<table>
<thead>
<tr>
<th>Meeting:</th>
<th>State Early Childhood Development Coordinating Council (SECDCC)</th>
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<tbody>
<tr>
<td>Date/ Time:</td>
<td>Jan. 28, 2021&lt;br&gt;3-4:30 p.m.</td>
</tr>
<tr>
<td>Location:</td>
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<table>
<thead>
<tr>
<th>Agenda Items</th>
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<tbody>
<tr>
<td>I. Welcome</td>
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<tr>
<td>II. District’s Comprehensive State Literacy Program grant and development of the state literacy plan</td>
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<tr>
<td>III. Update on Federal Emergency Relief Funds</td>
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<td>IV. Child Care and Development Fund—Overview of the State Plan development process and feedback</td>
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<td>V. Announcements</td>
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<tr>
<td>VI. Public Comment</td>
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<tr>
<td>VII. Wrap-Up/Next Steps/Adjourn</td>
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<thead>
<tr>
<th></th>
<th>Shana Young&lt;br&gt;Interim State Superintendent of Education&lt;br&gt;Office of the State Superintendent of Education (OSSE)</th>
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<tbody>
<tr>
<td></td>
<td>Annette Thacker-Bartlett&lt;br&gt;Special Assistant for Teaching and Learning&lt;br&gt;OSSE&lt;br&gt;Ashleigh Tillman&lt;br&gt;Instructional Systems Specialist&lt;br&gt;OSSE</td>
</tr>
<tr>
<td></td>
<td>Sara Mead&lt;br&gt;Assistant Superintendent of Early Learning&lt;br&gt;OSSE</td>
</tr>
<tr>
<td></td>
<td>Sara Mead&lt;br&gt;Rebecca Shaw&lt;br&gt;Director of Operations and Management&lt;br&gt;OSSE</td>
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<tr>
<td></td>
<td>SEDCC Members</td>
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<td></td>
<td>Open</td>
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<td></td>
<td>Shana Young</td>
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</tbody>
</table>
Welcome! Please put your name and organization/agency in the chat so that we can track attendance.
## Agenda

- District’s Comprehensive State Literacy Program grant and development of the state literacy plan
- Update on Federal Emergency Relief Funds
- Child Care and Development Fund (CCDF)—Overview of the State Plan development process and feedback
- Announcements
- Public Comment
- Wrap-Up/Next Steps/Adjourn
Overview

In September 2020, the US Department of Education awarded the DC Office of the State Superintendent of Education (OSSE) a $16 million grant to improve literacy.

The five-year Comprehensive Literacy State Development (CLSD) grant will be used primarily to support local education agencies (LEAs) and community-based organizations (CBOs) in strengthening literacy development and instruction from birth through grade 12.

Press Release: Mayor Bowser Announces $16 Million Federal Grant to Improve Literacy for Students
The Why

Grant funds will prioritize children and students who are furthest from opportunity

Children living in poverty
Children with disabilities
English learners

Grant Objectives

Over the next five years OSSE will leverage the grants funds to:

- Support early language and literacy skills
- Increase the number of children reading on grade level in grade 3 through high school
- Improve literacy outcomes for approximately 25,000 disadvantaged and traditionally underserved children and students
Funding Allocations

The grant requires 95 percent of the total funds to be disseminated to LEAs and CBOs through a competitive subgrant award process, including:

- 40 percent for organizations serving grades 6-12
- 40 percent for organizations serving grades K-5
- 15 percent for organizations serving children birth to age 5

Priority will be given to organizations serving students in Qualified Opportunity Zones* (QOZs).

*DC has 25 census tracts certified by the U.S. Dept. of Treasury to be Opportunity Zones. Learn more at: dmped.dc.gov/page/opportunity-zones-washington-dc.

Phase One: Statewide Comprehensive Literacy Plan

OSSE, together with community stakeholders, will:

1) Conduct a needs assessment to determine the current state of literacy and identify gaps;

2) Draft a statewide comprehensive literacy plan to serve as a blueprint for local literacy plans; and

3) Establish guiding principles for literacy instruction that are rooted in evidence-based strategies.

Input gathered from the DC early childhood workforce via focus groups in November 2020. January-May 2021
Phase Two: Local Literacy Plans + Subgrant Awards

- Receive technical assistance
- Use state plan as blueprint
- Customize for local needs

May-July 2021

• Schools and CBOs submit grant applications to OSSE

July-August 2021

• Evidence-based strategies
• Regular convenings with other subgrant recipients

Starting SY21-22

Year 1 and Beyond Timeline

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Estimated Timeline</th>
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<tbody>
<tr>
<td>Needs Assessment (across DC education sectors)</td>
<td>November-December 2020</td>
</tr>
<tr>
<td>State Literacy Plan Development</td>
<td>December 2020-April 2021</td>
</tr>
<tr>
<td>Technical Assistance for Local Literacy Plan Development (in anticipation of grant application)</td>
<td>May-June 2021</td>
</tr>
<tr>
<td>NOFA published</td>
<td>June 2021</td>
</tr>
<tr>
<td>RFA released</td>
<td>July 2021</td>
</tr>
<tr>
<td>Grant is open for application in EGMS</td>
<td>July-August 2021</td>
</tr>
<tr>
<td>Grant applications reviewed and awards made</td>
<td>September 2021</td>
</tr>
<tr>
<td>• Implementation of grant activities</td>
<td></td>
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<tr>
<td>• Support and technical assistance from OSSE</td>
<td>Starting October 2021</td>
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</table>
Early Childhood Educator Literacy Focus Groups

OSSE conducted four focus groups, consisting of 29 total educators representing a wide variety of DC child development centers and homes, and one additional focus group consisting of five DC early learning advocates, consultants, or grantees.

<table>
<thead>
<tr>
<th>House of Ruth’s Kidspace CFDC</th>
<th>Georgetown University - Hoya Kids</th>
<th>Grandma’s Hands Daycare</th>
<th>DC Childcare Connections</th>
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<tbody>
<tr>
<td>Barbara Chambers Children’s Center</td>
<td>Angel’s Arena Child Care, LLC</td>
<td>Khadijah’s Little Angels Daycare</td>
<td>Barbara Chambers Children Center</td>
</tr>
<tr>
<td>Bright Beginnings Inc</td>
<td>CCPC Nursery School</td>
<td>Kings and Queens CDC</td>
<td>JAG Child Care, LLC</td>
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Loving Care Day Nursery

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<tr>
<th>Meriam Academy</th>
<th>Carmen’s Pride &amp; Joy</th>
<th>Voices of Little Angels CDH</th>
<th>School for Friends</th>
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<tbody>
<tr>
<td>Martha’s Table Maycroft Early Learning Center</td>
<td>ASA Early Learning Academy at The Mary Elizabeth House, Inc</td>
<td>Promoting Love &amp; Wisdom Home Childcare Center LLC</td>
<td>Randall Hyland Private School</td>
</tr>
</tbody>
</table>

K-12 Coders

| Board of Child Care EC | TIT’s Happy Hearts | Point Of Care Childcare |

Early Childhood Educator Focus Groups

- **PURPOSE:** To help OSSE understand current practices and potential needs in early literacy instruction (birth to 5 years) and supports for educators.
- **TOPICS DISCUSSED:** Below are areas of early literacy that the new state comprehensive literacy plan (CLP) hopes to address, that were discussed.

- Supporting reading and writing skills in young learners
- Fostering and measuring growth in oral language development
- Engaging families in literacy programming and supports
- Professional learning and/or coaching opportunities for teachers
- Instruction and curriculum aligned to DC Early Learning Standards
- The need for culturally responsive materials and training
Insights on Reading, Writing, and Oral Literacy

- **FOSTERING ORAL LITERACY**: Many references to self-talk, modeling language, connecting language to everyday life, singing, rhyming games, using snack time or a picture book to have a conversation, asking open questions, etc.
- **MEASURING ORAL LANGUAGE GROWTH**: Some mention of informal observations, parent input, ASQ and GOLD, but no consistent set of assessment methods or progress monitoring emerged.
- Many educators expressed they want to be more intentional here, but lack an oral language measurement tool.
- **READING & WRITING**: Many references to having a print-rich environment, words posted next to all objects, and emphasis on exposure to books, books, and more books! For writing—scribble and artwork opportunities
- Many educators expressed the need for more books, especially bilingual books, books that families can borrow, and culturally relevant books.

Engaging Families in Literacy Programming and Supports

- **STRATEGIES SHARED**:  
  - Record parents’ voices reading stories then kids listen with headphones  
  - Invite parents into class to read a book (even if just pretending to read it)  
  - Having books for parents to borrow  
  - Build relationships with families and discuss what they do at home for literacy  
  - ‘Raising a Reader’ program sends bag of books + training materials home to parents  
  - Family book club  
- **BARRIERS**: Many educators shared that parent/family strategies and events, such as workshops, family literacy night or library time, have halted or been significantly modified due to COVID-19.
- **NEEDS**: Many expressed desire for more training on how to engage and partner with families, and how to coach parents to implement literacy strategies at home.
Insights on Professional Learning

- **ACCESS TO OPPORTUNITIES:** Home providers feel their ability to access PD and resources is much more limited than center-based providers.
- **RESOURCES FOR IMPLEMENTATION:** Frustrated that after attending an awesome PD, they are not able to obtain materials or resources for initial and/or sustained implementation.
- **MORE VARIETY:** Most said webinars were main source of PD. Everyone expressed a hunger for more PD.
  - Most PD is watching videos or clicking through a presentation. Teachers want more opportunity to talk to each other, collaborate, and share ideas.
  - PDIS and Quorum are awesome, but offerings feel repetitive
  - Required health and safety PD takes up most of their time spent on PD, and feels repetitive. Perhaps a refresher course could suffice in lieu of 13 hours per year.
- **COACHING:** Many educators expressed strong desire for more coaching, especially regular and ongoing coaching.

Insights on Curriculum and Materials

- **CURRICULUM:**
  - Often focuses on 3 to 5 year old strategies, but we need infant/toddler literacy development materials too
  - Dual language programs—resources and curriculum are lacking
  - Many references to Creative Curriculum
- **CULTURALLY RESPONSIVE MATERIALS:**
  - Do not have enough books in other languages (Spanish and other languages)
  - Need more books that reflect the children’s culture and heritage
- **OTHER GAPS AND NEEDS:**
  - More training needed on HOW to implement literacy strategies for children
  - Desire for PD to bring together educators from all three sectors (homes, centers, and elementary schools) to share ideas, collaborate as professionals
  - Whatever we decide to do, please make it sustainable! Too many initiatives of years’ past never lasted more than a few years.
Update on Federal Emergency Relief Funds
Background

Consolidated Appropriations Act, 2021, signed into law on Dec. 27, 2020

This legislation funds federal government agencies and programs through the remainder of fiscal year 2021 (FY21), appropriates additional emergency relief funds for state and local governments and individuals, and extends key relief provisions enacted earlier in 2020.

Includes $10 billion in child care relief funds
- The District of Columbia is expected to receive ~$16.7 million in emergency relief funding for child care

New child care relief funds: Key provisions

Funds are to supplement, not supplant state general revenue funds for child care assistance for low-income families.

States shall use a portion of funds to provide assistance to non-subsidy, as well as subsidy, child care providers for purposes of cleaning and sanitation and other activities necessary to maintain or resume the operation of programs, including for fixed costs and increased operating expenses:

States may use funds to support the stability of the child care sector and help providers with increased operating costs due to coronavirus (COVID-19), including:
- Provide copay and tuition relief,
- Continue payments and assistance to child care providers in the case of decreased enrollment or closures and to ensure they are able to remain open or reopen,
- Provide technical assistance to child care providers in implementing health and safety guidance,
- Provide child care assistance to essential workers without regard to income.

States shall publicize widely the availability of, and provide technical assistance to help providers apply for, funding including center-based and family child care providers.

States are encouraged to place conditions on funds to ensure that child care providers continue to pay wages of staff.
District has used $6 million in CARES funds to support child care providers

<table>
<thead>
<tr>
<th>Activity</th>
<th>Funds Used</th>
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<tbody>
<tr>
<td>Stand up and support emergency child care for essential workers during spring and summer 2020</td>
<td>$1.4 million</td>
</tr>
<tr>
<td>Cover additional costs of continuing subsidy payments to providers from March-September of 2020</td>
<td>$1.7 million</td>
</tr>
<tr>
<td>Additional emergency grants to providers (will be made in early fiscal year 2021)</td>
<td>$2.8 million</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$6 million</strong></td>
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This reflects the total federal CARES Act funding that the District has received.

In addition to these federal funds, the District provided $5 million in local funding for DC Child Care Relief Fund grants to nearly all child care providers.

Development of the District’s FY 2022-2024 Child Care and Development Fund (CCDF) State Plan
DC Early Childhood Demographics

- DC has a population of more than 700,000 residents.
- Young children remain the fastest-growing population in DC, with more than 45,000 children under five.
  - Of the approximately 16,832 3- and 4-year-old children, 80 percent are enrolled in public pre-K.
- Overall, the District has the highest rates of parental employment among families with young children and has made investments to support them.
  - 76 percent of all children age 6 and younger have all parents in the labor force.
- Of the 31,500 children living in poverty in the District, more than 11,000 are children age 5 or younger, which is about 25 percent of the total population of children age 5 and younger.
  - 72 percent of children living at or below federal poverty are children of color.

Source:
[osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/DC%20Proposal%20Final.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/DC%20Proposal%20Final.pdf)

The State of DC’s Babies

Overview

- The District of Columbia is home to 28,203 infants and toddlers, representing 4.1 percent of the state’s population.
- As many as 32 percent live in households with incomes less than twice the federal poverty level (in 2017, about $50,000 a year for a family of four), placing them at economic disadvantage.
- America’s youngest children are diverse and variety of family contexts.

Source:
[stateofbabies.org/data/#/District_of_Columbia](https://stateofbabies.org/data/#/District_of_Columbia)
DC’s Child Care Subsidy Program (CSSP)

• The Office of the State Superintendent of Education (OSSE) Division of Early Learning assists families who meet specific eligibility criteria in paying for child care through a network of highly qualified child care providers in the District of Columbia.

• The CSSP using a variety of funding sources, including local funds and the Child Care and Development Fund Block Grant, makes child care services available for children 6 weeks through 12 years of age, and up to 19 years of age if the child has a disability.

<table>
<thead>
<tr>
<th>Important Information</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
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<tbody>
<tr>
<td>Child development centers</td>
<td>353</td>
<td>361</td>
<td>363</td>
</tr>
<tr>
<td>Child development homes and expanded homes</td>
<td>115</td>
<td>109</td>
<td>106</td>
</tr>
<tr>
<td>Total slot capacity (infants, toddlers, preschool)</td>
<td>25,547</td>
<td>26,425</td>
<td>26,908</td>
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<tr>
<td>Average case load for licensing staff</td>
<td>58</td>
<td>52</td>
<td>47</td>
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• Child Care and Development and Block Grant (CCDBG) reauthorization increased monitoring requirements for facility’s health and safety.
• National Association for Regulatory Administration (NARA) recommends an average case load not to exceed 50-60 facilities for each licensing specialist.
Child Care Assistance Payments

- Significant local investments resulted in **FY19 historic rate increase**.
- FY19 reimbursement rates were based on the cost of care.
- Increased federal and local requirements, living and minimum wage, paid family leave tax and workforce investments will further increase the cost of care.
CCDF Overview

- The Child Care and Development Fund (CCDF) “provides resources to states to enable low-income parents to work or pursue education and training so that they may better support their families while at the same time promoting the learning and development of their children.”

- The CCDF provides “funding to enhance the quality of child care for all children.”

- The Child Care and Development Block Grant Reauthorization Act of 2014 (CCDBG Act) requires each state to submit a detailed state plan that explains how the state will use its CCDF dollars to meet the federal requirements.

CCDF State Plan

- The Office of the State Superintendent of Education (OSSE) serves as the lead agency for CCDBG.

- The US Department of Health and Human Services (HHS), Administration for Children and Families (ACF), Office of Child Care (OCC) monitors compliance with the CCDBG Act, the CCDF final rule, and the state’s approved CCDF State Plan. Monitoring includes:
  - Reviewing state’s policies
  - Observing states on the ground implementation practices
  - Providing training and technical assistance to support states in meeting CCDF requirements
The District’s CCDF State Plan

• The District is in the third and final year of the current CCDF State Plan

• The next CCDF State Plan will cover the period Oct. 1, 2021 through Sept. 30, 2024 (FY2022 – 2024).

• Throughout the three-year plan cycle, the District may submit a request to amend the State Plan to reflect any changes that affect CCDF administration and policies such as policy changes to program eligibility or payment rates.

CCDF State Plan Sections (FY2022-24)

- Define CCDF leadership and coordination with relevant systems
  • Stakeholders participation in the development of the plan
  • Authority to make policy decisions and programmatic changes and implementation

- Promote family engagement through outreach and consumer education
  • How child care related information is communicated to parents
  • How providers and agencies in DC support parents

- Provide stable child care financial assistance to families
  • Eligibility policies for subsidized child care
  • Continuity of care for vulnerable populations
CCDF State Plan Sections (FY2022-24)

- **Ensure equal access to high-quality child care for low-income children**
  - Ensure that low-income and vulnerable children have access to high-quality care

- **Promote standards and monitoring processes to ensure the health and safety of child care settings**
  - Ensure the health and safety of children in licensed child development facilities

- **Recruit and retain a qualified and effective child care workforce**
  - Develop a competent, skilled and stable child care workforce

- **Support continuous quality improvement**
  - Improve the quality of child care services
  - Increase parental options for accessing high-quality child care

- **Ensure grantee accountability**
  - Accountability measures to ensure program integrity
  - Identify fraud or other program violations
CCDF Implementation Highlights

(2019 – 2021)

- Updated the My Child Care DC website (CCDF consumer education website)
- Implemented Capital Quality, DC’s redesigned Quality Rating and Improvement System (QRIS)
- Increased subsidy rates, updated the sliding fee scale and reduced parent co-payments
- Enhanced access to child care for families experiencing homelessness and families receiving Temporary Assistance for Needy Families (TANF)
- Expanded the shared services business alliance for child development homes and expanded homes to help improve their bottom line
- Increased professional development for early childhood education
- Leveraged the District’s Preschool Development Grant Birth through Five (PDG, B-5) to advance an integrated systems approach
A core tenet of the Child Care Development Block Grant (CCDBG) is that families receiving CCDF-funded child care should have equal access to child care that is comparable to that of non-CCDF families.

The Act requires lead agencies to set provider payment rates based on a valid market rate survey or alternative methodology.

The Administration for Children and Families (ACF) expects states to evaluate the actual costs of providing care and the payment rates as part of its long-term approach to setting rates that support equal access.

The District must obtain pre-approval ACF in order to conduct the alternative methodology, and is seeking approval today from this body to move forward.
OSSE’s Approach to Alternative Methodology

- As in previous years, OSSE is proposing to use a cost model approach.
- A cost estimation model estimates the cost of care by incorporating data and assumptions to model what expected costs would be under different scenarios.
- The District of Columbia’s cost estimation model adapted the Provider Cost of Quality Calculator (PCQC), a dynamic, web-based tool that calculates the cost of quality child care based on site-level provider data.
- The District of Columbia believes the cost estimation model is the most accurate way to reflect the actual cost of care.

Benefits of the Cost Model Methodology

- Identify the fiscal impact of early childhood policies and initiatives.
- Identify key cost drivers that cut across all quality designations, including the impact of COVID-19 on group size and non-personnel costs (cleaning, PPE, supplies).
- Carefully explore differential costs and revenues between programs that serve different age groups.
- Use this information to test a range of alternative rate-setting and policy recommendations with a clear understanding of the fiscal impact of these decisions.
Results of the FY18 Cost Model

- Cost model scenarios showed the effect of child’s age, tiered reimbursement, enrollment and other factors have on provider revenues.
- OSSE used the results to inform the FY19 subsidy reimbursement rates, and was able to establish reimbursement rates equal to the average cost of care based on quality level.
- Met federal requirement of establishing rates that therefore rates sufficient to enable child care providers to meet federal and local health, safety, quality, and staffing requirements.

Timeline for Updating the Cost Model

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
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<tbody>
<tr>
<td>Jan. 28, 2021</td>
<td>OSSE presents alternative methodology to the State Early Childhood Development Coordinating Council (SECDCC) for approval</td>
</tr>
<tr>
<td>February 2021</td>
<td>OSSE’s request to use alternative methodology submitted to ACF</td>
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<tr>
<td>Early spring 2021</td>
<td>OSSE presents alternative methodology to groups of stakeholders for input and discussion</td>
</tr>
<tr>
<td>Late spring 2021</td>
<td>OSSE convenes internal working group and national cost model experts to update cost estimation model</td>
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<tr>
<td>Within 30 days of plan submission</td>
<td>Cost model report published</td>
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</table>
Discussion and Questions

- What do you see as the benefits to this approach?
- What improvements would you like to see during this iteration of the cost model?
- How does COVID-19 impact this exercise?

Open Discussion
SECDCC Discussion Questions

• Are there suggested stakeholders and groups that should be included in OSSE’s CCDF outreach and engagement?
• Do you have suggestions on how we can improve inter and intra agency communication support and improve access and quality of children to all families?
• What are your top two priorities for providing high-quality child care to children and families?
# CCDF State Plan Milestones and Timeline

<table>
<thead>
<tr>
<th>Month</th>
<th>Milestones</th>
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| Jan. – March 2021 | • Conduct stakeholder engagement strategies  
                                           • Engage the SECDCC  
                                           • Share draft of CCDF Plan with SECDCC and gather input                                                   |
| April – May 2021 | • Notice of public hearing and draft plan released for public comment  
                                           • Hold a public hearing and community engagement sessions  
                                           • Update DC’s CCDF State Plan                                                                           |
| June 2021       | • Final reviews and approvals of State Plan  
                                           • Submit final CCDF State Plan to Administration for Children and Families (ACF)                          |
| July 2021       | • Post final CCDF State Plan on OSSE’s website (30 days after submission)  
                                           • Post Alternative Cost Methodology (30 days after it is completed)                                        |