Early Childhood Care and Education Advisory Council

February 11, 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 Update – Q4 2014

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

Making Progress

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

Bringing It All Together: Full Implementation
Unified Early Childhood Network by August 2015

Louisiana has made great progress since Act 3 was passed in 2012. Pilots have launched, communities have led the way, and important lessons have been learned.

For full implementation by August 2015, Louisiana should ensure:

1. **Every community has its own Early Childhood Network Pilot**

2. **Policies are in place for a fully unified system**

Unified Expectations

- All early learning centers operate under streamlined regulations with LDE license
- All publicly-funded programs are participating in the 2015-16 learning year

Supported Teachers

- Every teacher has access to ongoing training, feedback, and coaching to improve
- Teachers use scholarships to obtain credentials at BESE-approved providers

Easier Enrollment for Families

- Community Networks continue coordinating enrollment processes for 2016-17

3. **Funding is gradually increased to ensure families can choose a quality option for their children**

Early Childhood Community Network Pilots
Local Communities Lead the Way

Community Network Pilots:

- Cohort 1 = 13 Networks (July 2013)
- Cohort 2 = 16 Networks (April 2014)
- Cohort 3 = 33 Networks (January – March 2014)

➢ All parishes have opted in

Each Community Network will:

- Account for every birth-to-5 at-risk child
- Assess and track progress of all children
- Support all teachers to provide quality interactions and instruction
- Implement coordinated enrollment
- Establish governance structure

Early Childhood Community Network Rubric

Supporting the Vision and Illustrating Expectations

Purpose:

- Frame important building blocks to achieve the vision
- Illustrate expectations for Pilot progress at different stages

Organization:

- By priority areas (e.g., Teacher Support) to ensure focus
- Presents implementation as a spectrum

How It Should Be Used by Pilot Leaders:

- Frequently to support planning and reflect on progress

What It's Not:

- A precise "measuring stick"

Early Childhood Network Pilot RUBRIC

	Starting Point	Initial Expectations	Emerging	Proficient	Highly Effective
		Most pilots will achieve Year 1	*Most pilots will achieve Year 2; exceptional will achieve in Year 1*	*Most pilots will achieve Year 3; exceptional will achieve in Year 2*	*Most pilots will achieve Year 4; exceptional will achieve in Year 3*
Collaborative Leadership	• Program partners have signed assurances and key supporting partners are on board • Leaders hold regular, organized meetings with participation from all programs	***Leaders:*** • Develop and implement written plans for 1) supporting teachers to use new tools and 2) coordinated enrollment • Identify needs and contribute resources towards training, teacher observation/feedback and coordinated enrollment • Track and report on progress with LDOE Deputy/Coach on at least a quarterly basis	***Leaders:*** • Develop and implement written plans with measurable annual goals for improving teaching and coordinated enrollment • Coordinate existing resources and/or secure new resources to improve practices • Use evidence and data to make improvements against goals on at least a quarterly basis	***Leaders:*** • Develop and implement written plans with long-term goals, in addition to annual planning and goal-setting • Coordinate existing resources and/or secure new resources to serve more children • Routinely use evidence and data to make improvements against goals	***Leaders:*** • Have established network as formal entity with name, governance structure (e.g., board, 501(c)3) • Ensure sustainable funding sources with coordinated oversight to support continual improvement and serving more children • Use outcomes information to make resource and enrollment decisions
Teacher Support	• Quality of training, professional development and evaluation varies • Knowledge and use of standards, curricula and child assessment is inconsistent • Unclear expectations on what excellent teaching looks like	***Teachers:*** • Are trained on Standards, CLASS and GOLD • Collect data on ongoing basis and evaluate their children's development at 3 checkpoints • Receive baseline feedback on interactions and instruction from reliable observers	***Teachers:*** • Use Standards-aligned curricula to organize activities and instruction • Attain reliability on GOLD and use child assessment results to adjust instruction on a periodic basis • Improve teaching based on regular feedback and coaching on improving interactions and instruction	***Teachers:*** • Set annual goals for learning outcomes and receive individualized feedback and coaching based on goals • Use GOLD as a formative assessment to evaluate children's progress and customize instruction • Participate in professional learning communities on a periodic basis	***Teachers:*** • Continually refine their teaching based on reflection on multiple forms of data • Participate in professional learning communities focused on improving outcomes on a biweekly basis • Enhance skills by mentoring and coaching other teachers
Coordinated Enrollment	• Programs use different applications, processes and timelines	***Programs:*** • Count the at-risk gap (# of children not being served) • Participate in common information campaign with joint enrollment events and/or informational materials	***Programs:*** • Serve more at-risk 4-year-olds than the prior year by better coordinating existing funding through diverse delivery or securing new funding • Use coordinated timeline and application processes • Prepare staff to discuss eligibility criteria for other programs and refer families accordingly	***Programs:*** • Serve all at-risk 4-year-olds through diverse delivery or by securing new funding • Coordinate application and eligibility processes and eliminate wait lists (when possible) by referring families to other providers • Capture family feedback via formal surveys	***Programs:*** • Serve more at-risk children under age 4 than the prior year through diverse delivery or by securing new funding • Establish full coordinated enrollment that matches for all programs based on family preference and addresses mid-year transfers • Use family feedback to continually refine enrollment

Early Childhood Community Network Pilots
Key Facts on Implementation

1. 2015-16 Expectations are based on Community Network Pilot Rubric.

- Cohort 1 Pilots should achieve Proficient
- Cohort 2 Pilots should achieve Emerging
- Cohort 3 Pilots should achieve Initial Expectations

2. All Pilots are slated to receive funding in 2015 subject to BESE approval.

- Cohort 1 will receive 25% of Year 1 Funding
- Cohort 2 will receive 40% of Year 1 Funding
- Cohort 3 will receive 100% of Year 1 Funding *(Year 1 is a 16 month time period)*

3. 89% of Pilots have School Districts as Coordinating Partners.

- 2 Cohort 1 Pilots have Resource and Referral (R&R)
  - *Orleans and Ouachita*
- 1 Cohort 2 Pilot has an R&R
  - *Morehouse*
- 1 Cohort 3 Pilot has an R&R & 3 have Head Start
  - *R&R: Richland*
  - *Head Start: East Carroll, Madison, and St. Mary*

Type	# Pilots	%
School Board	56	**89%**
R&R	4	**6%**
Head Start	3	**5%**

Unify Expectations
Update on Report Cards

Developing a consistent way to evaluate and hold programs accountable will be a multi-year process based on work in the field.

In 2014-15, LDE will build a two-level report card system that evaluates <u>both</u> programs and community networks on how well they do.

Field Test Update	• 6 cohort 1 pilots are field testing the report card system now – *Ascension, Calcasieu, Iberville, Lafayette, Orleans, Ouachita, and Rapides* – *Focus on conducting 2 CLASS observations per classroom with reliable observer* • Working through logistics of ensuring enough reliable observers, particularly for toddler classrooms • Developing a system for providing feedback and coaching to teachers
Key Learnings	• LDE will release explicit guidance on planning for observation capacity • Use of videos for observations could help with logistics and follow-up • Existing Head Start capacity and commitment is a huge asset to Networks
Next Steps	• Release family and teacher surveys • Complete data collection and analysis for informational items • Release RFP for third party CLASS observation • Conduct state-wide roundtables on report card policy and implementation

Advisory Council will review Field Test results and Report Card policy in May 2015

Unify Expectations
Update on CCDF Transition

Transitioning CCDF to the LDE will enable unification of policies and procedures related to licensing, child care assistance, Quality Start and supports for child care programs such as Resource and Referral, mental health consultation and scholarships.

Key Milestones for Licensure:

- Licensing of early learning centers transitioned to LDE in October 2014 and BESE approved new policies in December 2014
- Policies are in rulemaking process and expected to become effective in Summer 2015
- LDE will conduct extensive staff and provider training

Key Milestones for Provider Directory, Teacher Scholarships and Pathways:

- See separate *Updates* slide

Key Milestones for Client Eligibility

- DCFS and LDE are still on track to transition CCAP Eligibility as of July 1
- LDE will become CCDF lead agency on July 1
- LDE intends to bring CCAP Eligibility policy to Advisory Council no later than August 2015

Advisory Council will continue to review different pieces of CCDF-related policy from February through August 2015

Update on Provider Certification and Teacher Scholarships

January 2015

Updates
CCAP Provider Certification, Pathways and Teacher Scholarships

DCFS and LDE continue to transition CCDF as called for in Act 868 (2014).

!!! New Contact Info !!!
P.O. Box 2510
Baton Rouge, LA 70821
Phone: 1.877.453.2721
Fax: 225.342.4180

PROVIDER DIRECTORY

- Transitioned to LDE on February 2 with existing staff
- Renamed to **CCAP Provider Certification**
- **NO** immediate changes to rule or existing provider agreements and certifications
  - *Providers have been notified by letter, emails, and post cards*
  - *DCFS call center is no longer active for providers (see new contact info)*
- Advisory Council will consider policy at March meeting for April BESE

TEACHER SCHOLARSHIPS & PATHWAYS

- LDE responsible for Pathways and Teacher Scholarships as of February 2
- **NO** immediate changes to either program
- Depending on changes needed, Advisory Council will consider policy in March or May 2015
  - *Align with recent Teacher policy approved by BESE to increase scholarship program and focus on publicly-funded centers*

LDE is committed to ensuring minimal disruption to the field during this transition

Update on Preschool Development Grant

Establishment of Bulletin 139, *Child Care Assistance Program*

Chapter 1 (Authority and Definitions) & Chapter 3 (Quality Start Child Care Rating System)

Quality Start Transition

Supporting Providers Through the Transition to Letter Grades

Publicly-funded providers should continue to benefit from Quality Start until the letter grade system is in place.

Approach

1. Recognize providers may want to apply for new stars or higher stars during *Learning Year*
2. Allow providers who have stars to keep them without further action to support focusing on *Learning Year*
3. Continue to tie financial benefits to star ratings until letter grades are fully in place
4. Recognize financial benefits associated with Quality Start should <u>only</u> accrue to publicly-funded centers
5. Encourage all publicly-funded providers to at least earn 1 star so teachers with Ancillary Teaching Certificates benefit from tax credits

Quality Start Transition
Strong Participation

87% of quality-rated centers are currently serving children with CCAP (~650)

- *~60 quality-rated Head Start centers*
- *~40 quality-rated centers are <u>not</u> currently authorized for CCAP*

Five star centers have nearly tripled in the last year

Quality Start Transition
Policy Recommendations

RECOMMENDATIONS

Changes will be made through BESE policy but also require Department of Revenue approval

For March BESE

1. **Encourage centers to serve CCAP children by requiring Type III for stars beyond 2015**
   - *Type I and II center star ratings will expire 12.31.2015*
2. **Phase Quality Start out when letter grade system fully launches in July 2016**
   - *Last date to apply for new stars is 2.1.2016; No new stars will be awarded after 7.1.2016*
3. **Have no financial implications based on letter grades until full launch in 2016-17**
   - *SRTC remains based on star ratings through the 2016 calendar year (based on 7.1.2016 rating)*
   - *Tiered bonuses should remain based on star ratings through June 2017*
   - *Pilot bonuses should remain based on star ratings at least through June 2016*
4. **Set 2017 expiration date for ratings earned from January 2014 onward for Type III centers**
   - *Providers will only have to apply for star ratings during Learning Year if they choose to*
   - *Allows stars to last up to three and a half years as opposed to current two years*

For June BESE

5. **Change SRTC rule in 2015 to indicate letter grades will be used for 2017 tax year**
   - *Since no star ratings will exist on 7.1.2017, SRTC would be based on 2016-17 letter grade*
6. **Ensure Type III teachers qualify for SRTC regardless of center letter grade, through 2019**
   - *Supports teachers in publicly-funded centers to pursue Ancillary Teaching Certificate requirement*

Quality Start Transition
Timeline and Implications

***NOTE**: SRTC is based on star rating as of July 1 in the calendar year. Moving forward, SRTC would be based on letter grades earned for previous school year. (e.g., 2017 SRTC based on 2016-17 letter grade)*

SRTC	2014 Taxes ★ As of 7.1.14	2015 Taxes ★ As of 7.1.15	2016 Taxes ★ As of 7.1.16	2017 Taxes A, B, C for2016-17
Tiered Bonus	2015 ★ As of 1st day each quarter	2016 ★ As of 1st day each quarter	2017 (Jan. – June) ★ As of 1st day For Q1 and Q2	2017 (July – Dec.) A, B, C for 2016-17
Pilot Bonus	★ 3-5 Star in Cohort 1&2 receive	★ 3-5 Star in Cohort 1,2 & 3 receive	*Pilot Bonus TBD*	