



Meeting:	State Early Childhood Development Coordinating Council (SECDCC)	
Date/ Time:	Thursday, Jan. 10, 2019 2– 3:30 p.m.	
Location:	Office of the State Superintendent of Education 1050 First Street, NE (Eleanor Holmes Norton – 1 st Floor)	
Agenda Items		
Meeting Objectives <ul style="list-style-type: none">• Discuss implications of the Early Learning Supply & Demand in the District of Columbia: Using Data to Identify Critical Gaps Study• Share next steps for the Preschool Development Grant Birth to Five (PDG B-5) Funding Award• Provide guidance on a potential funding opportunity		
I.	Welcome and Introductions	Hanseul Kang State Superintendent, Office of the State Superintendent of Education (OSSE)
II.	Legislative Update	Jess Giles, Deputy Committee Director, Committee on Education Councilmember At-Large David Grosso Council of the District of Columbia
III.	Early Learning Supply & Demand in the District of Columbia: Using Data to Identify Critical Gaps	Noel Bravo, Sr. Director of Program Development Bainum Family Foundation
IV.	PDG B-5 Funding Award	Elizabeth Groginsky, Assistant Superintendent of Early Learning (OSSE)
V.	SECDCC Committee Reports <ul style="list-style-type: none">a. Program Qualityb. Data, Needs Assessment and Insightsc. Early Intervention and Family Supportd. Finance and Policye. Health and Well-being	Chairs/Co-Chairs of the Committees
VI.	J.B. and M.K. Pritzker Family Foundation Funding Opportunity	Lee Beers, Medical Director, Municipal and Regional Affairs, Child Health Advocacy Institute, Children’s National Medical Center
VII.	Announcements	All
VIII.	Public Comment	Open



State Early Childhood Development Coordinating Council (SECDCC)

Jan. 10, 2019

Agenda

- I. Welcome and Introductions
- II. Legislative Update
- III. Early Learning Supply and Demand in the District of Columbia:
Using Data to Identify Critical Gaps
- IV. Preschool Development Grant Birth to Five (PDG B-5) Funding
Award
- V. Committee Reports
- VI. J.B. and M.K. Pritzker Family Foundation Funding Opportunity
- VII. Announcements
- VIII. Public Comment

Today's Objectives

- Discuss implications of the Early Learning Supply and Demand in the District of Columbia: Using Data to Identify Critical Gaps
- Share next steps for the Preschool Development Grant Birth to Five (PDG B-5) funding award
- Provide guidance on the J.B. and M.K. Pritzker Family Foundation funding opportunity



Legislative Update

Jess Giles

Deputy Committee Director, Committee on Education

Councilmember At-Large David Grosso

Chairperson, Committee on Education

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Early Learning Supply and Demand in the District of Columbia: Using Data to Identify Critical Gaps

January 10, 2019

Early Learning Supply and Demand in the District of Columbia:

Using Data to Identify
Critical Gaps



Circle of
Collaboration



Why We Conducted This Research

Real Progress in D.C. But Some Lingering Questions

- Answer three critical questions:
 - **How big is the gap** between supply and demand of high-quality early learning seats for infants and toddlers?
 - **Where are the greatest gaps**, in terms of geography?
 - **What investments are needed** to make progress in this work?
- Highlight where future investments and interventions are needed
 - District partnering with Low Income Investment Fund (LIIF) on ***Access to Quality Child Care Expansion (AQCCE)*** investments
 - Foundation partnering with Reinvestment Fund on ***Early Learning Quality Fund (ELQF)*** investments

Why Measuring Supply and Demand is Difficult

Demand

- No complete dataset exists
- Must account for residents and commuters
- Insufficient data on parental preferences
- Don't want to “undercount” demand, so we use a “maximum demand scenario”

Supply

- No complete dataset exists
- Most data is on formal, licensed providers
- Limited data on age
- Limited data on informal care
- Limited data on affordability

D.C. Stakeholder Group Helped Guide Work

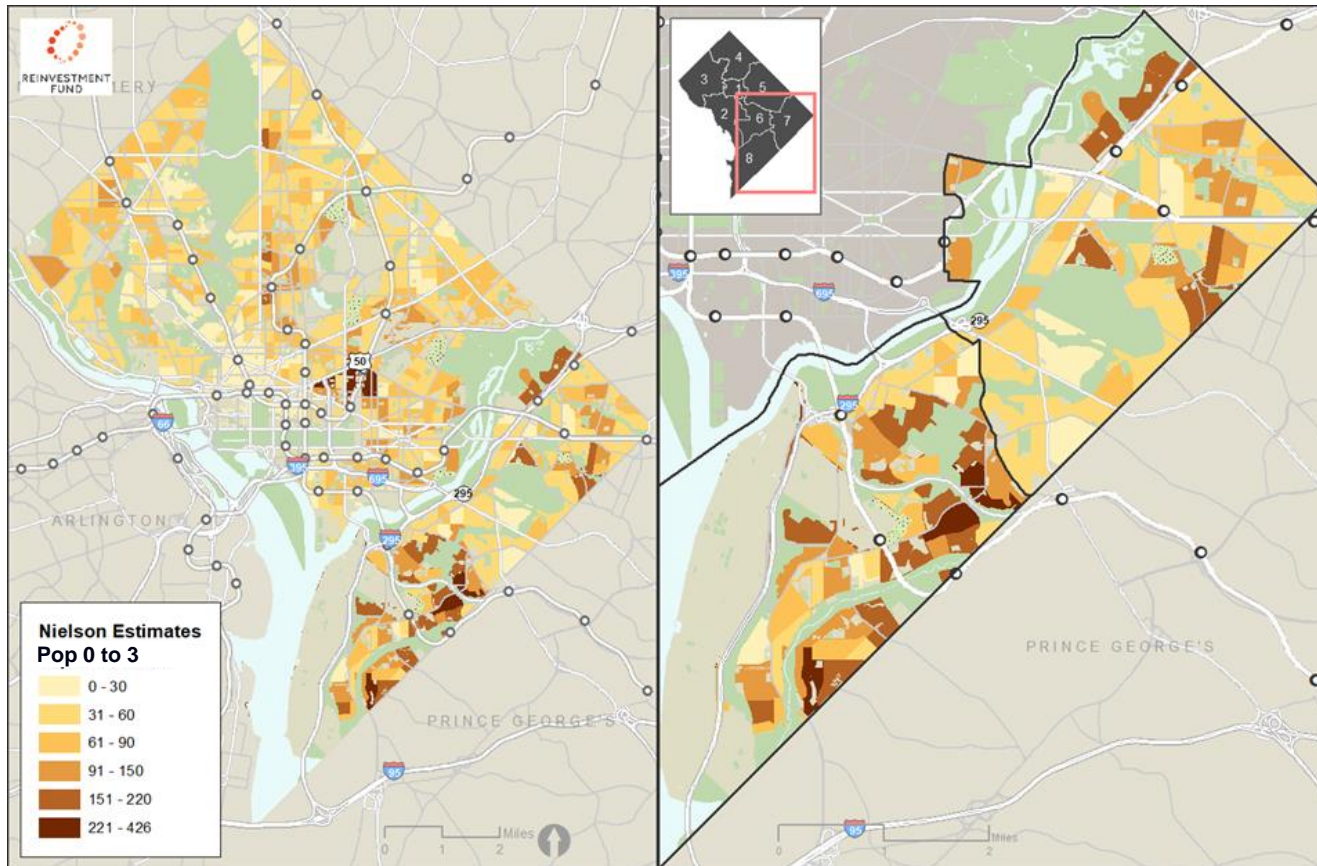
Methods, Analysis and Findings Vetted by Local Experts

- Child Care Aware of America
- DC Action for Children
- DC Association for the Education of Young Children
- DC Child Care Connection
- DC Early Learning Collaborative
- DC Family Child Care Association
- DC Fiscal Policy Institute
- DC Head Start Association
- DC Office of Planning
- DC Policy Center
- Department of Consumer and Regulatory Affairs, Office of the Zoning Administrator
- My School DC
- Office of Council Member Elissa Silverman
- Office of Council Member Robert White
- Office of the City Administrator
- Office of the Deputy Mayor for Education
- Office of the State Superintendent of Education, Division of Data, Assessment and Research
- Office of the State Superintendent of Education, Division of Early Learning
- Quality Facilitator Program Manager, Hurley and Associates
- Raise DC
- The Lab @ DC
- Washington Area Women's Foundation



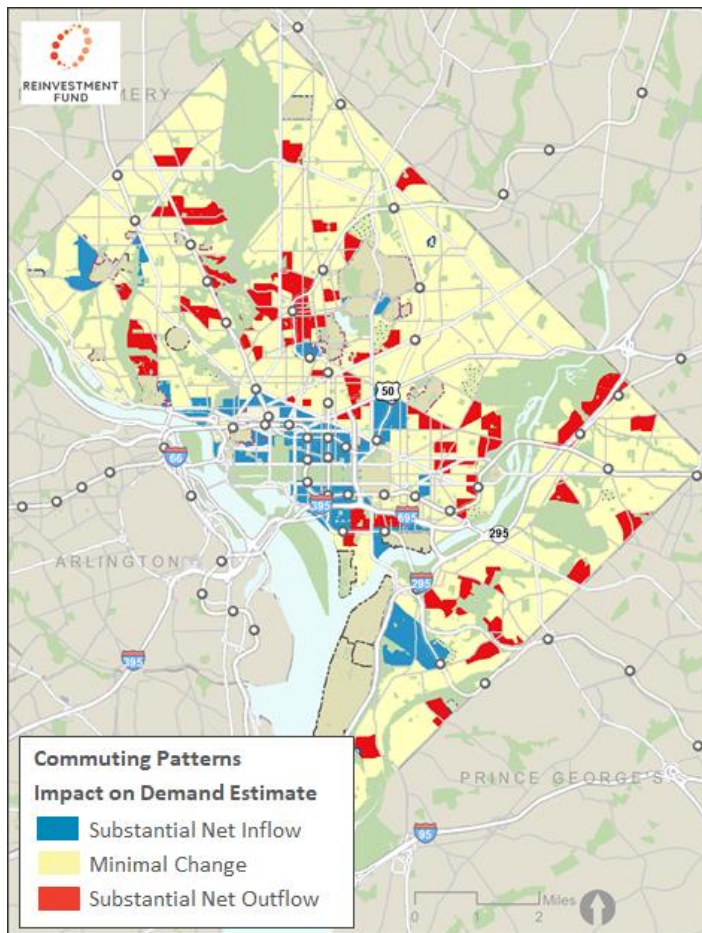
Estimating Demand

Resident Population of Infants and Toddlers (Children Ages 0 Up to 3)

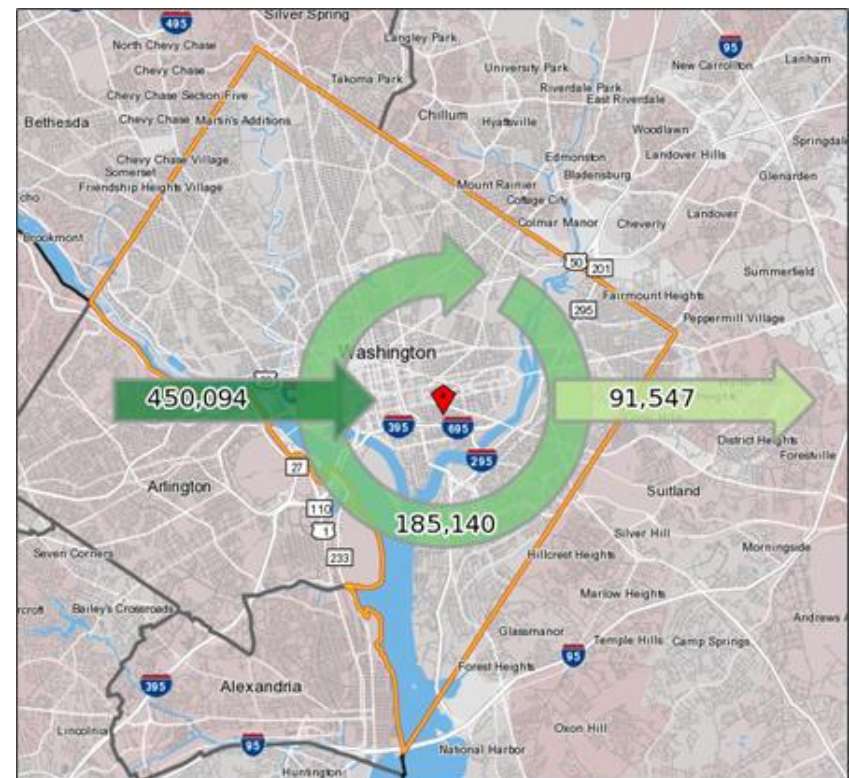


27,157
infants and
toddlers in
the District

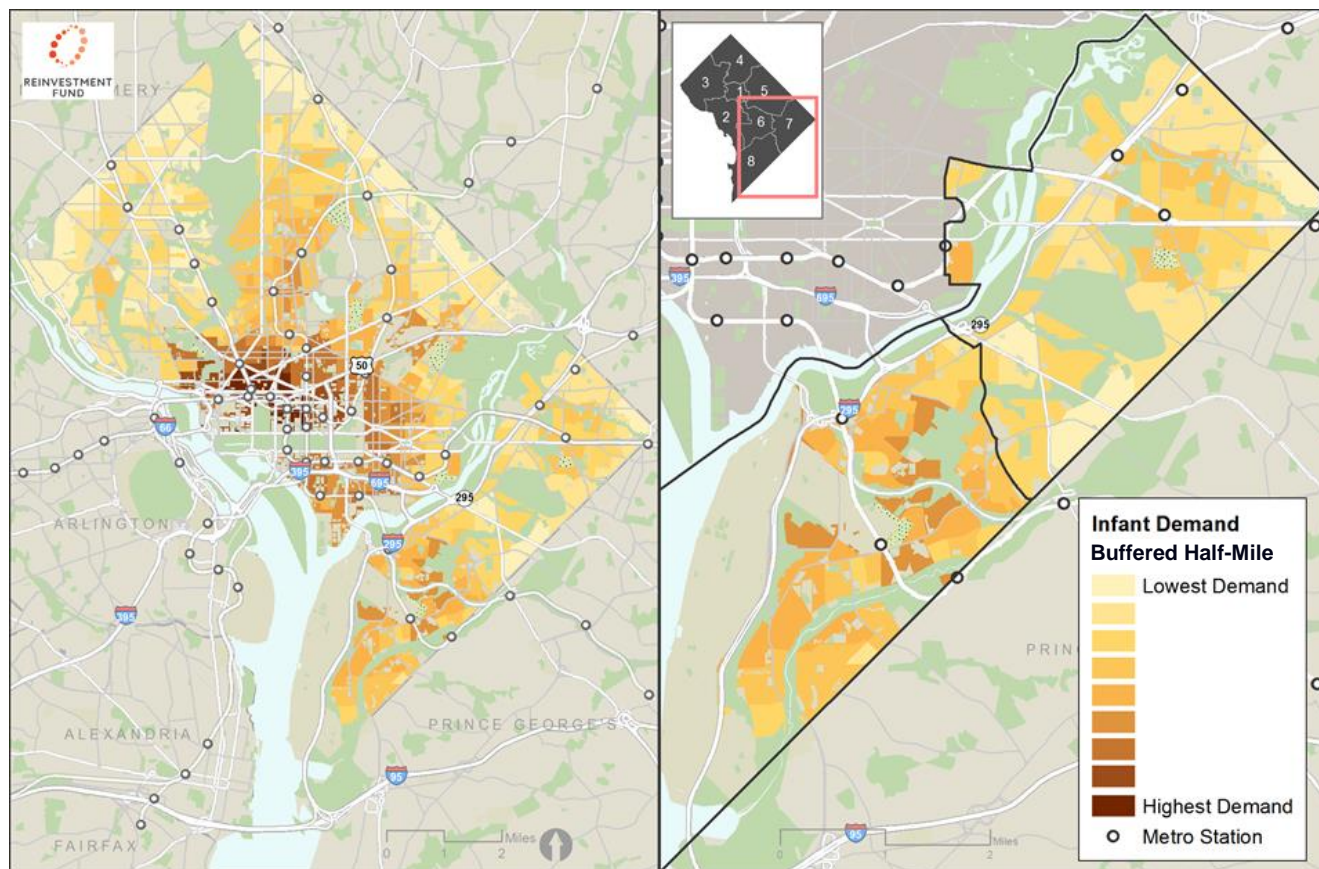
Demand Accounts for Where Children Live *and* Where Their Parents Work



Regional Commuting Patterns



Estimated Demand for Infant and Toddler Early Learning



Demand Components

27,157 Resident children*

9,414 Nonresident children of commuters

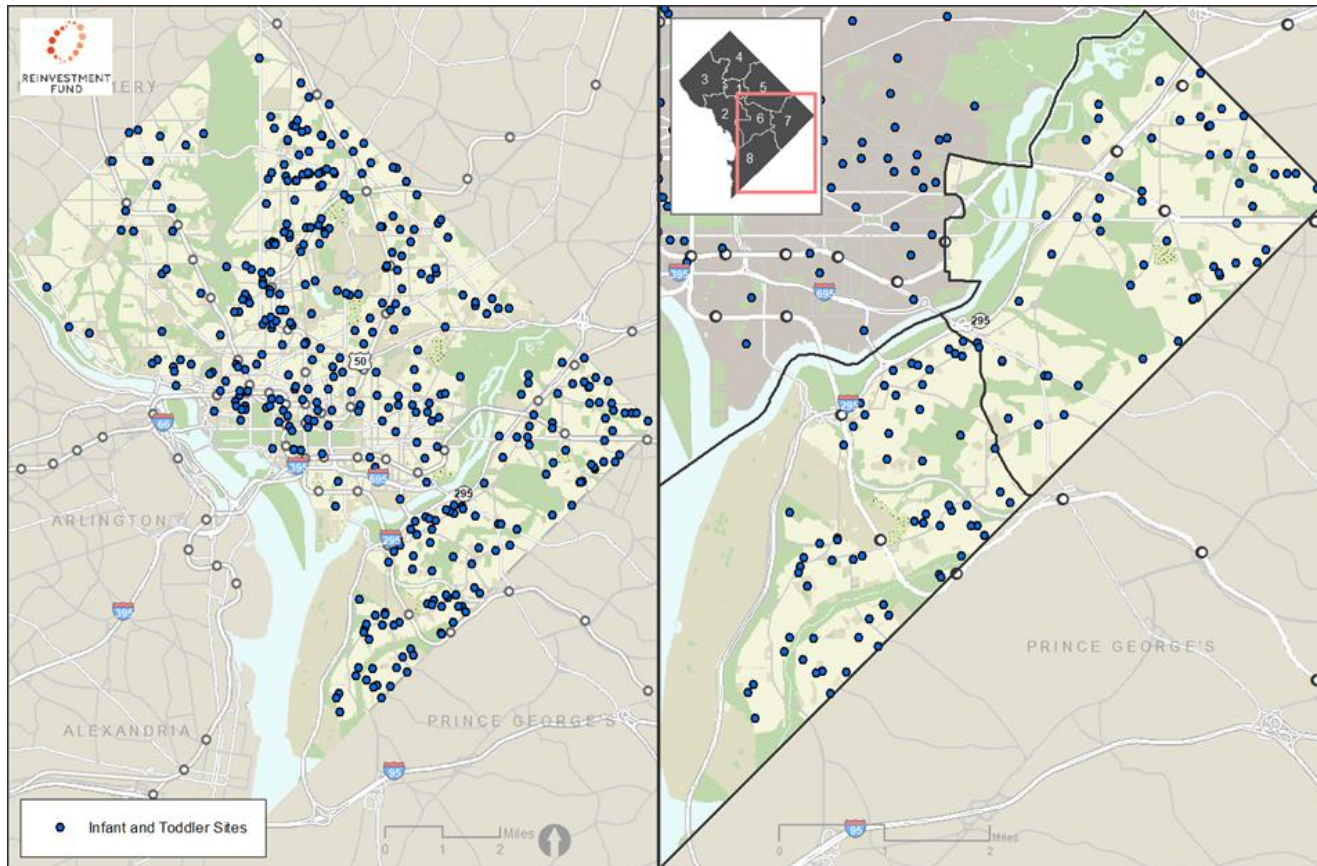
36,571 Maximum potential demand

** If care was sought for every child under age 3*



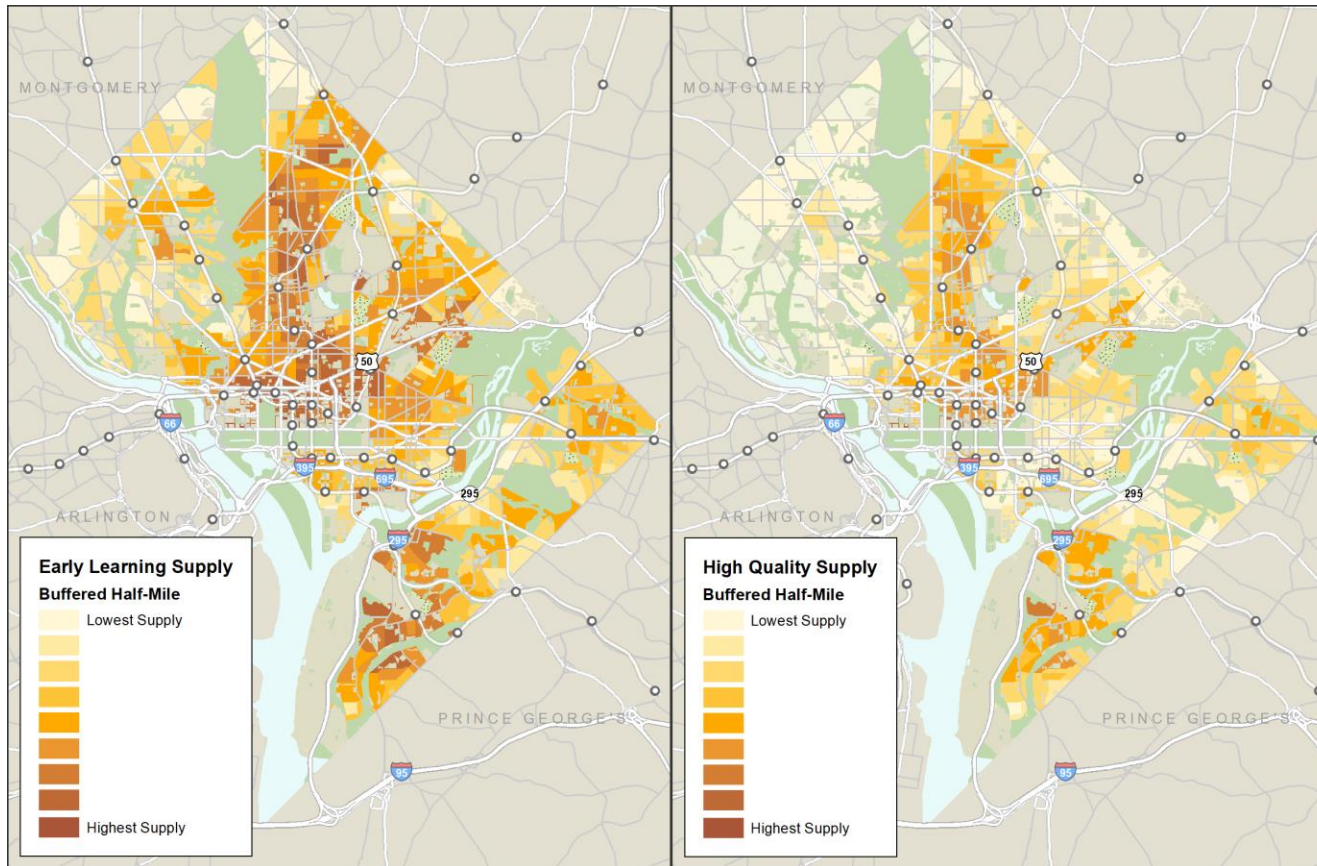
Estimating Supply

Location of D.C.'s 382 Providers Serving Infants and Toddlers



**166 of 382
considered
to be high
quality**

D.C. Has a Supply of 8,214 Infant and Toddler Seats, of Which 5,373 Are High-Quality Seats



Supply includes formal, regulated or licensed seats only



Calculating Shortages

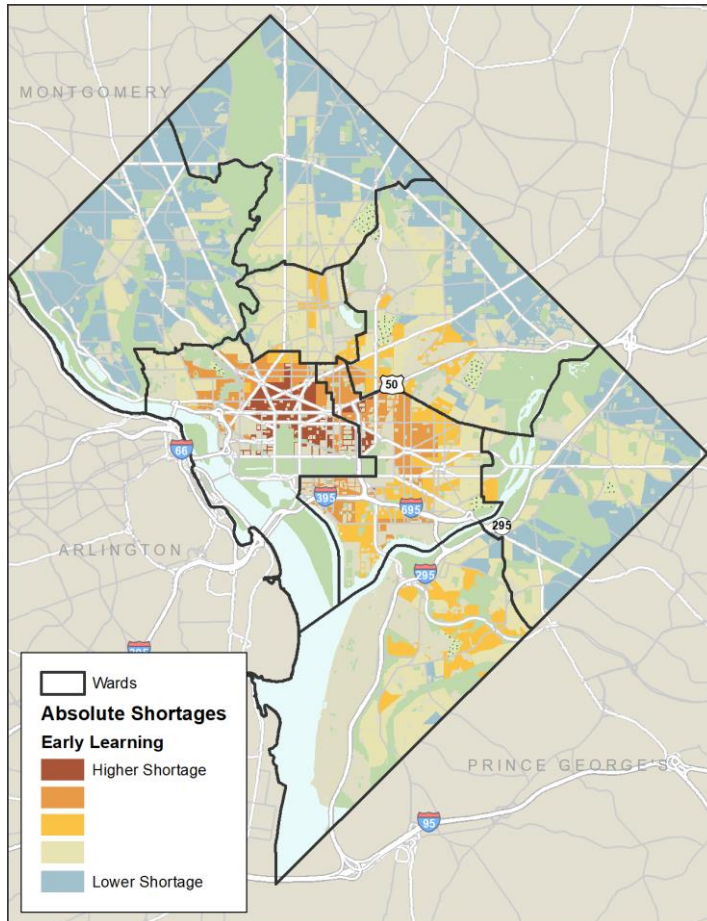
Summary of Supply, Demand and Absolute Shortage, by Ward (Ages 0 to 3)

	All Supply	High-Quality Supply	Demand	Absolute Shortage	Absolute High-Quality Shortage
Ward 1	839	654	2,583	1,744	1,929
Ward 2	1,705	1,024	9,961	8,256	8,937
Ward 3	460	98	2,838	2,378	2,740
Ward 4	1,248	761	3,450	2,202	2,689
Ward 5	1,062	586	3,645	2,583	3,059
Ward 6	719	465	5,062	4,343	4,597
Ward 7	894	652	3,644	2,750	2,992
Ward 8	1,287	1,133	5,387	4,100	4,254
Citywide	8,214	5,373	36,571	28,357	31,198

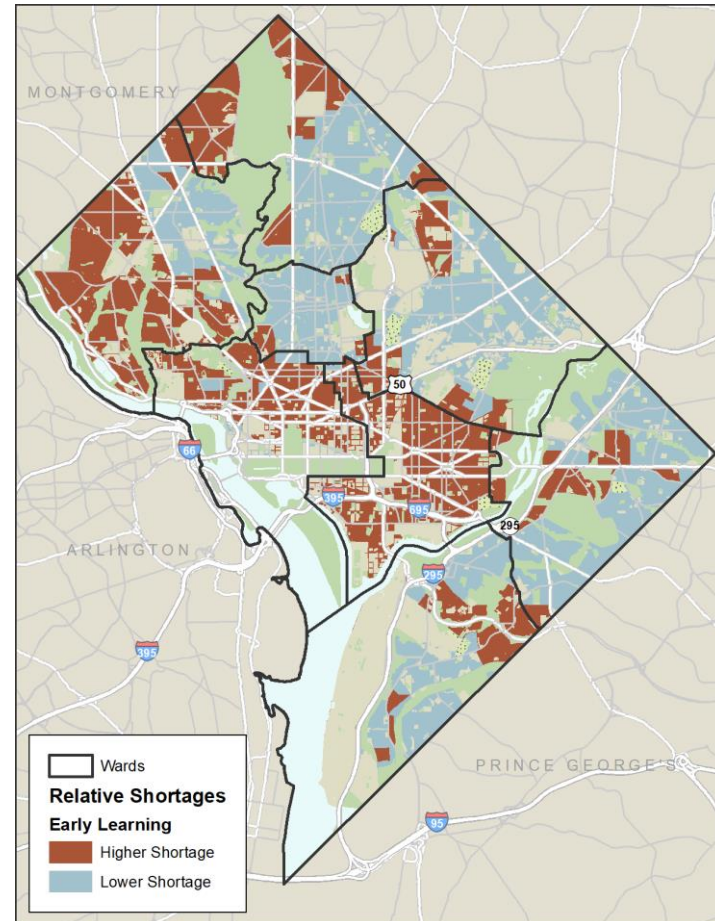
Includes large number of nonresident children of commuters

Comparing Relative and Absolute Shortages

Absolute Shortages



Relative Shortages

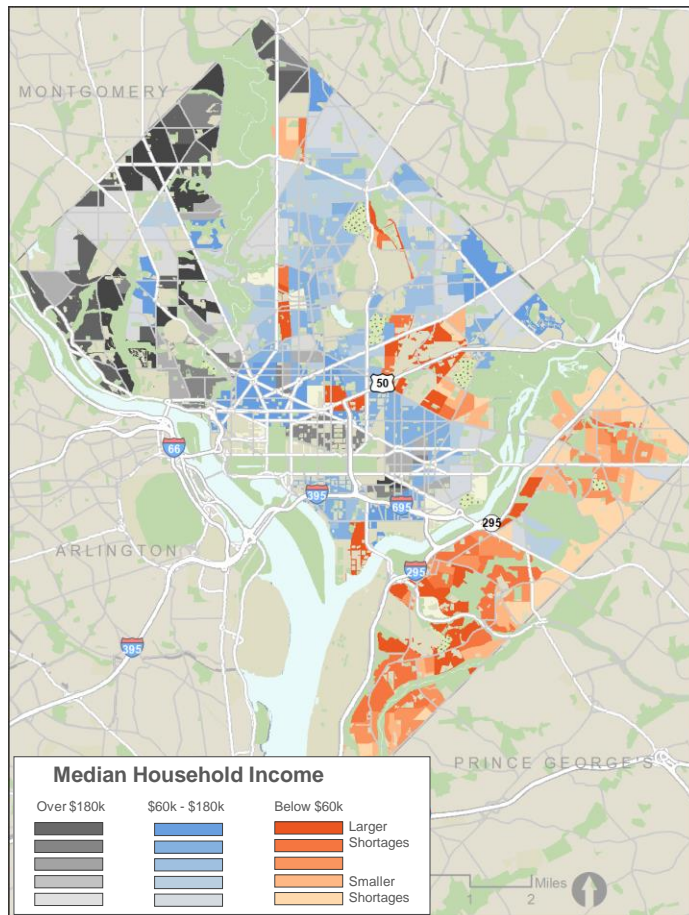




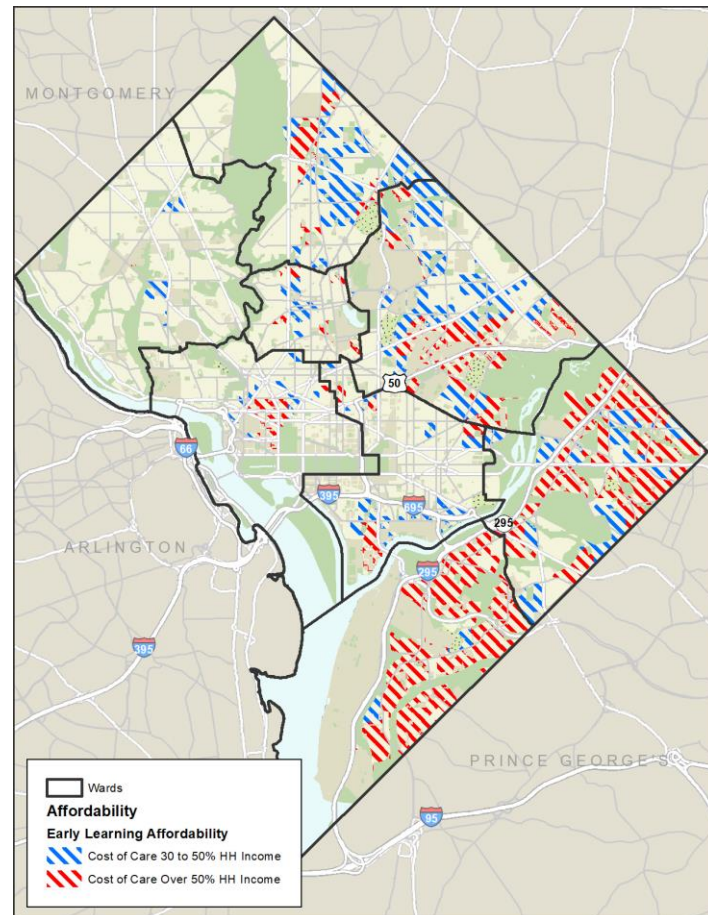
How To Interpret the Data

Using Shortage Data to Prioritize Areas for Investments and Interventions

Family Income and Shortages

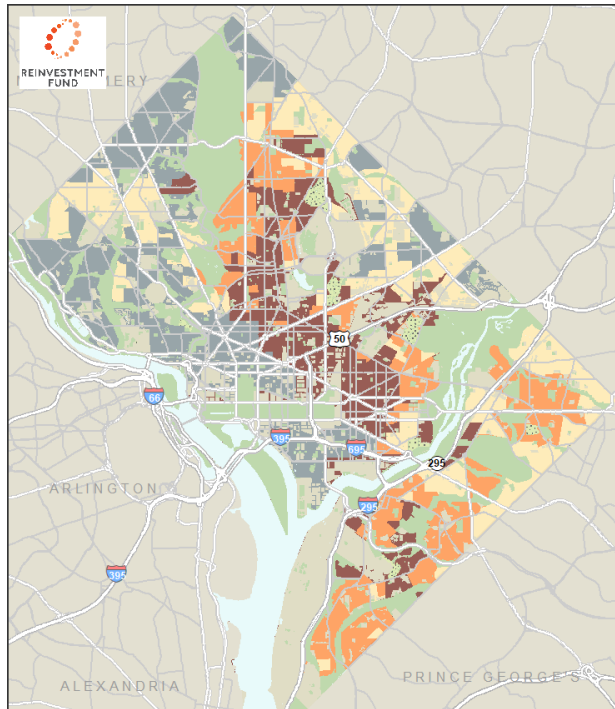


Affordability of Care



Using Shortage Data to Prioritize Areas for Investments and Interventions

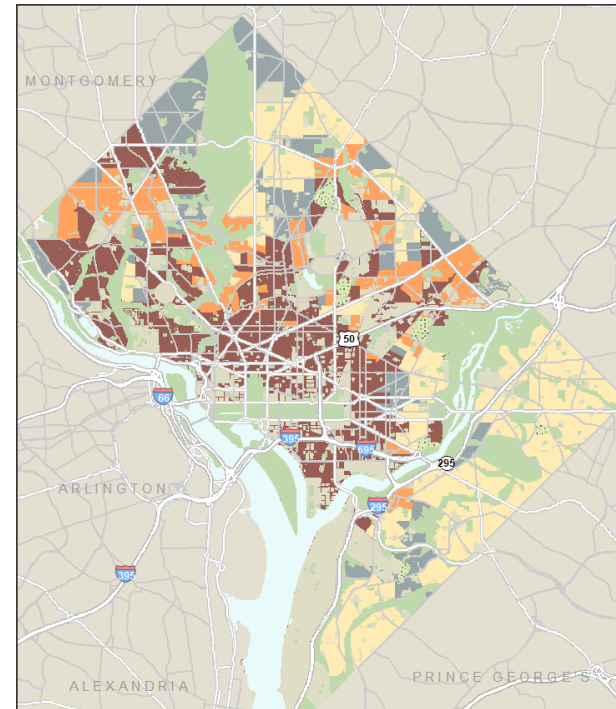
Population and Shortages



Infant/Toddler Population and Relative Shortages

Higher Shortage, Lower Population		Higher Shortage, Higher Population
Smaller Shortage, Lower Population		Smaller Shortage, Higher Population

Low-Wage Jobs and Shortages



Low-Wage Jobs and Relative Shortages

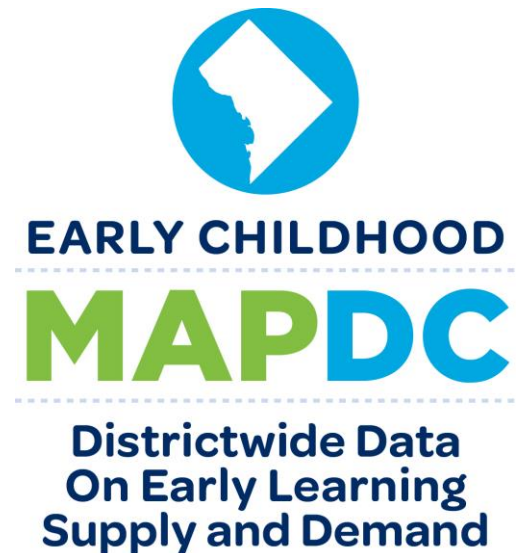
Higher Shortage, Fewer Jobs		Higher Shortage, More Jobs
Smaller Shortage, Fewer Jobs		Smaller Shortage, More Jobs



Introducing Early Childhood Map DC

Interactive, Online Mapping Tool

- Where should I locate my new early learning center to meet the greatest need?
- Where should we target our investments in high-quality early learning?
- Where are the high-quality early learning centers near where I work or live?
- What steps will move us toward educational equity in the most high-poverty D.C. communities?



First Step: Navigate the Tool to Where You Want to Explore

DC Child Care Map | Powered by x +

https://www.ecmapdc.org/tool

Apps Renewing the Promise

EARLY CHILDHOOD MAPDC
Districtwide Data on Early Learning Supply and Demand

Map Report

Location Address, City, County, State, Zip

- Location
- Ward
- Zip Code
- Neighborhood Cluster
- Elementary School Attendance Zone
- Transportation Analysis Zone
- Police Service Area

Print Share Clear map

Boundaries

Disclaimer Early learning supply, demand and shortage indicators represent estimates based on available data.

www.ecmapdc.org

Next, Add Layers, Points and Boundaries

The screenshot displays the DC Child Care Map interface, a web application for visualizing early childhood data in Washington, D.C. The interface includes a search bar at the top, a map view, and a sidebar with various layers and tools.

Layers: The sidebar on the left lists several layers under the "Layers" heading, which is circled in red. These layers include:

- Early Childhood Learning Supply
- Estimated Early Learning Demand
- Estimated Early Learning Shortage
- Early Development Instrument (EDI)
- Families and Households
- Race and Ethnicity
- Language
- Money and Income
- Transportation to Work
- Workforce

Points, Lines, Polygons: The sidebar also lists "Points, Lines, Polygons" under the "Layers" heading, which is circled in red. This section includes:

- Early Childhood Learning Supply
- Total Supply
- Infant/Toddler Supply
- High-Quality Supply
- Poverty Overlays
- Race and Ethnicity Overlays
- EDI Overlays
- Population Change Overlays
- Schools
- Transportation
- Additional Local Resources

Boundaries: The "Boundaries" dropdown menu is circled in red. It lists several boundary types:

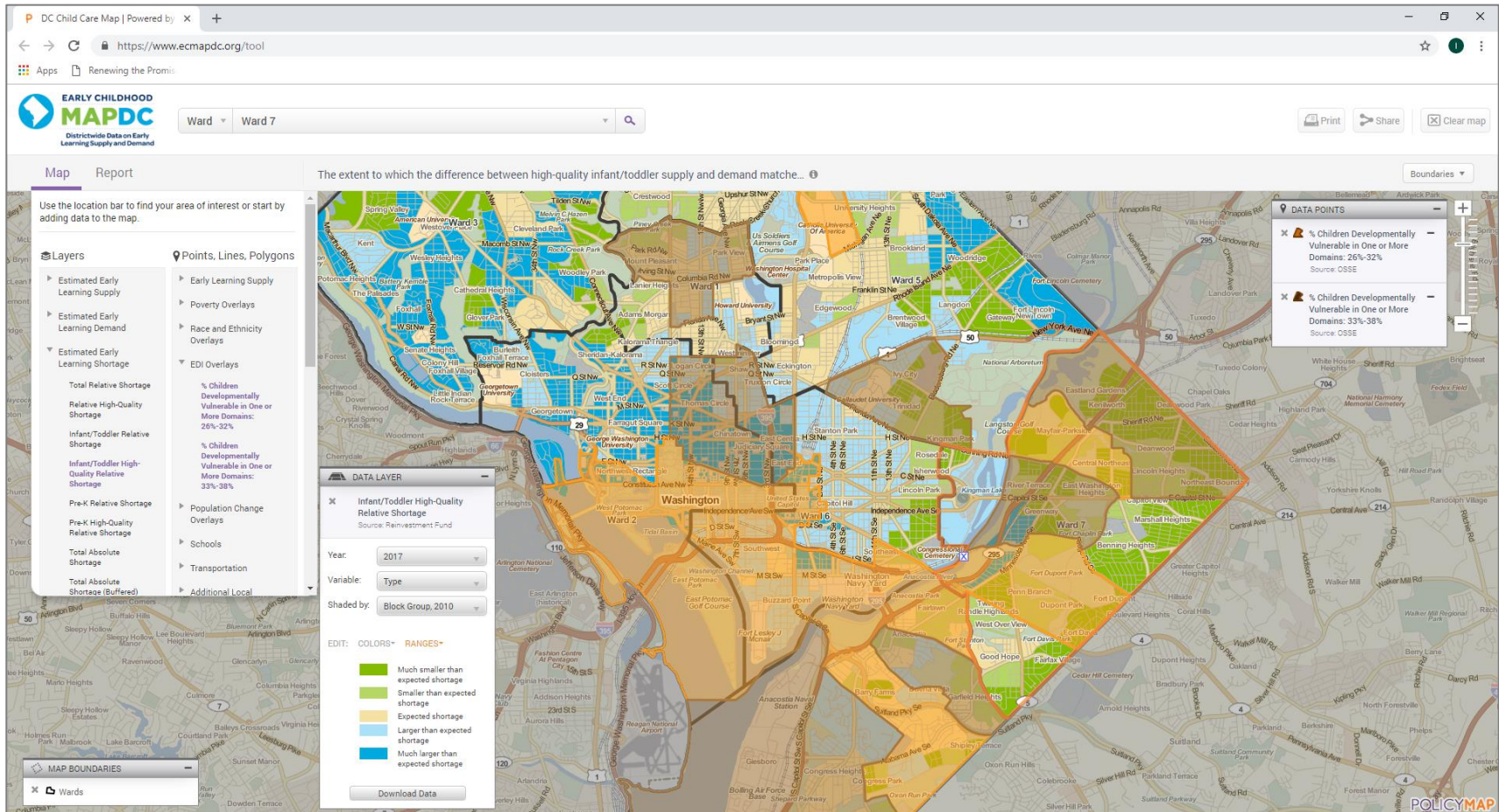
- Block Groups (2010)
- Census Tracts (2010)
- ☒ Wards
- Zips
- Neighborhood Clusters
- Elementary School Attendance Zone
- Transportation Analysis Zones
- Police Service Areas
- Lower State Legislative Districts
- Upper State Legislative Districts

Disclaimer: A disclaimer box at the bottom left states: "Disclaimer: Early learning supply, demand and shortage indicators represent estimates based on available data."

Website: The website address www.ecmapdc.org is displayed at the bottom of the page.

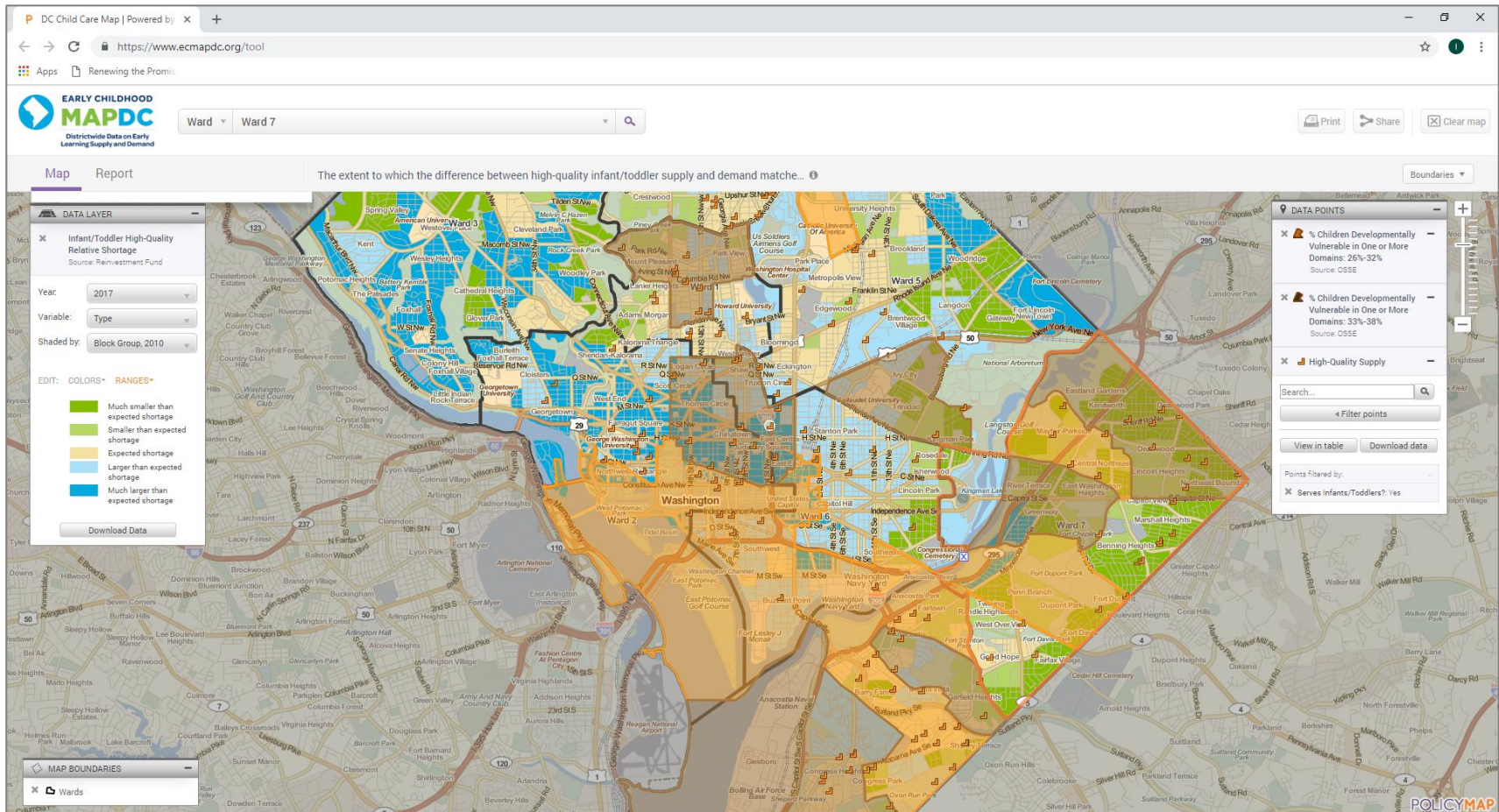
www.ecmapdc.org

High-Quality Infant/Toddler Shortages (Layers) Along With EDI Incidence Rates (Polygons)



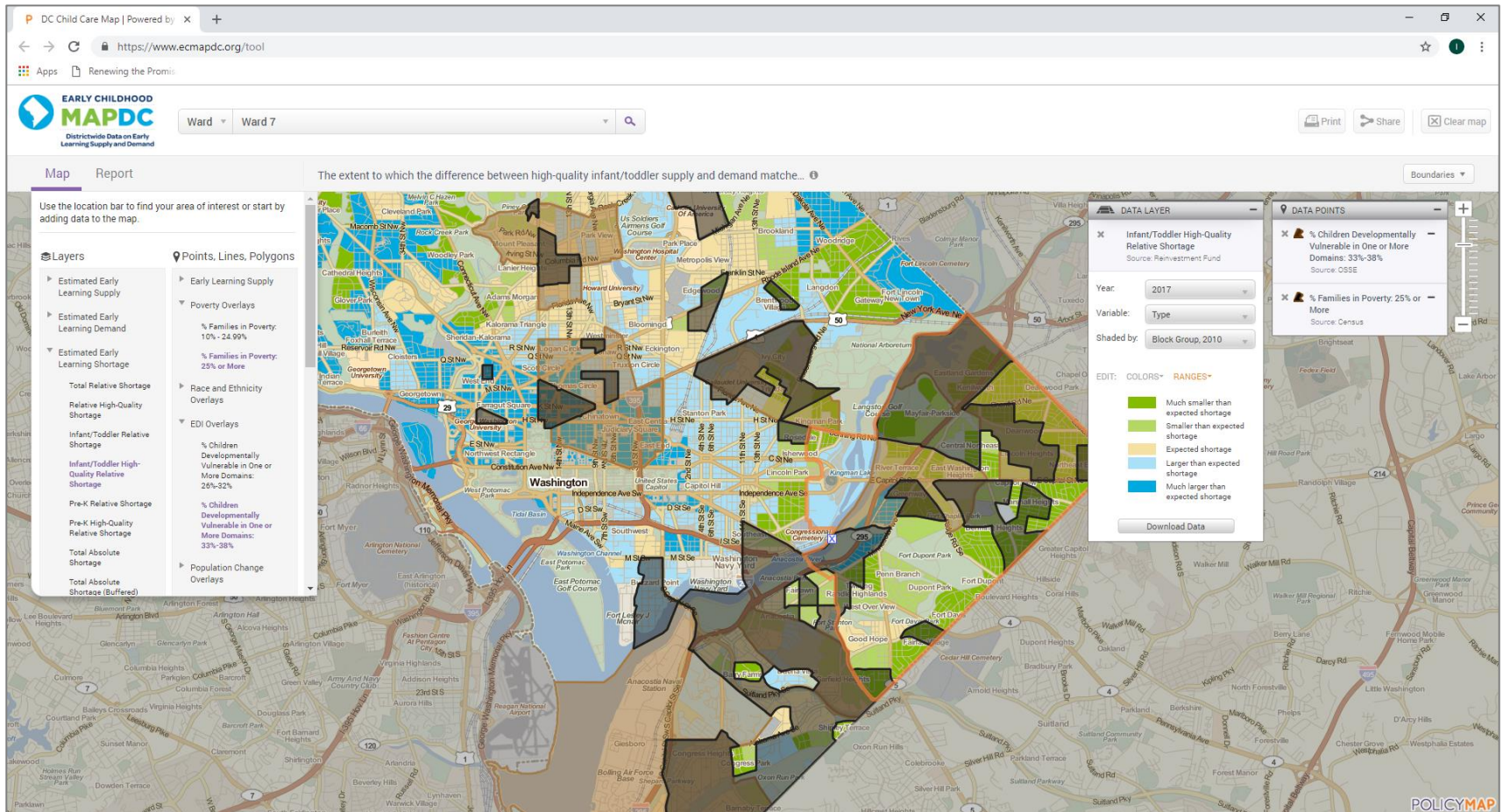
www.ecmapdc.org

Now We Lay on High-Quality Sites (Points) Serving Infants and Toddlers



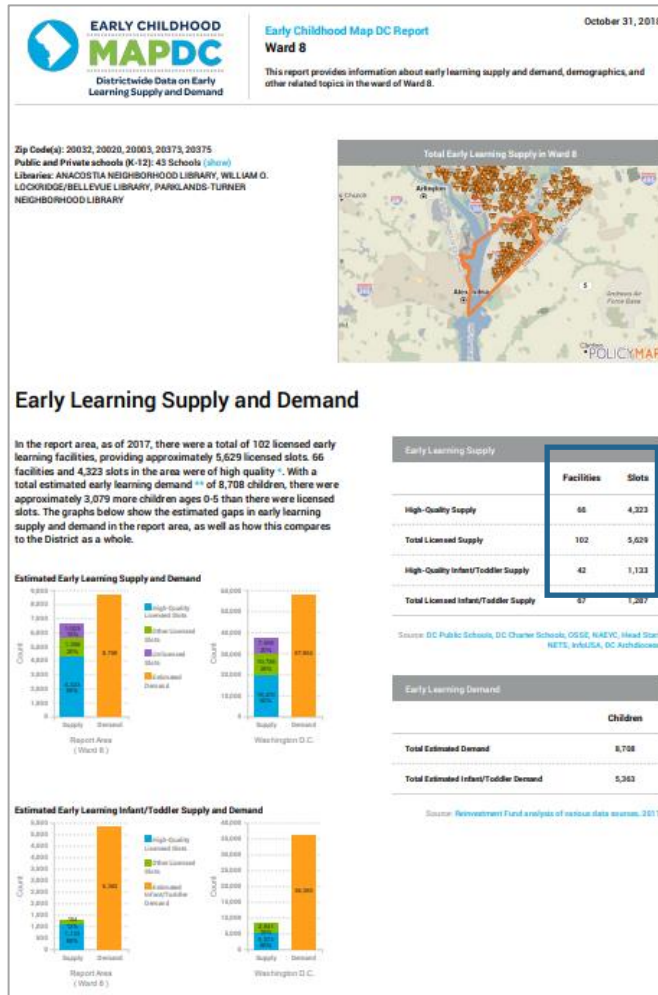
www.ecmapdc.org

Shortages Informed by Area Poverty and Early Development Instrument (EDI); Note the Overlap

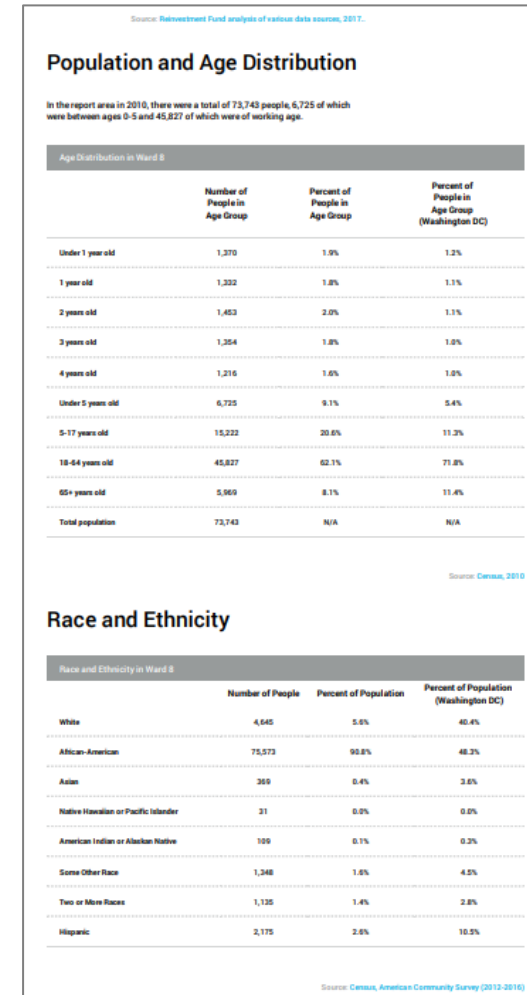


www.ecmapdc.org

Reports Can Be Generated “On the Fly” for Various Preset Geographies or Custom Areas



Site data
can be
downloaded





Preschool Development Grant Birth to Five (PDG B-5) Funding Award

Executive Summary

- The Administration for Children and Families (ACF) at the Department of Health and Human Services (HHS), jointly with the Department of Education (ED) solicited applications from states and territories for the **Preschool Development Grant Birth through Five (PDG B-5) Initiative**.
- PDG B-5 is funding States to develop, update, or **implement a strategic plan to facilitate collaboration and coordination among early childhood care and education (ECE) programs in a mixed delivery system** to prepare low-income and disadvantaged children to transition into the local educational agency or elementary school.
- PDG B-5 is designed to support States in **coordinating and aligning ECE programs, resources and services that already exist**, improving program quality; facilitating better partnerships between programs and **improving the transition from ECE programs into elementary school**; increasing program operating and cost efficiencies; **expanding parental choices and involvement**; and ensuring families are linked to the full range of services they need.

Birth to Five Mixed Delivery System

- **Vision:** All children will have equitable access to high-quality opportunities to maximize their full potential for a successful quality of life in their communities
- **Goal:** Strengthen the District of Columbia's B-5 system of early childhood care and education to be more coordinated and comprehensive in its approach to improve outcomes for young children and their families
- **Target Populations:** Children experiencing homelessness, children with special needs, children in foster care, children in families with very low incomes

Award Overview

- The Grant award period is Dec. 31, 2018 - Dec. 30, 2019.
- 45 states received awards ranging from \$538,000 and \$10,620,000.
- The District of Columbia (DC) applied for \$15,000,000.
 - ✓ DC received \$10,620,000.
- DC is eligible to reapply for three additional years of funding.

Next Steps: B-5 Statewide Needs Assessment

Month	Action
1-2	Convene the Data, Needs Assessment and Insights Committee of the SECDCC.
1-2	The Needs Assessment Consultant will review all current federal and state needs assessments and synthesize data related to access, barriers, availability and quality of programs and services.
1-2	Analyze existing administrative data for pre-K, child care, Head Start, home visiting, Temporary Assistance for Needy Families (TANF), Medicaid and Women, Infants and Children (WIC) to understand the level of program participation, demographics, utilization, etc.
1-2	Conduct listening sessions with families through DC Public Library, Head Start and TANF partners to understand their lived experience in accessing programs and services and transitioning their child from an early care and education setting to an LEA.
1-2	Conduct focus groups with early childhood professionals across the mixed delivery system to understand their needs and challenges.
1-2	Conduct key informant interviews with Department leaders on opportunities and challenges for realizing cost efficiencies and streamlining of programs and services.
1-2	Inventory all “pilot” and “demonstration” projects that have been conducted in the B-5 mixed delivery system for evidence, impact and scalability.
2-3	Summarize the data/information collected and analyze the findings in the stakeholder meetings. Identify trends, visualize summary, create a final needs assessment report, use the report to inform the strategic planning process with key stakeholders and develop a plan to update the needs assessment regularly.

B-5 Needs Assessment Data Collection Plan

- Data will be captured across a range of developmental domains, communications strategies and family engagement with District programs and services using a mixed-methods approach (i.e., using both quantitative and qualitative data)
- **Methodological Approach**
 - Quantitative Data:
 - Accessing a wide range of secondary data from a variety of sources
 - Systematically implementing District-created surveys
 - Qualitative Data:
 - Focus groups, listening sessions, structured interviews with District leaders

Discussion/Insights

- During the next three months, OSSE and SECDCC will work in partnership to conduct the needs assessment, the results of which will inform the strategic plan
- What excites you most about this opportunity?
- Each of us must be engaged to successfully move this work forward
 - What do you need from OSSE to facilitate your engagement?
 - Individually
 - Collectively
 - What clarifying questions do you have?
- What challenges do you see ahead?
 - How can we collectively navigate these challenges?



SECDCC Committee Reports

- Program Quality
- Data, Needs Assessment and Insights
- Early Intervention and Family Support
- Finance and Policy
- Health and Well-being



J.B. and M.K. Pritzker Family Foundation Funding Opportunity



EARLY CHILDHOOD
**Innovation
Network**

Pritzger Children's
Initiative (PCI):
Prenatal – to – Age 3
State Grant Competition



PCI Policy Priorities

- PCI's approach is to support national, state and local policies and programs that:
- 1) Increase the number of families with children prenatal to age three who are connected to essential health, development and social emotional support services.
- 2) Increase the number of low-income infants and toddlers receiving affordable, high-quality child care.
- Working together, these programs and policies can help provide parents with the full range of supports they may need to create a strong foundation for healthy development and learning.



Grant Program Goals

- Expand **high-quality services nationally to at least one million low-income families with children prenatal to age three by 2023.**
- To achieve this goal, PCI is focusing on needed policy changes and investments in states and communities designed to expand high-quality services to low-income infants and toddlers and their families.
- Six month planning grant of \$100,000 to achieve the following deliverables (due Feb 15)
 - Establish/strengthen a coalition
 - Develop a detailed policy agenda (with TA and template provided)
 - Develop a detailed action plan (with TA and template provided)
- Opportunity to apply for a 3-year action grant of \$1-3 million (due Oct 15)



Washington DC application

- Led by Children's National and ECIN on behalf of the Bainum Family Foundation Birth-to-Three Policy Alliance
- Focus on Policy Priority 1 (Increase the number of families with children prenatal to age three who are connected to essential health, development and social emotional support services)
 - Perinatal mental health
 - Integrated SE, development and parenting supports in primary care
 - Integrated social emotional supports in early childhood education settings
 - Increasing linkages and collaboration between health and early childhood education systems
- Emphasis on equity and community engagement
- Intended to be complementary to and coordinated with existing efforts, including the Preschool Development Grant



Next steps

- Identifying core collaborative team members
 - Birth to Three Policy Alliance (confirmed)
 - SECDCC (requesting support)
 - Additional members, including community, family and philanthropy representation
- Grant writing team identified
- Letters of support
- Feedback and additional partnerships

Contact information:

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Shayna Cook scook@bainumfdn.org



Announcements

Child Care and Development Fund Plan

- OSSE received approval of the Child Care and Development Fund (CCDF) Plan for the District of Columbia FFY 2019-2021.
- The CCDF State Plan outlines the District's strategy for providing subsidized child care to low-income working parents and caregivers and those engaged in education and job training activities.
- <https://osse.dc.gov/publication/dc-child-care-and-development-fund-state-plan-fffy-2019-21>



SECDCC 2019 Meeting Dates and Times

All meetings will be held on a Thursday from 2-3:30 p.m. at OSSE

March 14

May 16

July 18

Sept. 19

Nov. 21



Public Comment



Thank You!