



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Meeting:	State Early Childhood Development Coordinating Council (SECDCC)	
Date/ Time:	Oct. 26, 2022 2-3:30 p.m.	
Location:	Microsoft Teams	
Agenda Items		
I. Welcome		Sara Mead Office of the State Superintendent of Education (OSSE)
II. DC Autism Collaborative (DC-AC)		Leandra Godoy Children's National
III. Early Childhood Educator Pay Equity Fund		Sara Mead
IV. 2022 DC Child Care Provider Survey		Dr. Kathryn Kigera OSSE
V. Strong Start data trends and program updates		Andres Alvarado OSSE
VI. Member updates and public comment		All
VII. Wrap-up/next steps/adjourn		Sara Mead



State Early Childhood Development Coordinating Council

Oct. 26, 2022

Agenda

- DC Autism Collaborative (DC-AC)
- Early Childhood Educator Pay Equity Fund
 - Fiscal year 2022 (FY22)
 - FY23
- 2022 DC Child Care Provider Survey
- Strong Start data trends and program updates
- Member updates and public comment
- Wrap-up/next steps/adjourn



DC-AC



DC-AC Overview

- The [DC Autism Collaborative \(DC-AC\)](#) is a multidisciplinary, public-private coalition of professionals, community leaders, and parents who have been convening since 2020 to strategically address barriers to autism spectrum disorder (ASD) care and advocate for solutions that will increase early and equitable access to high-quality ASD diagnosis, treatment, and coordinated care.
- The DC-AC has [developed several resources](#) to support providers (including health providers and early childhood educators) and parents on topics related to ASD in early childhood.
- Resources in Spanish and Amharic

childrensnational.org/advocacy-and-outreach/child-health-advocacy-institute/community-mental-health/mental-health-initiatives-and-activities/dc-autism-collaborative/dc-autism-collaborative-resources

Resources for Professionals



Autism Resource Guide for Community Providers

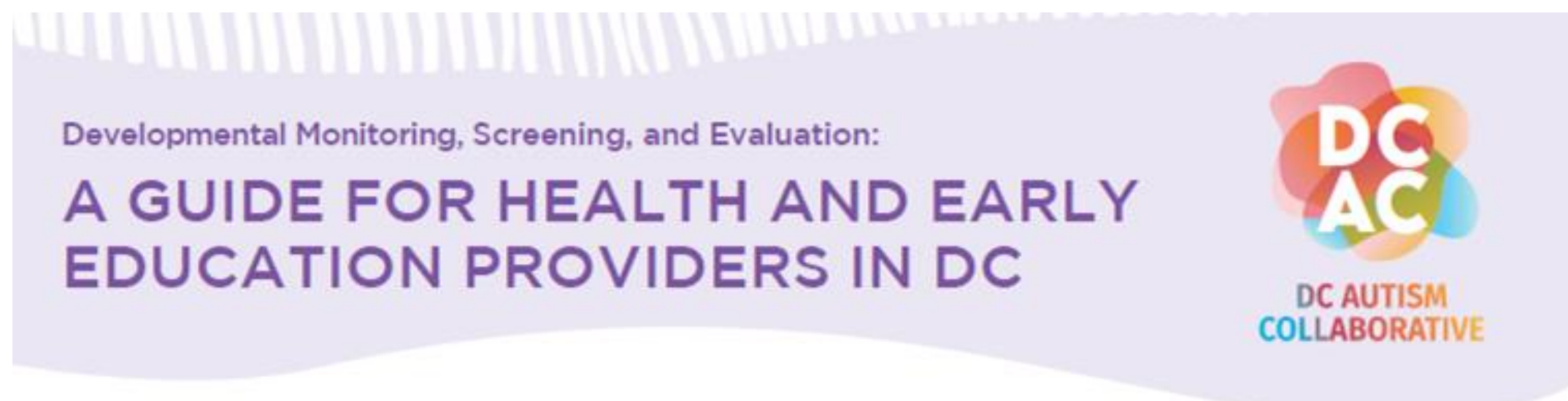


**AUTISM
RESOURCE
GUIDE**
for Community Providers

- Evaluations and Treatment through Medical Systems
- Early Intervention/School-Based Services
- Legal/ Advocacy Organizations
- Peer/Community Supports
- Recreational Resources
- Helpful Websites

A toolkit/resource guide for community providers in DC to support early childhood families with resource navigation around ASD concerns

Developmental Monitoring, Screening, and Evaluation Guide for Health and Early Education Providers in DC



Developmental Monitoring/Surveillance

	Health Provider Role & Responsibilities	Early Care and Education Provider Role & Responsibilities	How to Partner with Families
<p>Developmental monitoring or surveillance is an active on-going process of watching a child grow and encouraging conversations between parents and providers about a child's skills and abilities. Developmental monitoring supports and complements (but does not replace) developmental screening.</p>	<p>The Academy of American Pediatrics (AAP) recommends developmental surveillance at all well-child visits. This includes:</p> <ul style="list-style-type: none"> • review developmental history; • ask about concerns; • assess strengths and risks; • observe the child; • document; • and share results with others. <p>Encourage parents to monitor milestones between visits and share results with pediatrician and other providers (i.e., educational providers).</p>	<p>Early Care and Education Providers can:</p> <ul style="list-style-type: none"> • Regularly use milestone checklists to monitor a child's development <p>Encourage families to monitor their child's development at home and share results with educators and health care providers.</p>	<p>Parents can be encouraged to:</p> <ul style="list-style-type: none"> • Track their child's developmental milestones at intervals (2, 4, 6, and 9 months, 1 year, 15 and 18 months, 2 years, 30 months, 3, 4 and 5 years) using free milestone trackers • Share results and concerns with health and education providers
Resources:	<p>AAP's Recommendations for Preventive Pediatric Health Care</p> <p>The Centers for Disease Control and Prevention's (CDC) Health Care Provider Primer</p> <p>Identifying and Caring for Children with Autism Spectrum Disorder: A Course for Pediatric Clinicians</p>	<p>CDC's Child Find Primer</p> <p>CDC's Early Care and Education Providers Primer</p> <p>CDC's FREE 1-hour online training, Watch Me! Celebrating Milestones and Sharing Concerns</p>	<p>CDC's "Learn the Signs. Act Early." Program Materials</p> <p>Act Early DC Website</p>

- The guide was developed to support early identification of autism for children birth to 5 across early childhood systems
- It is organized based on the four steps of early intervention:
 - (1) parent-engaged developmental monitoring,
 - (2) developmental and autism screening,
 - (3) referral, and
 - (4) receipt of early intervention services
- The guide includes best practices for health care providers, early care and education providers, and families
- It provides clear instructions on how health care providers and early care and education providers can support families in navigating these steps

Recommended best practices and procedures for providers on developmental monitoring, screening, and evaluation that can be used across sectors.

DC Medicaid Managed Care Organization (MCO) Processes and Guidelines Regarding Autism Spectrum Disorder Services for Children



DC Medicaid Managed
Care Organization

PROCESSES & GUIDELINES

for Autism Spectrum Disorder
Services for Children

August 2022



- Requirements for Coverage of Evaluation, ASD Diagnosis, Applied Behavior Analysis (ABA) and Other Behavioral Health Services
- Process for Transitioning Between Full Risk MCOs
- Process for Transitioning to Health Services for Children with Special Needs (HSCSN)
- Role of Health Plan in Strong Start Program
- Process for Transition of Strong Start to Non-Early Intervention (EI) Services
- Process for Provider Credentialing and In-Network Requirements
- Relevant Links and Resources

Outlines clear guidelines and processes across all of the DC MCOs regarding autism and behavioral health coverage. You'll also learn what requirements and documentation are needed for ASD evaluations, ASD diagnosis, and applied behavior analysis (ABA) services; and the process of transitioning between MCOs.

Resources for Parents and Caregivers



What to do While You are Waiting for a Medical Diagnostic Evaluation for Autism

What To Do
While You Are Waiting for a Medical Diagnostic Evaluation for Autism

DC Autism Collaborative

DC Autism Collaborative, Outreach & Engagement | September 2020 | Version 1 | Page one of 20

Waitlists to receive a formal medical evaluation for autism are often long which can be frustrating. While a formal medical diagnosis of autism opens up a number of doors to receive certain types of intervention services through your insurance (for example applied behavior analysis(ABA)), there are a number of other steps you can take to support your child's development while you are waiting for this evaluation.

SEEK OUT EARLY INTERVENTION OR SPECIAL EDUCATION SUPPORT:

- ✓ Contact DC's early childhood systems to request a home visit. In Washington, you can call 1-800-685-6100 for more information. Families are often able to schedule a home visit. For more information, visit [www.dchealth.gov/earlychildhood](#). There are also [DC's](#) [early childhood](#) [resources](#) [page](#).
- If your child is under 3, contact [Strong Start, DC's Part C](#) to complete an evaluation and begin early intervention services. [202-777-7667](#) | [strongstartdc.org](#)
- If your child is 3 or older contact [Early Steps, DC's Part B](#) to complete an evaluation and to start special education services. [202-424-4077](#) | [info@earlystepsdc.org](#)

START SERVICES IN AREAS OF NEED:

- ✓ Visit pediatric services for your child to see which services are available in different areas (speech and language therapy, occupational therapy, physical therapy). These services do not have to be covered by your health insurance and do not require a formal diagnosis of autism to access them.

CONTINUE TO SUPPORT YOUR CHILD'S DEVELOPMENT:

- ✓ Online professional care provides lots of support. Researcher, Yoni Kanon, provides parents to use to support their child's development.
- [Help is in Your Hands](#) is an online, interactive resource for families with young kids with symptoms of or diagnosed with autism. It is a free website with 16 web-based video modules to help parents and clinicians address their everyday real-world needs.
- [Parent Empowerment Program \(PEP\)](#) is a free online and in-person training to give parents the knowledge to understand the underlying causes of their children's behavior and the practical skills and tools they need to address problems right away. PEP programs are offered in English and Spanish and include videos on-demand, webinars, virtual and in-person classes, and individual support.
- [Caregiver Skills Training](#) from Autism Speaks and the World Health Organization is a free online training program that teaches caregiver's day-to-day skills to help boost the wellbeing and development of children ages 0-9 with autism and other developmental delays.

- Seek out early intervention or special education support
- Start services in areas of need
- Continue to support your child's development
- Prepare for a medical autism evaluation

Provides tips for how to make the most of your time before receiving a medical diagnosis of ASD, including getting started with other services and preparing for your visit.

Do You or Your Child's Provider Suspect That Your Child May Have Autism?



Do you or your child's provider suspect that your child may have an AUTISM SPECTRUM DISORDER?

What is Autism?
Autism or autism spectrum disorder (ASD) is a neurodevelopmental disability that can be associated with social, communication, and behavioral challenges. Children diagnosed with autism may communicate, interact, behave, and learn in ways that are different from people without autism. You can visit the Centers for Disease Control and Prevention (CDC) autism webpage to learn more about how autism is defined.

How Common is Autism?
The Centers for Disease Control and Prevention (CDC) estimates that about 1 in 44, 8-year-old children have been identified with autism. You can view the CDC Autism and Developmental Disabilities Monitoring Network's 2021 Community Report to learn more.

How is Autism Diagnosed?
A diagnosis of autism is made based on your description of your child's development, a review of your child's history and observations of certain behaviors by your child's primary care provider and an autism expert. You can learn more by reading the American Academy of Pediatrics' article, "How is Autism Diagnosed?"

The criteria for diagnosing autism include:

- challenges with social communication and interaction
- restricted or repetitive behaviors or interests.

DC AC
DC AUTISM COLLABORATIVE

- Answers the following questions and more:
 - What is autism?
 - How is autism diagnosed?
 - If I suspect autism, what do I do next?
 - What are the differences between a medical diagnosis and an educational classification of autism?
 - What should I do after an evaluation?

Provides some clear steps that can be taken once a caregiver or your provider has suspected that a child may have autism.

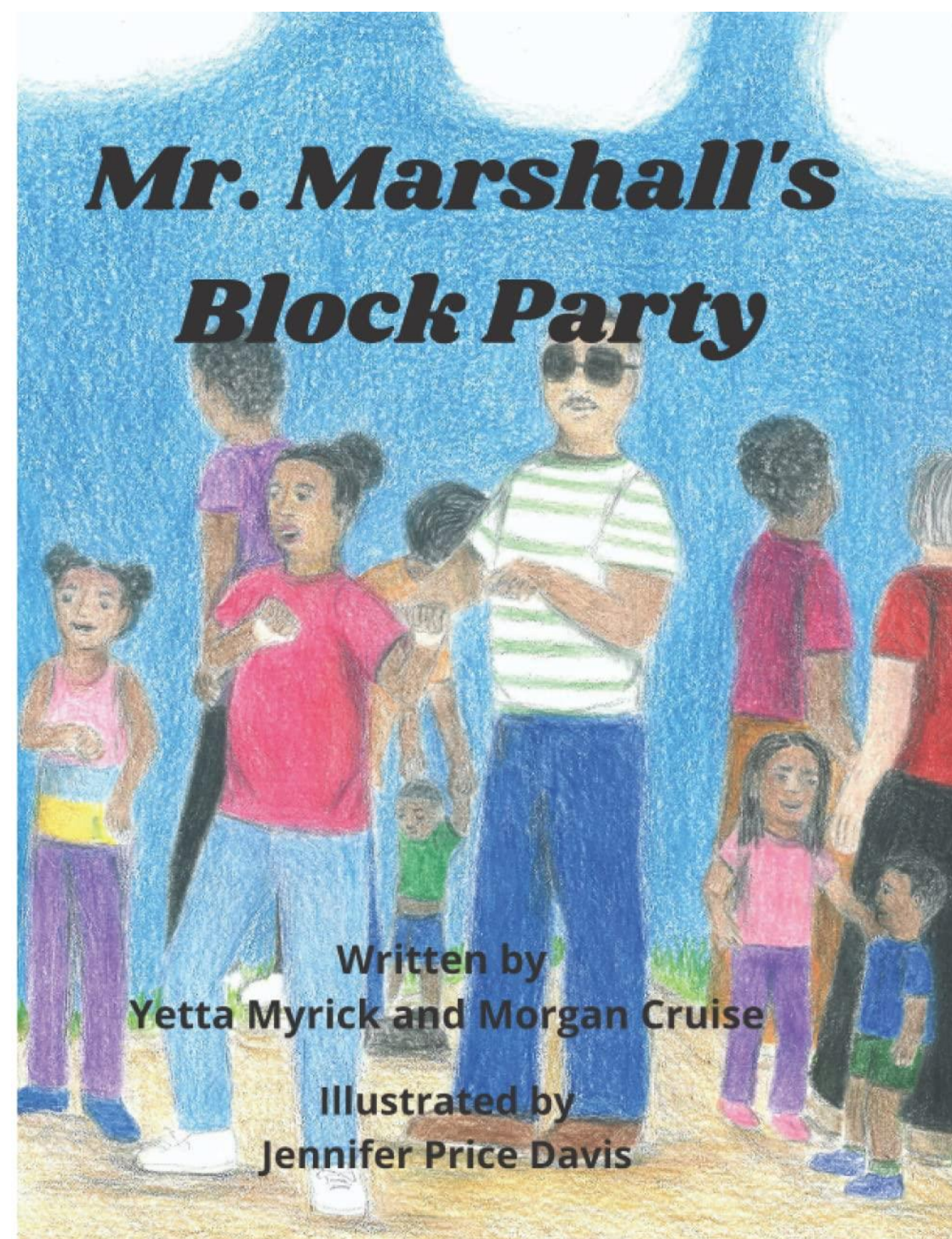
Coming soon!!!

Transition Points Document



A broad, easy to follow navigation map outlining rights and the flow of support systems for developmental concerns from birth to entry to elementary school.

Children's Book: *Mr. Marshall's Block Party*



Copyrighted Material

It's time for the block party!

The annual block party in Mr. Marshall's neighborhood is underway! Everyone in the neighborhood is pitching in, even the children who Mr. Marshall has watched grow over the years. Follow Mr. Marshall and his community as they prepare for the biggest celebration of the year! Find the apple at the bottom of the page for milestone moments.



www.ActEarlyDC.org



Copyrighted Material



**SCAN QR CODE
TO DOWNLOAD THE
E-BOOK!**



www.ActEarlyDC.org



Early Childhood Educator Pay Equity Fund

FY22 Recap



EARLY CHILDHOOD EDUCATOR
PAY EQUITY FUND

More than **4,000**
applications
received by Sept.
20, 2022 deadline

3,042 applications
approved as of
Oct. 20, 2022

\$35,690,000
disbursed or soon-
to-be disbursed as
of Oct. 20, 2022

FY23 Eligibility, Payment Amounts and Distribution Schedule



EARLY CHILDHOOD EDUCATOR
PAY EQUITY FUND

In FY23, the Office of the State Superintendent of Education (OSSE) and AidKit will continue to distribute fund directly to early educators, but through four, quarterly payments.

Quarterly Payment Distribution Month	Must be employed on or before	ECE I Amount	ECE II Amount
December 2022	Nov. 1, 2022	\$2,500	\$3,500
March 2023	Feb. 1, 2023	\$2,500	\$3,500
June 2023	May 1, 2023	\$2,500	\$3,500
September 2023	Aug. 1, 2023	\$2,500	\$3,500

- To receive a payment, an early childhood educator must be employed on or before the dates listed above, and on the date payment is disbursed.
- ECE I includes: Assistant Teacher, Associate Caregiver, Montessori Assistant Teacher
- ECE II includes: Teacher, Home/Expanded Home Provider, Montessori Teacher
- Part-time staff receive half of the full payment amount

For more information, see the [FY23 Child Care Staff Eligibility, Payment Amounts and Distribution Schedule for the Early Childhood Educator Pay Equity Fund Policy](#).



Early Childhood Educators Who Received Payments in FY22



- Early childhood educators who received a supplemental payment through AidKit in FY22 and remain employed in an eligible Staff Type in a child development facility licensed by OSSE are eligible to receive a supplemental payment.
- These individuals **do not** need to submit an additional application to receive supplemental payments in FY23.
- These individuals will receive a notification from AidKit in November with a link to review their payment information, update payment information if a change has occurred or decline to receive a payment.
 - If the eligible early childhood educator takes no action, payment will automatically be sent via the same payment method through which prior payments were disbursed to the eligible early childhood educator; no further action is required.

Newly Hired and Newly Eligible Early Childhood Educators



- Early childhood educators who were hired after May 16, 2022 and did not qualify for a FY22 supplemental payment, or who transitioned from an ineligible Staff Type to an eligible Staff Type after May 16, 2022, must submit an application to AidKit in order to receive a payment in FY23.
- The application portal for FY23 payments will open on Nov. 1, 2022.
- Applications must be submitted to AidKit by Nov. 15, 2022 to receive a supplemental payment for quarter one.

Upcoming Virtual Information Session



EARLY CHILDHOOD EDUCATOR
PAY EQUITY FUND

- OSSE and AidKit will host a virtual information session for newly hired and newly eligible early childhood educators to learn more about the Early Childhood Educator Pay Equity Fund and how to apply.
- The information session will take place from **6-7:30 p.m. on Tuesday, Nov. 1** using Zoom. Attending the information session is optional. The information session will be available in English, Spanish and Amharic. A recording of the session will be made available on the OSSE website.
- A flyer to share with newly hired and newly eligible early childhood educators with details about the information session is available in [English](#), [Spanish](#) and [Amharic](#).

[Click here to register.](#)



2022 DC Child Care Provider Survey

Survey Purpose

- The 2022 DC Child Care Provider Survey was conducted to help inform OSSE's understanding of DC child care providers' current costs and revenues. The information gathered through the survey will help to inform future child care subsidy reimbursement rates and the implementation of the Early Childhood Educator Pay Equity Fund in FY24 and beyond.
- OSSE, in partnership with DC Child Care Connections, worked with Prenatal to Five Fiscal Strategies (P5FS) to conduct the provider survey between September and October 2022.
- More information on the survey can be [found here](#).

Survey Details

- The person of record for each facility was sent a unique link from P5FS to complete the survey the week of Sept. 19.
- Survey was available online in English, Spanish and Amharic
- Employed 'skip-logic' which tailors the questions based on answers, minimizing irrelevant questions
- One submission per facility, ideally completed by the director/owner/financial manager
- For organizations with three or more facilities, data was collected via interview

Survey Content Areas

1. Contact information
2. Facility information
3. Capacity and ages served
4. Current enrollment
5. Families participating in subsidy and special populations
6. Tuition rate/fees
7. Revenue
8. Staffing and wages
9. Benefits
10. Non-personnel expenses



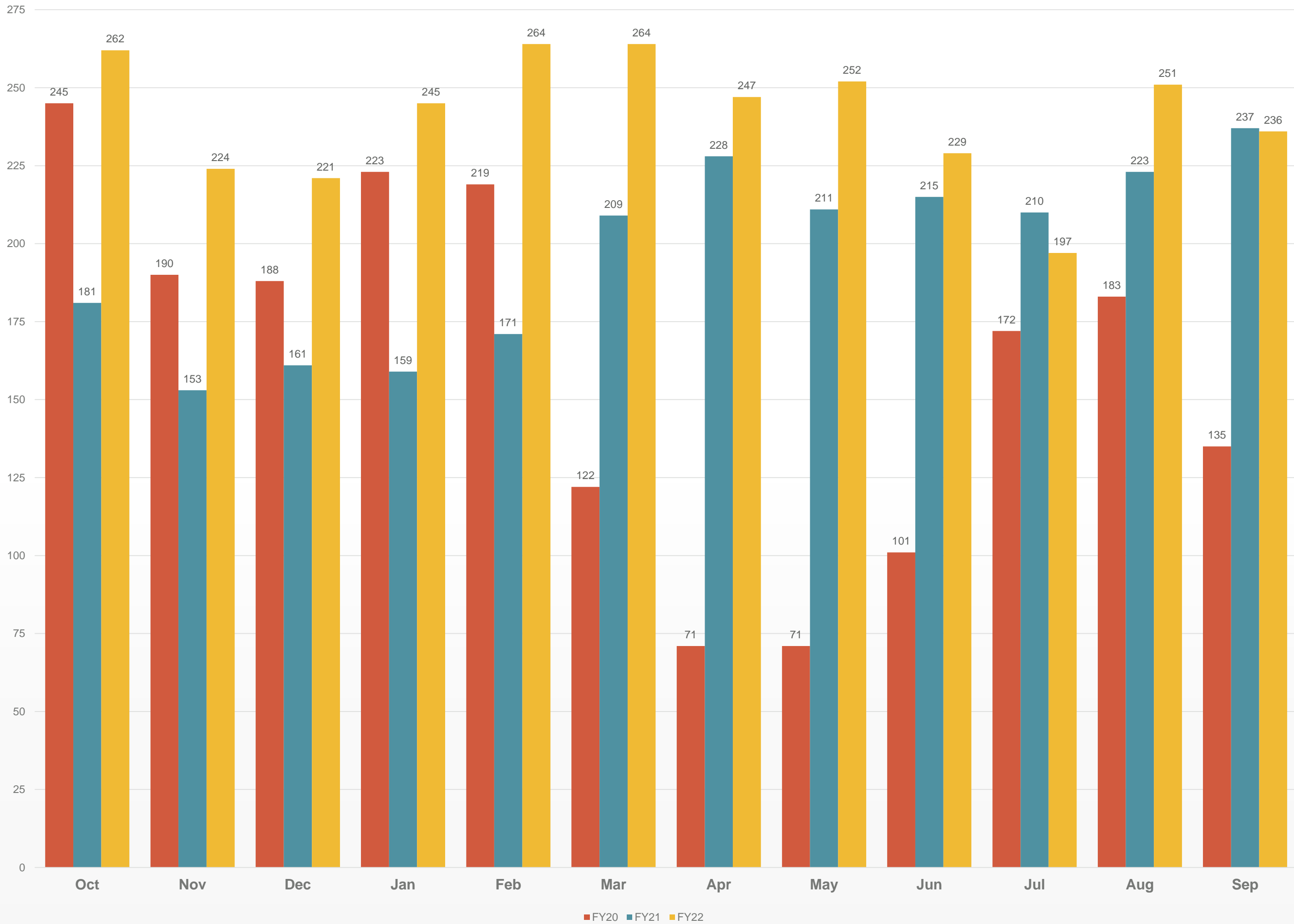
Next Steps

- P5FS will analyze the survey results and share a final report with OSSE
- Results from the survey will be used to:
 - Inform the Early Childhood Educator Pay Equity Fund pay scale formula
 - Review and analyze subsidy reimbursement rates

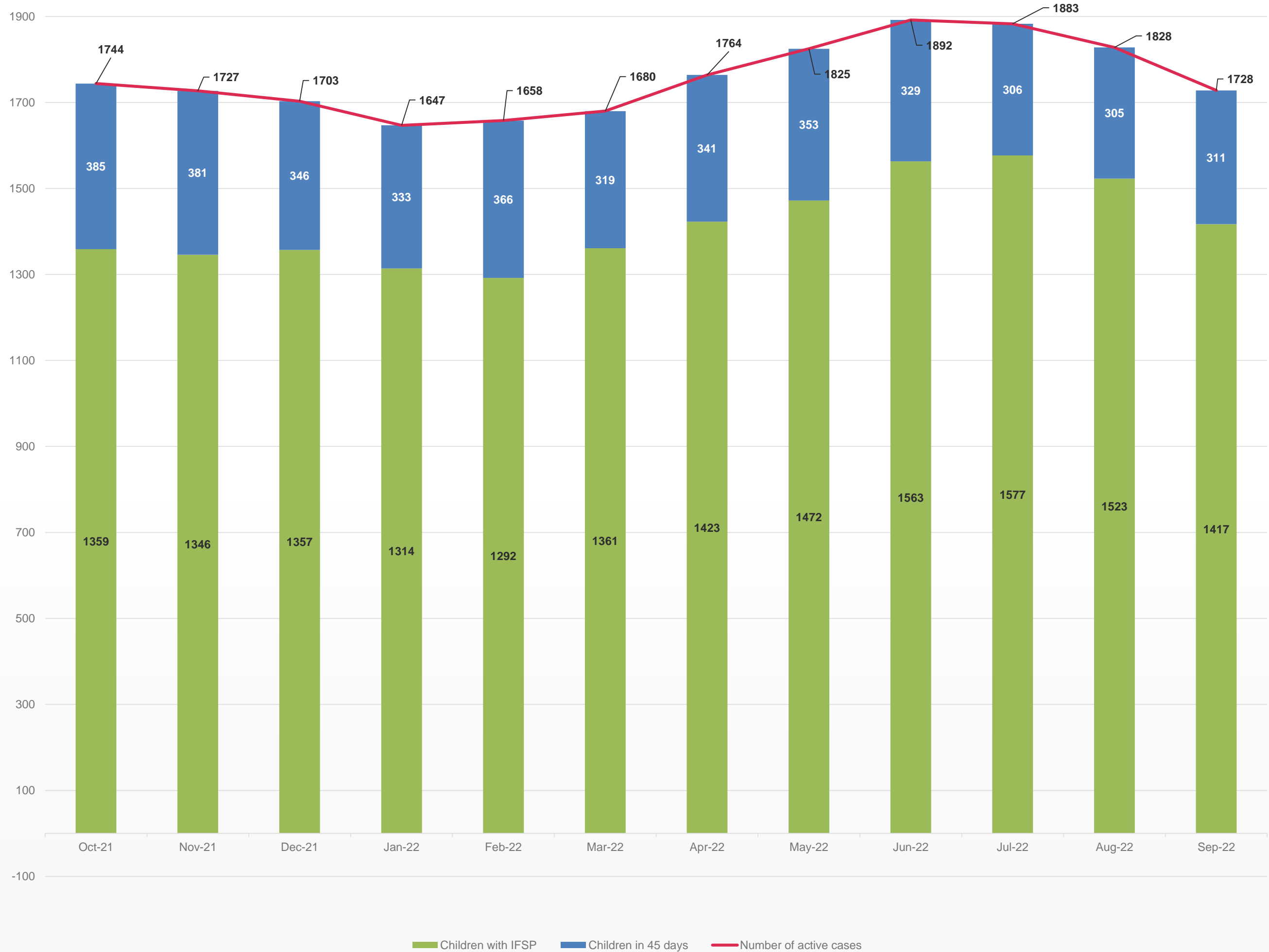


**Strong Start data trends and
program updates**

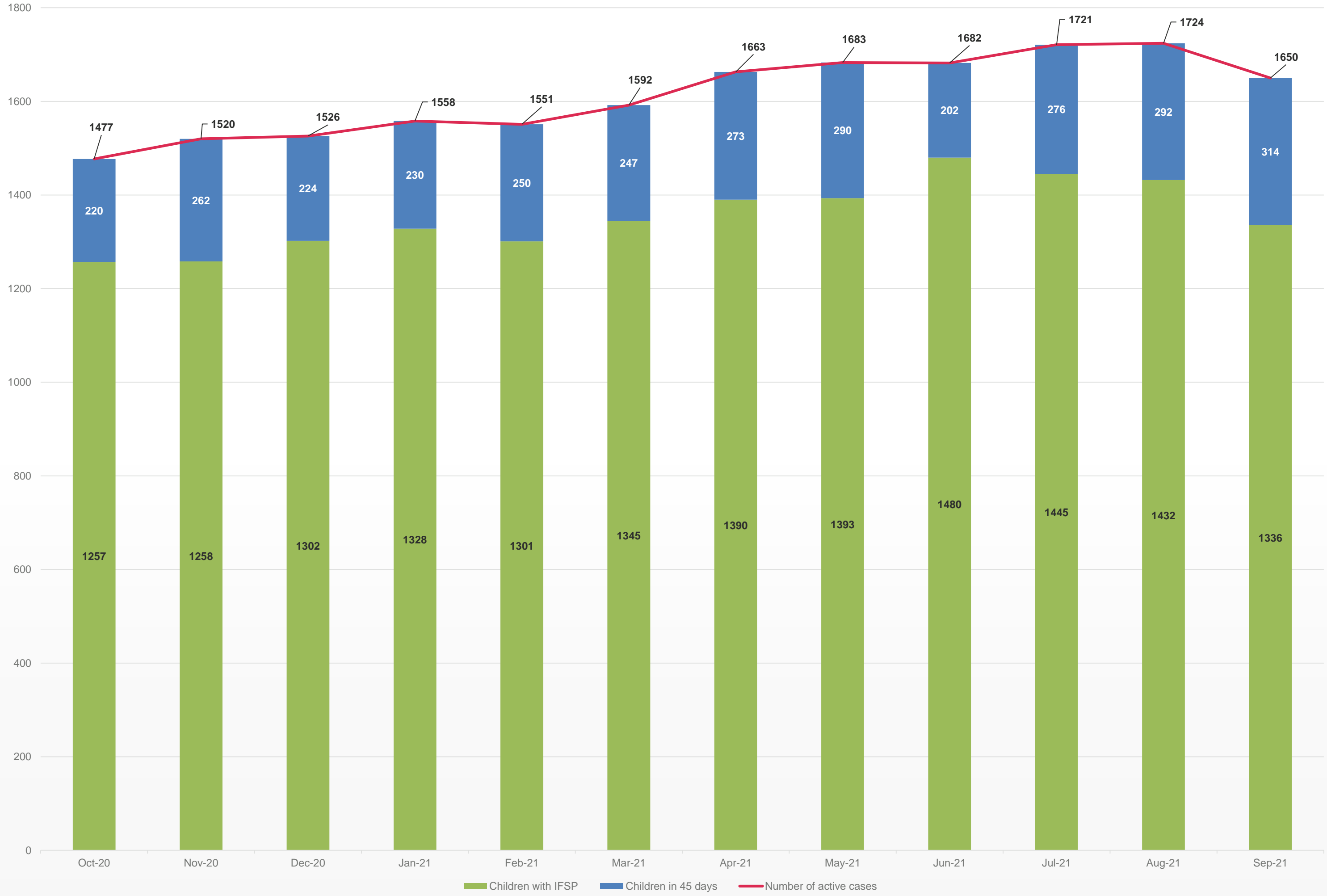
Number of Referrals Received



FY22 Data



FY21 Data



Part C Determination Letter

- DC Early Intervention Program (DC EIP) received “Meets Requirements” determination from the United States Department of Education.
- This determination is based on the totality of the state’s data and information, including the Federal fiscal year (FFY) 2020 State Performance Plan/Annual Performance Report (SPP/APR), other state-reported data, and other publicly available information.

Federal Fiscal Year 2020 (FFY20) APR

Indicators	FFY17	FFY18	FFY19	FFY20	Target
1. Timely provision of services	87.44%	94.02%	91.89%	93.46%	100%
2. Natural environments	100%	100%	99.18%	100%	97.20%
5. Child find - Birth to one	1.17%	1.37%	1.46%	1.41%	1.50%
6. Child find - 0-3	2.92%	3.72%	3.52%	3.67%	3.60%
7. 45-day timeline	94.97%	98.06%	95.29%	97.76%	100%
8A. Steps and services	94.40%	100%	100%	100%	100%
8B. Notification to state education agency (SEA)	100%	100%	100%	100%	100%
8C. Conference	90.32%	93.98%	93.64%	97.39%	100%

FFY20 Child Outcomes

Child Outcomes	Greater Than Expected Growth*		Within Age Expectations	
	FFY19	FFY20	FFY19	FFY20
Social relationships	83.43%	87.57%	70.56%	73.82%
Knowledge and skills	67.60%	67.50%	55.84%	58.73%
Appropriate behaviors to meet needs	78.84%	84.34%	77.69%	80.62%

*These children were starting to catch up to other children their age and gaining skills faster than they were before early intervention.

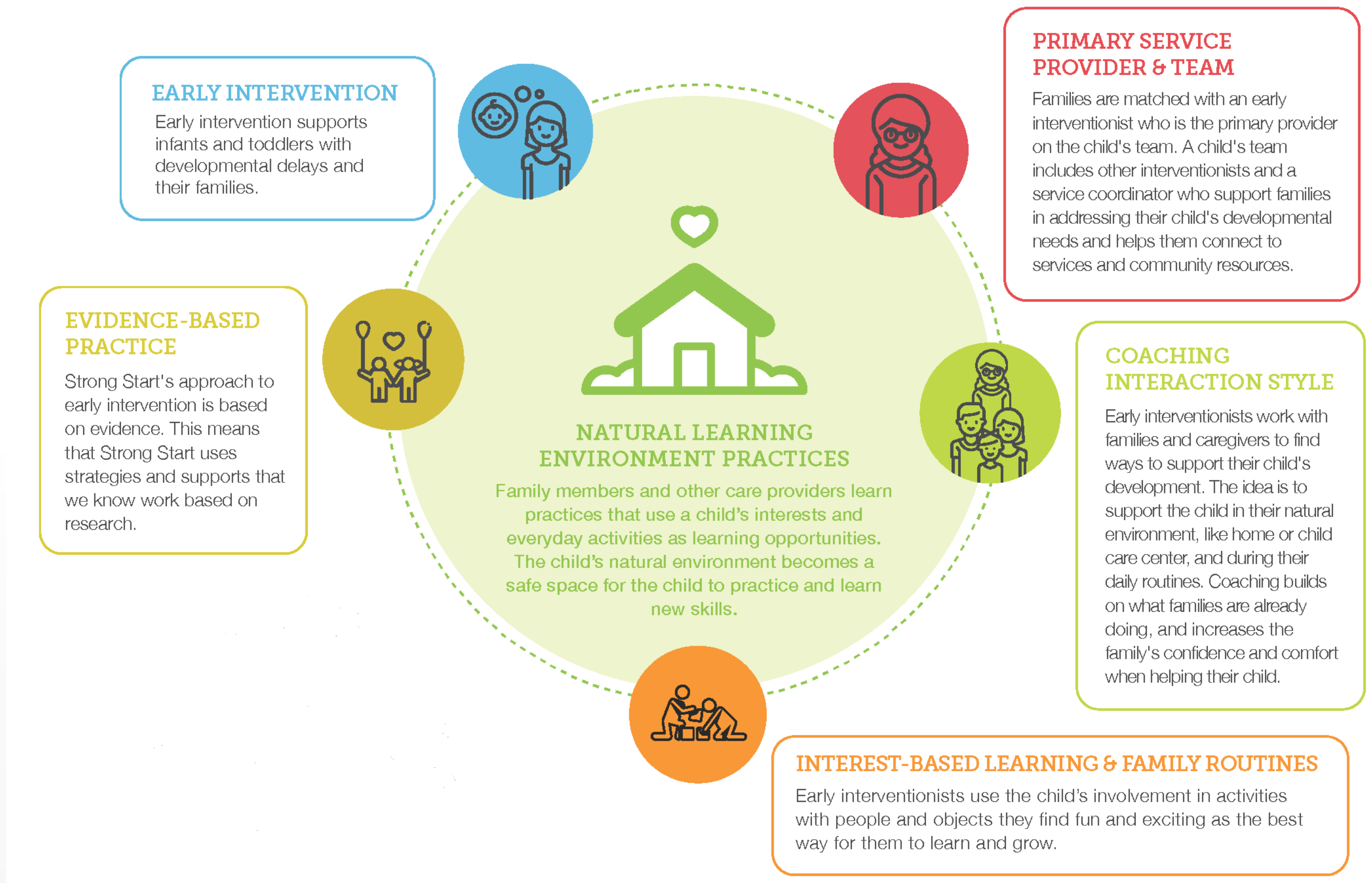
FY22 In-person vs. Telehealth services

	Q1	Q2	Q3	Q4
In-person	56%	56%	65%	73%
Telehealth	44%	44%	35%	27%

In-person services. What is next?

- Strong Start updating coronavirus (COVID-19) guidelines for approval from OSSE
- Families being told during intake that they can request family interviews, Individualized Family Service Plan (IFSP) meetings and services in-person.
- All evaluations in-person after Jan. 1, 2023

Strong Start's Early Intervention Approach



Implementation Fidelity in Strong Start

- Strategies to be used to assess the extent to which early interventionists adhere to the characteristics of the coaching style
- These strategies will be also used as an ongoing evaluation of coaching practices after they have been mastered

Ongoing Provider Fidelity Assessment Requirements

All early intervention providers will need to complete the following:

Time Period	Requirement
FY22 (April 1 – Sept. 30, 2022)	<ol style="list-style-type: none"> 1. Complete the Texas ECI Coaching Families modules 2. Complete one self-assessment using the Natural Learning Environment Practices (NLEP) Coaching Fidelity Self-Assessment
FY23 (Oct. 1, 2022 – Sept. 30, 2023)	<ol style="list-style-type: none"> 1. Complete one self-assessment using the NLEP Coaching Fidelity Self-Assessment 2. Complete one Coaching Fidelity Observation with an approved fidelity observer from their agency 3. Complete one Teaming Fidelity Observation with an approved fidelity observer from Strong Start
After Oct. 1, 2023	<ol style="list-style-type: none"> 1. Complete one self-assessment using the NLEP Coaching Fidelity Self-Assessment 2. Complete two Coaching Fidelity Observations with an approved fidelity observer from their agency 3. Complete two Teaming Fidelity Observations with an approved fidelity observer from Strong Start