

# State Early Childhood Development Coordinating Council



May 23, 2016  
Council Meeting

# Meeting Objectives

- Engage SECDCC members in the work of the committees
- Update members on the status of the Quality Improvement Network
- Update members on the status of the Early Development Instrument Initiative

# Agenda

- I. Welcome
- II. Introductions
- III. Quality Improvement Network Update
- IV. Early Development Instrument Update
- V. Committee Reports
- VI. Public Comment

# Early Head Start – Child Care Partnership (EHS-CCP) Grant

## Quality Improvement Network (QIN)



# PART I

---

## Overview

- PART I: Overview
- PART II: Structure of the QIN
- PART III: Where Are We Now



# Purpose of the QIN

Build the supply of high quality, comprehensive early childhood development and family engagement services for infants and toddlers



# 5 Year Goals

- Implement a **community-based quality improvement system** aligned to the comprehensive, quality standards of **Early Head Start**
- Invest in adding new **high quality EHS slots** for children and families where need is unmet
- Leverage all available **funding sources** (local, federal) across District Government
- Ensure that children with **high needs** have access to these child care slots in their community

# PART II

---

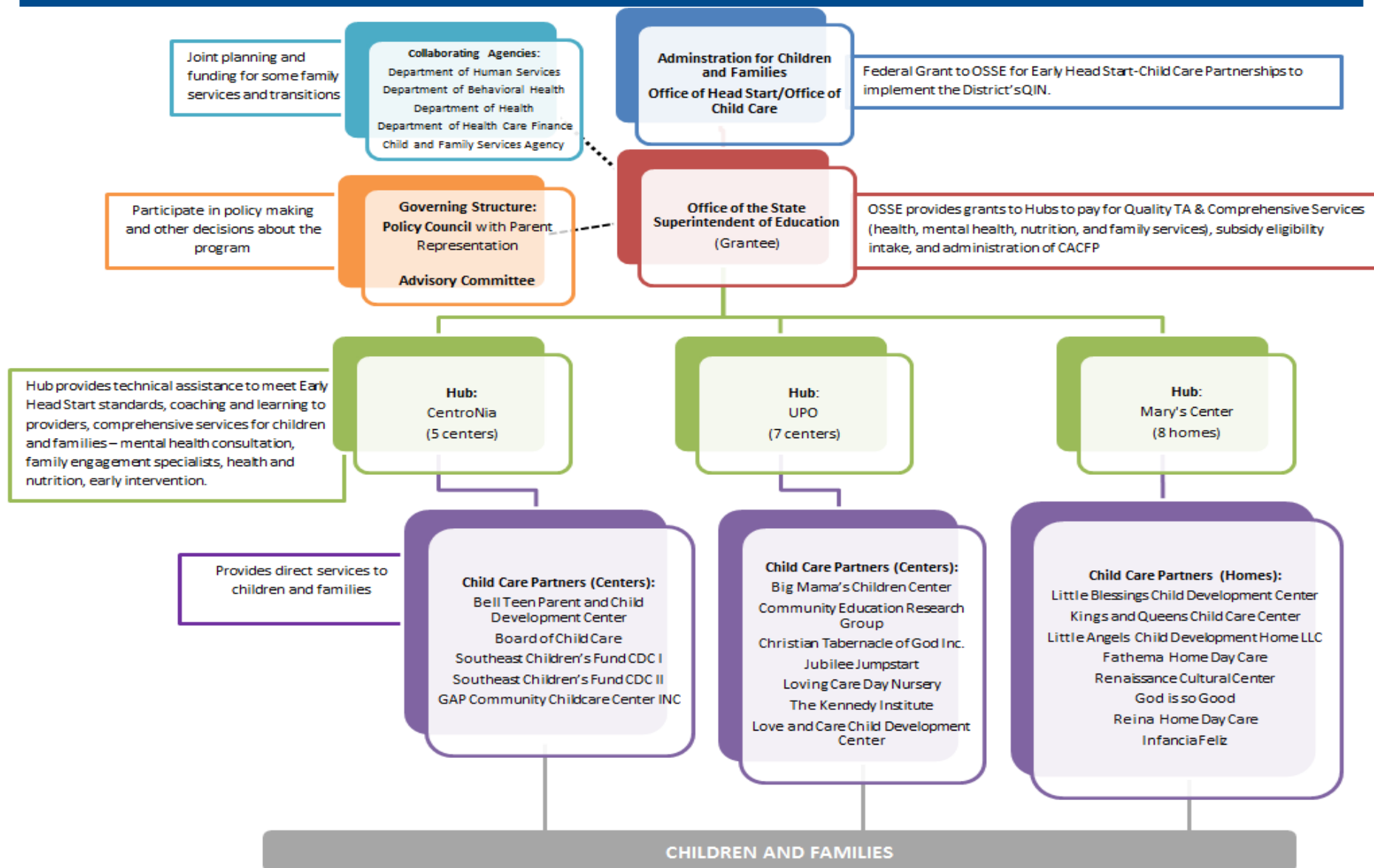
## Structure of the QIN

- PART I: Overview
- PART II: Structure of the QIN
- PART III: Where Are We Now





# Structure of the QIN



# PART III

---

## Where Are We Now

- PART I: Overview
- PART II: Structure of the QIN
- PART III: Where Are We Now



# National EHS-CCP Data

## WHERE ARE WE NOW?

*Last Updated: March 2016*



OUR **275**  
GRANTEES PARTNERS  
WITH MORE THAN  
**1,200 LOCAL**  
**CHILD CARE CENTERS**  
AND **700 FAMILY CHILD CARE**  
**PROGRAMS**, WITH ADDITIONAL PARTNERS  
COMING ONLINE EACH MONTH.



MORE THAN **7,100 TEACHERS**  
AND STAFF BENEFIT FROM ENHANCED  
PROFESSIONAL DEVELOPMENT, TRAINING,  
COACHING AND PEER SUPPORT,  
ADVANCING THEIR CAREERS IN  
EARLY CHILDHOOD EDUCATION.

GRANTEES WILL SERVE  
**32,000 INFANTS**  
AND **TODDLERS**

WHEN THEY REACH FULL  
ENROLLMENT OVER THE NEXT  
FEW MONTHS.



MORE THAN **6,100 OTHER CHILDREN**

IN THE SAME CLASSROOM WITH EHS-CC PARTNERSHIP  
CHILDREN WILL BENEFIT FROM  
LOW TEACHER-TO-CHILD RATIOS  
AND CLASS SIZES, ONGOING  
SUPERVISION AND COACHING  
FOR QUALIFIED TEACHERS AND  
BROAD-SCALE PARENT  
ENGAGEMENT ACTIVITIES.



# DC Data



## 3 Hubs and Child Care Partners

- 12 child care partners
- 8 family child care providers



## Children We Serve (Target enrollment)

- 200 EHS-eligible children in child care centers
- 200 low-income children in child care centers
- 44 children in family child care providers
- All children benefit from the comprehensive services



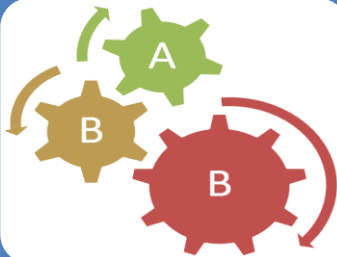
## Teachers

- Each center has an educational coach who provides weekly ongoing coaching to teachers.
- More than 100 teachers benefit from ongoing professional development, training, coaching, and peer support.

# QIN Challenges and Mitigations

Challenges	Mitigations
Clear and consistent communications between OSSE, hubs, child care partners, and families	Meet with stakeholders to review and analyze current communication strategies and collectively identify ways to effectively streamline communications
Internal technology and operational system issues	Develop processes and policies to address system issues
Significant facility repairs	Work with the hubs to ensure that providers maximize the facility repair funds
Teacher turnover	Work with the hubs to create effective recruitment strategies; participate in the ongoing conversation on how to build and retain a quality early learning workforce

# QIN Evaluations



**What: System Evaluation**

**Who:** DC Action for Children

**When:** August 2015 – December 2016

**Research Questions:**

- Has the QIN improved connectivity and collaboration in the city's early childhood system?



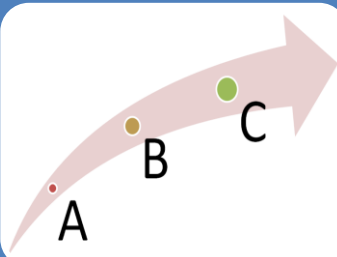
**What: Implementation Study**

**Who:** University of Maryland, Center for Early Childhood Interventions

**When:** January 2016 – December 2020

**Research Question:**

- How is the Early Head Start-Child Care (EHS-CC) partnership/QIN implemented in Washington, DC?



**What: Impact Study**

**Who:** University of Maryland, Center for Early Childhood Interventions

**When:** September 2016 – December 2020

**Research Question:**

- What is the impact of the EHS-CC partnership/QIN on infants, toddlers, families, and infant/toddler programs/staff in Washington, DC?

# Questions



# Early Development Instrument (EDI)

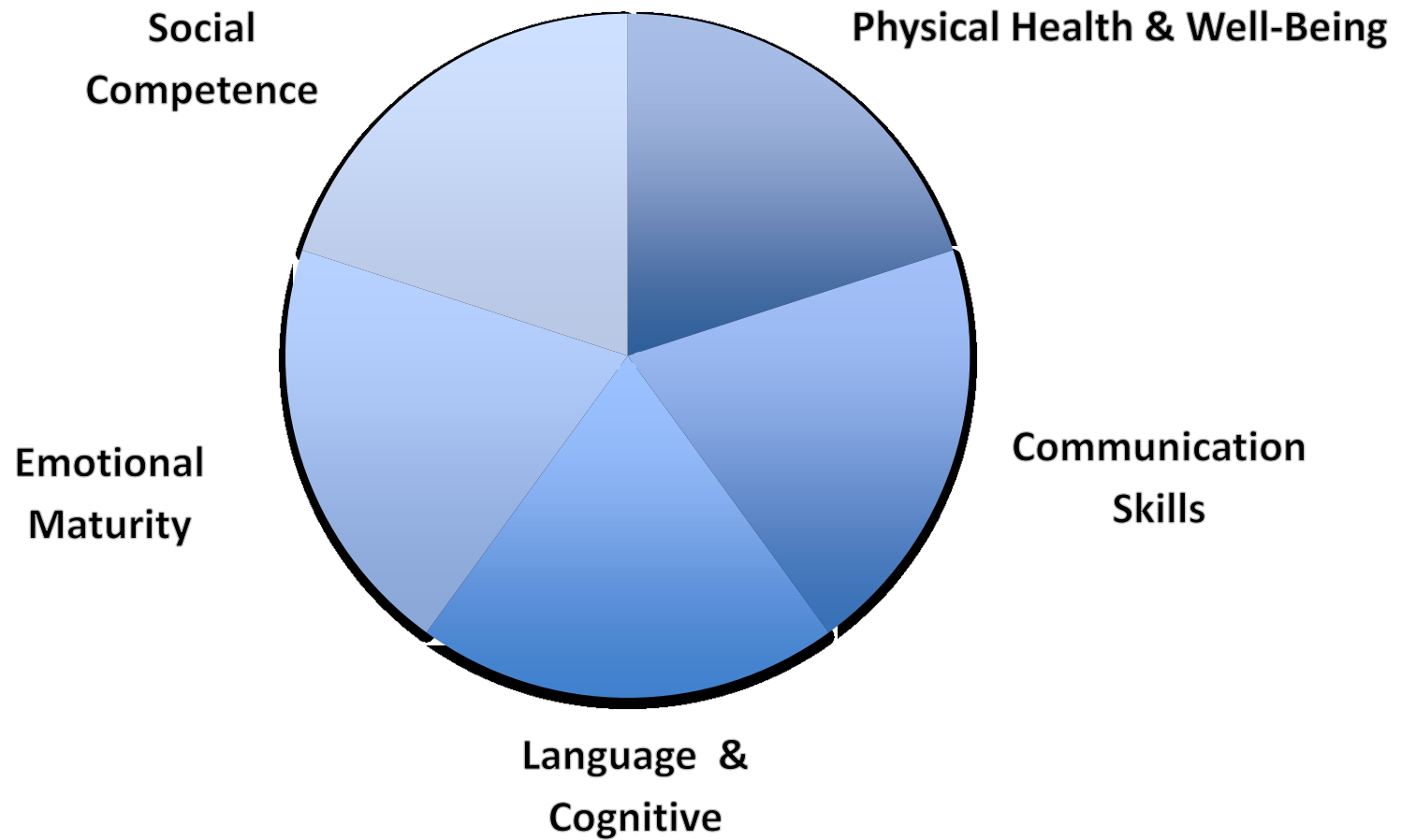




# What is the EDI?

- ☐ A population-based measure of how young children are developing in communities in the United States.
- ☐ An instrument that is helpful in predicting health, education, and social outcomes of children.
- ☐ An assessment that measures five domains of early childhood development.

# What does the EDI measure?



## Benefits of EDI Data

- Help mobilize stronger cross-sector early childhood partnerships around a common agenda
- Better understand neighborhoods and make informed, strategic decisions
- Assess, over time, how the community's collective efforts are impacting children's development

# Unique Features of the EDI

- Data is highly actionable because:
  - The information is holistic in that it covers and breaks down all five developmental domains by sub-domain which is specific enough to inform action.
  - It breaks the information out by neighborhood clusters and we can see geographic patterns of strengths and needs.

# 2015-16 EDI Participation

- 7 Local Educational Agencies (LEA)
  - DCPS
  - 6 charter LEAs
- 10 community based organizations
- 113 schools
- 386 teachers
- 4,465 pre-k 4 year old students assessed

# Mapping Assets

- Public libraries
- Health clinics
- Early care and education providers
- Grocery stores
- Faith-based and cultural institutions and organizations
- Parks and recreation facilities
- Transportation (bus stops and metro)
- Dental and mental health services

# Quick Asset Poll

- Please write down on the sticky notes provided, the top three assets you would select from the list provided.
- You can also add other assets that are not on the list.

# Mapping Indicators

- Asthma rates
- Percent low weight births
- Percent births to teen mothers
- Percent of population that is foreign-born
- Percent of children who are English Language Learners (ELLs)
- Grade 3 language proficiency
- Percent of total population by age
- Percent children in poverty
- Percent of households receiving TANF or SNAP
- Percent of population 16 and older who are employed/unemployed
- Residential mobility – percent in same house as five years ago
- Percent owner-occupied housing units
- Violent crimes



# Quick Indicator Poll

- Please write down on the sticky notes provided, the top three indicators you would select from the list provided.
- You can also add other indicators that are not on the list.

# Next Steps

- May 25: Finalize selection of indicators and assets
- June 22: UCLA team meets with the SECDCC Data, Needs Assessment, and Insights Committee
- June 23: Kick-off meeting with UCLA and QIN Interagency Steering Committee around using the EDI data to inform and drive neighborhood level change
- Sept.: OSSE receives EDI maps and community profile
- Oct.: Launch community engagement strategy. Raise DC is supporting OSSE in this effort.

# SECDCC Committee Reports



# Committee Reports

- **Program Quality**  
Cecilia Alvarado and Cynthia Davis
- **Data, Needs Assessment and Insights**  
Erin Kupferberg and Dana Jones
- **Finance and Policy**  
Judy Berman and Stacey Collins
- **Early Intervention and Family Support**  
LaToya Smith and Pam Brown-White
- **Health and Well- Being**  
Maria Gomez and Colleen Sonosky
- **Public Private Partnerships**  
Gregory McCarthy and Jennifer Lockwood- Shabat



# Public Comment