Agenda

I. Call to Order

II. Roll Call

III. Approval of the minutes of meetings held November 16, 2022 and February 15, 2023

IV. Consideration of revisions to Bulletin 137, *Louisiana Early Learning Center Licensing Regulations,* in response to the three year review

V. Consideration of revisions to Bulletin 140, *Louisiana Early Childhood Care and Education Network*, regarding family child care, observations, and ratios

VI. Consideration of revisions to Bulletin 136, *Louisiana Standards for Early Childhood Care and Education Programs*, regarding the Early Learning and Development Standards

VII. Consideration of an update report regarding Louisiana's Early Learning Center Emergency Plan

VIII. Consideration of the 2022 Early Childhood Care and Education Advisory Council Annual Report

IX. Consideration of the 2023 Early Childhood Care and Education Advisory Council Quarterly Report - Quarter 1

Believes

I. Call to Order

II. Roll Call

III.   Approval of the Minutes of November 16, 2022 and February 15, 2023 Advisory Council Meetings

IV.   Consideration of Revisions to Bulletin 137, *Louisiana Early Learning Center Licensing Regulations,* in Response to the Three Year Review

Proposed Bulletin 137 Revisions
Bulletin 137 Review Requirement

Per LA RS 17:407.40, the Department is required to review Bulletin 137 every three years.

"The State Board of Elementary and Secondary Education shall conduct a comprehensive review of all standards, rules, and regulations for all licenses every three years."

Proposed Bulletin 137 Revisions
Review Committee Members

The committee was comprised of twelve early care and education stakeholders.

Maria Blanco, *LSU Health Human Development Center and Early Head Start-Child Care Partnership*	Ruth Anne Oakey-Frost, *statewide advocacy group*
Janine Borne, *Type I center*	Jonathan Pearce, *Type III center and child care advocacy group leader*
Andrea Burl, *Licensing*	Paula Polito, *ECCE AC Advisory Council and Type III center*
Kristi Givens, *Type III center and child care advocacy group leader*	JoVetta Sanders, *Head Start*
Keenan Glover, *Louisiana Department of Health*	Henry Rayborn, *Louisiana Office of State Fire Marshal*
Toni Ledet, *Louisiana Department of Health–Early Steps*	Phyllicia Woods, *Child Care Resource & Referral*

Believes

Proposed Bulletin 137 Revisions
Chapters Proposed for Revision

The committee made recommendations in several chapters of the bulletin.

- Chapter 1: "Definitions"
  - Clean up of language by removing definitions no longer needed
  - Updating of language related to children with disabilities
  - Addition of definition for Local Educational Agency and Office of State Fire Marshal

- Chapter 3: "Licensure"
  - Clarification of language regarding fines when operating a center without a license
  - Clarification on where current license should be displayed

- Chapter 7: "Licensing Process and Procedures"
  - Update of language to allow an additional licensed early learning center at the same address as an existing Head Start that is located on LEA property.

Proposed Bulletin 137 Revisions
Chapters Proposed for Revision

The committee made recommendations in several chapters of the bulletin.

- Chapter 9: "Changes Requiring a New License"
  - Inclusion of instruction to make notification to the Department prior to making changes that could affect the license

- Chapter 11: "Operating Violations and Incidents; Fines; Appeals"
  - Clarification on reporting critical incidents

- Chapter 13: "Denial, Revocation or Non-Renewal of License"
  - Language clean up

- Chapter 15: "Minimum General Requirements and Standards"
  - Grammar and word usage clean up

Believes

Proposed Bulletin 137 Revisions
Chapters Proposed for Revision

The committee made recommendations in several chapters of the bulletin.

- Chapter 17: "Minimum Staffing Requirements and Standards"
  - Addition of staff aged 16 to be included in the child-to-staff ratio
  - Clean up of child-to-staff ratio transition language
  - Allows 90 days for completion of pediatric first aid and CPR
  - Replacement of "child care health consultant" language with "training approved by the department"
  - Replacement of "special needs" language with "children with disabilities and children with special health care needs" language

- Chapter 18: "Child Care Criminal Background Checks (CCCBC)"
  - Establishes CCCBC provisional status for employees that have a satisfactory fingerprint-based history but other CCCBC results pending
  - Adds requirement that CCCBC roster be kept current
  - Clean up of COVID-19 language

Proposed Bulletin 137 Revisions
Chapters Proposed for Revision

The committee made recommendations in several chapters of the bulletin.

- Chapter 19: "Minimum Health, Safety, and Environment Requirements and Standards"
    - Broadening requirement regarding use of restraint in high chairs to include all equipment
    - Clarification that pacifiers should not be attached to children
    - Clarification regarding food restrictions for children with allergies and special diets
    - Replacement of "special needs" language with "children with disabilities and children with special health care needs" language
    - Clarification of documentation needed for lifeguards
    - Replacement of providing paper notification regarding influenza with providing any form of notification
    - Clarification of foods that are implicated in choking incidents
    - Provision of flexibility with posting of weekly menus

Proposed Bulletin 137 Revisions
Review of Proposed Revision Language

V. Consideration of revisions to Bulletin 140, *Louisiana Early Childhood Care and Education Network*, Regarding Family Child Care, Observations, and Ratios

Proposed Bulletin 140 Revisions
Proposed Revisions

The proposed changes to Bulletin 140 would reflect updated accountability requirements.

- Chapter 1: "Definitions"
  - Inclusion of "family child care home with current academic approval" to definitions of ECCE programs and sites
- Chapter 5: "Early Childhood Care and Education Accountability System"
  - Inclusion of the requirement for virtual classrooms to be observed
  - Clarification of the updated assessment tool to be used (Pre-K-3 *CLASS*®)
  - Clarification of where observation schedules must be submitted to the Department
  - Inclusion of ratios specific to family child care providers in the "Informational Metrics of Best Practices" section
  - Updating of limits to observation waiver requests
  - Additional grammar and structural clean up in this section

Believes

Proposed Bulletin 140 Revisions
Review of Proposed Revision Language

VI. Consideration of Revisions to Bulletin 136, *Louisiana Standards for Early Childhood Care and Education Programs***, Regarding the Early Learning and Development Standards**

Proposed Bulletin 136 Revisions
ELDS Review Process Timeline

April 11 - May 9, 2022	Public comment/feedback process on proposed revisions began via the opening of the online portal
May 2022	Revisions were completed based on portal feedback received
May 2022	Proposed revisions were presented to the Superintendents' Advisory Council and ECCE Advisory Council
July 2022	ECCE Advisory Council endorsed the Bulletin 136 Revisions
August 2022	BESE approved the Bulletin 136 Revisions
October 20, 2022	The Notice of Intent was published in the *Louisiana Register.* Per the Louisiana Administrative Code, interested parties were able to request to the BESE Executive Director a public hearing regarding the agency Notice(s) of Intent, provided such a request is made within twenty days of publication of the Notice(s) of Intent in the *Louisiana Register.*
November 28, 2022	An ELDS Public Hearing was held due to BESE receiving 70 written comments, with 41 requesting that BESE provide a public hearing, within the 20 day timeframe of the Notice of Intent.

Believes

Proposed Bulletin 136 Revisions
ELDS Review Process Timeline

December 20, 2022	BESE requested that the Department re-open the ELDS Public Comment Portal for 21 days
December 21, 2022 - January 10, 2023	The ELDS Public Comment Portal was reopened per BESE request
January 16, 2023	The House Education Committee of the Louisiana Legislature submitted an email to BESE requesting that BESE reconsider the implementation of rules in Bulletin 136, Section 303 - Social and Emotional Development
January 17, 2023	Public comments received December 21-January 10 were submitted to BESE BESE requested the ELDS Review Committee to reconvene
February - March 2023	ELDS Review Committee reconvened to review public comments and revise ELDS as needed
March 7, 2023	BESE received an updated report regarding the status of the review by the ELDS Review Committee

Proposed Bulletin 136 Revisions
January BESE Charge for the ELDS Review Committee

At the January 17, 2023, meeting, the Board of Elementary and Secondary Education (BESE) issued a new charge to BESE staff and the LDOE.

On motion of Mr. Melerine, seconded by Mr. Morris, the Board:

- directed BESE staff to halt the submission to the February 2023 edition of the Louisiana Register of Bulletin 136, The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years, as Final Rule, as previously directed by the Board until further direction by the Board at the April 2023 Board meeting or sooner, if possible;
- directed the LDOE to return the standards, including all guidance documents, if available, to the Early Childhood Standards Review Committee; and
- provided an update report at the March 2023 AGII meeting regarding the status of the review by the standards review committee.

Proposed Bulletin 136 Revisions
March BESE Charge for the ELDS Review Committee

At the March 7, 2023, meeting, the Board of Elementary and Secondary Education (BESE) issued an additional charge to the LDOE.

On motion of Mr. Melerine, seconded by Mr. Roque, the Board:

- directed the LDOE, in coordination with the Early Learning and Development Standards (ELDS) Review Committee, to develop guidance documents for the Social and Emotional Development (SED) domain and provide an update report to BESE at the April 18, 2023, AGII meeting and present final revisions to Bulletin 136, The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years, as well as the SED Guidance Document at the June 2023 AGII meeting.

Proposed Bulletin 136 Revisions
ELDS Review Committee Re-convening Meetings

Date and Time	Location
February 8, 2023 12:00 - 2:00 p.m.	Thomas Jefferson A/B Room
March 2, 2023 11:00 a.m. - 1:00 p.m.	Thomas Jefferson A/B Room
March 15, 2023 11:00 a.m. - 1:00 p.m.	Thomas Jefferson A/B Room
May 11, 2023 2:00 - 4:00	Thomas Jefferson A/B Room

VII. Consideration of an Update Report Regarding Louisiana's Early Learning Center Emergency Plan

Louisiana's Early Learning Center Emergency Plan

Louisiana's Early Learning Center Emergency Plan strives to ensure continuity of care, parental support, and provider support in the event of an emergency situation.

Continuity of Care	Parental Support	Provider Support
• Provide a stable environment during an alarming situation • Ensure CCAP cases remain funded and case deadlines are extended • Assist families in finding other high-quality early childhood learning centers if necessary	• Support families who need care for children during a stressful situation • Allow parents to return to work or school and maintain normalcy • Inform parents of resources to cope with the disaster	• Assist in reopening their business to serve children • Prioritize assessing damage from multiple agencies • Facilitate temporary or emergency child care • Provide information about available resources during and after a disaster

Louisiana's Early Learning Center Emergency Plan
Provider Requirements

Providers must develop, practice and train on, and follow a written emergency preparedness disaster plan.

Louisiana's *Early Learning Center Emergency Plan* provides resources and guidance to support providers in development of their individual Emergency Preparedness Plan. Each provider's individual plan must include at a minimum:

- Procedures for evacuation; relocation; shelter-in-place; lock-down; communication and reunification with families; continuity of operations; and accommodations of infants and toddlers, children with disabilities, and children with chronic medical conditions

- Procedures for all adults living or working in the residence where care is provided or working on the property where care is provided and

- Posting in a visibly acceptable area all appropriate emergency phone numbers, such as fire department, police department, hospitals, and Louisiana Poison Control

Louisiana's Early Learning Center Emergency Plan
Communication

Communication is a key aspect of Louisiana's Early Learning Center Emergency Plan.

- Child care providers and parents are advised annually of the need for emergency preparedness and where to obtain additional information.

- In the event of a possible emergency, such as a named storm in the Gulf of Mexico, the Department notifies providers and supplies guidance.

- In the event of a disaster declaration, Department staff meet to determine whether the disaster is severe enough to suspend provider licenses in the disaster-declared area.

- Once a decision has been made by Department staff, the Division of Licensing will issue a required *Reopening Form* and may suspend licenses as appropriate.

- Department staff will work with providers in the affected areas to reopen as soon as it is safe to do so.

Louisiana's Early Learning Center Emergency Plan
Resources

The Louisiana Early Learning Center Emergency Plan, notifications, reopening forms, and the Child Care Facility Tool Kit can be found on Louisiana Believes.
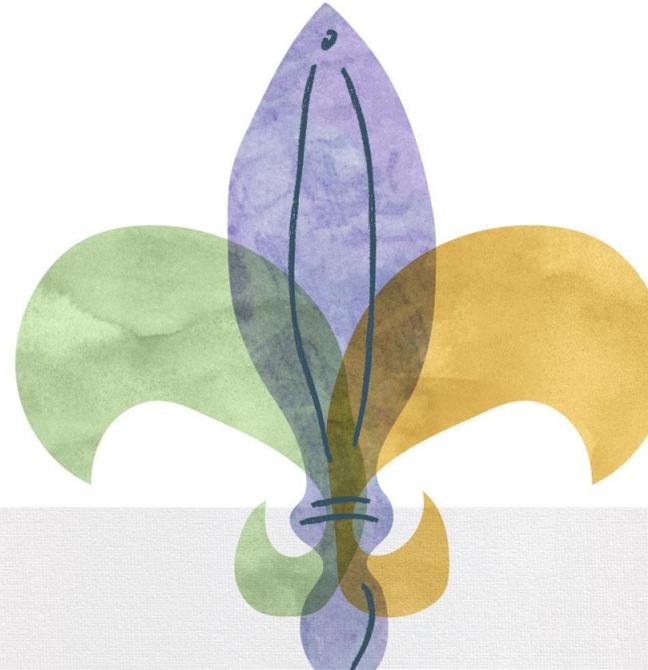
The Child Care Facility Tool Kit includes:

- Early Learning Center Basic Emergency Plan (template)
- Early Learning Center Emergency Checklists
- Family Home and In-Home Child Care Emergency Checklist

VIII. Consideration of the 2022 Early Childhood Care and Education Advisory Council Annual Report

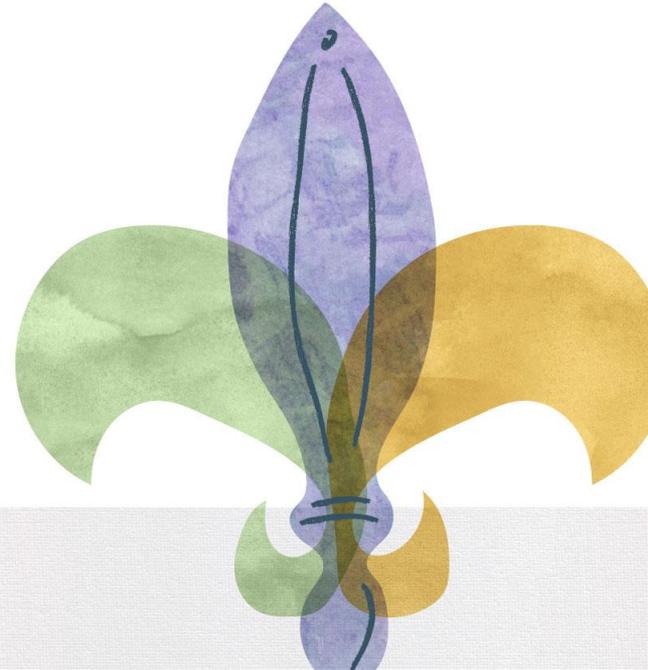# Goals for Early Childhood Care and Education in Louisiana

Louisiana's Early Childhood Goals

To continue to work to implement the vision of Act 3, in 2021 the Department identified the following priorities to support more families to access high-quality early learning for their children.

- **Strengthen the child care system** to meet the needs of all families and support the stabilization of the child care sector.

- **Expand supply of and access to high-quality early childhood** options for families and to identify opportunities to sustain that expansion long-term.

- **Prepare and support teachers** to lead classrooms and provide high-quality interactions that meet the developmental needs of children every day.

- **Empower families** to access tools and resources to support their children's development.

Believes

Description of Publicly-Funded Early Care and Education Programs

Publicly-Funded Early Care and Education Programs

	CCAP	Head Start	LA 4	NSECD	B - 3
Eligibility criteria	Families that are • At/below 85% of State Median Income (SMI) • Working, in school or in training 20 hours per week or more; actively seeking employment; or experiencing homelessness Age B-13 years old or up to 18 if child with disabilities	Families that are • At/below 100% Federal Poverty Level (FPL) • (30% up to 135% of the Federal Poverty Level and 10% over income) Head Start: 3 and 4-years-old Early Head Start: infants and toddlers	Families that are at or below 200% of the Federal Poverty Level (FPL) 4-year-olds	Families that are at or below 200% of the Federal Poverty Level (FPL) Primarily 4-year-olds; some (small number) 3-year-olds potentially if the site also serves 4-year-olds with NSECD	Families that are • At or below 85% of the State Median Income (SMI) • Working or in school 20 hours a week or more, or actively seeking work Infants through 3-year-olds
Program require-ments	Type III licensed child care centers, child care assistance-certified home- and school-based providers	School districts, educational service districts, community action agencies, faith-based organizations, community colleges/universities	School systems apply for seats for LA 4	Eligible providers for NSECD are BESE-approved nonpublic schools and Type III child care centers	Eligible providers are CCAP-certified, rated Proficient or higher, have all teachers with or pursuing the Early Childhood Ancillary Certificate, and must offer infant care
Hours/days	8-hour day, full year	6-hour day, academic year	6-hour day, academic year	6-hour day, academic year	6-hour day, 10 months (at minimum)

Publicly-Funded Early Care and Education Programs

	CCAP	Head Start	LA 4	NSECD	B-3
Total funding and source	$96,229,394 Source: Child Care Development Fund (CCDF) $36,200,000 Source: State General Fund	$209,932,116 Source: Federal Administration for Children and Families (ACF) Funding	$50,632,000 Source: TANF $44,892,879 Source: State General Fund	$7,840,932 Source: State General Fund	$9,146,696 Source: Preschool Development Grant $33,315,024 Source: ARPA CCDBG
Number of Funded Slots *(as of 10/1/22)*	Enrolled and Funded: CCAP 10/2022* Infants: 1,569 1-year-olds: 3,609 2-year-olds: 4,219 3-year-olds: 3,873 4-year-olds: 2,950 ≥ 5-year-olds: 5,685 Total: 21,905 *A CCAP Waitlist began on 10/1/2022*	Enrolled: Early Head Start: 2,431 Head Start: 10,996 Funded: Early Head Start: 3,344 Head Start: 16,724	Enrolled: 4-year-olds: 15,731 Funded: 4-year-olds: 17,100	Enrolled: 4-year-olds: 1,001 Funded: 4-year-olds: 1,404	Enrolled: B-3-year-olds: 3,185 Funded: B-3-year-olds: 3,201
Amount of Public Funding Per Child	Annual funding[1]: Infant: $17,952 1- and 2-year-olds: $11,088 ≥ 3-year-olds: $8,316 *Note: rates increased in 2/2022 for an average cost of $12,500 per child*	Early Head Start: $15,567 Head Start: $9,107	$5,580 per child[2]	$5,580 per child[2]	Infants: $18,940 1- and 2-year-olds: $11,700 3-year-olds: $10,670

[1] This reflects a full-time, annual per child rate as of October 2022 and does not include bonuses
[2] This reflects per child allocation, not average expenditure

Believes

Licensed Early Learning Centers and CCAP-Certified Family Child Care

The number of Type III and CCAP-certified family child care providers has continued to increase as the Department has supported local networks in expansion efforts and as more providers have changed their site type in order to enroll children through CCAP and access supports.

Number of Early Learning Sites by Type:

	March (Q1)	June (Q2)	September (Q3)	December (Q4)
Type I	215	209	207	212
Type II	167	167	169	172
Type III	1083	1104	1111	1150
CCAP-Certified Family Child Care (FCC)	295	320	315	313
FCCs in Academic Approval	N/A	N/A	115	119

Believes
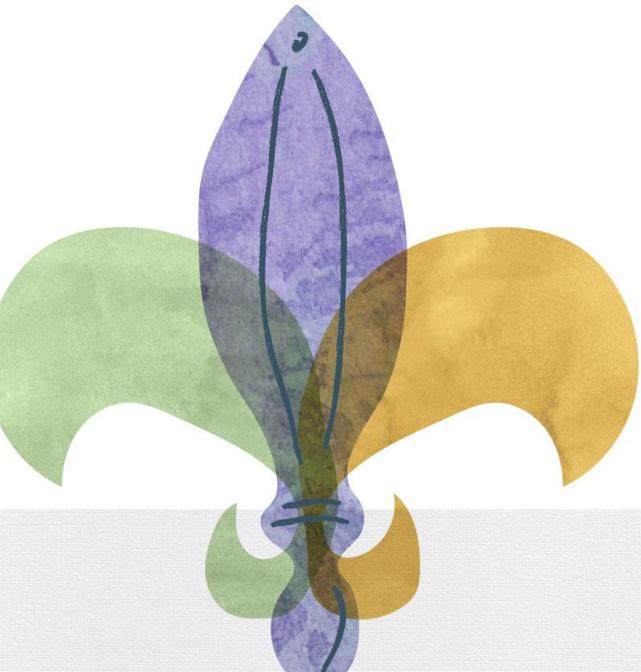
Early Care and Education Quality

Measuring Early Childhood Quality

Each year, the Department measures the quality of all publicly-funded early childhood sites in the state through a nationally-recognized unified early childhood quality rating system.

CLASS® Score Range	Performance Rating
6.00 - 7.00	Excellent
5.25 - 5.99	High Proficient
4.50 - 5.24	Proficient
3.75 - 4.49	Approaching Proficient
3.00 - 3.74	Approaching Proficient
1.00 - 2.99	Unsatisfactory

- Programs that score below 3.75 are 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
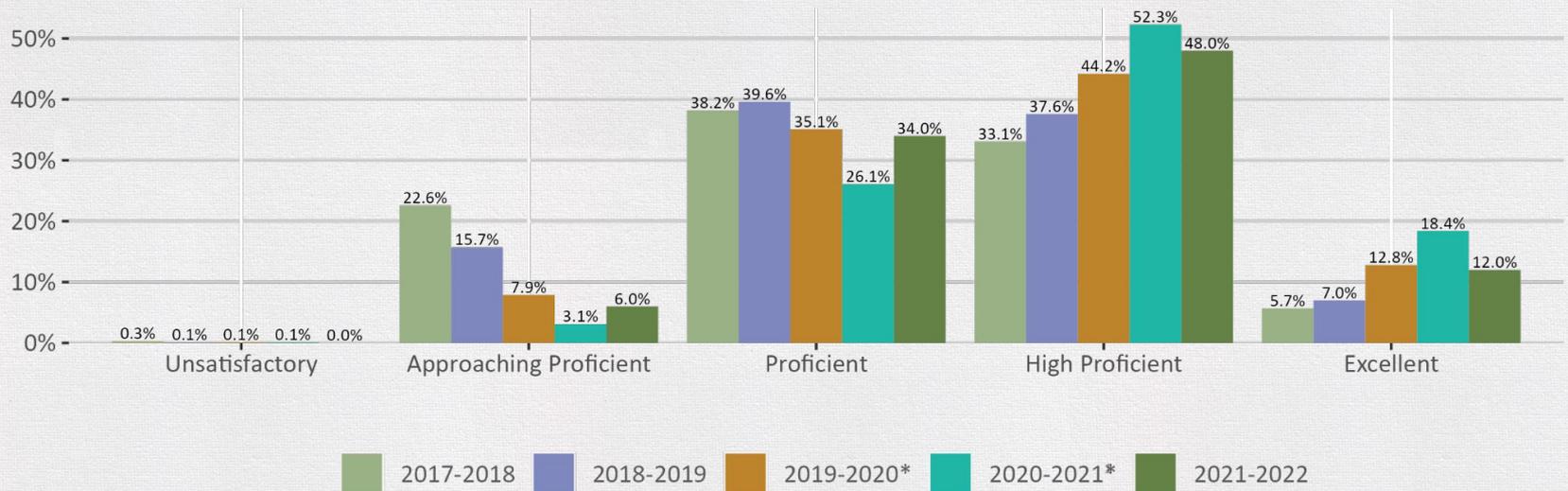
2022 Star Ratings of Sites

Tax credits and bonuses for child care sites are aligned to the quality rating system, to reward and incentivize performance and improvement. Sites rated 3 Stars or higher were eligible to receive four rounds of CCAP Bonus Payments during 2022.

CLASS® Score Range	Performance Rating	Star Rating for SRTC and Bonus Payments	2022 Star Ratings* (# and % of Type III ELCs)
6.00 - 7.00	Excellent	5 Stars	61 (5.6%)
5.25 - 5.99	High Proficient	4 Stars	507 (46.7%)
4.50 - 5.24	Proficient	3 Stars	420 (38.7%)
3.75 - 4.49	Approaching Proficient	2 Stars	67 (6.18%)
3.00 - 3.74	Approaching Proficient	1 Star	7 (.64%)
1.00 - 2.99	Unsatisfactory or Not Yet Rated	0 Stars	22 (2.3%)

*The 2022 Star Ratings are based on the 2020-2021 Performance Profile ratings; only Type III early learning centers received Star Ratings during this time period.

Believes

Quality Rated Early Childhood Sites

Sites continue to show improvement in the state's unified quality rating system, with more than 94% of sites scoring Proficient or above in 2021-2022.

Legend: 2017-2018, 2018-2019, 2019-2020*, 2020-2021*, 2021-2022

Category	2017-2018	2018-2019	2019-2020*	2020-2021*	2021-2022
Unsatisfactory	0.3%	0.1%	0.1%	0.1%	0.0%
Approaching Proficient	22.6%	15.7%	7.9%	3.1%	6.0%
Proficient	38.2%	39.6%	35.1%	26.1%	34.0%
High Proficient	33.1%	37.6%	44.2%	52.3%	48.0%
Excellent	5.7%	7.0%	12.8%	18.4%	12.0%

* These results reflect the Department's "hold harmless" approach, which allowed sites to opt into the higher score across the past two years.

Rating by Program Type

In 2021-2022 the statewide average score for all site types overall exceeded pre-pandemic levels by more than two tenths of a point, and the average score for each site setting also exceeded pre-pandemic levels.

Program Type	2017-2018	2018-2019	2019-2020*	2020-2021*	2021-2022
Overall	5.03	5.14	5.21	5.39	5.37
Child Care	4.73	4.91	4.98	5.23	5.23
Early/Head Start	4.88	5.00	5.09	5.28	5.31
School	5.40	5.44	5.49	5.62	5.59

* As a result of COVID-19, observational coverage was significantly reduced during the 2019-2020 and 2020-2021 school years and the Board of Elementary & Secondary Education introduced flexibilities to allow sites to extend previously-published scores and ratings if they did not make improvement.

Enrollment by Quality Rating

The overwhelming majority (93%) of children receiving public funding for early care and education were enrolled in sites rated as "Proficient" or higher in 2022.

CLASS® Score Range	2021-2022 Performance Rating	2023 Star Rating [1]	CCAP Children Ages B-5 Authorized in Oct. 2022	Estimated Children Ages B-5 Enrolled with Other Public Funding Sources Oct 2022	Total Children Enrolled
6.00 - 7.00	Excellent	5 Stars	554 (5%)	6,337 (14%)	6,891 (12%)
5.25 - 5.99	High Proficient	4 Stars	4,910 (42%)	23,860 (53%)	28,770 (51%)
4.50 - 5.24	Proficient	3 Stars	4,483 (38%)	12,271 (28)	16,754 (30%)
3.75 - 4.49	Approaching Proficient	2 Stars	833 (7)	557 (1%)	1,390 (2%)
3.00 - 3.74	Approaching Proficient	1 Star	102 (1%)	173 (<1%)	275 (<1%)
1.00 - 2.99	Unsatisfactory	0 Stars	0 (0%)	97 (<1%)	97 (<1%)
N/A	Not Rated	0 Stars	793 (7%)	972 (2%)	1765 (3%)
		Total	**11,675**	**44,267**	**55,942**

[1] *The 2023 Star Ratings are based on the 2021-2022 Performance Profile ratings; only Type III early learning centers receive Star Ratings.*
Numbers are based on full-time children only.

Believes

Supporting Quality Improvement in Early Care and Education
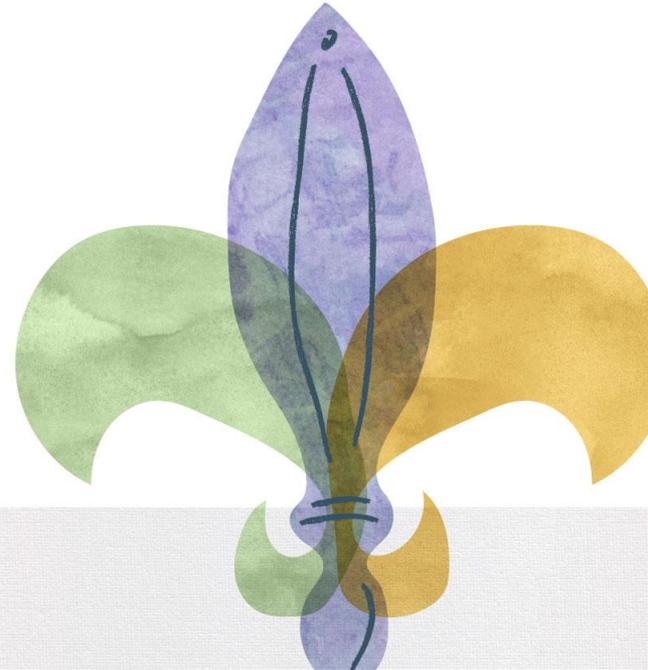
Supporting Quality Improvements in Early Childhood Classrooms

Teacher Preparation

- Child care teacher preparation minimums:
  - Required training through a child care teacher preparation program
  - Required Early Childhood Ancillary Certificate (ECAC)
  - BESE-approved ECAC programs
- ECAC Accountability pilot and policy

Coaching and Training

- Statewide network of Child Care Resource and Referral
- Tulane Mental Health Consultation Program
- Early Childhood Community Networks
- Louisiana Pathways approved trainers
- Site Improvement Planning

Professional Development

- Key Training Modules
- Louisiana Early Leaders Academy (LELA)
- Child Care Curriculum Initiative
- Teaching Strategies GOLD®
- Community Network Lead Agency Collaborations
- Teacher Leader Summit
- Early Childhood Conference

Supporting Quality Improvement
Teacher Preparation Programs

Early Childhood Ancillary Certificate (ECAC) Program
- 849 candidates received scholarships to attend an Early Childhood Ancillary Certificate Program in 2022
- Total ECAC scholarships awarded in 2022 equaled $2,509,644.00

Early Childhood Ancillary Certificate (ECAC) Program Accountability
- 9 ECAC programs have participated in pilots of an on-site review process. The onsite review process is a measure of how well the ECAC program delivers high-quality training and prepares the ECAC candidates for success in the classroom.
- Based on the results of the on-site reviews, the Department recommended updates to Bulletin 996 to create a unified accountability system for all Early Childhood Ancillary Certificate programs.
- In addition to the on-site review component, the accountability system approved by BESE includes measurements of a program's ability to graduate candidates who positively impact children and a program's ability to build workforce capacity.

Supporting Quality Improvement
Training and Support by Program Type

Type III Child Care Centers:
- Child Care Resource and Referral agencies provided coaching, training, and technical assistance (*$5.1M from CCDF*)
- Mental Health Consultation program provided on-site classroom coaching and support for approximately six months per program (nearly *$2.6M from CCDF*)

Head Start and Early Head Start:
- Head Start Training and Technical Assistance services assisted programs in accessing professional development that meets the improvement needs of teachers

LA 4 and NSECD Classrooms:
- Funding for training and support may be included as part of the allocated funding for slots
- Programs may choose to supplement allocations with in-kind funding

Supporting Quality Improvement
CCR&R Coaching and Training

$5,167,632 of CCDF funding was used to fund Louisiana's six Child Care Resource & Referral agencies throughout the state in 2022, to provide the quality supports of coaching and training.

During 2022, Child Care Resource and Referral (CCR&R) agencies supported Type III Centers and Family Child Care educators participating in Academic Approval in a variety of ways:

- 12,478 hours of Coaching
- 5,094 hours of Technical Assistance
- 3,216 hours of Group Training
- 64 parishes received Early Learning Resource Center supports such as
  - Director meetings
  - Family resources
  - Child care referrals for families

Supporting Quality Improvement
Mental Health Consultation

$2,549,699 of CCDF funding was used to fund the Tulane University TIKES mental health consultation program, to support early childhood professionals in promoting the wellbeing of young children.

The TIKES program promotes the development of young children across several domains, including those that promote the development of executive function skills.

Consultants engage in the following activities:

- Observing and modeling interactions in classrooms
- Meeting with teachers, directors, and owners
- Facilitating trainings
- Administering developmental screening measures
- Developing behavior management plans for children
- Making referrals to community-based mental health providers
- Meeting with families

Supporting Quality Improvement
Site Improvement Planning (SIP) Process

The Department provided targeted support for low-performing sites through the Site Improvement Planning (SIP) process.

Early care and education sites that have CLASS® scores below 3.75 are required to participate in the Site Improvement Planning (SIP) Process.

LDOE Field Support Consultants worked with Child Care Resource and Referral (CCR&R) agencies to ensure that these low-performing sites developed a set of achievable goals and received resources, training, and coaching focused on improving teacher-child interactions In addition, Mental Health Consultation training services were provided to sites with high negative climate scores to support classroom management practices.

The majority of sites that participated in the SIP process in the 2021-2022 academic year experienced an increase in their overall CLASS® scores:

Site Improvement Planning	# of Sites	Sites that Improved	Sites with 1.00+ Point(s) of Improvements
Sites that participated in 2020-2021	37	34 (92%)	15 (41%)
Sites that participated in 2021-2022	12	11 (92%)	5 (42%)

Supporting Quality Improvement
Teacher Leader Summit and Early Childhood Conference

2022 Teacher Leader Summit
- The 2022 Summit included 45 Early Childhood sessions with several being presented for multiple rotations
- Early Childhood session topics included early language and literacy development, behavior guidance, authentic assessment, STEM, effective outdoor learning environments, and best practices for diverse learners

2022 Early Childhood Conference
- The LDOE held the first Early Childhood Conference in 2022
- 2,000 early care and education teachers and other professionals attended the conference
- Session topics included family engagement, CCAP processes, pre-school inclusion, STEM, Child Care Management Software (CCMS), licensing, School Readiness Tax Credits (SRTC), and more

Supporting Quality Improvement
Louisiana Early Leaders Academy (LELA)

The Department of Education continues to offer the Louisiana Early Leaders Academy (LELA) to support the professional development of Type III center directors throughout Louisiana.

Thirty directors of Type III early learning centers participated in the third cohort of the Louisiana Early Leaders Academy (LELA):

- LELA is designed to strengthen leaders in the early childhood care and education field and provides early childhood directors with training and support focused on
  - increasing directors' capacity as instructional leaders
  - preparing children for success in kindergarten and beyond
  - creating positive work environments for teachers
- Over the course of the program, LELA participants also learned about managing systems changes, building strong teams, and improving program operations.
- 16 participants successfully completed Cohort 3, which ended in early 2022.

Supporting Quality Improvement
Comprehensive Literacy State Development Grant

Grant awards supporting early childhood quality were also provided through the Comprehensive Literacy State Development (CLSD) grant.

The purpose of the CLSD grant is to award competitive funding opportunities to school systems to advance literacy and pre-literacy skills for all children from birth through grade 12, with a special emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.

- The state must ensure that 15% of the sub-granted funds serve children from birth through age 5.

- For the 2022-2023 academic year there was $3.25 million in funding awarded across 59 LEAs, with the primary focus on funding Early Childhood literacy and language coaches, followed by literacy foundations training, high-quality instructional materials, and high-quality professional learning opportunities.

Supporting Quality Improvement
Believe! Grant

The following activities were supported through the *Believe!* Grant, to prepare and support teachers to lead classrooms and provide high-quality interactions that meet the developmental needs of all children every day:

- Communities ensure all early childhood classrooms are equipped with high-quality (Tier I) curriculum and developmentally-appropriate learning resources and materials.

- Communities provide early learning educators with professional development to support high quality interactions and effective implementation of instructional tools.

- Communities develop a plan to identify children in need of intervention through a universal developmental screening process.

- Communities and school systems provide high-quality direct and related service support for young children with IEPs to increase inclusive opportunities within the least restrictive environment.

Believes

Supporting Quality Improvement
Young Children with Disabilities

The Department prepared and supported teachers to meet the developmental needs of children through the Developmental Screenings Initiative.

The Developmental Screening Initiative (DSI) focused on building capacity in the field, to identify young children who are missing developmental milestones.

- ***DSI Training:*** The Department offered five ASQ-3 Training of Trainers professional development opportunities, resulting in 109 new ASQ-3 trainers in our state who can train educators how to screen children using the ASQ-3 tool. They will provide professional development about developmental milestones for young children and help to identify young children with disabilities within their network earlier, by building capacity in the field and training others.
- ***Developmental Screening Tools/Kits:*** The Department sent 1,389 ASQ-3 developmental screening kits to 66 networks around the state so that sites could administer developmental screening in their parishes to identify the needs of children from birth through age five.
- ***Developmental Screening Survey:*** The Department sent out a survey to all networks to determine which networks were screening young children and the steps that are taken regarding referral and evaluation. The data collected indicated that 18,122 young children from birth through age 5 were screened during the 2022 calendar year using the ASQ-3, Brigance, and Battelle screening tools.

Supporting Quality Improvement
Young Children with Disabilities

The Department hosted monthly Young Children with Disabilities Community of Practice webinars.

These webinars included professional development and technical assistance for leaders in early childhood special education. The participants included educators, administrators, directors, service providers, and community network lead agency representatives. The topics covered in the webinars included:

- Teaching Strategies GOLD® for Young Children with Disabilities
- Early Childhood Transition Process: Transitioning from EarlySteps to local school system services
- Using CLASS® in an Early Childhood Setting
- LDOE Developmental Screening Guidebook
- Louisiana's Educational Rights of Children with Disabilities
- Strategies for Success: Early and accurate identification, high-quality instruction, and strengthening specialized supports and related services
- Accelerated Learning in Early Childhood Environments
- OSEP Reporting for Indicator 12 Transition Compliance
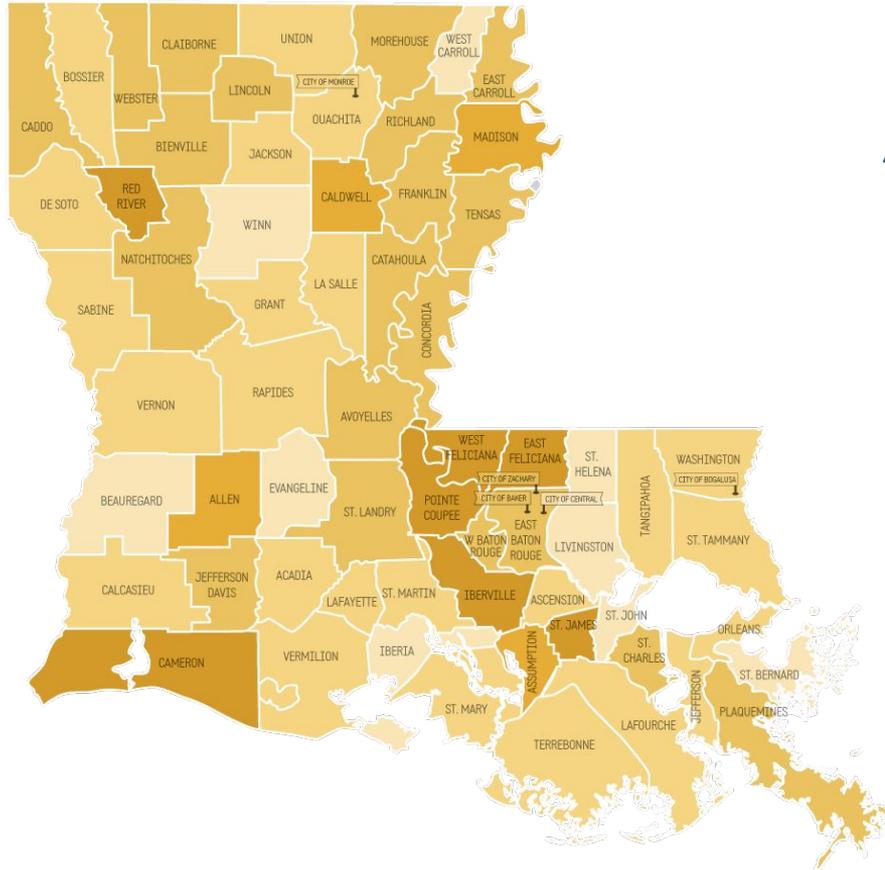
Believes

Early Care and Education Access

Access by Age Group & Funding Source

		Infants	Ones	Twos	Threes	Fours	Totals
Estimated Need	At-Risk Estimate (Medicaid Eligibility by age group, October 2022)	20,443	28,368	32,318	35,235	37,241	153,605
Estimated Served	Child Care (CCAP Oct. 2022)	1,569	3,609	4,219	3,873	2,950	16,220
	LA B-3 (Oct. 2022 served)	412	722	944	1,107		3,185
	Head Start and Early Head Start (Oct. 2022 served)	288	869	1,274	6,869	4,127	13,427
	Title I (Oct. 2022 served)					4,284	4,284
	IDEA Preschool, Part B				319	668	987
	LA 4 (Oct. 2022 served)					15,731	15,731
	Early Childhood Education Fund	39	64	48	55		206
	NSECD (Oct. 2022 served)				155	846	1,001
	Total Served Estimate	2,308	5,264	6,485	12,378	28,606	55,041
	Percentage Served	11%	19%	20%	35%	77%	36%
Estimated Unserved	Gap Estimate	(18,135)	(23,104)	(25,833)	(22,857)	(8,635)	(98,564)
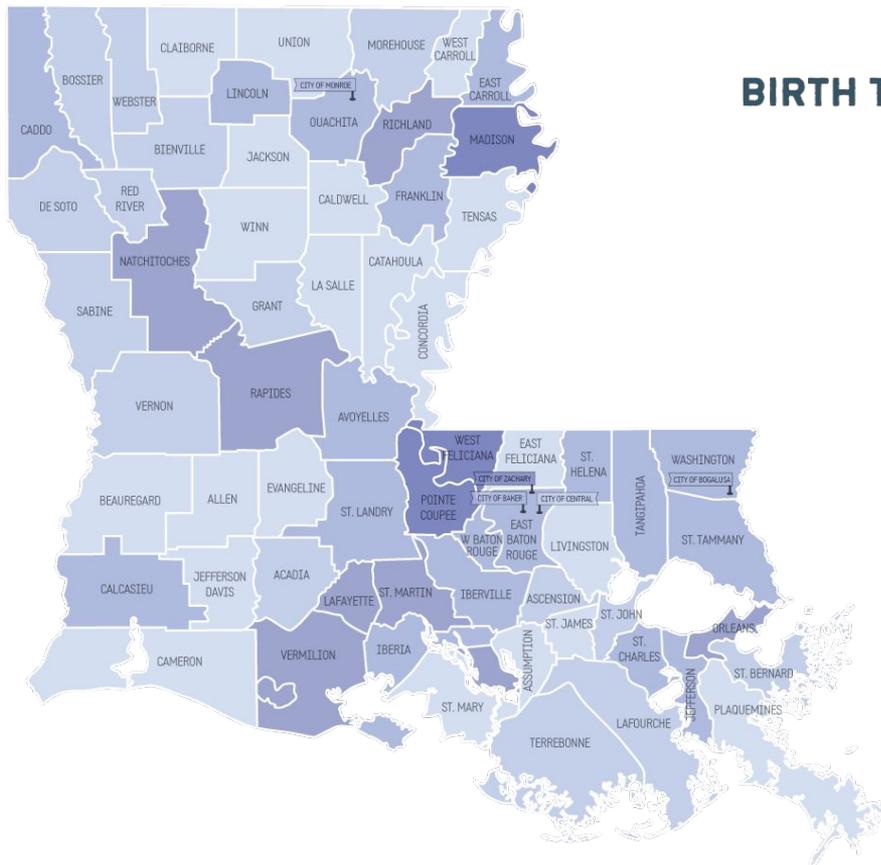
BIRTH THROUGH TWO-YEAR-OLD ACCESS ACROSS LOUISIANA

- 0-5%
- 5-10%
- 10-15%
- 15-20%
- 20% OR MORE

THREE-YEAR-OLD
ACCESS ACROSS LOUISIANA

- 0-20%
- 20-40%
- 40-60%
- 60-80%
- 80-100%

Believes

FOUR-YEAR-OLD
ACCESS ACROSS LOUISIANA

- 0–60%
- 60–70%
- 70–80%
- 80–90%
- 90–100%

Efforts to Expand Access
Early Childhood Care and Education Commission

In February 2022, the 40-member Early Child Care Education Commission released *Forging a Bright Economic Future: LA B to 3*. In this report, the Commission recommended that the momentum of investment created by the use of stimulus dollars be continued, in order to fully realize the benefits of high-quality early care and education to the early childhood workforce and to businesses, children, and families statewide.

The Commission re-convened in September 2022, with the following goals to continue to explore sustained funding for early childhood:
- Study and make recommendations relative to establishing a vision for the future of early childhood care and education in Louisiana
- Engage the Task Force in identifying and recommending alternative state and local funding strategies for quality early childhood care and education
- Engage the Task Force in identifying and recommending strategies to address workforce compensation and benefits issues within the early childhood care and education field
- Provide a report, that incorporates the Task Force's findings and recommendations, to the governor, members of the legislature, the state superintendent of education, and the State Board of Elementary and Secondary Education no less than thirty days prior to the first day of the regular session

Efforts to Expand Access
LDOE Initiatives

The Department continues to work to expand access to high-quality early care and education through innovative initiatives including:

Innovative Pilots: The Department expanded the B-3 Seats Pilot from 2,539 children at its peak in 2021-2022 to 3,185 as of October 2022. Additionally, the LDOE expanded the EC Guides Pilot by encouraging the EC Guides to support families in neighboring rural communities not yet served by a Ready Start Network.
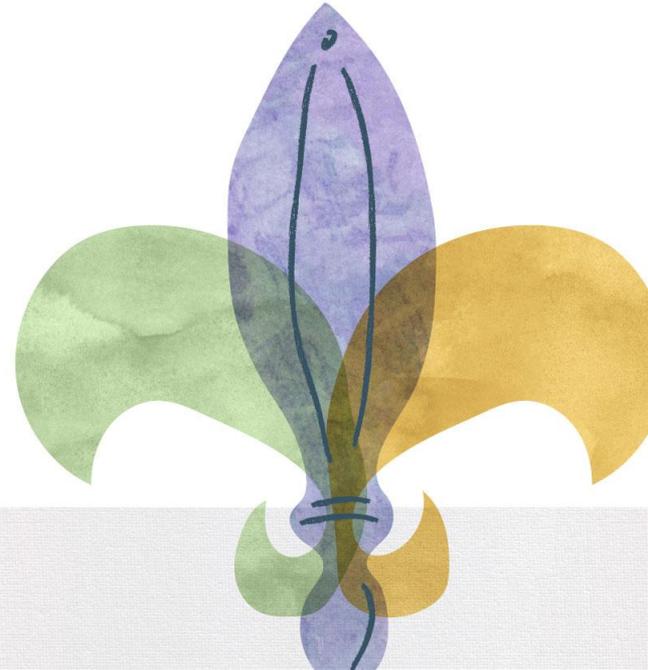
Early Childhood Education Fund: Four Ready Start Networks applied for and received funding from the state Early Childhood Education Fund, to match locally-raised dollars to expand access for children aged birth to three years old in their communities.

State Policy Reforms:
- The Department conducted an analysis of the true cost of care for children to inform CCAP changes to enable more families to access high-quality options.
- Following the 2019-2022 Family Child Care (FCC) Pilot, the Department updated policy to enable family child care providers to opt into Academic Approval and be eligible for services and incentive such as SRTCs. This Academic Approval opportunity for Family Child Care sites was launched in the 2022-2023 academic year.

Efforts to Expand Access
Ready Start Networks

In 2022, 27 Ready Start Networks developed a Community Supply Building and Access Expansion (CSBAE) plan based on community-level data. These networks have launched individual strategic plans to improve outreach for underserved communities.

READY START NETWORK

- COHORT 1
- COHORT 2
- COHORT 3
- COHORT 4

Evaluation of
Early Care and Education Programs

Early Care and Education Program Evaluations
2021-2022 Performance Profiles

The 2021-2022 Performance Profile release marks seven years of full implementation of the statewide early childhood network.

2021-2022 Performance Profiles

- Overall, more than 11,600 CLASS® observations took place in more than 6,500 classrooms at nearly 1,650 sites.

- Approximately 800 local CLASS® observers conducted observations in infant, toddler, and pre-K classrooms and provided valuable feedback to help teachers in all publicly-funded sites.

- Due to flexibilities in Bulletin 140 approved by the Board of Elementary and Secondary Education, any classroom that scored 4.50 or higher on their fall local observation, with third-party replacement, could waive a spring observation. The fall observation was duplicated and treated as the spring observation for the purposes of calculating Performance Rating.

Early Care and Education Program Evaluations
Lessons Learned from FCC Third-Party Observations

During the Spring of 2022, the Picard Center conducted a pilot of CLASS$^{®}$ observations for Family Child Care (FCC) educators participating in Academic Approval to prepare for the 2022-2023 academic year.

The Picard Center identified the following highlights from the Spring 2022 observation period:
- CCR&R Coaches served a vital role as "the bridge between" FCC educators and The Picard Center and were the primary point of contact when scheduling observations
- Collaboration between CCR&R Coaches and The Picard Center was vital when conducting virtual observations concurrently, as the CCR&Rs provided Family Child Care providers with technology support

Using lessons learned in Spring 2022, The Picard Center and the LDOE collaborated to enhance the preparation and overall quality of FCC observations during the Fall 2022 observation period:
- Working collaboratively with the LDOE Accountability Team and FCC Manager, the Picard Center drafted an internal "Family Child Care Provider (FCC) Third Party Observation Protocol: In Person" guidance for observers

The Early Care and Education Workforce

The Early Care and Education Workforce
Demographics

Louisiana's child care workforce represents diverse educational backgrounds and ethnicities.

Demographics of the Early Learning Workforce (based on 16,577 active Pathways members)**:**

- 16,512 (99.6%) are female
- 16,523 (99.2%) speak English as their primary language
- Ethnicity:

African American	Caucasian American	Hispanic American	Acadian American	Other Ethnicities
9449 (60%)	5968 (36%)	331 (1.9%)	166 (1%)	663 (4%)

- Education level:

High School Education or No Verified Degree	30 College Credits	CDA or Approved Career Diploma	Associate Degree	Bachelor Degree or Higher
9734 (58%)	295 (1.7%)	3025 (18%)	1489 (8.9%)	2034 (12%)

The Early Care and Education Workforce
Louisiana Pathways

Child Care Teacher Participation in LA Pathways Career Development System (2022)	
Early Learning Center Staff	7,746
Early Learning Center Assistant Teacher	1,362
Early Learning Center Teacher I *(CDA credential/EC diploma)*	473
Early Learning Center Teacher II *(EC Ancillary Certificate or work towards associate)*	1,051
Early Learning Center Teacher III *(EC Ancillary Certificate + 1 year prior SRTC or college degree in early childhood)*	1,306
Early Learning Center Teacher IV *(EC Ancillary Certificate + 2 years prior SRTC or college degree with specialized infant/toddler training)*	2,906
Early Learning Center Master Teacher *(graduate degree)*	190
Total	15,034
A full description of the 2022 Teacher Track for the Career Development System can be found <u>here</u>.	

The Early Care and Education Workforce
Louisiana Pathways

Family Child Care Track (2022)	
Family Child Care Staff I	20
Family Child Care Staff II	6
Family Child Care Staff III	1
Family Child Care Staff IV	0
Family Child Care Assistant Teacher I	0
Family Child Care Assistant Teacher II	9
Family Child Care Teacher I	17
Family Child Care Teacher II	9
Family Child Care Teacher III	2
Family Child Care Master Teacher	0
Total	64

Administrator Track (2022)	
Director	565
Director I	178
Director II	137
Director III	492
Director IV	107
Total	1,479

Full descriptions of each career track are available through Louisiana Pathways.

The Early Care and Education Workforce
School Readiness Tax Credits

Pathways Career Ladder Level	Qualifying Individuals (2021)	Qualifying Individuals (2022)	Tax Credit Amount (2022)
Teacher I	505	473	$1,894
Teacher II	1,052	1,051	$2,525
Teacher III	1,325	1,306	$3,157
Teacher IV	2,667	2,906	$3,787
Child Care Master Teacher	197	190	$3,787
Director I	157	178	$1,894
Director II	165	137	$2,525
Director III	592	492	$3,157
Director IV	122	107	$3,787

Believes

The Early Care and Education Workforce
The Louisiana Early Childhood Ancillary Certificate

Louisiana's child care teachers continue to pursue their Early Childhood Ancillary Certificate (ECAC) credentials, to comply with the 2019 policy requirement.

Research from the University of Virginia has highlighted the importance of professional development and the unique impact the ECAC has on teacher outcomes:

- Teachers who hold or are working towards an ECAC score highly on CLASS$^{®}$ compared with other teachers who do not participate in BESE-approved ECAC programs.
- Teachers who hold or were working towards an ECAC specifically through an ECAC training program reported high levels of satisfaction with – and retention in – their jobs.

In 2022, through the 28 teacher preparation programs approved by BESE to offer ECAC programs,
- 849 individuals earned their initial ECAC in 2022
- 746 of individuals who earned a BESE-approved CDA were leveled to Teacher II with Pathways, which resulted in a School Readiness Tax Credit amount of $2,525.00

Believes

The Early Care and Education Workforce
Teacher Preparation Research Reports

The LDOE continued to partner with researchers from UVA and UCLA as part of the Study of Early Education - Louisiana (SEE-LA) Research Project.

The SEE-LA Research Project continues to focus on working toward a better understanding of the impact of Louisiana's QRIS and other reform efforts on creating system-wide ECE improvement.

As part of the SEE-LA study, researchers have conducted large-scale ECE workforce surveys to study the hurdles Louisiana's child care teachers face as they pursue the Early Childhood Ancillary Certificate (ECAC). The most recent report was published in July 2022:

- Professionalizing the Child Care Workforce: Understanding the Low Rates of Credential Completion among Early Educators

Prior SEE-LA reports and data and policy briefs and additional information about the SEE-LA Research Project can be found online.

The Early Care and Education Workforce
Additional Research Reports

In addition to studying teachers' attainment of the Early Childhood Ancillary Certificate (ECAC), the Study of Early Education - Louisiana (SEE-LA) Research Project also considered other aspects of Louisiana's early childhood quality improvement system.

Various agencies provide professional development for early childhood teachers, focused on improving teacher-child interactions, as part of Louisiana's early childhood quality improvement system.

The SEE-LA Research Project also explored the impact of professional development efforts in Louisiana, including the amount of professional development early childhood educators receive, the relationship between professional development and site quality, and the relationship between professional development and quality improvement. The associated report was published in March 2022:

- Links Between Teacher Professional Development and Teacher-Child Interactions: Evidence from Louisiana

Prior SEE-LA reports and data and policy briefs and additional information about the SEE-LA Research Project can be found online.

The Early Care and Education Workforce
Teacher Supplemental Pay Pilot

The LDOE has partnered with the Kathleen Blanco Public Policy Center at UL Lafayette to design a supplemental grant program providing additional support for teacher pay while developing an evidence base to inform long-term solutions to address teacher pay and retention.

- **Eligibility**: Type III licensed child care centers, to support lead and assistant teachers working 30 hours or more per week
- Centers were selected into one of two *pilot groups:*
  - One group of teachers receives a fixed $2,080 per year (divided over the course of the year)
  - One group of teachers receives a 10% pay increase
- The pilot launched in September 2022 and will run until September 2024
- Providers will periodically complete surveys to inform the LDOE and ULL of the status of their staff and the impact of the supplemental pay

Goals for Early Childhood Care and Education in Louisiana
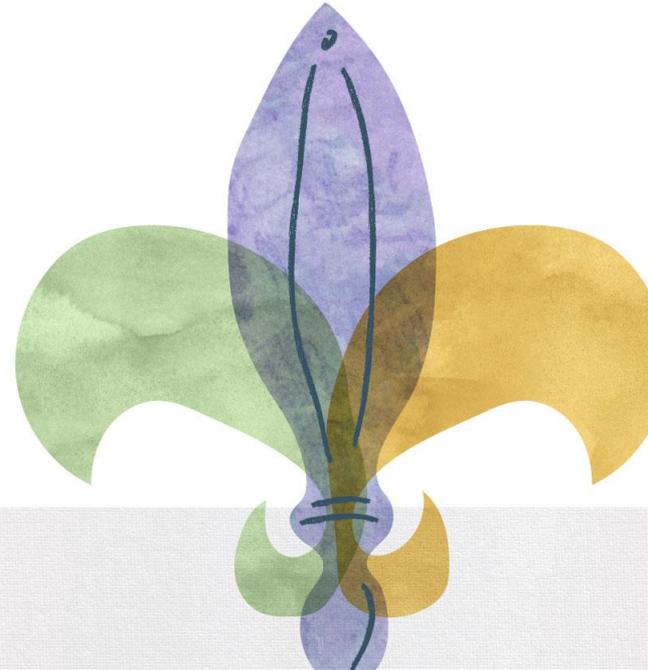
Louisiana's Early Childhood Goals

Beyond the initiatives detailed throughout this report, to achieve its early childhood goals the Department also implemented additional activities with one-time federal stimulus funding.

The Department supported **strengthening and stabilization of the child care sector** via the following initiatives:

- ARPA (American Rescue Plan Act) Stabilization Grant Round 2 to child care providers
- Free, confidential, and virtual business training and consultation offered to all child care types
- Additional *Believe!* Grant funding for 2021-2022 and applications released in October 2022 for 2022-2023. This funding helped ensure that child care centers remained open and safe to serve children throughout the recovery from the COVID-19 pandemic by
  - Paying rent, mortgage, utilities, and/or other operational expenses for providers
  - Providing stipends, bonuses, and other financial support for early childhood educators
  - Supporting child enrollment efforts to ensure centers remained operational
  - Providing personal protective equipment and consumables needed for ensuring clean, safe, and healthy learning environments for children and teachers

Louisiana's Early Childhood Goals

Beyond the initiatives detailed throughout this report, to achieve its early childhood goals the Department also implemented additional activities with one-time federal stimulus funding.

The Department supported **expanding supply of and access to high-quality early childhood** via the following initiatives:

- Additional *Believe!* Grant funding for 2021-2022 and applications released in October 2022 for 2022-2023 in order to:
  - Support a site to increase the number of children served in an existing B-3 classroom
  - Support a site to open a new B-3 classroom in an existing space already licensed for children within their facility
  - Support a CCAP-certified Family Child Care Providers

Louisiana's Early Childhood Goals

Beyond the initiatives detailed throughout this report, to achieve its early childhood goals the Department also implemented additional activities with one-time federal stimulus funding.

The Department supported **empowering and engaging families** via the following initiatives:

- Additional *Believe!* Grant funding for 2021-2022 and applications released in October 2022 for 2022-2023 in order to:
  - Use strategies to support child development through at-home learning and family engagement programs
  - Link families with support for monitoring their children's development and provide coordinated support services to better prepare children for future success
  - Develop plans in partnership with families, school systems, and program partners to support early childhood transitions

Louisiana's Early Childhood Activities

The Department also has continued updating Early Childhood data systems with one-time federal stimulus funding.

The development of EdLink continued through 2022:

- The Entity Management System was released, giving all providers access to a site dashboard as well as the ability to update information about their site, update banking information, manage staff training, and check CCCBC status.
- The Department continued rolling-out EdLink's functionality with the Division of Licensing, so that all licensed centers' application processes are now managed through EdLink.

Additionally, as part of the modernization of early childhood care and education systems, the Department began preparing for the implementation of KinderConnect, a new attendance tracking system, and connectivity between EdLink and KinderConnect. Ultimately all CCAP applications, child attendance, payments, and reporting will be supported through work with KinderSystems.

Believes

IX. Consideration of the 2023 Early Childhood Care and Education Advisory Council Quarterly Report - Quarter 1

Key Activities in Quarter 1
Early Childhood Care & Education Commission

In February, the Louisiana Early Childhood Care and Education Commission released Funding Our Future with LA B to 3: Sustaining and Advancing a Thriving Early Care and Education Sector

1 Invest $200 million now and annually to replace expiring federal relief dollars and prevent more than 16,000 children from losing quality early care and education, which will compromise their parents' ability to work and will hurt our economy.

2 Make an additional $115M down payment to decrease the number of unserved children and working families in Louisiana.

3 Appropriate 10 percent of state excess funds from the 2022-2023 fiscal year to the Early Childhood Education Fund in 2023 to match and incentivize local investment.

LA B to 3

Funding Our Future with LA B to 3:
Sustaining and Advancing a Thriving
Early Care and Education Sector

February 2023

Believes

Key Activities in Quarter 1
Early Childhood Accountability System

The Department and Community Network Lead Agencies (CNLAs) continued to support local sites to implement the early childhood accountability system.

- Community Network Lead Agencies (CNLAs) scheduled and began completing Spring CLASS® observations. The Department followed up with CNLAs to ensure all observations were scheduled, including problem-solving for any hard-to-reach sites (including Family Child Care sites).
  - CNLAs coordinated over 6,800 CLASS® observations, observing over 524,000 minutes of early childhood instruction.
  - CNLAs conducted 1,157 Infant CLASS® observations, 2,105 Toddler CLASS® observations, and 3,584 Pre-K CLASS® observations.
  - Observations were conducted at **1,769 sites** from January 2023 to March 2023.

- The ULL Picard Center continued scheduling and conducting third-party CLASS® observations.

Believes

Key Activities in Quarter 1
Early Childhood Accountability System

The Department and Community Network Lead Agencies (CNLAs) continued to support local sites to implement the early childhood accountability system.

- Accountability notices were issued to CNLAs for the Fall 2022 observation period for networks who did not meet the shadow-scoring requirement, classrooms that did not receive a local observation, observers who were replaced by third-party observers on 20% or more comparable observation domains, and for sites where high negative climate was observed.

- Sites completed the winter *GOLD$^{®}$* checkpoint, adding documentation and assessment results for publicly-funded children.

- The Department released preliminary informational metrics to CNLAs for data review. This is in advance of later Data Certification and publication in Performance Profiles.

Key Activities in Quarter 1
Coordinated Enrollment

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

- Community network lead agencies worked with sites to complete the February Child Count
- Communities collaborated on developing their Coordinated Enrollment Plans
- Communities used strategic approaches to increase enrollment and outreach, such as:
  - Maximizing system capacity ensuring more children are entering Kindergarten ready to succeed by creatively braiding funding streams
  - Launching informational campaigns, such as community fairs, to provide families with opportunities to learn more about their local early childhood community network early learning options
  - Streamlining the application process by creating online registration portals and mobile phone apps for families to assist with maximizing seat capacity
  - Increasing awareness of local community resources for families with young children by advertising through billboards, storefronts, brochures, and local cable channel advertisements

Key Activities in Quarter 1
Early Childhood Community Networks

The B-3 Seats Pilot, in its final year, continued through this quarter.

- The B-3 Seats pilot served 3,568 children as of March 30, 2023:
  - 521 infants, 818 one-year-olds, 1,036 two-year-olds, and 1,193 three-year-olds

- The B-3 Seats Pilot for the 2022-2023 year was funded through ARPA CCDBG and Preschool Development Grant funding, both of which are terminal fund sources and not able to sustain the children served beyond this fiscal year.

- Funding for this fiscal year totaled **$42,461,720**

- 30 Ready Start Networks participated in the pilot this year, all placing children in high-quality Type III centers and Family Child Care sites

Key Activities in Quarter 1
Super App

School systems planned for the 2023-2024 academic year with their early childhood community network lead agency and completed the early childhood components of Super App.

Topic	Early Childhood Vision	Super App Response
Local Governance	Communities drive faster rates of improvement in access and quality at the local level.	School systems uploaded the community network's blueprint.
Access	More children birth through age three should be able to access publicly-funded slots in high-quality child care centers.	School systems worked with networks to identify strategies to increase access for targeted age groups.
		School systems uploaded the network's Coordinated Funding Request.
Quality	All early childhood classrooms in the state should be offering high-quality care and education for all children.	School systems requested funding for B-5 high-quality curriculum, professional development, and specialized supports.

Believes

Key Activities in Quarter 1
Believe! App

Community Network Lead Agencies also planned for the 2023-2024 academic year to complete the application for the final iteration of Believe!

Category 1: Child Care Stabilization	Category 2: Access Expansion	Category 3: High-Quality Classrooms	Category 4: Empowering Families
Funding amount determined based on the number of classrooms in Type III centers in each network	Funding amount available at the same level for all interested networks, no matter the size	Funding amount determined based on the number of child care classrooms in each network	Funding amount determined based on the number of birth through three-year-olds who are economically disadvantaged and reside in the network
Approximately $986 per child care classroom	*$35,000*	*An estimation of about $500 per classroom not served in last year's Believe! Grant, plus an additional $3,000 per CNLA to cover additional costs.*	*Varies based on B-3 population of network*

Key Activities in Quarter 1
Ready Start Networks

Ready Start Networks continue to develop and implement new initiatives focused on early childhood workforce development, quality improvements, access expansion, and increased family engagement.
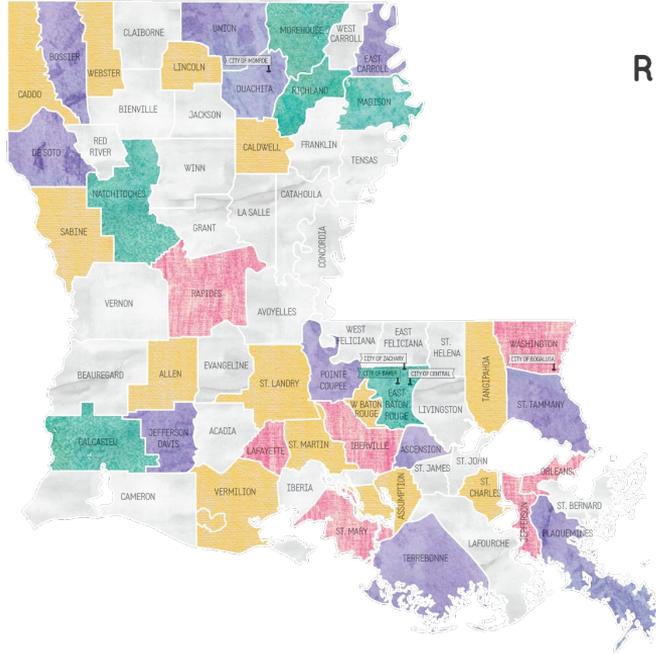
READY START NETWORK

● COHORT 1
● COHORT 2
● COHORT 3
● COHORT 4

Key Activities in Quarter 1
Ready Start Networks

Ready Start Networks are committed to a unified effort to promote high-quality ECE and increase access at the local level.

- All 37 Ready Start Networks continue to drive local innovation and integrated comprehensive services within their approach to maximize resources for early childhood.
- The networks bring community awareness of the importance and need for early care and education while providing local support to providers to address gaps in services to our youngest learners.

- The 27 Ready Start Networks who participated in the Community Supply Building and Access Expansion (CSBAE) grant advanced local initiatives to expand the B-5 mixed delivery ECE system. The networks partnered with local providers to increase seat availability, recruit workforce, and supply classroom resources in diverse communities.

Key Activities in Quarter 1
Supporting Teachers to Be Successful

The Department continued to provide professional development opportunities for child care teachers across the state.

- 11 BESE-approved Early Childhood Ancillary Certificate (ECAC) Programs provided course content, coaching, and support focused on preparing teachers for the CDA exam during this period

- Child Care Resource and Referral (CCR&R) agencies conducted training and coaching focused on:
    - Instructional Support/Engaged Support for Learning
    - Sites with overall scores in the Approaching Proficient range
- CCR&R agencies provided a total of 4,517 hours of coaching and 1,248 hours of training
- These agencies also provided 483 hours of coaching to 76 Family Child Care sites across the state that have opted into Academic Approval

Key Activities in Quarter 1
Early Learning & Development Standards (ELDS) Review

The Early Learning and Development Standards (ELDS) continued to proceed through an extended review process based on directives set forth by BESE.

December 21, 2022 - January 10, 2023	ELDS Public Comment Portal reopened per BESE charge
January 16, 2023	The House Education Committee of the Louisiana Legislature submitted an e-mail to BESE requesting that BESE reconsider the implementation of rules in Bulletin 136, Section 303 - Social and Emotional Development
January 17, 2023	Public comments received December 21-January 10 were submitted to BESE; BESE requested the ELDS Review Committee to reconvene
February - March 2023	ELDS Review Committee reconvened to review public comments and revise ELDS as needed
March 7, 2023	BESE received an update report regarding the status of the review by the ELDS Review Committee

Believes

Key Activities in Quarter 1
Supporting Directors to Be Successful

The Department is supporting child care directors in meeting standards for high-quality learning, leadership, and business practices.

The Department supported directors by:
- Supporting the financial sustainability of Early Childhood businesses by increasing knowledge of Child Care Management Systems (CCMS) and by subsidizing the cost up to 80%
- Providing training and technical assistance opportunities on business practices, financial planning, and tax consultation through First Children's Finance
- Providing new director outreach, support, and monthly webinars
- Launching major technical assistance efforts for the transition of the CCAP attendance tracking system from TOTS to KinderConnect, including site visits to assist sites in finalizing set up of the new system
- Promoting the second year of the Early Childhood Leader of the Year award
- Launching applications for Cohort 4 of the **Louisiana Early Leaders Academy**

Key Activities in Quarter 1
Supporting Family Child Care (FCC) Providers

The Department continues to engage, learn from, and support family child care providers in this first year of Academic Approval, which incorporates FCCs in the LDOE's quality rating system.

Supporting Family Child Care Providers:
- At the closing of Quarter 1, the Department recorded 114 FCCs enrolled in Academic Approval for the 2022-2023 academic year.
- With a 5.10 overall average from observations conducted during the Fall 2022 semester, FCCs (collectively) are performing as Proficient in the LDOE's quality rating system.
- Bi-weekly, the Department holds Office Hours to provide direct support to FCCs as they navigate through their first year of Academic Approval. Topics covered during these sessions include Academic Approval expectations, transitions and technical assistance with KinderConnect via EdLink, facilitating introductions and discussions with community partners, and more
- Each semester, the Manager of Family Child Care Strategy conducts 1-on-1 calls with each FCC to gauge progress during the academic year and determine future supports needed

Key Activities in Quarter 1
Child Care Assistance Program (CCAP)

The Department has supported child care providers and families through the Child Care Assistance Program (CCAP).

- State CCAP maximum rates were increased to a truer cost of care, which increases access to child care options for families and pays providers a more accurate rate.

- Provider child care assistance payments are based on enrollment.

CCAP Children Served in Quarter 1		
January 2023	**February 2023**	**March 2023**
21,425	21,167	20,668

Key Activities in Quarter 1
Publicly-Funded Licensed Early Learning Sites

Site Type

	Type I	Type II	Type III	FCC	In-home
January 2023	209	168	1145	284	7
February 2023	211	167	1144	269	8
March 2023	208	167	1145	263	8

Star Ratings:

	0 Stars	1 Star	2 Star	3 Star	4 Star	5 Star
2022	22*	7	67	420	507	61
2023	7*	7	78	408	448	51

This does not include new, unrated sites.

Believes

Upcoming Meetings

Early Childhood Care and Education Advisory Council
Calendar of Meetings

2023 Meetings
February 15, 2023
May 18, 2023
July 19, 2023
September 20, 2023
November 15, 2023

Believes

Adjournment