Early Childhood Care and Education Advisory Council

February 4, 2016

DEPARTMENT of EDUCATION

Louisiana Believes

ECCE Advisory Council Coordinated Enrollment, Coordinated Funding, and the Early Childhood Accountability System Work Group

ECCE Advisory Council Coordinated Enrollment Workgroup

From Bulletin 140, *Louisiana Early Childhood Care and Education Network*:

"Prior to the start of the 2016-2017 school year, BESE shall review this Chapter and revise as necessary based on learnings from the 2015-2016 learning year. A work group of the Early Childhood Care and Education Advisory Council shall be formed to study the effectiveness of the coordinated enrollment process conducted in the learning year and make recommendations to the council and BESE for changes for implementation in 2016-2017. This research should include, but not be limited to, conducting focus groups of all provider types, reviewing data on the placement of new early childhood seats opened statewide, and reviewing other available information."

From ECCE Advisory Council meeting on January 8, 2016:

"On motion of Mr. Smith, and seconded by Ms. Blanco, the Early Childhood Care and Education Advisory Council endorsed the recommendation to create a work group to study coordinated enrollment, coordinated funding, and the early childhood accountability system that will be comprised of Council members."

Expansion to Coordinated Enrollment, Coordinated Funding, and Accountability Work Group

The Ad-Hoc Work Group will study the implementation of coordinated enrollment, coordinated funding, and the accountability system during the Learning Year.

This Ad-Hoc Work Group will:

- Develop and present recommendations to the ECCE Advisory Council at the May 2016 meeting;
- Review results, hear stakeholder feedback and participate in statewide engagement activities (e.g., roadshow); and
- Be staffed and supported by the Department as needed.

Work Group Members:

- *Maria Blanco*
- *Melanie Bronfin*
- *James Evans*
- *Jodi Loar*
- *Paula Polito*
- *Cindy Rushing*
- *Tony Recasner*
- *John Warner Smith*

Proposed Work Group Process and Timeline

Understanding the implementation of the Learning Year will position the Work Group to inform the Advisory Council recommendations on Bulletin 140.

February	March-April	May	June
• Review Learning Year findings to date* • Identify key information-gathering activities (e.g., focus group) • Set workplan	• Participate in information-gathering activities • Attend roadshow events • Review findings and prepare draft recommendations	• Share results with broader Advisory Council to inform recommendations on revisions to Bulletin 140	• BESE reviews revisions to Bulletin 140 (*Louisiana Early Childhood Care and Education Network*)

**Data will only be shared in the aggregate and will be subject to any applicable laws/regulations on privacy, suppression and verification*

Early Childhood Advisory Council Quarterly Report– Q4 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."

Early Childhood Community Networks
Early Childhood Accountability System

The Department and Community Networks have continued to implement the early childhood accountability system as part of the Learning Year.

- **Completing Fall *CLASS* observations**
  - *CLASS* Observation System allowed Lead Agencies and sites to view observation results in real time, and simplified the process of scheduling observations
  - Lead Agencies met the December 15th Fall deadline with the following successes:
    - 98% of classrooms were observed with 5,405 observations
    - 45 of 64 networks reached 100% observation benchmark with 14 more between 95% and 99%
    - 1,580 sites were observed
  - ULL-Picard completed nearly 1,600 observations which is ahead of schedule

- **Preparing for Performance Profiles in the Learning Year**
  - The October 1 Child Count was completed by Lead Agencies, allowing the LDE to better plan for assisting with coordinated enrollment and funding
  - Teachers and sites completed the first *GOLD*™ by Teaching Strategies® checkpoint
  - Lead Agencies supported the development of performance profiles by assisting with the set up of individual sites and profiles in the *GOLD*™ and *CLASS* data systems

Early Childhood Community Networks
Coordinated Support for Communities

Communities have worked to improve coordination and collaboration across program sites.

- **Working towards Coordinated Enrollment**
  - The Coordinated Enrollment Self-Assessment Report showed that nearly 90% of communities made improvement on working together on enrollment since last year
  - Cohort 1 and Cohort 2 Community Networks submitted Coordinated Enrollment Plans that detailed a description of the steps that will be taken to improve enrollment in 2016-17
  - Cohort 3 attended Coordinated Enrollment Planning sessions to gain a better understanding the of the coordinated enrollment concept and receive specific support for the first phase expectations
- **Planning for Coordinated Funding**
  - The Department released information related to the Coordinated Funding Request, required by Bulletin 140
  - Lead Agencies and Community Networks started planning to submit one unified request for funding which includes public and private PreK as well as allocated slots for child care
  - Lead Agencies attended Supervisor Collaboratives in November

Child Care and Development Block Grant and Licensure
Quarter 4 - Transition Milestones

The Department has continued the transition of the Child Care Development Block Grant and the implementation of the new licensing regulations.

- **Improving Access to CCAP Information**
  - Enhanced the Department call center and expanded the hours for early childhood to improve service to providers and families receiving child care assistance (CCAP)
  - Launched the CAFÉ Online System for families, allowing parents to complete their CCAP application, submit key documents, and monitor their application status.

- **Continued Support for the Licensing Regulations**
  - The Department has continued to support providers in understanding and meeting the expectations in the new licensing regulations
  - The Department released a four part series of online courses that provide an overview of Bulletin 137 - *Louisiana's Early Learning Center Licensing Regulations*
    - Each course includes lectures, activities and quizzes that provide information
    - Participants receive training hours for each completed course

Supporting Teachers to be Successful
Key Activities in Quarter 4

The Department supported professional training and teacher preparation opportunities.

- **Participating in Teacher Leader Collaboratives**
  - Two teachers from every Community Network were invited to attend the statewide Teacher Leader collaboratives in November
  - Teachers from every type of program received guidance from the LDE on the *CLASS* dimensions

- ***GOLD*™ by Teaching Strategies® Technical Assistance**
  - Teaching Strategies® representatives met with Cohort 3 Community Networks
  - Sessions included opportunities to learn more about how to use the *GOLD*™ system, including how to access and use reports and assessment data

Quality Start Participation
Monitoring Change Over Time

There has been little change in Quality Start enrollment for Quarter 4.

Publicly-Funded Licensed Early Learning Centers
Monitoring Change Over Time

There has been little change in the number of Type III Centers.

	Type I	Type II	Type III
October 2015	315	130	1103
November 2015	313	138	1099
December 2015	314	139	1098

Early Childhood Advisory Council Annual Report

2015

Early Childhood Care and Education Annual Report

Early Childhood Care and Education Annual Report:

- Description of publicly-funded early care and education programs
- Number of early learning centers and update on quality start
- Description of training and support for early care and education programs
- Family demand for early care and education programs
- Fiscal goals for early care and education
- Evaluations of early care and education programs
- Description of the early care and education workforce

Description of Publicly-Funded Early Care and Education Programs

Early Childhood Care and Education Annual Report

Publicly-Funded Early Care and Education Programs

	Child Care Assistance Program	Head Start/ Early Head Start	LA-4	NSECD	PreK Grant
Eligibility criteria	Families that are: • At or below 55% of SMI • Working, in school, or in training 30 hours per week	Families that are at or below 100% FPL (30% up to 135% FPL and 10% over income)	Families with four-year-olds who are at or below 185% of the Federal Poverty Line	Families with four-year-olds who are at or below 185% of the Federal Poverty Line	Families with four-year-olds who are at or below 185% of the Federal Poverty Line
Program requirements	Type III Child Care Centers and home based providers	LEA's, educational service districts, community action agencies, faith-based organizations, community colleges/universities	Local education agencies (LEAs) apply for seats for LA 4	Eligible providers for NSECD are non-public schools and Type III child care centers	Community Networks and Lead Agencies apply to be the subgrantee with the Type III center(s), schools, or Head Starts
Average hours/Days	10-hour day, for the full year	6-hour day for the school year	6-hour day for the school year	6-hour day for the school year	6-hour day for the school year
Total funding and source	Total: $40,512,976 Source: Child Care Development Fund (from 2014)	Total: $166,131,337 Sources: Federal ACF Funding	Total: $74,576,140 Sources: State General Fund and TANF	Total: $7,181,144 Source: State General Fund	Total: $2,312,982 Source: Federal PreK Expansion Grant

Early Childhood Care and Education Annual Report

Children Served in Publicly-Funded Programs

	Child Care Assistance Program	Head Start/ Early Head Start	LA-4	NSECD	PreK Expansion Grant
Number of children served	Infant: 1,012 1 year old: 2,291 2 year old: 2,930 3 year old: 2,436 4 year old: 1,176 5 and above: 2,883 Total- 12,728[1]	Infant: 495 1 year old: 851 2 year old: 1,099 3 year old: 13,307 4 year old: 8,472 Early Head Start total: 2,409 Head Start total: 21,779	16,283 four year olds	1,568 four year olds	340 four year olds
Amount of public funding per child	• Average funding per child: $2,353[2]	• Early Head Start, $13,355 • Head Start, $7,215	$4,580 per child	$4,580 per child	$5,185 per child plus an additional $1,244 per child to improve 130% of their seats

1 Annual average enrollment (based off of October 2015)

2 This reflects an average per child and does not include bonuses or Quality Start

Early Childhood Care and Education Annual Report

CCAP Sliding Scale Fee (*Based on Max State Rate of $21.50 per day for 3-year-olds and older)*

The CCAP sliding fee scale reduces out-of-pocket costs for households while still enabling them to access quality options.

Co-pay is based on household income with three tiers - $3, $2, $0 per day
The household is required to pay whatever the state does not cover.

Early Learning Centers and Quality Start

Early Childhood Care and Education Annual Report

Early Learning Centers

Early Learning Centers by Licensing Type

	September 2015 (Q3)	December 2015 (Q4)
Type I	317	314
Type II	135	139
Type III	1095	1098

Quality Start Participation

	March 2015 (Q1)		June 2015 (Q2)		September 2015 (Q3)		December 2015 (Q4)	
	Centers	CCAP Children	Centers	CCAP Children	Centers	CCAP Children	Centers	CCAP Children
One Star	239	3,432	250	3,644	231	2,949	227	2,374
Two Stars	245	4,067	232	4,514	233	3,880	234	3,348
Three Stars	76	1,466	80	1,646	90	1,750	88	1,540
Four Stars	153	1,863	148	2,080	142	1,879	140	1,780
Five Stars	27	297	33	379	34	373	32	321
	740	11,125	743	12,263	730	10,831	721	9,363
TOTAL CCAP Children		*15,246*		*16,443*		*14,379*		*12,396*
% in Quality Start		*73%*		*75%*		*75%*		*76%*

Training and Support for Early Care and Education Programs

Early Childhood Care and Education Annual Report

Training and Support for Early Care and Education Programs

Each publicly-funded program has access to program specific training and support.

Child Care Assistance Program (Type III Child Care Centers):

- **Child Care Resource and Referral Centers:** Provide free training and technical assistance for publicly-funded early learning centers. *Annual funding is $4.1 million from CCDF.*
- **Mental Health Consultants:** Provides free on-site classroom support on a bi-weekly basis for approximately six months to publicly-funded centers. Support focused on strategies to assist with behavior management and child development. *Annual funding is $2.5 million from CCDF.*
- **Teacher Leader Sessions:** Four-part series of teacher trainings led by the LDE, that are focused on specific strategies to support teacher from all program types within their classroom.
- **LDE Teacher Supports***:* Teacher Toolbox materials and online resources (TIPS cards, sample lesson and unit plans, online webinars and licensing courses).

Head Start and Early Head Start:

- Head Start Training and Technical Assistance staff conduct group trainings and technical assistance to meet the needs of Head Start teachers. Training sessions may be accessed by child care teachers when space is available. *Annual funding for Head Start and Early Head Start is $2.3 million.*

LA-4, NSECD, and PreK Grant Classrooms:

- Funding for training and support is included as part of the allocated funding for slots.
- Programs may choose to supplement allocations with in-kind of funding

Family Demand for Early Care and Education Programs

Early Childhood Care and Education Annual Report

Family Demand for Early Care and Education

Estimate unmet family need includes all families that could qualify for care, though many families may not elect to enroll their child.

		Infants	Ones	Twos	Threes	Fours	Totals
Estimated Need	At-Risk Estimate (Census 2012, FRL Rate 67.1%)	42,233	42,585	41,810	41,699	43,183	211,510
Estimated Served	Child Care (CCAP- October 2015)	1,012	2,291	2,436	1,176	1,176	9,845
	Early Head Start (2014-15 funded)	495	815	1,099			2,409
	Head Start (2014-15 funded enrollment)				13,307	8,472	21,779
	LA 4 (2015-16)					16,283	16,283
	Title I (2014-15)					7,617	7,617
	8(g) (2015-16)					2,311	2,311
	PreK Grant (2015-16)					340	340
	NSECD (2015-16)					1,568	1,568
	Total Served Estimate	1,507	3,106	3,535	14,483	37,767	60,398
	Percent Served	3.5%	7.3%	8.5%	34.7%	87%	28.5%
Estimated Unserved	Gap Estimate	**(40,726)**	**(39,479)**	**(38,275)**	**(27,216)**	**(5,416)**	**(151,112)**

January 2016 CCAP rate increases for CCAP are expected to lead to an increased demand for seats.

Fiscal Goals for Early Care and Education Programs

Early Childhood Care and Education Annual Report

Goals for the Fiscal Year

The 2015 Funding Model identified multiple kindergarten readiness priorities, as reported in HCR 174 Funding Report. The goals below represent the recommendation from the Advisory Council's Ad-Hoc Funding Workgroup for 2016-2017.

Objective	Options for Sources of Funding	Investment
1. ***Upgrade Quality:*** Provide funding for a well-prepared teacher in child care	• Reallocate federal TANF to child care • Reallocate state funds to increase support for early childhood • Dedicate revenue to early childhood	$33 million
2. ***Create Equity:*** Provide funding that creates equity between PreK and K	• Reallocate state funds to increase support for early childhood • Dedicate revenue to early childhood • *Study Pay for Success partnerships* • *Study including 4-year olds in the MFP*	$11 million
3. ***Increase Access:*** Provide a PreK slot for all families who choose one	• Reallocate state funds to increase support for early childhood • Dedicate revenue to early childhood • *Study Pay for Success partnerships* • *Study including 4-year olds in the MFP*	$26 million
	Total of Investment	**$55 million**

During the 2016-17 fiscal year, the LDE will continue working to achieve the following goals:

1. Support all programs to meet unified expectations for health, safety, and learning.
2. Expand access high-quality early learning opportunities to families.
3. Achieve full implementation of the Louisiana Early Childhood Care and Education Network.

Evaluations of Early Care and Education Programs

Early Childhood Care and Education Annual Report

Early Care and Education Program Evaluations

Evaluations of Louisiana's early care and education programs have demonstrated initial positive results.

1. **Louisiana Kindergarten Readiness Study (2014-2015), Curry School of Education**
   - Evaluated 90 preschool classrooms serving four year olds across the state, selected from five pilot parishes.
   - Assessed ~1,100 children and surveyed ~1,800 parents/guardians of children in participating classrooms.
   - Initial Results are expected in Spring-Summer 2016

2. **Picard Center:**
   - Evaluated the impact on students who participated in LA 4, NSECD, and 8(g) in 2011-2012 school year
   - Found consistent and significant academic benefits on fourth grade LEAP tests for students who had participated in any of the assessed pre-k programs
   - Children from impoverished backgrounds had significantly greater chances of scoring Basic or above in all subject areas on mandated statewide assessments when compared to similar children

Descriptions of the Early Care and Education Workforce

Early Childhood Care and Education Annual Report
Description of the Early Care and Education Workforce

Demographics of the Early Learning Center Workforce (based 15,233 active Pathways members):

- 99% are female
- 99% speak English as their primary language
- 0.8% reported speaking a fluent language other than English
- Ethnicity:
  - 56% identified as African American
  - 38 % identified as Caucasian American
  - 2% identified as Hispanic American
  - 1.3% identified as Acadian American
  - 2.7% identified as other ethnicities
- Education level:
  - 54% have a high school education or no verified degree
  - 2% have 30 college credits
  - 21% have a CDA or approved career diploma
  - 9% have an associate degree
  - 14% have a bachelor degree or higher

Early Childhood Care and Education Annual Report
Description of the Early Care and Education Workforce

Louisiana is growing the highly-qualified early childhood workforce capacity through three key policies:

1. **Early Childhood Ancillary Teaching Certificate established as a minimum credential for child care teachers**
   - *Based on Child Development Associate (CDA) credential or higher*
   - *Beginning in 2018, all teachers earning their Ancillary Teaching Certificate will complete programming at a BESE-approved teacher preparation provider*
   - *Starting in 2019, all lead child care teachers in licensed, publicly-funded programs will be required to have an Ancillary Teaching Certificate or higher*

2. **Birth to Kindergarten BA field of study and teaching certificate**
   - *Newly developed Birth to Kindergarten teaching degree allows for specialized training in the development and education of younger children*
   - *Courses align with Ancillary Teaching Certificate so teachers can stack courses over time*

3. **Support teachers to pursue credentials and reward performance**
   - *Ensure higher education and alternate providers in Louisiana offer coursework that helps teachers be successful in the classroom*
   - *Increase scholarship program from $500K to $5M and prioritize publicly-funded teachers*

Early Childhood Care and Education Annual Report
Description of the Early Care and Education Workforce

Anticipated volume for the ancillary certificate:

			Anticipated volume
Teachers Qualifying for Ancillary Certificate in 2015	Currently have CDA	2,200	2,700
	Currently have BA	500	
2016-2019	Currently have AA	1,000	7,000
	Teachers with 90-120 hours of required training for CDA	2,800	
	Estimated Additional Teachers	3,200	
2020 onward			4,000 annually

Table includes approximations for child care and Head Start teachers

- No anticipated change for PreK public and nonpublic program teachers
- 855 Teachers – no expected change (based on LA4 and NCESED 2013-14 numbers)
- No change for assistant teachers at this time

Early Childhood Care and Education Annual Report

Description of the Early Care and Education Workforce

Child Care Teacher Participation in LA Pathways Career Development System (2015)

Classroom Track	March 2015 (Q1)	June 2015 (Q2)	September 2015 (Q3)	December 2015 (Q4)
Early Learning Center Staff I	4030	4243	3617	3847
Early Learning Center Staff II	1361	1488	1242	1317
Early Learning Center Staff III	843	905	830	866
Early Learning Center Staff IV	484	492	454	468
Early Learning Center Assistant Teacher I	483	524	481	493
Early Learning Center Assistant Teacher II	1550	1611	1518	1512
Early Learning Center Teacher I (CDA credential/associate degree)	3437	3538	3313	3375
Early Learning Center Teacher II (associate degree/bachelor degree)	565	573	573	604
Early Learning Center Teacher III (associate degree/bachelor degree)	838	847	853	887
Early Learning Center Teacher IV (bachelor degree)	26	27	30	31
Early Learning Center Master Teacher (graduate degree)	92	94	97	100
Totals	13,709	14,342	13,008	13,500

Qualify for the EC Ancillary Certificate

Early Childhood Care and Education Annual Report

Description of the Early Care and Education Workforce

Family Child Care and Administrator Participation in LA Pathways Career Development System

Family Child Care Track	March 2015 (Q1)	June 2015 (Q2)	Sept 2015 (Q3)	Dec 2015 (Q4)
Family Child Care Staff I	24	23	17	18
Family Child Care Staff II	7	8	8	9
Family Child Care Staff III	5	5	4	4
Family Child Care Staff IV	5	5	4	4
Family Child Care Assistant Teacher I	8	8	9	8
Family Child Care Assistant Teacher II	16	15	14	15
Family Child Care Teacher I	35	36	38	37
Family Child Care Teacher II	2	2	2	2
Family Child Care Teacher III	0	0	0	0
Family Child Care Teacher IV	0	0	0	0
Family Child Care Master Teacher	0	0	0	0
Totals	102	102	96	97

Admin Track	March 2015 (Q1)	June 2015 (Q2)	Sept 2015 (Q3)	Dec 2015 (Q4)
Assistant Director I	205	209	197	185
Assistant Director II	22	27	24	27
Assistant Director III	20	20	17	20
Director	565	594	536	538
Director I	136	141	147	157
Director II	192	199	200	202
Director III	470	480	489	509
Director IV	19	19	19	19
Totals	1,629	1,689	1,629	1,657

Teachers that Qualify for the 2015 School Readiness Tax Credits

Pathways Career Ladder Level	Number of Qualifying Individuals (2015)	Tax credit amount (2015)
Teacher I	3,438	$1,656.00
Teacher II	532	$2,208.00
Teacher III	809	$2,759.00
Teacher IV	33	$3,312.00
Child Care Master Teacher	91	$3,312.00
Director I	145	$1,656.00
Director II	172	$2,208.00
Director III	461	$2,759.00
Director IV	19	$3,312.00

Early Childhood Care and Education Annual Report

Description of the Early Care and Education Workforce

Salaries for Teachers in Early Care and Education Settings:

	Child Care	Head Start	PreK
Current Credential Requirement	None	50% - BA Degree, Others AA	BA Degree, Certified
Average Compensation	75% earn < $20,000/yr($10/hr) No benefits	~$26,000/year Some benefits	~$39,000/year Full benefits

Salaries for workforces requiring similar educational preparation:

Program Type	Similarly Qualified Professions	Louisiana Average Wages (2014)
Child Care Teacher	Social Assistance (Child and youth services, community food services, temporary shelters, child day care services)	$19,708
Head Start Teacher	Nursing/Residential Care Facilities (Community care facilities, home for elderly, residential mental health facilities)	$24,000
PreK Teacher	Education (elementary and secondary, junior colleges, universities, business schools)	$39,948

APPENDIX (CCAP Sliding Scale Fee)

Co-Pay Comparison (100% FPL = Poverty)

The example shows the different costs to a household in poverty, a household that currently receives 80% CCAP subsidy. *(household of 4)*

Weekly	Current	New Rate & Co-Pay
Provider Rate *(75th %)*	$130	$130
State Max CCAP	$87.50	$107.50
Actual CCAP Subsidy	$70.00	$107.50
Co-Pay	$17.50	---
Provider Charge	$42.50	$22.50
Total out-of-pocket	**$60**	**$22.50**
Weekly net income estimate	*$392*	*$392*
% of weekly net income	*15.3%*	*5.7%*

APPENDIX (CCAP Sliding Scale Fee)

Co-Pay Comparison (135% FPL)

The example shows the different costs to a household at 135% of the federal poverty level, a household that currently receives 60% CCAP subsidy. *(household of 4)*

Weekly	Current	New Rate & Co-Pay
Provider Rate *(75th %)*	$130	$130
State Max CCAP	$87.50	$107.50
Actual CCAP Subsidy	$52.50	$97.50
Co-Pay	$35.00	$10
Provider Charge	$42.50	$22.50
Total out-of-pocket	**$77.50**	**$32.50**
Weekly net income estimate	*$502*	*$502*
% of weekly net income	*15.4%*	*6.4%*

APPENDIX (CCAP Sliding Scale Fee)

Co-Pay Comparison (165% FPL)

The example shows the different costs to a household at 165% of the federal poverty level, a household that currently receives 40% CCAP subsidy. *(household of 4)*

Weekly	Current	New Rate & Co-Pay
Provider Rate *(75th %)*	$130	$130
State Max CCAP	$87.50	$107.50
Actual CCAP Subsidy	$35	$92.50
Co-Pay	$52.50	$15
Provider Charge	$42.50	$22.50
Total out-of-pocket	**$95**	**$37.50**
Weekly net income estimate	*$601*	*$601*
% of weekly net income	*15.8%*	*6.2%*