



Meeting:	State Early Childhood Development Coordinating Council (SECDCC)	
Date/ Time:	Jan. 28, 2021 3-4:30 p.m.	
Location:	Microsoft Teams	
Agenda Items		
I. Welcome	Shana Young Interim State Superintendent of Education Office of the State Superintendent of Education (OSSE)	
II. District's Comprehensive State Literacy Program grant and development of the state literacy plan	Annette Thacker-Bartlett Special Assistant for Teaching and Learning OSSE Ashleigh Tillman Instructional Systems Specialist OSSE	
III. Update on Federal Emergency Relief Funds	Sara Mead Assistant Superintendent of Early Learning OSSE	
IV. Child Care and Development Fund— Overview of the State Plan development process and feedback	Sara Mead Rebecca Shaw Director of Operations and Management OSSE	
V. Announcements	SEDCC Members	
VI. Public Comment	Open	
VII. Wrap-Up/Next Steps/Adjourn	Shana Young	



State Early Childhood Development Coordinating Council (SECDCC)

Jan. 28, 2021

Welcome! Please put your name and organization/agency
in the chat so that we can track attendance.



Welcome



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

3



District's Comprehensive State
Literacy Program grant and
development of the state
literacy plan



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.

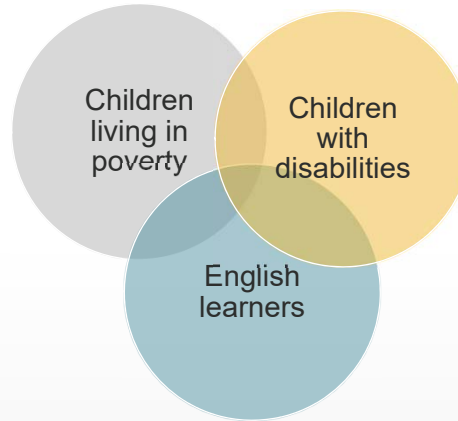
The five-year **Comprehensive Literacy State Development (CLSD)** grant will be used primarily to support local education agencies (LEAs) and community-based organizations (CBOs) in strengthening literacy development and instruction from **birth through grade 12**.

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**



7

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



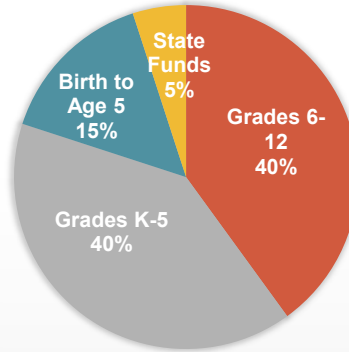
8

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.

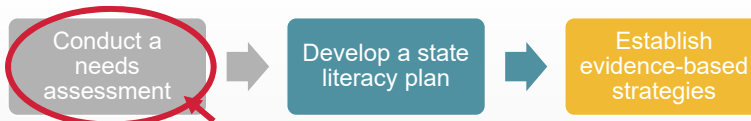


9

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**.



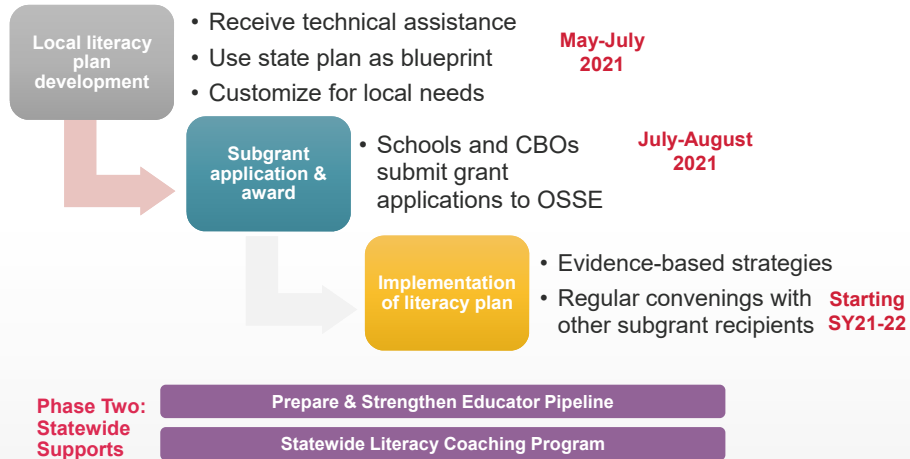
Input gathered from the DC early childhood workforce via focus groups in November 2020.

January-May 2021



10

Phase Two: Local Literacy Plans + Subgrant Awards



11

Year 1 and Beyond Timeline

Milestone	Estimated Timeline
Needs Assessment (across DC education sectors)	November-December 2020
State Literacy Plan Development	December 2020-April 2021
Technical Assistance for Local Literacy Plan Development (in anticipation of grant application)	May-June 2021
NOFA published	June 2021
RFA released	July 2021
Grant is open for application in EGMS	July-August 2021
Grant applications reviewed and awards made	September 2021
<ul style="list-style-type: none"> • Implementation of grant activities • Support and technical assistance from OSSE 	Starting October 2021



12

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.

House of Ruth's Kidspace CFDC	Georgetown University - Hoya Kids	Grandma's Hands Daycare	DC Childcare Connections
Barbara Chambers Children's Center	Angel's Arena Child Care, LLC	Khadijah's Little Angels Daycare	Barbara Chambers Children Center
Bright Beginnings Inc	CCPC Nursery School	Kings and Queens CDC	JAG Child Care, LLC
Loving Care Day Nursery	Kids Comprehensive Services	Playsafe Play House CDH	Support By Design
Meriam Academy	Carmen's Pride & Joy	Voices of Little Angels CDH	School for Friends
Martha's Table Maycroft Early Learning Center	ASA Early Learning Academy at The Mary Elizabeth House, Inc	Promoting Love & Wisdom Home Childcare Center LLC	Randall Hyland Private School
K-12 Coders	Board of Child Care EC	TITI'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.



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.

How do you foster **oral language** development?

How do you **measure** oral language growth?

In what ways does your facility support **reading and writing skills** in young learners?



15

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.

How do you **engage families** in literacy programming and support?

What **resources** is your facility using or sharing with families to support literacy development?



16

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.

Describe the professional learning that is available for teachers like you.

What forms of **coaching** are available to support you?

Do PD opportunities focus on the DC Early Learning Standards?



17

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.

What curriculum do you use for literacy development?

Do you have culturally responsive materials?

What gaps exist in literacy resources, programs, or materials? What would you spend money on?



18

TEACHING & LEARNING

WEBSITE:
<https://osse.dc.gov/service/k-12-teaching-and-learning-resources>


UPCOMING PD TRAININGS:
<https://osse.dc.gov/events>

SUBSCRIBE TO TAL PD BULLETIN:
<http://eepurl.com/gBFkKw>

OSSE SOCIAL MEDIA

 facebook.com/ossedc

 twitter.com/ossedc

 youtube.com/DCEducation

 www.osse.dc.gov



For more information about the CLSD grant, contact:

Drafting State Literacy Plan
Ashleigh C. Tillman
Ashleigh.Tillman@dc.gov

Early Childhood Grant Aspects
Buen Abo
Buen.Abo@dc.gov



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



21

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



22

District has used \$6 million in CARES funds to support child care providers

Activity	Funds Used
Stand up and support emergency child care for essential workers during spring and summer 2020	\$1.4 million
Cover additional costs of continuing subsidy payments to providers from March-September of 2020	\$1.7 million
Additional emergency grants to providers (will be made in early fiscal year 2021)	\$2.8 million
Total	\$6 million

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.



1/28/2021

23



Development of the District's FY 2022-2024 Child Care and Development Fund (CCDF) State Plan

In this presentation:

- Early Childhood Landscape
 - Demographics
 - Child care capacity
 - Budget and Child Care Assistance Payments
- Child Care and Development Fund (CCDF) Plan
 - Overview
 - State Plan Process
 - CCDF State Plan Preprint
- CCDF in the District of Columbia
 - Implementation highlights
- Open Discussion
 - SECDCC Feedback
- Next Steps and Closing
 - CCDF Milestones



25



Early Childhood Landscape

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



27

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



28

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.



29

Child Care Licensing and Compliance

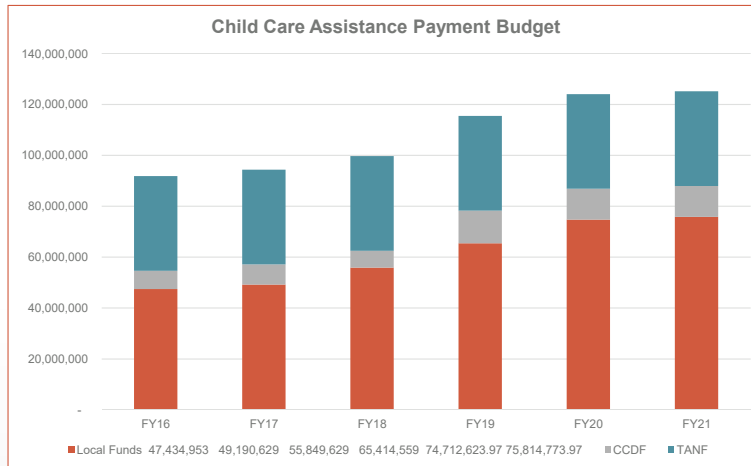
Important Information	FY17	FY18	FY19
Child development centers	353	361	363
Child development homes and expanded homes	115	109	106
Total slot capacity (infants, toddlers, preschool)	25,547	26,425	26,908
Average case load for licensing staff	58	52	47

- 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.



30

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.



31



Child Care and Development Fund (CCDF) Overview

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.

33



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

34



The District's CCDF State Plan

- The District is in the **third and final year of the current CCDF State Plan**
 - The current plans covers the period Oct. 2018 through Sept. 30, 2021 (FY2019-2021).
- 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

37



CCDF State Plan Sections (FY2022-24)

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

38





CCDF Implementation Highlights

CCDF Implementation Highlights (FY2019 – 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





Alternative Methodology Overview and Discussion

Approval for CCDBG Plan Alternative Methodology

- 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



43

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.



44

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.



45

Timeline for Updating the Cost Model

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



46

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?



47



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?

49



Next Steps and Closing

CCDF State Plan Milestones and Timeline

Month	Milestones
Jan. – March 2021	<ul style="list-style-type: none"> • Conduct stakeholder engagement strategies • Engage the SECDCC • Share draft of CCDF Plan with SECDCC and gather input
April – May 2021	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Final reviews and approvals of State Plan • Submit final CCDF State Plan to Administration for Children and Families (ACF)
July 2021	<ul style="list-style-type: none"> • Post final CCDF State Plan on OSSE's website (30 days after submission) • Post Alternative Cost Methodology (30 days after it is completed)



51

FIND US

ADDRESS:
1050 First St. NE,
Washington, DC 20002

Christina Crayton
Christina.Crayton@dc.gov

Sara Mead
Sara.Mead@dc.gov

GET SOCIAL

 facebook.com/ossedc

 twitter.com/ossedc

 youtube.com/DCEducation

 www.osse.dc.gov



52



Announcements



Public Comment



Wrap-Up/Next Steps/Adjourn