Early Childhood
IMPROVING SCHOOL READINESS

Early Childhood Care and Education Advisory Council

November 28, 2018

DEPARTMENT of EDUCATION
Louisiana Believes

Early Childhood Care and Education Advisory Council

Quarter 3 - 2018

Early Childhood Community Networks

Key Activities in Quarter 3

The Department and Community Networks have continued to support local sites to implement the early childhood accountability system.

Beginning the 2018-2019 School Year with a Strong Start:

- Lead agencies worked with sites and observers to begin scheduling and completing fall *CLASS™* observations for the fall.
- Community networks reviewed new guidance for third party protocols and prepared their local observation protocols for the year.
- Sites began setting up classrooms in the Teaching Strategies *GOLD®* system.

Ready Start Community Network Pilot:

- To address the challenges of access and quality, the Department released a Request for Applications (RFA) seeking community networks ready to lead the state with bold ideas.
- Community networks applying for this pilot will seek the Department's support to drive improvement by locally allocating seats and developing a system of coordinated local governance.

Early Childhood Community Networks

Key Activities in Quarter 3

The Department and Community Networks began preparing for release of 2018 Performance Profiles.

Collaboration Between Lead Agencies and Sites:

- Sites worked with lead agencies to complete data certification, verifying the completeness and accuracy of the information that will be included in the 2018 Performance Profiles.
- Community networks completed the Coordinated Enrollment Self-Assessment to evaluate the success of their enrollment work in 2017-2018.

Preparing for 2018 Performance Profiles:

- Lead agencies attended the fall supervisor collaboratives and weekly office hours.
- Lead agencies reviewed preliminary results based on *CLASS™* observations from 2017-2018, celebrating progress while also reflecting on areas for additional support.
- The Department conducted webinars and conference calls with each lead agency in October.
- 2018 Performance Profiles and Star Ratings for 2019 were released publicly via Louisiana School and Center Finder on November 8.

Supporting Teachers to be Successful

Key Activities in Quarter 3

Early Childhood Site Improvement Planning:

- In August 2018, 67 low-performing sites were notified regarding their mandated participation in Early Childhood Site Improvement Planning based on 2017-2018 preliminary performance scores.
- These sites were assigned a regional Department field support consultant and assisted to create an improvement plan based on individualized site needs and self-assessment results.
- These sites receive prioritized resources that are included as part of improvement plans (e.g., Resource & Referral, curriculum support, mental health consultation).

2018-2019 Infant *CLASS™* Pilot

- During the 2018-2019 school year, the Department piloted the Infant *CLASS™* tool in select classrooms to understand best practices for use of this tool and to help sites prepare for full implementation of Infant *CLASS™* .
- Beginning in 2019-2020, all infant classrooms will be observed using the Infant *CLASS™* tool.
- Beginning 2020-2021, infant *CLASS™* observations will be included in performance ratings.

Early Childhood Leaders Fellowship

Key Activities in Quarter 3

The Department is launching a fellowship program for child care directors to develop instructional leadership skills.

Release for Proposal published 11/16:

- Seeking a vendor who can develop materials and implement the fellowship in collaboration with the Department
- Piloting a class of 30 in a parish or region in 2019-2020, with an expansion to serving 60 fellows in 2020-2021.

Focus of the Fellowship:

- In-person fellowship sessions
- Job-embedded coaching for directors
- Communities of practice

The Early Care and Education Commission
Key Activities in Quarter 3

The Commission is an appointed body of 38 members who are charged with developing recommendations to the state legislature on expanding access to quality for children birth through four.

Commission meetings:

- National and local leaders have presented research and perspectives on access, quality, and local governance over the course of three commission meetings.
- Smaller workgroups have met in November to begin developing and refining recommendations to include in the report.

Looking ahead:

- 12/13 meeting: preliminary discussion on work group's recommendations
- 1/29 meeting: review of draft report

CCAP Waiting List

Key Activities in Quarter 3

The Department has continued to support families through the Child Care Assistance Program, and monitor the progress of the CCAP Waiting List.

- At the beginning of August, the Louisiana Department of Education Child Care Assistance Program (CCAP) began the process of removing and serving 4,500 children from the CCAP waiting list.
- Newly eligible families from the waitlist began accessing child care using new CCAP funding in September 2018.

	Age < 1	Age 1	Age 2	Age 3	Age 4	Total
July 2018	838	1492	1321	1145	678	5,475
August 2018	698	1122	1009	961	576	4,366
September 2018	559	646	596	477	193	2,471

- Information about the number of families on the CCAP Waiting List is posted online monthly.

Child Care Criminal Background Check

Key Activities in Quarter 3

The Child Care Criminal Background Check (CCCBC) changes in Bulletin 137 and 139 became effective March 1, 2018.

Child Care Criminal Background Check

- The Child Care Criminal Background Check (CCCBC) changes in Bulletin 137 and 139 became effective March 1, 2018.
- The deadline for Louisiana to comply with the new federal law was September 30, 2018.
- Since March 1, 2018, the Department has processed over 31,000 CCCBC applications.

CCCBC Reimbursement

- With the CCDF Grant, the Department is able to issue a one-time reimbursement for qualifying CCBC applications.
- The Department has publicized the reimbursement on bi-weekly newsletters and mass emails.
- A webinar was conducted and posted on the website carefully explaining the steps involved in obtaining reimbursement.

Supporting Child Care Centers

Key Activities in Quarter 3

A Licensing Task Force conducted a comprehensive review of Bulletin 137 resulting in revisions that were reviewed by the ECCE Advisory Council and BESE.

- In June 2018, BESE approved revisions to Bulletin 137, *Louisiana Early Learning Center Licensing Regulations*. These new changes became are in effect.
- The Department implemented several tactics in order to prepare centers for this transition:
  - Emailed the Notice of Intent to all licensed centers.
  - Conducted a Bulletin 137 Roadshow that included eight training sessions, which were held in Baton Rouge, Shreveport, Monroe, Lafayette, Chalmette, Pineville and New Orleans.
  - Placed a recorded webinar on the website.
  - Emailed a PDF of Bulletin 137 with the changes highlighted, to all licensed centers.
  - A hard copy of Bulletin 137 with the changes highlighted will be mailed to centers in December 2018.
  - Updated training modules will be placed on the website, upon completion.

Publicly-Funded Licensed Early Learning Centers

Monitoring Change Over Time

There has been little change in the number of early learning centers. The 2018 Star Ratings are based on the 2017 Performance Profile ratings.

	Type I	Type II	Type III
July 2018	281	190	1010
August 2018	283	189	1013
September 2018	285	188	1016

2018 Star Ratings:

0 star	1 Star	2 Star	3 Star	4 Star	5 Star
16	76	303	386	136	5

Preschool Development Grant, Birth to Five
Key Activities in Quarter 3

This month, Louisiana submitted an application to the Administration for Children & Families (ACF) Office of Child Care and the U.S. Department of Education for the Preschool Development Grant.

Through the Louisiana PDG B-5 application, Louisiana is seeking approximately 10MM funding to support four key goals:
Establish Formalized Local Infrastructure via Community Networks Pilots
Incorporate Family Homes into Statewide Early Childhood Network
Increase Alignment and Improve Quality of Early Childhood Care and Education
Improve State Systems that Inform Statewide Early Childhood Network

2017-2018 Performance Profile Results

Performance Profile Overview

Performance Profiles provide information about the quality of publicly-funded sites to families to inform choice and to communities to guide improvement.

Louisiana's Unified Rating System:

- Measures core elements needed for positive child outcomes;
- Provides a clear and focused path to improvement;
- Gives families an easy way to compare choices in their community;

Results in a Performance Profile for each site published on www.LouisianaSchools.com that contains two components:

1. Ratings that relate to positive child outcomes, based on *CLASS*™ observations that measure the quality of adult-child interactions and instructions
2. Informational metrics that measure use of best practices, such as using curriculum, assessing children for learning, credentialing of teachers

Researchers at the University of Virginia found that Louisiana observers are accurate, that children learn more in Louisiana classrooms with higher ratings, and that adding other quality measures does not help identify quality classrooms.

Performance Rating: Incentives and Consequences

As in 2016-2017, there will be incentives and consequences tied to Performance Ratings for providers in 2017-2018.

CLASS™ Score Range	Performance Rating	Star Rating for Tax Credit and Bonus Payments
6.00 - 7.00	Excellent	5 Stars
5.25 - 5.99	Proficient*	4 Stars
4.50 - 5.24	Proficient	3 Stars
3.75 - 4.49	Approaching Proficient	2 Stars
3.00 - 3.74	Approaching Proficient	1 Star
1.00 - 2.99	Unsatisfactory	0 Stars

* The Performance Rating that corresponds with the 5.25-5.99 score range will change to "High Proficient" beginning with the 2019 Performance Profile release

- Tax credits and bonuses for child care centers have been revised to reward and incentivize performance and improvement
- Programs that score below 3.75 will be required to participate in a Site Improvement Planning process
- Programs that score Unsatisfactory for two years in any three year period may lose Type III license or funding

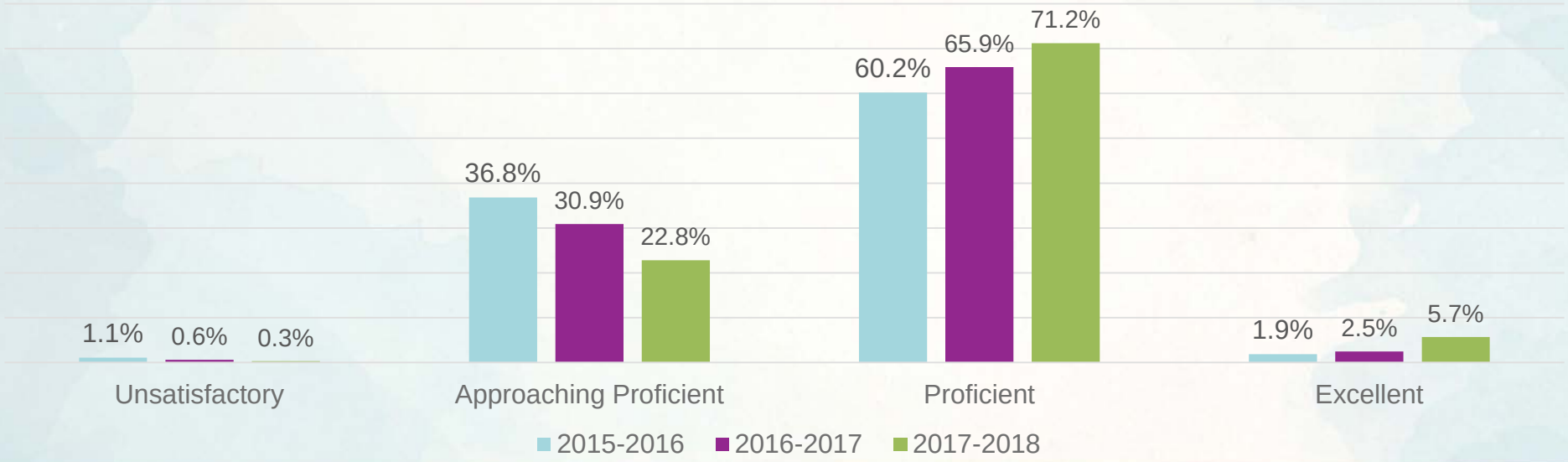
Overall Results

Louisiana's early childhood programs showed growth from 2016-2017 to this year. However, more work still needs to be done to ensure every child is kindergarten ready.

- Overall, there was improvement in most areas from the 2016-2017 results.
- The average score for each dimension and each domain improved.
- The average score for program type improved.
- There are exemplar sites in each program type, and more than a third of Community Networks have at least one Excellent site.
- Local observer accuracy in all program types and nearly every domain increased.
- Yet too many children are still not receiving the instruction needed to fully prepare them for kindergarten.
- There are stark differences in access for publicly-funded early childhood care and education seats by age.

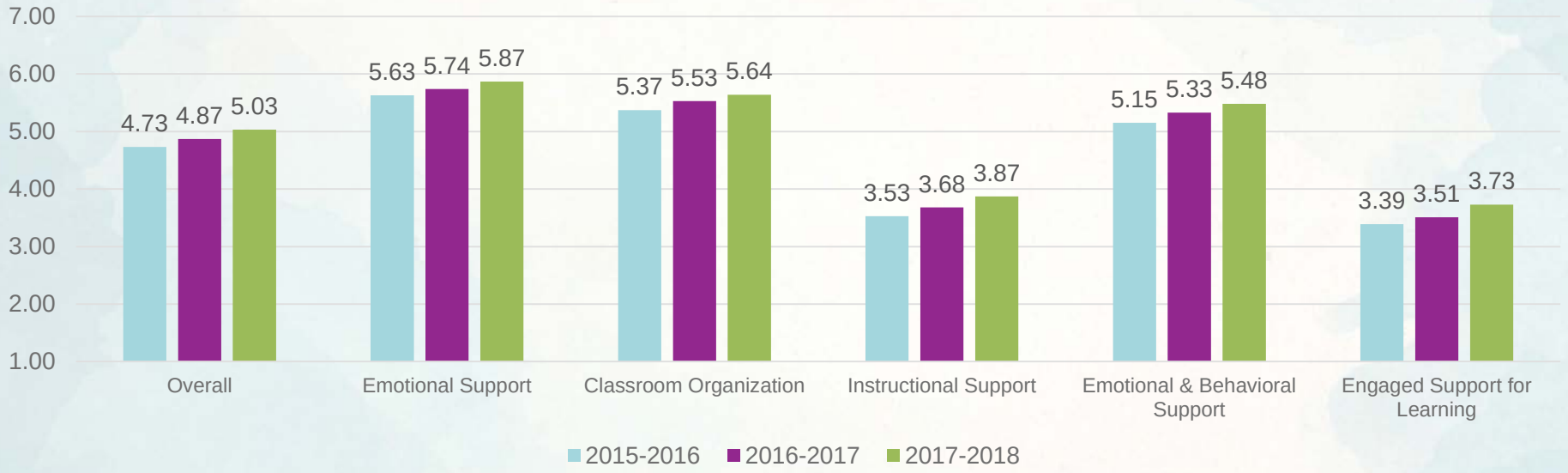
Site-Level Improvement

Eight percent more sites will be scored above the Proficient threshold in 2017-2018, which suggests that more children across the state are receiving quality care and education than in years past.



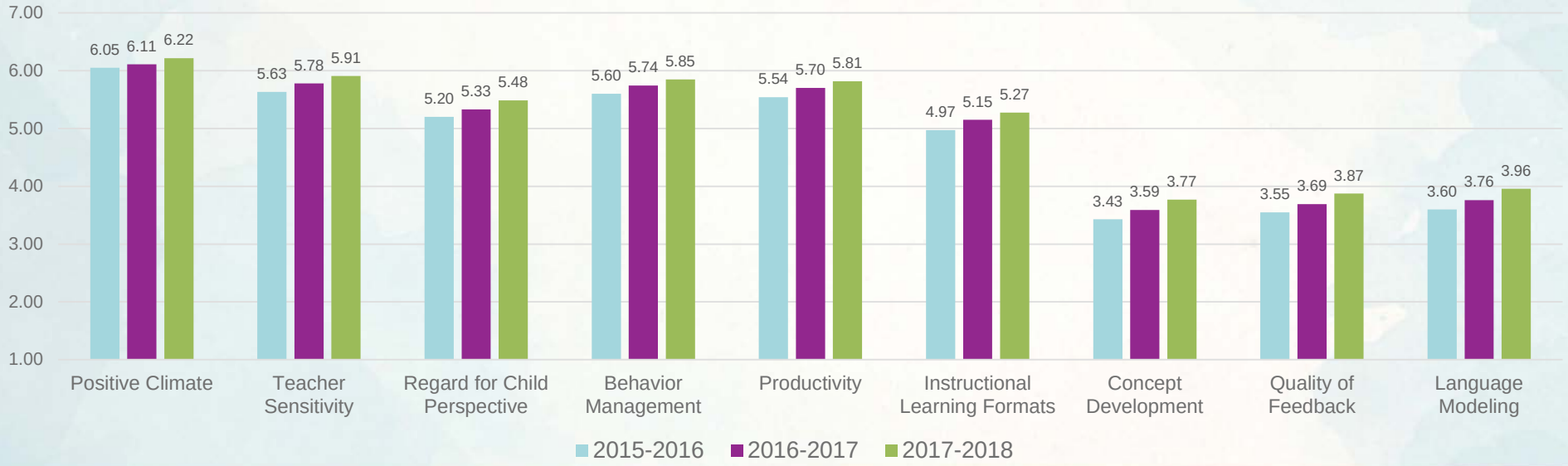
Improvement by Domain

The statewide average score for <u>each</u> CLASS™ domain has improved incrementally each year, resulting in more sites providing quality care and education for children.



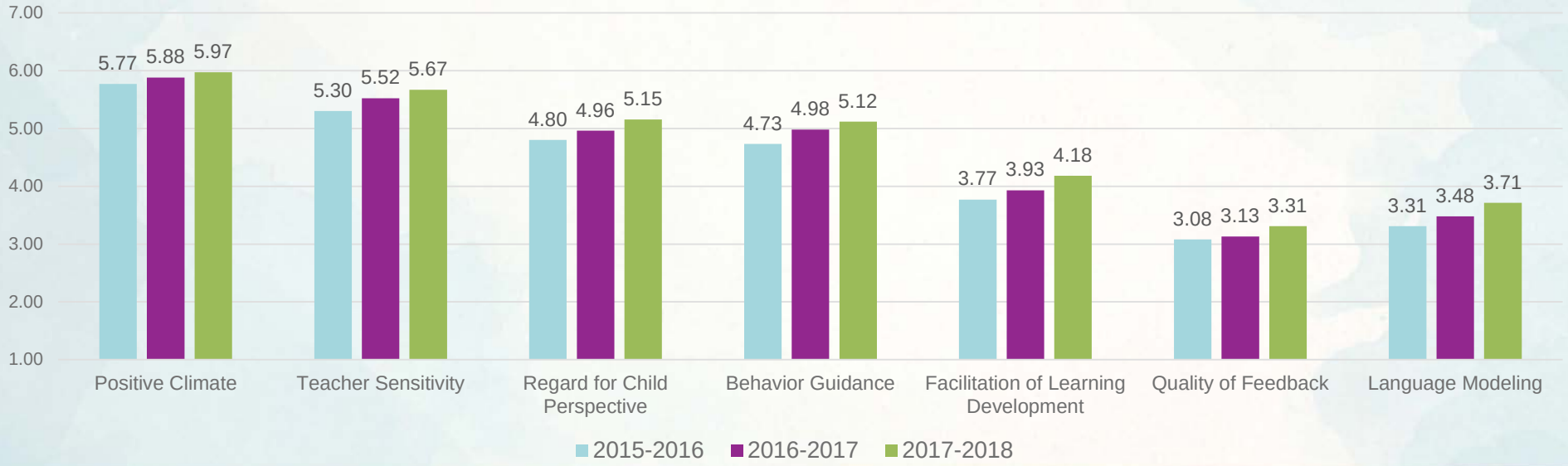
Dimension-level Improvement: Pre-K

The statewide average score for <u>each</u> Pre-K CLASS™ dimension has improved incrementally each year, resulting in more sites providing quality care and education for children.



Dimension-level Improvement: Toddler

The statewide average score for <u>each</u> Toddler CLASS™ dimension has improved incrementally each year, resulting in more sites providing quality care and education for children.



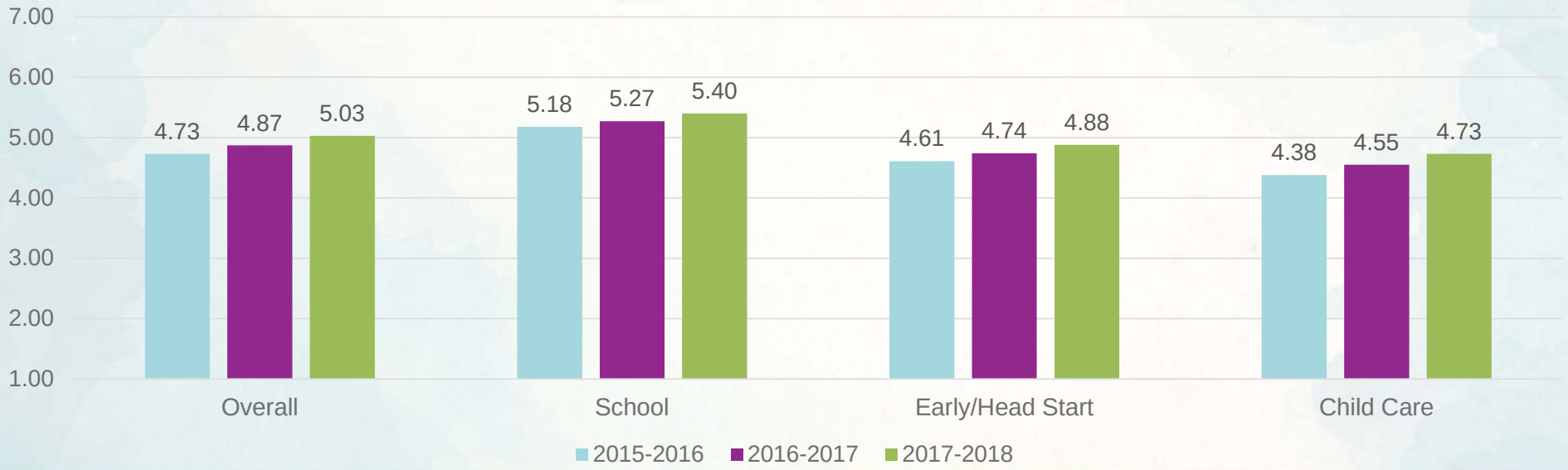
Description of Each Site Type

Results are provided at the statewide level, and organized by site type. While many sites have multiple programs, each site is assigned a type based on how it is set up and funded.

Site Type	Includes	Does not include
School	• Public and Nonpublic schools • Head Start programs located in schools	• School-based classrooms located in child care or Head Start centers
Early/ Head Start	• Licensed Type III centers who serve children entirely or almost entirely funded through Head Start	• Early Head Start- Child Care Partnership centers • Head Start programs in school buildings
Child Care Centers	• Licensed Type III centers who serve children through many sources, including child care assistance, private pay, NSECD, LA 4, PreK Expansion Grant, and Early Head Start funds	• Schools or Head Starts that offer CCAP for before/after care • Schools with licensed classrooms to serve three-year-olds

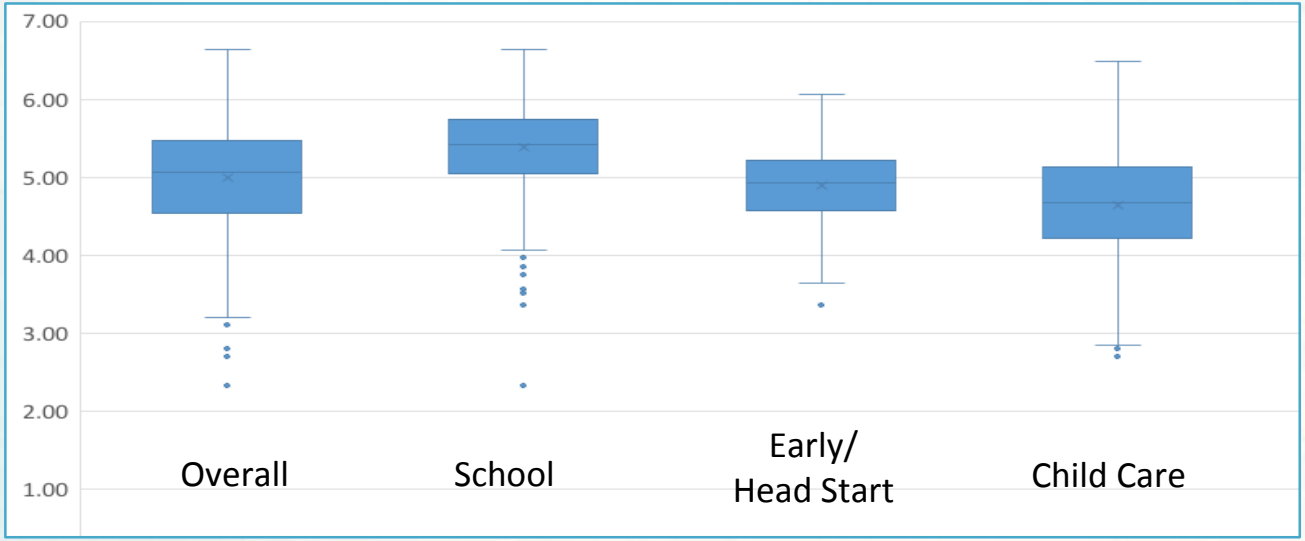
Improvement by Program Type

The statewide average score for <u>each</u> program type has improved incrementally each year, resulting in more sites providing quality care and education for children.



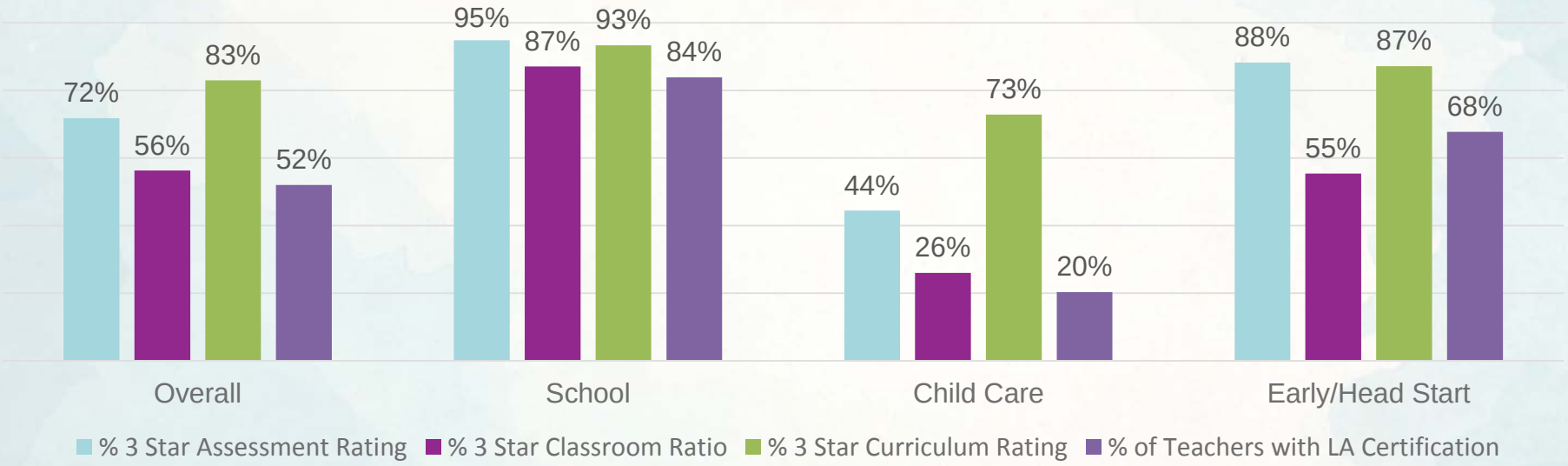
Range of Results by Program Type

By looking at the range of each program type's scores, there are exemplar sites in each program type, but all program types have sites that need to make improvements.



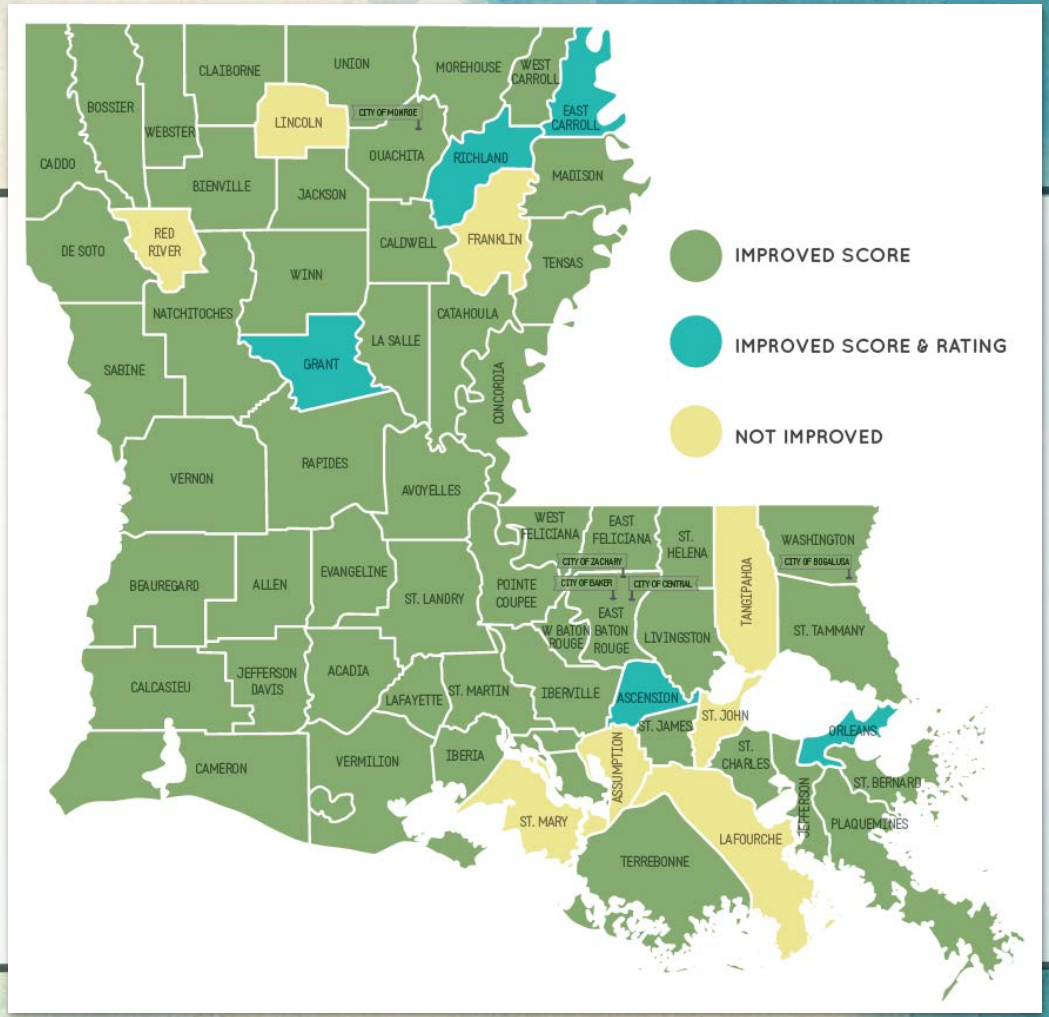
Informational Metrics

Sites vary in their implementation of classroom best practices that promote high-quality experiences for children, but across programs, the large majority of sites have attained a quality curriculum.



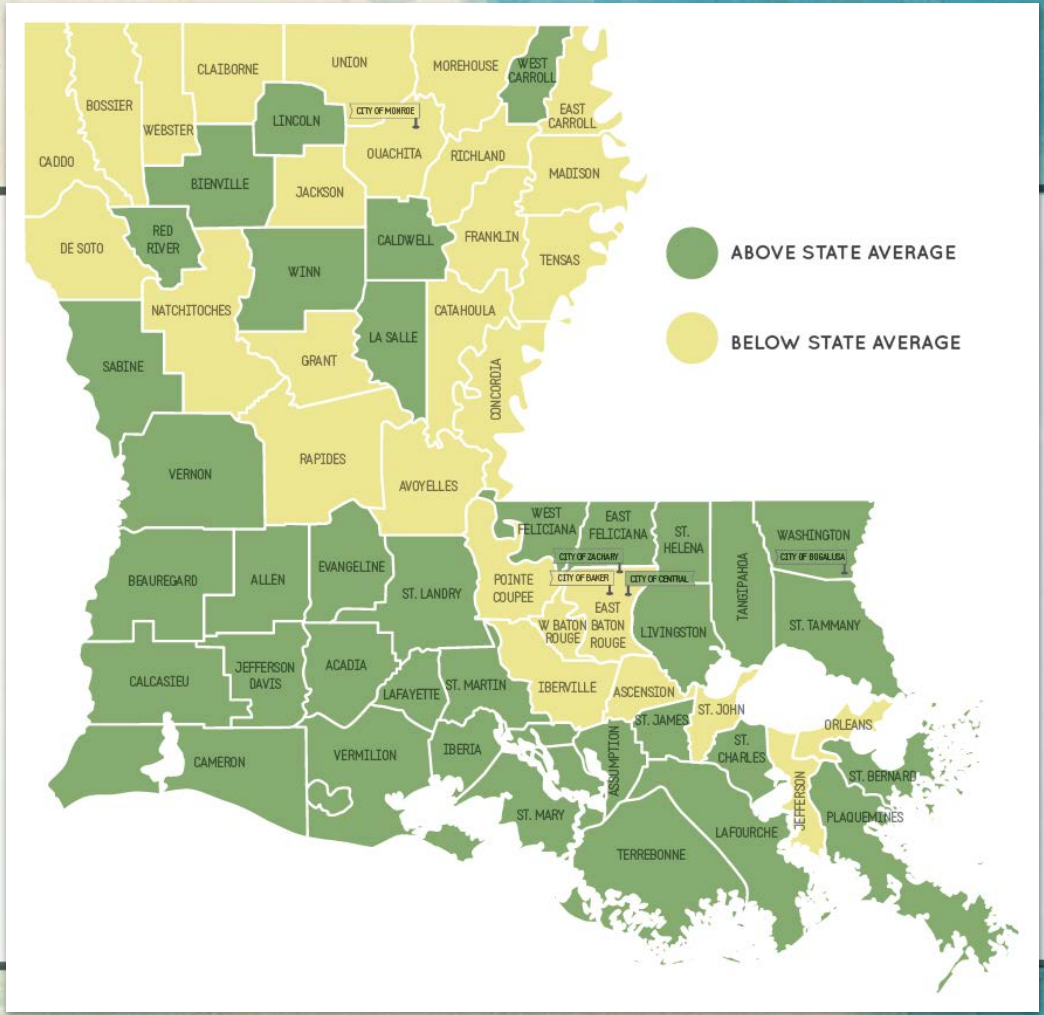
Network Improvement

- All Community Networks scored between 4.35-5.88, scoring either Approaching Proficient or Proficient
- 57 Networks increased their overall score from 2016-2017 to 2017-2018, with the greatest improvement equaling 0.58 points.
- 5 Networks improved from Approaching Proficient to Proficient



Network Trends

- The statewide average score is 5.03.
- 39 networks have scores that are greater than the statewide average.
- 26 networks have scores than are below the statewide average.



2017-2018
Honor Rolls

2017-2018 Early Childhood Honor Rolls

As part of the 2017-2018 Performance Profile release, the Department will recognize nearly 300 sites across 46 networks for both quality and improvement.

Honor Rolls recognize excellence and improvement in a public, positive way for all program types statewide.

There are three Early Childhood 2017-2018 Honor Rolls:

1. **Excellence:** Recognizes all Excellent sites with no unsatisfactory scores at any domain
2. **Birth to Three:** Recognizes sites with high performance for the state's youngest learners
3. **Top Gains:** Recognizes sites with more than 1 point of growth

These models of quality and growth will:

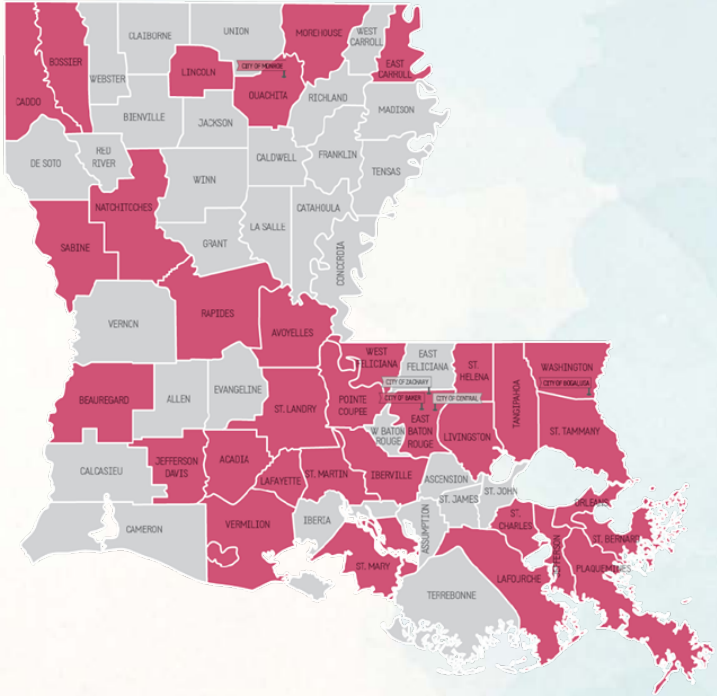
- Be recognized on the Honor Rolls published on the Louisiana Believes and Louisiana School and Center Finder websites;
- Receive an icon that can be used on banners, websites, or other communications with families; and
- Receive a certificate from the Department that recognizes their accomplishment.

2017-2018 Excellence Honor Roll

Excellence	
Schools	80
Child Care	2
Early/Head Starts	8
Total	90

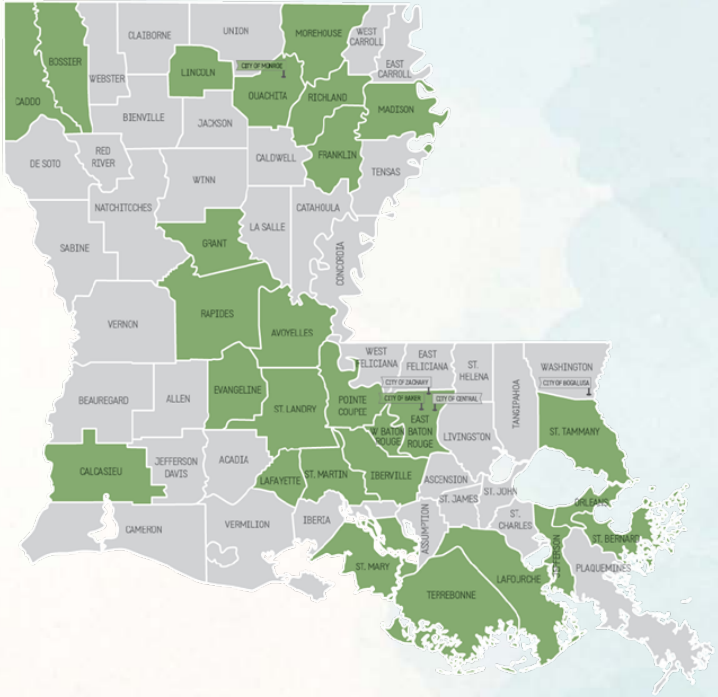
2017-2018 Birth to Three Honor Roll

Birth To Three	
Schools	5
Child Care	21
Early/Head Starts	127
Total	153



2017-2018 Top Gains Honor Roll

Top Gains	
Schools	21
Child Care	4
Early/Head Starts	31
Total	56



Updates and Next Steps

Infant CLASS Timeline

2017-2018	2018-2019	2019-2020	2020-2021
- A small number of sites and networks participated in the Infant CLASS™ Pilot. - Infant observations do not contribute to site or network profiles.	- All community networks are required to identify all infant classrooms and put them into the CLASS™ Portal. - Pilot is expanded to additional sites and networks. - Infant observations do not contribute to site or network profiles.	- All community networks are required to conduct Infant CLASS™ observations in every infant classroom for a practice year. - Infant observations are used to calculate practice ratings.	- Infant classrooms are fully incorporated into Performance Profiles.

Proposed Revisions to Bulletin 137

Bulletin 137 Revision

- **Technical change as found by the Legislative Auditor**
  - Bulletin 137 section 305 concerning fines for operating without a license to be permissive as allowed in R.S. 17:407.37

Proposed Revisions to Bulletin 996

Early Childhood Ancillary Certificate Programs

In December 2014, the ECCE Advisory Council reviewed and endorsed two key policies regarding early childhood teacher preparation.

1. **Implement a credential requirement for child care lead teachers in Type III centers.**
   - Beginning on July 1, 2019, lead teachers in Type III child care center (who have had their position for 24 months or more) must have the Early Childhood Ancillary Certificate as a minimum credential.
1. **Build innovative teacher preparation programs that are available statewide.**
   - As of July 1, 2018, teachers that are beginning training for a CDA or technical diploma (two most common ways to earn the EC Ancillary Certificate) must attend an approved program.
   - BESE-approved Early Childhood Ancillary Certificate Programs offer high-quality, coherent coursework that prepares child care teachers to lead a successful early learning classroom.

Since 2015, the Department has worked with preparation programs and local community networks to develop and launch Early Childhood Ancillary Certificate Programs across the state.

Building Early Childhood Ancillary Certificate Programs
Believe and Prepare: Early Childhood

To support the development of a stable portfolio of Early Childhood Ancillary Certificate Providers, the Department offered the Believe and Prepare: Early Childhood Grant from 2015 through 2018.

Believe and Prepare: Early Childhood grantees received funding and support to design and implement an Early Childhood Ancillary Certificate Program.

Believe and Prepare: Early Childhood grantees:

- Designed preparation programs that focused on essential knowledge, skills, and competencies necessary for providing meaningful learning experiences.
- Formed strong partnerships with local early childhood community networks to reflect local need.
- Expanded availability of preparation programs that support productive classroom interactions.

Grantees received initial funding for program design. A secondary award was available to support program launch following BESE review and approval of program application.

Early Childhood Ancillary Certificate Programs
Key Features

Across the state, Louisiana's Early Childhood Ancillary Certificate Programs have taken creative approaches to meeting the needs of the child care teachers in their communities.

Louisiana's Early Childhood Ancillary Certificate Programs have several key unique features:

- Coursework is designed to prepare candidates for the national CDA credential.
- Programs include an average of 30 hours of aligned applied practice experiences, including coaching, mentoring, and professional learning communities.
- Assessments focus on active demonstrations of skill mastery, including a minimum of two *CLASS* observations.
- Early Childhood Community Networks are involved in program development and management.
- Candidates receive financial support to attend the program through scholarships.

The LDOE has provided Believe and Prepare: Early Childhood grants to fund preparation program startup.

Early Childhood Ancillary Certificate Programs
Current Landscape of Providers

Across the state, Louisiana's Early Childhood Ancillary Certificate Programs have taken creative approaches to meeting the needs of the child care teachers in their communities.

Louisiana currently has 22 approved Early Childhood Ancillary Certificate Programs:

Programs cover a wide range of provider types and backgrounds:

- Eleven institutions of higher education, including five community or technical colleges,
- Four professional development companies,
- Five Child Care Resource and Referral agencies, and
- Two school districts, including one high school Jump Start Pathway.

Coursework is offered in a variety of ways:

- Eight of the programs provide online coursework, with closely aligned on-the-ground experiences and coaching.
- All programs provide flexibility in scheduling, including night and weekend options.

Proposed Policy Revisions
Formalizing Program Approval

With 22 piloted approved to operate statewide, the program approval process for EC Ancillary Certificate Programs can be formalized in policy.

Through three cohorts of Believe and Prepare: Early Childhood the Department has piloted a program approval process that can now be codified for future program approvals. The proposed policy revisions to Bulletin 996, *Standards for Approval of Teacher and/or Educational Leader Programs*:

- Formalize the process for submitting an Application for Program Approval to the Department and BESE for consideration.
    - Process requests the same information and level of detail as the application process used with Believe and Prepare: Early Childhood grantees.
- Align timeline and communication procedures with existing protocols for teacher preparation programs.
- Establish minimum requirements for Early Childhood Ancillary Certificate Programs, defining program expectations in policy.

Early Childhood Ancillary Certificate Programs
Continued Development of Programs and Opportunities

The Department will continue to focus on expanding access to Early Childhood Ancillary Certificate Programs and will continue to develop and pilot a review and rating process for approved programs.

Continued Expansion of Programs to Unserved Parishes:

- Early Learning Louisiana will pilot and launch a blended program in 2019, expanding to every parish of the state by 2021.
- The Department is working with currently approved programs to expand the regions being served to provide additional choices to child care teachers.

Building an Onsite Review Process:

- The Department has released an RFP to build an onsite review process for Early Childhood Ancillary Certificate Programs, with an initial pilot occurring in fall 2019.
- The onsite review process will be one component of a piloted review and rating process for Early Childhood Ancillary Certificate Programs, with policy proposed in spring 2020.