Early Childhood Care & Education Commission

December 17, 2021

Agenda

I. Call to Order
II. Roll Call
III. Approval of the Minutes of October 5, 2021 Meeting
IV. Consideration of Build Back Better Opportunities and Implications
V. Consideration of Updates and Recommendations from the Early Childhood Care and Education Commission Task Force
VI. Adjournment

I. Call to Order

II. Roll Call

III. Approval of the Minutes of October 5, 2021 Meeting

IV. Consideration of Build Back Better Opportunities and Implications

Build Back Better (BBB) Act Overview

The Build Back Better (BBB) Act would save families thousands of dollars in child care and preschool costs and would build a strong, stable early learning system that meets the needs of families, providers, and the economy.

Two early childhood programs are included in Build Back Better:

1. Child Care Birth to Five Entitlement Program
2. Universal Pre-K for all three- and four-year-old children

Child Care Birth to 5 Program Provisions

Child Care Program Provisions:
Eligibility for Families and Children

Families earning up to 250% of state median income (SMI) would – over a period of years – become eligible to receive subsidized child care.

In addition to meeting income requirements, eligible children must:

- be less than 6 years of age, AND
- have not yet entered kindergarten.

Child Care Program Provisions:
Additional Family Eligibility Requirements

In addition to income, qualifying parents/guardians are required to participate in an "eligible activity." These activities include:

- full- or part-time employment
- self-employment
- job search activities
- job training
- secondary, postsecondary, or adult education

Child Care Program Provisions:
Additional Eligibility for Children

The act also makes accommodations for certain categories of vulnerable children, independent of the earlier activities. These include:

- children with disabilities
- children experiencing homelessness
- children in foster or kinship care
- children receiving child protective services and
- children residing with parents/guardians more than 65-years-old

Child Care Program Provisions:
Eligibility Phase-In for a Family of Three

	% SMI	Annual Dollar Amount	% FPL
FFY 2022	100%	$67,337.00	303.31%
FFY 2023	125%	$84,171.25	387.53%
FFY 2024	150%	$101,005.50	465.03%
FFY 2025 - FFY 2027	250%	$168,342.50	775.06%

Child Care Program Provisions:
Family Copayments

- Families with incomes not more than **75%** of state median income would not incur copayments and would have their care fully subsidized.
- Families with incomes between **75-100%** of state median income would incur a copayment not to exceed **2%** of annual family income.
- Families with incomes between **100-125%** of state median income would incur a copayment of at least **2%** but not more than **4%** of annual family income.
- Families with income between **125-150%** of state median income would incur a copayment of at least **4%** but not more than **7%** of annual family income.
- Families with income between **150-250%** of state median income would incur a copayment of **7%** of annual family income.

Child Care Program Provisions:
Copayments for FFY 2022 for a Family of Three

Annual Income		Monthly Copayment	
Dollar Amount	% SMI	% of Annual Income	Dollar Amount
$80,460.34	75% SMI	0%	$0
$67,337.00	100% SMI	2%	$112
$84,171.25	125% SMI	2-4%	$140 - $281
$101,005.50	150% SMI	4-7%	$337-$589
$168,342.50	250% SMI	7%	$982

Child Care Program Provisions:
Payment Determination

CURRENTLY

Payments are based on market rate studies; market rates are a reflection of what the market can bear rather than the true cost of care or true cost of quality.

BUILD BACK BETTER

Payments would be based on cost estimation models that consider not only geographic and tiered quality differences but also presume living wages for all child care staff – to include pay parity with elementary school teachers with similar credentials and annual cost of living increases.

Child Care Program Provisions:
Eligible Child Care Providers

Both center- and home-based child care providers would be eligible to participate if they are:

1. **licensed** to provide child care services under state law, AND
2. participating in their state's tiered **quality measurement systems** by the end of the third fiscal year for which the state receives funding.

Eligible programs must meet state and local requirements applicable to the Child Care and Development Block Grant Act.

There are some provisions for "grandfathering in" providers currently deemed eligible by states during the first 3.5 years of grant funding. States must also ensure "pathways" to licensure for providers in a variety of settings.

Child Care Program Provisions:
Quality Rating Improvement System Requirements

States will be required to create and implement plans designed to ensure all children can participate in programs at the highest level of quality within 6 years.

Tiered quality systems must have indicators and thresholds that are appropriate for child development in different types of child care settings, including **child care centers** and **family child care homes**, and are appropriate for providers serving **different age groups**, including mixed-age groups.

The highest quality tier must meet or exceed federal Head Start Program Performance Standards, and states must assure that sufficient resources will be provided for programs at lower tiers to progress toward the highest tier. States will also need to incorporate standards for care provided during **non-traditional hours**.

Child Care Program Provisions:
Estimated Funding for Child Care Provisions

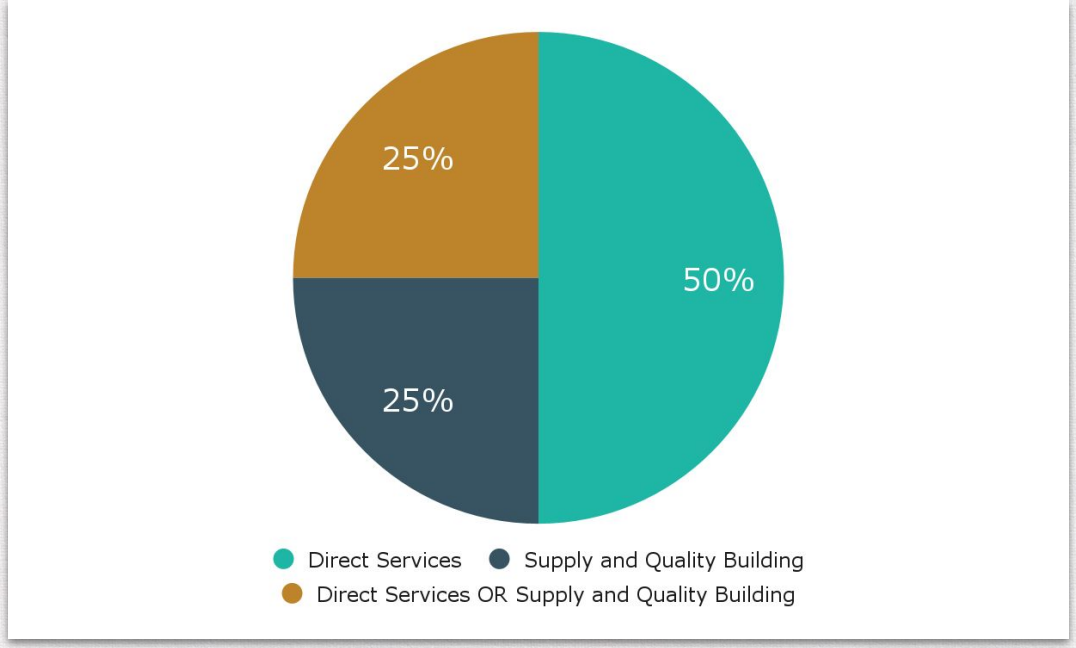
	Federal Contribution (nationally - Louisiana)	State Match
FFY 2022	Nationally ~ $24 billion Louisiana ~ $471M	0%
FFY 2023	Nationally ~$34 billion Louisiana ~ $667M	0%
FFY 2024	Nationally ~$42 billion Louisiana ~ $824M	0%
FFY 2025 - 2027	sums as necessary to cover eligible children	10%

Maintenance-of-effort (MOE) will be based on the average of state spending on child care in the preceding three fiscal years. This spending can be counted toward the state match.

Child Care Program Provisions:
Funding Categories for Child Care Program

In **FFY 2022-2024**, specific amounts of BBB funding are designated for certain purposes:

- 50% Direct services
- 25% Supply and quality building
- 25% Direct services OR supply and quality building, with 7% for administration



Child Care Program Provisions:
Funding Categories for Child Care Program

In **FFY 2025-2027,** states must reserve between 5 and 10% of total funds for activities that increase the quality and supply of eligible child care providers. Examples include:

- Startup grants and supply expansion grants to support child care providers, with priority to those reaching underserved communities and underserved populations
- Quality grants designed to support providers in meeting or making progress toward the highest tier of the state's tiered quality measurement system.

The federal government and states will each pay 50% of administrative expenses.

Child Care Program Provisions:
Implications for Use of Future CCDBG Funds

States that draw down Child Care Birth to 5 funding under the Act will continue to receive funding under the Child Care and Development Block Grant:

- Effective FFY 25, however, those states will not be permitted to use more than 10% of CCDBG funding to support children under the age of 6. The majority of the CCDBG funding will shift to school-age children.

States that do not draw down Child Care Birth to 5 funding under the Act will continue to receive funding under the Child Care and Development Block Grant and continue to operate the grant as is but should not expect any additional funding added into CCDF in future years.

Child Care Program Provisions:
Requirements within Three Years of Receiving Funding

States receiving funding under the Act shall:

- Raise payment rates to meet the cost of care, including, at a minimum, providing a living wage and establishing wages equivalent to elementary educators with equivalent credentials
- Create a tiered system to measure the quality of child care providers and help providers to reach higher quality standards (highest tier standards would be at least equivalent to Head Start Program Performance Standards (HSPPS) and
- Demonstrate that they have consulted or will consult with organizations representing child care directors, teachers, or other staff; early childhood education and development experts; and families to implement licensing standards and a pathway to licensure available to and appropriate for providers in a variety of settings.

Child Care Program Provisions:
Additional Requirements for States

States receiving funding under the Act shall:

- Prohibit child care providers from charging families more than the required copay
- Assure child care assistance is provided to children and their families for a period of not less than 12 months and
- Demonstrate that states will prioritize increasing access to and the quality and supply of child care for underserved populations, including at a minimum,
    - low-income children
    - children in underserved areas
    - infants and toddlers
    - children with disabilities
    - children who are dual language learners
    - children experiencing homelessness
    - children in foster or kinship care
    - children who need care during nontraditional hours and
    - vulnerable children as defined by the lead agency

Universal Pre-K Program Provisions

Universal Pre-K Program Provisions:
Eligibility for Families and Children

The Build Back Better (BBB) Act proposes to create – over a period of years – a universal pre-Kindergarten entitlement for all 3- and 4-year-old children.

All children who are 3- or 4-years-old on the date established by the applicable local education agency for kindergarten entry would be eligible for the program. Programs would be free of charge to all families.

Priority for initial enrollment would go to

- children in high need areas
- children experiencing homelessness
- children in foster or kinship care
- children in families engaged in migrant or seasonal agricultural labor
- children with disabilities and
- children who are dual language learners

Universal Pre-K Program Provisions:
Eligibility for Sites

Designed as a state-federal partnership, the proposed expansion will build on – rather than replace – existing state pre-Kindergarten infrastructure, providing additional funding and permitting more children to be served.

Expanded state pre-Kindergarten programs will operate using a **mixed-delivery model**, meaning that both public and private preschool providers will be eligible to receive funding from states.

- Approved providers will include (licensed) public schools, licensed center-based child care providers, licensed family child care providers, networks of community- and neighborhood-based child care providers, Head Start agencies and delegate agencies, and consortia thereof.

Universal Pre-K Program Provisions:
Requirements for Teachers

Lead teachers in the preschool program must hold Bachelor's degrees in early childhood education no later than 6 years after the date on which the state receives funding under the Act.

- There are exceptions, however, to grandfather non-degreed teachers employed by an eligible provider for three of the 5 years immediately preceding the date of enactment.

Independent of provider type, the Act requires that lead teachers participating in the state preschool program earn salaries equivalent to those of elementary school staff with similar credentials and experience. All program staff must earn a living wage.

Universal Pre-K Program Provisions:
Impact on Private Preschool Providers and Head Start

- The Build Back Better Act specifies that states must ensure that their preschool models will not disrupt the availability of infant/toddler care and document how the preschool program will equitably distribute any new slots funded.
- Taken in combination with the Act's child care provisions, there is reason to believe that universal preschool expansion can happen with strong consideration for the needs of private sector providers. Further, few school districts have the physical capacity to serve such a large influx of new students, necessitating the widespread participation of private and community-based providers.
- The Universal Pre-Kindergarten proposal specifies Head Start agencies are eligible providers and states must describe how they will partner with Head Start agencies to ensure the full utilization of Head Start programs. Additionally, from amounts appropriated for Universal Pre-Kindergarten, the proposal designates $2.5 billion annually for FY 2022-FY 2027 to improve compensation for Head Start staff.

Universal Pre-K Program Provisions: Requirements for Program Payments

- Build Back Better would require that states establish contracts and subgrants to provide payment to non-public providers for at least three years, unless those providers are terminated or suspended for cause.
- While a specific per-child amount is not currently specified, the Act requires that this funding be sufficient to meet the requirements of the bill – including its pay parity requirements.
- As with child care subsidies, this is likely to entail increases in the rates paid to providers.
- The Act specifies that states shall award enhanced payments to eligible providers serving a high percentage of low-income children, to support comprehensive services.

Universal Pre-K Program Provisions:
Estimated Funding

	Federal Contribution (nationally)	State Contribution (cash or in-kind)
FFY 2022	$4 billion	0%
FFY 2023	$6 billion	0%
FFY 2024	$8 billion	0%
FFY 2025	sums as necessary to provide the federal share	10%
FFY 2026		25%
FFY 2027		40%

Universal Pre-K Program Provisions:
Supplement versus Supplant

Federal funds must supplement, not supplant, other federal, state, and local funds for early childhood care and education programs. Thus, **a state must maintain its investment in any existing publicly-funded preschool programs** or state-funded Head Start programs.

In the event that a state fails to maintain its existing preschool investments (the average of federal, state, and local public expenditures across 2019, 2020, and 2021), its federal Build Back Better award will be reduced by an amount equal to the reduction in question.

Waivers of this Maintenance of Effort requirement can be granted by the Administration for Children and Families in the event of an economic downturn or other mitigating circumstance.

Universal Pre-K Program Provisions:
Additional Requirements for States

States receiving funding under the Act shall:

1. administer a state pre-Kindergarten program
2. support a continuous quality improvement system for providers to include training, technical assistance, monitoring, professional development and coaching
3. provide outreach and enrollment support to families
4. build supporting data systems
5. support staff in pursuing credentials and degrees
6. support the inclusion of children with disabilities
7. provide age-appropriate transportation and, at a minimum, transportation for children experiencing homelessness and children in foster care and
8. conduct and/or update statewide needs assessments detailing access to high-quality preschool services

Universal Pre-K Program Provisions:
Additional Requirements for States

State plans must include:

- Plans for achieving universal, high-quality, free, inclusive, and mixed-delivery preschool services
- Documentation that the state has in place developmentally-appropriate, evidence-based preschool standards that are – at minimum – as rigorous as those in use in federally-funded Head Start programs, including class sizes and ratios
- Assurances that the programs will be universally available to all children without additional eligibility requirements

V. Consideration of Updates and Recommendations from the Early Childhood Care and Education Commission Task Force

ECCE Commission Task Force
2021-2022 Goals

2020 Legislation required the Commission to establish and appoint members to a task force charged with identifying and recommending alternative state and local funding strategies for quality early childhood care and education.

As in 2020-2021, the Commission will incorporate the Task Force's findings and recommendations into a report that the Commission produces.

This year the Task Force examined the following:

- An analysis of the true cost of care
- Opportunities and barriers for local revenue generation in both urban and rural communities
- Implications of the additional potential federal funds currently under consideration

Analysis of the True Cost of Care

Cost of Child Care:
Market Rate Survey

The high cost of child care rivals the cost of college yet still fails to account for the true cost of high-quality child care.

A market rate survey is a study of the **prices** child care programs charge and families are able to pay for a given type of child care setting.

- The **prices** child care programs charge often do not reflect the true cost of providing child care that meets health and safety standards and do not meet the cost of quality child care.
- However, in order to fill slots, programs must charge what families can **afford** to pay.

Cost of Child Care:
Analysis of True Cost of Care in Louisiana

To better understand the true **cost** of providing care rather than the **price** charged within Louisiana's child care markets, the data gathered through the American Rescue Plan Act (ARPA) Stabilization Grant applications were analyzed to calculate the per-child overall cost to providers and the costs by provider type.

Different provider types have varied access to resources, and the age of the child impacts the cost to provide care also, as younger children require more resources, supplies, and staff than older children.

Child care is a labor-intensive business.

True Cost of Child Care:
Methods of Analysis

In an effort to arrive at the most true determination of cost of care, several methods of data analysis were used:

- **Provider Weighting** –
  This method accounted for input from providers about how costs are allocated across ages.
- **Provider Weighting and Center Size** –
  We saw strong patterns, but the results are "noisy" and may not capture how centers balance costs across ages.
- **Regression Analysis** –
  This analysis drew patterns from the data using a defined cost structure. It smoothed the patterns seen in the other two approaches.

With each analysis method utilized there were outliers (or data points that varied significantly from the rest of the data). Therefore, it was impossible to find one well-defined way to look at the data. Consequently, the Department calculated an average of the three methods.

Analysis of True Cost of Child Care:
Average of the Three Methods

	Type III Average Cost	Family Home Average Cost	In-Home Average Cost
Infant	$67.91	$60.65	$47.12
Toddler	$41.53	$41.53	$32.18
3-year-old	$36.82	$39.65	$21.61
4-year-old	$34.71	$34.10	$26.89
5-year-old	$22.33	$21.31	$11.76

Analysis of the True Cost of Child Care:
Proposed CCAP Rates

	Type III		Family Home		In-Home	
	Average Cost	Proposed CCAP	Average Cost	Proposed CCAP	Average Cost	Proposed CCAP
Infant	$67.91	$68.00	$60.57	$61.00	$47.12	$26.65
Toddler	$41.53	$42.00	$41.53	$42.00	$32.18	$25.25
3-year-old	$36.82	$31.50	$39.65	$29.00	$21.61	$25.00
4-year-old	$34.71	$31.50	$34.10	$29.00	$26.89	$25.00
5-year-old	$22.33	$31.50	$21.31	$29.00	$11.76	$25.00

Analysis of the True Cost of Child Care:

CCAP Rate Comparison

	Type III		Family Home		In-Home	
	Current CCAP	Proposed CCAP	Current CCAP	Proposed CCAP	Current CCAP	Proposed CCAP
Infant	$35.65	**$68.00**	$29.65	**$61.00**	$26.65	$26.65
Toddler	$31.05	**$42.00**	$25.75	**$42.00**	$25.25	$25.25
3-year-old	$30.00	**$31.50**	$25.00	**$29.00**	$25.00	$25.00
4-year-old	$30.00	**$31.50**	$25.00	**$29.00**	$25.00	$25.00
5-year-old	$30.00	**$31.50**	$25.00	**$29.00**	$25.00	$25.00

Opportunities and Barriers for Urban and Rural Communities

Local Investment Raised for 2021-2022

Several Louisiana communities have already raised local dollars for B-3 seats.

SHREVEPORT
engaged with local business leaders and philanthropic organizations to fundraise $1 million to support expanded quality early care and education offerings to local residents.

JEFFERSON PARISH
allocated $250,000 in their parish budget to support expanded quality early care and education offerings to local residents.

NEW ORLEANS
allocated $3 million in their city budget to create the “City Seats” program to provide quality early care and education to local families along with wrap-around services, modeled after Early Head Start.

Other Strategies in Local Louisiana Communities

Other Louisiana communities are also examining opportunities to increase access to early childhood education.

- Superintendent Sito Narcisse, East Baton Rouge Parish Public Schools
- Mayor Friday Ellis, City of Monroe
- John Diez, Ascension Parish Government

The Current State of Progress and Task Force Recommendations

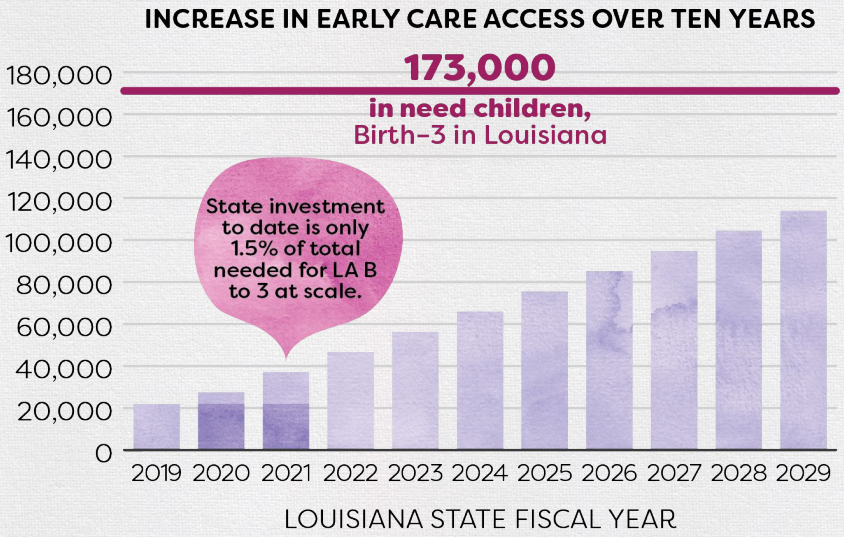
Current State of Progress:
State Investments and Dedications

While the Louisiana State Legislature has invested some state funding in early childhood, a bolder investment is needed to achieve the ambitious goals set forth by the Commission.

Prior to the work of the Commission in 2019, Louisiana was serving roughly 22,000 B-3 children.

The Louisiana State Legislature invested $11.2 million additional state dollars in the budget for B-3 seats for the 2020 State Fiscal Year, and that amount has been sustained in the budget for the 2021 and 2022 State Fiscal Years, which only funds roughly 1,400 B-3 seats at a quality rate.

A greater investment is needed to keep on-pace with the Commission's recommendation to serve all B-3 children in need of care by year 10.



Current State of Progress:
State Investments and Dedications

Currently there are five dedicated revenue sources for the Early Childhood Education (ECE) Fund.

The revenue amount of current sources for the ECE Fund are as follows:

- 25% of sports betting revenues, up to $20 million a year
- 50% of NBA Pelicans specialty license plate revenues
- 8% of net revenues of fantasy sports contests
- 3% of hemp-derived CBD products
- Harrah's Casino annual tax revenue in excess of $60 million in FY 21 and in excess of $65 million in FY22

As of 12/14/2021 the balance in the ECE Fund is $776,207.85. This includes the carryover balance from last year, hemp excise tax collections, and sports wagering collections.

Current State of Progress:
Local Investment Raised for 2021-2022 State Match

The ECE Fund is intended to match local investment (e.g., parish/city general funds, a millage or other dedicated revenue source, philanthropic funding, etc.) to fund B-3 seats in high-quality child care.

Three Ready Start Networks have already raised more than 4.5 million dollars for additional local B-3 seats for 2021-2022:

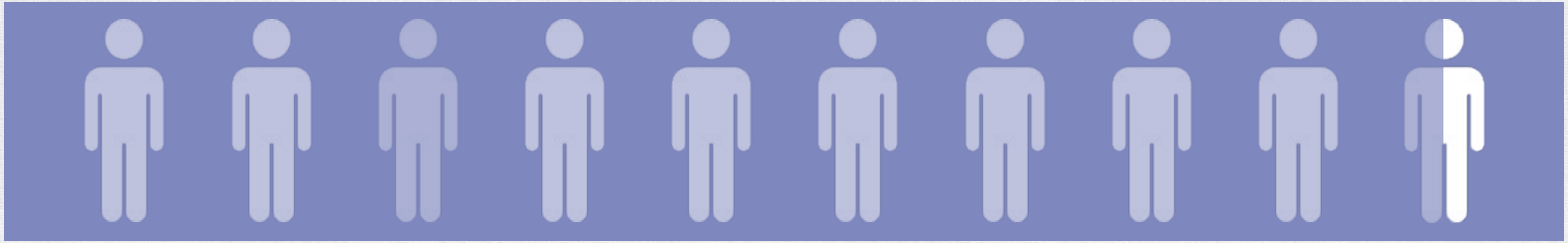
Network	Local Funds	ECE Match Funds	Total for new ECE B-3 Seats
Orleans	$3,458,000	$3,458,000	$6,916,000
Caddo	$1,029,587	$1,029,587	$2,059,174
Jefferson	$225,000	$225,000	$450,000

Current State of Progress:
Short-Term Investments in B-3 Seats

The LDOE has dedicated short-term grant and stimulus dollars to fund B-3 seats, placed in diverse-delivery settings, through allocations to community networks; these funds will expire at the end of fiscal year 2024.

Funding Source	2020-2021	2021-2022	2022-2023	2023-2024
Preschool Development Grant (PDG)	$6,707,250	$8,384,062	$8,384,062	
Expansion of PDG B-3 seats with federal stimulus funding (e.g., CRRSA, ARPA)		$25,986,495	$35,000,000	$45,000,000
ECE Fund bridge (with federal stimulus funding)		$4,450,000	$10,000,000	
Total	$6,707,250	$38,820,557	$53,384,062	$45,000,000

Most voters believe that the additional funding needed for early childhood opportunities in their communities should come from a mix of sources.

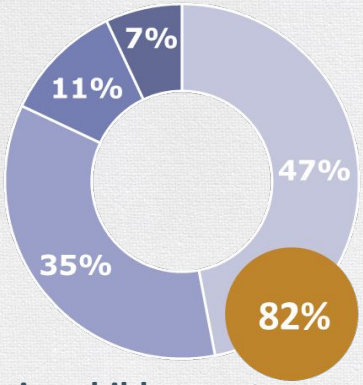


Fewer than 1 in 10

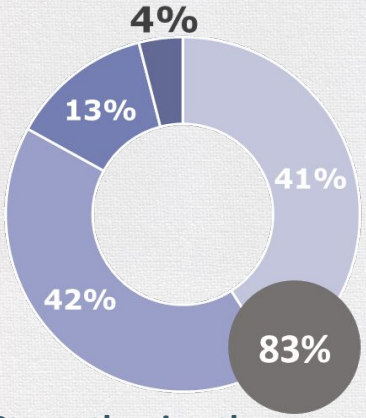
voters are "very confident" that federal funding alone will meet all the needs of children and youth in their local community.

Source: Children's Funding Accelerator, *National Voter Support for Funding Children's Services* (national poll conducted by FM3 Research) (Washington, DC: Children's Funding Project, 2021). childrensfundingproject.org

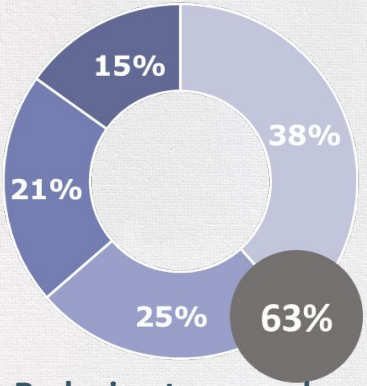
Voters say giving children a strong start in life is as important to them as strengthening the economy.



Giving children a strong start in life



Strengthening the economy



Reducing taxes and government spending

extremely/very important | somewhat important | not important/don't know

Source: Children's Funding Accelerator, *National Voter Support for Funding Children's Services* (national poll conducted by FM3 Research) (Washington, DC: Children's Funding Project, 2021). childrensfundingproject.org

Task Force Recommendations

Based on discussion about the **remaining gaps** in B-3 access statewide, the importance of **sustaining seats** currently funded by temporary grants and stimulus funds, and the importance of **ensuring that the State will meet its commitment** to provide dollar-for-dollar matching funds to communities that raise funding for seats locally, the Task Force stressed the importance of several recommendations for this year's report to the Louisiana State Legislature:

- The *LA B to 3* investment requested from state funds should be updated to reflect the true cost of quality care.
- If the Build Back Better Act passes federally, the State of Louisiana should recognize this historic opportunity to transform the landscape of early care and learning for children and families and should opt into the child care and universal pre-K provisions of the bill.

Task Force Recommendations:
Original Commission Request

The original Commission report and recommendations, published three years ago, no longer reflect current costs of care.

ORIGINAL COMMISSION REPORT

- 173,000 in need children
- 22,000 currently served
- 92,000 in need unserved
- $85.8 million per year, over 10 years, for total investment of $858 million

RECOMMENDED UPDATES

- $115 million per year, over ten years, for total investment of $1.15 billion
- With the State's current investment level of $11.2 million, that comes to a remaining need of $103.8 million

Potential 2021-2022 Commission Recommendations

New recommendations:

- Invest $103.8 million of state funds to fully launch *LA B to 3*, and invest an increase of nearly that amount every year for ten years.
- If the Build Back Better Act passes in the United States Congress, the State of Louisiana should recognize this historic opportunity to transform the landscape of early care and learning for children and families and should opt into the child care and universal pre-K provisions of the bill.

Prior recommendations:

- Expand quality seats in Louisiana to serve 114,000 children in need, prioritizing children birth to three.
- Expand existing family resources for all families, regardless of need, that support nurturing relationships with young children.
- Continue to find funding sources for the Louisiana Early Childhood Education Fund to support local governments' *LA B to 3* efforts.
- Continue to study long-term solutions for the continued expansion of *LA B to 3* through local, private, and philanthropic contributions to early care and education in Louisiana.

Economic Impact

Preliminary economic impact forecasting demonstrates that if the state were to invest **$85.8 million in early care and education now, it would see an economic benefit of $1.8 billion** in ten years.

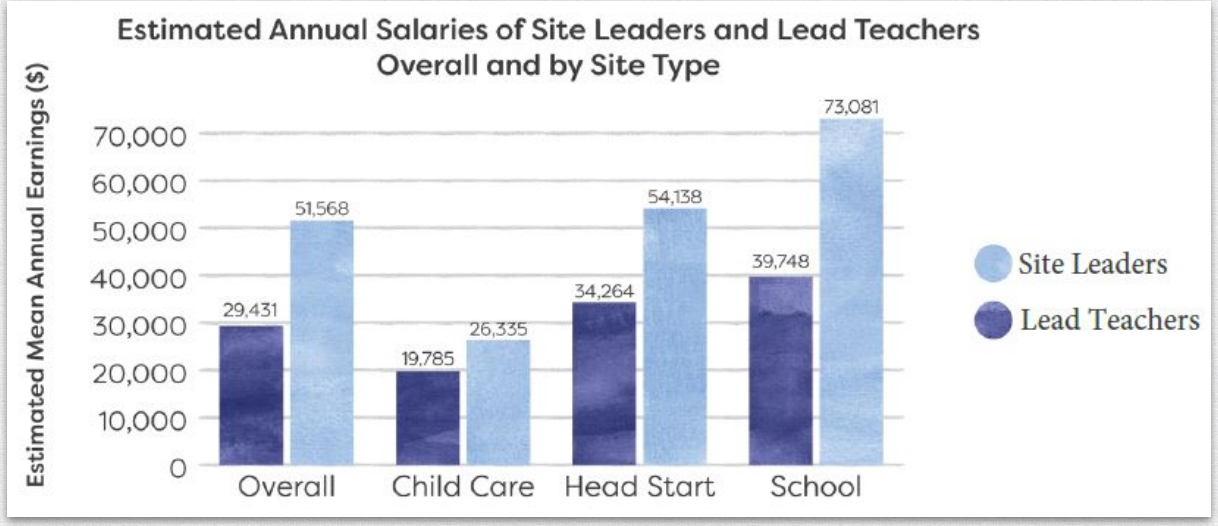
By contrast, **if no investment is made, the state could see a compounded economic loss of $12.1 billion** in ten years.

Sources: Author analysis of Garcia, J.L., Heckman, J.J., Duncan, F.I., & Prados, M.J. (2016). The Life-cycle Benefits of an Influential Early Childhood Program. Davis, R., Rustamante, A., Bronfin, M., & Rahim, M.C. (2017). Losing ground: How Child Care Impacts Louisiana's Workforce Productivity and the State Economy.
Notes: Cost of inaction is based on the compound annual losses of $1.160 billion and the 5-year average of Louisiana gross domestic product (GDP) of 0.62% from the U.S. Bureau of Economic Analysis 2015-2019. Cost of action is based on the compound annual spending of $85.8 million in quality early childhood care and education and the estimated 3.9% annual rate of return from Garcia et al.

Additional Information and Next Steps

Additional Information:
ECE Workforce Wages

In Louisiana, the average child care teachers' full time earnings are less than the federal poverty level for a family of 3, and recent research shows that about 27% of child care teachers work a second job.



Additional Information:
ECE Workforce Benefits

ECE teachers in child care also have access to fewer important benefits--including paid sick leave, health insurance, and retirement benefits--than their peers in schools and Head Start:

- School-based and Head Start teachers were more than 3 times more likely to report receiving paid sick leave than child care teachers (24%)
- 85% of school-based and Head Start teachers reported receiving health insurance from their site compared to 8% of child care teachers.
- School-based and Head Start teachers were more than 10 times more likely to report that their site provided a retirement fund than child care teachers (9%).

About 27% of child care teachers work a second job.

Source: Bassok, Markowitz, Smith, & Oleson (2019, December)

Additional Information:
Other ECE Workforce Challenges

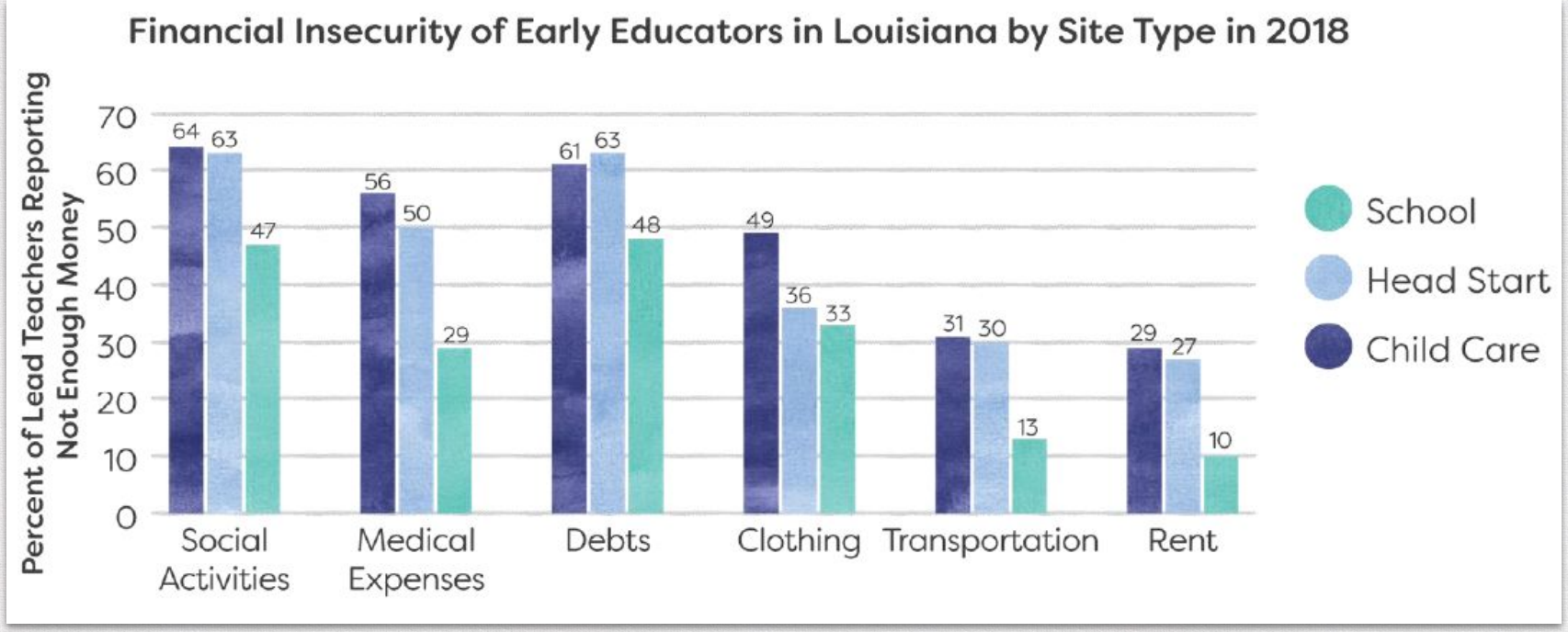
Teacher compensation and benefits in Louisiana are markedly lower than in other fields, resulting in stressors that negatively impact the early childhood workforce.

Perhaps for these reasons, Louisiana child care teachers have very low levels of financial and emotional wellbeing:

- 50% are food insecure
- More than 1 in 5 child care teachers meet the clinical threshold for depression
- High numbers of child care teachers struggle with basic expenses, unable to pay for medical expenses (56%) or rent (29%)

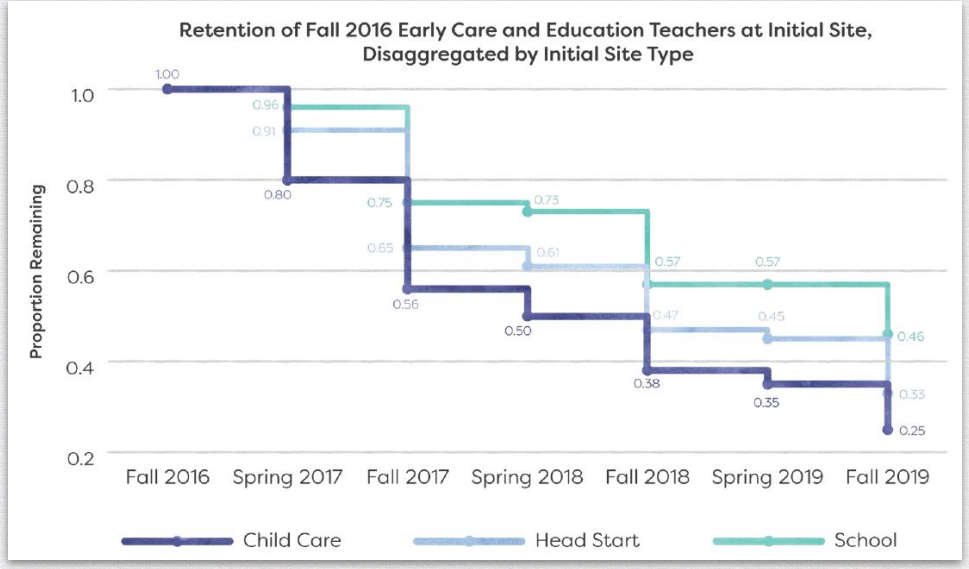
Source: Bassok, Markowitz, Smith, & Oleson (2019, December)

Additional Information:
Other ECE Workforce Challenges



Additional Information:
Early Childhood Teacher Turnover

After three years, only a quarter of child care teachers remain at their site (Bassok, Bellows, & Markowitz, 2021).



Additional Information:
Early Childhood Teacher Turnover

Teacher turnover, teacher compensation, and early childhood care and education quality are inextricably related.

Louisiana's rates of turnover in the early childhood workforce are considerable when compared to K-12 rates:

- Every year, early childhood education loses one-third of its workforce, and toddler classrooms lose nearly half of their teachers.
- Most lead teachers who leave their site or school **exit the field entirely.**

These rates are substantially higher than rates for K-12 teachers: only 15 to 25 percent of K-12 teachers leave their school by the end of each year (Papay et al., 2017, Redding & Henry, 2018).

Additional Information:
Early Childhood Teacher Turnover

The state could reap potential benefits for children and state investments by reducing rates of turnover.

High levels of teacher turnover creates instability for children.

High levels of teacher turnover may lower students' kindergarten readiness.

- Some evidence in ECE that teacher turnover is related to lower student performance (Tran & Winsler, 2011; Markowitz, 2019).
- Teacher turnover in K-12 has been linked to reductions in student achievement (Ronfeldt, Loeb, & Wyckoff, 2013; Hanushek, Rivkin, & Schiman, 2016; Sorensen & Ladd, 2020).

Turnover is difficult for site leaders and can erode the benefits of statewide quality improvement efforts aimed at developing teachers' skills, knowledge, and abilities.

Next Steps

The ECCE Commission is charged with providing a report of its findings and recommendations to the Louisiana legislature in advance of the 2022 regular legislative session.

This report must be provided no less than 14 days (February 28, 2022) prior to the first day of the regular session (March 14, 2022).

This report will be drafted in January 2022, based off or the Task Force members' discussion and the Commission's discussion today. The drafted report will then go to the Commission Task Force for initial review and suggestions. Any suggested revisions to the report will then be made, and the report will be brought to the full Commission for final review and approval at the next Commission meeting:

Meeting Date:	February 17, 2022
Meeting Time:	10 a.m. - 12 p.m.
Meeting Location:	Claiborne Bldg., Thomas Jefferson Rooms A/B

VI. Adjournment