every available dollar so providers can serve more children in need.
- **Expand Options:** Louisiana must work with the providers who do not offer publicly-funded early childhood opportunities to opt into the state's unified early childhood care and education system.

Increase Investment LA B to 3

Louisiana's Early Childhood Care and Education Commission recommended that BESE and the Legislature fund its LA B to 3 plan that would increase access to quality for children birth to three.

The Commission recommended a [comprehensive state plan](#) of an investment of \$85.8 million and an increase of nearly that amount annually over the next decade. State investment should launch this effort with expanded, combined funding (local, state, federal, philanthropy) thereafter.

INCREASE IN EARLY CARE ACCESS OVER TEN YEARS



Increase Investment

Proposed Updates for CCAP Reimbursements

Louisiana is considering a number of strategic changes for the CCAP reimbursement process to better support family access. Further discussion and research is needed before any policy decisions are made.

Raise reimbursement rates to at least 25th percentile of the Market Rate Survey:

Challenge: Right now, the CCAP reimbursement rate covers the cost of care at around one in five centers, but there is also a waiting list of families seeking assistance for care now that the Department is unable to fund.

Recommendation: Raise the rate to ensure coverage at the federally-defined minimum level for access.

Create an Infant Rate:

Challenge: Serving infants is more expensive than serving toddlers, largely due to ratios, yet the reimbursement rate for both is the same.

Recommendation: Separate the infant rate from the toddler rate.

Differentiate rates by geography:

Challenge: Cost of care varies by region. For example, caring for a toddler can cost nearly 20% more in different parishes. A statewide rate does not differentiate the burden for families in different areas of the state.

Recommendation: Explore further how costs vary by region, and how that impacts access for families, to determine future recommendations.

Maximize Funding

Improving Efficiencies through Collaboration

The Department is exploring how to stretch early learning centers' time and money through the sharing of resources and services.

Substitute teaching pools: This summer, the Department will launch a targeted pilot to reduce barriers to centers sharing staff for substitute teaching pools.

Cost Savings: The Department is working with the legislature to clarify that early learning centers may take advantage of cost savings through state purchasing contracts.

Resources: The Department is refining its online resources to provide centers with useful tools that will save time.

How else can providers in your community increase time and money through resource sharing?

Expanding Options

Incorporating Family Homes

While family homes across the state serve children, these providers are not incorporated into the state's early childhood network. LDOE will research and study family homes to inform a strategic plan.

Challenge:

- Family homes represent an important source of child care for economically disadvantaged families across the state, particularly in rural communities.
- Currently these providers can access public funds to serve children, but very few do.
- These providers also cannot access quality measurement and improvement resources at this time, and are not required to participate in community collaborations.

Department Approach:

Louisiana will pilot a program to engage existing family homes in order to gather key information to drive a long-term strategy and support those providers to improve what they offer children and families. More information will be released in early summer.

Expanding Options

Conversion to Type III

LDOE is in the process of engaging Type I and II centers to assist them in understanding the benefits of Type III status.

Challenge: Type I and Type II centers must meet minimum expectations for health and safety, but cannot access quality measurement and improvement resources or community collaborations. These centers serve children that will ultimately enter kindergarten, and may be the only option available to families in their community.

Department Approach:

- Conduct focus groups with Type I and Type II providers about the quality improvement information that they, their parents, and communities can access through Type III status, as well as resources and supports available.
- Consider how to structure a pilot to support expanding number of Type III centers.

Next Steps Q&A

Next Steps for You

1. Consider whether your community is ready to become a Ready Start Network
 - RFA will be released in late April
2. Apply for the RFA for Infant Class Supports
 - [RFA released April 8](#)
3. Determine whether your center will meet the July 2019 ECAC requirements
 - [Staffing Map](#)
4. Complete [Academic Approval Assurances](#) and submit to the Department.
5. Ensure you are subscribed to the [Early Childhood Newsletter](#) to stay informed about opportunities available to you.
6. Contact Jessica.Baghian@LA.gov or Nasha.Patel@LA.gov with general questions or concerns.
7. Contact Kaye.Eichler@LA.gov with questions about Ready Start Networks.
8. Contact Emmy.Odwyer@LA.gov with questions about state purchasing contracts, shared services, or Louisiana's Early Childhood Leaders Fellowship.

Timeline

April	RFAs released for: <ul style="list-style-type: none">● Infant CLASS® Supports● Ready Start Network Cohort 2
May	Key Training Modules RFA 2 released Launch of Sub Pool Pilot
June	LDOE recommends policy changes to BESE Louisiana Teacher Leader Summit
July	Launch of Shared Services Pilot Key Training Modules RFA 3 released All Lead Teachers must have ECAC within 24 months of hire
August	LDOE recommends updates to CCAP reimbursement process to BESE Statewide expansion of online ECAC option
2019-2020 Academic Year	Key Training Modules are available Launch of Family Homes Pilot

Q and A

Local Governance

Why are Ready Start Networks being prioritized for resources?

How can you work with your lead agency to take advantage of available resources?

Quality

How will your site and community prepare for Infant CLASS[®] observations?

Do you have a plan for all of your lead teachers to obtain an ECAC?

Are there opportunities to support improvement in your classroom, site, or community that you could be taking advantage of?

Access

How is your community working to expand access to quality seats for young children?

Share your feedback here:

<https://bit.ly/2uX8QV2>

ECE April Roundtable Schedule

These roundtable meetings are occurring in April and May, with audiences across the state. There will be a recorded webinar presentation and an online [link](#) through which feedback may be submitted.

Early Childhood Roundtables			
City	Date	Time	Location
Bossier City	April 11	9:00 - 11:00 a.m.	Bossier Instructional Center 2719 Airline Dr., Bossier City, LA 71111
Monroe	April 11	1:30 - 3:30 p.m.	Children’s Coalition for Northeast Louisiana 117 Hall St., Monroe, LA 71201
Alexandria	April 25	9:00 - 11:00 a.m.	Gladys Higdon Media Resources Center 502 Beauregard St., Alexandria, LA 71301
Lake Charles	April 25	2:00 - 4:00 p.m.	Early Childhood Building 1618 Mill St., Lake Charles, LA 70601
Baton Rouge	April 30	9:00 - 11:00 a.m.	Claiborne Building - Louisiana Purchase Room 1201 N. 3rd St., Baton Rouge, LA 70802
Harvey	May 2	10:00 a.m. - 12 p.m.	Jefferson Parish School Board Office 501 Manhattan Blvd., Harvey, LA 70058

Appendix

Current Landscape

Central Louisiana

In Central Louisiana, nearly all of the economically disadvantaged four-year-olds are enrolled in publicly-funded programs, but there is an opportunity to improve the typical quality of care provided.

Statewide	Central Louisiana
<ul style="list-style-type: none">● Over 14,000 observations of 5,300 classrooms in 1,590 sites	<ul style="list-style-type: none">● Over 1,300 observations of 521 classrooms in 189 sites
<ul style="list-style-type: none">● The statewide average score on CLASS® is 5.03● 70% of sites are rated Proficient or higher● 33% of sites fall into the range for the new High Proficient rating	<ul style="list-style-type: none">● The regional average score on CLASS® is 5.00● 77% of sites are rated Proficient or higher● 35% of sites fall into the range for the new High Proficient rating
<ul style="list-style-type: none">● There are ~ 1,100 certified local CLASS® observers● 24% of domains checked by third party observers were replaced	<ul style="list-style-type: none">● There are 181 certified local CLASS® observers● 19% of domains checked by third party observers were replaced
<ul style="list-style-type: none">● The state is serving 93% of economically disadvantaged four-year-olds, but 13% birth to three-year-olds	<ul style="list-style-type: none">● The region is serving 100% of economically disadvantaged four-year-olds, but 13% of birth to three-year-olds

Current Landscape

Southwest Louisiana

In Southwest Louisiana, nearly all of the economically disadvantaged four-year-olds are enrolled in publicly-funded programs, but there is an opportunity to improve the typical quality of care provided.

Statewide	Southwest Louisiana
<ul style="list-style-type: none">● Over 14,000 observations of 5,300 classrooms in 1,590 sites	<ul style="list-style-type: none">● Over 2,000 observations of 1,023 classrooms in 317 sites
<ul style="list-style-type: none">● The statewide average score on CLASS® is 5.03● 70% of sites are rated Proficient or higher● 33% of sites fall into the range for the new High Proficient rating	<ul style="list-style-type: none">● The regional average score on CLASS® is 5.19● 88% of sites are rated Proficient or higher● 37% of sites fall into the range for the new High Proficient rating
<ul style="list-style-type: none">● There are ~ 1,100 certified local CLASS® observers● 24% of domains checked by third party observers were replaced	<ul style="list-style-type: none">● There are 284 certified local CLASS® observers● 18% of domains checked by third party observers were replaced
<ul style="list-style-type: none">● The state is serving 93% of economically disadvantaged four-year-olds, but 13% of birth to three-year-olds	<ul style="list-style-type: none">● The region is serving 89% of economically disadvantaged four-year-olds, but 14% of birth to three-year-olds

Current Landscape

Northern Louisiana

In Northern Louisiana, nearly all of the economically disadvantaged 4-year-olds are enrolled in publicly-funded programs, but there is an opportunity to improve the typical quality of care provided.

Statewide	Northern Louisiana
<ul style="list-style-type: none">● Over 14,000 observations of 5,300 classrooms in 1,590 sites	<ul style="list-style-type: none">● Over 3,500 observations of 1,375 classrooms in 437 sites
<ul style="list-style-type: none">● The statewide average score on CLASS® is 5.03● 70% of sites are rated Proficient or higher● 33% of sites fall into the range for the new High Proficient rating	<ul style="list-style-type: none">● The regional average score on CLASS® is 4.88● 73% of sites are rated Proficient or higher● 28% of sites fall into the range for the new High Proficient rating
<ul style="list-style-type: none">● There are ~ 1,100 certified local CLASS® observers● 24% of domains checked by third party observers were replaced	<ul style="list-style-type: none">● There are 313 certified local CLASS® observers● 21% of domains checked by third party observers were replaced
<ul style="list-style-type: none">● The state is serving 93% of economically disadvantaged four-year-olds, but 13% birth to three-year-olds	<ul style="list-style-type: none">● The region is serving 98% of economically disadvantaged four-year-olds, but 15% of birth to three-year-olds

Current Landscape

Greater Capital Area

In the Greater Capital Area of Louisiana, nearly all of the economically disadvantaged four-year-olds are enrolled in publicly-funded programs, but there is an opportunity to improve the typical quality of care provided.

Statewide	Greater Capital Area
<ul style="list-style-type: none">● Over 14,000 observations of 5,300 classrooms in 1,590 sites	<ul style="list-style-type: none">● Over 2,500 observations of 1,325 classrooms in 372 sites
<ul style="list-style-type: none">● The statewide average score on CLASS® is 5.03● 70% of sites are rated Proficient or higher● 33% of sites fall into the range for the new High Proficient rating	<ul style="list-style-type: none">● The regional average score on CLASS® is 4.97● 78% of sites are rated Proficient or higher● 35% of sites fall into the range for the new High Proficient rating
<ul style="list-style-type: none">● There are ~ 1,100 certified local CLASS® observers● 24% of domains checked by third party observers were replaced	<ul style="list-style-type: none">● There are 281 certified local CLASS® observers● 22% of domains checked by third party observers were replaced
<ul style="list-style-type: none">● The state is serving 93% of economically disadvantaged four-year-olds, but 13% birth to three-year-olds	<ul style="list-style-type: none">● The region is serving 92% of economically disadvantaged four-year-olds, but 14% of birth to three-year-olds

Unified Quality Rating System

2018-2019 Preliminary Results- State

Based on preliminary results from fall 2018 and the child count reported Oct 1, the majority of 4-year olds are receiving publicly-funded care and education that is high quality, but far fewer 0-3 year olds are.

