



Every Student Succeeds Act (ESSA) Early Learning Working Group

May 14, 2018



Agenda

- I. Welcome and Introductions
- II. DC's Early Childhood Development Program Landscape
- III. Every Student Succeeds Act (ESSA) and Head Start Act
Coordination Requirements
- IV. ESSA Early Learning Working Group
- V. Review of Draft Citywide Memorandum of Agreement
(MOA)
- VI. Questions and Answers
- VII. Closing and Next Steps



Welcome and Introductions



DC's Early Childhood Development Program Landscape



My Child Care DC

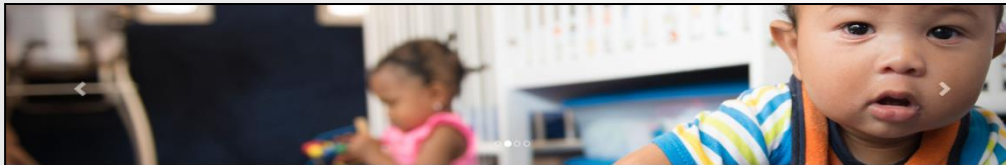
My Child Care DC features:

- **All** licensed child care providers are on the website.
- **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.





My Child Care DC



WELCOME TO MY CHILD CARE DC

My Child Care DC is a place for parents to access meaningful information about child care in DC at their fingertips. You can search for licensed child care, browse and compare child care options, and learn about helpful early learning resources. Start browsing now!

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Early Care and Education at a Glance



465 OSSE licensed child development facilities



353 Center-based child development facilities



112 Home-based child development facilities



Search Our Provider Network

Welcome to My Child Care DC. Below, you can search for child care facilities in the District of Columbia. Start by entering a facility's name, an address, or a zip code and clicking the magnifying glass icon. Or, you can click on the button for "Search All Providers" to see a full list. You may filter your choices further on the Search Results page.

If unknown, type first few letters ...

Max distance: 1 Miles 3 Miles 7 Miles

Search zip code area ...

[Search All Providers](#)

| MY CHILD CARE DC | | | | |
|---|---|----------------|---|--|
| Search | | Search Results | Comparison Table | |
| <input checked="" type="checkbox"/> Map | Facility | Accreditation | Services | |
| <input type="checkbox"/> | A 2 New Heights Child Development Center 4124 3rd ST,NW 20011 (202) 726-1999 - Ward #4 More Info Compare Refine | NAEYC | <input type="button" value="0"/> | |
| <input type="checkbox"/> | B A Step Above Child Development Center 1424 North Capitol ST, NW 20002 (202) 886-1351 - Ward #5 More Info Compare Refine | N/A | ★ | |
| <input type="checkbox"/> | C ABC Child Development Center 32 Grant Circle, NW 20011 (202) 829-8444 - Ward #4 More Info Compare Refine | N/A | <input type="button" value="0"/> <input type="button" value="F"/> | |
| <input type="checkbox"/> | D Ada Masin Guzman 305 Hamilton ST, NW 20011 (202) 425-9027 - Ward #4 More Info Compare Refine | N/A | <input type="button" value="0"/> | |
| <input type="checkbox"/> | E Adeola Oyekola 866 Yuma ST, SE 20032 (202) 341-3504 - Ward #8 More Info Compare Refine | N/A | <input type="button" value="0"/> <input type="button" value="F"/> | |
| <input type="checkbox"/> | F Adventureland Day Nursery # 1 4015 Kansas AVE, NW 20011 (202) 722-0828 - Ward #4 More Info Compare Refine | NAEYC | <input type="button" value="0"/> <input type="button" value="F"/> | |
| <input type="checkbox"/> | G Adventureland Day Nursery II 1109 Buchanan ST, NW 20011 (202) 722-0801 - Ward #4 More Info Compare Refine | NAEYC | <input type="button" value="0"/> | |



Licensed Infant and Toddler Programs

| Ward | Number of Licensed Sites | Subsidy Enrollment | Total Licensed Capacity* |
|--------------|--------------------------|--------------------|--------------------------|
| Total | 386 | 5,124 | 8,643 |
| 1 | 31 | 601 | 935 |
| 2 | 51 | 122 | 1,704 |
| 3 | 19 | 2 | 508 |
| 4 | 76 | 928 | 1,341 |
| 5 | 52 | 861 | 1,082 |
| 6 | 41 | 223 | 829 |
| 7 | 54 | 1,018 | 945 |
| 8 | 62 | 1,369 | 1,299 |



Overview of DC Pre-K Programs

Figure 12. THREE-YEAR olds and FOUR-YEAR olds served in DC in FY 2017

| Age | Census Data ⁹ | Number Enrolled | Percent Served |
|--------------|--------------------------|-----------------|----------------|
| 3-Year-Olds | 8,710 | 5,980 | 69% |
| 4-Year-Olds | 8,077 | 7,186 | 89% |
| Total | 16,787 | 13,166 | 78% |

Figure 13. Public Pre-K Program Access by Sector in FY 17

| Sector | Sites | Enrollment | Number of Classrooms | Estimated Capacity | Estimated Utilization | Estimated Number of Available Slots |
|--|------------|---------------|----------------------|--------------------|-----------------------|-------------------------------------|
| DCPS | 77 | 5,829 | 350 | 5,864 | 99.4% | 35 |
| Public Charter Schools | 59 | 6,700 | 341 | 6,820 | 98.2% | 120 |
| Pre-K Enhancement and Expansion Program in CBO Sites | 21 | 637 | 45 | 720 | 88.5% | 83 |
| Total | 157 | 13,166 | 736 | 13,404 | 98.2% | 238 |



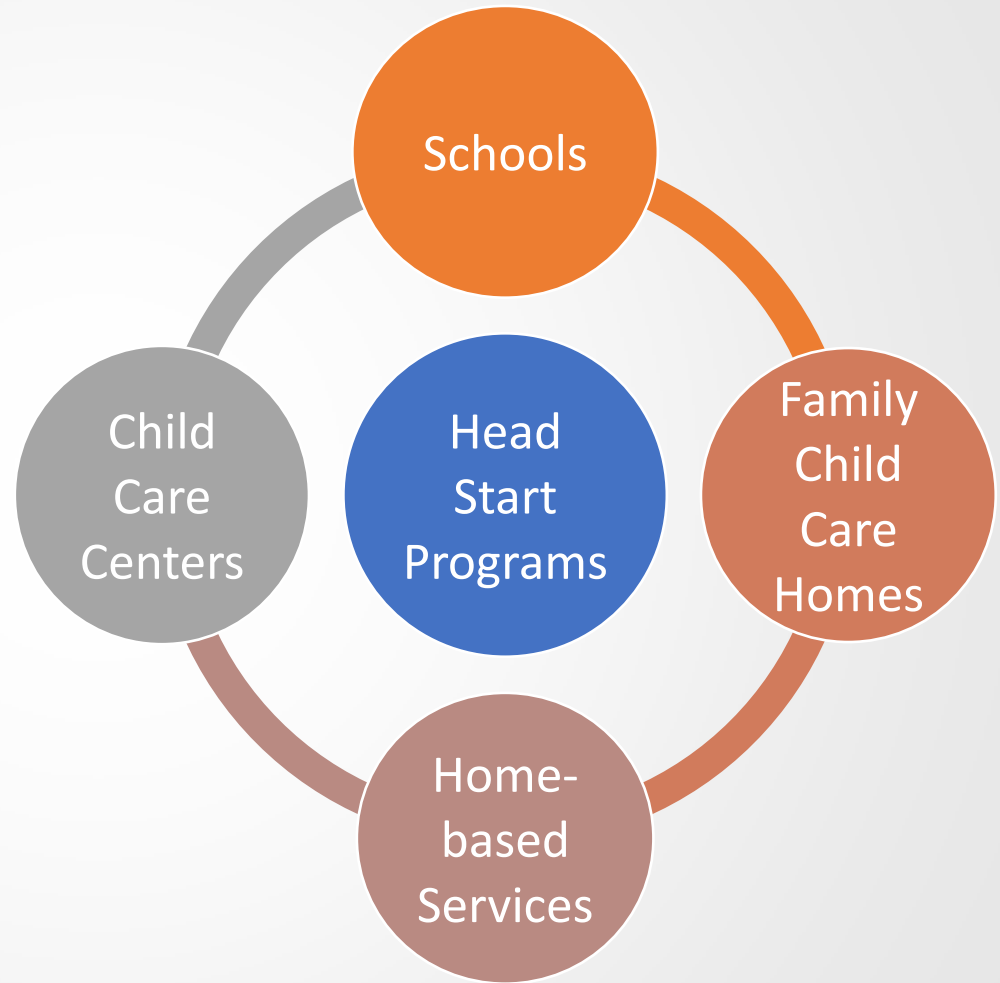
Early Head Start and Head Start Programs

- The federally funded Head Start program is an integral component of DC's high-quality early childhood development system and is key to building capacity for public Pre-k programming.
- OSSE is committed to partnering with DC's Head Start grantees to eliminate the systemic barriers to educational opportunities by supporting high-quality, developmentally appropriate, family-centered services for all children throughout the District.



Early Head Start and Head Start Programs

- Head Start programs promote school readiness of children ages birth to five from low-income families by supporting their development through early learning, health services and family well-being.
- Head Start and Early Head Start programs offer a variety of service models, depending on the needs of the local community.



Source: <https://www.acf.hhs.gov/ohs/about/head-start>



Early Head Start and Head Start Services

Early Learning

- Children's readiness for school and beyond is fostered through individualized learning experiences.

Health

- All children receive health and development screenings, nutritious meals, oral health and mental health support.
- Programs connect families with medical, dental and mental health services to ensure that children are receiving the services they need.

Family Well-being

- Parents and families are supported in achieving their own goals, such as housing stability, continued education, employment assistance and financial security.

Source: <https://www.acf.hhs.gov/ohs/about/head-start>



Early Head Start and Head Programs in DC

| Program | Early Head Start Home-Based | Early Head Start Center | Head Start Center | Total Enrollment by Grantee |
|---|-----------------------------|-------------------------|-------------------|-----------------------------|
| DC Public Schools | | | 5,249 | 5,249 |
| Bright Beginnings, Inc. | 64 | 104 | 45 | 213 |
| CentroNía | 60 | 12 | | 72 |
| Rosemount | 77 | 39 | | 116 |
| Edward C. Mazique Parent Child Center, Inc. | | 180 | | 180 |
| United Planning Organization (UPO) | | | | 671 |
| Educare of Washington, DC ¹⁶ | | 72 | 85 | |
| AppleTree Early Learning Center PCS Douglas Knolls | | | 27 | |
| AppleTree Early Learning Center PCS Parkland | | | 43 | |
| AppleTree Early Learning Center PCS Oklahoma Avenue | | | 28 | |
| Azeeze Bates | | 16 | | |
| Ballou | | 16 | | |
| Christian Tabernacle | | 16 | | |
| C.W. Harris Elementary School | | 48 | | |
| Dunbar | | 8 | | |
| Edgewood | | 24 | | |
| Fredrick Douglass | | 40 | | |
| Luke C. Moore | | 8 | | |
| Roosevelt High School | | 16 | | |
| Woodson | | 8 | | |
| Spanish Education Development (SED) Center | | 36 | | |
| Anacostia High School | | 24 | | |
| Paradise | | 16 | | |
| Atlantic Gardens | | 16 | | |
| Healthy Babies | | 52 | | |
| Home-Based Program | 72 | | | |
| OSSE Quality Improvement Network (QIN) | | 200 | | 200 |
| Total Enrollment by Model | 273 | 951 | 5,477 | 6,701 |



ESSA and Head Start Act Coordination Requirements



ESSA – New Head Start Language

- Local education agencies (LEAs) must form coordination agreements with Head Start agencies.
- Some alignment with Head Start Act coordination requirements
- Other early childhood programs must be in the agreements, if feasible
- Benefits of school-Head Start coordination

*Source: School District Coordination with Head Start and Early Childhood: Helping Young Students Succeed
National Head Start Association (NHSA) and Council of Chief State School Officers (CCSSO) PPT Oct. 2017*



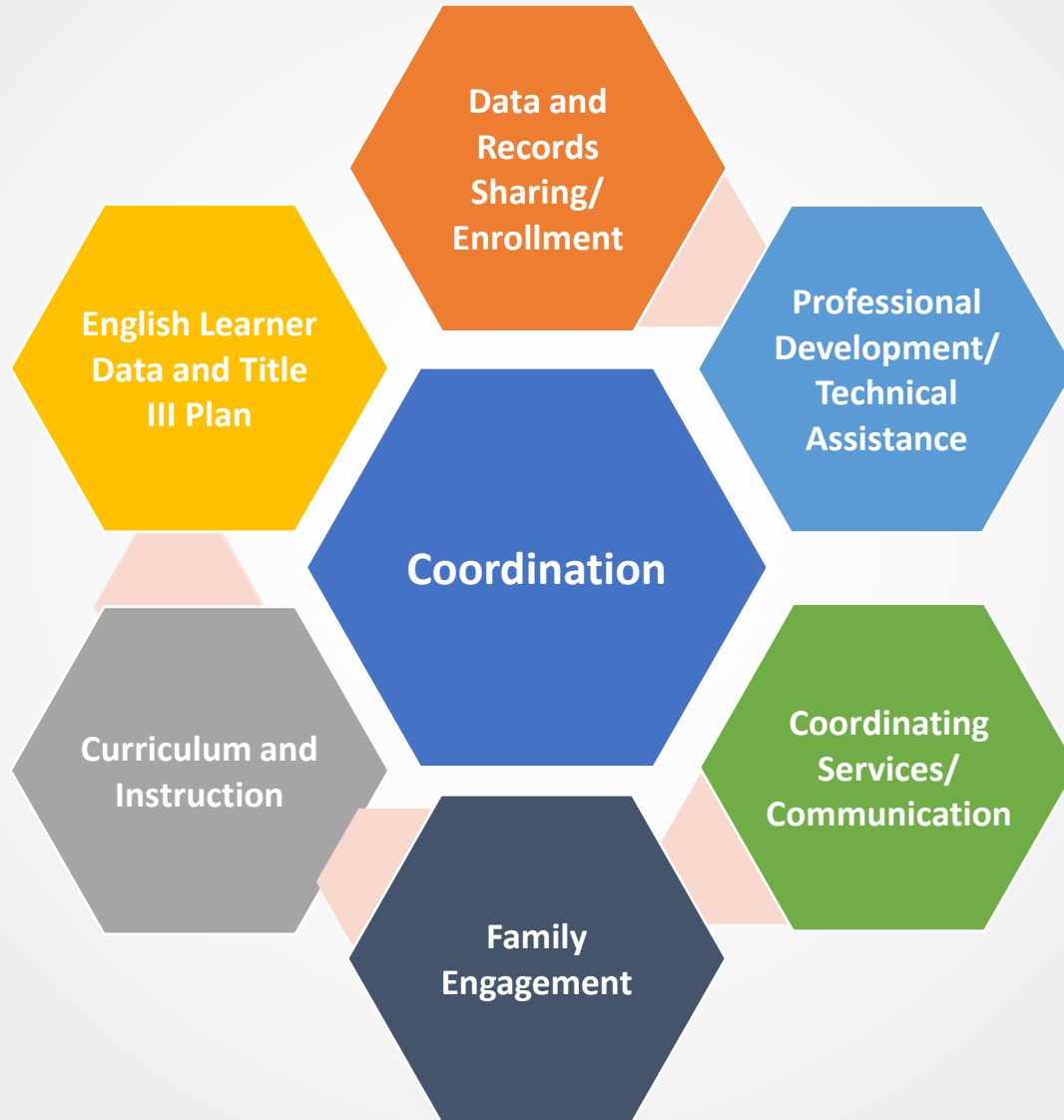
Background of Coordination Requirement

- Previous Elementary and Secondary Education Act (ESEA) versions required coordination, but had loopholes.
- Head Start Act was one way
- Coordination “agreements” added to ESSA
- National Head Start Association (NHSA) involvement
- Key coordination issues: Records, training, parent meetings, education services, staff communication and English learners.

*Source: School District Coordination with Head Start and Early Childhood: Helping Young Students Succeed
National Head Start Association (NHSA) and Council of Chief State School Officers (CCSSO) PPT Oct. 2017*



ESSA Required Coordination Requirements





ESSA Required Coordination Requirements

SEC. 1119. [20 U.S.C. 6322] COORDINATION REQUIREMENTS.

(a) IN GENERAL.—Each local educational agency receiving assistance under this part [Title I, Part A] shall carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. **Each local educational agency shall develop agreements with such Head Start agencies** and other entities to carry out such activities.

(b) ACTIVITIES.—... (1) developing and implementing a systematic procedure for **receiving records** regarding such children, transferred with parental consent ...;

(2) **establishing channels of communication** between school staff and their counterparts (including teachers, social workers, and health staff) ... to facilitate coordination of programs;



ESSA Required Coordination Requirements

- (3) **conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers ...** to discuss the developmental and other needs of individual children;
- (4) organizing and participating in **joint transition-related training** of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and
- (5) **linking the educational services** provided by such local educational agency with the services provided by local Head Start agencies.

SEC. 3116(b)(4)(D) – Title III Funding to Serve English Learners –

...The eligible [LEA or other eligible applicant] will, if applicable, coordinate activities and share relevant data under the plan with ... Head Start agencies, and other early childhood education providers.



LEA Coordination with Head Start

Coordination supports children, families and staff

- Improves availability of services
- Improves quality of services
- Improves children's transitions

*Source: School District Coordination with Head Start and Early Childhood: Helping Young Students Succeed
National Head Start Association (NHSA) and Council of Chief State School Officers (CCSSO) PPT Oct. 2017*



Structural Differences between Schools and Head Start

- Funding
- Accountability
- Governance
- Learning and development practices

*Source: School District Coordination with Head Start and Early Childhood: Helping Young Students Succeed
National Head Start Association (NHSA) and Council of Chief State School Officers (CCSSO) PPT Oct. 2017*



Coordination Elements in Head Start Act, but not in ESEA

Head Start Act - Sec. 642(e)

- Curricular objectives and alignment
- Support for limited English proficient children
- Family outreach
- Facilities
- Transportation
- Technical assistance
- Transition policies and procedures

*Source: School District Coordination with Head Start and Early Childhood: Helping Young Students Succeed
National Head Start Association (NHSA) and Council of Chief State School Officers (CCSSO) PPT Oct. 2017*



What Head Start Leaders Can Do

- Connect with LEA leaders: LEA administrators, board members and specific schools to engage in the process
- Draw from, share and leverage existing coordination MOA
- Share with LEA leaders examples of coordination and essential components
- Involve policy council and parent committee representatives in the process
- Engage the Head Start State Collaboration Office in the process

Source: School District Coordination with Head Start and Early Childhood: Helping Young Students Succeed National Head Start Association (NHSA) and Council of Chief State School Officers (CCSSO) PPT Oct. 2017



What LEAs Can Do

General

- LEAs: Primary responsibility for meeting ESSA coordination requirements
- LEA leaders and boards will need to establish LEA policies and consider any state guidance.

Specifics

- Include coordination agreement with Head Start in ESEA funding application (DC: Fall ESEA ConApp Phase II, due Fall 2018)
- Invite and consider parent and community input, including from Head Start, other early childhood programs
- Engage elementary school principals and teachers in the discussion
- Develop an early childhood advisory committee
- Draw on State Educational Agency (SEA) support
- Involve educational services agencies
- Discuss policy at board meetings

*Source: School District Coordination with Head Start and Early Childhood: Helping Young Students Succeed
National Head Start Association (NHSA) and Council of Chief State School Officers (CCSSO) PPT Oct. 2017*



ESSA Early Learning
Working Group



ESSA Early Learning Working Group

- Working group members included Head Start agencies, LEAs, Public Charter School Board (PCSB), FOCUS and District of Columbia Association for the Education of Young Children (DCAEYC).
- Working group members offered their expertise and recommendations from DC and/or national best practices and research. The working group met monthly to brainstorm best practices and recommendations on each domain of coordination (November through May 2018). [Past meeting presentations can be found here.](#)
- The working group has helped draft a citywide MOA that LEAs may sign to meet the ESSA coordination requirements.
- LEAs that serve pre-K and/or kindergarten applying for ESEA Title I funds in fall 2018 must sign the citywide MOA, **or** may sign separate MOAs with Head Start agencies serving their incoming students.



Working Group Meetings and Timeline

| Meeting Dates | Topics |
|------------------------------|---|
| Nov. 16, 2017 | Professional development/Technical assistance |
| Dec. 12, 2017 | Coordinating services/Communication |
| Jan. 9, 2018 | Family engagement |
| Feb. 15, 2018 | Curriculum and instruction |
| March 22, 2018 | English learner data and Title III plan |
| April 17, 2018 | Data and records sharing/enrollment |
| May 14, 2018, 11 a.m.-1 p.m. | All LEAs are invited to review and provide feedback on the draft MOA |
| June 2018 | Final citywide MOA ready for signature |
| November 2018 | All LEAs applying for ESEA Title I funds must sign citywide MOA or separate MOAs with each Head Start agency. |



Review of Draft Citywide MOA



Discussion Questions

Review the draft MOA. For each area of coordination:

1. How do Head Start, early learning programs and LEAs currently coordinate?
2. What are some best practices on early learning-LEA coordination? (Your organization, DC or research/other states)
3. Would you feel comfortable with your organization signing this draft MOA as written?
4. Are there changes we should make to strengthen this MOA or make it more effective? Are there any other DC resources or best practices we should include?
5. What supports would you need to implement this?



Q&A



Closing and Next Steps



| Thank you!