

LOUISIANA DEPARTMENT OF EDUCATION



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# System Transitions from Preschool to Kindergarten

EC Strategy  
October 26, 2023

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# Agenda



- I. Louisiana Believes
- II. Vision for Early Childhood in Louisiana
- III. Landscape of Early Childhood in Louisiana
  - A. Preschool Development Grant (PDG)
  - B. Ongoing Early Childhood Strategic Initiatives
  - C. Early Care and Education Access
- IV. The Ready Start Networks
  - A. Recent Funding Opportunities
  - B. Key Activities

# Louisiana Believes



# Louisiana Believes...



Children are our highest priority



Equity matters



Families are our partners



Choice expands opportunities



Educators are valued professionals



Schools are invaluable to communities



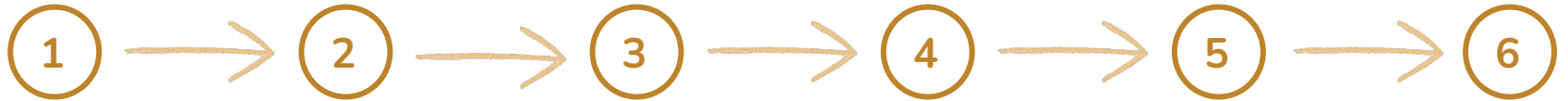
Graduates must be ready



Our future is bright

# Each child's educational journey is focused on six critical goals.

## Birth *through* Graduation



Students enter Kindergarten ready.

Students achieve Mastery level on third grade assessments and enter fourth grade ready for grade-level content.

Students will achieve Mastery level on eighth grade assessments and enter ninth grade prepared for grade-level content.

Students will graduate on time.

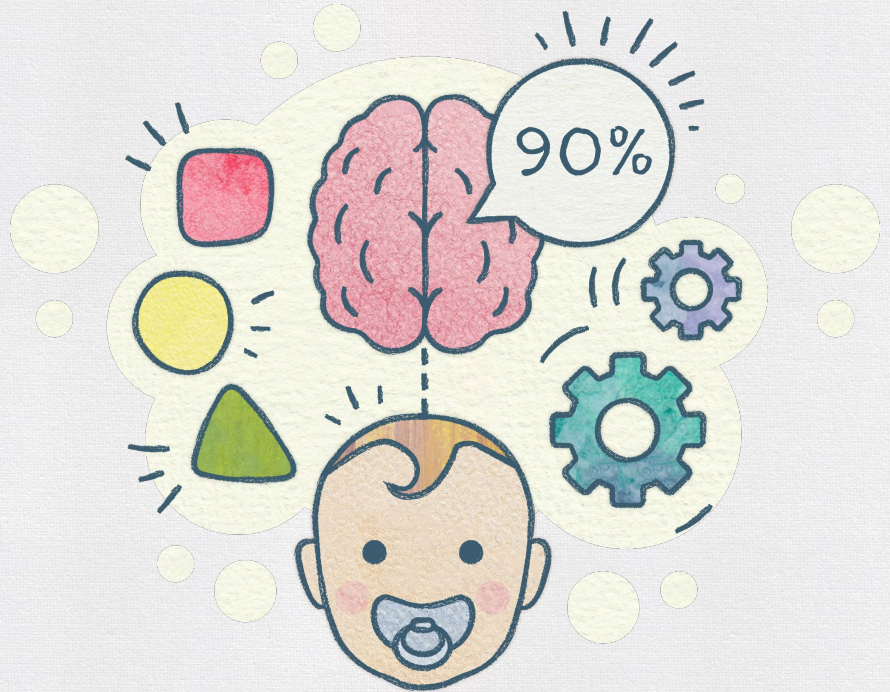
Students will graduate with a college and/or career credential.

Students will graduate eligible for a TOPS award.



# Why Early Childhood Matters

*The first five years are the most critical in the development of a child's brain. From birth to age three, children grow and learn at the most intense rate, forming more than a million neural connections every second; these are the years when children are learning how to learn. 90% of a child's brain development happens before age 5.*





# Investing in School Readiness

Early care and education (ECE) supports the foundations that develop executive functioning and problem-solving skills necessary for transitioning preschoolers to be successful academically in elementary school.

Children who attend high-quality ECE programs are associated with higher test scores and demonstrate long-term positive outcomes, including fewer referrals for special education services, fewer grade retentions, and increased likelihood to graduate from high school.

Only 40% of Louisiana children arrive at kindergarten meeting critical benchmarks.

- Children who begin school behind, or below the appropriate benchmark, generally remain behind.
- When children can read proficiently by third grade, they are more likely to achieve academic success, graduate from high school, and do well when they enter the workforce.

# Current State of Early Childhood Education

*The Annie E. Casey Foundation has just published study results that have determined that over 50 percent of preschool children are not in school.*

- The share of young children who did not attend any preschool programs represents around 4.4 million children and families without access to quality education.
- Child care describes a spectrum of care that starts with infant care and includes comprehensive ECE programs. This care may be center-based or family home-based and delivered formally or informally.
- Early education programs are invaluable in preparing children for elementary school. Such programs are associated with improved academic achievement and wellness.
- Preschool child care also plays a key role in reducing academic and health disparities through early identification and interventions related to developmental delays.





# Vision for Early Childhood in Louisiana

# Louisiana's Vision for Early Childhood

Louisiana's vision is that **all children enter kindergarten ready for success in school and beyond.** In order to reach this goal, **every day** all children, from infants through age five, need educators and caregivers that...



respond to their emotions with **sensitivity and warmth,**



are prepared to **guide their behavior** and **facilitate their attention,**



promote their learning through **engaging language and high-quality interactions,**

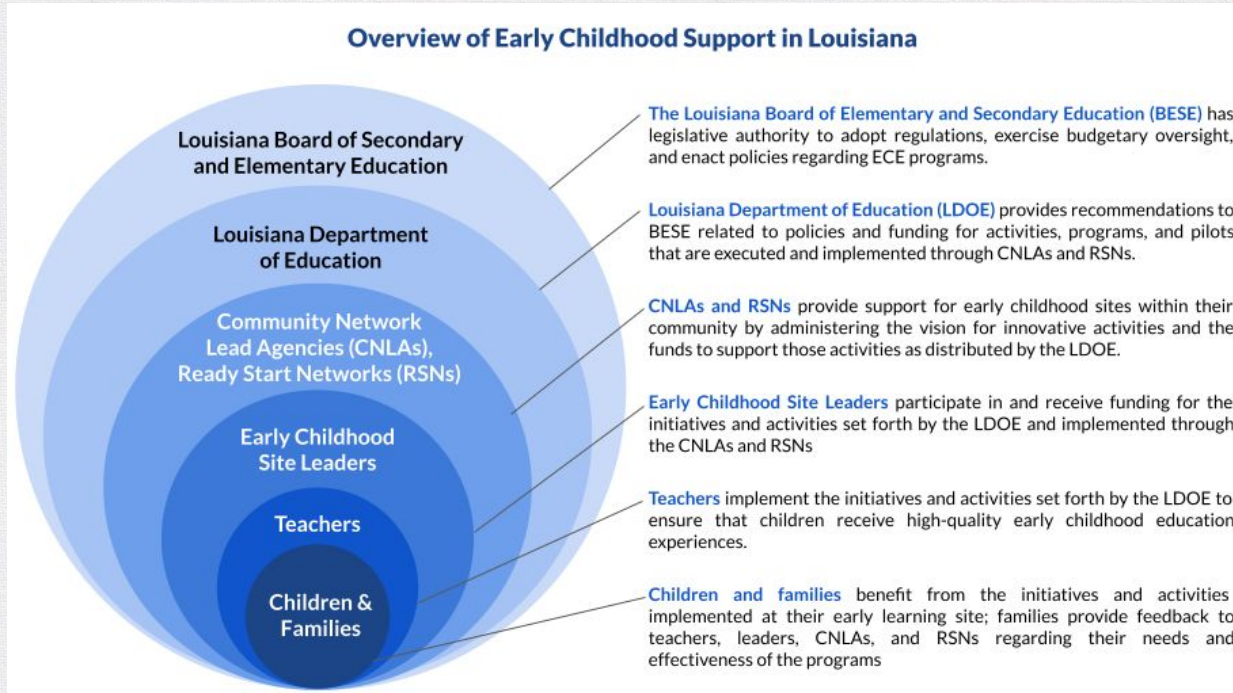


support their development with **high-quality instructional tools,** and



address **all children's individualized needs.**

# Louisiana's ECE B-5 System Governance Structure Vision - Reaching the Child Within A Community



# Louisiana Believes

## Louisiana's Approach

*The Department has identified 4 primary goals for Louisiana's early childhood care and education system.*

1. **Strengthen the child care system** to meet the needs of all families and support the stabilization of the child care sector.
2. **Expand supply of and access to high-quality early childhood** options for families and to identify opportunities to sustain that expansion long-term.
3. **Prepare and supports 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.

# Systems of Support



What are the four primary systems of support that are necessary to prepare children and families for kindergarten?

# The Four Primary Systems of Support



Communities

Families and  
Children

**Child Care  
Programs  
(feeder systems)**

Local School  
Systems

Collaborative focus is needed to strengthen the four primary points of connection that have been identified as necessary components for facilitating effective transitions by the Head Start Early Childhood Learning and Knowledge Center.

# Louisiana Believes

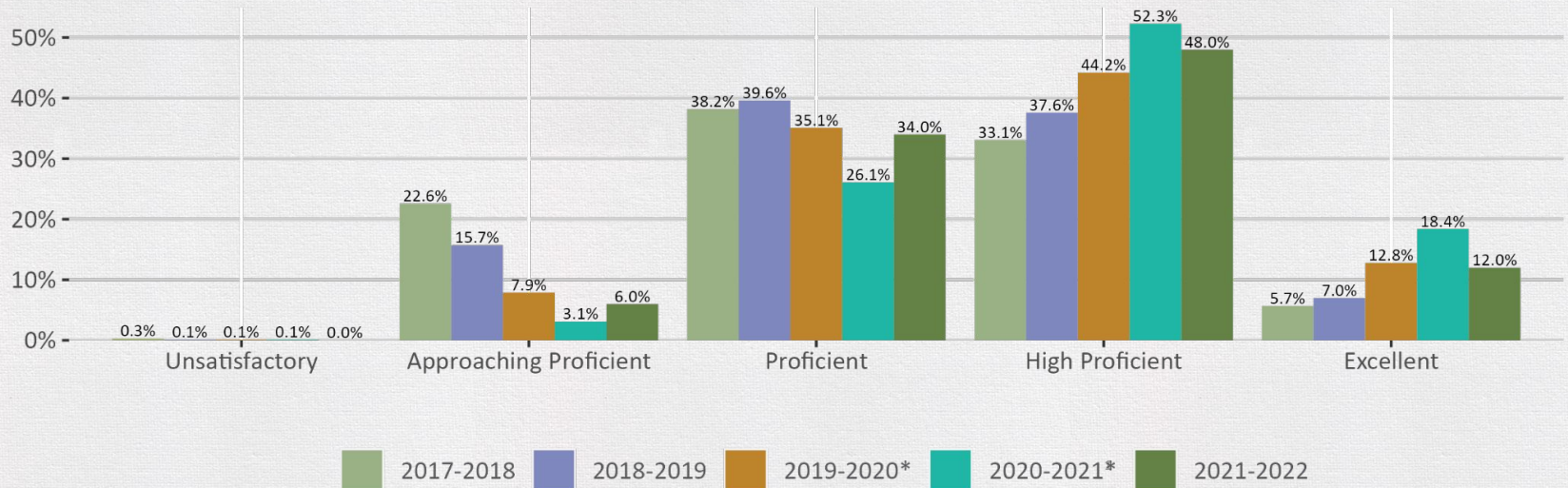
## Progress Toward the EC Vision

Louisiana has made considerable strides toward achieving this vision:

- **Providing supports for stabilization of the child care sector:** In February 2022 Louisiana increased the maximum daily CCAP rates to be more reflective of the true cost of care.
- **Expanding access:** Ready Start Networks continue to work to meet data-driven community-level goals identified in their blueprints, expand coalitions, expand access for children birth through age three based on community need, and sustain that expansion over time.
- **Improving quality of early care and education:** Since the implementation of the statewide unified quality rating and improvement system in 2016-17, early learning classrooms and sites throughout Louisiana have shown steady, incremental improvement in teacher:child interactions and instruction.
- **Increasing supports for and engagement of families:** The Department has provided increased guidance and financial assistance to early childhood community networks to support at-home learning, child development, and early childhood transitions.

# Quality Rated Early Childhood Sites

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

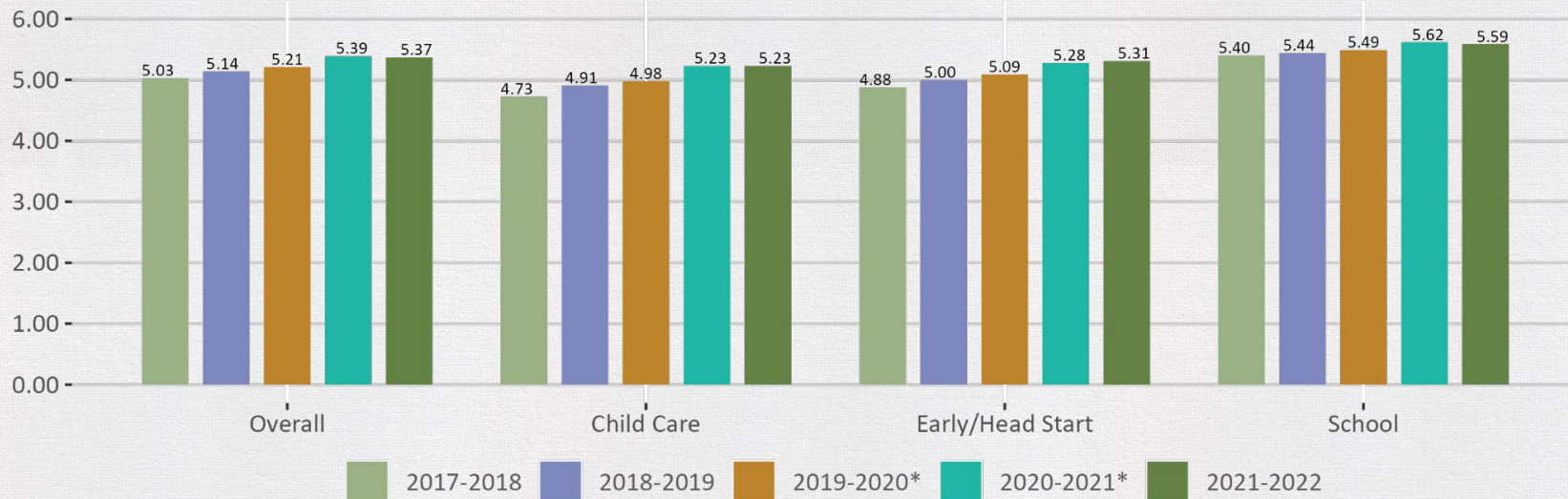


\* These results reflect the Department's "hold harmless" approach, which allowed sites to opt into the higher score across the past two years.



# Rating by Program Type

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



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

# Challenges Remain

While year after year Louisiana continues to make important gains in attaining its vision for Early Childhood, challenges remain:

- **Fragile Child Care Sector:** Providers continue to deal with exceptional turnover.
- **Crisis of Access:** Too few children are being served in high-quality early childhood sites.
- **Additional Quality Improvements to be Achieved:** Pre-K Instructional Support and Toddler Engaged Support for Learning scores have not yet reached a Proficient level, and only 39% of Kindergarteners are scoring on or above level in literacy scores.
- **Better Engagement of Families Would Lead to Better Child Outcomes:** Families are not consistently given the opportunity to engage as partners in their children's care and learning and are not fully empowered to access tools and resources to further support their children's development.

In addition, one-time stimulus funds that have supported many strengthening, access, quality improvement, and family engagement activities will be ending at the conclusion of the 2023-2024 academic year.



# Landscape of Early Childhood in Louisiana

# Preschool Development Grant



# 2023 Preschool Development Grant (PDG) Goals

*In January 2023, Louisiana was awarded a Birth through Five PDG Planning Grant by the Administration for Children and Families Office of Child Care.*

Louisiana will identify and address the gaps in Louisiana's B-5 mixed delivery ECE system that have been exacerbated by the COVID-19 pandemic and revise its existing needs assessment and comprehensive statewide strategic plan accordingly. These efforts will prioritize building systems and structures to support the implementation of state-level and local strategies within the following activities:

- develop and sustain quality ECE workforce
- strengthen family engagement
- support vulnerable families within diverse communities
- address access gaps to quality education and care through research and data analysis

# Louisiana's Approach to Support the Early Childhood Workforce

**Approach:** The Department will work with stakeholders and partners across the state to identify and implement creative solutions that expand, support, and sustain a quality ECE workforce.

## What success looks like:

- **New workforce stabilization strategies:** The Department will establish an ECE Workforce Stabilization Working Group that will study and develop proposed strategies to improve early childhood teacher compensation statewide
- **Increased access to health insurance:** The Department is partnering with the Southwest Louisiana Area Health Education Center (SWLAHEC) to support early childhood educators in obtaining no- or low-cost health insurance
- **Expanded partnerships with key state agencies:** The Department will collaborate with key state agencies to develop and pilot innovations that can have long-term positive effects on ECE workforce, including but not limited to creating pipelines for new early childhood professionals through high school ECAC programs and pre-apprenticeship opportunities
- **Improved workforce recruitment, support, and retention:** The Department will expand professional development for ECE site directors around workforce competencies such as workforce recruitment, pedagogical leadership, and retention
- **Innovative strategies to improve workforce at the local level:** The Department will provide grant funding and support to Ready Start Networks to develop a detailed analysis of their community's ECE workforce needs and a strategic plan to address these needs

# PDG Plans to Support the B-5 Workforce



| Activities                           | LDOE Strategies & Plans            |   |  |   |
|--------------------------------------|------------------------------------|---|--|---|
| <b>Workforce Compensation</b>        | Teacher Compensation Pilot         | ECE Workforce Stabilization Working Group | Affordable Health Insurance                          | EC Leadership Training On Recruitment and Retention |
| <b>Alignment of Key Partnerships</b> | EC Ancillary Certificate Programs  | LA Workforce Commission                   | Office of College and Career Readiness               | Board of Regents                                    |
| <b>Expand EC Workforce Capacity</b>  | 5 RSN Workforce Planning Subgrants | Louisiana Early Leaders Academy (LELA)    | EC Instructional Leadership Teams - School Readiness | Develop a Campaign to Elevate the ECE Profession    |

# Louisiana's PDG Plans for Elevating the Profession

The Department is developing and launching a statewide campaign focused on elevating the early childhood education (ECE) profession. The goals of this campaign are to:

- Shift the narrative about the value and professionalism of the ECE system and early childhood educators among education stakeholders and the broader public
- Educate early childhood directors and teachers, families, members of the K-12 education sector, and the broader community on:
  - the importance of early childhood education
  - the role early childhood education plays in Kindergarten readiness,
  - the value and professionalism of early childhood educators, and the need for language and aligned investments that reflect that value (e.g., shifting language from “day care worker” to “early childhood educator” or “early childhood teacher”)



# Louisiana's Plan for Expanding Access through Early Childhood Guides

The Preschool Development Grant aids in funding the Early Childhood (EC) Guides pilot, which began in the 2020-2021 academic year. Early Childhood (EC) Guides are staff members of Ready Start Networks who support families as they engage with their community early childhood education systems, including selecting a provider who best serves their children and applying for publicly-funded seats. EC Guides

- Build relationships with families
- Learn from and support families
- Guide families through the education system in their community, from early childhood through Kindergarten transition and beyond
- Help families gain access to high-quality education for their children
- Help families find services that contribute to their child's development, such as Early Steps, WIC, Ages and Stages Questionnaires, at-home learning skills, and other family-specific needs

# Louisiana's Plan for Supporting Quality Improvement

During the 2023 PDG Grant period, the LDOE will build on overall progress of ECE programs and services in Louisiana. Additional strategies to improve performance outcomes include:

- Expand the quality of care for infants and toddlers in FCC settings across the state
- Develop and implement evidence-based practices that ensure early identification and provision of supports for all children with focused attention on at-risk children with developmental or behavioral health challenges
- Improve transitions to Kindergarten through deeper partnerships between ECE programs and K-12 systems
- Collect data on children's behavioral needs and discipline while providing supports through Community Network Lead Agencies
- Explore the expansion of regional Ready Start Networks to better support quality improvement in rural communities

# Louisiana's Plan for Family Engagement

During the 2023 PDG Grant period, the LDOE will continue to build on Louisiana's local network model by

- Disseminating information about the mixed delivery system to families via new pathways and further supporting family choice with a greater focus on reaching all families and including families of young children with disabilities, non-English speaking families, teen parents, and families living in rural areas
- Expanding family engagement with more opportunities for input and decision-making across the ECE system
- Promoting the leadership development of parents
- Sharing best practices for supporting young children's development and learning so families can be full partners in preparing children for school success

# Ongoing Early Childhood Strategic Initiatives



# Louisiana's Plan for Improving Data Systems

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

The development of EdLink continued through 2022 and will continue through 2023:

- The Entity Management System was released, giving all providers access to a site dashboards as well as the ability to update information about their site, update banking information, create electronic staffing records, and check CCCBC status.
- The Department continued rolling-out EdLink's functionality with the Division of Licensing and the Child Care Assistance Program, so that all licensed centers' and home provider application processes are now managed through EdLink.

In addition the Department began developing additional new systems:

- The Department began preparing for the implementation of CenterTrack, a new, free Child Care Management Software tool provided by the LDOE.
- The Department recently implemented the new attendance tracking system, KinderConnect; ultimately all CCAP applications, child attendance, payments, and reporting will be supported through work with KinderSystems.

# Louisiana's Approach to Expanding Access

**Approach:** The Department works with a broad set of stakeholders to identify and implement creative solutions to increase access for its economically disadvantaged children, with a focus on birth through three.

## What success looks like:

- **Increased investment:** Louisiana must invest more, at both state and local levels, to increase the number of funded birth to three seats.
- **Ensuring access meets families' needs:** Louisiana must work to ensure that current and new funding is used creatively and efficiently to reach more families, especially those most underserved currently (such as families of infants and toddlers, families of young children with disabilities, families in rural areas, and families of dual language learners), in order to meet more families' needs.

# Early Childhood Strategic Initiatives

## The CCAP B-3 Seats Pilot

*The Louisiana Legislature invested more than ever in early childhood care and education, enabling the Department to allocate funding for the 2023-2024 CCAP B-3 Seats Pilot program.*

The B-3 Seats pilot began in 2020-2021 and was projected to end as of June 30, 2023, prior to State investment.

By the close of Quarter 2 and the 2022-2023 academic year, B-3 Seats were serving 3,560 children across 30 networks:

- 553 Infants, 811 one year olds, 1,025 two year olds, and 1,171 three year olds.

The Department is currently developing strategies that will transition the original B-3 Seats pilot into a permanent program with sustained funding. This work will codify the CCAP B-3 Seats Pilot program into policy and formally incorporate it into Louisiana's CCDF State Plan.

# Louisiana's Plan for Supporting the EC Workforce and Expanding Access: Family Child Care (FCC)

Looking into the future for Family Child Care Academic Approval, the LDOE intends to implement the following actions and support to increase access to high-quality care in diverse settings throughout Louisiana:

- Strategic, collaborative outreach to potential new Family Child Care educators, hand-in-hand with Ready Start Networks, along with other community partners
- Environmental enhancements purchases for FCCs in Academic Approval
- Ongoing data analysis of observations for intentional professional development provided by the LDOE and Child Care Resource and Referral Agencies
- Voice elevation of FCCs in Ready Start Networks' local Advisory Councils



# FCC Environmental Enhancement Opportunity Overview

*As part of supports for FCCs in the 2023-2024 academic year, the Department is launching the FCC Environmental Enhancement Opportunity.*

This opportunity is designed to provide FCCs in Academic Approval with the furnishings, materials and in-class supports necessary to create high-quality early learning environments.

To do this, the LDOE is providing CCR&Rs with one-time funding that can be used to purchase materials and furnishing for FCCs environment.

As part of this opportunity, CCR&Rs will work with FCC providers to:

- evaluate their care environments and develop a list of furnishings and materials needed to improve the learning environment
- order the furnishings and materials needed to enhance each participating FCC's care and learning environment
- provide coaching and support related to setting up a high-quality early learning environment and how to facilitate high quality teacher-child interactions within the environment using age appropriate materials

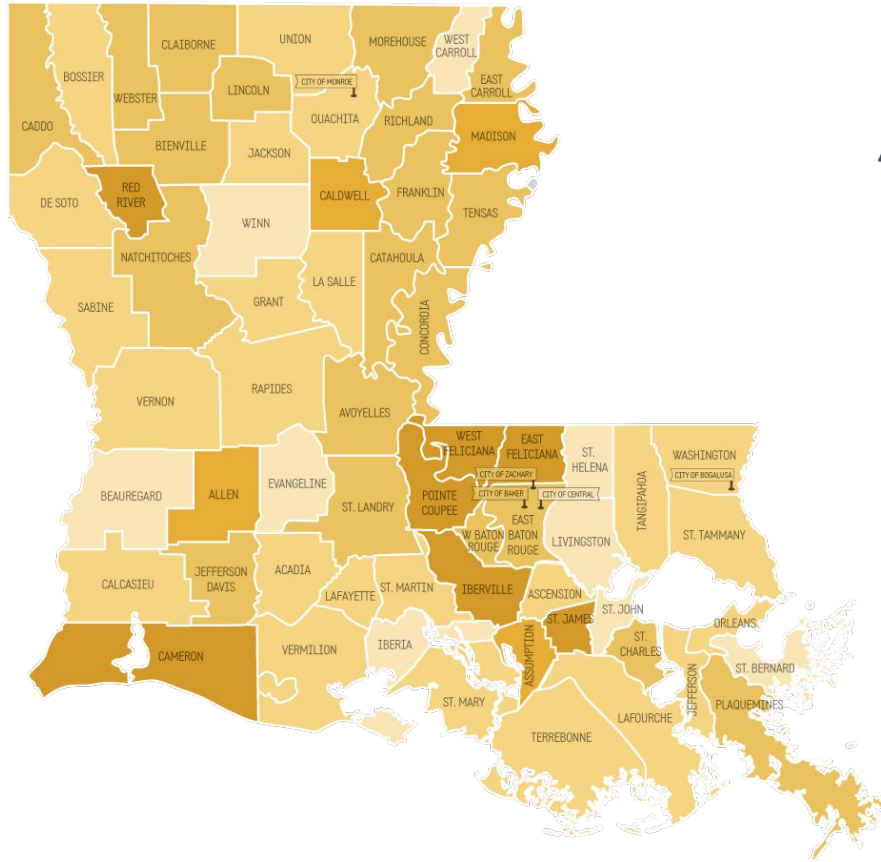


## Early Care and Education Access

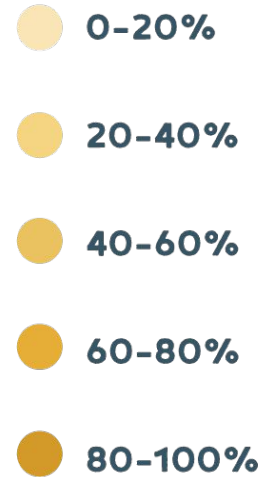
# Access by Age Group & Funding Source

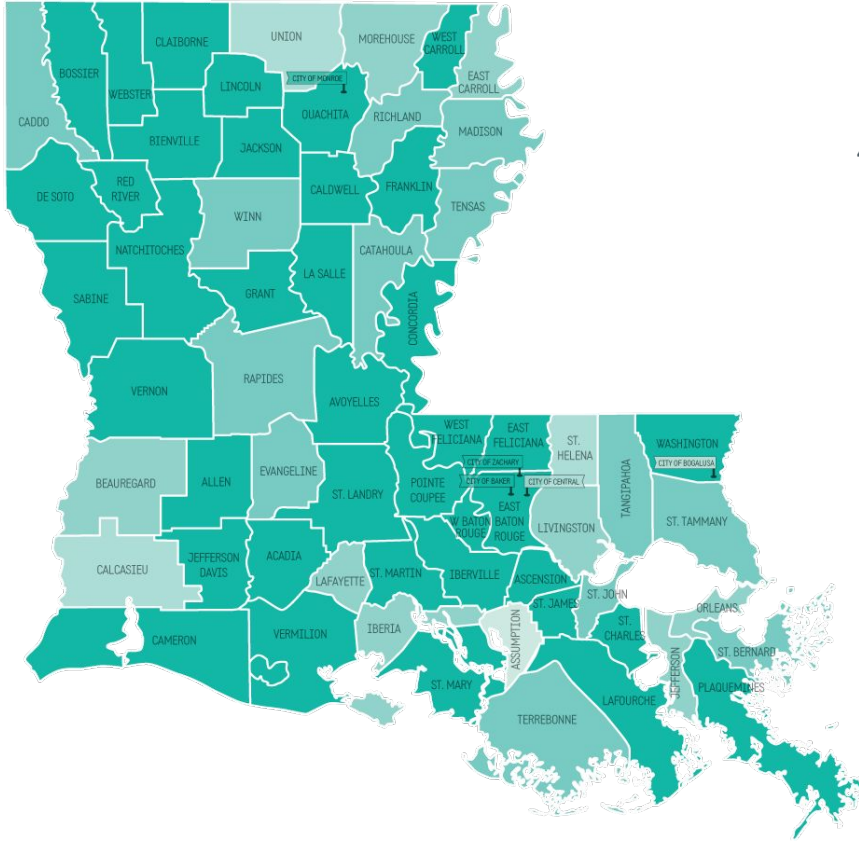
|                           |  | Infants         | Ones            | Twos            | Threes          | Fours          | Totals          |
|---------------------------|--|-----------------|-----------------|-----------------|-----------------|----------------|-----------------|
| <b>Estimated Need</b>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





## THREE-YEAR-OLD ACCESS ACROSS LOUISIANA





## FOUR-YEAR-OLD ACCESS ACROSS LOUISIANA

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

# The Ready Start Networks





**Share out some information  
that you know about  
the Ready Start Networks.**



# Community Network Lead Agencies

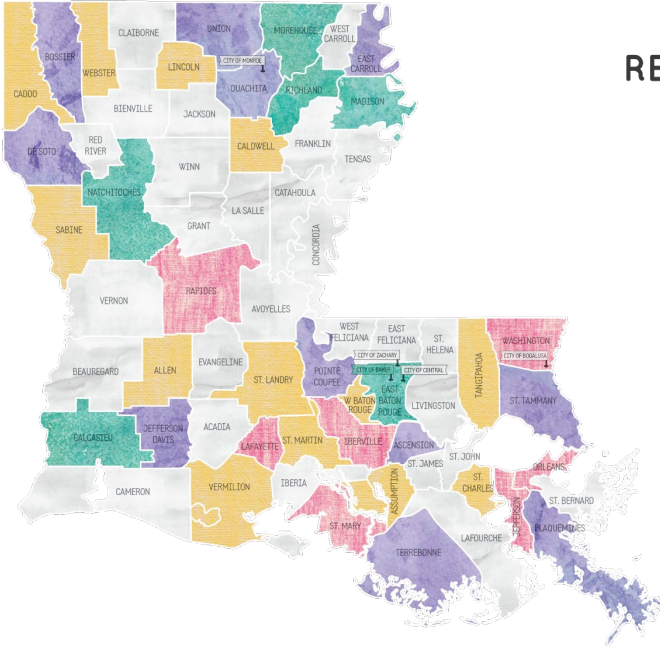
With the Louisiana Legislature's 2012 passage of the Louisiana Early Childhood Education Act (Act 3), the Louisiana Department of Education (LDOE) has worked with partners across the state to bring all early childhood sites receiving public dollars into a single system with consistent quality standards, local governance and leadership through 65 Community Network Lead Agencies (CNLAs).

The LDOE has leveraged Preschool Development Grant (PDG), Child Care and Development Fund (CCDF), and federal stimulus dollars with state and local resources to establish a strong foundation for a statewide birth-to-five (B-5) ECE system to expand access to quality, engage diverse families, and close gaps.



# Ready Start Networks

RSNs support local demand for access, update strategic plans to quality ECE, strengthen coalitions and local governance structures, and identify and develop local funding for expansion and sustainability.



## READY START NETWORK

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

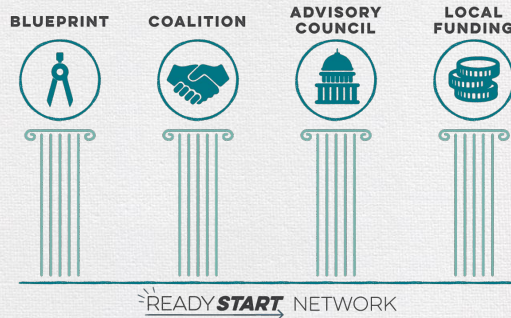
# Ready Start Network

## The Four Pillars

*In 2018, legislation passed that allowed BESE to create and fund pilot programs, called Ready Start Networks, to expand those local responsibilities to include access to quality. Ready Start Networks were codified in policy during the 2021-2022 academic year.*

Driven by local data and context, Ready Start Networks:

- assess local demand for early care and education and create a blueprint to **address gaps**;
- recruit stakeholders to expand **early childhood coalition**;
- establish **local advisory council structures** to make collaborative decisions; and
- implement **fundraising strategies** to satisfy local demand.



# EC Lead Agency Supports

## Community Network Lead Agencies (CNLA)

Coordinated Enrollment  
CLASS<sup>®</sup> Observations  
TS GOLD<sup>®</sup>  
Child Count

## Child Care Resource & Referral Agencies (CCR&R)

Technical assistance  
Coaching  
Training  
Referrals  
Respite Care/SIP

## Mental Health Consultation Services (ECMHC)

Multi-leveled services:  
Network  
Program  
Classroom  
Child and Family

## Ready Start Network Lead Agencies (RSN)

Blueprint  
Coalition  
Advisory Council  
Local Funding

Access

# The Ready Start Networks

## Publicly-Funded Licensed Early Learning Sites

### Site Type

|                   | Type I | Type II | Type III | FCC | In-Home |
|-------------------|--------|---------|----------|-----|---------|
| <b>April 2023</b> | 207    | 168     | 1161     | 248 | 6       |
| <b>May 2023</b>   | 207    | 167     | 1157     | 245 | 4       |
| <b>June 2023</b>  | 207    | 164     | 1159     | 246 | 4       |

### Star Ratings:

|             | 0 Stars | 1 Star | 2 Star | 3 Star | 4 Star | 5 Star |
|-------------|---------|--------|--------|--------|--------|--------|
| <b>2022</b> | 22*     | 7      | 67     | 420    | 507    | 61     |
| <b>2023</b> | 7*      | 7      | 78     | 408    | 448    | 51     |

*\*This does not include new, unrated sites.*

# Supporting Quality Improvements in Early Childhood Classrooms

## Teacher Preparation

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

## Coaching and Training

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

## Professional Development

- [Key Training Modules](#)
- [Louisiana Early Leaders Academy \(LELA\)](#)
- [Child Care Curriculum Initiative](#)
- [Teaching Strategies GOLD<sup>®</sup>](#)
- Community Network Lead Agency Collaborations
- [Teacher Leader Summit](#)
- [Early Childhood Conference](#)



## Recent Funding Opportunities

# Publicly-Funded Early Care and Education Programs

|                      | CCAP  | Head Start   | LA 4  | NSECD   | B - 3  |
|----------------------|---|--|---|---|--|
| Eligibility criteria | <p>Families that are</p> <ul style="list-style-type: none"> <li>At/below 85% of State Median Income (SMI)</li> <li>Working, in school or in training 20 hours per week or more; actively seeking employment; or experiencing homelessness</li> </ul> <p>Age B-13 years old or up to 18 if child with disabilities</p> | <p>Families that are</p> <ul style="list-style-type: none"> <li>At/below 100% Federal Poverty Level (FPL)</li> <li>(30% up to 135% of the Federal Poverty Level and 10% over income)</li> </ul> <p>Head Start: 3 and 4-years-old</p> <p>Early Head Start: infants and toddlers</p> | <p>Families that are at or below 200% of the Federal Poverty Level (FPL)</p> <p>4-year-olds</p> | <p>Families that are at or below 200% of the Federal Poverty Level (FPL)</p> <p>Primarily 4-year-olds; some (small number) 3-year-olds potentially if the site also serves 4-year-olds with NSECD</p> | <p>Families that are</p> <ul style="list-style-type: none"> <li>At or below 85% of the State Median Income (SMI)</li> <li>Working or in school 20 hours a week or more, or actively seeking work</li> </ul> <p>Infants through 3-year-olds</p> |
| Program requirements | Type III licensed child care centers, child care assistance-certified home- and school-based providers  | School districts, educational service districts, community action agencies, faith-based organizations, community colleges/universities   | School systems apply for seats for LA 4   | Eligible providers for NSECD are BESE-approved nonpublic schools and Type III child care centers  | Eligible providers are CCAP-certified, rated Proficient or higher, have all teachers with or pursuing the Early Childhood Ancillary Certificate, and must offer infant care  |
| Hours/days           | 8-hour day, full year   | 6-hour day, academic year  | 6-hour day, academic year   | 6-hour day, academic year   | 6-hour day, 10 months (at minimum)   |



# Publicly-Funded Early Care and Education Programs

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

<sup>1</sup> This reflects a full-time, annual per child rate as of October 2022 and does not include bonuses

<sup>2</sup> This reflects per child allocation, not average expenditure

# Licensed Early Learning Centers and CCAP-Certified Family Child Care

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

## Number of Early Learning Sites by Type:

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

# The Ready Start Networks Early Childhood Education Fund

*The Louisiana Department of Education allocated funding to seven Community Network Lead Agencies that raised qualifying local funds for the Early Childhood Education fund.*

| Community Network Lead Agency | State Match Funds Allocated | Total Funds For Seats (State Match + Local Funds) | Total Anticipated Children Served by Local and State Funds in 2023-2024 |
|-------------------------------|-----------------------------|---|---|
| <b>Ascension</b>              | \$954,000                   | \$1,908,000                                       | 136   |
| <b>Bossier</b>                | \$ 43,910                   | \$87,821  | 18  |
| <b>Caddo</b>                  | \$ 2,800,000                | \$5,600,000                                       | 450   |
| <b>Jefferson</b>              | \$ 399,700                  | \$799,400   | 99  |
| <b>Orleans</b>                | \$ 21,449,919               | \$42,899,838                                      | 1,810   |
| <b>Pointe Coupee</b>          | \$ 1,000                    | \$2,000   | 1   |
| <b>Sabine</b>                 | \$ 5,315                    | \$10,630  | 1   |

# The Ready Start Networks

## *Believe!* Requests and Allocations



| Category             | # Networks Awarded | Amount Allocated   | Average Allocation | Min - Max Allocation     |
|----------------------|--------------------|--------------------|--------------------|--------------------------|
| Stabilization        | 55                 | \$3,822,094        | \$62,657           | \$0 - \$482,1554         |
| Access Expansion     | 44                 | \$1,411,017        | \$23,131           | \$0- \$35,800*           |
| Quality Improvements | 58                 | \$2,244,930        | \$36,802           | \$0-\$212,500            |
| Family Engagement    | 58                 | \$1,852,328        | \$30,366           | \$0- \$140,000           |
| <b>Total</b>         |                    | <b>\$9,330,369</b> | <b>\$152,957</b>   | <b>\$0 - \$1,350,750</b> |



# The Ready Start Network Key Activities

# Ready Start Networks

## Key PDG Activities

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

- In May 2023, 5 Ready Start Networks began participation in a Preschool Development Grant (PDG) Workforce Planning SubGrant to study local-level data related to workforce development, recruitment, and retention.
- Another 5 Ready Start Networks began participation in a PDG Family Engagement and Leadership grant to promote family engagement initiatives at the network level through:
  - robust communication strategies to expand family engagement,
  - the leadership development of parents, and
  - sharing of best practices that most effectively prepare children for success in school and beyond.

# The Ready Start Networks

## Supporting Teachers to Be Successful

*The Department supported teachers and leaders to support young children with disabilities by providing training and materials to networks for the administration of developmental screening.*

- Community Network Lead Agencies reported that 86% of networks administered a universal developmental screener to 18,122 publicly-funded pre-K children in school-based settings across the state.
- The Department presented sessions at the 2023 Teacher Leader Summit and Early Childhood Conference to improve outcomes for children with disabilities. Sessions included the following:
  - **Promoting Inclusion in Early Childhood** - This session provided the field with information on creating inclusive environments, how inclusion impacts child achievement, and supporting children with disabilities in inclusive environments.
  - **Accelerating Learning in Early Childhood Settings** - This session provided the field with information on accelerating learning in early childhood by embedding high-quality instruction within the learning day to maximize success for all children.
- The Young Children with Disabilities Community of Practice provided training to early childhood administrators to improve child outcomes and data hygiene practices when using TS GOLD®.



**What did you learn today about Louisiana's vision for early care and education?**





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Louisiana Department of Education**

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