Early Childhood Care and Education Advisory Council

May 27, 2015

Department of Children & Family Services
Building a Stronger Louisiana

DEPARTMENT OF HEALTH AND HOSPITALS

DEPARTMENT of EDUCATION
Louisiana Believes

Early Childhood Advisory Council Quarterly Report– Q1 2015

Early Childhood Care and Education Advisory Council

Expectation for Quarterly Reports

From Bylaws:

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

Leading Up to 2015: Background, Vision, and Shared Challenges

Progress to Date

Louisiana's fragmented early childhood system led to Act 3 (2012), which calls for a unified system to ensure all children enter kindergarten ready.

2012
BESE approves multi-year plan for implementation

2013
13 Early Childhood Community Network Pilots launch

2014
16 more Community Network Pilots launch
Additional legislation is passed to unify licensing, enrollment, and funding

2015
33 more Community Network Pilots launch
Full implementation of Act 3 required by August

Early Childhood Community Networks
Key Activities in Quarter 1

Community Network Updates:

- All parishes are onboard:
  - Cohort 1 = 13 Networks (2013)
  - Cohort 2 = 16 Networks (2014)
  - Cohort 3 = 33 Networks (2015)
- Community Networks in Cohort 3 completed Orientation Sessions and established initial leadership structures
- Community Networks in Cohorts 1 and 2:
  - Completed more *CLASS* observations and second *GOLD* Checkpoint
  - Conducted coordinated enrollment and applied for PreK funding as a community
- Field Test
  - Continued *CLASS* observations with third party validation
  - Facilitated teacher satisfaction survey for ~700 teachers; Orleans facilitated family survey

Child Care and Development Block Grant
Transition Activities for Quarter 1

Key Activities in Quarter 1:

- CCAP Provider Certification transitioned to the LDE on February 1, 2015
- Bulletin 139, *Louisiana Child Care Development Fund Programs,* was created to cover all functions related to Child Care Development Fund (except licensing which is in Bulletin 137)
- Schedule, training and communications for implementation of new Licensing Regulations (Bulletin 137) was announced

Bulletin 139- *Louisiana Child Care Development Fund Programs*

- Ch 1. Child Care Assistance Program *(reviewed by Advisory Council in February, March and May 2015)*
- Ch 3. CCAP Provider Certification *(reviewed in March 2015)*
- Ch 5. CCAP Household Eligibility *(to be reviewed in May 2015)*
- Ch 7. Administration of School Readiness Tax Credits *(to be reviewed in May 2015)*
- Ch 9. Louisiana Pathways Career Development System *(to be reviewed in May 2015)*
- Ch 13. Quality Start Child Care Rating System *(reviewed in February 2015)*

Effective date for Bulletin 137 and 139 will be July 1, 2015

Quality Start Participation
Monitoring Change Over Time

There has been little to no change in Quality Start enrollment for Quarter 1.

Bulletin 137 Licensing Regulations

Emergency Rule Changes

Changes to Bulletin 137 Needed for Implementation

The Department will take a small set of time-sensitive changes to Bulletin 137 to BESE in June:

- Emergency rule will be used so regulations go into effect on July 1, 2015 – the effective date for new regulations
- Changes are in response to feedback received during Licensing Provider Trainings in April-May 2015
- Regulations seek to address three critical areas:
    1. Make technical changes and corrections and add clarifications where needed
    2. Ensure children can receive therapeutic services in appropriate settings from professionals *(e.g., speech therapists can work with children in an another room)*
    3. Enable Type III early learning centers (child care and Head Start) to have staff from other centers perform classroom observations (*CLASS* observations) in their centers

Bulletin 139

Louisiana Child Care and Development Fund Programs

CCDF Transition
Phased-in Move to LDE

Since October, the LDE and DCFS have been gradually transitioning CCDF functions and regulations.

Gradual Transition of CCDF

- October 1: Licensing transitioned
- December: New licensing regulations approved *(Bulletin 137)*
- February 1: Provider Certification transitioned
- February: Quality Start transition approved
- March: Provider Certification regulations approved
- **May: CCAP Eligibility, SRTC, and Pathways regulations proposed**
- *July 1: LDE becomes Lead Agency and is responsible for all of CCDF*

On July 1…

- LDE is Lead Agency for CCDF and Bulletin 139 is in effect
- All households apply for CCAP through LDE, same eligibility criteria
- LDE has CCAP Eligibility team processing CCAP applications *(paper-based)*

Completing Bulletin 139
All Child Care Development Fund Activities

With the additions of CCAP Eligibility, School Readiness Tax Credits, and Pathways, the Child Care and Development Fund Bulletin (Bulletin 139) is complete.

Bulletin 139 Overview

- Chapter 1: Definitions
- Chapter 3: Provider Certification *(approved in March)*
- **Chapter 5: CCAP Household Eligibility *(proposed)***
- **Chapter 7: Administration of School Readiness Tax Credits *(proposed)***
- **Chapter 9: Pathways Career Development System *(proposed)***
- Chapter 13: Quality Start Child Care Rating System *(approved in February)*

No Substance Changes, Just Administrative Alignment

- Chapter 5, 7, & 9 substance remains the same, just indicating LDE instead of DCFS and early learning center language instead of child care

Proposed changes to CCAP Eligibility will be brought to the Advisory Council in July.

Bulletin 140

Louisiana Early Childhood Care and Education Network

Full Unification of Early Childhood Care and Education:
Bulletin 140 Overview

Challenge:
As a result of a fragmented early childhood system with different standards and expectations, only half of Louisiana children enter kindergarten ready.

Background:
Over two years, every community in Louisiana has taken steps to unify early childhood. The Department is formalizing these efforts in policy as Act 3 shifts from pilot to implementation.

Approach:
Bulletin 140 is a new policy that fully unifies local Early Childhood Community Networks into a statewide system, bringing Act 3 (2012) to full implementation:

1. **Lead Agency**: Ensure there is one organization within each local Community Network to coordinate across programs *(child care, Head Start, school-based PreK)* and define what organizations are (and are not) responsible for;
2. **Coordinated Enrollment**: Set clear expectations for implementation of coordinated enrollment as required by R.S. 17:407.91-96 (Act 717 of 2014) and establish processes to ensure fairness and equity for programs and families; and
3. **Unified Quality and Improvement System**: Establish a unified quality and improvement system, specify how programs and Community Networks will be evaluated in the 2015-2016 Learning Year, and establish processes for fairness and equity for programs.

Statewide Engagement & Feedback

Bulletin 140 reflects extensive stakeholder feedback from Pilots and engagement events.

Highlights include:

- More than two years of experience from Community Networks Pilots across the state
- Superintendent conducted seven presentations and Q & A sessions around the state on the Policy Blueprint (September – October 2014)
- Sample Performance Profiles were posted online and hundreds of individuals completed an online survey to collect feedback (September 2014 – April 2015)
- Seven Cohort 1 Community Network Pilots participated in a Field Test for Performance Profiles, including teacher and family surveys (September 2014 – May 2015)
- Early Childhood Team presented policy proposals and conducted extensive Q & A in seven Roundtables statewide (April 2015)
  - ~900 attendees at Roundtables
  - Roundtables included 9 hours of Q&A
- Department engaged national stakeholders, including *CLASS* authors, Teachstone, Ounce of Prevention, BUILD, CEELO, NIEER, and Zero to Three

2+ Years of Learnings from Field

Through the Pilots and Field Test, local communities are leading Act 3 implementation.

Community Network Pilots:

- 3 Cohorts launched between 2013-2015 – all parishes have joined
- Include all publicly-funded programs (child care, Head Start, PreK)
- Are building collaborative leadership, supporting teachers and coordinating enrollment

In 2014-2015, 7 Cohort 1 Pilots in Field Test were asked to:

- Observe every classroom twice with *CLASS*
- Assist teachers to use best practices (e.g., curriculum, assessment)
- Support teachers through training and coaching
- Participate in a teacher and family survey

Key Learnings from Field Test

- Each Community Network needs one entity to formally coordinate efforts, including:
  - Developing a *CLASS* observation schedule with adequate reliable observers
  - Developing a system for collecting, reporting and sharing data
  - Sharing results with programs to support improvement
- Observations by local, reliable observers may be validated by third party results
- Teachers benefit from aligned supports (e.g., tools, training, coaching) that address their needs

Surveys and Feedback

Surveys provide a way to capture and quantify broad feedback that is more accessible to programs, teachers and families.

Profile Survey	***~300*** *responses statewide from parents, teachers, child care centers, Head Start, school districts, advocacy organizations and community members:* • **84%** agree that *CLASS* is an effective measure of the quality of an early childhood program • **75%** agree that Community Networks should be evaluated on how accessible early childhood programs are for families in their community • **86%** say other information on aspects of quality should be included on the profiles • **2** highest ranked measures of best practice: Prepared Teachers & Ready to Assess
Field Test Lead Teacher Survey	***~700*** *teachers from field test pilots (Head Start, Child Care, and PreK) responded:* • **84%** say *CLASS* is helpful to their growth and development • **92%** say support on *CLASS* observations is helpful to their growth and development • **85%** say trainings offered were helpful to their growth and development
Field Test Family Survey	***~4000*** *surveys were distributed to families of publicly-funded children in Orleans:* • Focus on satisfaction with programs, enrollment and Community Network support • Survey collection and analysis is still ongoing

Bulletin 140:
Revisions Based on Feedback

Bulletin 140 reflects extensive stakeholder feedback from the field.

WHAT STAKEHOLDERS SAID…	WHAT BULLETIN 140 REFLECTS…
Programs want specific feedback from *CLASS* observations.	Lead Agencies are funded to ensure every classroom is observed twice and observation results are shared with programs in a timely manner.
Local observations need to be verified by third party observers.	Third party observers will conduct at least one observation per site in 2015-2016. Third party observations will be used to verify local results.
It will be difficult to ensure consistency, fairness and equity with an A-B-C-D-F grading scale in the 2015-2016 Learning Year.	A three level rating system of Excellent, Proficient and Unsatisfactory will be used in the 2015-2016 Learning Year. Current analysis indicates most programs will receive a proficient practice rating. Excellent programs can be recognized and programs with significant issues can be alerted of the need for improvement.
Profile is unclear about what is measured and how.	Bulletin 140 spells out how each section of the practice performance profile will be measured. A revised template has also been released.
Serving all families who want to enroll their children takes time and resources.	Access for four-year-olds is the only enrollment component of the Community Network rating. The profile will report infant-toddler access for informational purposes.
Child care programs need more support and funding.	The Department will propose a Pathway to Improvement at June BESE to ensure child care programs receive support.

Lead Agency

Lead Agency will work closely with programs on enrollment, observation, and improvement.

Approach: State Funds Lead Agencies Based on Coordination

- Organizations will apply and be funded annually based on:
  - *Demonstrated capacity to perform coordinated observation and coordinated enrollment*
  - *Support of program partners (e.g., child care, Head Start and PreK leaders)*

Specific Responsibilities

Coordinated Enrollment	• Lead planning and implementation of coordinated enrollment • Submit community application for funding to State/Feds ✓ *Apply to participate in Preschool Development Grant*
Coordinated Observation	• Assure accurate measurement of teaching and program quality by: ✓ *Managing schedule so each classroom receives at least two CLASS observations by reliable observer* ✓ *Reporting results to 1) the state for practice profile purposes and 2) programs to support improvement*

Key Milestones: Lead Agencies

Now – July 2015	*Sept. 2015*	*Dec. 2015*	*Jan. 2015*	*May 2015*
Apply to LDE, are approved by BESE, and funding begins	Develop observation schedule and plan for fidelity and reliability	Ensure 100% of classrooms are observed in the fall with accuracy	Implement local coordinated enrollment system	Ensure 100% of classrooms are observed in the spring with accuracy

Coordinated Enrollment

To make the process easier for families to apply and enroll, all publicly-funded programs should work together to enroll children and request funding for early childhood seats.

Approach: Communities Apply for Funding Based on Coordinated Enrollment Work

Lead agency, working closely with all programs, oversees implementation of local coordinated enrollment system and submits plan to State. → State approves local enrollment systems.

Based on programs that parents choose, lead agency submits annual funding proposal to the State and maximizes other local and federal funds. → State provides available funding based on community funding applications.

Key Milestones:

July 2015	***Oct. 2015 or Jan. 2016***	***Feb. 2016***	***April 2016***
Complete 2nd coordinated enrollment self assessment	Submit 2016-2017 Coordinated Enrollment plan *(timing depends on cohort)*	Submit Community Network funding request	Receive 2016-2017 funding allocation notice

Unified Quality and Improvement System

The Department will launch a unified quality measure with a Learning Year.

Approach: Bulletin 140 establishes 2015-2016 as a Learning Year without consequences:

- Every early childhood site will receive a practice performance profile
- Every Community Network will receive a practice performance profile

As part of 2015-2016 Learning Year, programs will receive:

- Guidance and technical assistance (Summer–Fall 2015)
- Observation results for their classrooms on an ongoing basis, including a mid-year update on how closely local observations match with third party observations (Fall 2015–Spring 2016)
- Practice profile for each site with opportunity to correct (Summer 2016)
- Training on interpreting, using, and communicating practice profiles (Summer 2016)
- Advance notice and support for release of final practice profiles (Fall 2016)

Practice performance profiles will include two components:

1. *Practice rating that relates to positive child outcomes (Excellent – Proficient – Unsatisfactory)*
   - Classroom interactions and instruction as measured by multiple quality measures
   - Access for at-risk four-year-olds (Community Networks only)
2. *Information on classroom best practices*
   - Examples: using curriculum, maintaining lower ratios, assessing children to support learning

A System of Measures Focused on Children's Learning

Unified improvement system will focus on quality classroom interactions and instruction.

As a research-based, nationally-regarded system of 60+ quality indicators, the CLASS:

- Assesses what is occurring in early childhood classrooms:

Classroom Description	PreK Domain	Toddler Domain
Warm, positive environment where children build trusting relationships with adults and peers	**Emotional Support**	**Emotional & Behavioral Support**
Daily routines are organized, behavior is well- managed and activities are engaging – resulting in fewer disruptions	**Classroom Organization**	
Children learn concepts and connect ideas through dialogue and play	**Instructional Support**	**Engaged Support for Learning**

- Correlates with child outcomes
  - *Children's academic and social growth is predicted by quality of interactions.*
  - *Children from low-income families or families with lower levels of education benefit the most*
- Supports professional development by providing useful information for coaching
  - *Teachers with varying credentials (e.g., CDA, AA, BA, MA) can demonstrate effectiveness on CLASS*
  - *Seeing and identifying effective interactions results in improved quality of instruction and improved outcomes for children*
- Has been validated in 4,800+ classrooms nationwide

Field Test *CLASS* Observation Results:
PreK

State will continue to examine reliability of local approach, but similar averages of local and third party aggregate results indicate local observations provide useful information.

STATEWIDE AVERAGE: 4.91

Teachstone considers scores within 1 point to be reliable.

Field Test	ES	CO	IS
% Within 1 Pt.	85%	81%	59%

Field Test *CLASS* Observation Results: Toddler

State will continue to examine reliability of local approach, but similar averages of local and third party aggregate results indicate local observations provide useful information.

STATEWIDE AVERAGE: 4.36

Teachstone considers scores within 1 point to be reliable.

Field Test	EBS	ESL
% Within 1 Pt.	78%	44%

A Practice Rating Scale of Multiple Measures

2015-2016 will be a Learning Year with no consequences for programs.

Overall Practice Profile

There will be a three level rating system for sites and Community Networks based on a seven-point scale.

Grade	Scale
Excellent	6.0 – 7.0
Proficient	3.0 – 5.9
Unsatisfactory	Below 3.0

Practice ratings for sites and Community Networks will be based on a system of multiple quality indicators.

Multiple Measures (1-7 point scale)	Networks*	Sites*
Emotional Support for PreK (16 *CLASS* indicators)	50%	20%
Classroom Organization for PreK (12 *CLASS* indicators)		20%
Instructional Support for PreK (14 *CLASS* indicators)		20%
Emotional & Behavioral Support for Toddlers (16 *CLASS* indicators)		20%
Engaged Support for Toddlers (10 *CLASS* indicators)		20%
Access for at-risk four-year-olds	50%	N/A

**Reflect programs with both PreK and Toddler classrooms. If PreK classrooms only, percentages would be 33% for each PreK domain set of measures.*

Equitable Access for Community Networks

Improving kindergarten readiness depends on offering access to all at-risk four-year-olds. Current statewide average is approximately 90% of at-risk four-year-olds served.

Equitable Access

Each Community Network will receive a score from 1-7 based on the percentage of at-risk four-year-olds served:

Scale	At-Risk Four-Year-Olds Served
6.0 – 7.0	95 – 100% served
5.0 – 5.9	90 – 94.9% served
4.0 – 4.9	85 – 89.9% served
3.0 – 3.9	80 – 84.9% served
2.0 – 2.9	75 – 79.9% served
1.0 – 1.9	70 – 74.9% served
0.0 – 0.9	0 – 69% served

STATEWIDE AVERAGE →

The percentage of four-year-olds served is based on the at-risk population in the kindergarten cohort.

Informational Metrics: Encouraged Practices

Metrics outline pathways to improvement and inform family choice by publicizing practices associated with quality early childhood settings.

1. **Assessment That Informs Instruction**
   - **Teacher Reliability on Assessment**: *How prepared are teachers to reliably observe child progress?*
   - **Assessment Use**: *Is child progress measured regularly?*
   - **Assessment Accuracy**: *How accurately is child progress being measured?*
2. **Program Investment in Quality Measures**
   - **Teacher:Child Ratios**: *Are programs using ratios that support child development?*
   - **Teacher Preparation**: *What degrees and certifications have teachers attained?*
   - **Quality, Standards-Based Curriculum**: *Are programs using a curriculum that supports high-quality interactions and instruction?*
3. **Family Engagement and Supports**
   - **Family Satisfaction**: *How satisfied are families with child's learning and care experiences?*
4. **Community Network Supports**
   - **Teacher Support**: *How satisfied are teachers with Community Network supports?*
   - **Child outcomes:** *Are PreK children across the network progressing over the course of a school year?*

Fairness and Equity

The Department will validate local observation results with third party observations.

Local Observation Results

- The practice rating (Excellent – Proficient – Unsatisfactory) will be calculated based on the local observation results at the domain level from the two observations *(Fall and Spring).*
- A score of one *(lowest score on the scale)* will be used in the practice calculation for each domain for any classroom that does not have observation results reported.

Validation by Third Party

- The Department will ensure there is at least one third party observation per site.
- For any domain level result where the local and third party differ by more than one point, the third party result for that domain will be used in the practice rating calculation.
- If local observation results are consistently different by more than one point from the third party results, third party results may be used exclusively in the practice rating calculation.

Grievances and Appeals

- There will be formal processes for both appeals and grievances for Lead Agencies and program providers.

Learning Year Rollout

The Department will provide extensive guidance and support to Lead Agencies and programs throughout the 2015-2016 Learning Year.

Summer 2015	Fall 2015	Winter 2015	Spring 2016	Summer 2016	Fall 2016
Department publishes written guidance and conducts webinars	Department releases final practice profile template and launches Lead Agency Collaboratives statewide	Fall *CLASS* result shared with all programs Department provides update on match rates for third party and local observers	Spring *CLASS* results shared with all programs	Programs receive draft results with opportunity to correct Training on interpreting, using, and communicating practice profiles	Release of practice profiles, in coordination with lead agencies

Pathway to Improvement

Professional Development Framework

PD Framework Overview

Improvement is a critical component of Unified Quality and Improvement System.

Challenge: Training Quality, Availability, and Cost Varies Statewide

- Teachers are the most critical factor in achieving high-quality outcomes for children.
- All Early Childhood programs have ongoing training requirements, but there can be too much variation in what teachers and leaders receive

BESE Request

Provide a framework for professional development for early learning centers

- Needs to include a professional training element addressing modules, online learning, etc.

Approach: Establish Vision, Implement Strategies and Invest in Pathway to Improvement

The fairness and the effectiveness of this framework depends on ensuring:

- Unified system provides specific information to every program and teacher, and
- Professional development resources are aligned to create an accessible and affordable pathway to improvement that address the unique needs of each program and teacher.

Framework for Pathway to Improvement

Programs need guidance and resources to know and understand how to improve.

Foundational Training
Every program receives free training on Standards, GOLD and CLASS

***CLASS* Observations and Feedback**
Every classroom receives CLASS observations and results 2x a year

Aligned Supports
Every program has access to supports to address their individualized needs based on observation results

Additional Training
(R & R, Head Start T/TA, School District, LDE-provided)

Coaching/ Technical Assistance
(R & R, Mental Health Consultation, Head Start T/TA, School District, PLCs)

Teacher Preparation
(e.g. CDA)

Online Toolbox for Birth – PreK

2015-2016 Improvement Strategy

Tools, resources and supports will be improved, aligned and expanded in 2015-2016

Approach	Key Activities
Increase resources to support classroom improvement	➢ Continue to secure foundational training for teachers ➢ Ensure all classrooms receive *CLASS* observations and feedback ➢ Expand birth to kindergarten online resources including training modules, instructional tools and guidance
Promote proven models of professional support	➢ Expand highly-impactful models of teacher support (e.g., coaching) ➢ Increase communication and collaboration between providers of teacher support(e.g., R & R, mental health consultation, Pathways, lead agencies) ➢ Improve certification opportunities through scholarships and funding preparation providers (e.g., Believe and Prepare)
Expand regulatory flexibility	➢ Increase choices for continuing education hours and requirements through Pathways (e.g., fast-track registry) ➢ Revisit requirements and criteria for contracted services based on feedback (e.g., R & R, mental health consultation, Pathways, etc.)
Address funding and compensation inequities	➢ Promote resources and opportunities that provide financial assistance (e.g., tax credits) ➢ Identify strategies to increase compensation (e.g., CCAP policy, PreK Development Grant, etc.)

Example of Pathway to Improvement

A case example demonstrates how the pathway would work for ABC Child Care Center

Step 2: *CLASS* Observations and Feedback

Step 1: Foundational Training

Step 3: Aligned Supports

- ✓ Access to array of free resources to meet program needs, including individualized assistance and coaching on observation results
- ✓ Select supports that meet needs without high cost or regulatory burden (e.g., licensing)
- ✓ Funding and tax credits enable higher compensation

2015-2016 Investment in Improvement

More than $18 million in state and federal investments will bolster local resources.

Investments will benefit every publicly-funded early childhood program in Louisiana:

- Provide $5 million to Community Networks for observations, training and system building
- Continue to fund $8 million in essential child care improvement supports including Resource & Referral, Mental Health Consultation, and Quality Start
- Increase scholarships up to $5 million for child care teachers to pursue Ancillary Teaching Certificates (CDA)
- Pay for assessment, including teacher training and reliability, for all publicly-funded children