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Welcome back!





Capital Quality Logo and Tagline

Logo and Tagline

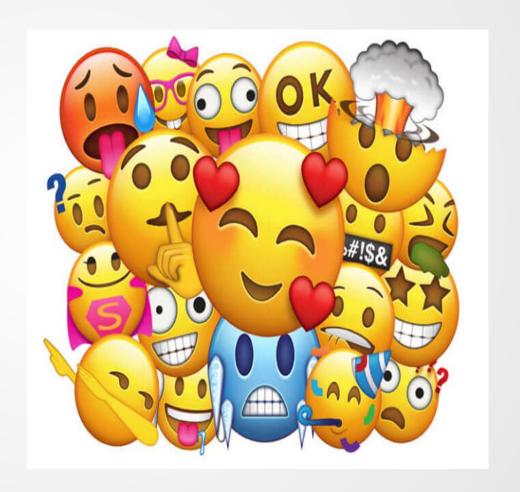
 Providers helped develop the Capital Quality logo and tagline, Advancing Excellence in Early Childhood Education.







Capital Quality Emojis





Going for the Gold and Capital Quality Comparison



Going for the Gold vs. Capital Quality

Characteristics	Going for the Gold	Capital Quality
Participants	Subsidy Programs	Open to all licensed providers and required for subsidy providers
Rating Standards	Accreditation	 Effective Learning Environment measured by the Classroom Assessment Scoring System (CLASS) and the Environmental Rating Scales (ERS) CLASS Pre-K for programs with pre-K Infant/Toddler Environment Rating Scale-Revised (ITERS-R) (for centers) and the Family Child Care Environment Rating Scale-Revised (FCCERS-R) (for homes) In-Seat Attendance (pre-K only)
Quality Standards	Going for the Gold focuses on the following standards: 1. Continued accreditation 2. Subsidy participation 3. Professional development 4. Use of curriculum 5. Parent involvement 6. Health and safety	Capital Quality focuses on the continuous quality improvement plan, which is supported by quality facilitators. All programs will select areas of improvement related to: 1. Effective learning environment 2. Attendance 3. Curriculum and child progress monitoring 4. Professional development 5. Family engagement 6. Optional items related to health and safety



Going for the Gold vs. Capital Quality

Characteristics	Going for the Gold	Capital Quality
Rating Levels	Bronze, Silver, Gold	Developing, Progressing, Quality, High Quality
Incentives and Support	 Tiered reimbursement Priority for other specific grant 	 Tiered reimbursement Priority for other specific grants Quality facilitators and technical assistance Materials and resources
Consumer Information	Information was not publically posted, but is available	 Quality profile will include the rating and additional program information Quality profile will be posted at the facility Quality profile will be available online

















Who, What, Where, When, Why, Which

Define the goal as much as possible with no ambiguous language.

WHO is involved, WHAT
do I want to accomplish,
WHERE will it be done,
WHY am I doing this
(reasons, purpose),
WHICH constraints /
requirements do I have?

Measurable From and To

Can you track the progress and measure the outcome?

How much, how many, how will I know when my goal is accomplished?



Is the goal reasonable enough to be accomplished? How so?

How

Make sure the goal is not out of reach or below standard performance.



Relevant
Worthwhile

Is the goal worthwhile and will it meet your needs?

Is each goal consistent with other goals you have established and fits with your immediate and long term plans?



Your objective should include a time limit. "I will complete this step by month/day/year."

It will establish a sense of urgency and prompt you to have better time management.







	What will it take? What actions or conditions are necessary for each strategic lever to impact the instructional core and help our center or home realize its goals?	What's our current status? How do the current actions and conditions of our center or home support the goals established? Where gaps exist, what actions will be necessary to ensure our center or home can meet established goals? What are the third-party supports needed?
Teacher capacity		
Curriculum		
Instructional resources		
Professional learning communities and data sources		
Leadership and ownership of implementing theory of action		



Professional Development Opportunities



My Child Care DC features:

- Easy-to-use search with multiple options for searching and filtering results.
- Clean, bright provider profiles with regularly updated information about each facility, including location, ages of children served, quality information, and information about most recent facility inspection reports.
- Important information about early child development and care for families and early learning professionals.





Professional Development Information System (PDIS)

So Long PDR! The New PDIS is Online

- The new Professional Development Information System (PDIS)
 was built to replace the current Professional Development
 Registry (PDR).
- The PDIS will allow professionals to register for and track training, upload and store necessary documentation, input work experience, generate a resume and gain access to valuable resources.

Contact Information

- For more information about the new PDIS, please visit www.dcpdis.org.
- For questions or if you need assistance, please contact the OSSE help desk at (202) 478-5903 or email <u>DCPDIS@dc.gov</u>.

Professional Development Opportunities from the Child Care Resource and Referral (CCR&R)

- Related professional development opportunities from the CCR&R team
- CCR&R additional resources
- Additional training opportunities
 - -Quorum

What is Early Childhood Share DC?

A one-stop resource for early childhood professionals in the District

- 1,200 classroom and administration resources, discounts at leading vendors/retailers, and direct links to key forms and websites
 - Customized for the needs of providers in the District by a local steering committee and a test group of providers
- Designed to help providers
 - Save time
 - Increase quality
 - Reduce costs
 - Share knowledge
- Valuable for providers of all types and sizes. There's something here for everyone!
- Access it through: <u>www.ecsharedc.org</u>



Continuous Quality Improvement Plan (CQIP)

- CQIP goal for the month:
 - Learning environment standard
 - Environment Rating Scale (ERS) goals and action steps

Next Community of Practice (CoP) Meeting

- Topics:
 - Data-driven goal setting and action steps
 - Practice-based coaching and staff professional development (Part 2)
- <u>Date/Time:</u> Friday, Feb. 23, 2018 or Saturday, Feb. 24, 2018, 10 a.m.-12 p.m.





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Thank you!