



District of Columbia
Office of the State Superintendent of Education

EARLY HEAD START-CHILD CARE PARTNERSHIP (EHS-CCP) ANNUAL REPORT

Program Year 2018-2019

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INTRODUCTION

As required by the Head Start Act (section 644(a)(2)), the Office of the State Superintendent of Education (OSSE) is responsible for making a public annual report for each program year as an Early Head Start-Child Care Partnership (EHS-CCP) grantee. This annual report covers Sept. 1, 2018-Aug. 31, 2019, also known as program year 2018-2019, for EHS-CCP baseline grant number 03HP000352 and expansion grant number 03HP000186. OSSE is the state education agency for the District of Columbia (DC) and is charged with raising the quality of education for all DC residents. OSSE is also DC's lead agency for the Child Care and Development Block Grant (CCDBG), Part C and Part B of the Individuals with Disabilities Education Act (IDEA) and the Head Start State Collaboration Office (HSSCO). OSSE is the lead agency for the Preschool Development Grant Birth through Five (PDG B-5).

OSSE leveraged the EHS-CCP grant to develop the Quality Improvement Network (QIN), which builds capacity, increases access and enhances the quality of care for infants and toddlers. The QIN brings EHS services such as family engagement, coaching and technical assistance, mental health and child health services to children and families who are deemed the most vulnerable enrolled in child care centers and family child care homes throughout the District. Serving children in wards 1, 4, 5, 6, 7 and 8, the QIN included one hub during the 2018-2019 program year: United Planning Organization (UPO). UPO supported a network of 16 federally funded child development centers. Twelve of these centers are supported by the original EHS-CCP grant and three are supported by the EHS-CCP expansion grant, as well as through a public and private partnership with the Bainum Family Foundation. The hub provides continuous, intensive and comprehensive child development and family support services. The hub also provide coaching, professional

development, coordination and technical assistance to help child care partners meet Early Head Start (EHS) standards. OSSE is maximizing the impact of the QIN by leveraging local, federal and public-private funding to increase the number of children birth to age 3 served in EHS quality settings. The QIN is supported by an interagency steering committee comprised of DC agencies that serve young children and families. OSSE developed this annual report as part of the EHS-CCP grant requirements. For this reason, the data and information shared in this report is specific to the federally-funded, center-based program option.

OSSE’s program model continues to promote the continuity of care approach. All 16 of the federally funded EHS-CCP child development centers offer a full-day (no less than 10 hours) and full-year (no less than 48 weeks) model. Infants and toddlers remain with the same teachers throughout the duration of their care whenever possible. Classroom materials and furniture are adjusted to meet the developmental needs of specific children in the classroom. As children exit the program, the EHS slots are filled with newly-enrolled children or children from the waitlist. Table 1 provides a list of the federally-funded programs participating in the QIN in program year 2018-2019.

Table 1: QIN Original Participating Providers

Child Care Partner (CCP)	Year 2 EHS-CCP Slots	Year 3 EHS-CCP Slots	Year 4 EHS-CCP Slots	Year 5 EHS-CCP Slots	Days of Operation	Hours of Operation
1. Jubilee Jumpstart	16	10	10	10	Monday-Friday	7:30 a.m.-6 p.m.
2. Big Mama’s Children Center	12	12	12	12	Monday-Friday	6:30 a.m.-6 p.m.

Child Care Partner (CCP)	Year 2 EHS-CCP Slots	Year 3 EHS-CCP Slots	Year 4 EHS-CCP Slots	Year 5 EHS-CCP Slots	Days of Operation	Hours of Operation
3. Lt. Joseph P. Kennedy Institute Child Development Center (CDC)	16	14	14	14	Monday-Friday	7 a.m.- 6 p.m.
4. Community Educational Research Group	12	12	12	8	Monday-Friday	6:30 a.m.- 6 p.m.
5. Christian Tabernacle Child Development Center	8	14	14	16	Monday-Friday	6 a.m.- 6 p.m.
6. Love and Care Child Development Center	12	12	12	12	Monday-Friday	7 a.m.- 6 p.m.
7. Loving Care Day Nursery Inc.	30	24	24	28	Monday-Friday	7 a.m.- 6 p.m.
8. Board of Child Care	11	11	11	11	Monday-Friday	7 a.m.- 6 p.m.
9. GAP Community Child Care Center Inc. ¹	20	16	16	12	Monday-Friday	7 a.m.- 6 p.m.
10. Southeast Children's Fund CDC I	21	21	21	21	Monday-Friday	7 a.m.- 6 p.m.
11. Southeast Children Fund CDC II	21	24	24	24	Monday-Friday	7 a.m.- 6 p.m.
12. Bell Teen Parent and Child Development Center	21	14	14	16	Monday-Friday	7 a.m.- 5 p.m.

¹ GAP Community Child Care Center Inc. voluntarily withdrew their participation of the QIN program on Dec. 21, 2018. GAP Community Child Care Center Inc. was removed as a QIN CCP on Jan. 21, 2019.

Child Care Partner (CCP)	Year 2 EHS-CCP Slots	Year 3 EHS-CCP Slots	Year 4 EHS-CCP Slots	Year 5 EHS-CCP Slots	Days of Operation	Hours of Operation
13. Sunshine Early Learning Center	0	16	16	16	Monday-Friday	7 a.m.-6 p.m.
Total	200	200	200	200		

In addition to the 200 federally funded EHS-CCP baseline slots, OSSE provides funding to support 200 additional low-income children in these CDCs.

Table 2: QIN Expansion Participating Providers

CCP	Year 1 EHS-CCP Slots	Days of Operation	Hours of Operation
14. House of Ruth Kidspace Child and Family Development Center	24	Monday-Friday	7 a.m.-6 p.m.
15. Kids Are People Too V	24	Monday-Friday	5:30 a.m.-11:59 p.m.
16. National Children’s Center	70	Monday-Friday	7 a.m.-6 p.m.
Total	118		

The QIN impacts more than 700 children across the District in total. Table 3 provides information on children served through QIN in years two through five.

Table 3: QIN Slots by Year

Provider Type	Year 2	Year 3	Year 4	Year 5
Centers-EHS Eligible	200	200	200	200
Centers-Low-Income	200	200	200	200

Provider Type	Year 2	Year 3	Year 4	Year 5
Centers-Low-Income, Public-Private Partnership ²	0	0	94	94
Centers-EHS Eligible Expansion ³	0	0	0	166
Homes-EHS Eligible and Low-Income	40	70	70	92
Total	440	470	564	752

SECTION I: Program Year 2018-2019 Budget

SUBSECTION A: TOTAL AMOUNT OF FUNDS AND SOURCES

For OSSE’s baseline grant (03HP000352), Sept. 1, 2018-Aug. 31, 2019, the total federal funds received was \$1,045,344.81. The total amount of local funds awarded to the hub was \$1,800,000. Sub-section B provides an explanation of budgetary expenditures and the proposed budget for program year 2018-2019.

For OSSE’s expansion grant (03HP000186), March 1, 2019-Feb. 2020, the total federal funds received was \$1,763,361. Sub-section B provides an explanation of budgetary expenditures and the proposed budget for program year 2019-2020.

SUBSECTION B: EXPLANATION OF BUDGETARY EXPENDITURES AND

PROPOSED BUDGET

Federal funds for OSSE were budgeted for salaries and fringe benefits as well as contractual funds for the Healthy Futures Memorandum of Understanding with the Department of Behavioral Health (DBH). Federal funds for the hub were budgeted as contractual costs to be issued under the

² Beginning March 1, 2018

³ Although the EHS-CCP expansion grant was awarded as year one of the grant, it was in year five for the QIN.

agreements OSSE has in place with the hub, the United Planning Organization (UPO). Within the budget of the hub, contractual funds under the baseline grant were budgeted as salaries and fringe benefits, other costs (e.g., teacher stipends), contractual costs for training and technical assistance and indirect cost for operations. Within the budget of the hub, under the expansion grant were budgeted as salaries and fringe benefits, contractual costs, including management of the contract to the shared services hub and other contracts with third-party vendors to conduct facility repairs to enhance health and safety as well as quality issues at participating CCPs and to provide necessary trainings for staff, other objects (i.e. stipends to teachers) and indirect cost.

Local funds for the hub were budgeted for salaries and benefits, contractual services, supplies and materials, equipment, fixed property costs and other objects. As of Dec. 1, 2019, budgetary expenditures for program year 2018-2019, for OSSE's baseline grant, federal funds totaled \$1,033,581 and were spent in the approved categories. Budgetary expenditures for the program year 2018-2019 for OSSE's expansion grant, federal funds totaled \$92,505. Budgetary expenditures for program year 2018-2019 local funds totaled \$1,663,522 and were spent in the approved categories. Table 4 outlines the proposed budget for program year 2018-2019 baseline grant.

Table 4: Program Year 2018-2019 Baseline Grant Proposed Budget

Grantee	Federal Share Operations (Salary (personnel + fringe), stipends and indirect cost)	Federal Share Operations Plus Cost of Living Allowance (COLA)	Carryover Operations (Contractual services, supplies, other direct costs and indirect costs)	Federal Share Training and Technical Assistance (TTA) (Ongoing training in curriculum and assessments for teachers and coaches)	Carryover TTA (Other and indirect costs)	Local Funds Share (Salaries and Fringe, consultants, contracts, equipment, travel, supplies, rent, other direct costs)	Non-Federal Share (20% of the grant amount)	Total Budget with Non-Federal Share
OSSE	\$144,084	\$147,830	\$0	\$0	\$0	\$0	\$0	\$147,830
UPO	\$789,422	\$809,947	\$61,647	\$22,698	\$3,223	\$1,800,000	\$261,419	\$2,958,934
Total	\$933,506	\$957,777	\$61,647	\$22,698	\$3,223	\$1,800,000	\$261,419	\$3,106,764

Budgetary expenditures for program year 2019-2020, for OSSE's expansion grant, federal funds totaled \$92,505 (as of Dec. 1, 2019) and were spent in the approved categories. Table 5 outlines the proposed budget for program year 2019-2020 expansion grant.

Table 5: Program Year 2019-2020 Expansion Grant Proposed Budget

Grantee	Federal Share Start-Up Funding (Contractual services for facility renovations, training for new staff and indirect cost)	Federal Share Base Funding (Salary (personnel + fringe), contractual, stipends and indirect cost)	Federal Share Training and Technical Assistance (TTA) (Ongoing training in curriculum and assessments for teachers and coaches)	Local and Private Sector Funding (Subsidy funds for 166 children and comprehensive services for 94 children and diapers, wipes and gloves for the additional 72 children)	Total Budget with Non-Federal Share (20% of the grant amount)	Total Budget with Non-Federal Share
OSSE	\$0	\$378,373	\$0	\$4,099,650	\$0	\$4,478,023
UPO	\$102,550	\$895,476	\$31,846	\$0	\$370,000	\$1,399,872
Total	\$102,550	\$1,273,849	\$31,846	\$4,099,650	\$370,000	\$5,877,895

Table 6 outlines spending upon the end of program year 2018-2019, for OSSE’s baseline grant, which ended on Aug. 31, 2019.

Table 6: Program Year 2018-2019 Expenditures for Baseline Grant

Type of Expenditure	FY19 Federal Funds	FY19 Local Funds	Total Funds
Budgeted	\$1,045,344.81	\$1,800,000	\$2,845,344.81
Expenditure	\$1,033,581	\$1,663,552	\$2,697,103
Balance	\$11,764	\$136,478	\$148,242

Table 7 outlines current expenditures (as of Dec. 1, 2019) of program year 2019-2020, for OSSE’s expansion grant, which will end Feb. 29, 2020.

Table 7: Program Year 2019-2020 Expenditures for Expansion Grant

Type of Expenditure	FY20 Federal Funds	Total Funds
Budgeted	\$1,763,361	\$1,763,361
Expenditure	\$92,505	\$92,505
Balance	\$1,670,856⁴	\$1,670,856

During program year 2018-2019, the QIN hub evaluated the condition of each CCP facility and identified the need for numerous facility upgrades. Funds were used for new playground materials, exterior windows and doors and the replacement of classroom cabinetry. Please see Appendix A for examples of the completed work.

SUBSECTION C: MOST RECENT FINANCIAL AUDIT

As required, the most recent financial audit in fiscal year 2018 for DC federally funded programs is included in Appendix B (as a link).

SECTION II: QIN Participation

SUBSECTION A: CHILDREN AND FAMILIES SERVED

Through the baseline and expansion grants OSSE funds 366 slots with federal funds for EHS-eligible infants and toddlers. The cumulative enrollment for children served in program year 2018-2019 was 392. The total number of families served in program year 2018-2019 was 357. The average enrollment of children per month, as a percentage of total funded enrollment for program

⁴ This figure includes the balance for funds obligated by Sept. 30, 2019, in accordance with the District fiscal year. The remaining funds will be allocated for the period Oct. 1, 2019-Feb 29, 2020. OSSE and UPO anticipates spending all funds.

year 2018-2019 related to the EHS-CCP baseline grant was 100 percent. The average enrollment of children per month, as a percentage of total funded enrollment for program year 2018-2019 related to the EHS-CCP expansion grant was 67 percent.⁵ Table 8 contains information on the number of children enrolled by eligibility type for the EHS-CCP baseline grant and Table 9 contains the number of children enrolled by eligibility type for the EHS-CCP expansion grant. Figure 1 includes information on how long the children were enrolled as of program year 2018-2019 for the baseline grant had been enrolled in the QIN. Figure 2 includes information on how long the children were enrolled as of program year 2018-2019 for the expansion grant had been enrolled in the QIN.⁶

Table 8: Number of Children Enrolled in QIN Facilities by Type of Eligibility (Baseline)

Type of Eligibility	Number of Children Enrolled
Income below 100 percent of federal poverty line	112
Public assistance such as Temporary Assistance for Needy Families (TANF) or Supplemental Security Income (SSI)	122
Status as a foster child	6
Status as homeless	12
Over income	0
Exceeding the allowed over income enrollment	3
Total	255

Table 9: Number of Children Enrolled in QIN Facilities by Type of Eligibility (Expansion)

Type of Eligibility	Number of Children Enrolled
Income below 100 percent of federal poverty line	70
Public assistance such as Temporary Assistance for Needy Families (TANF) or Supplemental Security Income (SSI)	45
Status as a foster child	2
Status as homeless	4
Over income	9

⁵ The program began reporting enrollment in July 2019.

⁶ Children in the expansion grant had been served in the previous year through a public-private partnership.

Type of Eligibility	Number of Children Enrolled
Exceeding the allowed over income enrollment	7
Total	137

Figure 1: Percentage of Children Enrolled in the QIN, by Number of Years Enrolled (Baseline n=255)

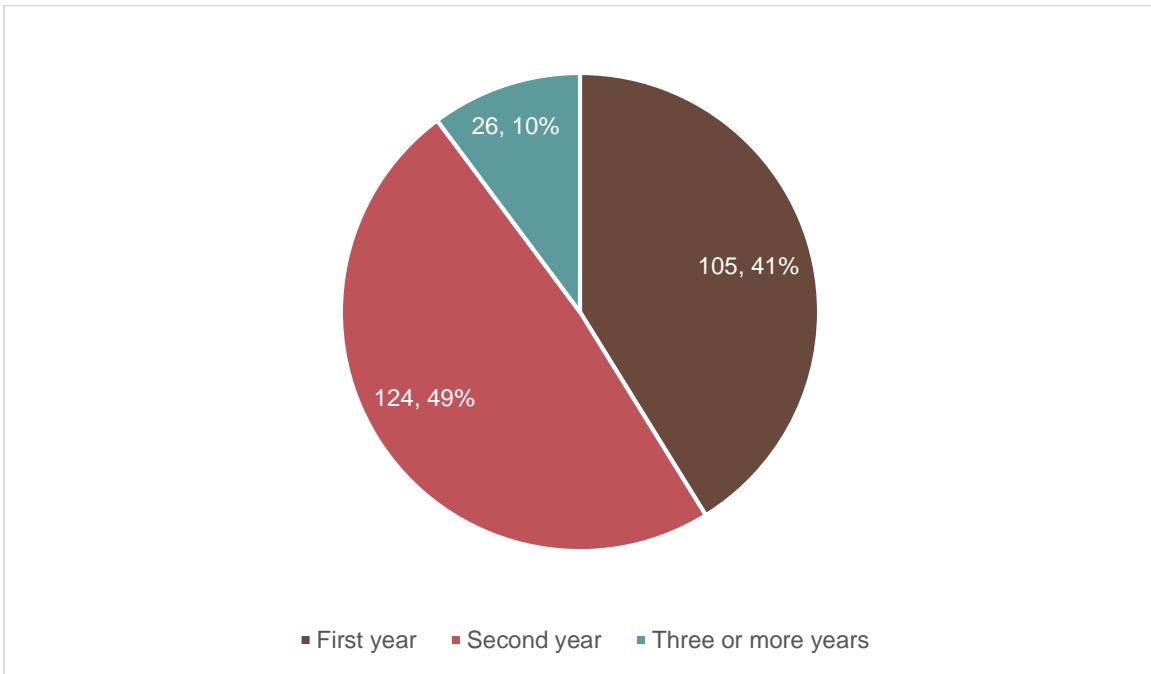
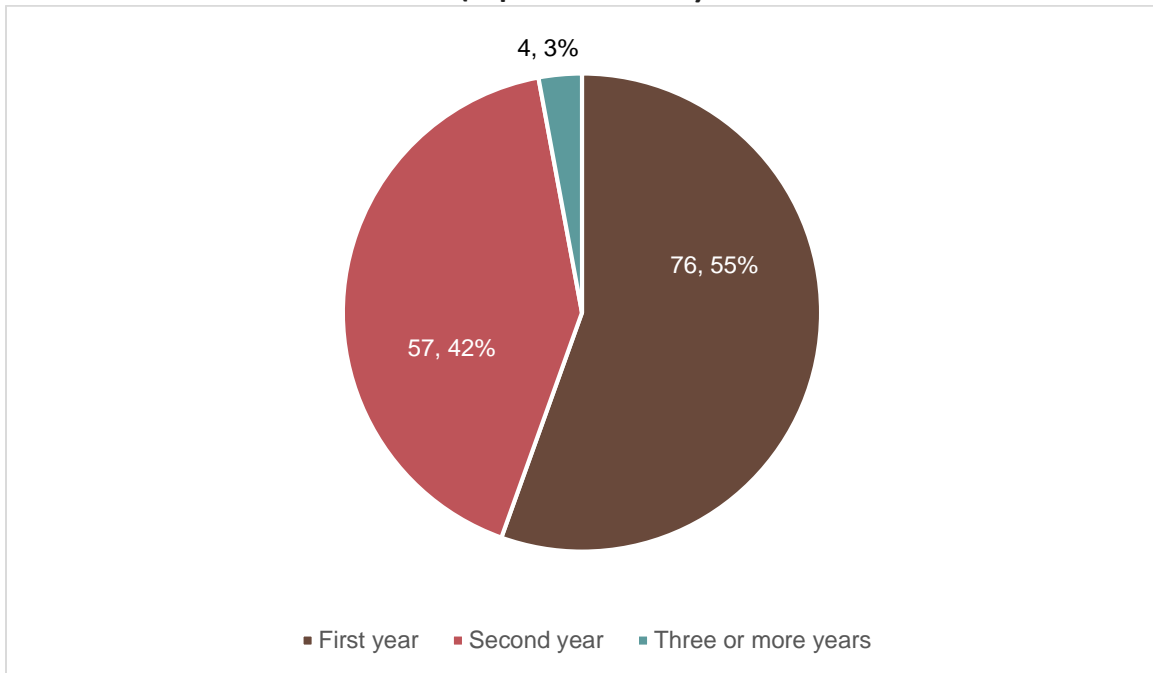


Figure 2: Percentage of Children Enrolled in the QIN, by Number of Years Enrolled (Expansion n=137)



The majority of children served came from single-parent homes at the time of enrollment. Figure 3 shows the number of families served in both the baseline and expansion grants by whether or not there were one or two parents in the household at the time of enrollment. Of the single-parent homes, most of the parent/guardians described themselves as mothers. Figure 4 shows the number of single-parent families by parent/guardian description. In single-parent families, those with employment and those not currently working are approximately evenly split (see Figure 5). There is also a significant number of families receiving assistance through programs such as TANF; Women, Infants and Children (WIC); Supplemental Nutrition Assistance Program (SNAP); and SSI. Figure 6 shows the cumulative enrollment of children by eligibility type. Details on the types of federal assistance that families are receiving are available in Figure 7.

Figure 3: Number of Families Served by Type of Family at Enrollment⁷

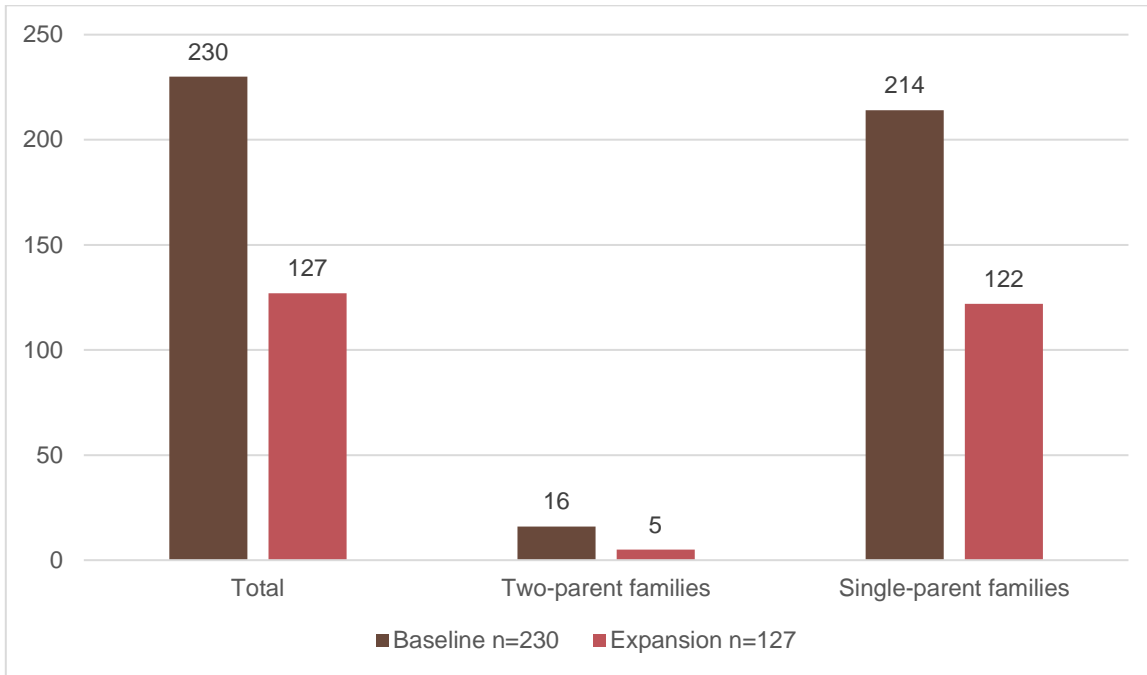
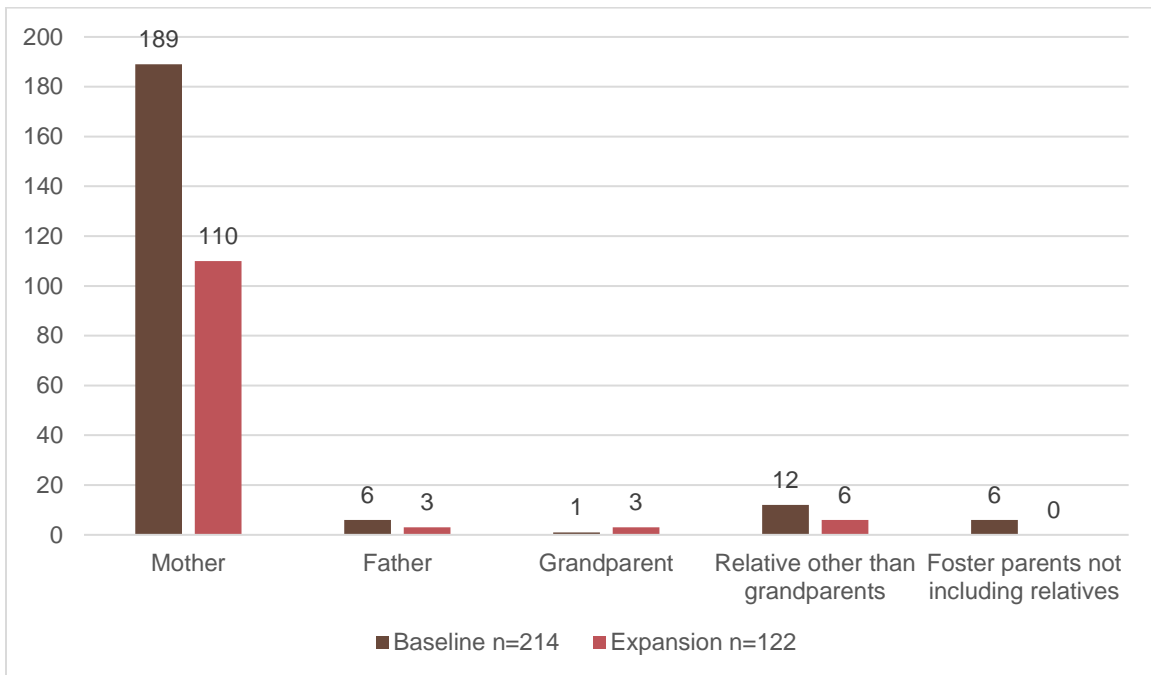


Figure 4: Number of Single-parent Families by Parent/Guardian Description



⁷ Expansion n=127 as of Aug. 31, 2019.

Figure 5: Number of Families Served by Number of Parents Employed at Enrollment

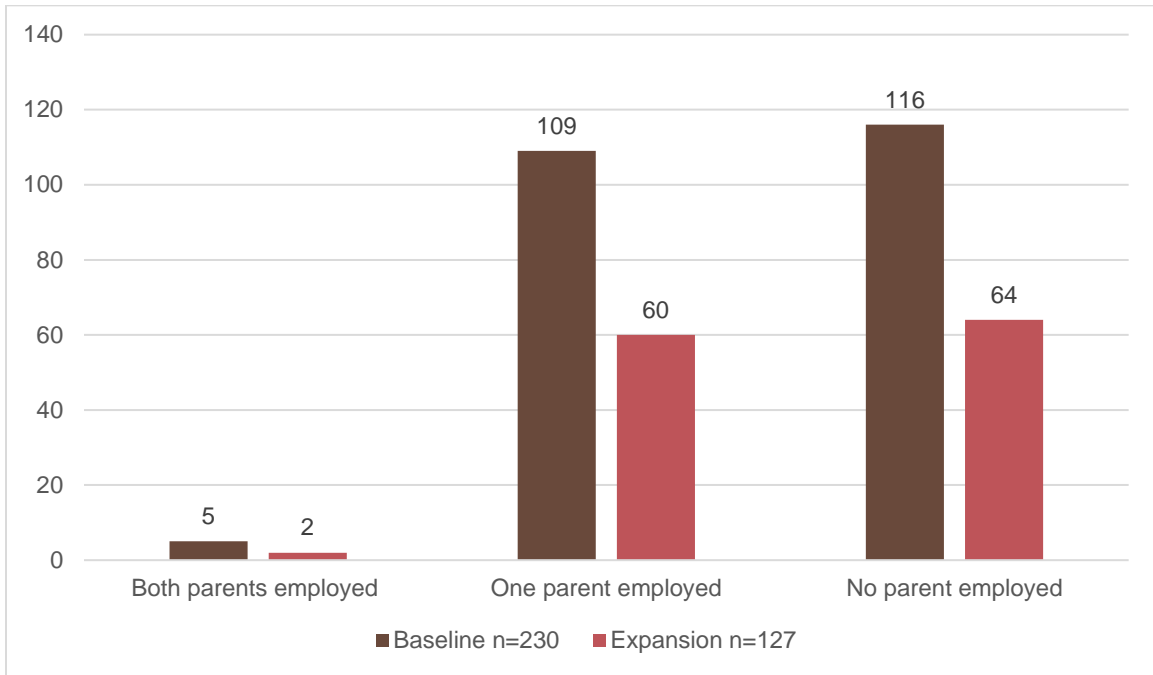


Figure 6: Cumulative Enrollment of Children by Eligibility Type (Baseline n=255)

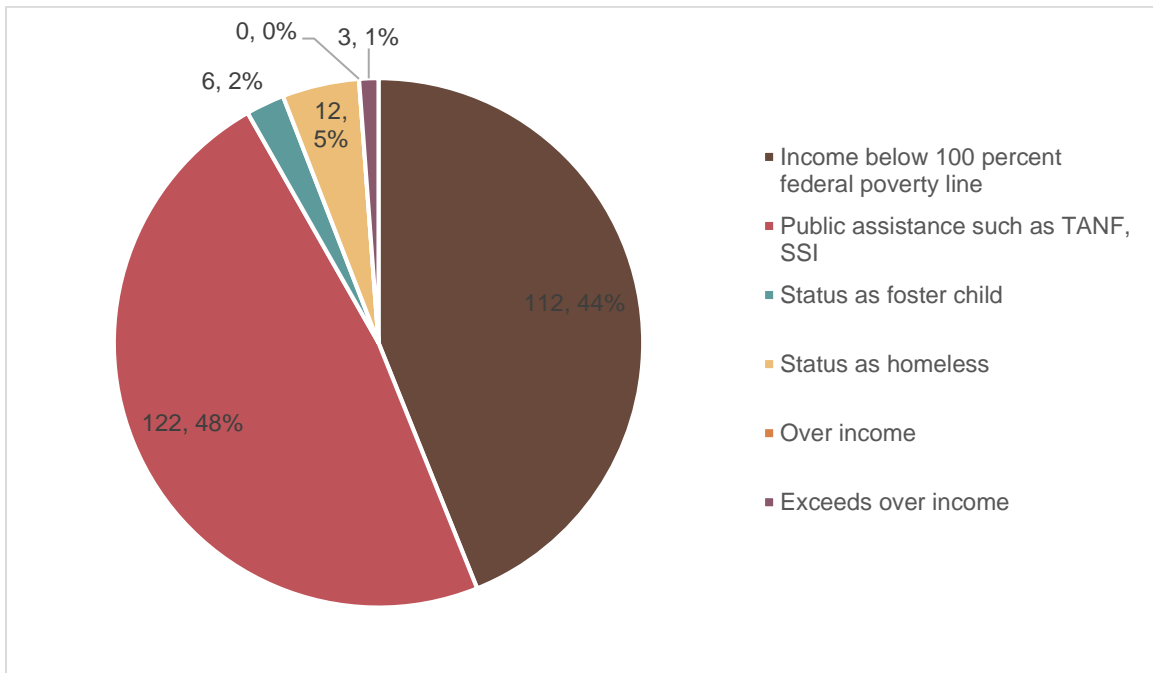


Figure 7: Cumulative Enrollment of Children by Eligibility Type (Expansion n=137)

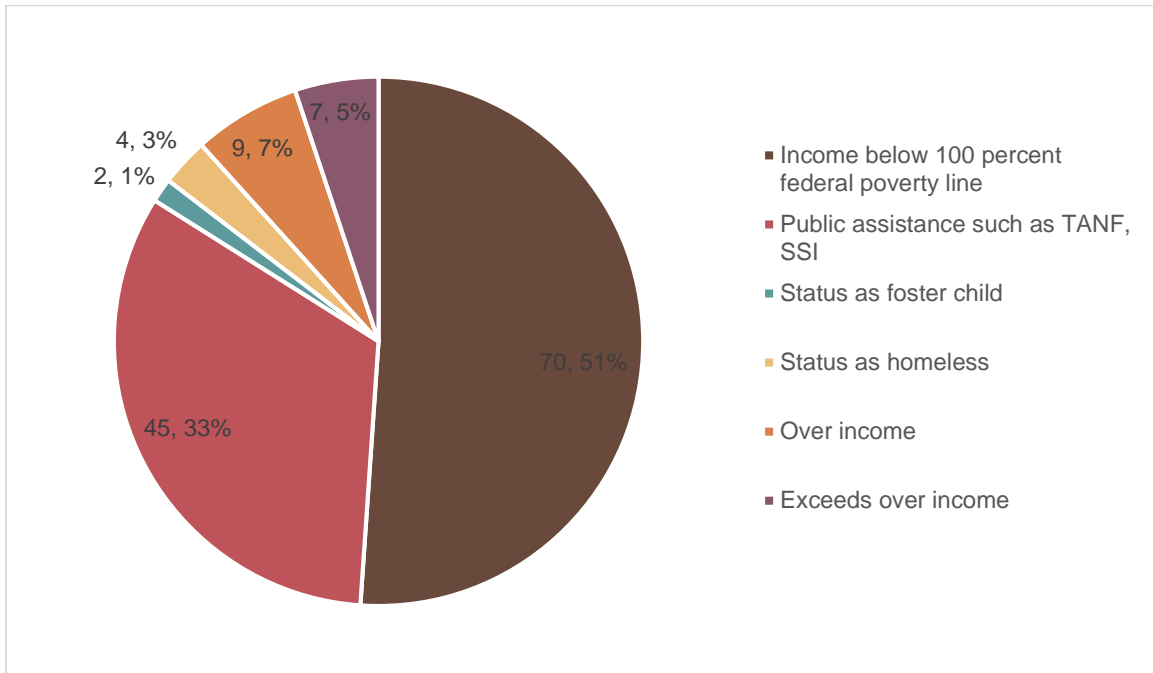


Figure 8: Number of Families by Type of Federal Assistance or Other Assistance Received (Baseline n=230)

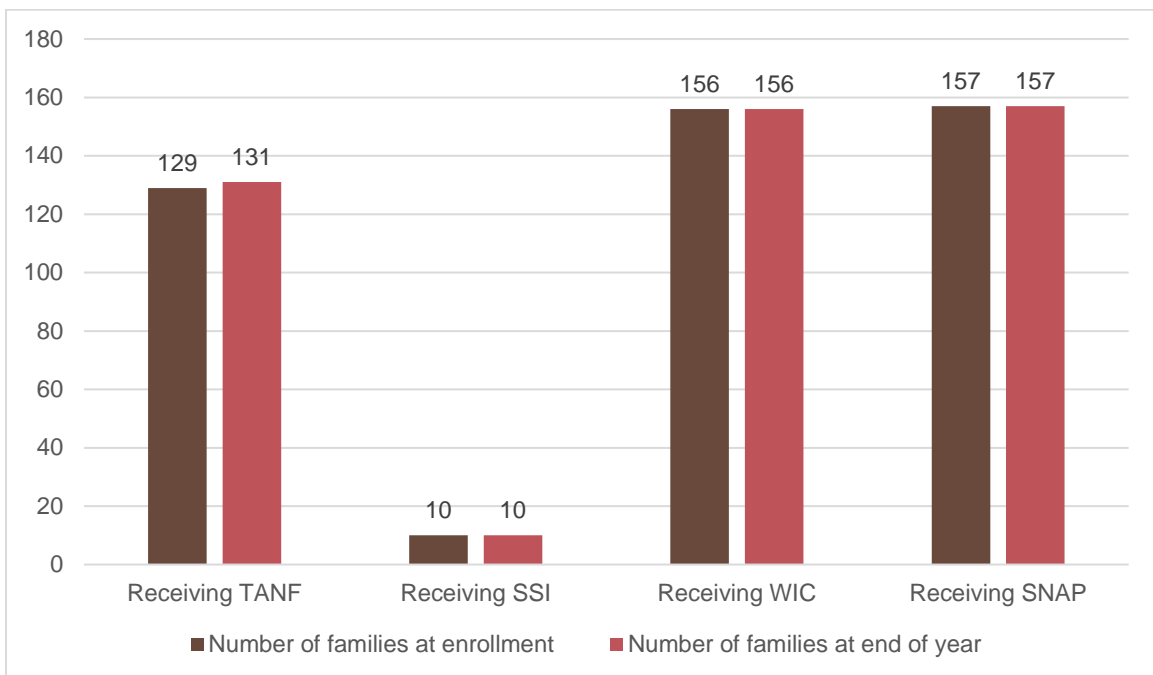
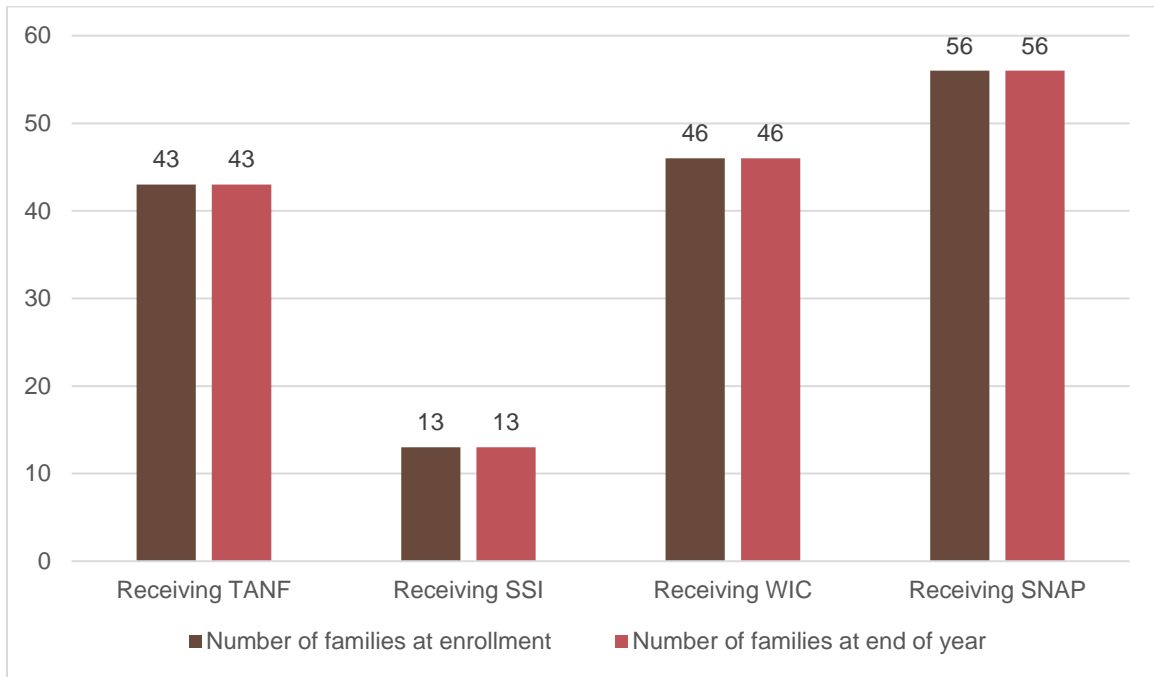


Figure 9: Number of Families by Type of Federal Assistance or Other Assistance Received (Baseline n=127)



The physical, nutritional, mental and oral health needs of children are priorities. Figures 10 and 11 show the number of children enrolled by the types of health services and health insurance coverage they are receiving.

Figure 10: Number of Children Enrolled by Type of Health Services Received (Baseline n=255)

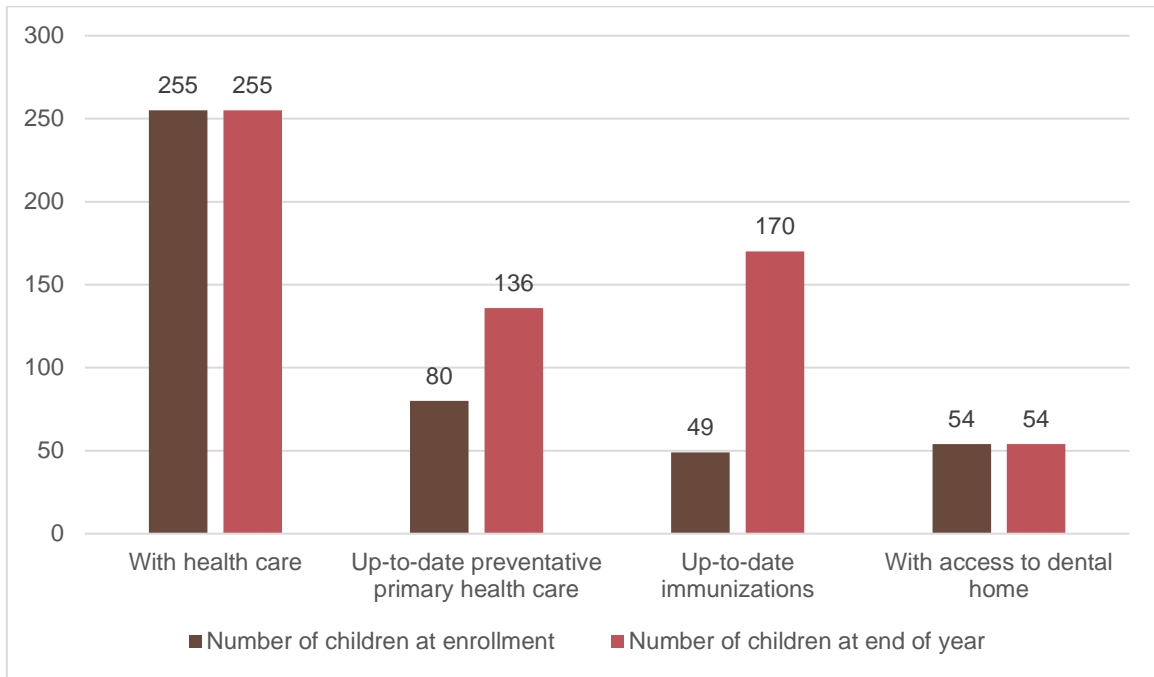


Figure 11: Number of Children Enrolled by Type of Health Services Received (Expansion n=137)

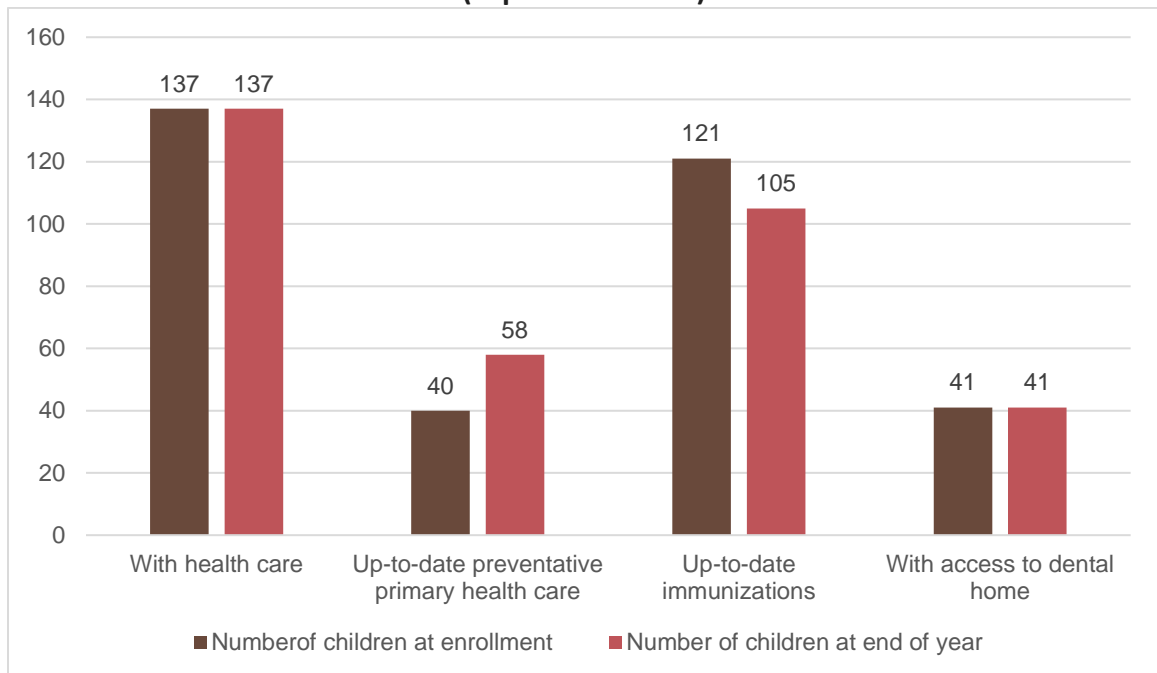


Figure 12: Number of Children Enrolled with Health Insurance by Type (Baseline n=255)

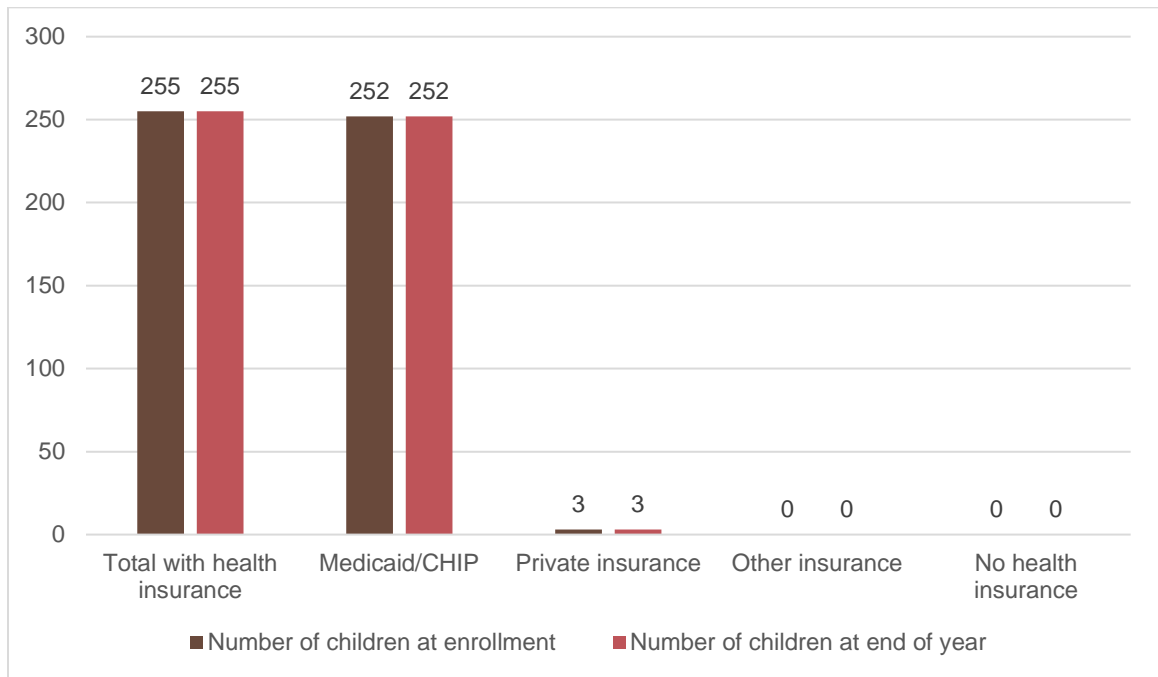
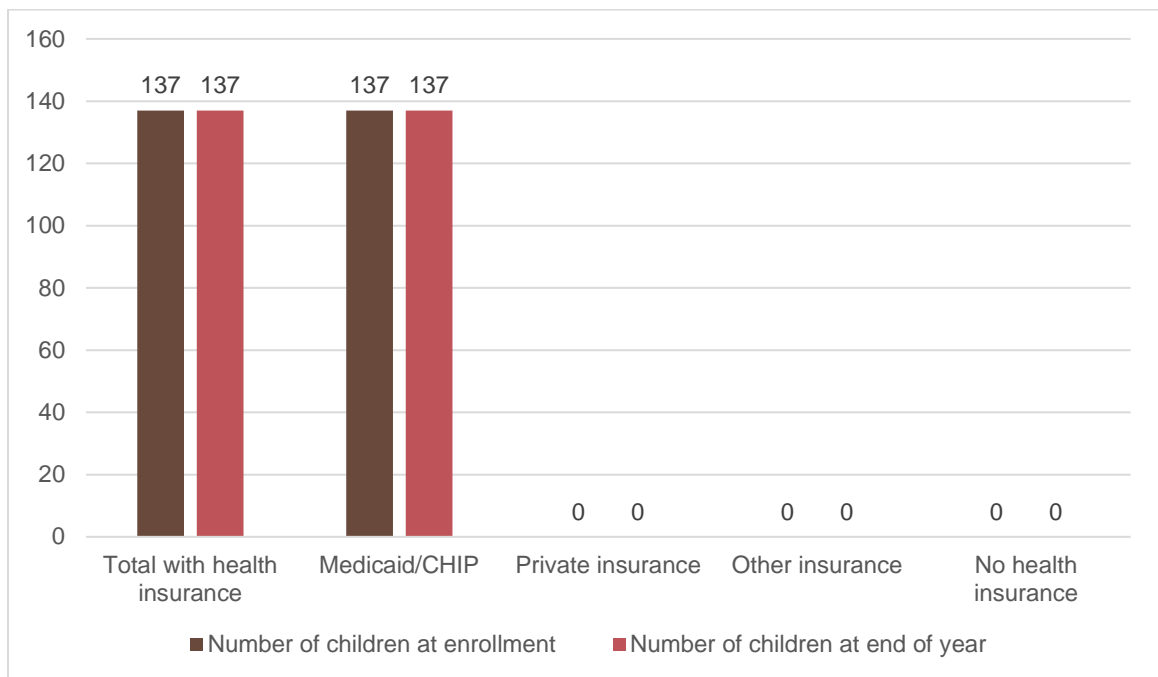


Figure 13: Number of Children Enrolled with Health Insurance by Type (Expansion n=137)



SUB-SECTION B: CHILD HEALTH

As mentioned, the physical, nutritional, mental and oral health needs of children are priorities. Listed below are the ongoing activities that UPO has implemented to ensure the needs of the children are being met.

- Assessing the current methods of services delivery at CCPs to identify gaps in delivery of comprehensive services
- Monitoring and analyzing health data to identify trends and training needs for staff and families.
- Monitoring to ensure that children receive all needed services, including vision services, hearing services, developmental screenings and dental care.
 - Currently, children's health screenings are a required form for enrollment in any licensed DC child development facility. In an effort to support all families, family engagement specialists (FESs) and health staff monitor and review children's health certificates and other health information to identify potential health issues. They support parents in obtaining appropriate referrals and follow-up care to include timely well-child visits; developmental, sensory and behavioral screenings; and immunizations.
- Coordinating with the DBH to provide mental health resources to every CCP.
 - DBH continues to provide mental health consultations to every CCP to ensure the implementation of activities around mental health related prevention, identification, referral and treatment. They also continue to consult onsite with staff and parents to address behavioral concerns and provide targeted help with individual children and families. If the mental health staff determines that parents and/or children need

ongoing mental health care, they are referred to community-based mental health agencies and the FES will monitor to ensure the services are received in a timely and appropriate manner.

- Providing comprehensive multidisciplinary developmental evaluations through a partnership with Strong Start, the DC early intervention program (DC EIP).
- The Head Start Program Performance Standards (HSPPS) require that all children receive a developmental screening with 45 days of enrollment in a CCP. Developmental screenings are the responsibility of the CCP. The teacher and the parent jointly administer the Ages and Stages Questionnaire (ASQ). The CCPs obtain consent from parents to refer or re-screen as needed, and referrals and re-screenings are monitored and tracked by staff designated by the hubs. Once eligibility is determined and the family gives consent to participate in Strong Start, the infant-toddler disability coordinator supports the teacher in meeting the developmental goals in the child's individualized family service plan (IFSP).
- Ensuring that children are referred to Strong Start in a timely matter.
 - The hubs' infant and toddler disability coordinators work with Strong Start to ensure that children are referred in a timely manner and support communications with families as needed. Infants and toddlers who score in the "at-risk" category on either the ASQ or ASQ: Social-Emotional are referred to Strong Start for a comprehensive multidisciplinary developmental evaluation. The coaches and the hub education and infant-toddler disabilities coordinators track referrals to early intervention, special education, early childhood mental health and other therapeutic services. For children

not found eligible for IDEA Part C and for families who decline to participate in Part C services, the hubs offer wrap-around supports, linkages and referrals to other community programs that support child development (e.g., home visiting programs, playgroups, the Hannen Program, etc.).

- Coordinating services with relevant DC agencies to support families' other needs.
 - In addition, through the interagency steering committee, the hub agencies coordinate services with DC agencies—such as the Department of Human Services (DHS), DBH, the Department of Health Care Finance (DHCF) and DC Health—which can support families in achieving their goals in areas such as employment training, self-sufficiency, mental health and substance abuse treatment. The QIN works with programs in the public and private sectors to ensure families are utilizing District resources and families are connected to the resources they need. For example, Help Me Grow through DC Health, Healthy Futures through DBH, Strong Start - DC's early intervention program, Early Stages and DC Child Care Connections have all presented to the policy council and actively work to support the efforts of the QIN. There is a coordinated effort to deliver information to ease the burden for children and families.
- Ensuring that children and families have access to medical and dental services.
 - The following information is a breakdown of the medical and dental participation for program year 2018-2019, as found in Figure 11.
 1. At the end of enrollment, 100 percent of children served under the baseline and expansion grants had health insurance.

2. At the end of enrollment, the percentage of children up-to-date on preventative health screenings for program year 2018-2019 baseline grant was 53 percent. This is a decrease from the previous year when 76 percent of children were up-to-date on preventative health screenings at the end of enrollment.⁸ At the end of enrollment, the percentage of children up-to-date on preventative health screenings for program year 2018-2019 expansion grant was 42 percent.
3. The percentage of children up-to-date on preventative dental screenings for program year 2018-2019 baseline grant was 100 percent. This is despite only 21 percent of children having access to a dental home.

SUB-SECTION C: INFORMATION RELATED TO PARENT INVOLVEMENT ACTIVITIES

The FES supports families include providing opportunities for children and families to participate in program activities such as family literacy services that will enhance staff-family relationships; coordinating and integrating Head Start services in order to enhance effectiveness and supporting families in accessing other community resources. During program year 2018-2019, all families served under the baseline and expansion grants who expressed interest in additional supports received it regardless of identified need (see Figures 14 and 15).

⁸ 2019 Annual Report

https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/2019%20QIN%20Annual%20Report.pdf

Figure 14: Number of Families by of Services Received (Baseline n=230)

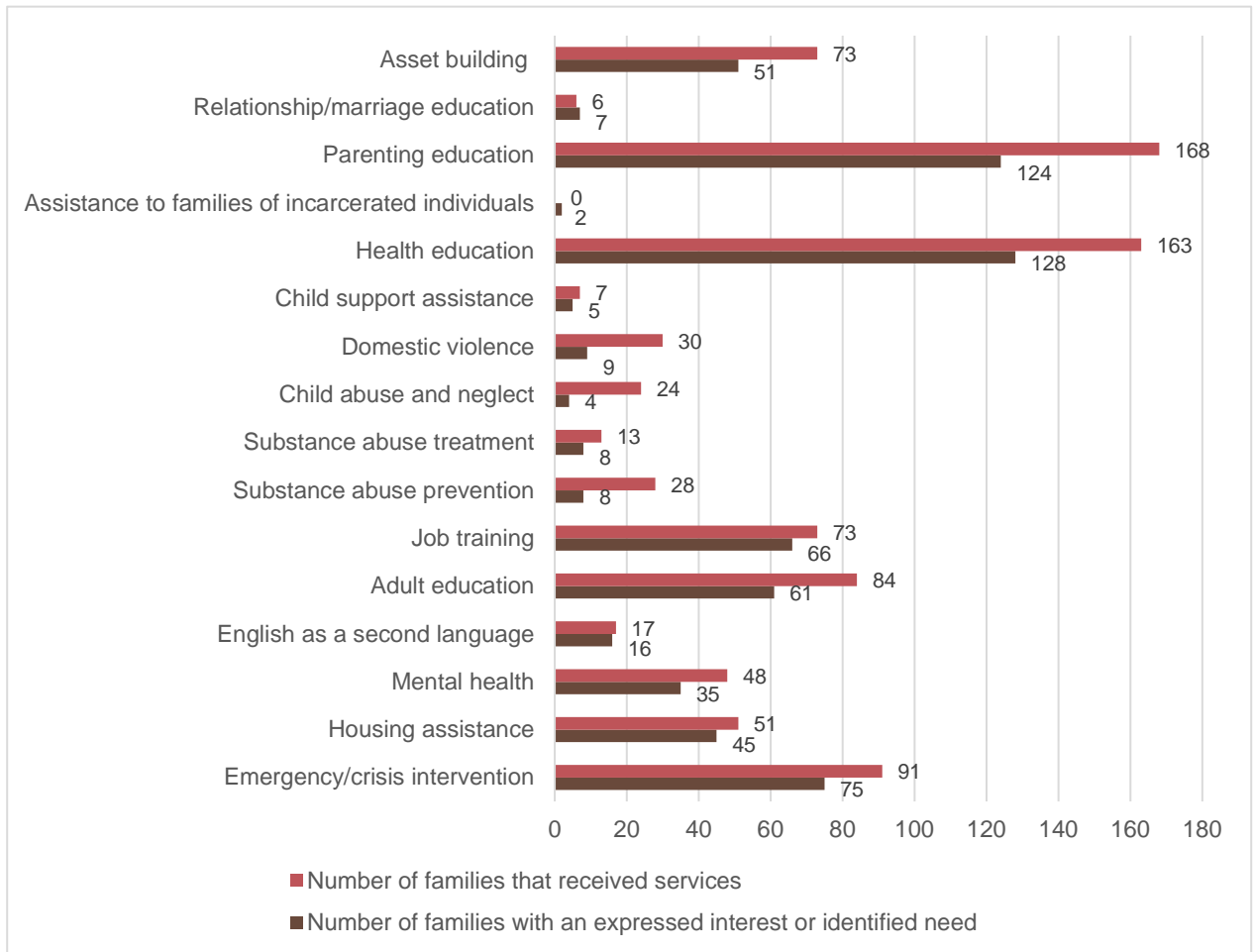
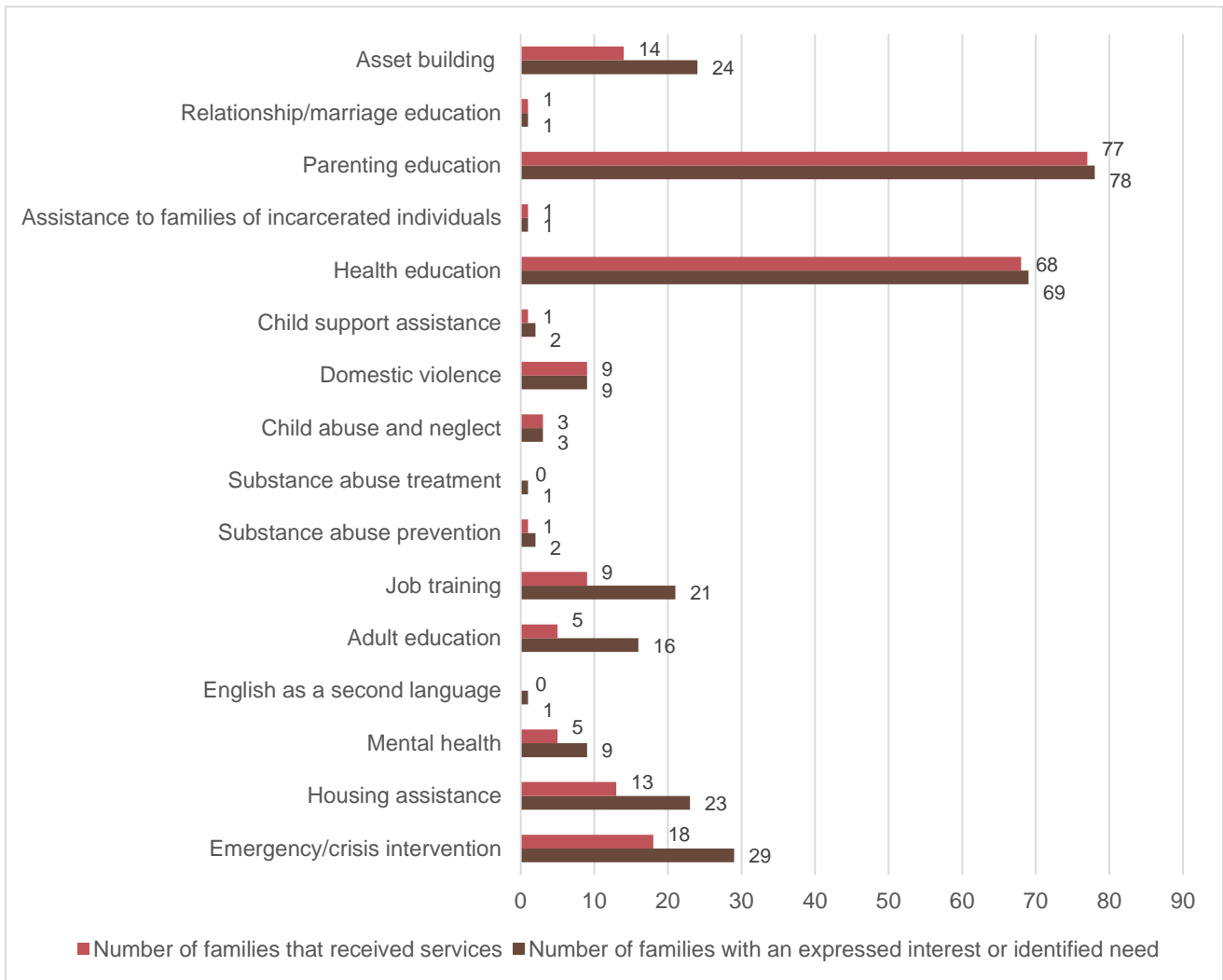


Figure 15: Number of Families by of Services Received (Expansion n=127)



Across both grants, fathers attended a variety of family engagement activities offered that included child development experiences, program governance, parent education workshops, goal setting and family assessments. Additionally, Table 10 shows the family engagement activities that fathers participated in directly under the baseline grant and Table 11 shows the family engagement activities that fathers participated in directly under the expansion grant.

Table 10: Number of Fathers/Father Figures who Engaged in Various Family Engagement Activities (Baseline)

Activity	Number of fathers/father figures engaged
Family assessment	57
Family goal setting	60
Involvement in child’s Head Start child development experiences	65
Head Start program governance	35
Parenting education workshops	56

Table 11: Number of Fathers/Father Figures who Engaged in Various Family Engagement Activities (Expansion)

Activity	Number of fathers/father figures engaged
Family assessment	2
Family goal setting	2
Involvement in child’s Head Start child development experiences	2
Head Start program governance	0
Parenting education workshops	1

SUB-SECTION D: THE AGENCY’S EFFORT TO PREPARE CHILDREN FOR KINDERGARTEN

Seamless birth to 3 transitions are important part of Head Start and OSSE places an emphasis on the development and implementation of strong service plans for pre-K3 to pre-K4 and pre-K4 to kindergarten transitions. In program year 2017-2018, 72 percent of 3-year-old children and 86 percent of 4-year-old children in DC were enrolled in a pre-K program offered across three sectors, which included traditional schools, public charter schools and community-

based organizations.⁹ In program year 2017-2018, five of the 16 QIN sites participated in DC's Pre-K Enhancement and Expansion Funding program (funded through OSSE) and were able to transition children to pre-K classrooms within the same centers if the parent chose to stay at the center until the child turned age 5.

Additionally, the Every Student Succeeds Act (ESSA) emphasizes coordination and quality. Local education agencies (LEAs) receiving Title I funds developed a written Memorandum of Agreement (MOA) with Head Start (HS), and other early learning programs if feasible, on records, parent communication, staff training, student needs, transition and services (ESSA Sec. 1119). OSSE convened an ESSA working group on coordination in collaboration with the DC Head Start Association and interested local education agencies. The goal of the working group was to develop a citywide MOA between LEAs and HS programs that addresses the ESSA requirements. The HSSCO Director was a member of this working group (<https://osse.dc.gov/page/essa-early-learning-coordination-working-group>).

In an effort to help educators connect theory and practice, UPO has continued to train teachers and leadership with the foundational knowledge of early childhood. DC uses the Teaching Strategies GOLD assessment system for observations and documentation regarding children's growth and development. Through a contract with UPO, Teaching Strategies provided curriculum, coaching and assessment refresher trainings for teachers and coaches for Teaching Strategies GOLD. Throughout June, July and August 2019, UPO hosted multiple trainings for teachers and CCP directors, and community of practice meetings and intensive trainings have also been offered to

⁹ Fiscal Year 2018 Pre-K Report, <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE%20Annual%20Pre-K%20Report%202018.pdf>

help equip teachers to use the GOLD assessment system. GOLD data is collected four times a year and the coaches assigned to each QIN site work to support teachers in ensuring data accuracy. Teachers continue to focus on how to use data to improve children's outcomes and how to conduct accurate observations to inform planning.

Through intentional coaching practices during program year 2018-2019, QIN teachers improved their understanding and execution of scales and subscales related to the Infant/Toddler Environment Rating Scale-Revised (ITERS-R). A total of 110 teachers received coaching throughout the program year with more than half of the teachers transitioning from scores in the inadequate/minimal range to the excellent range. Scales within ITERS-R that saw the most improvement were activities, interactions and personal care routines. This achievement not only prepares teachers to score highly on subsequent ITERS-R observations, but most importantly provides children with the nurturing, responsive environments they need and deserve.

OSSE supports school readiness by providing a seamless birth to 3 approach. For children receiving services through the Part C of the Individuals with Disabilities Education Act (IDEA), the DC early intervention program in conjunction with the early interventionists and parent/caregivers develop individualized transition plans and conduct a transition meeting for all children before they turn 3. These meetings are held based on the individual needs of the child and with parental consent. Additionally, leadership at Part C and Part B programs meet on a monthly basis to analyze data to ensure that children are having timely and smooth transitions between the two programs.

During the 2018-2019 program year, the program successfully guided, supported and encouraged continued educational attainment, permanent housing and stable employment for several parents. EHS parents continue to have access to earning a Child Development Associate (CDA). One parent who is also the vice-chairperson of the policy council is currently pursuing a

CDA. Four parents, all members of the policy council, representing three different CCPs have received training and are certified to conduct parent cafés as facilitators. Additionally, parent cafés were held for the ACT Raising Safe Kids curriculum in which 55 parents graduated in a ceremony held on June 26, 2019. The ACT Raising Safe Kids discussed topics, such as, children's behavior, exposure to violence, controlling parent's anger, helping angry children, electronic media, parenting style and positive behaviors. The parent cafés for this curriculum were hosted by three FESs who are certified trainers in the ACT curriculum. As mentioned previously, father engagement has improved through intentional activities that encourage father and father figure involvement. Fathers and father figures have been receptive to events like doughnuts for dads because they are being acknowledged in positive and supportive ways. Doughnuts for dads were held at four CCPs and saw attendance from 68 fathers and father figures. To further support fathers, the QIN has begun hosting 24/7 Dad trainings. The 24/7 Dad curriculum is an evidence-based fatherhood program that encourages fathers and father figures to be involved, responsible and committed 24 hours a day, 7 days a week. This program year, nine fathers completed the curriculum and received certificates.

OSSE looks forward to reapplying for the grant and will continue to expand and leverage federal, local and private funding to provide high-quality early childhood education to the District's most vulnerable and youngest learners. In the past year, the QIN has improved in several areas, including, but not limited to, monitoring implementation of the HSPPS and providing technical assistance as needed, streamlining the eligibility, recruitment, selection, enrollment and attendance (ERSEA) collection of data, policy council engagement and empowering members to be their child's best advocate and informing systematic changes based on the monitoring of child progress. These are areas that OSSE will continue to build and approve upon. Additionally, OSSE

will continue to look for ways to incorporate feedback from our families, collaborate with the early learning community in the District and make system improvements to the QIN program.

APPENDIX A: FACILITY IMPROVEMENTS



Love and Care Child Development Center

New windows, doors and facade



Jubilee Jumpstart

New cabinetry



Loving Care Day Nursery

New playground equipment

APPENDIX B: 2018 FINANCIAL AUDIT

The most recent financial audit, which is from Fiscal year 2018, may be accessed at the following link:

[https://cfo.dc.gov/sites/default/files/dc/sites/ocfo/publication/attachments/DC%20Government UG-S18%20080719.pdf](https://cfo.dc.gov/sites/default/files/dc/sites/ocfo/publication/attachments/DC%20Government%20UG-S18%20080719.pdf)