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Quality Progress Report (QPR)

For

Louisiana

FFY 2022

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The Quality Progress Report (QPR) collects information from states and territories (hereafter referred to as lead agencies) to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services.

For purposes of simplicity and clarity, the specific provisions of applicable laws printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The lead agency acknowledges its responsibility to adhere to the applicable laws regardless of these modifications.

The contents of this document do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

QUALITY PROGRESS REPORT

The Quality Progress Report (QPR) collects information from lead agencies to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services. Lead agencies are also required to report on their Child Care and Development Fund (CCDF) quality improvement investments through the CCDF Plan, which collects information on the proposed quality activities for a three-year period; and through the ACF-696, which collects quarterly expenditure data on quality activities.

The annual data provided by the QPR will be used to describe how lead agencies are spending a significant investment per year to key stakeholders, including Congress, federal, state and territory administrators, providers, parents, and the public.

Specifically, this report will be used to:

- Ensure accountability and transparency for the use of CCDF quality funds, including a set-aside for quality infant and toddler care and activities funded by American Rescue Plan (ARP) Act
- Track progress toward meeting state- and territory-set indicators and benchmarks for improvement of child care quality based on goals and activities described in CCDF Plans; and
- Understand efforts in progress towards all child care settings meeting the developmental needs of children
- Inform federal technical assistance efforts and decisions regarding strategic use of quality funds.

What Period Must Be Included: All sections of this report cover the federal fiscal year activities (October 1, 2021 through September 30, 2022), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

What Data Should Lead Agencies Use: Lead agencies may use data collected by other government and nongovernment agencies (e.g., CCR&R agencies or other TA providers) in addition to their own data as appropriate. We recognize that lead agencies may not have all of the data requested initially but expect progress towards increased data capacity. The scope of this report covers quality improvement activities funded at least in part by CCDF in support of

CCDF activities. Lead agencies must describe their progress in meeting their stated goals for improving the quality of child care as reported in their FFY 2022-2024 CCDF Plan.

How is the QPR Organized?

The first section of the QPR gathers basic data on the population of providers in the state or territory and goals for quality improvement and glossary of relevant terms. The rest of the report is organized according to the ten authorized uses of quality funds specified in the CCDBG Act of 2014:

- 1) Support the training and professional development of the child care workforce
- 2) Improve the development or implementation of early learning and development guidelines
- 3) Develop, implement, or enhance a quality rating improvement system for child care providers
- 4) Improve the supply and quality of child care for infants and toddlers
- 5) Establish or expand a lead agency wide system of child care resource and referral services
- 6) Support compliance with lead agency requirements for licensing, inspection, monitoring, training, and health and safety
- 7) Evaluate the quality of child care programs in the state or territory, including how programs positively impact children
- 8) Support providers in the voluntary pursuit of accreditation
- 9) Support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
- 10) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

The Office of Child Care (OCC) recognizes that quality funds may have been used to address the coronavirus 2019 (COVID-19) pandemic. These activities should be reflected in the relevant sections of the QPR.

Reporting Activities Related to ARP Act Child Care Stabilization Grants

The ARP Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend stabilization funds as subgrants to

qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Please refer to the information memorandum [ARP Act Child Care Stabilization Grants](#) (CCDF-ACF-IM-2021-02) for further guidance on the child care stabilization grants made available through the ARP Act.

While the OCC has established a new data collection form, the ACF-901 – American Rescue Plan (ARP) Stabilization Grants Provider-Level Data, as the primary data collection mechanism for reporting related to ARP stabilization grants, Section 13 of the QPR asks about activities related to stabilization grants made possible through ARP funding. The OCC will inform lead agencies if the data reported through the ACF-901 is complete enough to warrant skipping Section 13 of the QPR. The following information is requested in Section 13:

- If the lead agency ran more than one grant program;
- How stabilization grants were used to support workforce compensation; and
- Methods to eliminate fraud, waste, and abuse when providing stabilization grants

Section 13 should be used to report on ARP Stabilization Grants ONLY. Other child care sustainability or stabilization grant programs established or ongoing using other funding mechanisms (i.e., CCDF or other supplemental funding e.g., CARES, CRRSA, ARP Supplemental Discretionary Funds) should be reported in Section 11.

When is the QPR Due to ACF?

The QPR will be due to the Administration for Children and Families (ACF) by the designated lead agency no later than December 31, 2022.

Glossary of Terms

The following terms are used throughout the QPR. These definitions can also be found in section 98.2 in the CCDBG Act of 2014. For any term not defined, please use the lead agency definition of terms to complete the QPR.

Center-based child care provider means a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless in care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "child care centers" and "center-based programs."

Director means a person who has primary responsibility for the daily operations and management for a child care provider, which may include a family child care provider, and which may serve children from birth to kindergarten entry and children in school-age child care.

Family child care provider means one or more individuals who provide child care services for fewer than 24 hours per day per child in a private residence other than the child’s residence, unless care in excess of 24 hours is due to the nature of the parent(s)’ work. Associated terms include “family child care homes.”

In-home child care provider means an individual who provides child care services in the child’s own home.

License-exempt means facilities that are not required to meet the definition of a facility required to meet the CCDF section 98.2 definition of “licensing or regulatory requirements.” Associated terms include “legally exempt” and “legally operating without regulation.”

Licensed means a facility required by the state to meet the CCDF section 98.2 definition of “licensing or regulatory requirements,” which explains that the facility meets “requirements necessary for a provider to legally provide child care services in a state of locality, including registration requirements established under state, local or tribal law.”

Programs refer generically to all activities under the CCDF, including child care services and other activities pursuant to §98.50 as well as quality activities pursuant to §98.43.

Provider means the entity providing child care services.

Staffed family child care network means a group of associated family child care providers who pool funds to share some operating costs and to pay for at least one staff person who helps the providers to manage their businesses and enhance quality.

Teacher means a lead teacher, teacher, teacher assistant or teacher aide who is employed by a child care provider for compensation on a regular basis, or a family child care provider, and whose responsibilities and activities are to organize, guide and implement activities in a group or individual basis, or to assist a teacher or lead teacher in such activities, to further the cognitive, social, emotional, and physical development of children from birth to kindergarten entry and children in school-age child care.

1) Overview

To gain an understanding of the availability of child care in the state or territory, please provide the following information on the total number of child care providers. Please enter N/A when necessary.

1.1 State or Territory Child Care Provider Population

Enter the total number of child care providers that operated in the state or territory as of September 30, 2022. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

Licensed center-based programs **1478**

N/A. Describe:

License exempt center-based programs

N/A. Describe: **All centers in Louisiana are licensed.**

Licensed family child care homes

N/A. Describe: **Family child care are currently not licensed in Louisiana.**

License-exempt family child care homes (care in providers' home) **314**

N/A. Describe:

In-home (care in the child's own home) **13**

N/A. Describe:

Other. Explain:

1.2 Goals for Quality Improvement

Based on Question 7.1.2 from the FFY2022-2024 CCDF State and Territory Plan, please report progress on the lead agency's overarching goals for quality improvement during October 1, 2021 to September 30, 2022. Include any significant areas of progress that were not anticipated in the Plan as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible. **This year, Louisiana made significant progress in improving the quality of care and education for children in Louisiana. 626 individuals received their Early Childhood Ancillary Certificate this year, to bring Louisiana's total to 4620 individuals that have this qualifying credential for lead teachers in child care centers.**

During the 2021-2022 academic year, 1,659 early learning sites participated in Louisiana's unified quality rating system. During that year, 8,579 local observations were conducted in 6,752 classrooms. Due to statewide flexibilities for the 2021-2022 academic year, 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 this was treated as the spring observation for the purposes of calculating Performance Rating. Performance Ratings for sites participating in the Early Childhood Care and Education Accountability System during the 2021-2022 academic year will be published in December 2022 on www.LouisianaSchools.com. As a result of 2021-2022 Performance Scores, providers' star ratings will update in January for the 2023 tax year.

Louisiana continued the implementation of a Site Improvement Planning process for struggling sites. For the 2021-2022 academic year, 34 low-performing sites were notified regarding their mandated or recommended participation in SIP based on their CLASS® observation results in 2020-2021. All 34 sites participating in SIP in 2021-2022 improved their quality and are no longer mandated or recommended for SIP participation in 2022-2023.

2) Supporting the training and professional development of the child care workforce

Goal: Ensure the lead agency's professional development systems or framework provides initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development. Please select N/A as appropriate.

2.1 Lead Agency Progression of Professional Development

2.1.1 Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2021 to September 30, 2022?

Yes. If yes, describe: **The LDOE contracts with Northwestern State University (NSU) to implement Louisiana Pathways, the career registry for child care directors, teachers, assistants and approved trainers. To track the progression of the workforce, the database includes personnel demographics, training and education records, and experience of individuals in the child care field.**

No. If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe:

2.1.2 Are any teachers/providers required to participate?

Yes. If yes, describe:

No. If no, describe: **Registration is voluntary with Louisiana Pathways, the LDOE Early Learning Career Development System, to improve the quality of child care throughout the state of Louisiana. This improvement is accomplished by supporting early child care professionals in furthering their careers. Pathways provides this support by processing scholarships for training and education, by tracking training received by child care professionals, and by recognizing their achievements. Louisiana Pathways also provides registration opportunities and maintains a database of training. Individuals enrolled in Louisiana Pathways report their current education level and employment location, providing the Department detailed information on the child care workforce. Participants registered as active in Louisiana Pathways are incentivized with a director or staff member Louisiana School Readiness Tax Credit (SRTC), which is a tax incentive based on educational experience and Pathways career ladders**

2.1.3 Total number of participants in the registry as of September 30, 2022 **16294**

2.2 Workforce Development

2.2.1 What supports did the lead agency make available to teachers/providers to help them progress in their education, professional development, and career pathway between October 1, 2021 and September 30, 2022 (check all that apply)? If available, how many people received each type of support?

- Scholarships (for formal education institutions) **1919**
- Financial bonus/wage supplements tied to education levels **4458**
- Career advisors, mentors, coaches, or consultants **73**
- Reimbursement for training
- Loans
- Substitutes, leave (paid or unpaid)for professional development
- Other. Describe:
- N/A. Describe:

2.2.2 What compensation and benefits improvements did the lead agency support for teachers/providers between October 1, 2021 and September 30, 2022 (check all that apply)? If available, how many people received each type of support?

- Financial bonuses (not tied to education levels) **3498**
- Salary enhancements/wage supplements **7398**
- Health insurance coverage
- Dental insurance coverage
- Retirement benefits
- Loan Forgiveness programs
- Mental Health/Wellness programs
- Other. Describe:
- N/A. Describe:

For questions 2.3 to 2.4 please report on the number of staff by qualification level as of September 30, 2022. Count only the highest level attained by staff.

2.3 Licensed child care providers	Licensed child care center directors	Licensed child care center teachers	Licensed family child care providers	If N/A, explain
a. Total number:	1445	14977	0	
b. How many had a Child Development Associate (CDA)?	305	2698	0	
c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?	236	1248	0	
d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?	538	1491	0	
e. How many had a State child care credential?	819	4620	0	

2.3 Licensed child care providers	Licensed child care center directors	Licensed child care center teachers	Licensed family child care providers	If N/A, explain
f. How many had State infant and toddler credentials?				<p>The State of Louisiana does not have an infant and toddler credential. However, when applying for a CDA, candidates will request an Infant/Toddler CDA or a Preschool CDA. 55% of teachers earned the Infant/Toddler CDA</p>
g. How many had an "other" degree? Define "other" degree:				<p>The state does not define "other" degree</p>

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
a. Total number:	1445	14977	0	
b. How many had a Child Development Associate (CDA)?	305	2698	0	

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?	236	1248	0	
d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?	538	1491	0	
e. How many had a State child care credential?	819	4620	0	
f. How many had State infant and toddler credentials?				<p>The State of Louisiana does not have an infant and toddler credential. However, when applying for a CDA, candidates will request an Infant/Toddler CDA or a Preschool CDA. 55% earned the Infant/Toddler CDA</p>

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
g. How many had an “other” degree? Define “other” degree:				The state does not define “other” degree

2.5 How many providers received the following additional forms of professional development and/or technical assistance from October 1, 2021 to September 30, 2022?

	Total	Licensed or registered center-based programs	License-exempt center-based programs	Licensed or registered family child care homes	License-exempt family child care homes (care in providers’ home)	In-home (care in the child’s own home)
a) Business practices	311	288	0	0	23	0
b) Mental health	360	285	0	0	75	0
c) Diversity, equity, and inclusion	0	0	0	0	0	0
d) Emergency Preparedness Planning	0	0	0	0	0	0
e) Other: N/A	0	0	0	0	0	0

2.6 Spending:

2.6.1 Did the lead agency spend funds from any of the following sources to support the **training and professional development** of the child care workforce during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
<p>a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)</p>	<p><input checked="" type="checkbox"/> Yes Amount spent \$ 10493638.00 If yes, describe how funds were used: These funds were used for scholarships, new director trainings, and curriculum training via CCR&Rs.</p> <p><input type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>
<p>b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)</p>	<p><input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used:</p> <p><input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>
<p>c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020</p>	<p><input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used:</p> <p><input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>
<p>d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021</p>	<p><input checked="" type="checkbox"/> Yes Amount spent \$ 5366548.00 If yes, describe how funds were used: These funds were used for outdoor learning opportunities, business supports for providers, and a statewide early childhood conference.</p> <p><input type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>

Funding source	Was this funding source used?
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input checked="" type="checkbox"/> Yes Amount spent \$ 212966.00 If yes, describe how funds were used: These funds were used for digital literacy, systems thinking, and curriculum trainings. <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

2.7 Progress Update: Using the measures identified in 6.3.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting the training and professional development of the child care workforce. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes: All child care centers in the state that are eligible to enroll children funded by CCDF are required to participate in the state’s unified quality rating system, which measures the quality of teacher-child interactions in every classroom each semester using CLASS observations. With such robust data on the performance of each site, the LDOE is able to measure the progress each site has made to improve the quality of its program.

Child Care Resource and Referral agencies provided training, technical assistance, and coaching on high-quality teacher-child interactions. Of the 689 licensed child care sites that received a Performance Score and Rating, 621 of them received on-site coaching services.

3) Improving early learning and development guidelines

Goal: To ensure the lead agency has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice and professional development.

3.1 Were any changes or updates made to the State or Territory’s early learning and development guidelines during October 1, 2021 to September 30, 2022?

Yes. If yes, describe changes or updates: A committee was established to review Louisiana’s current Early Learning and Development Standards (ELDS). The first meeting of the ELDS Review Committee was held April 1, 2021. The committee completed and endorsed the updated Early Learning and Development Standards on April 2, 2022. The standards were revised to make stronger connections to kindergarten readiness expectations and ensure a scaffolded alignment across age-bands, integrate language that supports children with disabilities and dual language learners, reorganize the framework and structure in order to create a more navigable and user-friendly document, increase alignment with commonly used assessments, and update resources to reflect current research and the Department’s initiatives. The ELDS were posted for public comment and feedback from April 11 to May 9, 2022. After the feedback process, revisions were made by LDOE. The Early Learning and Development Standards were approved at the August 2022 BESE meeting.

No

N/A Describe:

3.2 Spending:

3.2.1 Did the lead agency spend funds from any of the following sources on the development or implementation of early learning and development guidelines during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

3.3 Progress Update: Using the measures identified in section 6.4 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to improving early learning and development guidelines. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes: A committee was established to review Louisiana’s current Early Learning and Development Standards (ELDS). Work groups were established based on current standards domains. Members were selected based on knowledge and experience in early learning and development while ensuring that membership included representation from all regions of the state and expertise within all developmental age groups. The first meeting of the ELDS Review Committee was held April 1, 2021. Bi-weekly meetings were subsequently held with workgroups to collaborate on standard revisions. On April 2, 2022, the ELDS Review Committee endorsed the drafted standards. The Standards were posted for public comment and feedback from April 11 to May 9, 2022. After the feedback process, revisions were made by LDOE. The Early Learning and Development Standards were approved at the August 2022 BESE meeting.

4) Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator

Goal: To ensure the lead agency implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.

4.1 Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2021 to September 30, 2022?

The lead agency QRIS is operating state- or territory-wide.

Please describe all QRIS tiers and which tiers are considered high quality care: **The QRIS for Louisiana uses a "Measures of Classroom Quality" rating that includes all of the dimension scores using observation data from the CLASS® (Classroom Assessment Scoring System) tool (which measures on a scale of 1.00 to 7.00) to determine Performance Scores and Ratings. These Performance Ratings are separated into five categories: Unsatisfactory (1.00-2.99), Approaching Proficient (3.00-4.49), Proficient (4.50-5.24), High Proficient (5.25-5.99) and Excellent (6.00-7.00). Sites rated Excellent, High Proficient, and Proficient are considered quality sites.**

The lead agency QRIS is operating a pilot (e.g., in a few localities, or only a few levels) but not fully operating state- or territory-wide.

Please describe all QRIS tiers and which tiers are considered high quality care:

The lead agency is operating another system of quality improvement.

Describe this system and your definition of high quality care, which may include assessment scores, accreditation, or other metrics:

The lead agency does not have a QRIS or other system of quality improvement.

Please include your definition of high quality care:

4.2 What types of providers participated in the QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022 (check all that apply)?

Licensed child care centers

Licensed family child care homes

License-exempt providers

Programs serving children who receive CCDF subsidy

Early Head Start programs

Head Start programs

State Prekindergarten or preschool programs

Local district-supported Prekindergarten programs

Programs serving infants and toddlers

- Programs serving school-age children
- Faith-based settings
- Tribally operated programs
- Other. Describe:

4.3 For each setting, indicate the number of providers eligible to participate in the QRIS or other system of quality improvement and the number of providers participating as of September 30, 2022?

	License d child care centers	License- exempt child care centers	Licensed family child care homes	License- exempt family child care homes	In-home (care in the child’s own home)	Programs serving children who receive CCDF subsidy	Other, Describe: Schools & Head Start Centers
a. Number of providers eligible for QRIS or other system of quality improvement	1056					1056	707
b. Number of providers participating in QRIS or other system of quality improvement	1056					1056	707

	License d child care centers	License-exempt child care centers	Licensed family child care homes	License-exempt family child care homes	In-home (care in the child’s own home)	Programs serving children who receive CCDF subsidy	Other, Describe: Schools & Head Start Centers
c. N/A, describe		All child care centers are license d in Louisiana	Louisiana has implemented policy changes that allow for license-exempt family child care providers to opt into the QRIS system in 2022-2023.	Louisiana is pursuing policy changes that would allow for license-exempt family child care providers to opt into the QRIS system, but they currently do not have the option to participate (although many participate in unoffici	Policy does not currently allow in-home providers to participate in QRIS.		

	License d child care centers	License- exempt child care centers	Licensed family child care homes	License- exempt family child care homes	In-home (care in the child's own home)	Programs serving children who receive CCDF subsidy	Other, Describe: Schools & Head Start Centers
				al CLASS observa tions in the family child care pilot).			

4.4 Is participation in the QRIS or other system of quality improvement mandatory for any group of providers?

Yes (check all that apply).

- Licensed child care centers
- Licensed family child care homes
- License-exempt providers
- Programs serving children who receive CCDF subsidy
- Early Head Start programs
- Head Start programs
- State Prekindergarten or preschool programs
- Local district-supported Prekindergarten programs
- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Tribally operated programs
- Other. Describe:

No.

N/A Describe

4.5 Enter the number of programs that met the lead agency's high quality definition as of September 30, 2022:

- a) Licensed child care centers **671**
- b) License-exempt child care centers **0**
- c) Licensed family child care homes **0**
- d) License-exempt family child care homes (care in providers' home) **0**
- e) In-home (care in the child's own home) **0**
- f) Programs serving children who receive CCDF subsidy **671**

N/A. Describe

4.6 Enter the number of CCDF children in high quality care by age grouping as of September 30, 2022:

a. Total number of CCDF children in high quality care **15410**

i. Infant **2019**

Define age range: from **0** weeks months years through **12** weeks months years

ii. Toddler **7693**

Define age range: from **1** weeks months years through **2** weeks months years

iii. Preschool **7205**

Define age range: from **2** weeks months years through **4** weeks months years

iv. School-age **0**

Define age range: from **5** weeks months years through **13** weeks months years

b. Other. Describe

c. N/A. Describe: **Due to system limitations entered a 0 for school age children; however 0 is not the correct answer. We do not have the data to provide a number. This also impacts the total.**

4.7 Did the lead agency provide one-time grants, awards or bonuses connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022? If yes, how many were provided to the following types of programs during October 1, 2021 to September 30, 2022?

Yes, the following programs received grants.

- a. Licensed child care centers
- b. License-exempt child care centers
- c. Licensed family child care homes
- d. License-exempt family child care homes (care in providers' home)
- e. In-home (care in the child's own home)
- f. Programs serving children who receive CCDF subsidy

No.

N/A. Describe:

4.8 Did the lead agency provide on-going or periodic quality stipends (e.g. annual participation bonus, recurring bonuses for maintaining quality level) connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022?

Yes, the following programs received stipends.

- a. Licensed child care centers **1085**
- b. License-exempt child care centers **0**
- c. Licensed family child care homes **0**
- d. License-exempt family child care homes (care in providers' home) **0**
- e. In-home (care in the child's own home) **0**
- f. Programs serving children who receive CCDF subsidy **1085**

No.

N/A. Describe:

4.9 Did the lead agency provide higher subsidy rates (included tiered rates) related to the QRIS or other quality rating system during October 1, 2021 to September 30, 2022? If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1, 2021 to September 30, 2022?

Yes, the following programs received higher subsidy rates.

- a. Licensed child care centers
- b. License-exempt child care centers
- c. Licensed family child care homes
- d. License-exempt family child care homes (care in providers' home)
- e. In-home (care in the child's own home)
- f. Programs serving children who receive CCDF subsidy

No.

N/A. Describe:

4.10 Did the lead agency provide ongoing technical assistance related to the QRIS or other quality rating system during October 1, 2021 to September 30, 2022? If so, how many programs received ongoing technical assistance during October 1, 2021 to September 30, 2022?

Yes, the following programs received ongoing technical assistance.

- a. Licensed child care centers **545**
- b. License-exempt child care centers **0**
- c. Licensed family child care homes **0**
- d. License-exempt family child care homes (care in providers' home) **0**
- e. In-home (care in the child's own home) **0**
- f. Programs serving children who receive CCDF subsidy **545**

No.

N/A. Describe:

4.11 Spending:

4.11.1 Did the lead agency spend funds from any of the following sources to support QRIS or other quality rating systems during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input checked="" type="checkbox"/> Yes Amount spent \$ 24288418.00 If yes, describe how funds were used: These funds were used for third-party observations, for a data system for observations, quality bonuses , and QRIS technical assistance. <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

4.12 Progress Update: Using the measures identified in section 7.3.6 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Between October 1, 2021, and September 30, 2022, sites across Louisiana continued to receive observations

using the CLASS tool as well as report informational metrics on the use of best practices in classrooms. Observational results show that between the 2020-2021 and the 2021-2022 academic years, the average site-level domain Performance Score increased in the following domains: Emotional and Behavioral Support, Engaged Support for Learning, and Responsive Caregiving.

5) Improving the supply and quality of child care programs for infants and toddlers

Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.

5.1 Provide the total number of state or territory-funded infant toddler specialists available to providers during October 1, 2021 to September 30, 2022.

Yes, specialists are available.

- a. Number of specialists available to all providers **54**
- b. Number of specialists available to providers serving children who receive CCDF **52**
- c. Number of specialists available specifically trained to support family child care providers **9**
- d. Number of providers served **820**
- e. Total number of children reached **0**

No, there are no funded specialists.

N/A. Describe: **We do not have the total number of children reached available; therefore, I have entered 0 as a integer is required in this field**

5.2 Please provide the total number of programs receiving state or territory-funded on-site coaching in infant and toddler practice and the percentage of these programs that served CCDF children.

	Licensed child care centers	License-exempt child care centers	Licensed family child care homes	License-exempt family child care homes	In-home (care in the child's own home) providers
a. Number of programs receiving on-site coaching	621			143	0
b. Percent of total programs receiving on-site coaching that served children who receive CCDF	76%	%	%	47%	0%

	Licensed child care centers	License-exempt child care centers	Licensed family child care homes	License-exempt family child care homes	In-home (care in the child's own home) providers
c. N/A, describe		Louisiana does not have license-exempt child care centers.	Louisiana does not license family child care homes.		

5.3 How did the lead agency promote and expand child care providers' ability to provide developmentally appropriate services for infants and toddlers during October 1, 2021 to September 30, 2022?

Infant/toddler health consultants available. Describe: **Learn the Signs. Act Early (LTSAE) is a federally mandated program of the Centers for Disease Control and Prevention (CDC) that encourages health providers to learn the signs of healthy development, monitor every child's early development, and act early on possible developmental concerns. Informational materials are utilized to provide parent education and engagement tools that support the developmental monitoring and help staff decide when to refer a child to other professionals for screening. Professional development has been provided to community network lead agencies and early childhood teachers and leaders attending the Teacher Leader Summit and the Early Childhood Conference. The Young Children with Disabilities community of practice partnered with the Learn the Signs. Act Early Ambassador to provide specific guidance and informational resources to community network lead agencies as well.**

Infant/toddler mental health consultants available. Describe: **There are 21 mental health consultants trained to provide support to infant and toddler caregivers. TIKES Early Childhood Mental Health Consultants work with child care sites, teachers, and families to improve the behavioral health of young children in early learning settings. Consultants build a partnership between early childhood professionals and mental health professionals at no cost to all CCAP-certified Family Child Care sites and (Type III) centers.**

Coordination with early intervention specialists providing services under Part C of the Individuals with Disabilities Education Act. Describe: **Part C services in Louisiana, called**

EarlySteps, provide services to families with infants and toddlers aged birth to three years who have a medical condition likely to result in a developmental delay, or who have developmental delays. The Department receives a list of children each month that are transitioning from EarlySteps, Part C services and disseminates the transition list to the local education agencies through our state education reporting system. The department monitors the compliance of successful transitions and reports the percentage of children who transition before their third birthday to OSEP to ensure that that all children successfully transition from Part C to Part B without a gap in services and supports.

Other. Describe: The Department launched a Developmental Screenings Initiative with community network lead agencies to encourage and support the implementation of developmental screenings for children at critical stages of development. Community network lead agencies across the state received 1,389 Ages and Stages Questionnaires to implement developmental screening within their networks. In addition, 75 educators from community network lead agencies registered to attend the Training of Trainers for the Ages and Stages Questionnaires, to build capacity in the workforce surrounding the implementation of developmental screening.

N/A. Describe:

5.5 Provide the number of staffed family child care networks supported by CCDF funds through direct agreement with a centralized hub or community-based agency during October 1, 2021 to September 30, 2022.

Number of staffed family child care networks: 4

o Describe what the hub provides to participating family child care providers: Using PDG funding, the LDOE implemented a family child care (FCC) pilot to gather information about the quality of children’s experiences in 80 FCC provider homes from regions across the state. Pilot participants were observed using the CLASS® and the FCCERS® environmental rating scale and received one-on-one coaching, monthly training opportunities, and support from local infant-toddler mental health consultants and participated in FCC Network meetings facilitated by their regional CCR&Rs. CCDF funds were used to purchase environmental enhancements for these family child care providers to improve the quality of care and education, as identified by their staffed family child care network facilitators, the CCR&Rs. Family Child Care sites have the option to participate in what Louisiana calls “Academic Approval,” which will incorporate FCCs that opt into the QRIS, starting October 1, 2022.

No staffed family child care networks supported by CCDF funds.

N/A. Describe:

5.6 Spending

5.6.1 Did the lead agency spend funds from any of the following sources, in addition to the 3% infant and toddler set-aside, to **improve the supply and quality of child care programs and services for infants and toddlers** during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input checked="" type="checkbox"/> Yes Amount spent \$ 7744846.00 If yes, describe how funds were used: These funds were used for mental health supports and infant and toddler resources via the CCR&Rs <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input checked="" type="checkbox"/> Yes Amount spent: \$ 9799611.00 If yes, describe source(s) of funding and how funds were used: The LDOE utilized Preschool Development Funds to continue the B-3 Seats Pilot, the Early Childhood Guides pilot, and the FCC pilot. <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input checked="" type="checkbox"/> Yes Amount spent \$ 209489.00 If yes, describe how funds were used: These funds were used for trauma-informed mental health supports <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input checked="" type="checkbox"/> Yes Amount spent \$ 25588535.00 If yes, describe how funds were used: These funds were used for B-3 seats, a family engagement website, and grants to provide for teacher pay. <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input checked="" type="checkbox"/> Yes Amount spent \$ 401546.00 If yes, describe how funds were used: These funds were used for contracted seats pilot as well as curriculum supports. <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

5.7 Progress Update: Using the measures identified in section 7.4.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to improving the supply and quality of child care programs for infants and toddlers. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. In the fall of 2020, infant classrooms were fully incorporated into the unified quality rating system, creating a fully-implemented statewide unified quality rating improvement system inclusive of all infant, toddler, and pre-K classrooms in the accountability system.

The observation data collected from CLASS observations is used to create a site Performance Profile and Rating, which can be found on www.LouisianaSchools.com. Each site's Performance Profile displays the site's performance by age group, so specific

information about infant and toddler quality is made available to families utilizing the public website.

With the Family Child Care (FCC) Pilot, and the addition of Academic Approval for Family Child Care educators, there are approximately 114 Family Child Care sites that are registered with Academic Approval who are, for the first time, participating in the quality rating improvement system in Louisiana with formal observations in Fall 2022. The LDOE will closely analyze the results of this inaugural cohort of FCCs incorporated in the QRIS and take action on how to best support FCCs in their areas of growth, continuing to leverage the FCCs' strengths after analyzing those CLASS results.

Family Child Care received mental health supports through a nationally-acclaimed model of mental health consultation. There were 75 Family Child Care sites that received on-site consultation.

The Family Child Care sites in the Pilot additionally received training facilitated by their Child Care Resource and Referral Agencies (CCR&Rs) to support high-quality care in their homes. The bulk of these trainings was a ten-part series over a period of ten weeks utilizing "All Our Kin" training materials. CCR&Rs additionally provided technical assistance and one-on-one support as needed to the FCC sites throughout the pilot period, to continue to support their quality care and prepare them for the expectations of the upcoming year of Academic Approval. CCR&Rs continue to support the FCC sites in their community through informal observations and technical assistance.

32 Ready Start Networks are currently supporting the child care sites in their communities with funding from both CCDF and the Preschool Development Grant. 30 Ready Start Networks are participating in the B-3 Seats Pilot, serving more than their estimated allocation of 3,201 total seats (as of September 30, 2022). This funding provides access to 437 infants, 747 one-year-olds, 963 two-year-olds, and 1,116 three-year-olds, for a total of 3,263 children having access to care and education within high-quality centers. During the 2022-2023 academic year, the B-3 Seats initiative expanded the seat pilot with more than 1,000 additional seats from the previous academic year. Also, the Community Supply Building and Access Expansion Grant supported 27 Ready Start Networks in expanding critical access, with a 10 to 20 percent increase in access within those communities for infants and toddlers.

6) Establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services

Goal: Lead agency provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family's needs and is high quality as determined by the lead agency.

- 6.1 Describe how CCDF quality funds were used to establish, expand, modify, or maintain a statewide system of child care resource and referral services during October 1, 2021 to September 30, 2022. The Lead Agency contracted with six child care resource and referral agencies (CCR&Rs) that served the eleven regions of the state. As part of their contract with the Lead Agency, CCR&Rs were required to provide the following services:**
- 1. Consumer Education and Referral Services that provide families with information about all early care and education options through referral and coordination with Community Network common enrollment activities;**
 - 2. Foundational Learning Opportunities that support providers to build knowledge and skills through training related to the Louisiana Birth to Kindergarten Early Learning and Development Standards (Standards), the importance of teacher-child interactions (including the use of Classroom Assessment and Scoring System (CLASS)), using child assessment information to adjust instruction (including use of Teaching Strategies GOLD (TS GOLD));**
 - 3. Technical Assistance and Coaching that supports teachers and leaders, through targeted technical assistance and coaching, to implement the Standards, CLASS, and TS GOLD in order to improve quality; and**
 - 4. Respite Care, provided as needed to support areas with emergency shelters providing care to children evacuated due to natural disasters.**

During October 1, 2021 to September 30, 2022 timeframe CCR&Rs expanded their professional development services by:

- providing whole group training focused on the implementation of Tier 1 curriculum within early childhood classrooms**
- delivering Louisiana Early Childhood Key Training Modules which are a set of accessible, high-quality trainings designed by experts on best practices in the field of early childhood.**
- attending LDOE trainings focused on research-aligned best practices for coaching, and analyzing data from early learning sites' CLASS® scores in order to align professional development to the greatest need.**

Additionally, two CCR&Rs participated in a coaching pilot focused on improving coaching

practices led by Bank Street College of Education and began implementing strategies presented in their interactions with teachers.

Using PDG Renewal funding initially (and then beginning to use CCDF funding), four CCR&Rs also participated in a Family Child Care pilot which reached over 80 family child care providers. Pilot participants were observed using the CLASS® and the FCCERS® environmental rating scale and received one-on-one coaching, monthly training opportunities, and support from local infant-toddler mental health consultants and participated in FCC Network meetings facilitated by their regional CCR&Rs. Beginning with the July 1, 2022 contract, all CCR&Rs began working with Family Child Care sites. This work is funded through the CCDF.

During the October 1, 2021 to September 30, 2022 timeframe, CCR&Rs also expanded their professional development and other services in response to the COVID-19 pandemic and multiple natural disasters (hurricanes, flooding, and other severe storm events) including

- providing trainings to child care providers focused on trauma-informed practices
- partnering with the Louisiana Department of Health to provide training entitled "Let's Be Healthy" to encourage outdoor learning and play during the pandemic
- providing additional CPR and PFA training for child care sites within their regions
- providing training, support, and technical assistance related to business practices in an effort to help sites continue to provide services, often at a reduced capacity, during the pandemic.

6.2 Spending

6.2.1 Did the lead agency spend funds from any of the following sources to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input checked="" type="checkbox"/> Yes Amount spent \$ 4950518.00 If yes, describe how funds were used: These funds were used to support CCR&Rs <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input checked="" type="checkbox"/> Yes Amount spent \$ 159566.00 If yes, describe how funds were used: These funds were used to support respite care via the CCR&Rs <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input checked="" type="checkbox"/> Yes Amount spent \$ 5040154.00 If yes, describe how funds were used: These funds were used for Outdoor Learning Enhancement Opportunities for Type III early learning centers and registered FCCs, providing training, technical assistance, and materials and equipment purchases to extend learning outside. <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

6.3 Progress Update: Using the measures identified in section 7.5.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. The state continuously monitors and conducts performance-based measurements of CCR&Rs' implementation and execution of required deliverables and activities. Benchmarks are set for the amount of coaching, technical assistance, and group training that is provided to child care sites. The State contracted with 6 CCR&Rs throughout the state from October 1 to September 30, and each agency was allocated a number of units (1 unit = 45 minutes for coaching and TA, for example) to provide the above services. During this time period 621 child care sites and 147 Family Child Care sites received coaching and technical assistance. As more Family Child Care sites are encouraged to become CCAP-certified providers and further elevate their business by opting into Academic Approval, CCR&Rs have expanded the amount of service hours provided and incorporated environmentally responsive trainings to be inclusive of Family Child Care sites, understanding that those sites have unique needs compared to their center peers. The state continues to measure how CCDF-funded programs perform on the unified quality rating and improvement system. Programs scoring below 3.75 on the CLASS assessment are required to participate in Site Improvement Planning, which includes the local CCR&R, the site, and members of the LDOE site improvement and field support team.

In regard to the specific expanded activities executed by CCR&Rs during the October 1, 2021 to September 30, 2022 timeframe, managers and/or coaches from all CCR&R agencies, or 100% of CCR&Rs, participated in all activities listed in Section 6.1 above.

7) Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards

Goal: To ensure child care providers maintain compliance with lead agency licensing, inspection, monitoring, and health and safety standards and training.

7.1 Has the lead agency aligned CCDF health and safety standards with the following?

- a. Licensing standards
 Yes.
 No. If not, describe why:
- b. Caring for Our Children Basics
 Yes.
 No. If not, describe why:
- c. Head Start
 Yes.
 No. If not, describe why:
- d. State pre-k
 Yes.
 No. If not, describe why:

7.2 Complaints regarding child care providers received during October 1, 2021 to September 30, 2022

7.2.1 How many complaints were received regarding providers during October 1, 2021 to September 30, 2022?

- a. Licensed providers **1000**
- b. License-exempt providers **0**

7.2.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1, 2021 to September 30, 2022? **23 Business Days**

7.2.3 How many complaints received an on-site follow-up inspection during October 1, 2021 to September 30, 2022? **291**

7.2.4 How many of the complaints resulted in one or more *substantiated* violations in the program or provider site identified during October 1, 2021 to September 30, 2022? **64**

- 7.2.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1, 2021 to September 30, 2022? **1**
- 7.2.6 How many child care providers closed as a result of an inspection during October 1, 2021 to September 30, 2022? **1**
- 7.2.7 Please provide any additional information regarding health and safety complaints and inspections in the state or territory during October 1, 2021 to September 30, 2022:
Complaints and incidents received are prioritized by severity and must be completed within 23 business days. If the complaint or incident is severe, it is identified as a Priority 1 and is completed within 5 business days. If the complaint or incident is identified as a Priority 2, it is completed within 10 business days. If any of the serious deficiencies are cited, a follow-up inspection is scheduled to be completed within 23 business days

7.3 How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards (as a result of an inspection or violation) during October 1, 2021 to September 30, 2022?

- a. Licensed center-based programs **367**
- b. License-exempt center-based programs **0**
- c. Licensed family child care homes **0**
- d. License-exempt family child care homes (care in providers' home) **0**
- e. In-home (care in the child's own home) **0**
- f. N/A Describe:

7.5 Spending:

- 7.5.1 Did the lead agency spend funds from any of the following sources on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input checked="" type="checkbox"/> Yes Amount spent \$ 37440.00 If yes, describe how funds were used: These funds were used to provide CPR and infant first aid training for providers. <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

7.6 Progress Update: Using the measures identified in section 7.6.3 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Between October 1, 2021 and September 30, 2022, 1,084 publicly funded centers received at least an annual inspection. These inspections may be conducted up to three months in advance of the center’s renewal expiration. 235 inspections were conducted at license-exempt providers who receive public funds. License-exempt providers receive at least two inspections a year, once prior to being certified to care for children and once prior to the expiration of the certification. In addition, once certified, the license-exempt provider receives one announced and one unannounced visit per year. In addition, aspiring new directors and current providers were provided training from the Licensing Department to discuss health and safety practices, including a Bulletin 137 overview, and CPR and First Aid trainings. The New Director Office Hours was conducted October 29, 2021, and presented by the Licensing team.

8) Evaluating and assessing the quality of child care programs in the state or territory, including evaluating how programs positively impact children

Goal: Lead agency investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in center-based programs during October 1, 2021 to September 30, 2022?

To measure program quality, describe: Louisiana’s statewide unified quality rating system is based on CLASS® observations conducted in every classroom at each site eligible to serve children with public funding. Local observers conduct CLASS® observations in every classroom in the state, and third-party observers from the University of Louisiana at Lafayette Picard Center conduct CLASS® observations in at least 50% of classrooms at each site, which allows for a check on local reliability. The scores from these observations are used to calculate a Performance Score (on a 1.00-7.00 scale) and a Performance Rating (Unsatisfactory, Approaching Proficient, Proficient, High Proficient, or Excellent) for each publicly-funded site.

To measure effective practice, describe: In addition to the state’s robust unified quality rating improvement system, the LDOE also reports informational metrics on each site’s Performance Profile. One of the informational metrics reported is the curriculum quality used at the site. All early childhood curricula are tiered (Tier 1, Tier 2, Tier 3, or Not Rated), and those tiers correspond to curriculum ratings (3 stars, 2 stars, 1 star, or 0 stars), which are published on each site’s Performance Profile. Other informational metrics include teacher educational attainment and certification information, as well as teacher to child ratio.

To measure age appropriate child development, describe: Another informational metric reported on the early childhood site Performance Profile is a site assessment rating. Every site is required to assess their publicly-funded children three times yearly, using Teaching Strategies GOLD®. This assessment rates child growth and performance along developmental progression bands and is aligned to the Louisiana Early Learning and Development Standards. Sites that fail to assess 80% or more of their publicly-funded children using Teaching Strategies GOLD® receive fewer than 3 stars on their assessment rating. Upon entry into kindergarten, all children in Louisiana participate in a kindergarten entry assessment.

Other, describe:

N/A. Describe:

8.2 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in family child care programs during October 1, 2021 to September 30, 2022?

To measure program quality, describe: Beginning in Fall 2022, Family Child Care programs were able to opt into Louisiana’s statewide unified quality rating and improvement system. This is the same as center-based programs and is based on CLASS® observations. Local observers will conduct CLASS® observations in Family Child Care programs, and third-party observers from the University of Louisiana at Lafayette Picard Center will also conduct a CLASS® observation. The scores from these observations are used to calculate a Performance Score (on a 1.00-7.00 scale) and a Performance Rating (Unsatisfactory, Approaching Proficient, Proficient,

High Proficient, or Excellent) for each Family Child Care site opting to participate in the QRIS.

To measure effective practice, describe: **Beginning in Fall 2022, Family Child Care Sites that have opted into the quality rating system will also be eligible to receive a Performance Profile, which contains several informational metrics. One of the informational metrics reported is the curriculum quality used at the site. All early childhood curricula are tiered (Tier 1, Tier 2, Tier 3, or Not Rated); those tiers correspond to curriculum ratings (3 stars, 2 stars, 1 star, or 0 stars), which are published on each Performance Profile. Other informational metrics include teacher educational attainment and certification information, as well as the teacher-to-child ratio.**

To measure age appropriate child development, describe: **Another informational metric reported on the early childhood site Performance Profiles is a site assessment rating. Family Child Care Sites that have opted into the quality rating system are now required to assess their publicly-funded children three times yearly, using Teaching Strategies GOLD®. This assessment rates child growth and performance along developmental progression bands and is aligned to the Louisiana Early Learning and Development Standards. Sites that fail to assess 80% or more of their publicly-funded children using Teaching Strategies GOLD® receive fewer than 3 stars on their assessment rating. Due to FCCs being new to QRIS, this metric will not be reported in their Performance Profile until 2023-2024. Upon entry into kindergarten, all children in Louisiana participate in a kindergarten entry assessment.**

Other, describe:

N/A. Describe:

8.3 Spending:

8.3.1 Did the lead agency spend funds from any of the following sources on **evaluating and assessing the quality of child care programs, practice, or child development** during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<p><input checked="" type="checkbox"/> Yes Amount spent \$ 6669443.00 If yes, describe how funds were used: These funds were used for third-party observations, an external validation study, lead agencies to conduct evaluations, and a data system for observations.</p> <p><input type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>

Funding source	Was this funding source used?
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

8.4 Progress Update: Using the measures identified in section 7.7.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to evaluating and assessing the quality of child care programs in the state or territory, including evaluating how programs positively impact children. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Between October 2021 and September 30, 2022 sites across Louisiana continued to receive observations using the CLASS® tool as well as report informational metrics on the use of best practices. During the Fall 2021 Observational Period, local lead agencies across Louisiana dealt with challenging circumstances due to COVID-19 and Hurricane Ida, which presented numerous challenges to conducting observations and ensuring teachers received feedback using a variety of innovative approaches such as virtual observations. In Fall 2021, local observers in Louisiana conducted CLASS® observations of 6,144 (91% of all) classrooms receiving public funding compared with 82% of classrooms in Fall 2020, during the height of the pandemic. In order to ensure local community network lead agencies had the capacity to observe all classrooms, the Board of Elementary and Secondary Education approved an emergency rule that stipulated classrooms scoring Proficient or higher (4.50 or higher) in the fall would not be required to receive a second observation in the Spring.

9) Supporting providers in the voluntary pursuit of accreditation

Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality

9.1 How many providers did the lead agency support in their pursuit of accreditation during October 1, 2021 to September 30, 2022?

Yes, providers were supported in their pursuit of accreditation

- a. Licensed center-based programs
- b. License-exempt center-based programs
- c. Licensed family child care homes
- d. License-exempt family child care homes (care in providers' home)
- e. Programs serving children who receive CCDF subsidy

No lead agency support given to providers in their pursuit of accreditation.

N/A. Describe:

9.2 Spending

9.2.1 Did the lead agency spend funds from any of the following sources on accreditation during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

9.3 Progress Update: Using the measures identified in section 7.8.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting providers in the voluntary pursuit of accreditation. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Louisiana does not currently provide support in pursuit of accreditation for Centers or Family child care programs.

10) Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development

10.1 Quality Indicators: Does the lead agency have quality improvement standards that include indicators covering the following areas beyond what is required for licensing?

- Yes, check which indicators the lead agency has established:
 - Health, nutrition, and safety of child care settings
 - Physical activity and physical development in child care settings
 - Mental health of children
 - Mental health for staff/employees
 - Learning environment and curriculum
 - Ratios and group size
 - Staff/provider qualifications and professional development
 - Teacher/provider-child relationships
 - Teacher/provider instructional practices
 - Family partnerships and family strengthening
 - Other. Describe:
- No

10.2 Spending

10.2.1 Did the lead agency spend funds from any of the following sources on supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

10.3 Progress Update: Using the measures identified in section 7.9.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Due to the COVID-19 pandemic, the need to extend learning into outdoor environments was brought to the forefront as a safe and healthy alternative to the classroom setting. This initiative extended learning beyond the classroom and provided for a safe and healthy learning environment.

The LDOE contracted with the CCR&R agencies who provided Type III early learning sites with training, materials, and supports to extend learning into outdoor classrooms.

The LDOE also developed an agreement with the Louisiana Department of Health who provided the Nutrition and Physical Activity Self-Assessment for Child Care (Go NAPSACC) used by the CCR&R agencies in working with the Type III sites.

A total of 874 Type III sites were provided services and professional development in the Outdoor Learning Environment Opportunity.

11) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry

Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry

11.1 Did the state or territory set up a grant program (NOT including American Rescue Plan Act stabilization grants) designed to sustain the child care supply or provide sustainability funding to child care providers due to the COVID-19 pandemic during October 1, 2021 to September 30, 2022?

Yes. If yes, describe The Louisiana Department of Education issued a second grant to support teachers in early childhood. This second round of the Teacher Support Grant was issued to licensed child care centers that are CCAP-Certified based on the number of early childhood classrooms at the sites. The LDOE additionally used CRRSA and ARPA stabilization Admin in a grant called "Believe!" to support teachers and child care providers. The four main aims of which were to 1) stabilize the child care workforce 2) expand access and to high-quality early childhood education 3) prepare and support teachers to lead classrooms and provide high-quality interactions that meet the developmental needs of children every day 4) empower families to access tools and resources to support their children's development.

and check which types of providers were eligible and number served.

- Licensed center-based programs **801**
- License-exempt center-based programs
- Licensed family child care homes
- License-exempt family child care homes (care in providers' home)
- In-home (care in the child's own home)
- Other (explain)

No.

N/A. Describe:

11.2 Did the lead agency provide supports and resources in response to any of the following emergent health and safety needs of children and/or providers either through funding or directly in-kind during October 1, 2021 to September 30, 2022 (check all that apply)?

COVID-19 vaccinations. Describe:

COVID-19 testing. Describe:

Access to infant formula. Describe:

Cleaning supplies and/or personal protective equipment (PPE). Describe:

Post-disaster recovery efforts. Describe:

Other. Describe: **Providers received support through various provider grants allowing them to allocate funds as needed. The LDOE funded four rounds of grants directly for providers using CRRSA funds. These grants were to provide any support needed including PPE, cleaning, etc. Additionally, stimulus funding was provided to Community Network Lead Agencies based on the size of the network, the impact of COVID-19 on the early childhood community in that network, and the strength of the application that described the plan to support recovery efforts. These networks were then able to best address the needs at the local level by doing things such as providing workforce incentive grants, purchasing PPE, providing funds for centers to support remaining open, family engagement, workforce training, etc. Lastly, funding was used to provide mental health supports and training for child care providers.**

N/A. Describe:

11.3 Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2021 to September 30, 2022?

Yes. Describe: **As part of the EdLink data system modernization LDOE has revamped louisianaschools.com to make searching for child care easier, and we have added new pages to understand the impacts of COVID-19. LDOE has also begun gathering system requirements to build a new early childhood workforce registry that will include professional development tools, scholarship information, and School Readiness tax credit information. Additionally, work has begun on a new licensing system, attendance tracking, eligibility processing, and payment systems. Licensing and the Child Care Assistance portions should be completed in 2023.**

No

11.4 Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2021 to September 30, 2022?

Yes. Describe findings: **A community access data analysis was completed by 27 LDOE Ready Start Networks to determine the local state of enrollment at the community level within diverse child care settings. Factors were considered that affected sites' ability to reach and sustain seat capacity, challenges related to enrollment, and the efforts already made to increase enrollment. Conclusions from the gaps in supply and access indicated there were**

limited seats for infants and toddlers, large teacher shortages in the child care workforce, and many communities were classified as desert areas with restricted to no available child care. The networks used their evaluations to build community-level strategic plans with community-level priorities for supply building and access expansion and implementation efforts that began in August 2022.

No

11.5 Did the state/territory fund initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need child care during non-traditional hours) during October 1, 2021 to September 30, 2022? Check all that apply.

Child care deserts

Infants/toddlers

Children with disabilities

English language learners

Children who need child care during non-traditional hours

Other. Describe: **Family Child Care sites were supported this year to apply for Academic Approval and thus be folded into the QRIS of Louisiana. Family Child Care sites often are found in areas with insufficient, or even any, child care centers to offer care to infants and toddlers, children with disabilities, and children during non-traditional hours.**

LDOE Ready Start Network lead agencies completed community-level access analysis data that directed the network's priorities in the expansion of critical need access and supply-building efforts. Within these plans, networks have implemented strategies to support the engagement of non-English speaking families through community connections, hired support staff and resources to increase early identification and intervention of children with disabilities, and developed a nontraditional hour care program through a collaboration between corporate partners and child care providers.

11.6 Did the state/territory integrate Diversity, Equity, and Inclusion (DEI) practices into quality initiatives during October 1, 2021 to September 30, 2022? Check all that apply.

Reviewing policies/program design using DEI assessment tools

Development of DEI assessment tools

Incorporate into QRIS

Incorporate into PD Framework

Strategic planning
 Supply building efforts
 Strengthened outreach/communication to better understand diverse community needs and assets

Other. Describe: **The LDOE Ready Start Network lead agencies partnered with local community agencies to develop culturally-relevant resources to support diverse populations. Also, additional supply-building efforts have included seat and site expansion with classroom materials for underserved populations. Translators and interpreters have been engaged as support staff to reach the non-English speaking workforce, and networks are considering individual family needs as they promote wrap-around services for families that include addressing the developmental and physical needs of children.**

11.7 How many providers received the following from October 1, 2021 to September 30, 2022?

	Total	Licensed or registered center-based programs	License-exempt center-based programs	Licensed or registered family child care	License-exempt family child care (care in providers' home)	In-home (care in the child's own home)
a) Increased rates	1752	1459	0	0	293	0
b) Increased wages	3900	3900	0	0	0	0
c) Benefits: health insurance	0	0	0	0	0	0
d) Mental health supports	360	285	0	0	75	0
e) Start-up funds	0	0	0	0	0	0
f) Other:						

11.7a Describe:

11.7b Describe:

11.7c Describe:

11.7d Describe:

11.7e Describe:

11.8 Spending:

11.8.1 Did the lead agency spend funds from any of the following sources on other activities to improve the quality of child care services during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input checked="" type="checkbox"/> Yes Amount spent \$ 16323981.00 If yes, describe how funds were used: These funds were used for Ready Start Networks, data system improvements, and mental health supports <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input checked="" type="checkbox"/> Yes Amount spent \$ 627800.00 If yes, describe how funds were used: These funds were used teacher support grants and data system improvements. <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input checked="" type="checkbox"/> Yes Amount spent \$ 12916.00 If yes, describe how funds were used: These funds were used for data system improvements. <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:

11.9 Progress Update: Using the measures identified in section 7.10.1 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. **As part of its multi-year effort to unify early childhood, Louisiana has established one statewide rating and improvement system for all publicly-funded early childhood programs. This system helps ensure every child has access to a classroom with high-quality interactions and instruction, by using the research-based CLASS® system as the primary measure and by informing families of quality via individualized program Performance Profiles. In the Fall of 2022, early childhood Performance Profiles were released based on the implementation of the unified quality rating system during the 2021-2022 school year. These profiles will be published on an interactive, family-friendly website (www.louisianaschools.com). Due to the impact of COVID-19, BESE adopted flexibilities in publishing Performance Scores and Ratings. Any classroom that scored 4.50 or higher on their fall local observation with replacement could waive a spring observation. The fall observation was duplicated and this was treated as the spring observation for the purposes of calculating Performance Rating.**

As a result of Louisiana’s unified quality rating system, families and programs across the

state are able to measure and discuss quality for every provider in a consistent, developmentally-appropriate and rigorous manner. The state reports on quality, including both the CLASS® measure and classroom best practices (e.g., use of aligned curriculum and assessment, ratios, teacher preparation, family engagement) through Performance Profiles for each site and community network. By reporting on critical features of high-quality care, parents and families are able to make the best choice in selecting a provider that will support child safety, child well-being, and child preparedness to succeed in kindergarten.

Additionally, in the Fall of 2022 Louisiana continued the implementation of a Site Improvement Planning process for struggling sites. Sites that scored below 3.75 on their previous year's observational data were required to participate in this improvement process. Additional groups were targeted for support and recommended to participate. This year-long improvement planning process required that sites engage in goal-setting, on-site coaching, and routine progress monitoring. There are 10 sites who will receive an overall rating below 3.75, thereby mandating participation in the site improvement process.

12) Lead agencies must submit an annual report, as required at 45 CFR § 98.53(f) (4), describing any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

12.1 Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. The Lead Agency continuously reviews regulations in an effort to ensure the health, safety, and well-being of children. In March of 2021, the Lead Agency reviewed the regulations and determined changes needed to be made to be aligned with the CCDF requirements. The Lead Agency has regularly scheduled meetings where serious cases, including those that involve serious child injuries and deaths, are discussed and a course of action based on the Lead Agency's regulations is decided upon. These meetings include the Division of Licensing staff, LDOE legal staff, and LDOE Executive Staff.

12.2 Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. -

- Reduced Child to Ratios from 11:1 to 10:1 for children ages 2 years old**
- Offered free CPR and PFA training for all staff members on the premises and accessible to children.**
- Partnered with Tulane to host a training [Supporting Young Children and Understanding Their Behavior](#) regarding employee stress and inappropriate discipline and behavior management.**
- Partnered with LDH to provide updated OPH guidelines during COVID**

13) American Rescue Plan (ARP) Act Child Care Stabilization Grants

Goal: To ensure the lead agency implements an equitable stabilization grant program. The American Rescue Plan (ARP) Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend most stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Section 13 should be used to report on ARP Stabilization Grants ONLY.

13.1 Did you run more than one grant program? If so, list the number of separate grant programs and describe their uses.

Yes. Describe: The state ran two rounds of stabilization grants for the providers where providers could use funds in any way (within federal guidelines) to stabilize their business - Round one applications began August 5, 2021. Round two applications began March 24, 2022.

The state is in the process of running another stabilization grant for to support stabilization of the workforce specifically. It is also being ran as a research project to determine what type of teacher funding support would create lasting results.

No

13.2 Which of the following methods were used to support workforce compensation (e.g., bonuses, stipends, increased base wages, or employee benefits) with stabilization grants? (check all that apply)

- Targeted grants to support workforce compensation (no other allowable uses)
- Providing bonus funds to providers that increased child care staff compensation through stabilization grants
- Requiring a specific percentage or amount of stabilization grant funding go toward child care staff compensation increases. Percent or amount for staff compensation:
- Other (Describe):

13.3 Describe the methods used to eliminate fraud, waste, and abuse when providing stabilization grants (e.g., validated identity through the lead agency licensing system or conducted identity verification through a data match with state tax records):

For every aspect of the grant that played into the funding formula verification was required. The Lead agency validated licensed capacity with the licensing database, hours of operation were verified by website searches, SVI score was automatically updated while the address was verified with the licensing database, etc.