



# State Early Childhood Development Coordinating Council (SECDCC)

May 21, 2025

# Agenda

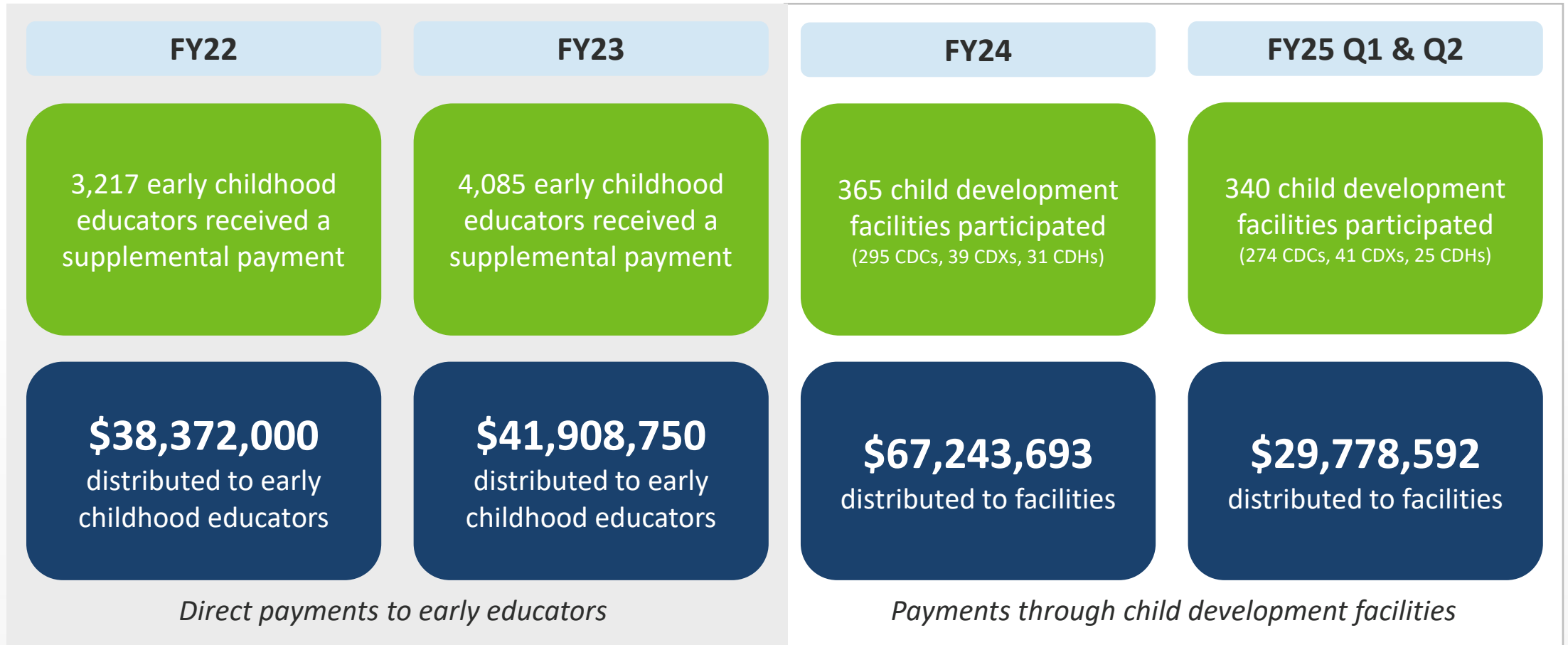
- Welcome and Introductions
- Early Childhood Educator Pay Equity Fund Update
- Whole Child Educator Wellness Grant
- DC Public Library
- Announcement and Public Comments
- Wrap Up



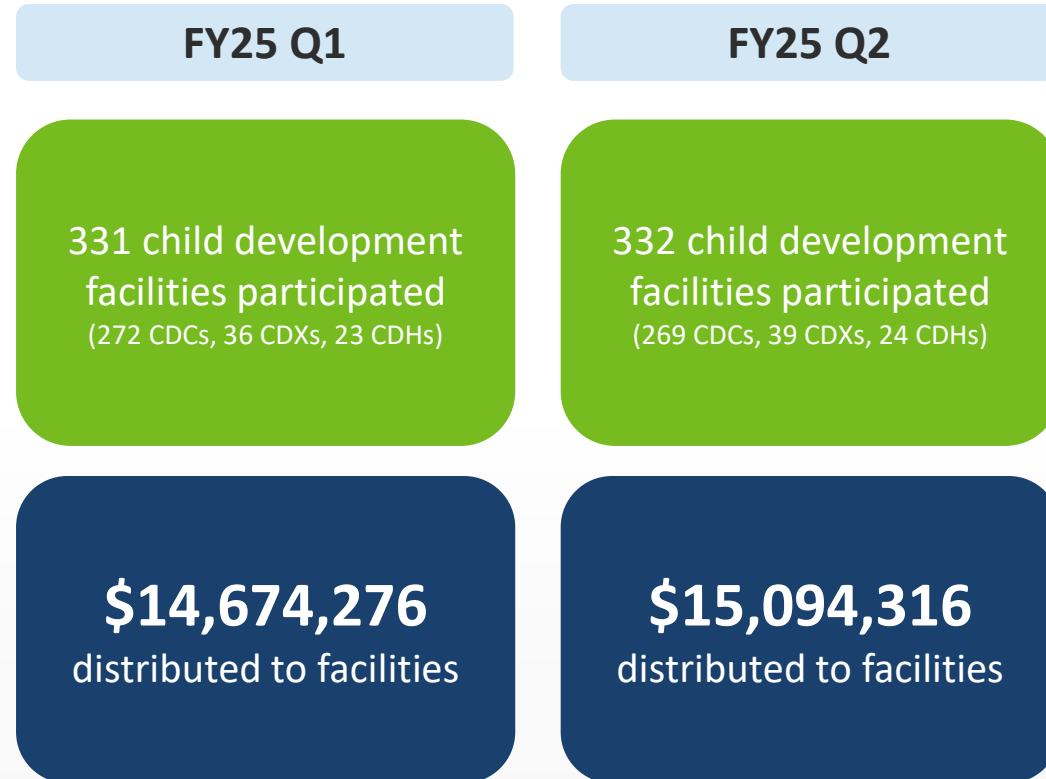
# Early Childhood Educator Pay Equity Fund Update

*Fiscal Year 2025 (FY25) Quarter 1 (Q1) and Quarter 2 (Q2) Data  
Summary*

# To date, the Office of the State Superintendent of Education (OSSE) has distributed more than \$177 million to boost early educator pay



# In FY25 to date, OSSE has distributed more than \$29 million to child development facilities



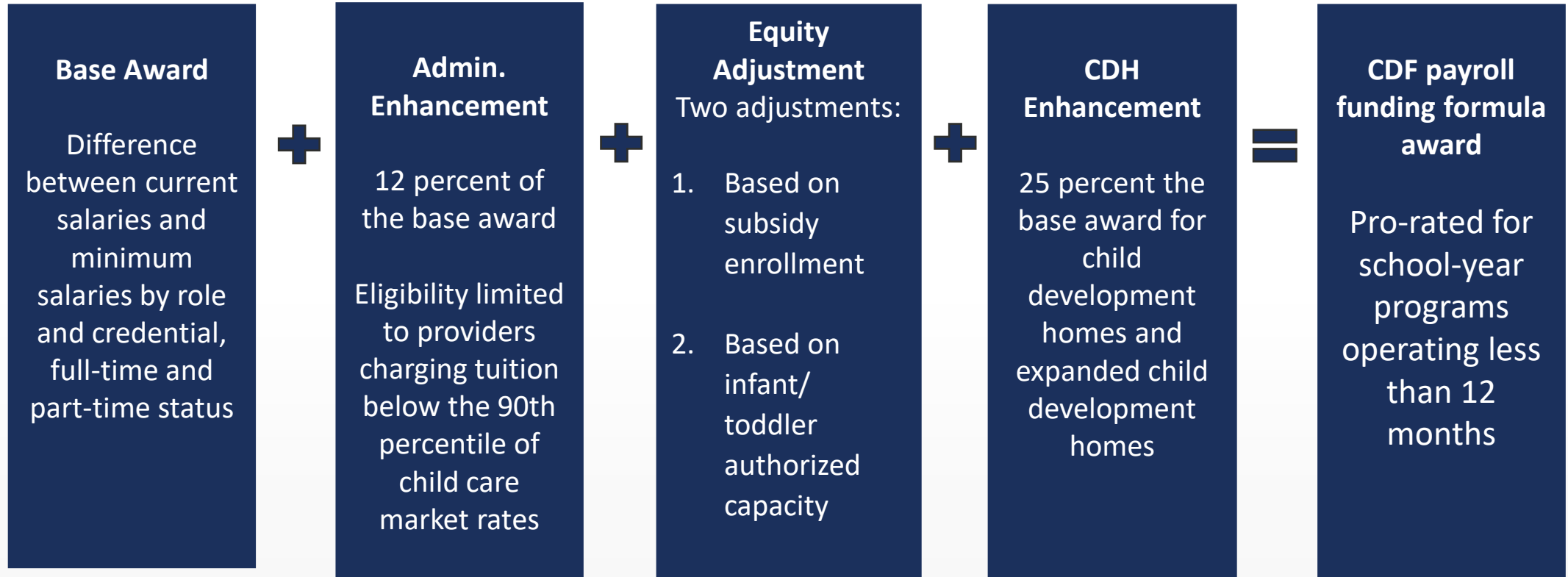
# FY25 Changes

- Child development facilities participating in the Early Childhood Educator Pay Equity Fund are required to meet minimum salary requirements for educators, based on role and credential. OSSE updated the [minimum salaries](#) for some roles and credentials.
- OSSE updated the [Child Development Facility \(CDF\) payroll funding formula](#), which is used to calculate how much monies child development facilities will receive from the Early Childhood Educator Pay Equity Fund.
- These changes affected how much funding child care providers receive and how much they are required to pay employees.

# FY25 minimum salaries were updated in accordance with Task Force recommendations

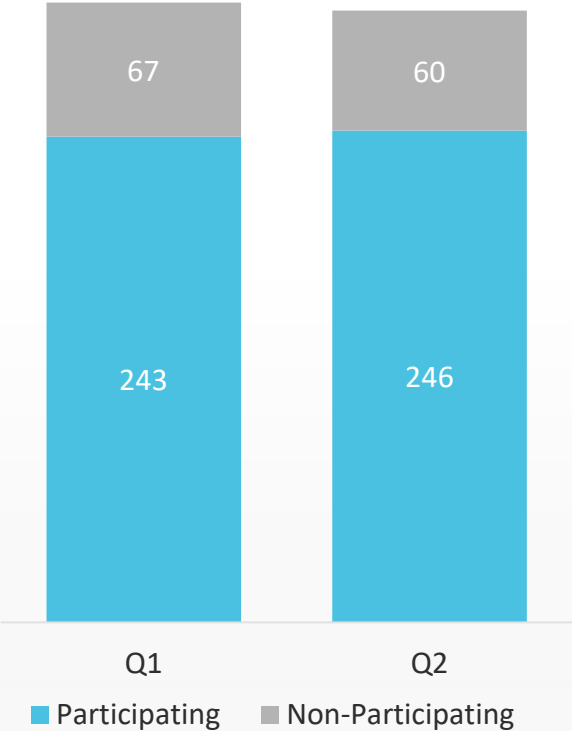
Staff Type	Credential	Minimum Salaries for FY25 (annual salary)	Minimum Salaries for FY25 (hourly wage)
<ul style="list-style-type: none"> <li>Assistant Teacher</li> <li>Associate Home Caregiver</li> </ul>	Child Development Associate (CDA) or equivalent	\$51,006	\$24.52/hour
	Associate degree (or higher) or 60 hours of college-level coursework in any field	\$54,262	\$26.09/hour
<ul style="list-style-type: none"> <li>Teacher</li> <li>Expanded Home Caregiver</li> </ul>	CDA or equivalent	\$51,006	\$24.52/hour
<ul style="list-style-type: none"> <li>Home Caregiver</li> </ul>	CDA or equivalent	\$54,262	\$26.09/hour
<ul style="list-style-type: none"> <li>Teacher</li> <li>Home Caregiver</li> <li>Expanded Home Caregiver</li> </ul>	Associate degree in Early Childhood Education (ECE); associate degree with greater than or equal to 12 credit hours in ECE; or 60 hours of college-level coursework with greater than or equal to 12 credit hours in ECE	\$63,838	\$30.69/hour
	Bachelor's degree in ECE or bachelor's degree (or higher) with greater than or equal to 12 credit hours in ECE	\$75,103	\$36.11/hour

# Updated CDF Payroll Funding Formula (effective FY25)

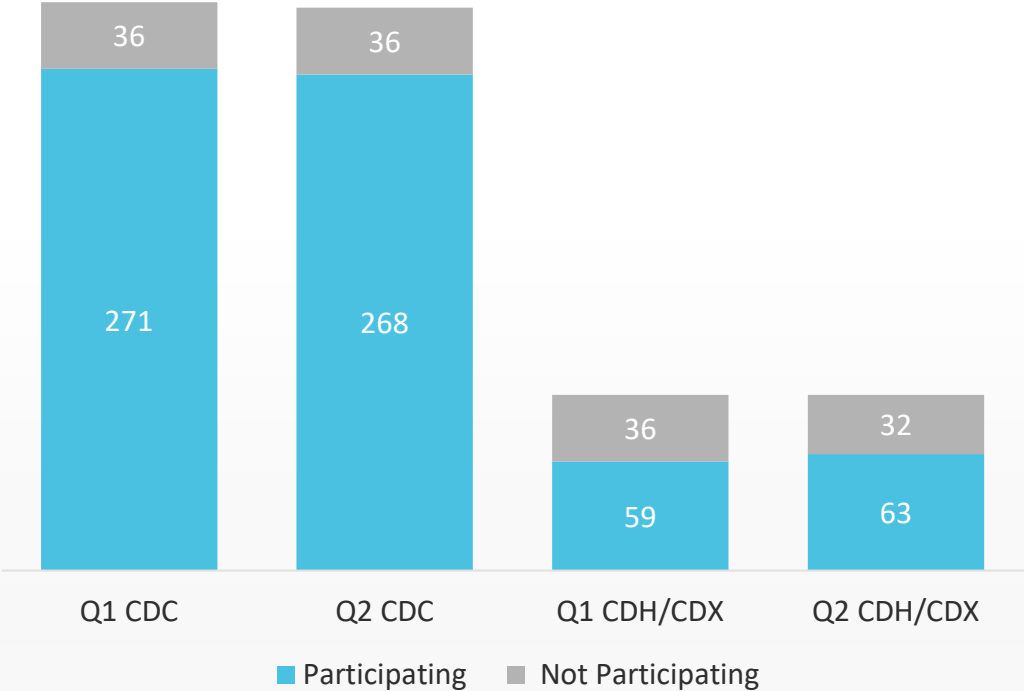


# Child care provider and facility participation in FY25 Q1 and Q2

Number of participating vs. non-participating eligible providers in the Pay Equity Fund

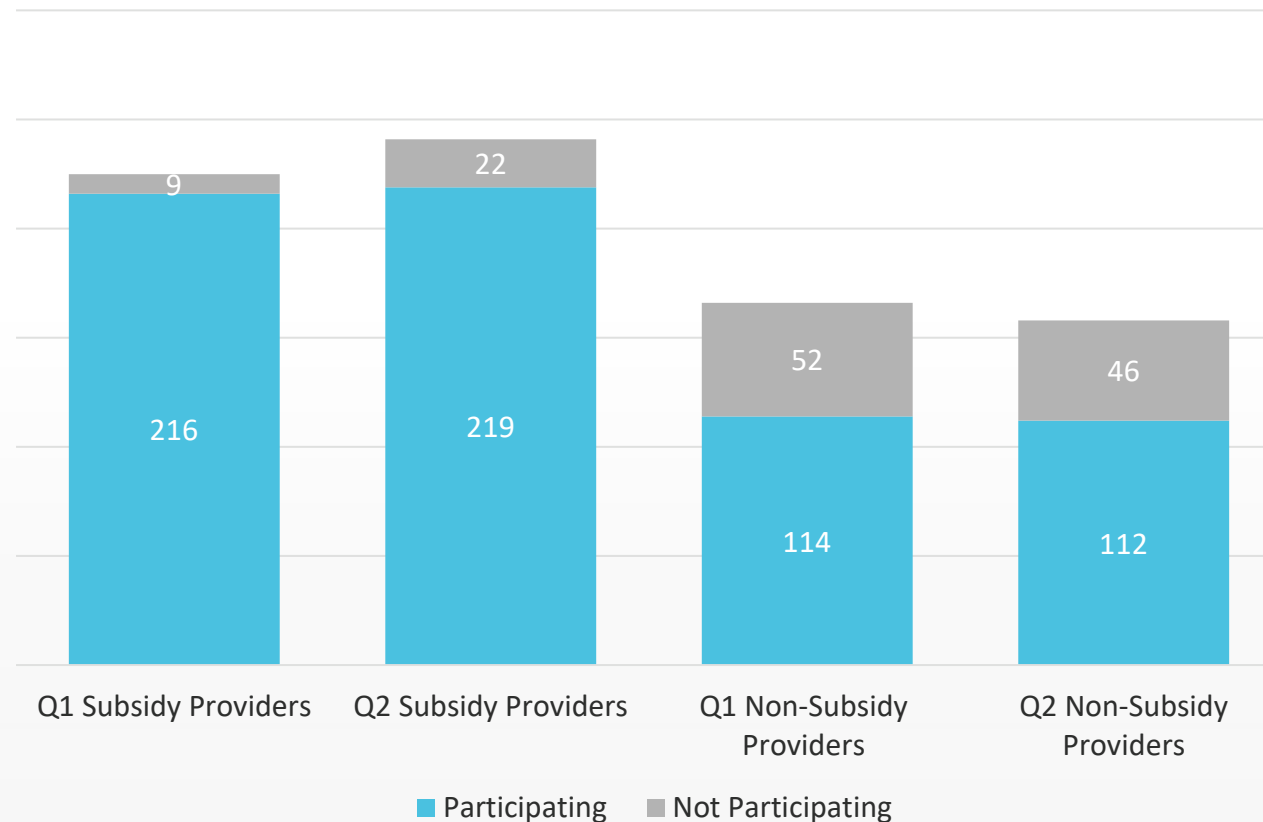


Number of participating vs. non-participating eligible facilities in the Pay Equity Fund by facility type

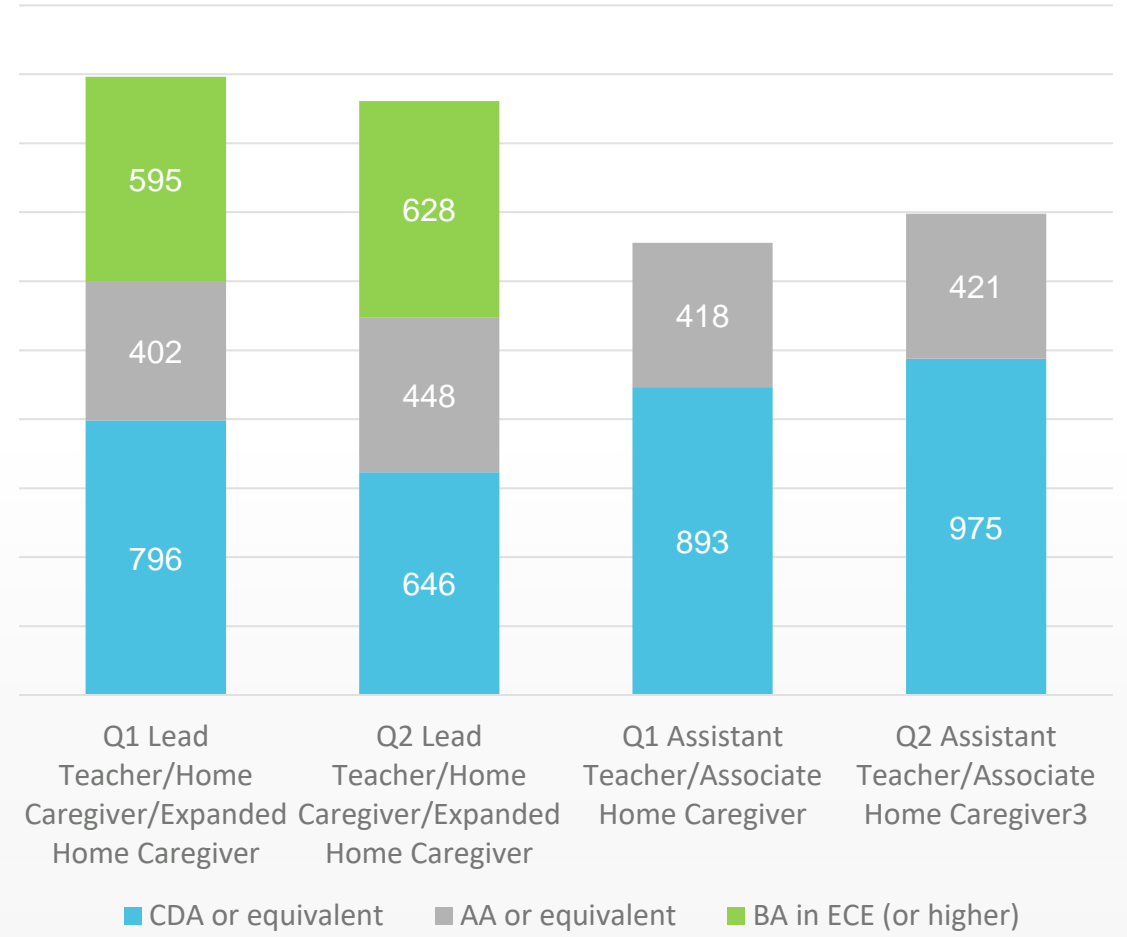
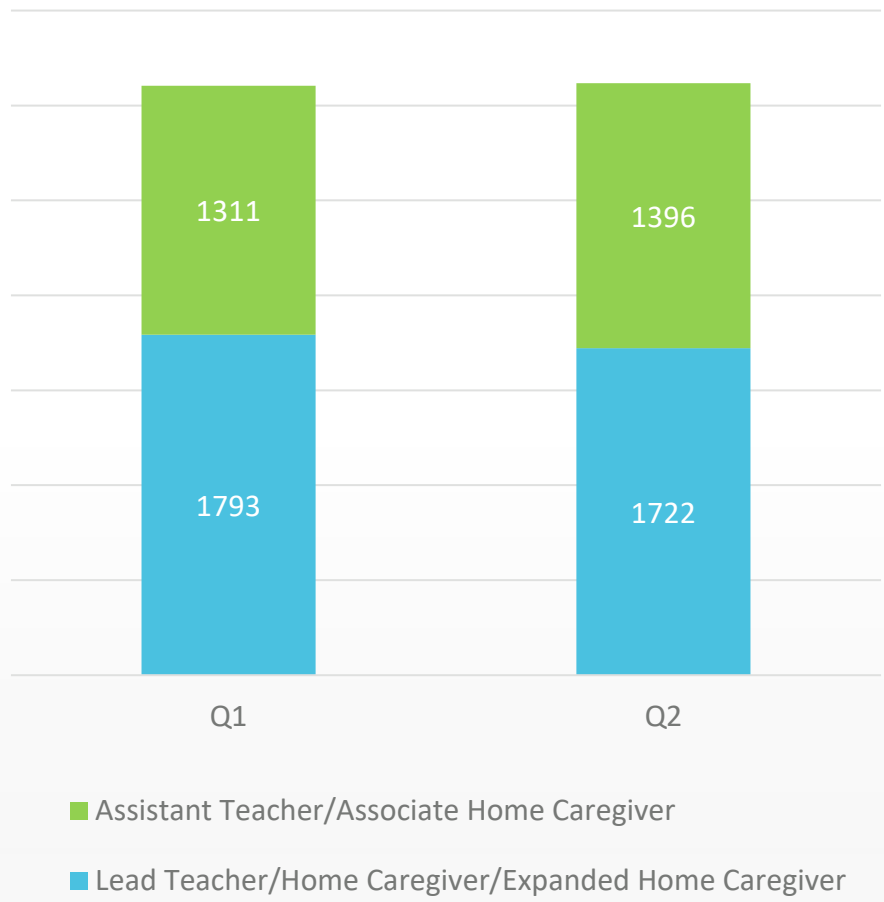


# Child Care Provider Participation in FY25 Q1 & Q2 by Subsidy Status

Number of participating vs. non-participating eligible providers in the Pay Equity Fund by subsidy status

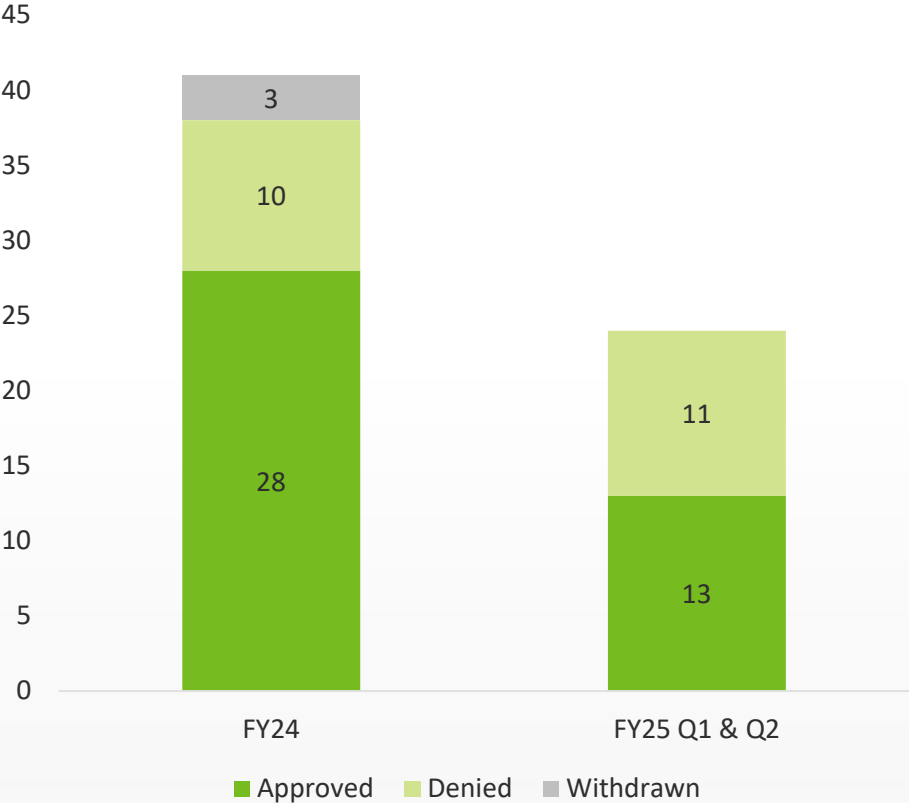


# More than 3,100 early educators were included in facility awards in FY25 Q1 and Q2



# OSSE received 24 waiver applications for FY25 Q1 & Q2

Waiver decisions in FY25 Q1 & Q2

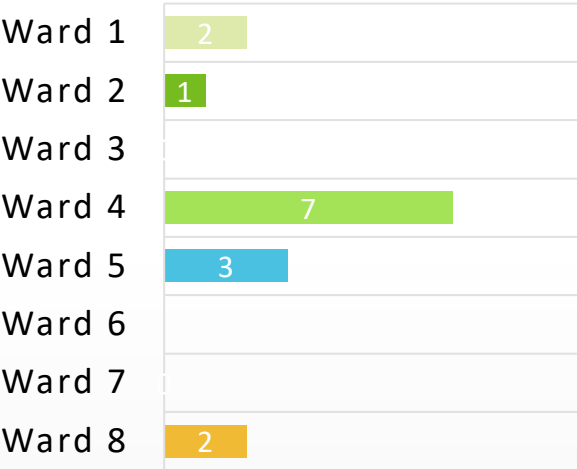


- Providers may apply to waive the minimum salary requirements.
- OSSE made changes to the [waiver criteria](#) for FY25 that narrow eligibility for providers.
- Providers with FY24 waivers who applied for a FY25 waiver had their FY24 waiver extended through March 31, 2025.
- Providers without FY24 waivers, who participated in the Early Childhood Educator Pay Equity Fund in FY24 and applied for a waiver for FY25, were required to meet the minimum salary requirements for FY25 until notification of an approved waiver.

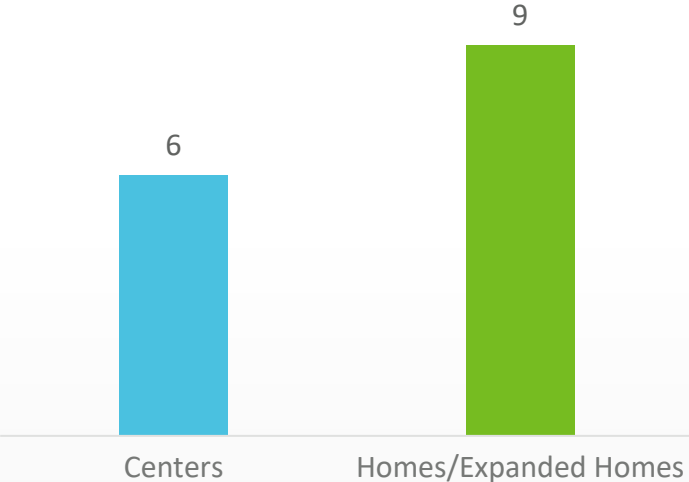


# Distribution of approved Q1 & Q2 waivers

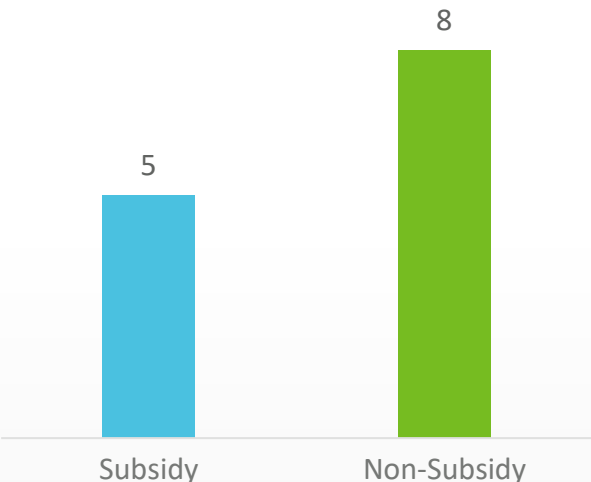
Approved Waivers By Facility Ward



Approved Waivers By Facility Type



Approved Waivers By Subsidy Participation



In Q1 & Q2, 13 providers had approved waivers covering 15 facilities.





## Whole Child and Educator Wellness Grant Overview

May 21, 2025 | Kimberly Thompson

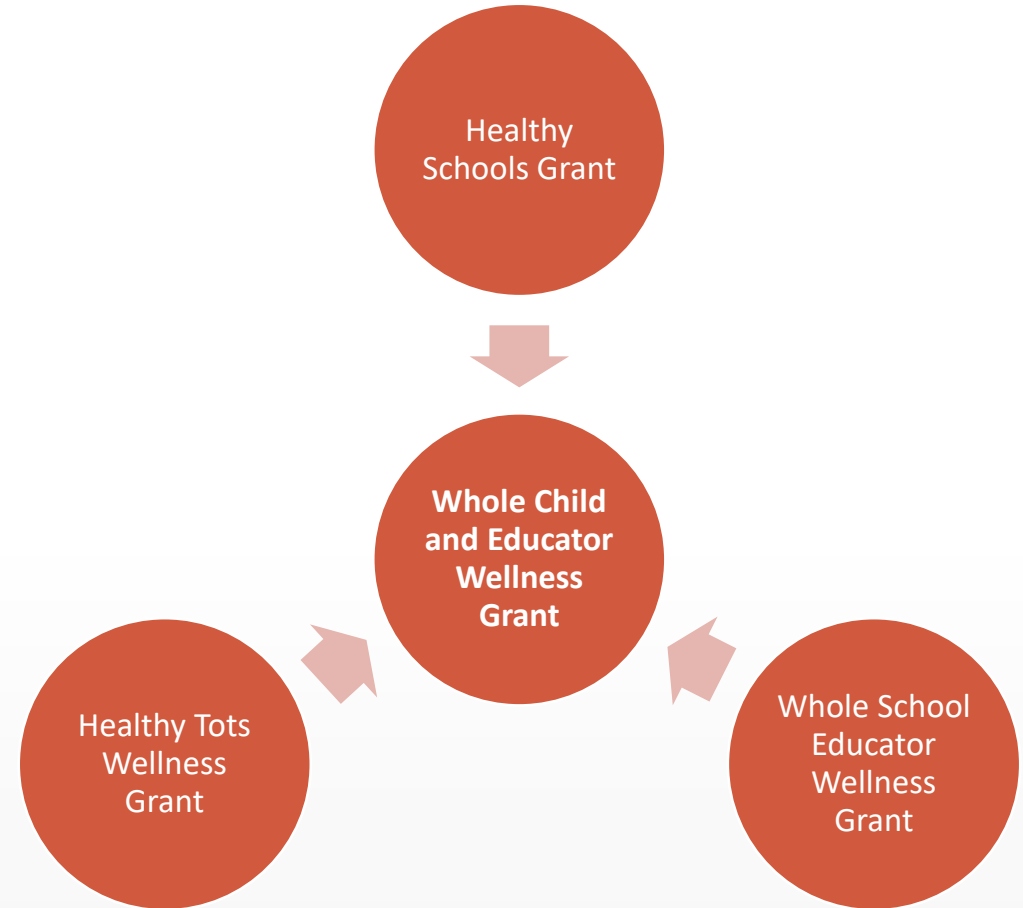
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# OSSE Statutory Obligation

- Per the **Healthy Schools Act**, OSSE shall issue grants to support health education, nutrition education, school gardens, environmental literacy and farm-to-school programs.
  - Per the Healthy Schools Act, OSSE may issue grants to support physical activity.
- Per the **Healthy Tots Act**, OSSE shall issue grants to support physical activity, nutrition education, gardens, natural play areas and farm to school programs.
- OSSE's statutory obligations remain, despite changes in H&W's budget.

# FY25 Strategy

- Combine discrete grants under one coordinated program.
- Continue to leverage the capacity-building supports provided by community-based organizations (CBOs), rather than the provision of direct programming.
- Address additional areas of the Whole School, Whole Community, Whole Child (WSCC) model (educator wellness).
- Expand opportunities to sites serving DC’s youngest learners.
- Blend and braid funding for sustainability.



# Whole Child and Educator Wellness (WCEW) Overview

- Purpose:
  - Build the capacity of child development facilities and public and public charter schools in DC to adopt and strategically implement policies, processes and practices that integrate health and wellness into the facility or school to support student and staff success.
  - Leverage the capacity of technical assistance providers to convene facilities/schools and CBOs in the identification and implementation of evidence-based and best practices to create and sustain healthy learning environments based in whole child and whole educator approaches.
  - Cultivate a consortium of experts to elevate trends and opportunities, and to create and enhance existing OSSE materials, technical assistance guides and resources to help improve healthy child development facility and school programming across the District.
  - As such, the WCEW grant supports high-quality program implementation with a focus on coordinating policy, process and practice to improve health and learning.

# WSCC Model

- The WCEW Program supports high-quality healthy schools program implementation with a focus on coordinating policy, process and practice.
- This is aligned with the Centers for Disease Control and Prevention's (CDC's) [WSCC model](#).
  - Emphasis on the "Coordination Ring".



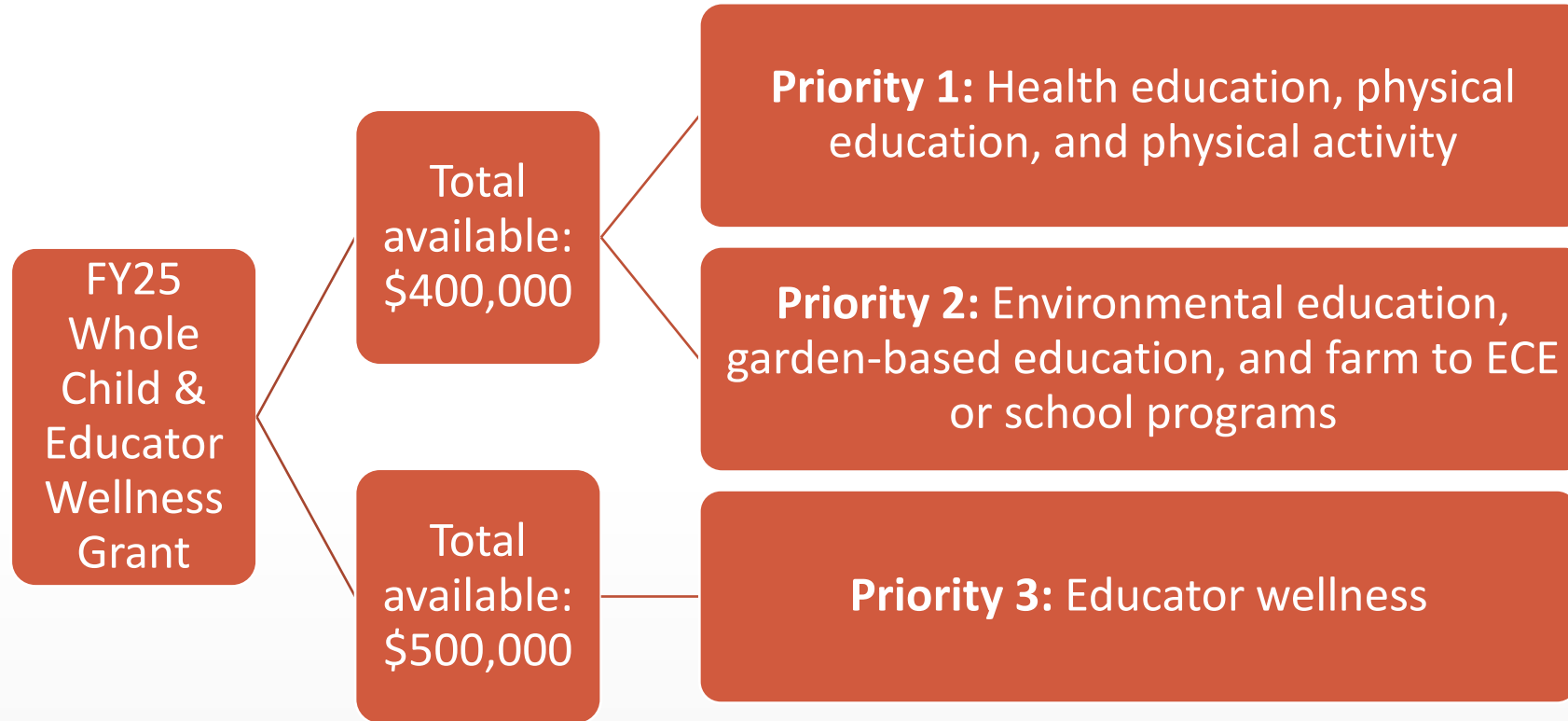
# Who is eligible to apply?

- CBOs that can demonstrate expertise and success working with DC child development facilities and/or public and public charter schools to build capacity through the provision of technical assistance in one or more of the following areas:
  - Physical activity, physical education (PE), health education, environmental education, garden-based education, farm to early childhood education or school programs, or educator wellness.
- CBOs will partner with a minimum of five DC child development facilities and/or public and public charter schools.
- CBOs that are unable to demonstrate their capacity to deliver a technical assistance model are ineligible for funding.

# Definitions: Technical Assistance

- Providing trainings (e.g., professional development, webinars, meetings) that develop the necessary knowledge and skills to select and implement a program in their area of need.
- Conducting consultations (e.g., site visits, team meetings, phone calls, emails) to identify challenges, successfully problem-solve and implement solutions.
- Developing resources (e.g., implementation materials, impact and measurement tools, readiness tools) that provide them the requisite policies, processes and practices to build healthy and supportive learning environments.
- Supporting quality assurance activities through Improvement Cycles, such as Plan-Do-Study-Act (PDSA), to monitor implementation and inform program improvements.
- Promoting model fidelity (e.g., site visits, work with program developers, fidelity checklists) in alignment with national and local standards and requirements
  - a. [OSSE Wellness Guidelines for Child Care Facilities](#)
  - b. [A Comprehensive Approach to Educator Wellness](#)
  - c. [Healthy Schools Act Informational Guide](#)
- A majority of the applicant's proposed project must focus on technical assistance and therefore less than 50 percent of grant funds may support direct delivery of programs or services with students.

# How much funding is available?



- **Funds made available: \$400,000 local funds + \$500,000 one-time enhancement (Educator Wellness Technical Assistance) = \$900,000 in total grant awards**
- OSSE anticipates awarding funds to six to nine applicants, per funding availability.

# Permissible Use of Funds

- Personnel.
- Stipends to cover replacement staff time during trainings and professional development, and to supplement time covered outside of normal working hours, as allowable.
- Materials and supplies to provide training and technical assistance.
- Professional services that support the health and wellbeing of students and educators.
- Local travel expenses within DC to and from schools, OSSE mandated trainings, and grant related special events.
- No more than 10 percent of the project budget can be used for purchasing food under certain conditions.



# Grantees



# EmpowerEd

- **Project managers:** Gracy Obuchowicz
- **Partner sites:** Johnson MS, Stuart Hobson MS, Barnard ES, Hearst ES, Academy of Hope Public Charter School and Edward C. Mazique Child Care Center.
- **Overview:** EmpowerEd will provide professional development such as full-staff workshops on self-care strategies, setting boundaries, improving relational trust to help shift staff members' mindsets and wellness skill sets.
  - Will partner with the Wendt Center for Grief and Loss to provide all-staff professional development, leadership capacity building across partner teams, and a contracted number of hours to provide targeted support for partners.

# Medstar Health Research Institute

## Educator Wellbeing Champion (EWBC)

- **Project managers:** Dr. Megan McCormick and Dr. Liz Demeusy
- **Partner sites:** E.L. Haynes Public Charter Schools (MS and HS school), Rocketship Academy Public Charter Schools (Rocketship Rise Academy, Rocketship Legacy Prep) and Thurgood Marshall HS.
- **Overview:** The WISE center will build capacity in one staff member at each partner school to become an EWBC.
  - This individual will receive training in the following evidence-informed practices (EIPs): 1) foundational context and theory on EWB; 2) brief wellbeing coaching; 3) interpersonal effectiveness skills; and 4) best practices for organizational wellbeing.

# Parents Amplifying Voices in Education (PAVE)

- **Project Manager:** Kerry Savage
- **Partner Sites:** DC Bilingual (PK3-5), Thurgood Marshall Academy (9-12), Washington Latin - 2nd Street MS (Grade 5-8), Washington Latin -2nd Street Upper School (Grade 9-12) and Washington Latin MS (5-8).
- **Overview:** PAVE, in collaboration with EmpowerU, proposes the Educator Wellness Program to address educator burnout, enhance resilience and build sustainable wellness practices across five diverse public charter schools in DC.
  - The program offers a comprehensive approach, combining self-paced online professional development modules and 1:1 asynchronous coaching by licensed clinicians. Educators will learn practical skills to manage stress, improve emotional regulation and foster engagement in their classrooms.

# The Dance Institute of Washington (DIW)

- **Project Manager:** Kahina Haynes
- **Partner Sites:** Friendship Blow Pierce Academy, Friendship Ideal ES/MS, Friendship Woodridge International ES/MS, Paynes ES and E.L. Haynes MS
- **Project Overview:** DIW's program leadership and teaching artists will work with schools to assess the health/wellness climate, limitations, gaps and infrastructure; survey teachers, participants and families for evolving needs; and institute a SY collaborative approach to campus-wide health/wellness policy-making and best practices.
  - This includes: professional development/capacity building sessions to help school leadership and teachers bring the benefits of holistic dance, creative movement and wellness practices into school day and after school learning environments aligned with schools' existing arts, health, fitness curricula and core academic content areas.

# Friends of National Arboretum (FONA)

- **Project Manager:** Brianne Studer, FONA Director of Programs
- **Partner Sites:** Bridges ES, Bruce Monroe ES, Hendley ES, Houston ES and Friendship Woodridge ES.
- **Overview:** FONA will implement their Educator Coaching Program, which provides multi-faceted technical assistance for school garden-based education programs.
  - Supports includes school-led goal-setting, options for standards aligned co-teaching opportunities, technical assistance, educator training, connection to low-cost/free DC garden supply networks and introductions to garden adjacent partners to meet other school-identified needs.
  - Washington Youth Garden will host school field trips and teacher professional development days.

# Multicultural Career Intern Program (MCIP)

- **Project Manager:** Dr. Vernon Baker
- **Partner Sites:** Columbia Heights Education Campus (CHEC), Bell Teen Parent and Child Development Center, Tubman ES, Powell ES and Randle Highlands ES.
- **Overview:** MCIP proposes a comprehensive capacity-building initiative focused on environmental education, garden-based learning, and farm-to-early childhood education/school programming.
  - Aim to provide targeted technical assistance to empower educators and school teams to integrate high-quality, culturally responsive environmental and nutrition lessons into curricula, daily operations and overall school culture.



# Deliverables and Deadlines

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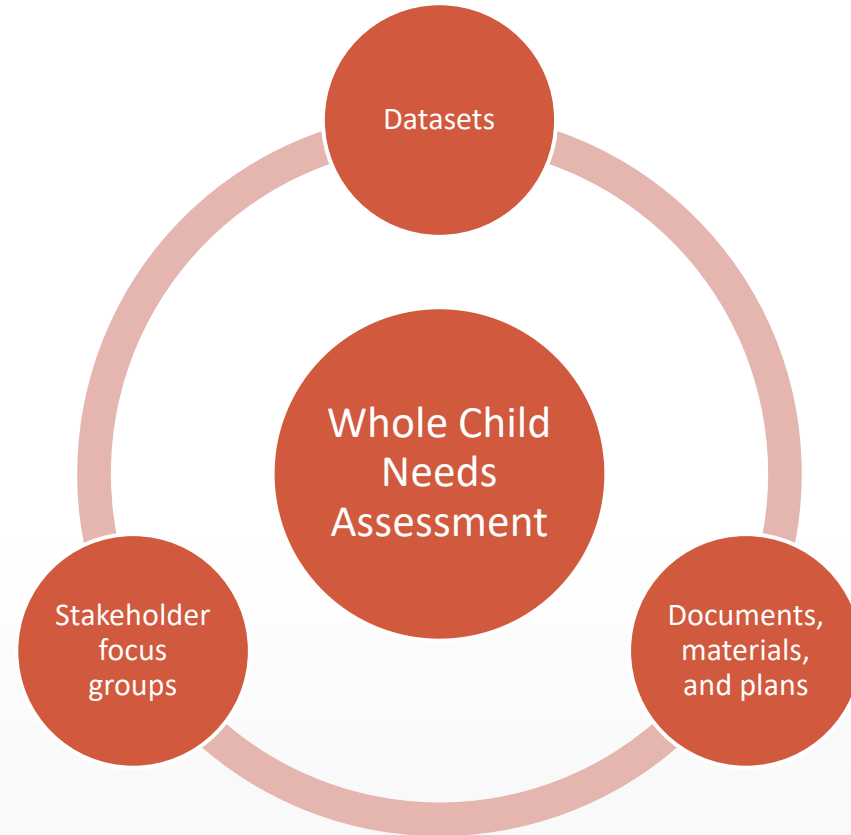
Deliverables	Deadlines
Logic model revisions (if applicable)	April 11, 2025
Needs assessment reports and Whole Child and Educator Wellness Implementation Plans for each partner site	April 11- May 2, 2025
<i>Key performance indicators</i> <i>Reporting guidance will be provided by OSSE no later than April 14, 2025</i>	May 30, 2025
Mid-project report <i>Reporting guidance will be provided by OSSE no later than April 14, 2025</i>	June 30, 2025
Sustainability plan <i>Reporting guidance will be provided by OSSE no later than April 14, 2025</i>	Aug. 30, 2025
End of year project report <i>Reporting guidance will be provided by OSSE no later than April 14, 2025</i>	Sept. 30, 2025

Please submit all reports to Kimberly Thompson, grants management analyst, at [KimberlyA.Thompson@dc.gov](mailto:KimberlyA.Thompson@dc.gov).



# WCEW Needs Assessment

- The WCEW Needs Assessment is an examination of existing school/child development facility programs, policies, processes and practices to:
  - Understand the unique assets and opportunities in a school/early learning community in order to tailor an intervention to fit the site's context.
  - Identify facilities and barriers to the implementation of whole child programming.





# Questions



**DC Public Library**



# Announcements and Public Comment



# Wrap Up and Next Steps