



# Capital Quality Community of Practice

Data-driven goal setting and action steps

Practice-based coaching and staff professional development (Part 1)

Jan. 26 and 27, 2018



# Agenda

- I. Welcome
- II. Icebreaker
- III. Going for the Gold and Capital Quality Comparison
- IV. Environment Rating Scale (ERS) Overview
- V. Data-Driven Goal Setting and Action Steps
- VI. Professional Development Opportunities
- VII. Next Steps



Welcome





# 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.*





| Icebreaker

## 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	<ol style="list-style-type: none"><li>1. Effective Learning Environment measured by the Classroom Assessment Scoring System (CLASS) and the Environmental Rating Scales (ERS)<ul style="list-style-type: none"><li>• CLASS Pre-K for programs with pre-K</li><li>• Infant/Toddler Environment Rating Scale-Revised (ITERS-R) (for centers) and the Family Child Care Environment Rating Scale-Revised (FCCERS-R) (for homes)</li></ul></li><li>2. In-Seat Attendance (pre-K only)</li></ol>
Quality Standards	<p>Going for the Gold focuses on the following standards:</p> <ol style="list-style-type: none"><li>1. Continued accreditation</li><li>2. Subsidy participation</li><li>3. Professional development</li><li>4. Use of curriculum</li><li>5. Parent involvement</li><li>6. Health and safety</li></ol>	<p>Capital Quality focuses on the continuous quality improvement plan, which is supported by quality facilitators. All programs will select areas of improvement related to:</p> <ol style="list-style-type: none"><li>1. Effective learning environment</li><li>2. Attendance</li><li>3. Curriculum and child progress monitoring</li><li>4. Professional development</li><li>5. Family engagement</li><li>6. Optional items related to health and safety</li></ol>



# 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	<ol style="list-style-type: none"><li>1. Tiered reimbursement</li><li>2. Priority for other specific grant</li></ol>	<ol style="list-style-type: none"><li>1. Tiered reimbursement</li><li>2. Priority for other specific grants</li><li>3. Quality facilitators and technical assistance</li><li>4. Materials and resources</li></ol>
Consumer Information	Information was not publically posted, but is available	<ol style="list-style-type: none"><li>1. Quality profile will include the rating and additional program information</li><li>2. Quality profile will be posted at the facility</li><li>3. Quality profile will be available online</li></ol>



# Environmental Rating Scale (ERS) Overview



# Data-Driven Goal Setting and Action Steps



# Data-Driven Goal Setting and Action Steps



**DATA TELLS A STORY**





# Data-Driven Goal Setting and Action Steps

A young boy with short dark hair, wearing an orange t-shirt, is sitting at a wooden table in a classroom. He is focused on playing with wooden blocks and sticks, building a structure. In the background, other children and an adult are visible, but they are out of focus. The scene is brightly lit, suggesting a sunny day.

**GOAL SETTING**



# Data-Driven Goal Setting and Action Steps



S

**Specific**

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?



M

**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?



A

**Attainable**

How

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

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



R

**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?



T

**Timely**

When

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.





# Data-Driven Goal Setting and Action Steps



**NEXT STEPS**



# Data-Driven Goal Setting and Action Steps

	<b>What will it take?</b> What actions or conditions are necessary for each strategic lever to impact the instructional core and help our center or home realize its goals?	<b>What's our current status?</b> 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?
<b>Teacher capacity</b>		
<b>Curriculum</b>		
<b>Instructional resources</b>		
<b>Professional learning communities and data sources</b>		
<b>Leadership and ownership of implementing theory of action</b>		



# Professional Development Opportunities





# My Child Care DC

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.





## **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](http://www.dcpdis.org).
  - For questions or if you need assistance, please contact the OSSE help desk at (202) 478-5903 or email [DCPDIS@dc.gov](mailto:DCPDIS@dc.gov).



## **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: [www.ecsharedc.org](http://www.ecsharedc.org)



## Next Steps





# Next Steps

## **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)
- Date/Time: Friday, Feb. 23, 2018 **or** Saturday, Feb. 24, 2018, 10 a.m.-12 p.m.



Q&A



# FIND US

## FIND US

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| Thank you!