State Early Childhood Development Coordinating Council

November 30, 2015
Council Meeting

Agenda

I. Welcome

II. Introductions

III. Help Me Grow

IV. Early Development Instrument (EDI)

V. Child Care and Development Fund (CCDF)

VI. Report from the Committee Co-Chair Meeting

VII. Public Comment

Early Development Instrument (EDI)

EDI Pilot Year (2014-2015) Overview

- Collected EDIs on 1,763 pre-K 4 students from DCPS, two public charter schools and 11 community based organizations.

- This represents about 24 percent of all pre-K 4 students in the District (7,333).

- Since this data set is not comprehensive, we must use caution in using the data to inform policy and strategy.

- The pilot data helps demonstrate how the information will be visualized

- We are planning for full implementation in 2016 with comprehensive data available in August 2016.

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.

EDI Mapping General Set- Up

- Data is mapped to DC neighborhood clusters.

- Maps provide community stakeholders with the trends in developmental needs and assets across the DC geography.

- Maps assign each neighborhood cluster into one of five color-shaded categories that represent increasing levels of vulnerability rates in that community.

- Darker shades of green indicate a higher percentage of children vulnerable and the lighter shades of green indicate a lower percentage of children vulnerable.

- The table on the left column displays neighborhood clusters included in the map and its respective percentage of children vulnerable

Frequently Asked EDI Implementation Questions

- Looking across neighborhood clusters, what are the geographic trends in children's developmental strengths and challenges?

- Which neighborhood clusters are doing better or worse and in what developmental domains?

- What are the underlying causes for the EDI results?

- How can the DC results help to improve how our early childhood system supports young children and their families?

- How can these results be used to engage a more diverse set of stakeholders into the process of improving our community?

- How can these results help inform planning and investments?

- How can these results help us measure the impact of collective efforts over time?

Neighborhoods: Percentage Vulnerable on One or More Domains

ID	Neighborhood	%
1	Cluster 1**	17%
2	Cluster 2**	28%
3	Cluster 3**	53%
4	Cluster 7**	20%
5	Cluster 8**	27%
6	Cluster 9**	41%
7	Cluster 17**	22%
8	Cluster 18**	24%
9	Cluster 19**	21%
10	Cluster 20**	50%
11	Cluster 21**	15%
12	Cluster 22**	27%
13	Cluster 23**	28%
14	Cluster 24**	22%
15	Cluster 25**	21%
16	Cluster 26**	19%
17	Cluster 28**	29%
18	Cluster 29**	47%
19	Cluster 30**	21%
20	Cluster 31**	27%
21	Cluster 32**	18%
22	Cluster 33**	33%
23	Cluster 34**	20%
24	Cluster 35**	13%
25	Cluster 36**	41%
26	Cluster 37**	33%
27	Cluster 38**	45%
28	Cluster 39**	34%
	Neighborhood-wide	27%

** EDI data collection is less than 70% of the estimated Pre-K 4 population; interpret with caution.
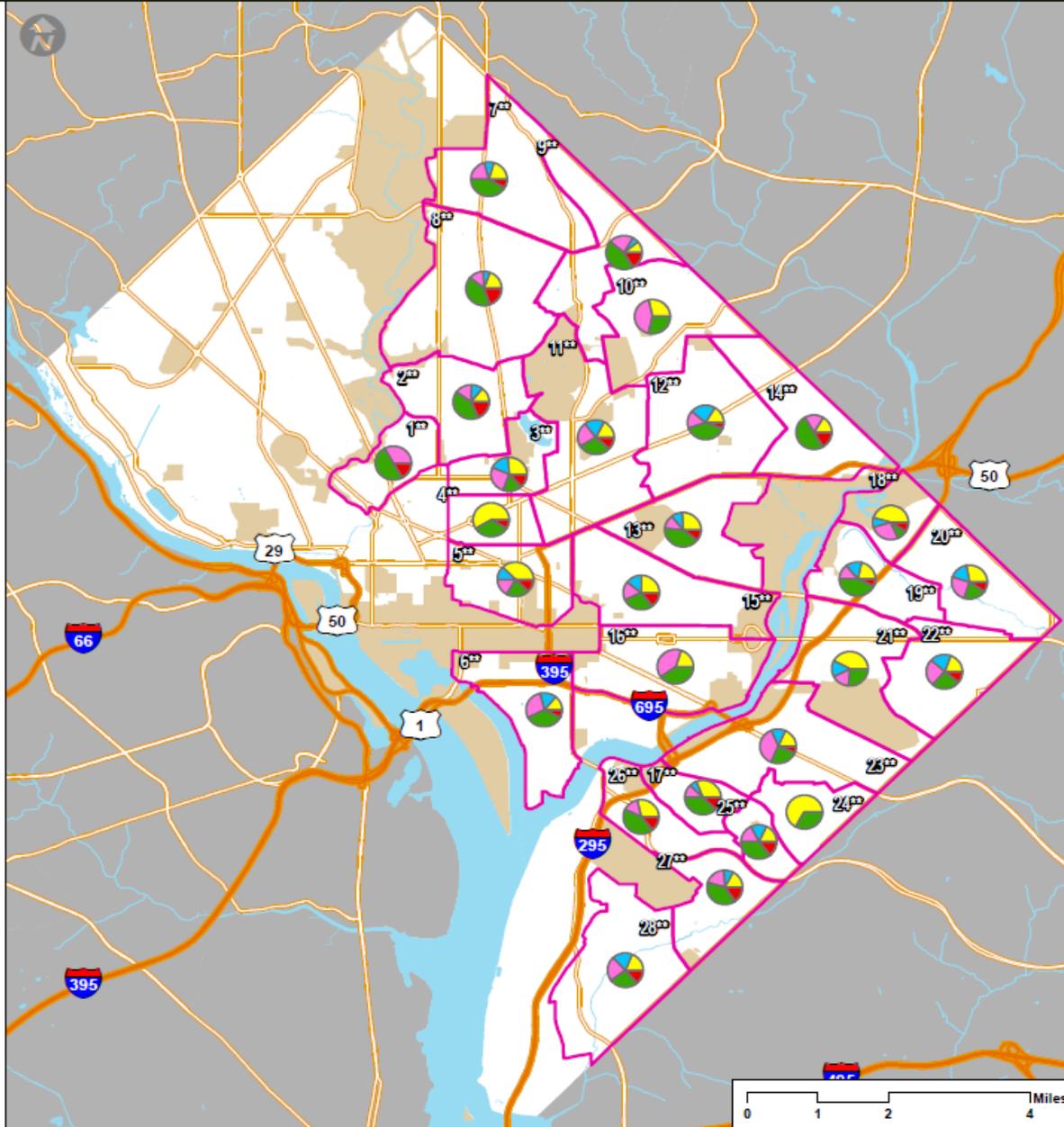
Inset Map of the District of Columbia

Maryland

Virginia

Legend

Neighborhood Boundary

Proportion of Developmental Vulnerabilities By Domain

- Social Competence
- Physical Health and Well-being
- Emotional Maturity
- Communication Skills and General Knowledge
- Language and Cognitive Development

Transforming
Early
Childhood
Community
Systems

THE SCIENCE FOR A BETTER START

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Child Care and Development Fund (CCDF)

Overview

- Access to stable, high quality child care and early learning experiences improve the odds of success for two generations – parents and children.

- The Child Care and Development Fund (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 CCDF provides "funding to enhance the quality of child care for all children."

- The federal government requires states to explain how they will use their CCDF dollars in a detailed state child care plan. The District's three-year implementation plan begins June 1, 2016 and continues through September 30, 2018.

Timeline

- Draft plan posted on OSSE website December 24, 2015

- Public hearings for comment/feedback

  Monday, January 11, 2016
  5:00 p.m.- 7:00 p.m.
  National Children's Center (3400 Martin Luther King Jr Avenue, SE)

  Tuesday, January 12, 2016
  5:00 p.m.- 7:00 p.m.
  Petworth Neighborhood Library (4200 Kansas Avenue, NW)

  Thursday, January 14, 2016
  5:00 p.m.- 7:00 p.m.
  Southwest Library (900 Wesley Place, SW)

  Friday, January 15, 2016
  1:00 p.m.- 3:00 p.m.
  Office of the State Superintendent of Education (810 First Street, NE -3rd Floor Grand Hall)

  Tuesday, January 19, 2016
  4:30 p.m.- 6:30 p.m.
  Educare DC (640 Anacostia Avenue, NE)

- Final CCDF Plan due to U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care, March 1, 2016

Section Summary

Section 1 - Define CCDF Leadership & Coordination with Relevant Systems

Demonstrate how stakeholders participated in the development of the plan, which ones have authority to make policy decisions and programmatic changes, and which agencies are responsible for implementing key aspects of the plan.

Section 2 - Promote Family Engagement through Outreach & Consumer Education

Demonstrate how child care related information is communicated to parents, and explain how providers and agencies in DC support and reinforce the ability of parents to support their own children's development.

Section 3 - Provide Stable Child Care Financial Assistance to Families

Describe the District's current eligibility policies for subsidized child care along with any actions that are needed to fully comply with the requirements of the Act to ensure continuity of care for vulnerable populations.

Section Summary Continued

Section 4 - Ensure Equal Access to High Quality Child Care for Low-Income Children

Explain how the District's practices ensure that low-income and vulnerable children have equitable access to high-quality care.

Section 5 - Establish Standards & Monitoring Processes to Ensure the Health & Safety of Child Care Settings

Demonstrate how the District will ensure the health and safety of child care facilities including the establishment of emergency preparedness and response planning guidelines, pre-service training for all child care providers and enhanced training for licensing inspectors

Section Summary Continued

Section 6 - Recruit & Retain a Qualified & Effective Child Care Workforce

Describe actions that the District is taking to develop a competent, skilled and stable child care workforce.

Section 7 - Support Continuous Quality Improvement

Describe the District's plan for improving the quality of child care services and increasing parental options for accessing high quality child care.

Section 8 - Ensure Grantee Accountability

Describe the accountability measures that the District will use to ensure program integrity and identify fraud or other program violations.

Districtwide Child Care Disaster Preparedness and Response Implementation Strategy

Child Care and Development Block Grant (CCDBG) Act of 2014

- The CCDBG Act of 2014 added a requirement that States must develop a Statewide Child Care Disaster Preparedness and Response Plan in coordination with the State Advisory Council, licensing agency, emergency management agency, child care resource and referral and human services agency.

- OSSE is required to have an implementation strategy that ensures compliance with the law by September 30, 2016.

- The implementation strategy must include planned activities and legislative or regulatory changes necessary for compliance.

Statewide Child Care Disaster Plan Requirements

- Guidelines for continuing Child Care Development Fund (CCDF) assistance and child care services after a disaster, which may include provisions of temporary child care, and temporary operating standards for child care after a disaster.

- Requirements that child care providers have in place procedures for evacuation, relocation, shelter-in-place, lock-down, communication and reunification with families, continuity of operations (COOP), accommodation of infants and toddlers, children with disabilities, and child with chronic medical conditions.

- Requirements that child care providers have in place procedures for staff and volunteer emergency preparedness training and practice drills.

Implementation Strategy: Phased Approach

- A four phased approach has been established to develop the Districtwide Child Care Disaster Preparedness and Response Plan.

1 ***Phase 1: Project Initiation***

2 ***Phase 2: Develop Policy and Guidance***

3 ***Phase 3: Plan Development and Training***

4 ***Phase 4: Conduct Tabletop Exercise***

Finalize Implementation Strategy and establish a project planning team consisting of representatives from DC Council, the Office of the Mayor, public safety and human service agencies, and child care facility managers. The project planning team will establish goals and key milestones.

OSSE will develop guidance, modify licensing requirements, and update subsidy agreements for all child care facilities and providers so that they can better prepare for, respond, to, and recover from disasters.

OSSE will host planning workshops and trainings sessions to develop the major components of the Districtwide Child Care Disaster and Response Plan. This includes the design of templates and other emergency preparedness tools that individual child care facilities and providers can use to create their own plans.

OSSE will conduct a tabletop exercise to validate the concepts, roles and responsibilities in the Districtwide Child Care Disaster Plan. Following the tabletop exercise, OSSE will develop an after action report to identify shortfalls and areas for improvement.

Project Timeline

Phases	December	January	February	March	April	May	June	July	August	September
Phase 1: Project Initiation		■								
Phase 2: Develop Policy and Guidance			■	■						
Phase 3: Plan Development and Training				■	■	■	■	■	■	
Phase 4: Conduct Tabletop Exercise										■

Next Steps

- Finalize implementation strategy
- Establish project planning team
- Develop a project management plan
- Modify licensing regulations

Cost Estimation Model

Background

The Division of Early Learning is working with national consultants to determine the true cost of early childhood care and education in center and home based settings at each level of the District's Quality Rating and Improvement System (QRIS).

The goal of this work is to:

1. Identify the fiscal impact of the DC QRIS standards
2. Identify key cost drivers that cut across all QRIS levels
3. Explore differential costs between programs that serve primarily (or exclusively) infants and toddlers and those that serve primarily (or exclusively) 3 and 4 year old children
4. Use this information to inform a range of alternative rate-setting and policy recommendations with a clear understanding of the fiscal impact of these decisions

The cost model tool

- The District is using a cost modeling tool developed and tested by national experts, called the Provider Cost of Quality Calculator (PCQC).

- The PCQC is a nationally-recognized, dynamic, web-based tool that calculates the cost of quality based on site-level provider data.

- Because the DC system has many levels and funding variations, it is necessary to understand the potential impact of rates and policy on a range of options.

- To facilitate comparisons across multiple sites and options, the District customized the PCQC rather than use the on-line tool.

Customizations of the Model

Child Development Centers

- Bronze

- Silver

- Gold (special needs and pre-K Enhancement)

- Gold Level II (special needs and pre-K Enhancement)

Child Development Homes

- Bronze

- Silver

- Gold

- Early Head Start

Model Variables

Revenues
- Tuition: Parent fees, government (Subsidy, Head Start, Pre-K)
- Other: Child and Adult Care Food Program

Expenses
- Personnel: Staffing patterns, salaries, benefits
- Non-personnel: (set up as costs per child, costs per classroom, or overall center costs)

Factors affecting both revenues and expenses
- Size of the center (number of classrooms)
- Facility costs (rent/mortgage)
- Ages of children
- Group sizes and ratios
- Income mix of families
- Enrollment levels
- Fee collectability

Factors that vary by QRIS Level

- Salaries
- Staffing (e.g. lower ratios or specific types of staff)
- Sub/floater time for breaks, leave and/or training
- Benefits (health insurance)
- Child assessment cost
- Market prices
- Public funding (rates for subsidy, HS/EHS, Pre-K)

Lessons from Cost Modeling in DC

- The gap between costs and revenues is largest for programs that serve infants and toddlers and children with special needs.

- The revenue gap narrows as a program raises quality (move from Bronze to Silver to Gold) but persists in small centers that cannot enroll preschoolers, stay fully enrolled or tap pre-K Enhancement funding.

- Enrollment matters: many child development centers and most child development homes struggle financially because they are not fully enrolled and have significant gaps in service.

- Size matters: a group of infant/toddler classrooms that collectively serves over 150 children and are linked by a shared administration can likely generate enough revenue to meet quality standards and break even.

Committee Co-Chair Meeting Report

Public Comment

2016 SECDCC Meeting Calendar

(February, April, June, August, October, December)

Dates, Times and Locations TBD