Early Childhood Care and Education Advisory Council

March 18, 2015

DEPARTMENT of EDUCATION

Louisiana Believes

CCAP Provider Certification Regulation Overview

Expanding Bulletin 139 –Child Care are Development Fund Programs

Operating CCAP Provider Certification

As the CCDF Block Grant continues to transition to the LDE, Bulletin 139, the Louisiana Child Care and Development Fund Programs, will be expanded to cover all functions of the Child Care Assistance Program (CCAP).

Overview of Proposed Regulations for CCAP Provider Certification:

- Authorize LDE's administration of the Provider Certification function of CCAP beginning July 1, 2015
- Make minor administrative changes to existing DCFS regulations to reflect the transition
- Comply with the Health and Safety and inspection requirements in the newly reauthorized federal child care law (CCDBG)
- Align family home provider and in-home provider expectations
- Establishes a Notice of Violation and Corrective Action Process for program violations that do not result in termination of CCAP certification

Until July 1…

- Existing DCFS CCAP Provider Directory regulations remain in effect
- All Provider Agreements remain unchanged

Current Provider Landscape & New Law
Benefitting Children in All Settings

Louisiana, along with every other state, is working to align its child care system with the revised federal child care (CCDBG) law.

- *Law covers all aspects of child care, including child care licensing, child care assistance, and quality improvements.*
- *Louisiana will align select elements now so providers are not impacted multiple times between now and September 2016, when many provisions of the law are required to be fully implemented.*

Reauthorized federal child care law reflects:

- A bipartisan approach to a focus on high-quality child care, and
- An increased focus on health and safety requirements for all provider types whether licensed or license-exempt

Current landscape of CCAP-certified providers in Louisiana:

- Proposed bulletin indicates what each type of child care provider must do to be certified and receive CCAP funding

Provider Type	Early Learning Centers	Family Child Care	In-Home Child Care	School Child Care	Military Child Care
Feb. 2015 Count	938	588	145	62	0

CCAP Provider Certification Policy
Administrative Changes

Administrative changes:

- ***Allow LDE to operate Provider Certification beginning July 1, 2015***
- ***Reflect CCDF transition***
- ***Continue commitment to health and safety***
- ***Clarify existing rule***

Summary:

- Change DCFS references to LDE
- Change Class A references to Type II and III early learning centers
- Drop "Class" references of other provider types

- Require all providers to use direct deposit
- Clarify all criminal background checks must have electronic fingerprints
- Clarify that government issued photo identification and social security cards are required
- Clarify that all providers must provide an email address

CCAP Provider Certification Policy
Alignment of Family Child Care and In-Home Child Care

Aligning family child care providers and in-home child care providers

- ***Establishes basic health and safety expectations for all providers***
- ***Complies with the reauthorized CCDF law***

Summary

- Require State Fire Marshal inspection
- Require electronic fingerprint based CBC for provider, all adults employed in home and on the property, and all adults living in the home where care is being provided
  - *Only non-caregiver adults living in the home must get a CBC for in-home child care providers*

- Allow inspections of the home where care is being provided by the department and other authorized personnel *(e.g., Resource & Referral, Fire Marshal, etc.)*
- Establishes basic health and safety expectations *(e.g., safety trainings, protection from safety hazards, immunizations, emergency plans, etc.)*

- Require each provider to participate in orientation training
- Require 12 clock hours of training annually

CCAP Provider Certification Policy
Establishing a Corrective Action Process

To support providers and ensure continuity of care for children, a corrective action process may be used for a program violation that does <u>not</u> require immediate termination of certification.

Tiered Corrective Action Process

- **First violation**
  - *Issue a written notice of violation informing the provider that continued or additional violations may result in termination of CCAP certification and a period of ineligibility.*
- **Second violation**
  - *Issue a second written notice of violation that includes a corrective action plan (CAP) and notice that failure to comply with the CAP may result in termination of CCAP certification and a period of ineligibility.*
- **Third violation**
  - *Terminate CCAP certification and impose a period of ineligibility of 12 months, 24 months or permanently.*

This will <u>not</u> affect the Department's ability to terminate immediately when needed

Expectations for Community Networks in 2015-16

Community Network Expectations in 2015-16
Building on the Pilots and Field Test

Act 3 (2012) requires full implementation by the start of the 2015-16 school year.

- *Full implementation requires BESE to promulgate regulations governing Community Networks, as called for by Act 3 (2012) and Act 717 (2014).*

The pilot approach has helped communities prepare for the 2015-16 school year.

- ✓ Every parish has formed a Community Network.
- ✓ Community Networks are making progress on the pilot rubric.
- ✓ Seven Cohort 1 Community Networks are field testing the letter grade system now
  - *Ascension, Calcasieu, Iberville, Lafayette, Orleans, Ouachita, and Rapides*
- ✓ All providers will participate in the Letter Grade Learning Year in 2015-16.
  - *Initial launch of letter grade system without any consequences for providers.*
  - *Full launch with consequences/incentives occurs in the 2016-17 school year.*

Community Network expectations will align with the pilot rubric and cover:

- Network-level leadership expectations and responsibilities
- Letter grades
- Coordinated enrollment

Field Test: Letter Grade Profile for Programs

For one program

Grades based on CLASS observations from <u>one site</u>

Items in green are for information for families; not used for grades

Includes family satisfaction

EARLY CHILDHOOD ORGANIZATION

2014-2015 • Community Network

Enrolled

All data is for demonstration only and does not indicate how grades will be determined.

B

Infants ## · 1yr olds ## · 2yr olds ## · 3yr olds ## · 4yr olds ## · 00% Receiving Special Education Services

TEACHER PRACTICE

High-quality teacher-child interactions, including how engaging teachers are, how organized teachers are, and how well teachers build on concepts and make connections are essential for children's learning and developing.

CLASS MEASURES (1-7 Scale)		SITE	PEERS	STATE	NATIONAL
PreK	EMOTIONAL SUPPORT	6.10/A	5.66	5.59	5.99
	CLASSROOM ORGANIZATION	4.00/B	4.93	4.99	5.63
	INSTRUCTIONAL SUPPORT	3.25/B	3.28	2.86	2.72
Toddlers	EMOTIONAL & BEHAVIORAL SUPPORT	5.60/B	5.36	5.30	N/A
	ENGAGED SUPPPORT FOR LEARNING	3.12/B	3.17	3.12	N/A

KEY ITEMS NEEDED TO ACHIEVE CHILD OUTCOMES

TRAINED TO ASSESS

Teachers must be reliable on the child assessment tool in order to measure children's progress and provide instruction that meets their needs.

PERCENT TEACHERS TRAINED TO ASSESS

0 | 21-40 | 100

ONGOING ASSESSMENTS

Teachers have to assess children on an ongoing basis to know what individual support each child needs.

PERCENT CHILDREN WITH ONGOING ASSESSMENTS

50% CHILDREN

ASSESSING ACCURATELY

Teachers have to accurately document children's learning and development to know how they are progressing.

ARE TEACHERS ASSESSING ACCURATELY?

PARTIALLY

NO UERY

TEACHER:CHILD RATIOS

Individual child needs are unique in early childhood. Teachers must be able to manage the room and reach every child, which ratios indicate.

PERCENT CLASSROOMS MEET OR BETTER THAN STATE RATIOS

50% MEET	50% BETTER THAN

PREPARED TEACHERS

Preparation and training impacts a teacher's ability to improve children's growth and learning.

HIGHEST EDUCATION ATTAINED

5% No degree	15% Child Development Associates	10% Associates
50% Bachelors	20% Masters +	65% TOTAL CERTIFIED

QUALITY, STANDARDS-BASED CURRICULUM

Using a quality, standards-based curriculum can help ensure instructional alignment to widely-held expectations for growth and development.

USING A QUALITY, STANDARDS-BASED CURRICULUM?? ✓YES

FAMILY SATISFACTION

Families are key partners in educating and caring for children.

ARE FAMILIES SATISFIED?

YES

NO UERY

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Field Test: Letter Grade Profile for Community Networks

Includes all programs birth to age 5 in the community

Includes kindergarten readiness for community

Grades based on
1) CLASS observations from <u>all</u> programs
2) % at-risk children enrolled

COMMUNITY NETWORK
2014-2015
Enrolled • ### Community Population

All data is for demonstration only and does not indicate how grades will be determined.

Infants ## · 1yr olds ## · 2yr olds ## · 3yr olds ## · 4yr olds ## · 00% Receiving Special Education Services

B

TEACHER PRACTICE

High-quality teacher-child interactions, including how engaging teachers are, how organized teachers are, and how well teachers build on concepts and make connections are essential for children's learning and developing.

	CLASS MEASURES (1-7 Scale)	NETWORK	STATE
PreK	EMOTIONAL SUPPORT	6.23/A	5.59
	CLASSROOM ORGANIZATION	5.00/B	4.99
	INSTRUCTIONAL SUPPORT	3.40/B	2.86
Toddlers	EMOTIONAL & BEHAVIORAL SUPPORT	4.23/B	5.30
	ENGAGED SUPPPORT FOR LEARNING	3.49/B	3.12

EQUITABLE ACCESS

To achieve kindergarten readiness for all at-risk children, networks have to increase opportunities for children to enroll.

Percent 4YR OLDS Enrolled 80-89

Percent BIRTH TO 5 Enrolled 0-50

KEY ITEMS NEEDED TO ACHIEVE CHILD OUTCOMES

TRAINED TO ASSESS

Teachers must be reliable on the child assessment tool in order to measure children's progress and provide instruction that meets their needs.

PERCENT TEACHERS TRAINED TO ASSESS
79%
TEACHERS

ONGOING ASSESSMENTS

Teachers have to assess children on an ongoing basis to know what individual support each child needs.

PERCENT CHILDREN WITH ONGOING ASSESSMENTS
50%
CHILDREN

ASSESSING ACCURATELY

have to accurately document and development to know

ARE TEACHERS ASSESSING ACCURATELY?
PARTIALLY
NO VERY

PREPARED TEACHERS

Preparation and training impacts a teacher's ability to improve children's growth and learning.

HIGHEST EDUCATION ATTAINED

5% No degree	15% Child Development Associates	10% Associates
50% Bachelors	20% Masters +	65% TOTAL CERTIFIED

TEACHER SUPPORT

Communities have to develop quality support systems to help teachers improve.

DO TEACHERS FEEL SUPPORTED BY THE NETWORK?
SOMEWHAT
NO VERY

CHILD OUTCOMES

Early childhood care and education must prepare children to enter kindergarten ready to learn.

PERCENT CHILDREN KINDERGARTEN-READY

25% PRE	75% POST

FAMILY SATISFACTION

Families are key partners in educating and caring for children.

ARE FAMILIES SATISFIED?
YES
NO VERY

Early Childhood
IMPROVING SCHOOL READINESS

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Community Network Expectations in 2015-16

Listening to the Field

As part of a yearlong engagement process, BESE and LDE want to hear from providers and stakeholders this spring.

Roundtable Objectives:

- Communicate proposed expectations for Community Networks in 2015-16;
- Share lessons learned from the field test and propose letter grade approach;
- Communicate expectations for coordinated enrollment and funding; and
- Get feedback on proposals from the field.

The Department will bring new regulations to the Advisory Council in May and BESE in June.

7 Roundtables will be held across the state:

- April 13: Caddo and Ouachita
- April 17: Rapides
- April 20: EBR and Lafayette
- April 21: Calcasieu
- April 22: Orleans

Advisory Council Members are encouraged to attend at least one roundtable.

Update on Early Learning Center Licensing Regulations

Implementing New Licensing Policy: Bulletin 137

Key Components

Implementation of Bulletin 137 (Licensing) will include five key components:

- **Guidance Materials**
  - LDE will produce a brief, written guide for providers
- **Staff Training**
  - All staff will be trained on new regulations and guidance
- **Provider Training**
  - LDE will conduct kick-off sessions across state to provide overview of changes
  - Sessions will be followed by 4 weekly webinars on specific areas
  - Session and webinars will be recorded and posted on website
  - R & Rs will receive training and support to redeliver training on ongoing basis
- **Systems Changes**
  - All technology systems will be adapted to new types and regulations
- **Logistics**
  - New licenses will be printed and distributed

Effective date for Bulletin 137 will be July 1, 2015

Implementing New Licensing Policy: Bulletin 137

Proposed Timeline

Effective date for Bulletin 137 will be July 1, 2015

Implementing New Licensing Policy: Bulletin 137
Communication Plan

Communications plan should include multiple channels and provide information in advance:

- **Communication Plan will include**
  - ✓ Press releases to inform field of key dates, expected guidance and plan for training providers
  - ✓ Presentations at conferences such as Child Care Association of Louisiana
  - ✓ Newsletter reminders about training, guidance and effective date
  - ✓ Coordination with Pilot Leaders, Partners and R & Rs
  - ✓ Letter or postcard to all providers reminding them of effective date
  - ✓ Letter with new licenses with link to new regulations

Advisory Council Members are encouraged to spread the word about the guidance and training