



State Early Childhood Development Coordinating Council

Feb. 21, 2024

Agenda

- Welcome
- Child Care Development Fund (CCDF) State Plan, Fiscal Years 2025-2027 (FY25-27)
- Early Childhood Educator Minimum Education Requirements
- Classroom Assessment Scoring System (CLASS) Observations
- Announcements and Public Comment
- Next Steps



CCDF State Plan, FY25- 27

CCDF Overview

- The 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 Child Care and Development Block Grant Act of 2014 (CCDBG Act) requires each state to submit a **detailed state plan** every three years that explains how the state will use its CCDF dollars to meet the federal requirements.
- CCDF covers three primary areas:
 - 1) Child care subsidy
 - 2) Health and safety
 - 3) Quality improvement

The CCDF State Plan

- The CCDF State Plan serves as a state's application for CCDF funds. It provides descriptions and assurances about the state's child care program and services.
- States Plans are submitted to the federal Administration for Children and Families (ACF) in the Department of Health and Human Services (HHS) on a triennial basis.
 - ACF uses the State Plan as the basis for monitoring states' compliance with the requirements of the CCDBG Act.
- The District's CCDF State Plan describes the programs and services available to eligible District residents and the processes and activities the District will conduct to meet CCDF requirements over a three-year time period.
- It is prepared in consultation and collaboration with multiple entities, including the SECDCC and with opportunities for public review and input.

The District's CCDF State Plan

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



- 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 (FY25-27)

CCDF Program Administration

Child and Family Eligibility and Enrollment and Continuity of Care

Child Care Affordability

Parental Choice, Equal Access, Payment Rates and Payment Practices

Health and Safety of Child Care Settings

Support for a Skilled, Qualified and Compensated Child Care Workforce

Quality Improvement Activities

Lead Agency Coordination and Partnerships to Support Service Delivery

Family Outreach and Consumer Education

Program Integrity and Accountability

CCDF in the District of Columbia

- In FY24, the District of Columbia will receive \$15.3 million in federal CCDF funding.
- CCDF funds support a variety of activities:
 - Child care subsidy payments for eligible early learners and school-aged children enrolled in before/afterschool programs
 - Other activities to support the District's early learning system, including:
 - Child care licensing
 - Programs to improve quality and supply, such as Capital Quality and Shared Services Business Alliance
 - Resources to assist families in finding care, such as DC Child Care Connections and My Child Care DC
 - Professional development and scholarships for early educators

DC's Child Care Subsidy Program

- The child care subsidy program assists families with low incomes, and other priority groups, afford child care services for children ages 6 weeks through 12 years of age, and up to 19 years of age if the child has a disability.
 - To qualify, a parent(s) or guardian(s) must be working or participating in an education or job training program or seeking employment and have a household income under 300 percent of the federal poverty level (FPL).
 - Children with special needs, children under protective services, children experiencing homelessness, children in foster care, and children of adults with disabilities may qualify without regard to parental work status, and in some cases, without regard to family income.
- OSSE combines CCDF funds, local funding and Temporary Assistance for Needy Families (TANF) funds to support the child care subsidy program.
- Most families provide a co-payment for care based on a sliding-fee scale based on household income and size.
- In FY23, average monthly enrollment in child care subsidy was 5,793 children.

CCDF State Plan Milestones and Timeline

| Month | Milestones |
|-----------------------------|--|
| September – December 2023 | <ul style="list-style-type: none"> • Early consultation with SECDCC (August) • Presentation on alternative methodology/cost modeling for SECDCC (December) |
| January – March 2024 | <ul style="list-style-type: none"> • CCDF State Plan community engagement sessions • Consult with SECDCC and gather input |
| April – May 2024 | <ul style="list-style-type: none"> • Continue consultation with partners • Publish CCDF DRAFT State Plan on OSSE website • Hold public hearing and collect public comment on draft plan |
| June 2024 | <ul style="list-style-type: none"> • Update the draft CCDF State Plan based on public comment • Finalize CCDF State Plan • Submit final CCDF State Plan to ACF – due July 1 |
| July – September 2024 | <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) • OSSE responds to questions from ACF and revises plan as needed |
| October 2024-September 2027 | <ul style="list-style-type: none"> • OSSE amends approved CCDF state plan as needed to reflect changes in policy or practice |



Cost Estimation Model

- The federal CCDF requires states to set child care subsidy payment rates based on a market rate survey or an alternative methodology, such as a cost estimation model.
 - The District has used cost modeling to set child care subsidy provider payment rates since 2015.
 - Cost modeling estimates the **cost** of delivering child care services, as opposed to a market rate survey that measures the **price** of care.

| Current Cost Model Timeline | |
|-----------------------------|--|
| Fall 2022 | OSSE sought stakeholder input, including through a 2022 Child Care Provider Survey |
| December 2022/January 2023 | OSSE worked with national experts to update the District’s cost model estimation tool and run cost model scenarios |
| September 2023 | 2023 Cost Model Report is published |
| October 2023 | Updated child care subsidy reimbursement rates based on findings of 2023 cost model analysis |
| November-December 2023 | Reviewed cost model findings with SECDCC; updated cost model inputs based on stakeholder input |
| February 2024 | OSSE will update cost model analysis in compliance with DC Official Code § 4–410.01 and CCDF regulations |
| May 2024 | OSSE will present updated cost model analysis to SECDCC |
| July 2024 | OSSE submits CCDF triennial state plan |



2024 Cost Modeling Approach

- In 2024, the District's overall cost modeling methodology and approach are unchanged from the most recent [2023 cost modeling](#).
- OSSE updated the data and inputs used in the District's cost estimation model
- OSSE will estimate child care costs under two scenarios:
 1. Using data on educator wages collected in the 2022 child care provider survey and updated for inflation; and
 2. Using the minimum salaries required for the Early Childhood Educator Pay Equity Fund.

Opportunities to provide feedback on State Plan

- As part of OSSE's ongoing efforts to engage with partners in the development of DC's CCDF State Plan, we invite you to join a session.
 - Quality Measures and Progress Indicators – Thursday, March 28, 12-1 p.m.
 - Building the Supply of Quality Child Care – Wednesday, April 3, 3-4 p.m.
 - The District's Child Care Subsidy Program – Wednesday, April 10, 3-4 p.m.
- To register for one or more sessions, [click here.](#)



Early Childhood Educator Minimum Education Requirements

Revised Licensing Regulations

- On Dec. 20, 2023, State Superintendent of Education Dr. Christina Grant signed a [Notice of Emergency and Proposed Rulemaking \(NEPRM\)](#) for the Licensing of Child, Development Facilities, which updates the licensing regulations set at 5A DCMR Chapter 1.
 - The updated regulations maintain the District's commitment to high standards for early educators while providing additional pathways and flexibility in how early childhood educators can meet education requirements.
 - These changes reflect input from early learning stakeholders, including early childhood educators, child care program operators and advocacy organizations, as well as lessons OSSE has learned from supporting early childhood educators to meet degree and credential requirements.
 - The proposed changes took effect the day the NEPRM was signed (Dec. 20, 2023).
 - OSSE will revise the rule with feedback that was received during the public comment period that ended on Feb. 4, 2024.

Additional pathways to meet education requirements for center directors, teachers and expanded home caregivers

- Expand the list of majors recognized as equivalent to an early childhood education degree for **center directors, teachers** and **expanded home caregivers**.
- Expand the minimum education requirement for **teachers** to include the completion of 60 credit hours of college-level coursework in early childhood education or a related field, in addition to an associate or more advanced degree.
- Allow the completion of 60 credit hours of college-level coursework or a degree earned outside of the US to count toward the minimum education requirements for **teachers** with the submission of a foreign credential equivalency report.
- Reduce the number of credit hours required in early childhood education for a **center director** who has a bachelor's degree in another field from 15 to 12 hours.
- Reduce the number of credit hours in early childhood education required for a **teacher** or **expanded home caregiver** who has completed 60 credit hours or an associate or more advanced degree in another field from 24 to 12 hours.

Additional pathways for assistant teachers and associate home caregivers

- Expand the Child Development Associate (CDA) requirement for **assistant teachers** and **associate home caregivers** to include a comparable state-awarded certificate (from another state) approved by OSSE.

Continuous service certification

- Provide for **center directors** who have continuously served in their role since Dec. 2, 2006, or earlier to apply for a continuous service certification that waives the minimum education requirement.
 - This certification may be maintained by an individual irrespective of changes in employment (unlike current education waivers that apply to the facility).
- Provide for **teachers, assistant teachers, home caregivers, expanded home caregivers and associate home caregivers** who have continuously served in their role since Dec. 20, 2013 or earlier to apply for a continuous service certification that waives the minimum education requirement.
 - This certification may be maintained by an individual irrespective of changes in employment (unlike current education waivers that apply to the facility).
 - Absences from the labor force due to personal or familial caregiving responsibilities during that 10-year period will not count against the individual.

Enrollment-based certification

- **Teachers or expanded home caregivers** with a **CDA** who are enrolled in a credential or degree program to meet the education requirement for their staff type may apply for an enrollment-based certification.
 - The certification is valid for four years.
- **Assistant teachers and associate home caregivers** with a **high school diploma or equivalent** who are enrolled in a credential or degree program to meet the education requirement for their staff type may apply for an enrollment-based certification.
 - The certification is valid for two years.

Pathways for center-based positions

- **Director**
 - Bachelor's degree in early childhood education or a closely related field; OR
 - Bachelor's degree in any subject area with at least 12 credit hours in early childhood education.
- **Teacher**
 - Associate degree (or higher) in early childhood education or a closely related field; OR
 - Completion of at least 60 credit hours or an associate degree (or higher) in any subject area with at least 12 credit hours in early childhood education; OR
 - Enrollment in a degree program provided that the teacher holds a CDA and earns an associate degree (or higher) within four years of their initial date of hire as a teacher at a child development center.
- **Assistant Teacher**
 - CDA; OR
 - Associate degree (or higher) in any subject area; OR
 - Completion of at least 60 credit hours in any subject area; OR
 - State-awarded certificate comparable to a CDA that is approved by OSSE; OR
 - High school diploma or equivalent, provided the individual earns a CDA within two years of their initial date of hire as an assistant teacher at a child development center.

Pathways for home-based positions

- **Expanded Home Caregiver**

- Associate degree (or higher) in early childhood education or a closely related field; OR
- Completion of at least 60 credit hours or an associate degree (or higher) in any subject area with at least 12 credit hours in early childhood education; OR
- Enrollment in a degree program, provided the expanded home caregiver holds a CDA and earns an associate degree (or higher) within four years of opening the expanded child development home.

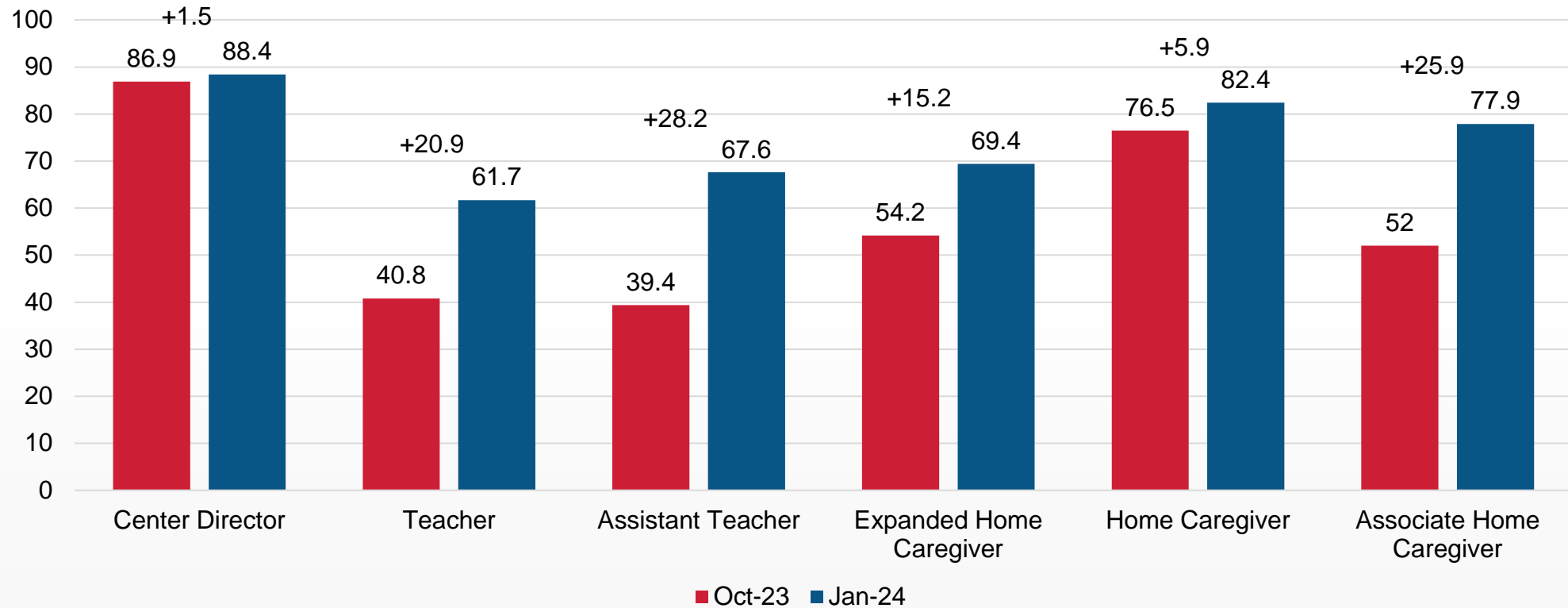
- **Home Caregiver**

- CDA; OR
- State-awarded certificate comparable to a CDA that is approved by OSSE; OR
- Associate degree (or higher) in early childhood education or a closely related field; OR
- Completion of at least 60 credit hours or an associate degree (or higher) in any subject area with at least 12 credit hours in early childhood education.

- **Associate Home Caregiver**

- CDA; OR
- State-awarded certificate comparable to a CDA that is approved by OSSE; OR
- Completion of at least 60 credit hours or an associate degree (or higher) in any subject area; OR
- High school diploma or equivalent, provided the individual earns a CDA within two years of their initial date of hire as an associate caregiver at a child development home or expanded child development home.

Percent of Educators Meeting the Minimum Education Requirements under the Former (October 2023) and Current Requirements (January 2024)





CLASS for Pre-K

2022-23 Results

We will cover:

- CLASS Pre-K overview
- Data collection
- Results
- Next steps

CLASS Pre-K measures the quality of teacher-to-child interactions in preschool age classrooms

- The metric is comprised of three domains:
 - Emotional Support;
 - Classroom Organization; and
 - Instructional Support.
- Each domain has multiple dimensions that are scored on a scale of 1 to 7 with higher scores indicating higher quality.
- OSSE defines evidence-based floors and targets for each domain that are used to calculate Capital Quality designations.

CLASS Pre-K floors and targets by domain

| CLASS Pre-K Domain | What does it measure? | What does the Floor Score represent? | What does the Target Score represent? |
|-------------------------------|---|--|---|
| Emotional Support | Measures teachers' efforts to support children's social and emotional functioning (e.g., teacher sensitivity, emotional connection) | Score: 4.5 Some evidence that the teachers and children share warm, supportive relationships, yet teachers are only sometimes aware of children who need support or attention | Score: 6.0 Evidence of frequent positive communication between teachers and children; teachers consistently are flexible, go along with child's ideas and organize instruction around child interests |
| Classroom Organization | Measures classroom-level organization (e.g., behavior management, routines) | Score: 4.5 Some evidence that rules/expectations may be stated clearly, but are inconsistently enforced by the teachers | Score: 6.0 Consistent evidence that teachers are proactive, monitor the classroom effectively to prevent problems from developing; they focus on positives and making use of subtle cues |
| Instructional Support | Measures the ways in which teachers effectively support cognitive and language development in their classrooms (e.g., language modeling, asking open-ended questions) | Score: 2.0 Evidence that teachers rarely provide scaffolding and ignore problems in understanding; feedback to children is often perfunctory (e.g. yes/no, that's right/wrong) | Score: 4.0 Evidence of occasional use of discussions that promote analysis and reasoning; sometimes feedback loops promote exchanges, other times not |

Data Collection

Observations took place January-May 2023

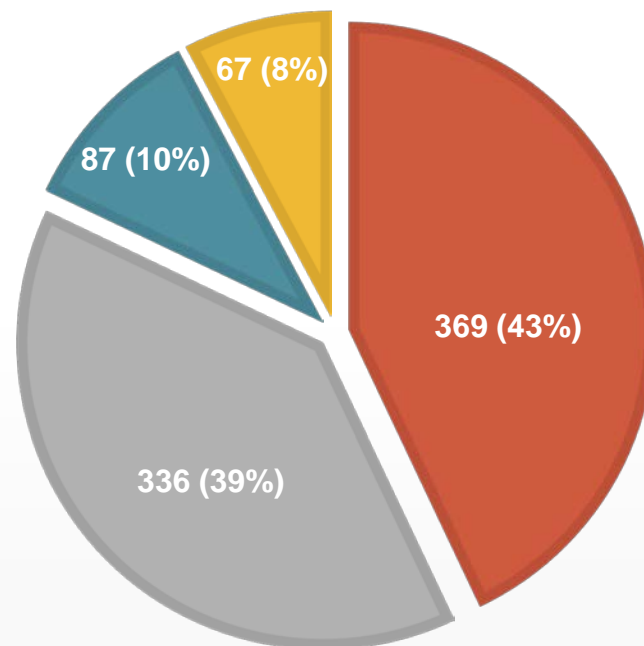
859 classrooms observed

238 programs observed

Classrooms Observed by Sector

CLASSROOMS OBSERVED¹

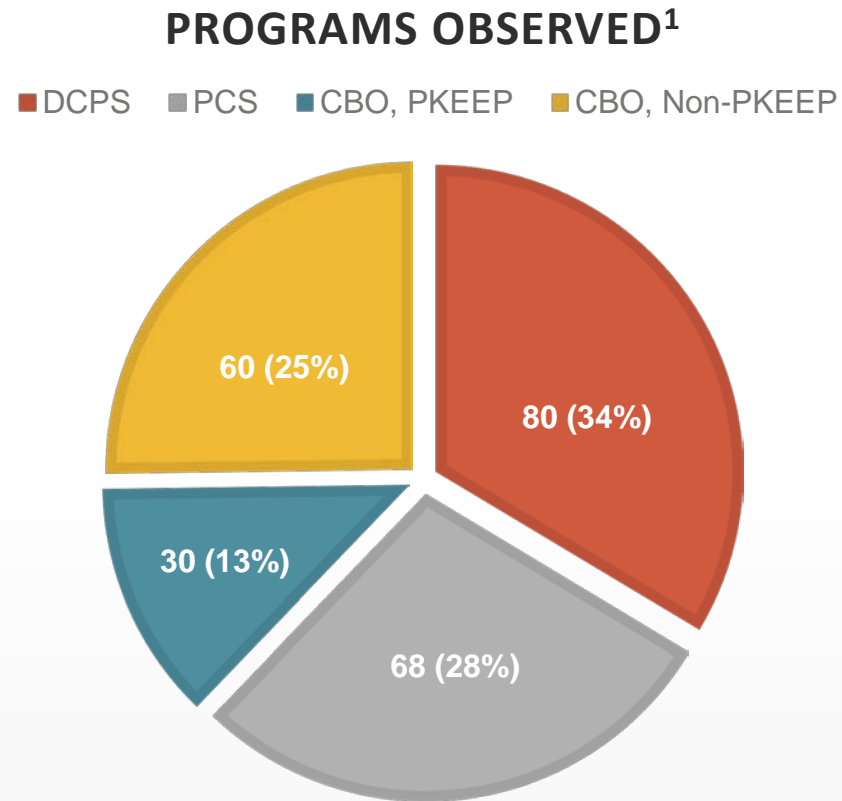
■ DCPS ■ PCS ■ CBO, PKEEP ■ CBO, Non-PKEEP



¹ Percentages are rounded to the nearest whole number.

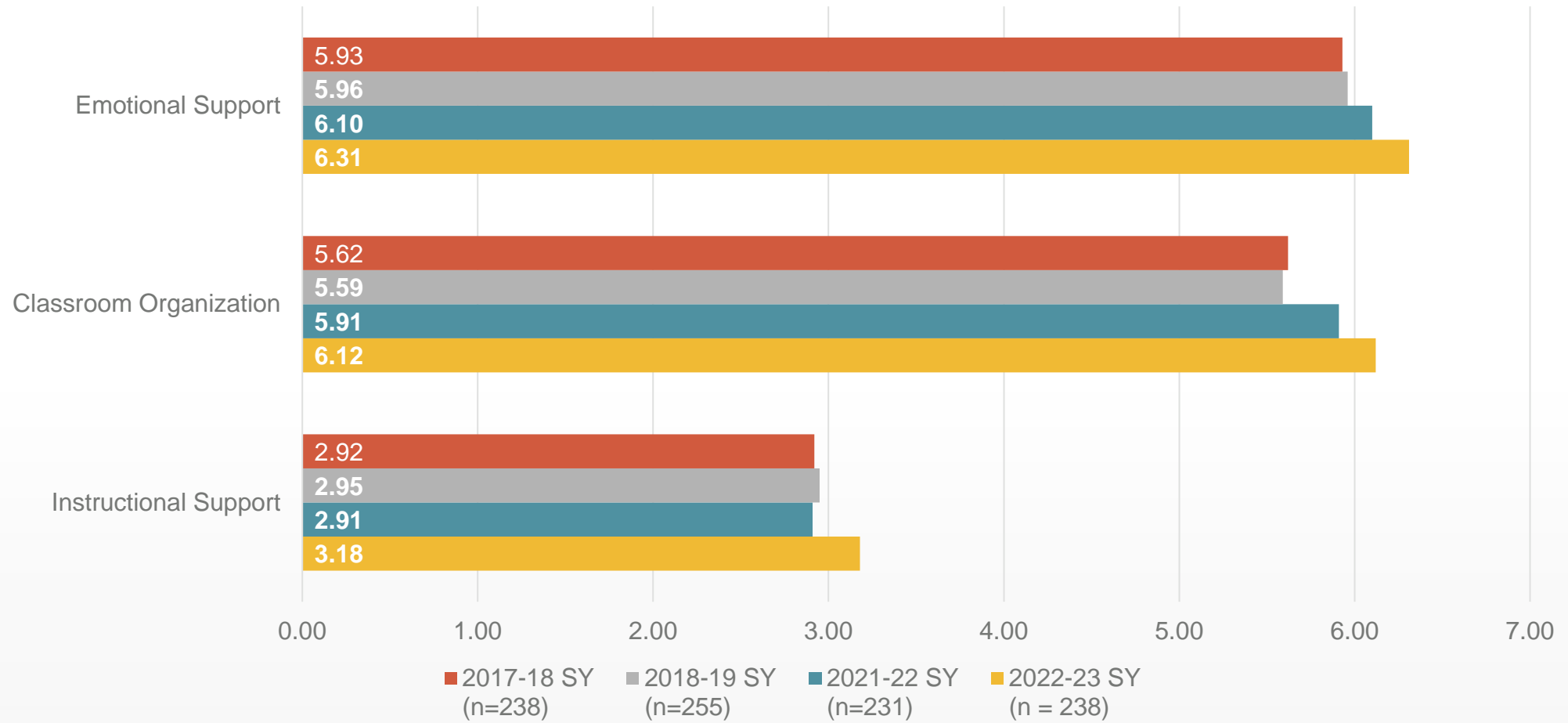


Programs Observed by Sector

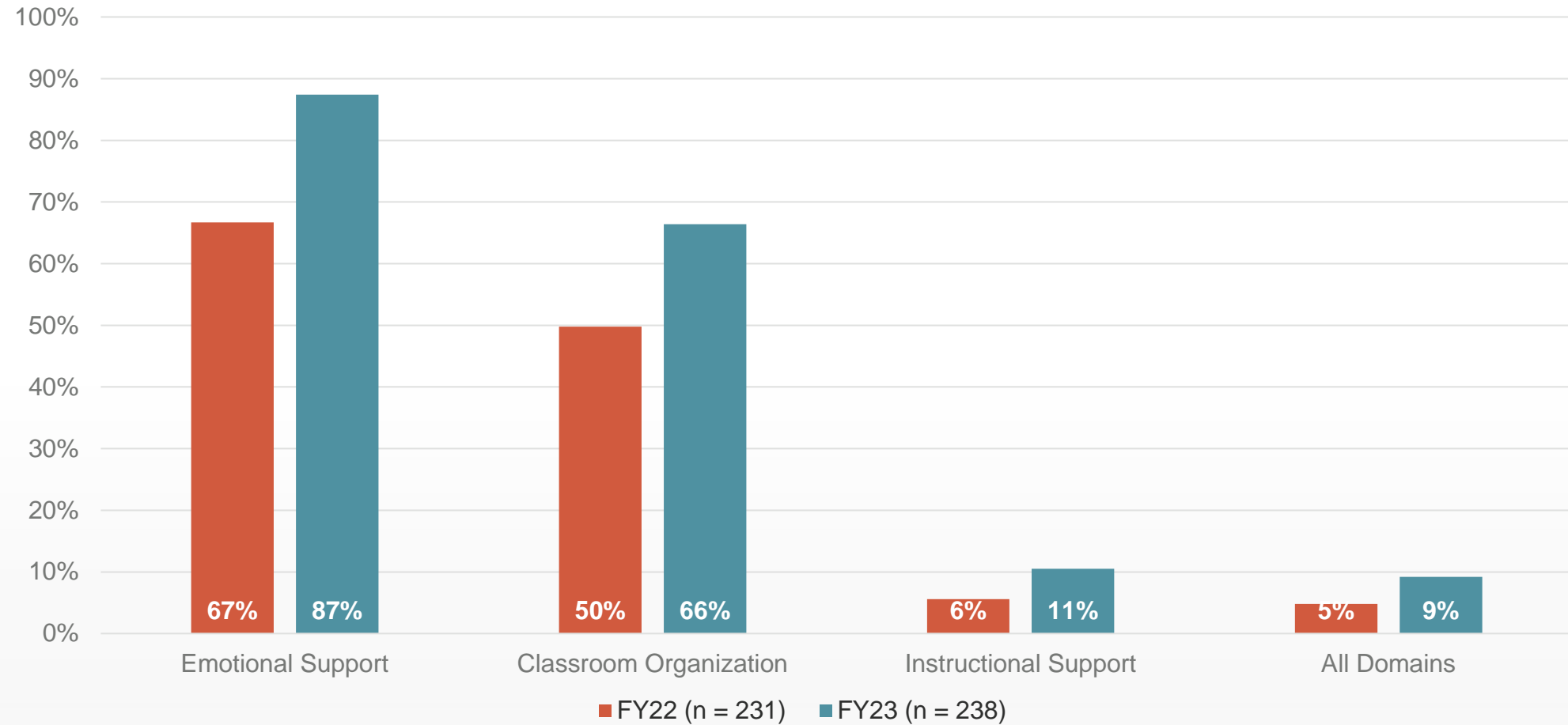


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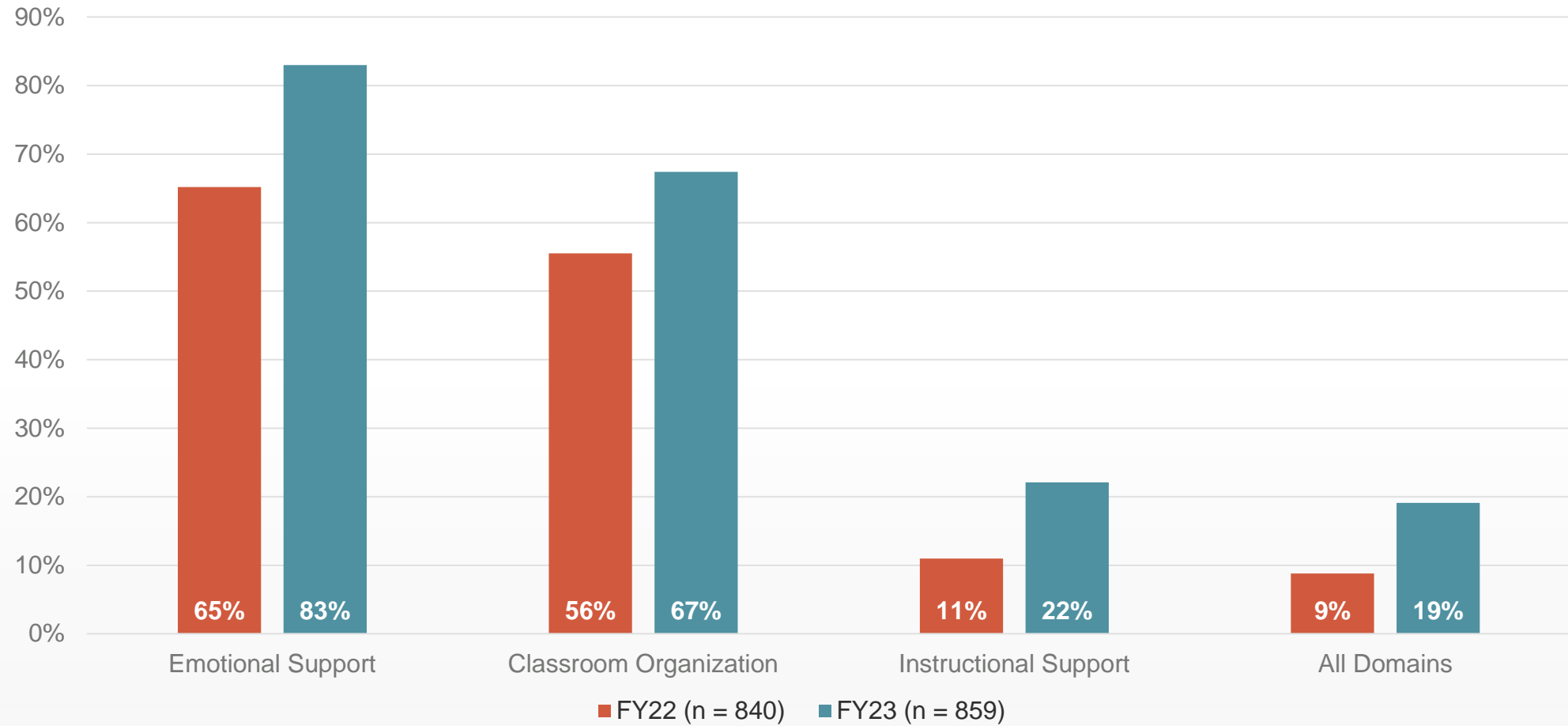
CLASS Domain Averages Over Time



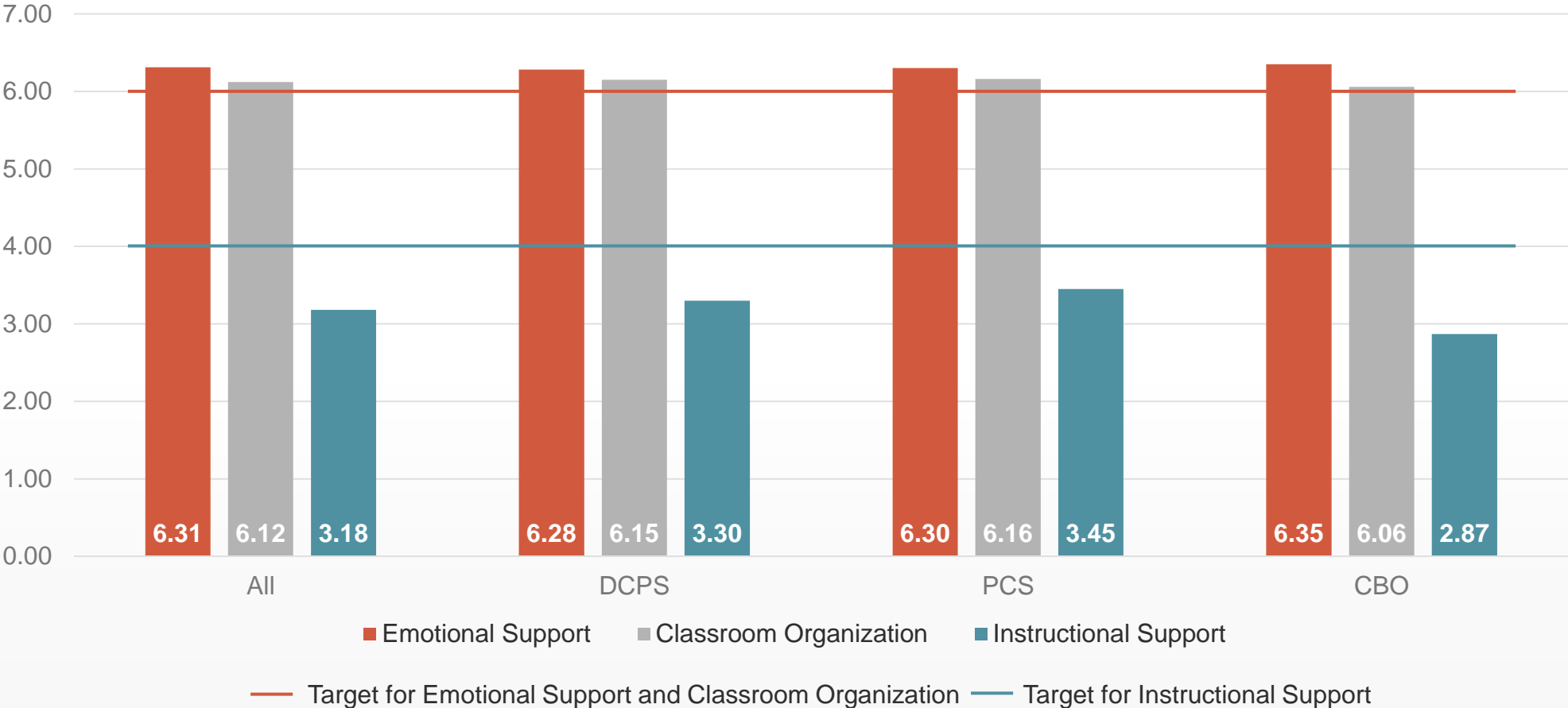
Program-Level Percentages for Exceeding Targets for CLASS Scores



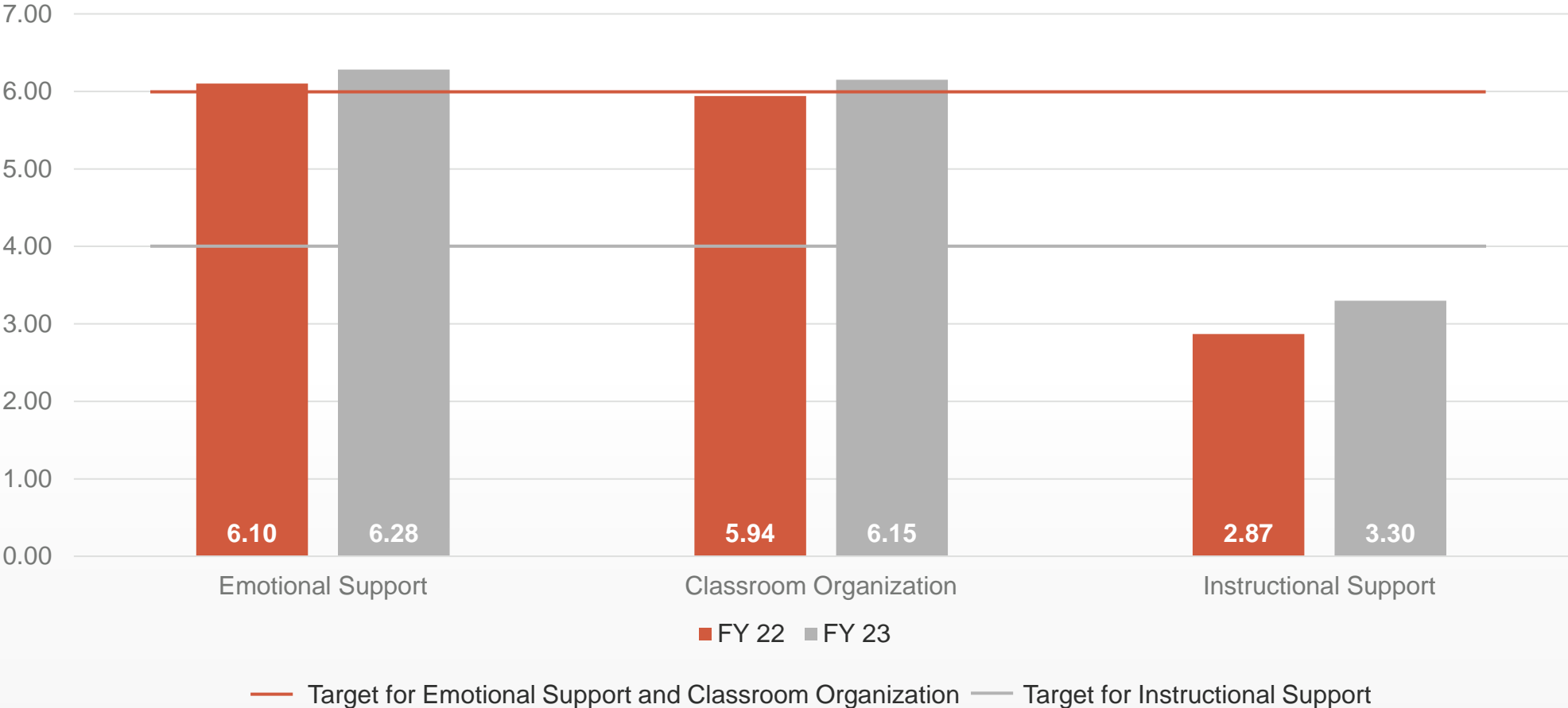
Classroom-Level Percentages for Exceeding Targets for CLASS Scores



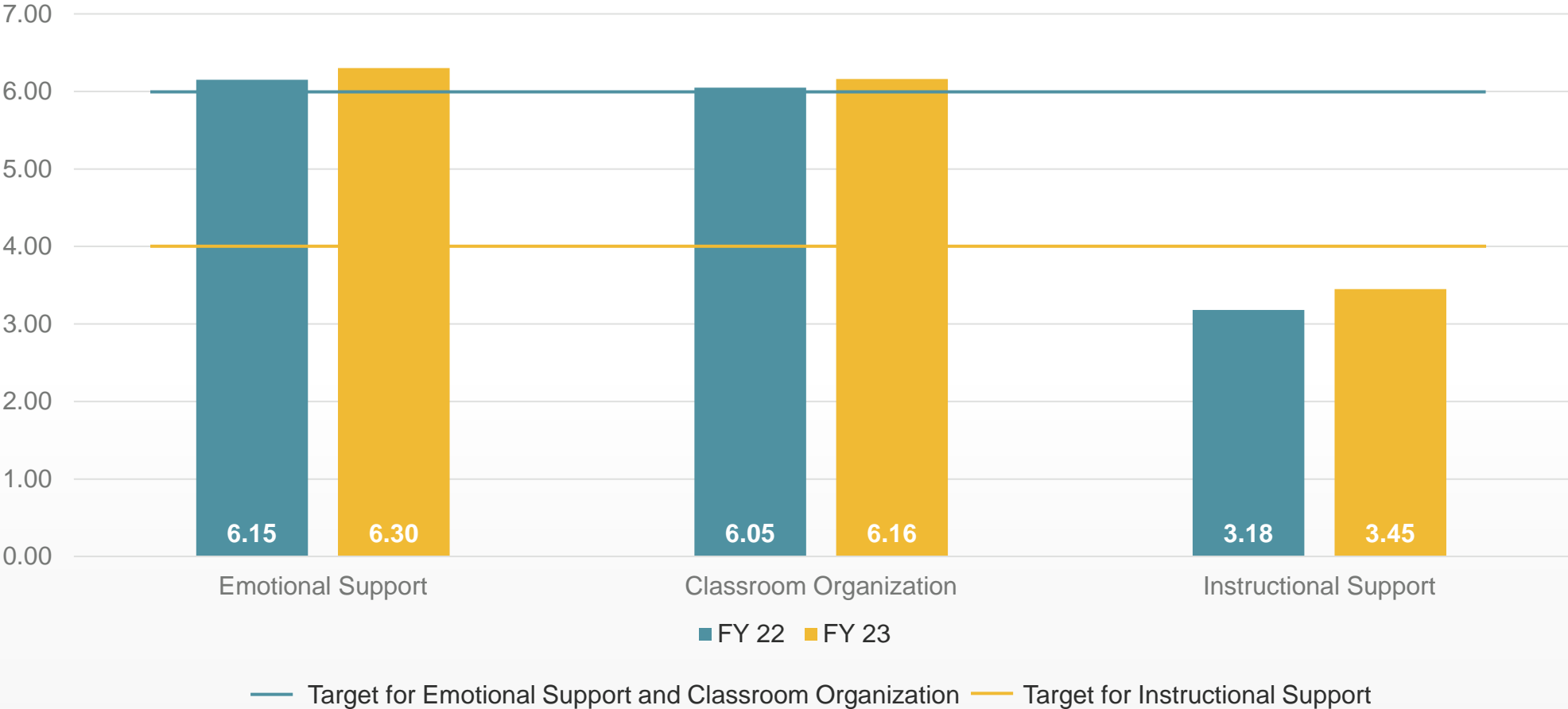
Program-level Domain Scores by Sector in Relation to Targets



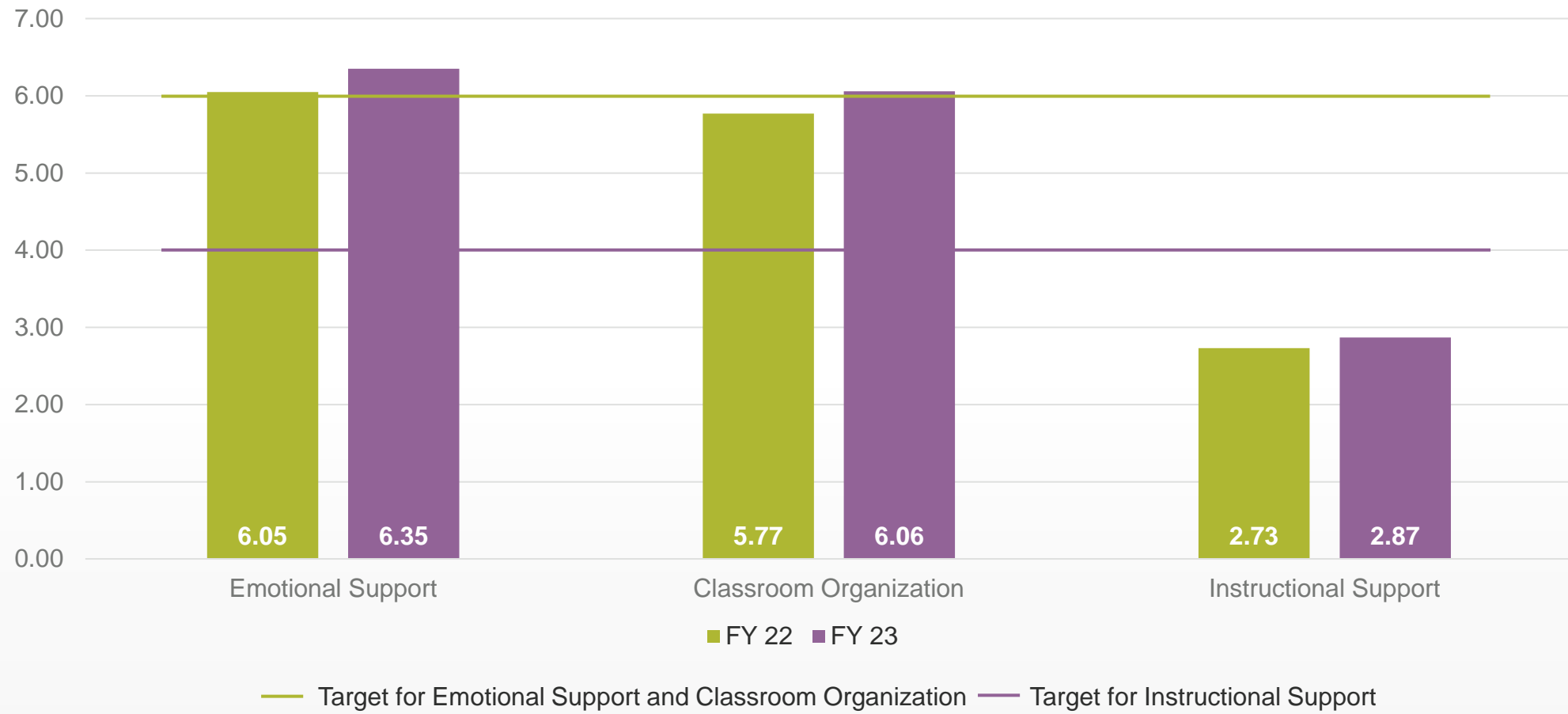
DC Public Schools Improved Program-level Average Scores in Relation to Targets Across All Domains from FY22 to FY23



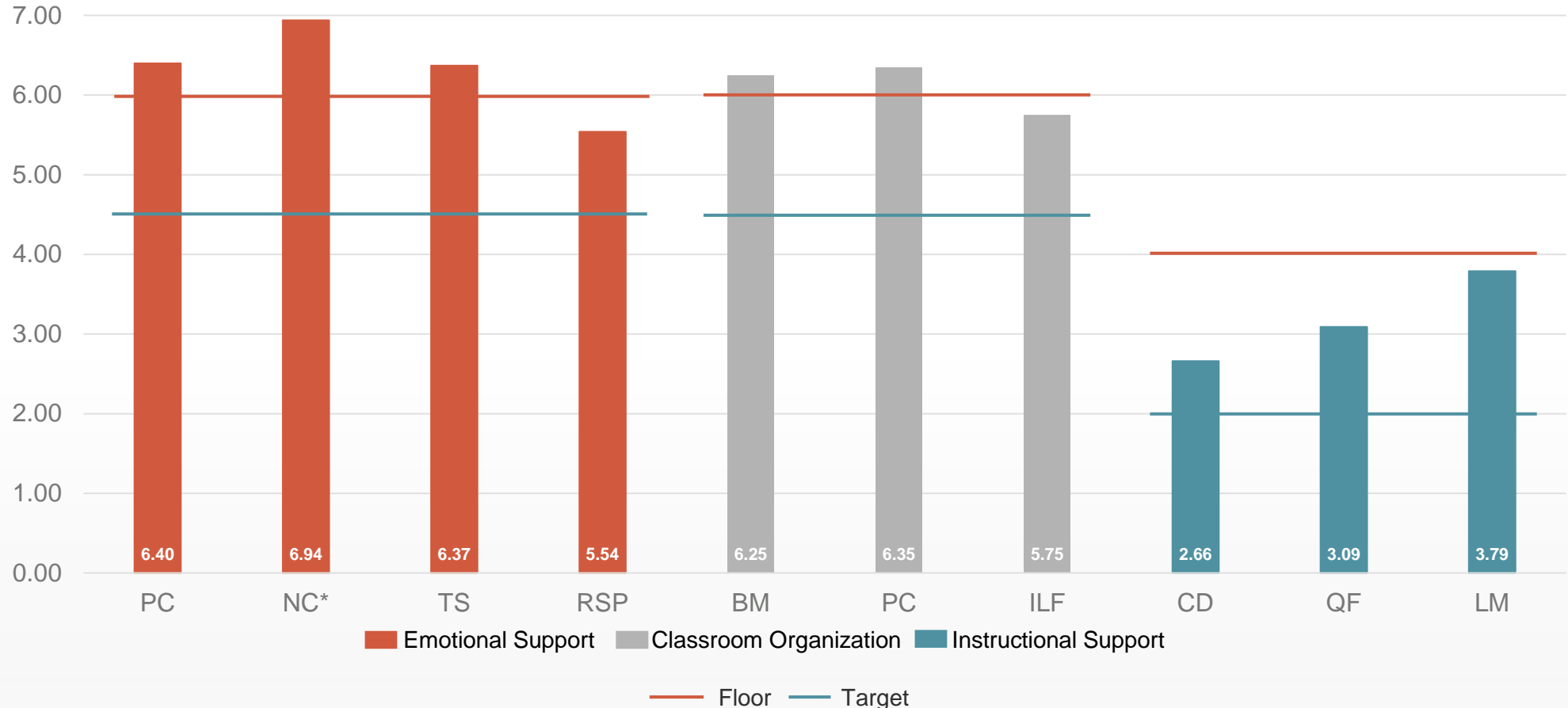
Public Charter Schools Improved Program-level Average Scores in Relation to Targets Across All Domains from FY22 to FY23



Community-based Organizations (CBOs) Improved Program-level Average Scores in Relation to Targets Across All Domains from FY22 to FY23



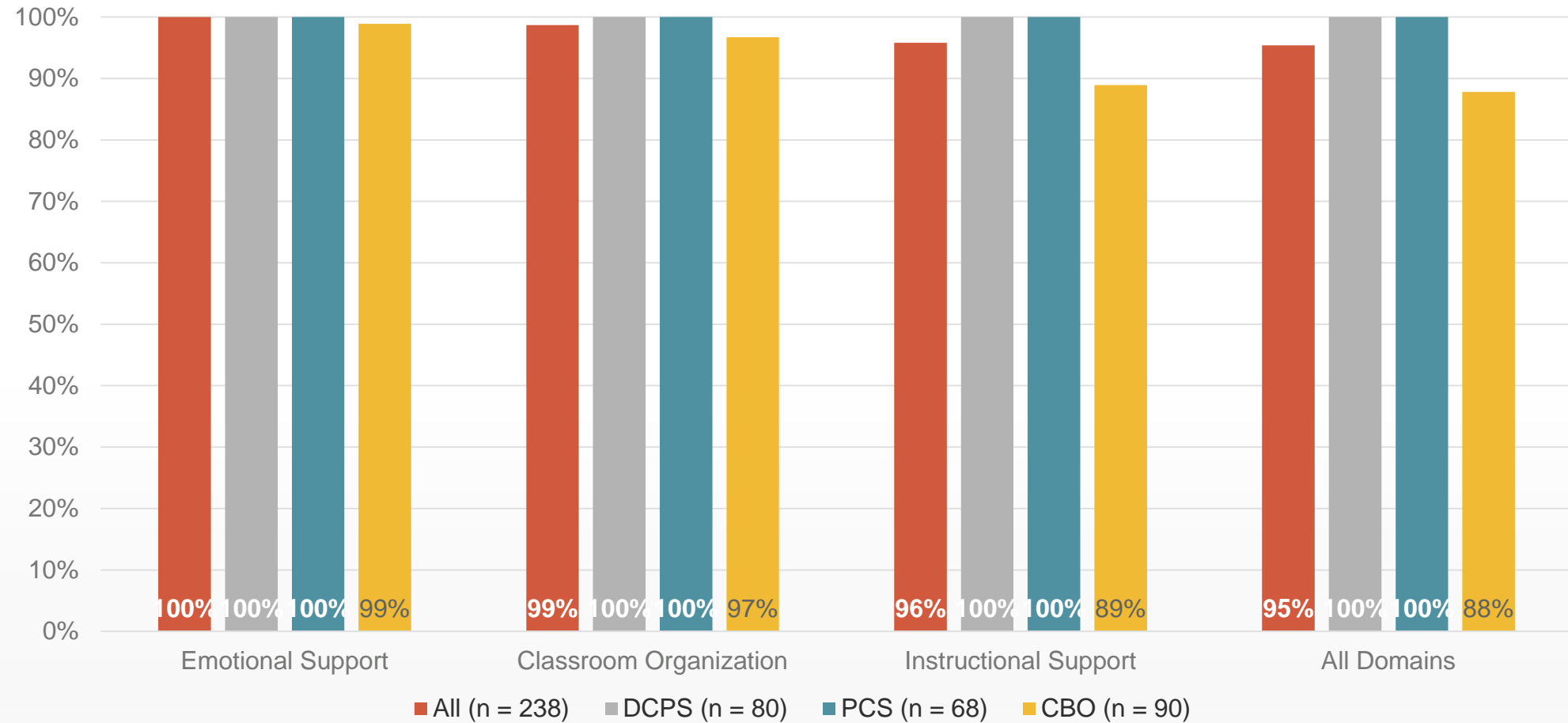
Program-level District-wide Averages by Dimension in Relation to Floors and Targets



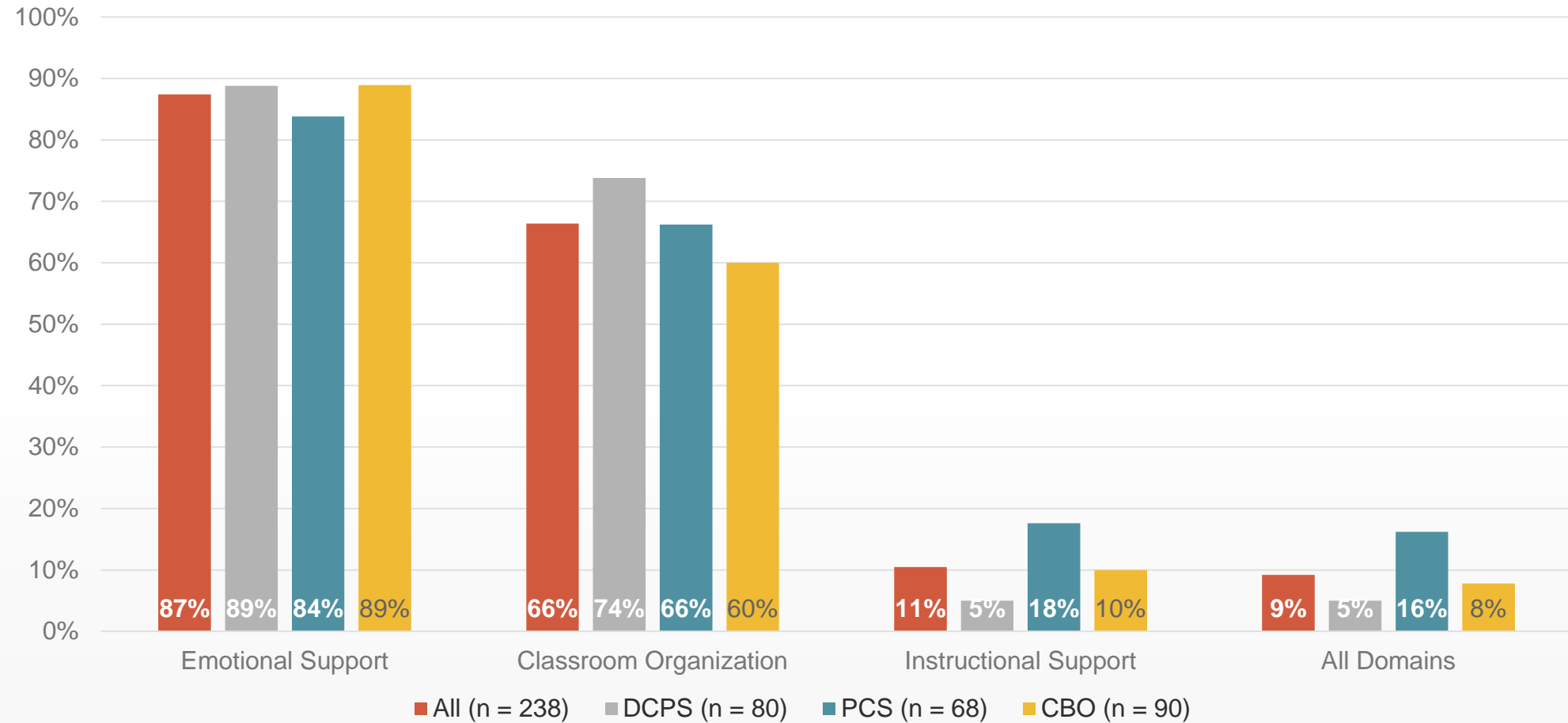
*Negative Climate (NC) is displayed in the inverse to demonstrate its relationship to the Emotional Support target more clearly.



Program-Level Percentages for Meeting or Exceeding Floors for CLASS Scores by Sector



Program-Level Percentages for Meeting or Exceeding Targets for CLASS Scores by Sector

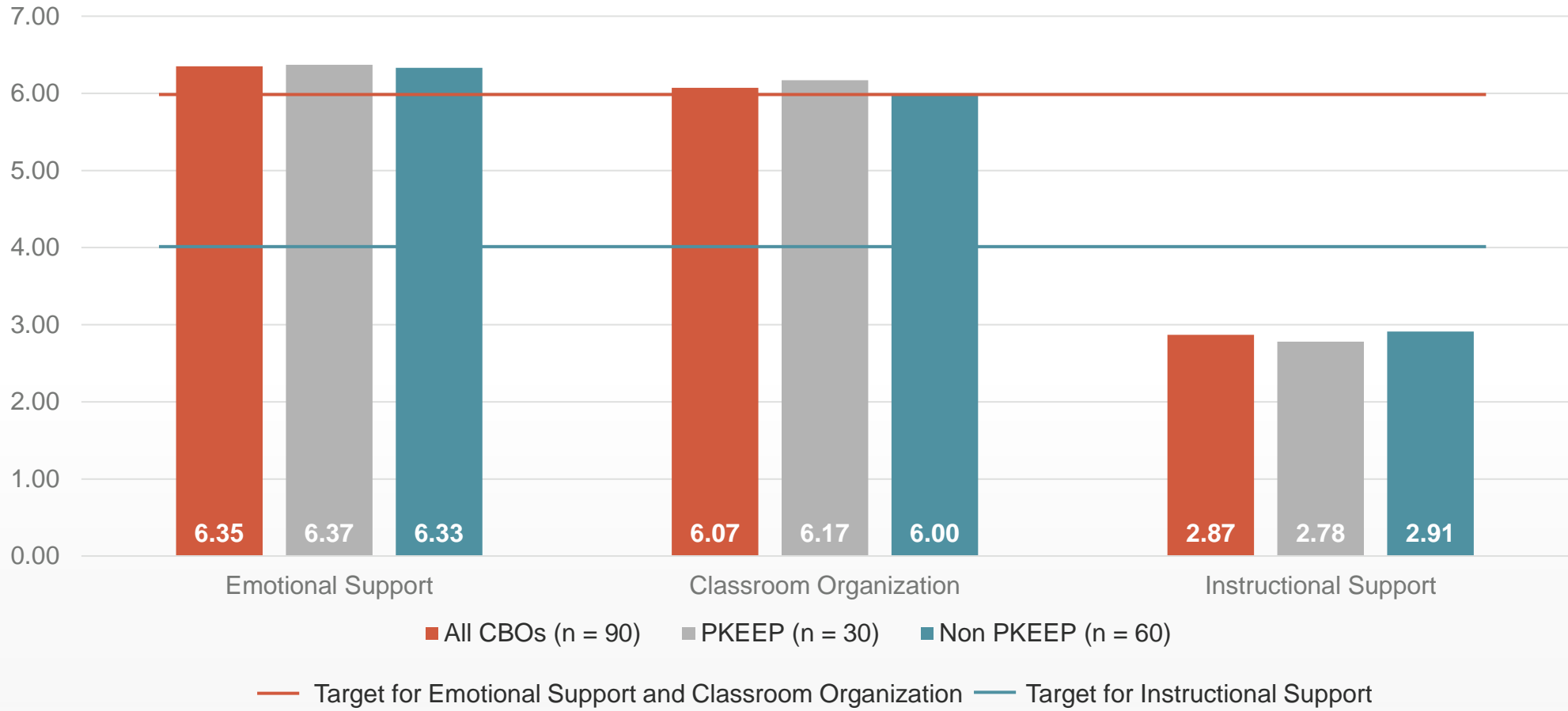


Average Differences in Domain Scores by Sector

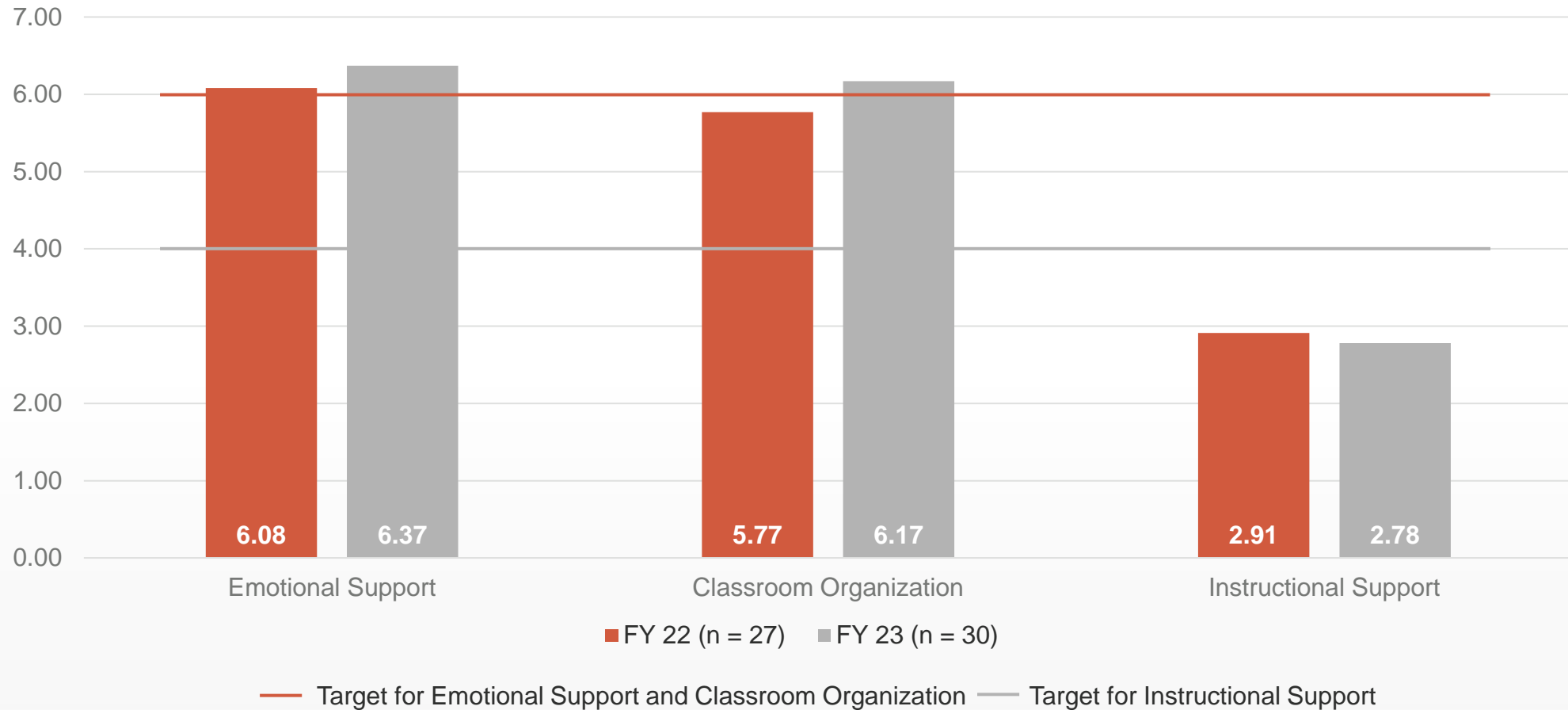
| | DCPS (n = 80) | PCS (n = 68) | CBO (n = 90) |
|-------------------------------|--------------------|--------------------|--------------------|
| Emotional Support | Mean = 6.28 | Mean = 6.30 | Mean = 6.35 |
| DCPS | - | - | - |
| PCS | -0.02 | - | - |
| CBO | -0.07 | -0.05 | - |
| Classroom Organization | Mean = 6.15 | Mean = 6.16 | Mean = 6.06 |
| DCPS | - | - | - |
| PCS | -0.01 | - | - |
| CBO | 0.09 | 0.10 | - |
| Instructional Support | Mean = 3.30 | Mean = 3.45 | Mean = 2.87 |
| DCPS | - | - | - |
| PCS | -0.15 | - | - |
| CBO | 0.43* | 0.58* | - |

* Significant at p = < .01

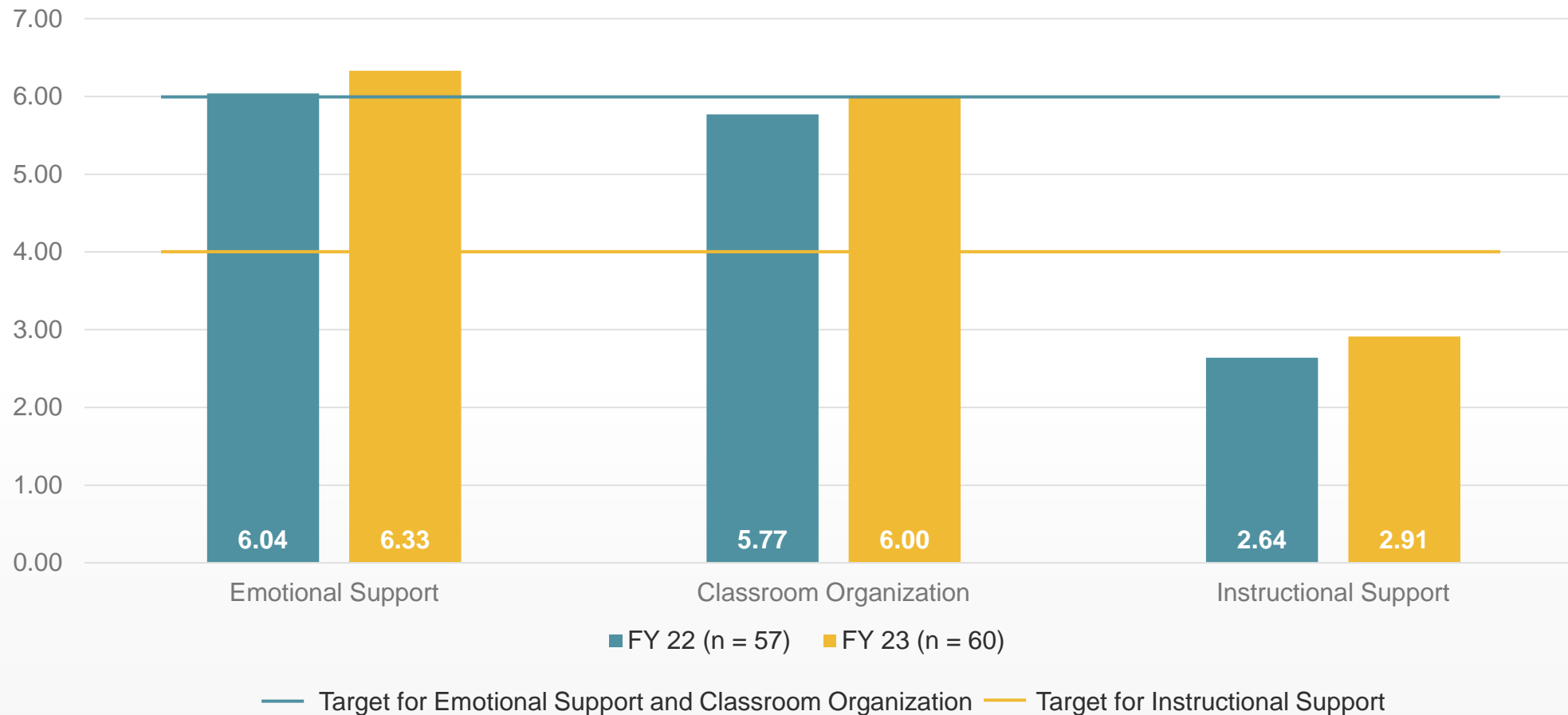
CLASS Domains in CBO Programs by Pre-K Enhancement and Expansion (PKEEP) Participation



Average Program-Level CLASS Scores for PKEEP CBOs increased for Emotional Support Classroom Organization from FY22 to FY23



Average Program-Level CLASS Scores for non-PKEEP CBOs Increased Across All Domains from FY22 to FY23





Announcements and Public Comment



Wrap Up and Next Steps