



Meeting:	State Early Childhood Development Coordinating Council (SECDCC)	
Date/ Time:	Jan. 26, 2021 3-4:30 p.m.	
Location:	Microsoft Teams	
Agenda Items		
I.	Welcome	Sara Mead Office of the State Superintendent of Education (OSSE)
II.	Mayor’s Office of Talent and Appointments (MOTA) Swearing-In of Amaya Garcia and Syrita Robinson	Booker Roary MOTA
III.	Early Childhood Educator Equitable Compensation Task Force update	Abigail Smith BueSkyEducation
I.	Access to a Supply of Quality Care in the District of Columbia Child Care Policy Research Partnership Study	Dr. Heather Sandstrom Cary Lou Urban Institute
II.	District of Columbia programs supporting early childhood educators	Toni Minor OSSE Kim R. Ford Martha’s Table Syrita Robinson United Planning Organization Mau Castro Briya Public Charter School Dr. Antoinette Mitchell OSSE Professor Scott King University of the District of Columbia Community College
III.	SECDCC Program Quality committee update	Brenda Harris Kids Comprehensive Services, LLC
IV.	Announcements and Public Comment	Open
V.	Wrap-Up/Next Steps/Adjourn	Sara Mead OSSE



Agenda

- Mayor's Office of Talent and Appointments (MOTA) Swearing-In
- Early Childhood Educator Equitable Compensation Task Force
- Access to a Supply of Quality Care in the District of Columbia Child Care Policy Research Partnership Study
- District of Columbia programs supporting early childhood educators
- SECDCC Program Quality committee update
- Announcements and comment
- Wrap-up, next steps and adjourn





**Mayor's Office of Talent and
Appointments (MOTA)
Swearing-In**



**Early Childhood Educator
Equitable Compensation
Task Force**



Access to a Supply of Quality Care in the District of Columbia Child Care Policy Research Partnership Study

Briefing with the DC State Early Childhood Development Coordinating Council
January 26, 2022



Overview of presentation

1. Project overview
2. Key findings from baseline study report of child care supply and quality
3. Key findings from qualitative interviews with Capital Quality providers
4. Key findings from early care and education workforce survey
5. Plans for forthcoming survey of parents in Capital Quality-rated facilities
6. Q&A

Project overview

HHS grant funded (2019–2023); partnership between Urban and OSSE

Motivated by transition to new QRIS, Capital Quality

Primary research questions:

1. How can Capital Quality build a supply of quality care, especially for families with low incomes?
2. What are directors' and early educators' experiences with and perceptions of Capital Quality?
3. How does Capital Quality affect career pathways and staff retention?
4. How does Capital Quality affect parental choice? What are parents' perceptions of their access to quality care?

Project components

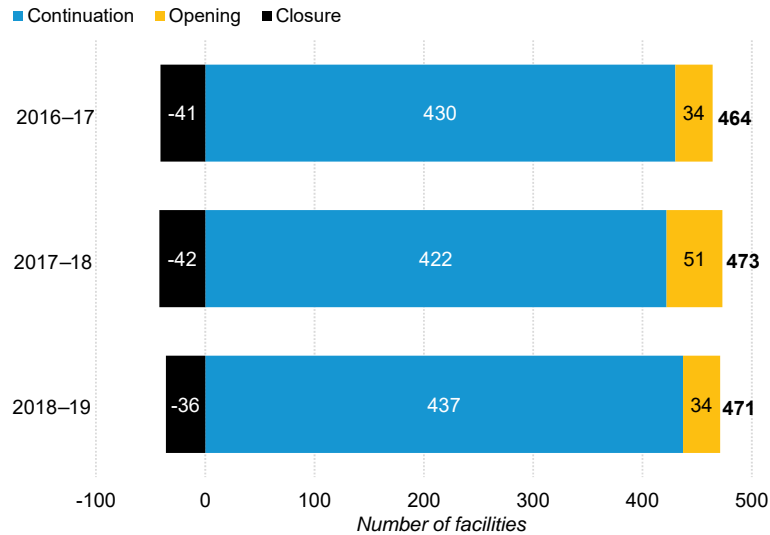
- **Analyses of administrative data** (licensing, QRIS, subsidy payment records) to examine child care supply and quality before and after transition to Capital Quality and throughout the COVID-19 pandemic
 - Published baseline study report in Sept. 2021
- **Qualitative interviews with providers** participating in Capital Quality
 - Forthcoming report to be published February 2022
- **Survey of ECE workforce** in Capital Quality-participating facilities
 - Forthcoming research brief series and technical report
- **Survey of DC parents** on child care search and selection and perspectives on child care access and quality (*starting recruitment in March 2022*)

Highlights from Baseline Analyses of Administrative Data

Methods

- Examine changes over time in child care supply and quality across the District and within each District ward
- Data sources:
 - child care licensing records
 - QRIS data
 - child care subsidy payment records

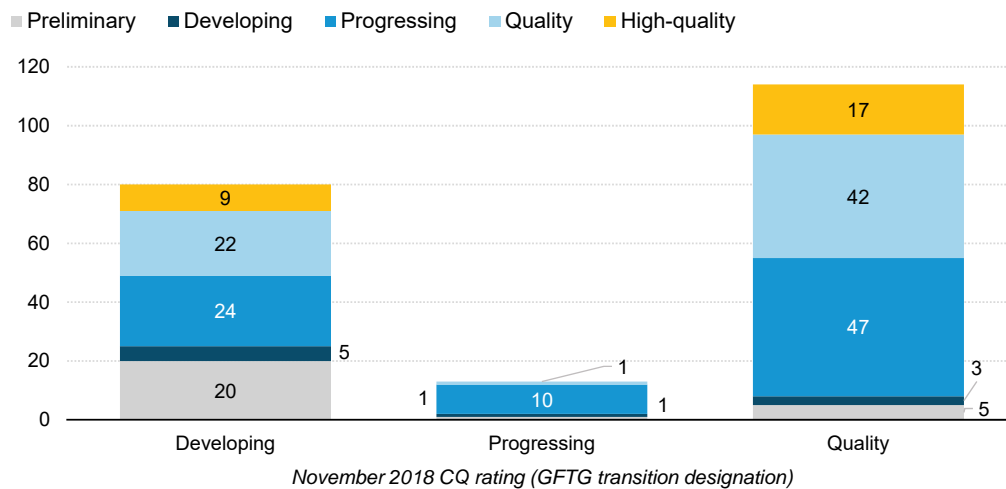
How did the District's supply and capacity of licensed child care change between 2016 and 2019?



Source: Child care licensing data obtained from OSSE.

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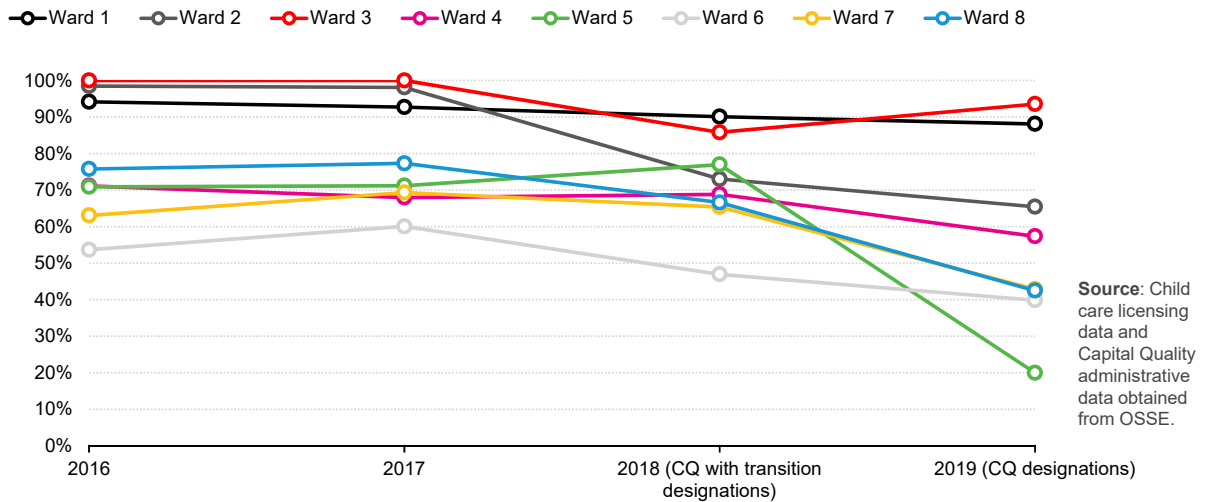
How did QRIS participation and designation levels change as Capital Quality went into effect?



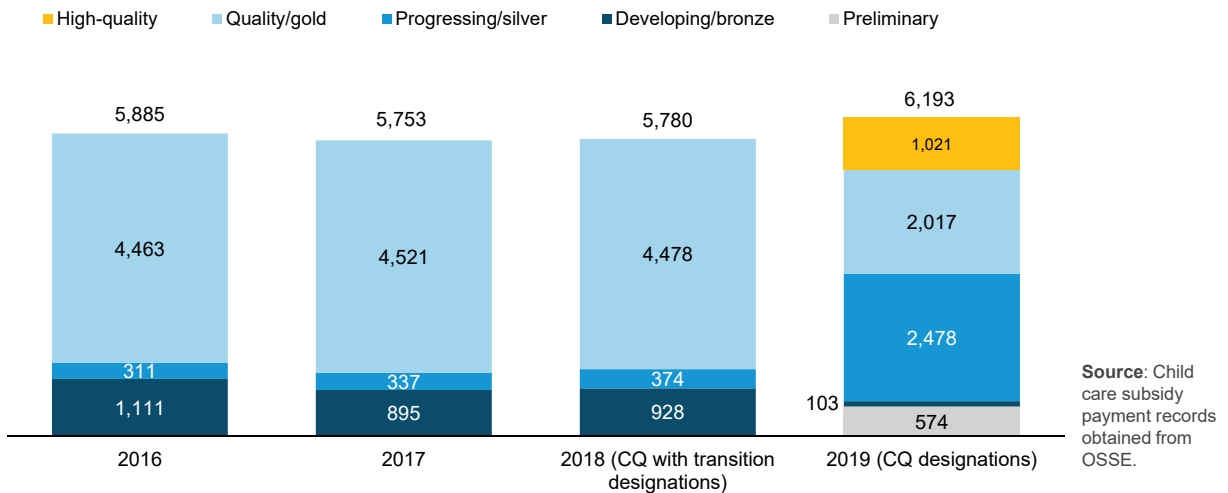
Source: Child care licensing data and Capital Quality administrative data obtained from OSSE.

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How has the distribution of quality care, overall and by care type, changed between 2016 and 2019?



How has the distribution of quality care for families receiving subsidies changed between 2016 and 2019?

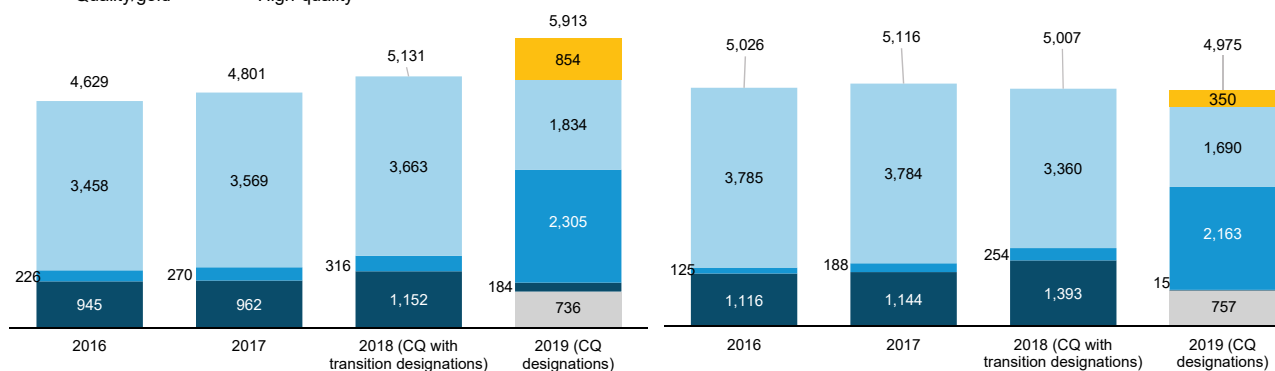


How has the distribution of quality care for other focal populations changed between 2016 and 2019?

Infants and Toddlers

Families Working Nontraditional Hours

■ Preliminary ■ Developing/bronze ■ Progressing/silver
■ Quality/gold ■ High-quality



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Source: Child care licensing data and Capital Quality administrative data obtained from OSSE.

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Key takeaways

1. Child care **supply held steady and capacity increased** from 2016 through 2019 while the composition of care types shifted. Investing in quality improvement and maintaining a diverse supply of care that meets working families' needs **do not have to be in tension**, given sufficient public investment and supports.
2. The number of **quality-rated slots for infants and toddlers** has increased steadily over time, with a large jump in 2019.

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Key takeaways

3. Capital Quality **shifted the distribution of quality designations** across the District. Facilities rated developing and quality in 2018 had a similar likelihood of being rated quality or high-quality in 2019.
4. For infant/toddler-serving facilities, nontraditional-hour facilities, children receiving subsidies, and centers, **Capital Quality designations were more varied, and lower, on average**, than Going for the Gold ratings.
5. But for child development homes, **designations improved** under Capital Quality.

Looking ahead

- Continue **tracking trends** in supply, capacity, and quality through 2023
 - Trends in facility re-openings during pandemic recovery
 - Trends in supply of care, quality ratings, and subsidies
 - Trends in workforce participation/turnover, career development, and training
- Continue **centering equity** by facility type, ages and hours served, ward, and neighborhood
- Better understand the effects of Capital Quality under a common assessment framework and the pandemic's impact

Highlights from Qualitative Interviews with Providers in Capital Quality

Methods to address questions about child care providers' experiences with Capital Quality

- Timing: August–November 2020
- Final sample included 27 center directors and 9 home caregivers
- Brief online survey before interview
- 1-hour in-depth phone interview
- Offered \$25 gift card (will receive another \$100 to help recruit parents)

Key topics covered in the survey and interview

- Quality improvement supports
- Experiences with scheduled observations of the environment
- Perspectives on the Capital Quality rating process, the fairness of ratings, and use of ratings
- Benefits of Capital Quality
- Challenges with Capital Quality
- Other factors that might have affected providers' ability to offer quality care
- Recommendations

Key finding: Most providers report favorable experiences

Study participants reported favorable experiences with most components of Capital Quality:

- Many reported Capital Quality provides a common definition of quality
- A majority of study participants reported favorable experiences with most of the quality improvement components designed to improve quality

Key finding: Many study participants reported benefits

Most study participants reported benefits from Capital Quality for their programs, their teachers, and the children including:

- Enhanced sense of professionalism among providers
- Increased ECE content knowledge including understanding of infant and toddler practices and understanding of curriculum
- Improved practices with children and families

Key finding: Some challenges reported

Study participants reported some challenges with Capital Quality:

- Time required to devote to quality improvement activities
- When study participant felt quality facilitator [coach] had inadequate training or experience
- When participants believed the professional development did not meet their needs
- For those who believed the ratings were not an accurate representation of their program's quality
- For those receiving the lowest subsidy reimbursement tied with their rating

Recommendations from study participants

- Provide more trainings and resources for teaching staff (not just director)
- Make it easier to attend trainings and consider the time requirements
- Broaden data collection for ratings beyond one day of observations
- Provide more detailed feedback on observations
- Reduce administrative burden
- Consider changing reimbursement structure so lower-rated providers do not receive lower subsidy rates
- Include providers in decisionmaking and be responsive to provider feedback

Highlights from Survey Analyses

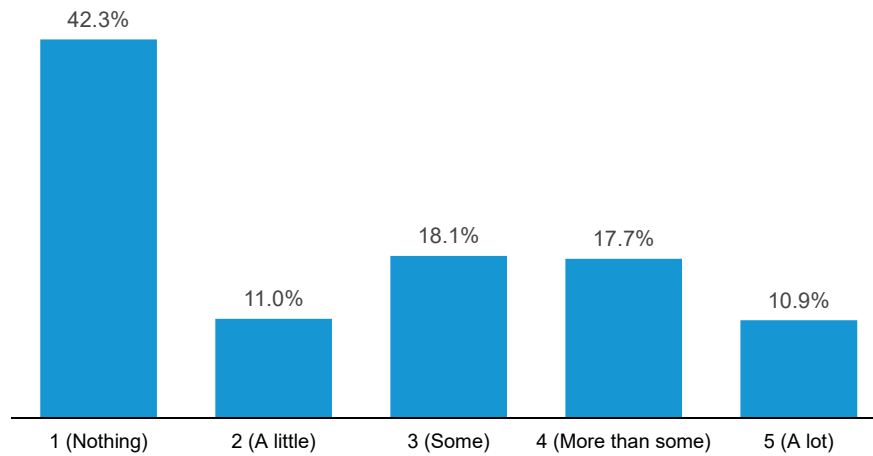
Methods: Survey of ECE Workforce

- Fielded voluntary web-based survey in spring 2021 in English and Spanish
- All active members in Quorum as of February 1, 2021 who worked in Capital Quality-participating facility were invited ($N=2,613$)
 - Center teachers ($n=1,187$)
 - Center assistants ($n=1,300$)
 - Lead and associate home caregivers in CDHs ($n=64$)
 - Lead and associate home caregivers in CDXs ($n=62$)
- 417 responded; 17% response rate
- 96% worked in a center; about half lead teachers

Survey topics

- Effects of pandemic on employment
- Capital Quality: knowledge of it, experiences, benefits
- Training and professional development
- Job satisfaction and turnover intentions
- Compensation and benefits
- Working conditions, for center staff
- Education and work experience
- Demographics

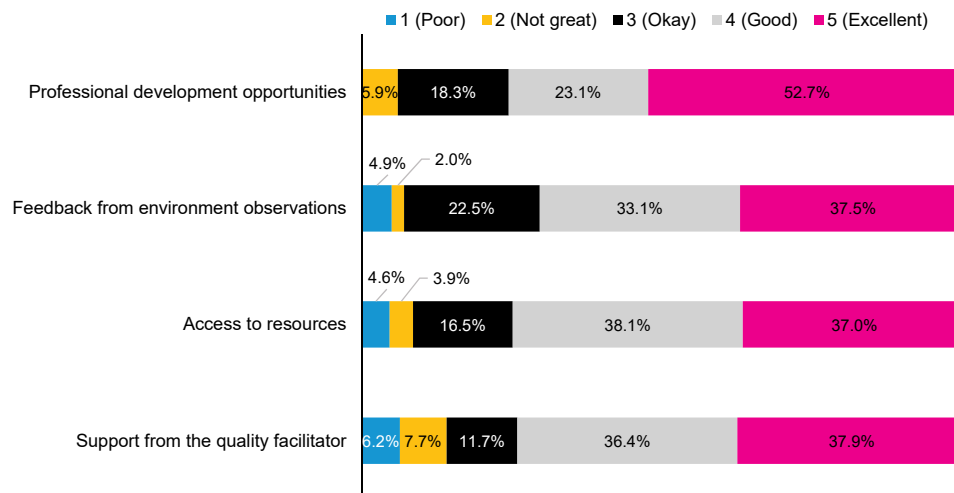
On a scale of 1 to 5, how much would you say you know about Capital Quality?



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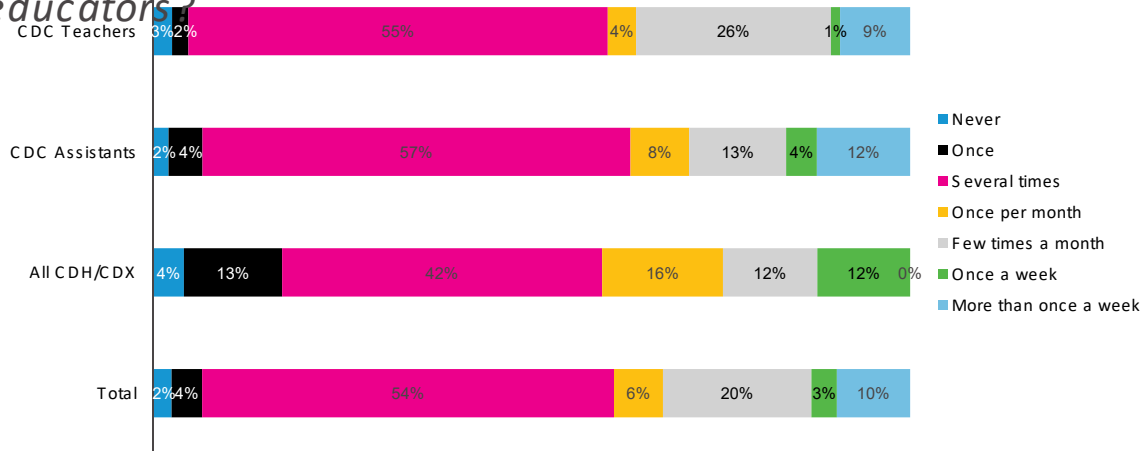
On a scale of 1 to 5, how would you rate the following aspects of Capital Quality?



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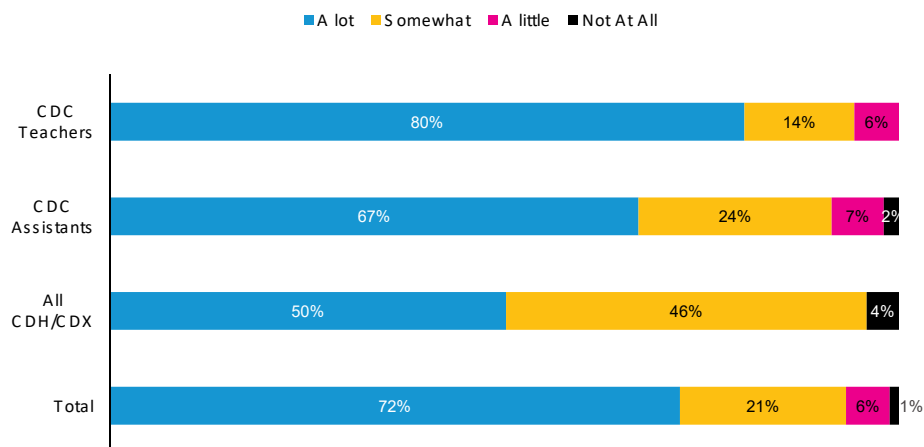
*In the past 12 months, how often did you access **virtual trainings** through Quorum or the Professional Development Information System (PDIS) online resources for early childhood educators?*



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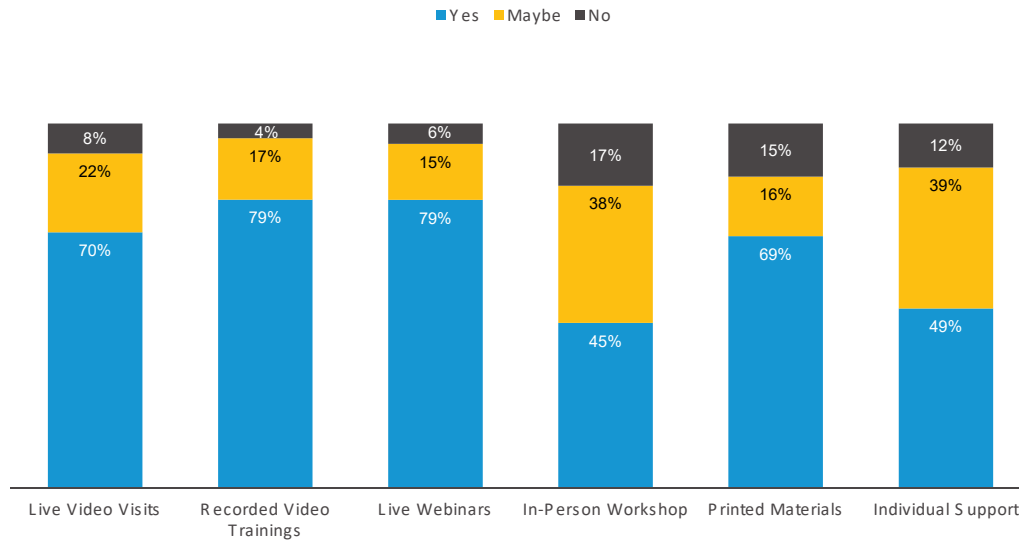
*Overall, how much would you say you **benefited from virtual trainings** in the past year?*



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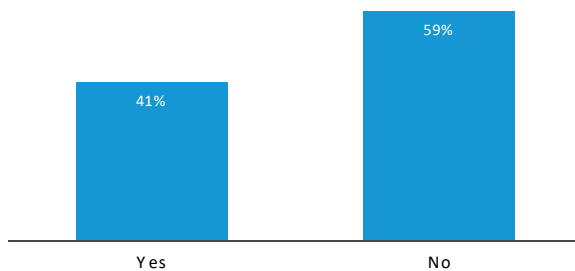
How would you like to receive training?



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In the past three months, have you done anything to **look for a new job or an additional job?**

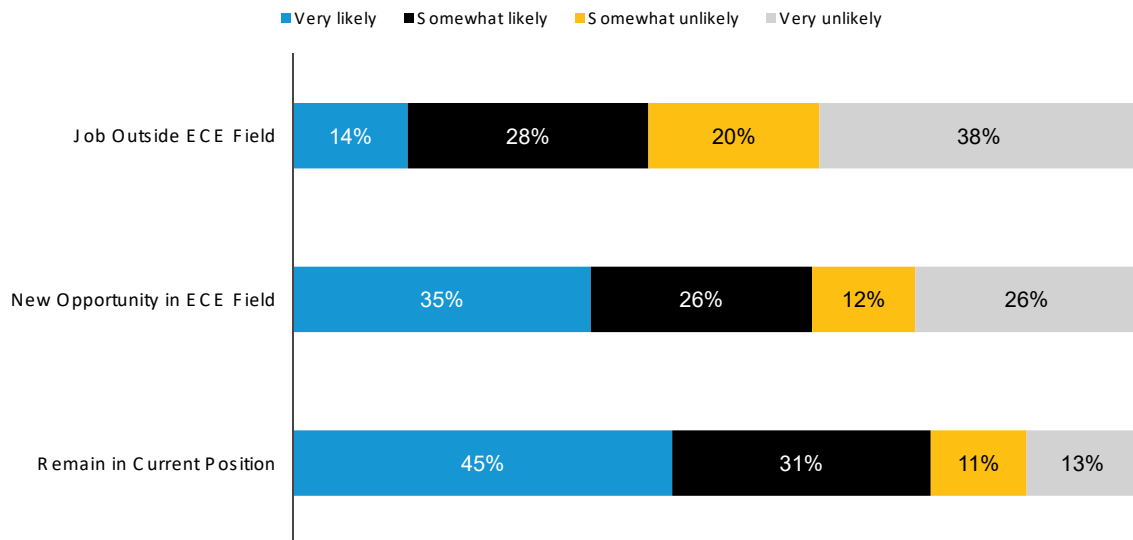


Main reason for job search	%
To find a job that pays more	34%
Want to leave child care field	12%
To find a second job	11%
To find better work conditions	9%
To find a job with better hours	9%
Want to see what else is available	6%
To find a job that offers better training and experience	4%
To find a job with more job security	4%
To find a job with less exposure to COVID-19	2%
Other	11%

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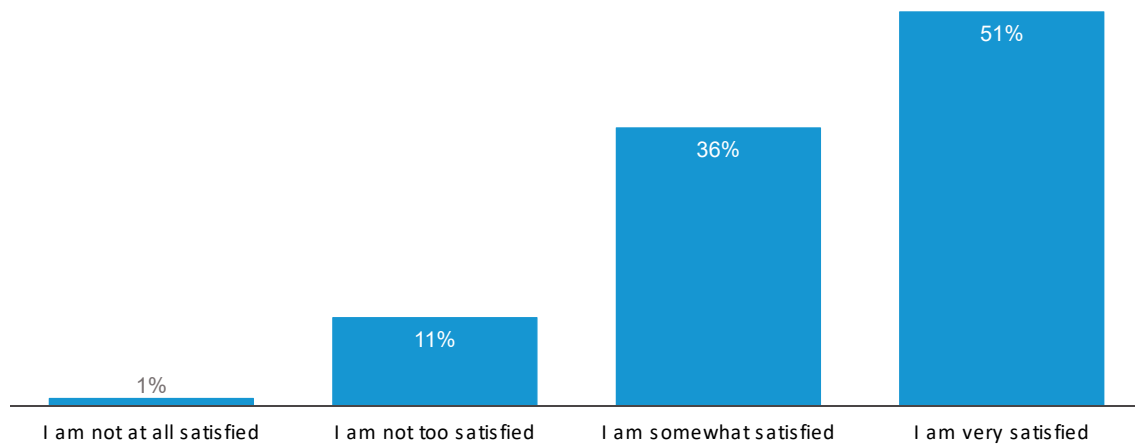
How likely is each of the following in the *next two years*?



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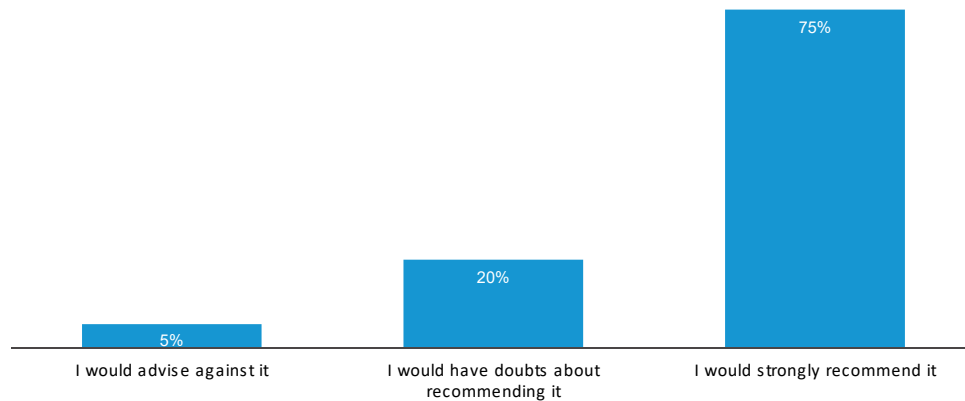
How *satisfied* would you say you are with your job?



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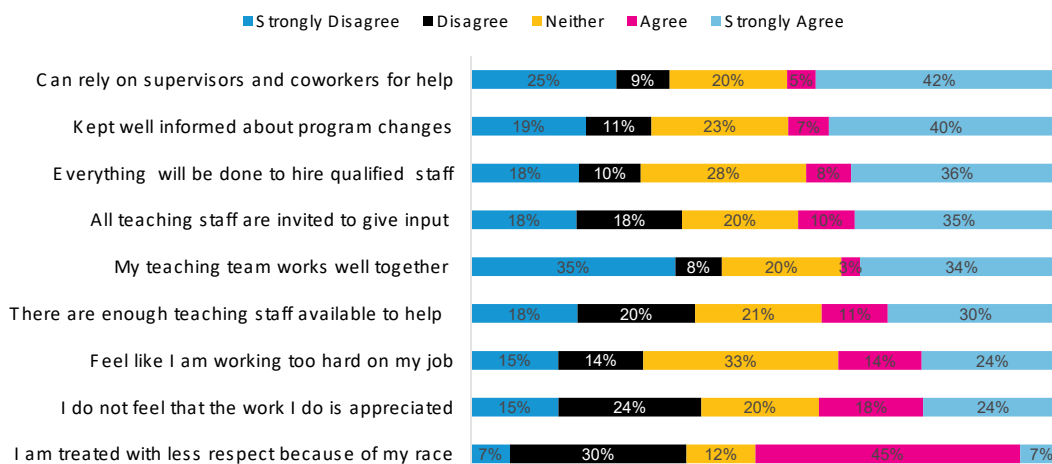
If a friend of yours told you he/she was interested in working in a job like yours, what would you tell him/her?



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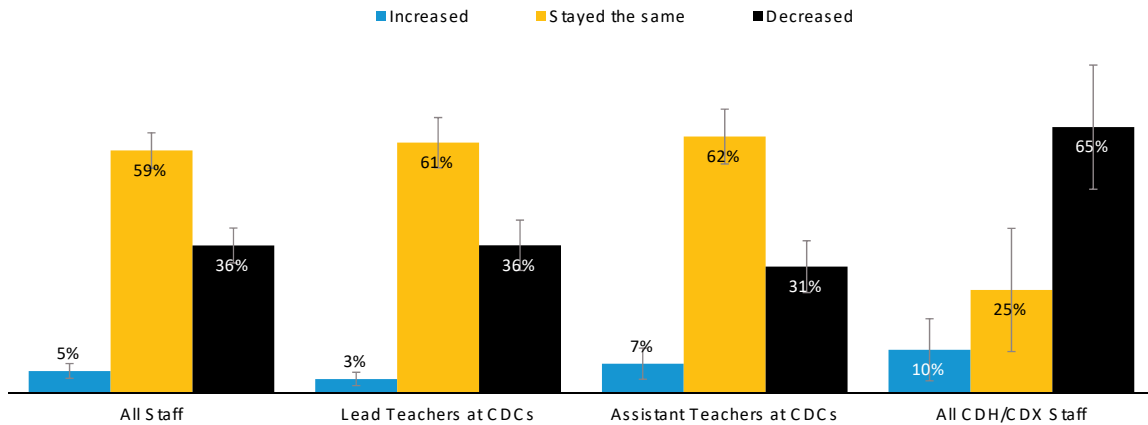
*How much do you agree or disagree with the following statements about **working in this program?** (center staff only)*



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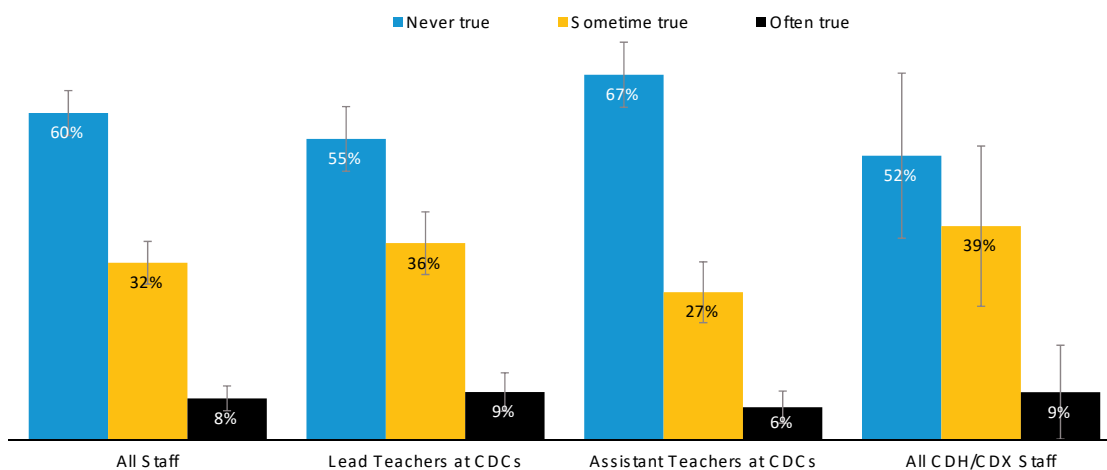
*Since the pandemic began, did your **job earnings** stay the same, increase, or decrease?*



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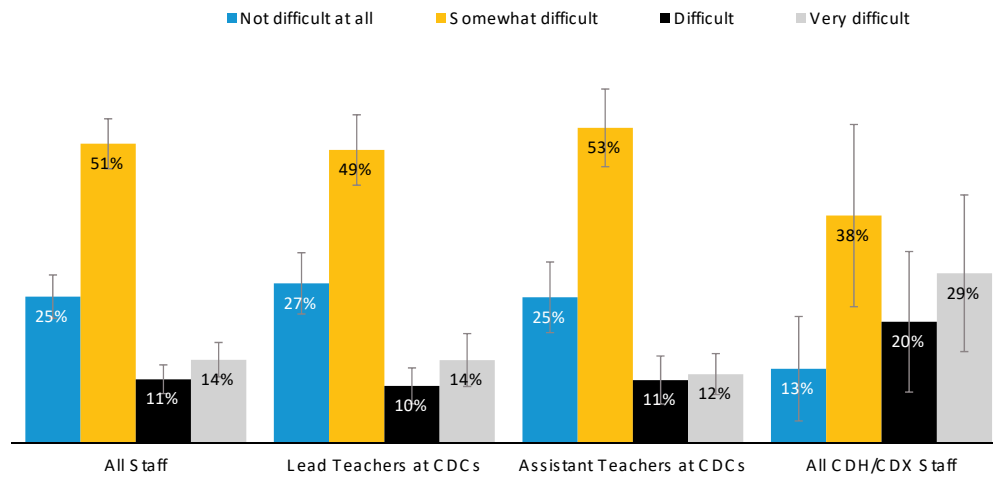
*Within the past month, we worried whether our **food would run out** before we got money to buy more.*



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Since the beginning of the COVID-19 pandemic (March 2020), how difficult has it been for you to **meet monthly payments on your bills**?



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Forthcoming research brief series

- *Early Educators' Perspectives on Quality Improvement*
- *Early Educators' Virtual Training Experiences and Preferences*
- *Early Educators' Job Satisfaction and Turnover Intentions*
- *Effects of the COVID-19 Pandemic on Early Educators' Employment and Well-Being*

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Overview of Upcoming Parent Study

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Overview of parent study

- Conduct 30-minute telephone survey with 160 parents from Capital Quality-rated facilities
- Plan to recruit from same 36 facilities we interviewed in 2020
- Target families newly enrolled since August/September 2021
- Administer survey in March–May 2022; \$50 gift card incentive
- Ask about child care search and selection, awareness of Capital Quality, use of ratings, perspectives on child care access in the District (sufficient supply, quality, options meeting parents' needs)
- **What would you like to learn?**

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Contact

Heather Sandstrom, PhD
Principal Investigator
Urban Institute
HSandstrom@urban.org

Questions?



District of Columbia Programs Supporting Early Childhood Educators

District of Columbia Programs Supporting Early Childhood Educators: Presenters

- Toni Minor, OSSE
- Kim R. Ford, Martha's Table
- Syrita Robinson, United Planning Organization
- Mau Castro, Briya Public Charter School
- Professor Scott King, University of the District of Columbia Community College





ECE Workforce Support Programs

- Child Development Associate (CDA) Scholarship Program
 - CentroNía
 - Southeast Children's Fund (SCF)
- Associate and Bachelor's degree support programs
 - Teacher Education and Compensation Helps (T.E.A.C.H.) D.C.
 - Early Childhood Education (ECE) Workforce Development Program (WDP)

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CDA Scholarship Program

CDA Scholarship Program

- CentroNía and Southeast Children's Fund (SCF) were awarded the CDA Scholarship Program grant by the Division of Early Learning in 2017.
- CentroNía is a nationally recognized, award-winning educational organization that has been providing quality bilingual early childhood education to low-income families for more than 30 years.
- SCF is a certified non-degree postsecondary institution and has been conducting CDA training programs for more than 20 years.

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CDA Scholarship Program

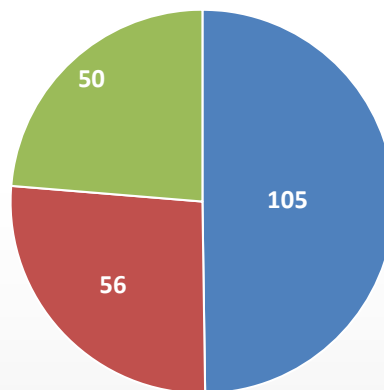
- The CDA Scholarship Program supports scholars through the following:
 - 120 hours of professional education in early childhood education from birth to 5 years old
 - 480 hours of work experience
 - A professional portfolio
 - An observation by a designated professional development specialist
 - CDA exam application and completion
 - CDA renewals
- The program supports scholarships for an initial CDA credential, Quorum CDA course completion and renewal of the CDA.



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CentroNía

CDA scholars supported in fiscal year 2021 (FY21)



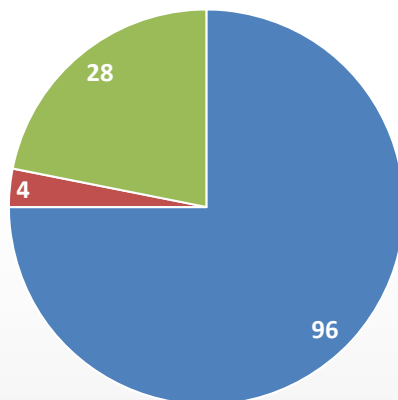
■ Initial CDA ■ Quorum Course Completion ■ CDA Renewals



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Southeast Children's Fund

CDA scholars supported in FY21

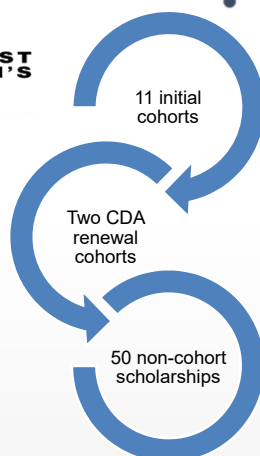


■ Initial CDA ■ Quorum Course Completion ■ CDA Renewals



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FY22 Projections



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Associate and Bachelor's Degree Support

T.E.A.C.H. D.C.



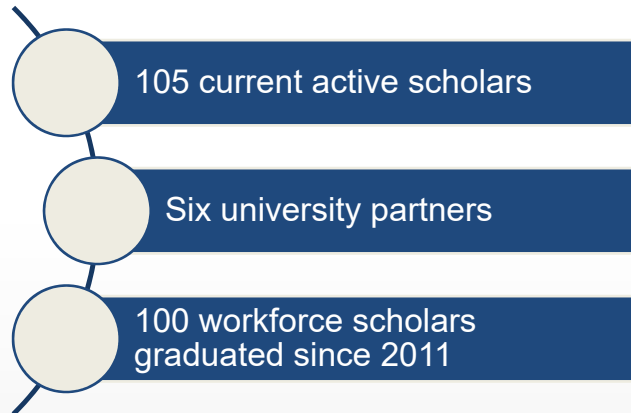
NBCDI
National Black Child
Development Institute



- The National Black Child Development Institute (NBCDI) was licensed and authorized to administer the T.E.A.C.H. Early Childhood® Scholarship Program in Washington D.C.
- T.E.A.C.H. D.C. will sunset after summer 2022 and active scholars will transition to the new ECE WDP.



T.E.A.C.H. D.C.



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ECE WDP

- Grant awarded in December 2021 to SCF, one of the administrators of the CDA Scholarship Program.
- The purpose of this grant is to support the current ECE workforce in meeting the minimum education requirements and reducing turnover through an incentive program.
- 1,000 early childhood education workforce members will receive the incentive in FY22.
- 30 new scholars will be able to enroll courses beginning in summer/fall 2022.



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ASPIRE. ACCOMPLISH. TAKE ON THE WORLD.

Associate of Arts (AA), Education

HEI-TAP, ECLI Programs

January 26, 2022

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HEI-TAP, ECLI Program

- Full-Time Program Coordinator hired 2015 to serve approximately 90 students.
- The program supports AA and BA students.
- Programs supported
 - AA, Early Childhood Education (Pre-K to 8)
 - AA, Infant/Toddler Education (birth to 3)
 - BA, Human Development
 - BA, Early Childhood Education

Special Cohorts, Infant/Toddler Education

- Southeast and Bilingual Cohorts
- Taught at Satellite locations
- Southeast Cohorts – Old Congress Heights (6 cohorts)
- Bilingual Cohorts – Bertie Backus, Fort Totten, and Briya (5 cohorts)

3 OSSE Presentation, January 26, 2022



Program Structure

- Traditional full-time – 2 years
 - 15 – 16 credit hours per fall/spring semester
- Traditional Part-time – 3 years
 - 9 credit hours per fall/spring semester
 - 6 credit hours during summer
- Accelerated – 1 year
 - 18- 19 credits per semester
 - Course taught in 8-weeks terms
 - Combination of in-person, remote instruction, ONLINE

4 OSSE Presentation, January 26, 2022



Partner Institution Supported

- Trinity Washington University
- Catholic University

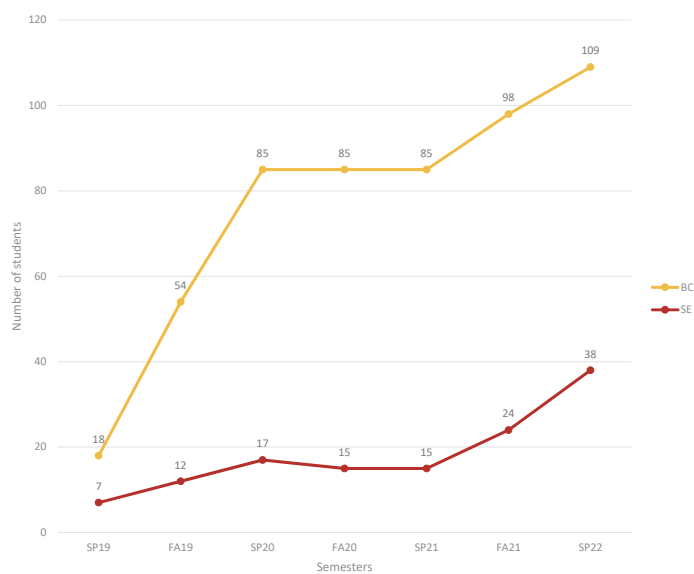


5 OSSE Presentation, January 26, 2022

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COMMUNITY COLLEGE

Today

- Approximately 275 students across all program
- 87% of the students are in the AA programs
- Approximately 75 students in the pipeline for Summer/Fall 2022



6 OSSE Presentation, January 26, 2022

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COMMUNITY COLLEGE



"Children don't care how much you know, until they know how much you care."



"All children are gifted; some may open their packages earlier than others."



"If children don't learn the way you TEACH, then TEACH the way they Learn!"



"When you treat all children the same, you favor some and penalize others."

7 OSSE Presentation, January 26, 2022

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Thank You

Dr. Marilyn Hamilton, Dean of Academic Affairs

mhamilton@udc.edu

Professor Scott King, Director, Division of Education

scott.king@udc.edu

Beverly Bennett-Roberts, ECLI, HEI-TAP Coordinator

CONTACT US bbennettroberts@udc.edu

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OFFICE OF EARLY LEARNING



OFFICE OF EARLY LEARNING CDA PROGRAM

January 26, 2022



Office of Early Learning CDA Program About the Program

The Office of Early Learning CDA Course (English and Spanish) will provide the candidates with a comprehensive content of the [Six Core Competencies in the CDA Credentialing Program](#).

This credentialing is the most widely recognized credential in early childhood education and offers the candidate the foundation of how to provide intentional learning in an infant/toddler classroom. The candidate will obtain the knowledge to put the competencies into practice and will be able to support positive outcomes for infants, toddlers and their families.

- Students must complete 600 hours total to be awarded a CDA credential
- 120 instructional hours (building a professional portfolio, work on group and individual projects, researching resources, reviewing early childhood education videos, reading articles on current early childhood education research)
- 480 practicum hours (OEL internship hands-on experiences)
- Students will receive 6 college credits toward their associate degree in early childhood education
- OEL CDA program waives the CDA application fee of \$425



Office of Early Learning CDA Program

Targeted Audience and Eligibility

- Age - 18
- D.C. residents
- High School Diploma or GED Certificate
- Pass the CASA exam
- Pass drug and alcohol screening



Office of Early Learning CDA Program

Benefits and Supports

- Loaner laptops
- Stipends of \$50
- Assigned success coach
- Free first aid/CPR training



Office of Early Learning CDA Program

Number of Participants

- Number of students are enrolled in course = 34
- Number of students enrolled in the Spanish CDA Cohort = 2
- Number of students enrolled in CDA Internship program = 6



Office of Early Learning CDA Program

Important Dates and Milestones

- By Jan. 29, 2022 – 16 students complete the First Aid/CPR Training
- By September 2022 – 100 students enrolled
- By December 2022 – 60 students completed the CDA program
- By December 2022 – 40 students employed



Office of Early Learning CDA Program

Accomplishments and Outcomes

- Number of students are currently in the application process = 3
- Number of students completed program between 2019-2021 = 21
- Number of students currently employed at a child care centers (DC) = 10
- Number of students currently employed at a child care center (VA) = 2
- Number of students currently employed at UPO = 6
- Number of students onboarding with UPO = 2

UPO has established a partner with UDC-Child Development Associate program to place UDC's current CDA students at a UPO child care center to complete their 480 practicum hours required for Child Development Associate Credential.



Office of Early Learning CDA Program

FY22 Schedule

- English CDA- Cohort 9
 - Orientation Wednesday, Jan. 26
 - Class start date: Monday, March 14
- Summer English CDA-Cohort 10
 - Orientation TBD
 - Class start date: TBD
- English CDA Cohort 11
 - Orientation Date: Wednesday, July 20
 - Class start date: Monday, Sept. 19

OFFICE OF EARLY LEARNING



OFFICE OF EARLY LEARNING CDA PROGRAM

Thank you!



**SECDCC Program Quality
Committee Update**



Announcement and Public Comment



Wrap Up, Next Steps and Adjourn