



State Early Childhood Development Coordinating Council (SECDCC)

April 24, 2017

- I. Welcome
- II. Introductions
- III. Capital Quality, DC's Enhanced QRIS
- IV. Early Development Instrument (EDI)
- V. Public Comment

Meeting Objectives

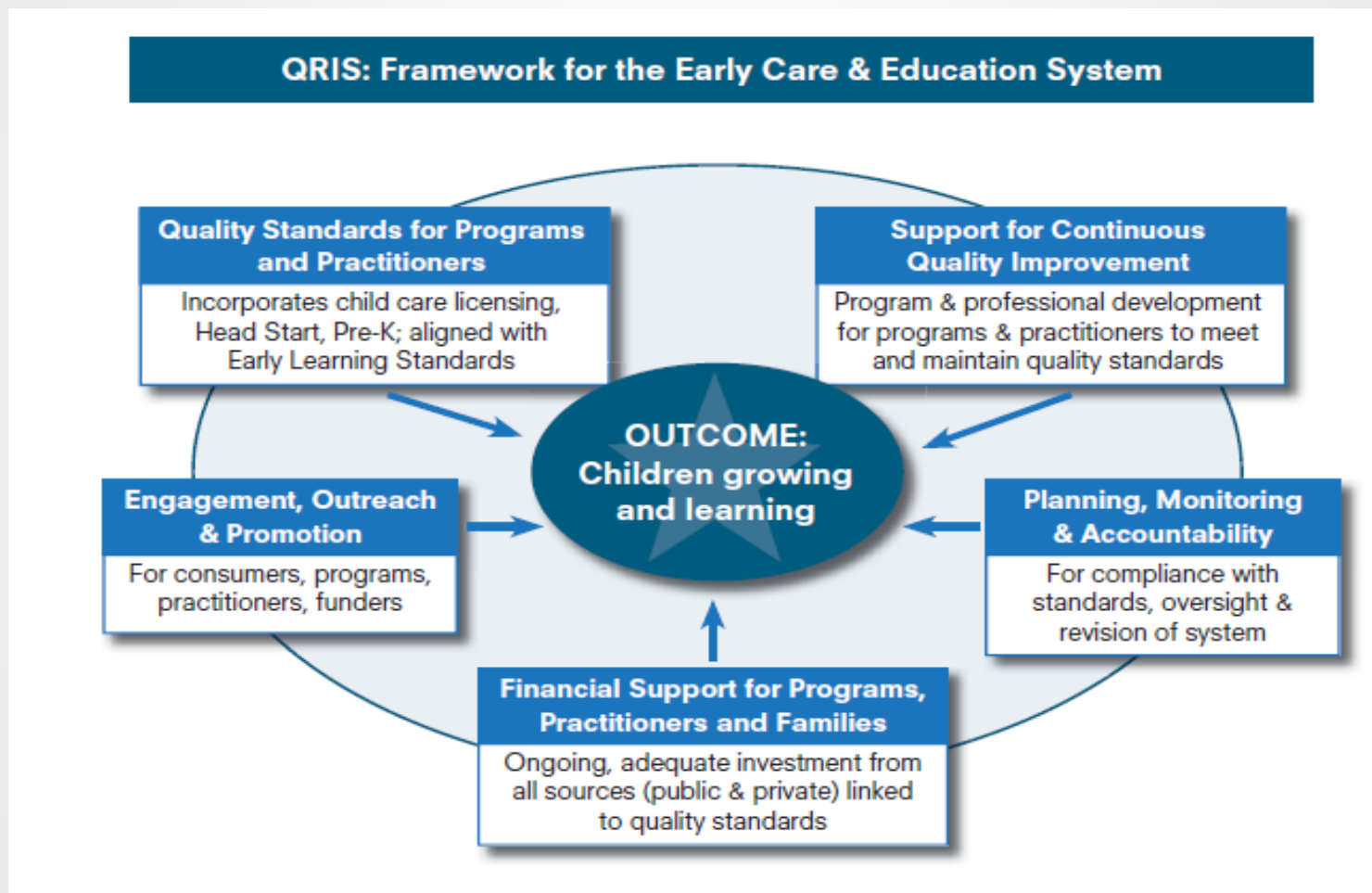
- Learn and provide feedback on Capital Quality, DC's enhanced Quality Rating and Improvement System (QRIS);
- Introduce the Early Development Instrument (EDI) website and toolkit; and
- Engage the Council in the work of the committees.



National Context: Quality Rating and Improvement System (QRIS)

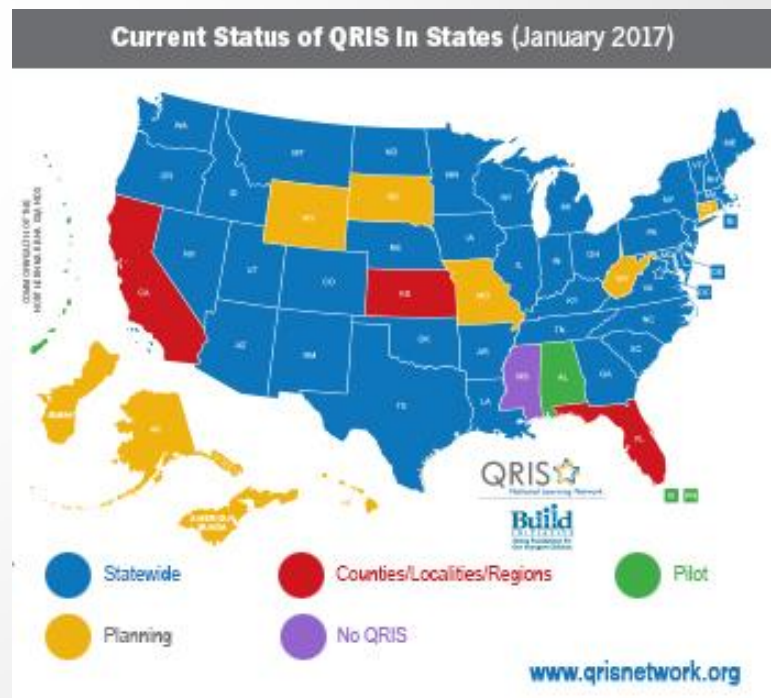
National Context: QRIS

Elements of QRIS



National Context: QRIS

- The first state to launch QRIS was Oklahoma in 1998.
- QRIS is now used as a framework for building early learning systems in most states to varying degrees (see map of participation across the U.S.).
- Colorado and Rhode Island require licensed centers and homes to participate.
- Illinois, Ohio, and Washington require school-based programs to participate.
- A number of states require programs to participate in the QRIS in order to receive Child Care and Development Fund (CCDF) subsidies or state pre-K funding.





Overview and Comparison: Going for the Gold and Capital Quality

Quality Rating and Improvement System (QRIS)

What is QRIS?

A systemic approach to assess, improve, and communicate the level of quality in early and school-age care and education programs. The five main components are:

- Quality standards for programs and practitioners.
- Aligned supports and infrastructure to meet quality standards.
- Continuous monitoring of programs to ensure quality.
- Incentives linked to meeting quality standards.
- Consumer information for public transparency.

QRIS Historical Milestones

- The first statewide QRIS launched in Oklahoma in 1998.
- Race to the Top Early Learning Challenge 2011 began funding QRIS.
- Child Care Development Block Grant (CCDBG) Act of 2014 requires QRIS.
- The District of Columbia launched *Going for the Gold* in 2000.
- The District's Pre-K Enhancement and Expansion Act of 2008 created universal Pre-K.

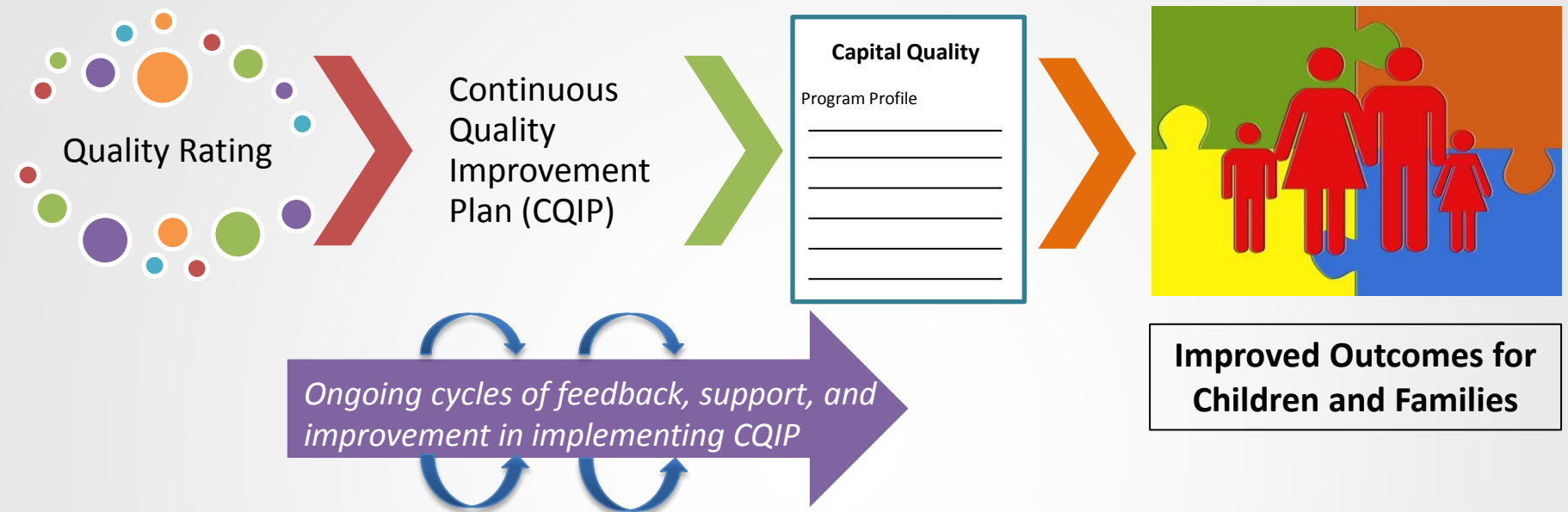
Comparison: Going for the Gold and Capital Quality

	Going for the Gold	Capital Quality
Participants	Subsidy Programs	Open to all licensed providers and required for subsidy providers
Rating Standards	Accreditation	<ol style="list-style-type: none"> Effective Learning Environment measured by the Classroom Assessment Scoring System (CLASS) and the Environmental Rating Scales (ERS) <ul style="list-style-type: none"> CLASS Pre-K for programs with pre-K Infant/Toddler Environment Rating Scale – Revised (ITERS-R) (for centers) and the Family Child Care Environment Rating Scale – Revised (FCCERS-R) (for homes) Attendance (pre-K only)
Quality Standards	<p>Going for the Gold focuses on the following standards:</p> <ol style="list-style-type: none"> Continued accreditation Subsidy participation Professional development Use of curriculum Parent involvement Health and safety 	<p>Capital Quality focuses on the continuous quality improvement (CQI) plan, which will be guided and supported by Quality Facilitators. All programs will select areas of improvement related to:</p> <ol style="list-style-type: none"> Effective Learning Environment Attendance Curriculum and Child Progress Monitoring Professional Development Family Engagement Optional items related to health and safety
Rating Levels	Bronze, Silver, Gold	Developing, Progressing, Quality, High-Quality
Support	<ol style="list-style-type: none"> Tiered reimbursement Priority for other specific grants 	<ol style="list-style-type: none"> Tiered reimbursement Technical assistance and coaching Priority for other specific grants
Consumer Information	Information was not publically posted, but is available	<ol style="list-style-type: none"> Profile will include the rating and program information Profile will be posted at the facility Profile will be available online



Capital Quality: DC's Enhanced QRIS

Capital Quality

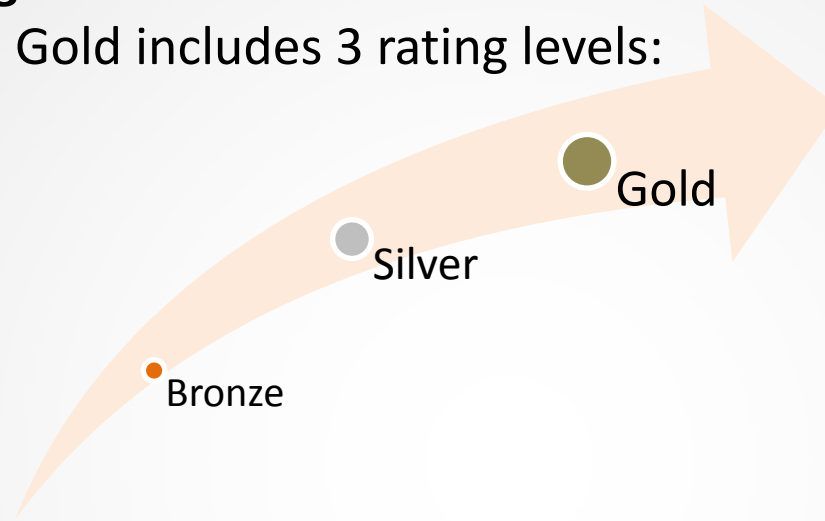


- Align and simplify quality standards across DC's early learning system
- Align OSSE's supports to quality standards
- Target areas of improvement through collaborative partnership among providers, OSSE, and other agencies
- Provide meaningful consumer information to families

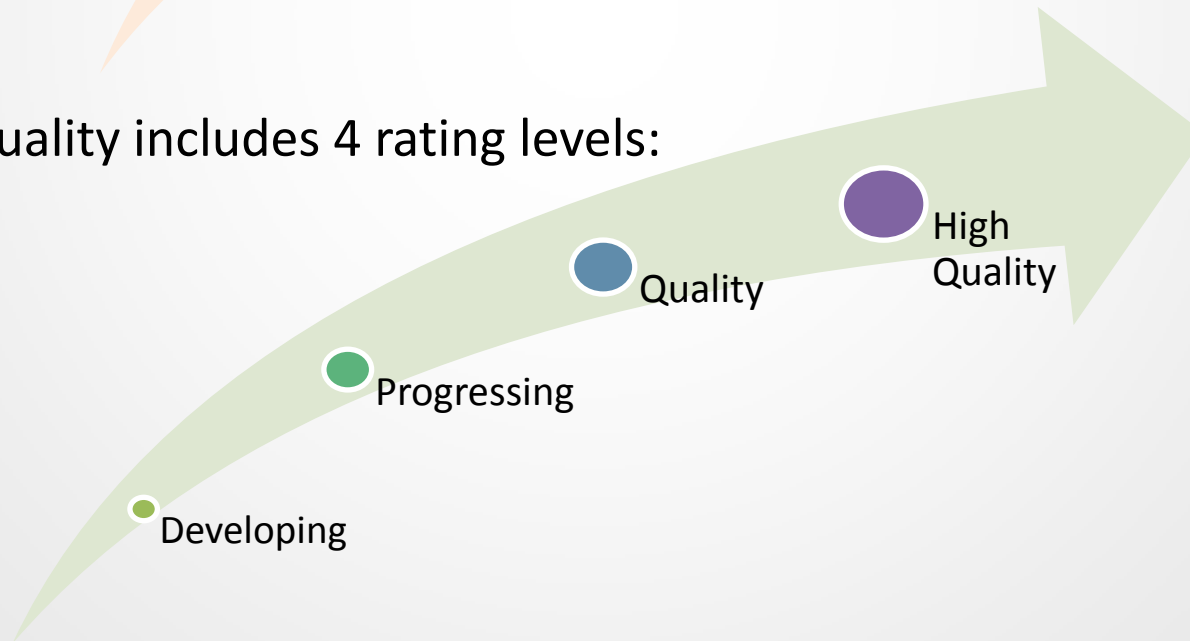
Capital Quality

Enhanced Rating

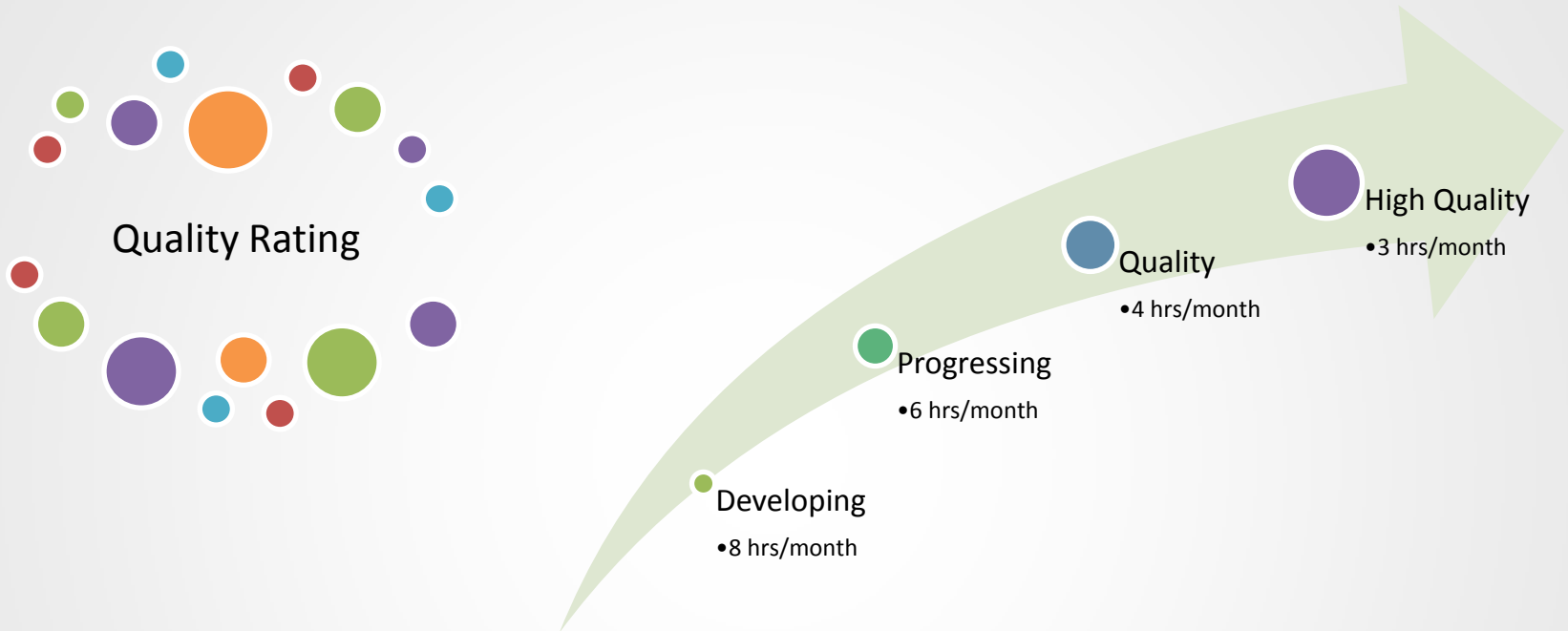
- Going for the Gold includes 3 rating levels:



- Capital Quality includes 4 rating levels:



Capital Quality



- The Quality Rating level indicates the level of quality AND differentiates the level of support the program will receive to improve its quality.
- Currently, the Quality Facilitators spend 3-6 hours per week supporting each program.

Capital Quality

Continuous Quality Improvement Plan (CQIP)



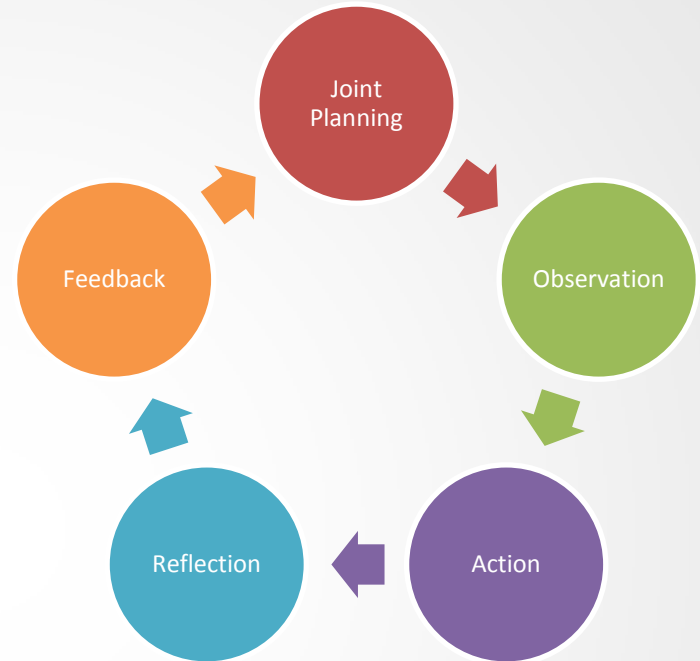
Quality indicators include:

- CLASS and ERS results
- Attendance
- Mission statement
- Culturally and linguistically responsive practices
- Inclusion practices
- Curriculum aligned to DC Common Core Early Learning Standards
- Formal and informal child assessments
- Developmental screenings
- Professional development
- Family engagement



The CQIP is driven by program leadership and supported by their assigned Quality Facilitator.

Capital Quality



- Quality Facilitators
 - Quality Facilitators hired by Hurley and Associates (H&A) have a wealth of knowledge in early childhood education, family engagement, inclusion, diversity, assessments, and curriculum
- Coaching Model
 - Underlying Theoretical Principles or Philosophy (Characteristics of coaching practices)
 - Targeted Support
 - Instruction-based coaching (Family Child Care Providers)
 - Practice-based coaching (Child Care Centers)
 - Integration into Existing Coaching Model (DCPS and Child Care Centers)

Capital Quality

Quality Rating + Program-specific
information



Capital Quality

Program Profile

The quality profile will help parents make informed decisions.



Capital Quality Pilot Program

Capital Quality Pilot Program



Feedback from Pilot sites:

- Hands-on Quality Facilitators are important.
 - This is ensured through on-site support for providers.
- We need to continue to build capacity among DEL staff and providers through communities of practice.
- Stagger the introduction to the quality standards in the CQI Plan.
- Update the online CQI Plan and provide more technical support.

Capital Quality Pilot Program

There were 24 providers that participated in the pilot program.

CBOs	FCC Homes	DCPS
<ol style="list-style-type: none"> 1. Bennett Babies 2. Big Mama's Children's Center 3. CentroNia Upshur 4. Christian Tabernacle of God, In. 5. Community Educational Research Group – Minnesota Ave. 6. Educare of Washington DC 7. First Rock Baptist Church Child Development Center 8. Happy Faces 9. House of Ruth – Kidspace 10. Ideal Child Care Development Center II 11. Lt. Joseph P. Kennedy Child Development Institute 12. Matthews Memorial Baptist Church 13. Rosemount Center 14. Spanish Education Development Center 15. UPO Early Learning Center @ Azeeze Bates 	<ol style="list-style-type: none"> 1. Adeola Oyekola 2. Artimitia J. Mitchell 3. Cynthia Davis 4. LaTrell Duncan-Fitchett 5. Alethea Etinoff 	<ol style="list-style-type: none"> 1. Brightwood Education Campus 2. C.W. Harris Elementary School 3. Savoy Elementary School 4. Orr Elementary School



Capital Quality Groups

Capital Quality Groups

- Three-year plan to support the transition from Going for the Gold to Capital Quality.
- Providers registered for Capital Quality groups by February 24, 2017.
- Registration applied to programs operating full-day early care and education services for children birth to age 5.

Group	Homes	Centers	Other	Total
Group 1 (Pilot) and Group 2	16	60	6*	82
3	25	65	0	90
4	22	65	0	87
Total	63	190	6	259

* 4 DCPS, 2 Non-Subsidy

Data as of April 20, 2017

Capital Quality Groups

Capital Quality Implementation Schedule

Group	Start Date
Group 1 (Pilot) and Group 2	March 2017
Group 3	January 2018
Group 4	January 2019

Capital Quality Groups

Effective October 1, 2018*, the QRIS rating for all licensed, subsidy child development facilities in DC will transition to the Capital Quality rating tiers.

Going for the Gold Tiers		New Tiers Under Capital Quality	
		High-Quality	
Gold	—————→	Quality	
Silver	—————→	Progressing	
Bronze	—————→	Developing	

Programs will maintain the migrated level of quality until they are rated under Capital Quality.

* Subject to change

Capital Quality Groups

Effective October 1, 2018, OSSE will no longer recognize accreditation as the only measure of quality.

- Accreditation continues to be valued.
- The Capital Quality Continuous Quality Improvement Plan (CQIP) is aligned with the standards of accreditation and a program's accreditation status will be included on its Capital Quality public-facing profile.



Capital Quality Evaluation

Capital Quality Evaluation

Quantitative and Qualitative Evaluations

- Interviews with the center directors of the pilot sites regarding feedback from the first six months of implementation, feedback on the Continuous Quality Improvement Plan (CQIP), and the Quickbase application.
- Analysis of site visit notes to identify common themes.
- Communities of practice and webinar exit surveys.
- Monthly anonymous provider surveys on quality facilitator effectiveness.
- Annual evaluation examining participant growth and systems usage, such as MyTeachstone, and contact hours with quality facilitators.



Capital Quality Next Steps

Next Steps

- The second group will work with the quality facilitators in the development and implementation of the CQI plan. They will participate in the monthly community of practice.
- The communities of practice and webinars will be recorded and made available to all providers.
- All groups will receive updates about the Capital Quality through DEL's newsletter and OSSE website.



Early Development Instrument (EDI)



Our Children, Our Community, Our Change

*DC's Community Snapshot of
Young Children*

April 24, 2017 | SECDCC meeting

Vision

- **Together, we can:**
 - Create strong environments so all young children and families can thrive
 - Work to build more equitable communities across our city
 - Spark actions in our work, policies, and practices to create change for young children
- *Our Children, Our Community, Our Change* seeks to use developmental data on our young children to change community conditions.
- Together, we have the opportunity to create a more prosperous city in which all DC children are on track to succeed.

The EDI

The Early Development Instrument (EDI):

- Provides a community snapshot of children's health, development, and school readiness
- Encourages conversation on creating strong community conditions for young children and families
- Informs place-based efforts to optimize healthy development
- Also can use to:
 - Look back: 0- to 4-year-olds
 - Look forward: 4- to 8-year-olds

Domains



Physical Health & Well-being



Social Competence



Emotional Maturity



Language & Cognitive Development



**Communications Skills &
General Knowledge**

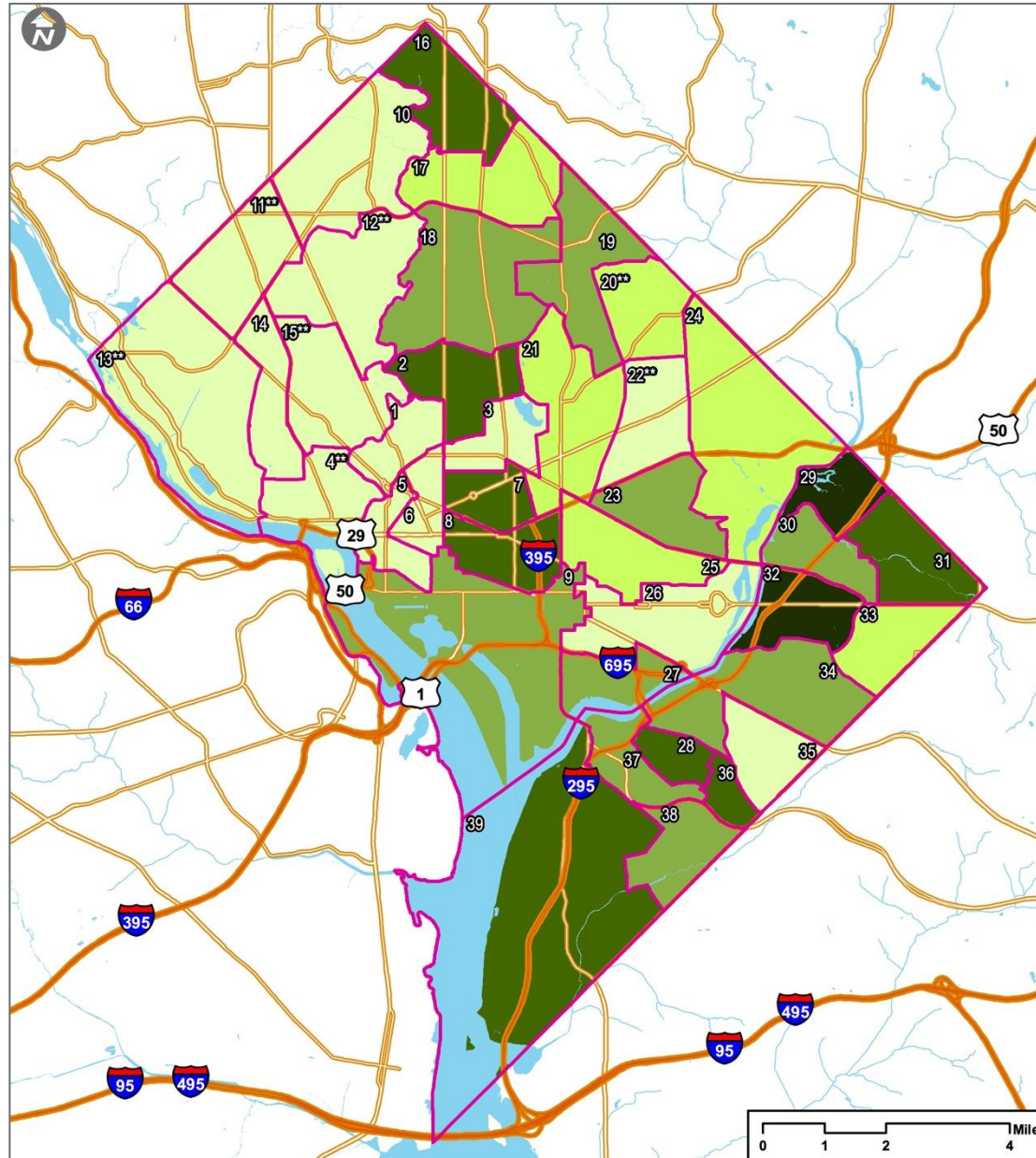


Vulnerability in One or More Domains

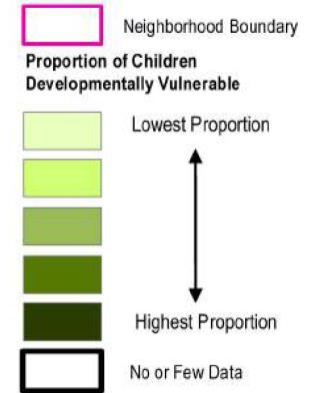
Neighborhoods: Percentage Vulnerable on One or More Domains

ID	Neighborhood	%
1	Cluster 1	18%
2	Cluster 2	35%
3	Cluster 3	13%
4	Cluster 4**	11%
5	Cluster 5	17%
6	Cluster 6	5%
7	Cluster 7	35%
8	Cluster 8	37%
9	Cluster 9	30%
10	Cluster 10	7%
11	Cluster 11**	14%
12	Cluster 12**	13%
13	Cluster 13**	14%
14	Cluster 14	9%
15	Cluster 15**	3%
16	Cluster 16	37%
17	Cluster 17	20%
18	Cluster 18	26%
19	Cluster 19	30%
20	Cluster 20**	23%
21	Cluster 21	20%
22	Cluster 22**	18%
23	Cluster 23	31%
24	Cluster 24	23%
25	Cluster 25	20%
26	Cluster 26	11%
27	Cluster 27	27%
28	Cluster 28	36%
29	Cluster 29	39%
30	Cluster 30	28%
31	Cluster 31	33%
32	Cluster 32	40%
33	Cluster 33	24%
34	Cluster 34	30%
35	Cluster 35	17%
36	Cluster 36	34%
37	Cluster 37	28%
38	Cluster 38	31%
39	Cluster 39	34%
Neighborhood-wide		27%

** EDI participation rate is below the recommended threshold; interpret results with caution.



Legend



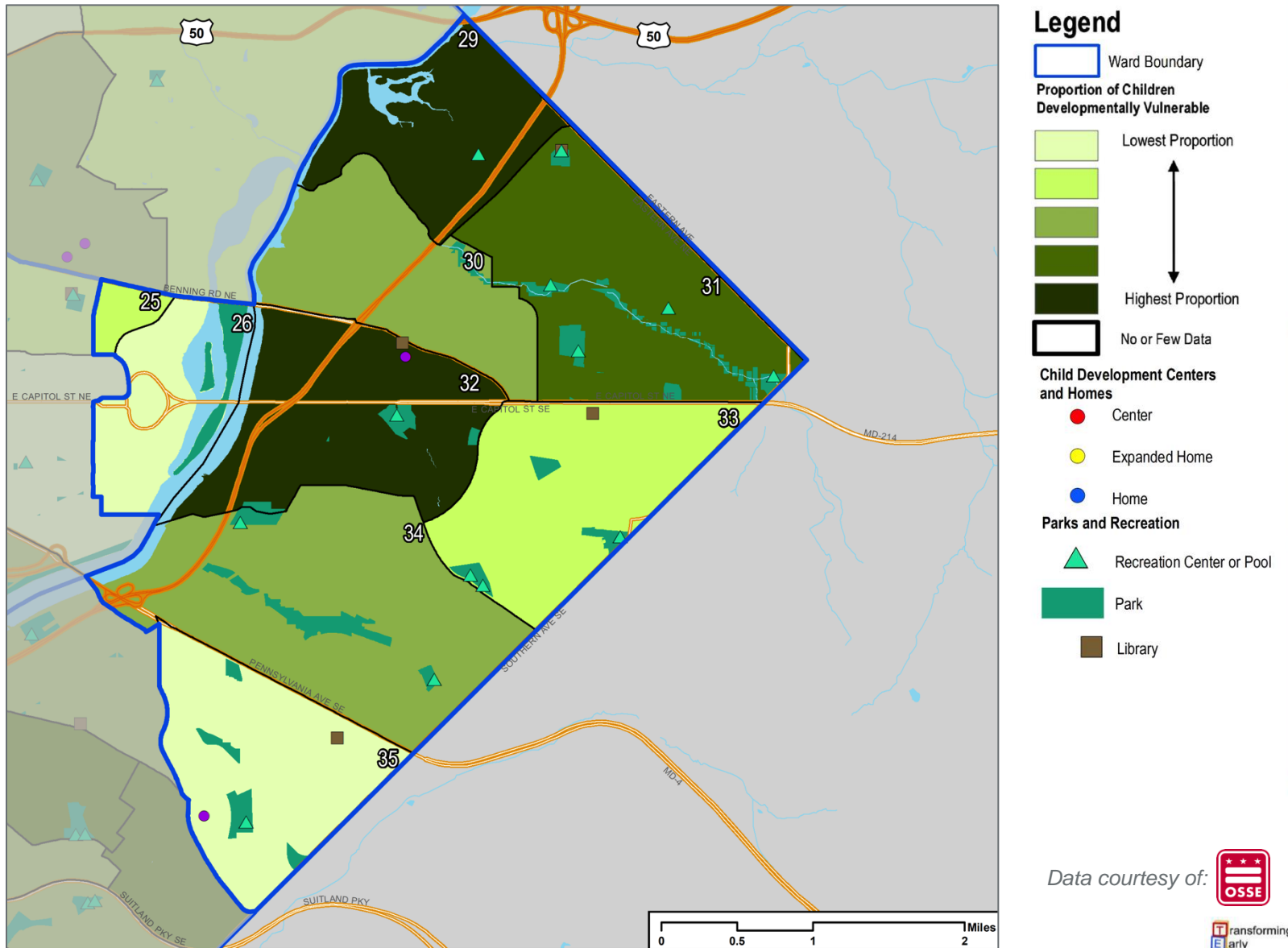
Data courtesy of:




Data compiled by:



Ward 7: Vulnerability & Assets



Data courtesy of: 

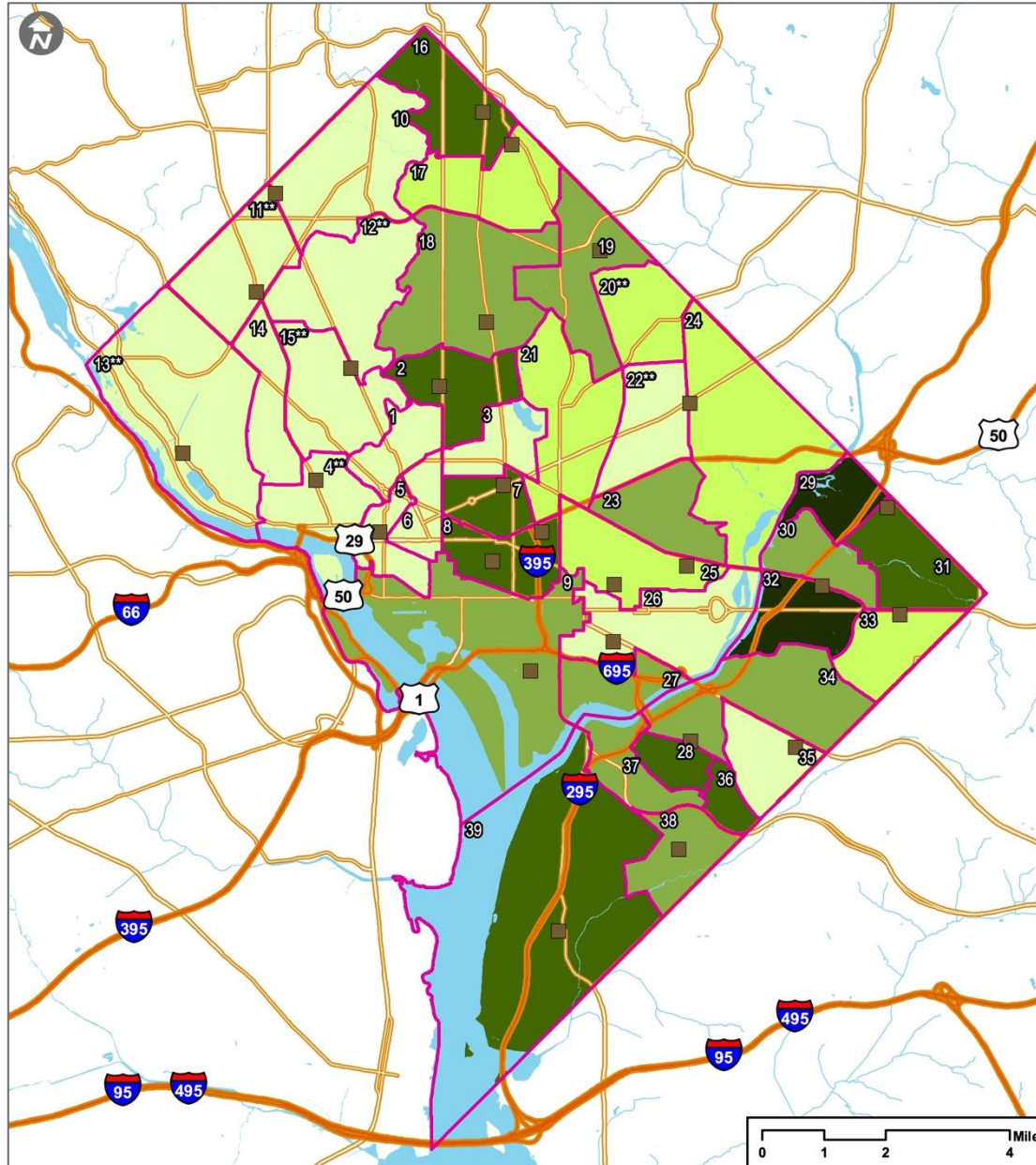
Data compiled by: 

Vulnerability & Libraries

Neighborhoods: Percentage Vulnerable on One or More Domains

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9	Cluster 9	30%
10	Cluster 10	7%
11	Cluster 11**	14%
12	Cluster 12**	13%
13	Cluster 13**	14%
14	Cluster 14	9%
15	Cluster 15**	3%
16	Cluster 16	37%
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35	Cluster 35	17%
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	Neighborhood-wide	27%

** EDI participation rate is below the recommended threshold; interpret results with caution.



Legend

- Neighborhood Boundary
- Library

Data courtesy of:



Data compiled by:



***Our Children,
Our Community,
Our Change***

Building Change Together

Sharing the data and resources openly across the city with stakeholders

Sparking conversations rooted in children's developmental data can create change

Urgency to act, both as individual institutions and collectively as a body

User-friendly approach to making sure you are empowered to use the data

Our Children, Our Community, Our Change Website & Toolkit

In the *Our Children, Our Community, Our Change* online hub:

- Citywide maps on the proportion of vulnerable DC children
- **Info on the Early Development Instrument**
- **A toolkit of resources to act on the early childhood data**



RaiseDC.org / OurChildren
#ourchildrenDC

The Website



Explore the Campaign

OUR CHILDREN, OUR
COMMUNITY, OUR
CHANGE HOME

UNDERSTANDING DC'S
DATA ON YOUNG
CHILDREN

EDI: A COMMUNITY-LEVEL
TOOL

DATA COLLECTION

EDI DOMAINS

EXPLORING EDI
OUTCOMES

ACTING ON EARLY
CHILDHOOD DATA

Our Children, Our Community, Our Change

What is your vision for all of our children in DC? What do you hope and imagine for your community?



Available Resources

How Do I Get Involved?

CHECK OUT THE TOOLKIT:

HOST A CONVERSATION AND SPARK ACTION

CITIZEN'S ACTION GUIDE

Facilitation guide to champion early childhood data, with helpful resources to lead a conversation on the EDI

DISCUSSION TO ACTION TEMPLATE

Complementary questions to help you plan a conversation around the EDI data

SAMPLE MEETING INVITATION AND FOLLOW-UP NOTE

Email templates to promote your gathering

SAMPLE MEETING AGENDA

Meeting template to get you started

SHARE THE DATA

POWERPOINT DATA PRESENTATION

Comprehensive presentation, with full suite of EDI maps and facilitation notes (via Dropbox)

CITYWIDE SUBDOMAIN TRENDS

Presentation supplement with the EDI subdomain charts

EDI DOMAIN MAPS

Download individual maps

EDI MAP PACKET

Full PDF pack (via Dropbox)

DISCUSS THE EDI WITH YOUR SCHOOL/CENTER

ACTING ON THE DOMAINS: SCHOOLS AND CENTERS

Ways your early childhood school or center can utilize the EDI domains for actionable change

UNDERSTANDING THE EDI SCHOOL REPORT

If your school/center collected EDI data, quickly navigate your report

SAMPLE TEACHER LETTER

If your school/center collected EDI data, thank teachers for their participation

USING CITYWIDE DATA

If your school/center did not participate in the EDI, take concrete steps to harness the outcomes locally

ADDITIONAL RESOURCES

EDI IN DC OVERVIEW

Fact sheet to further explain the EDI in DC

ADDITIONAL REQUEST FORM

Submit a request for more tools/resources

EDI ITEMS BY DOMAIN/SUBDOMAIN

Learn about each subdomain and measurement item

PROFILES OF CHILDREN IN SUBDOMAINS

Better understand the EDI subdomains and what it means to be "ready" for school

GLOSSARY OF TERMS

Define the EDI terminology

SECDCC and *Our Children, Our Community, Our Change*

Inform and educate policymakers

Foster collaboration and shape goals

Inspire innovative practices and approaches

Spark conversation and take action

Building Change Together

Citizens Action Guide

Downloadable maps

Adaptable PowerPoint

Resources for your context

Our Children, Our Community, Our Change Website

Citizen's Action Guide

DOWNLOAD GUIDE PDF

WE HAVE THE OPPORTUNITY TO SPARK ACTION AROUND NEW DATA ON YOUNG CHILDREN'S DEVELOPMENT TO CREATE A MORE EQUITABLE CITY.

Imagine a city where children are nurtured from birth with positive learning experiences, where families have supports that foster safe and supportive neighborhood and community conditions, and where every child starts kindergarten ready to learn. What would a thriving community look like? How would we each contribute?

+ PURPOSE

+ OUR CHILDREN, OUR COMMUNITY, OUR CHANGE

+ STEP 1: LEARN MORE ABOUT THE EARLY DEVELOPMENT INSTRUMENT IN DC

+ STEP 2: PLAN FOR A CONVERSATION TO SPARK ACTION

+ POTENTIAL EXAMPLES OF PLANNING AND IMPLEMENTATION

+ STEP 3: HOST A CONVERSATION!

+ STEP 4: FOLLOW THROUGH TO ENSURE ACTION TOWARD CHANGE

+ STEP 5: SHARE YOUR PLANS

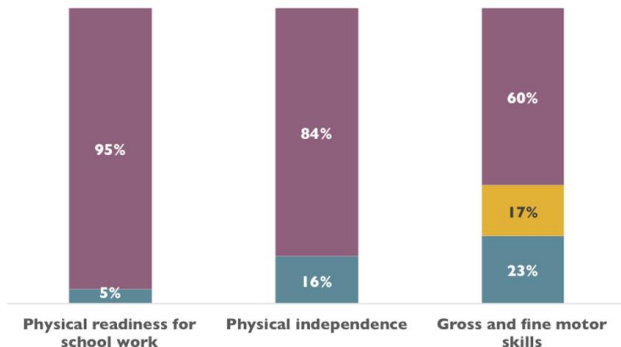


Our Children, Our Community, Our Change Website & Toolkit

EDI Subdomains



Physical Health & Well-being



Our Children,
Our Community,
Our Change

A COMMUNITY SNAPSHOT OF CHILD DEVELOPMENT

Harnessing DC's Early Development Instrument Data

We have the opportunity to harness new early childhood data and create more prosperous community conditions for young children and families in DC. Outcomes from the Early Development Instrument (EDI) can help guide and inform citywide and neighborhood-level conversations on the resources, programs, and policies that will help ensure all of our children thrive in school and in life.



WHAT IS THE EDI?

The Early Development Instrument (EDI) is an internationally recognized tool that provides a holistic, citywide snapshot of young children's health, development, and school readiness in five key areas, known as domains:



Physical Health & Well-being



Social Competence



Emotional Maturity



Language & Cognitive Development



Communications Skills & General Knowledge

Through these domains, the EDI provides a citywide lens for childhood development that helps us better understand where our children are on track, as well as where they are vulnerable.

In Washington, DC, the tool uncovers the proportion of our four-year-old children who are vulnerable in any of the measured domains by presenting a snapshot of data at the neighborhood cluster level. In 2016, the Office of the State Superintendent of Education (OSSE), in partnership with the Center for Healthier Children, Families, and Communities at UCLA, administered the EDI to more than 4,400 students in 108 DC schools and community-based organizations. Teachers at participating locations completed observational assessments of pre-kindergarten four-year-old students to measure how they fared in each domain, as well as in 16 subdomains.



WHY IS IT IMPORTANT FOR DC?

Our Children, Our Community, Our Change Stakeholder Event

What: OSSE and Raise DC EDI Stakeholder Event

When: Wednesday, May 24, 9:30 - 11:00 a.m.

Where: The Office of the State Superintendent of Education; Grand Hall (3rd floor)

All are welcome to join us. RSVP
to ourchildren@raisedc.org.

***Our Children,
Our Community,
Our Change.***

Contact

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RaiseDC.org/OurChildren



Public Comment



Thank you!