



Meeting:	State Early Childhood Development Coordinating Council	
Date/ Time:	Friday, June 5, 2020 1:30-3 p.m.	
Location:	Microsoft Teams Meeting	
Agenda Items		
I. Welcome	Hanseul Kang State Superintendent of Education OSSE	
II. Coronavirus: Policy Guidance for Child Development Facilities <ul style="list-style-type: none"> • ReOpen DC child care chapter • Weekly early childhood education (ECE) meetings and bi-weekly ECE reopening working group • Classroom Assessment Scoring System (CLASS) and Environmental Rating Scale (ERS) observations 	Hanseul Kang	
III. DC Public Schools (DCPS) Updates	Dr. Cheryl Ohlson Deputy Chief, Early Childhood Education Division, DCPS	
IV. Announcements	All	
V. Public Comment	Open	
VI. Wrap-Up/Next Steps/Adjourn	Hanseul Kang	



**State Early Childhood
Development
Coordinating Council
(SECDCC)**

June 5, 2020



Welcome

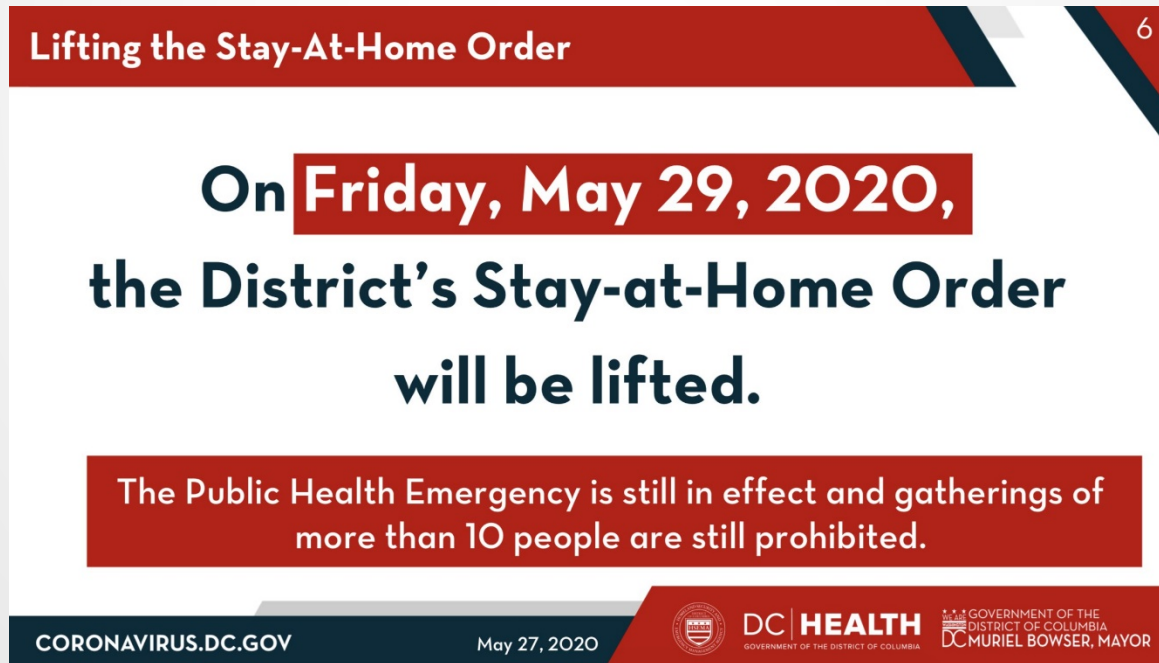


Coronavirus: Policy Guidance for Child Development Facilities



ReOpen DC Child Care Chapter Committee Recommendations

- Phase One began Friday, May 29.
- The ReOpen DC Advisory Group recommendations will be used to inform the Mayor's decisions, along with the best available data and consultation with public health officials.





Lifting the Stay-At-Home Order 6

On Friday, May 29, 2020,
the District's Stay-at-Home Order
will be lifted.

The Public Health Emergency is still in effect and gatherings of more than 10 people are still prohibited.

CORONAVIRUS.DC.GOV May 27, 2020

 **DC HEALTH**
GOVERNMENT OF THE DISTRICT OF COLUMBIA

 GOVERNMENT OF THE
DISTRICT OF COLUMBIA
DC MURIEL BOWSER, MAYOR

Child care: The need

- Many of the same challenges as schools: Need for public health guidance; concerns on staff safety and availability; need for critical supplies; family concerns about safety of in-person settings.
- Additional, unique challenges:
 - Core in-person service and function;
 - Mix of public and private funding tied to in-person services; and
 - Public health guidance functionally limits enrollment capacity.
- Uncertainty about continued financial viability, making planning very challenging.

- Quality Improvement Network (QIN) policy council
- Weekly calls with the early childhood education community, approximately 300 callers weekly
- Early childhood education reopening working group
- Survey results from Under 3 DC and DC Association for the Education of Young Children (DCAEYC)
- Individual conversations with providers and early childhood education leaders
- Results from the ReOpen DC survey

Feedback from families

- Many families are currently feeling unsure about returning to in-person care.
- Families are concerned about their ability to continue paying for child care.
- Find ways to help families understand the public health and safety measures being taken in child development facilities and how they can play a part (e.g., checking temperature).

Feedback from providers

- Anxiety and uncertainty about financial support, both subsidy and non-subsidy providers.
- Questions about financial viability in the case of limited enrollment possibilities during reopening.
- Additional support with understanding and implementing health and safety guidance and social distancing.
- From some, desire for more specific guidance or requirements on operating during the pandemic and on reopening.
- Questions and concerns about liabilities after reopening.
- Uncertainty about staff availability.
- Requests for support accessing personal protective equipment (PPE).
- Wide range of needs in training and technical assistance shared.
- Guidance on how to support ECE staff's, families' and children's increased mental health needs with trauma-informed practices.

Opportunities: Enrollment guidance

- Consider specific criteria or guidance, given limited enrollment capacity.
 - Guidance on how to prioritize families for enrollment, such as the children of essential workers just returning to in-person workplaces.
 - Depending on decisions in the K-12 space, families may have additional or new needs for care of older children (beyond before and after care).
 - Support families with age-appropriate distance learning opportunities for those who are not ready to return to in-person child care.

- Consider coordination of additional training and supplies to support health and safety requirements.
 - Support providers in more deeply understanding new health and safety measures and social distancing with training and/or peer-to-peer learning opportunities.
 - Shared services or cooperative purchasing model for PPE and cleaning supplies.

- Consider subsidy policy updates and support to access additional sources of funding.
 - Formulate a long-term subsidy policy throughout the coronavirus pandemic that provides as much stability as possible.
 - Consider other sources of funding (e.g., private grants, small business grants and low-interest loans).

Opportunities: Licensing flexibilities

- Explore flexibility in licensing regulations to help providers open and expand capacity rapidly.
- OSSE already exploring virtual inspection visits.
- Flexibilities might be temporary, either for shorter reopening period or for longer until the abatement of COVID-19 public health emergency.

Opportunities: Communicate with families

- Consider survey of early learning families to assess their needs in order to return to child care.
- Communications campaign that helps families understand COVID-19 signs in children and importance of health and safety measures.
- Explore appropriate distancing learning opportunities and supports for families.

ReOpen DC Recommendations

- Full Recommendations: coronavirus.dc.gov/reopendc
- Education and child care chapter:
coronavirus.dc.gov/sites/default/files/dc/sites/coronavirus/page_content/attachments/01.%20Education%20and%20Childcare.pdf
- Phase One: coronavirus.dc.gov/phaseone



Early Childhood Education (ECE)
Meetings and Reopening
Working Group

- **DC Early Childhood Stakeholder Calls**
 - Audience: About 300 providers, community partners and other early childhood stakeholders
 - Purpose: Provide updates, explain guidance and answer questions
 - When: Mondays at 10:10 a.m.
 - Email OSSE.DELCommunications@dc.gov if you would like to receive the invitation.

- **Child Care Recovery Working Group**
 - Audience: Smaller group (approximately 30) of child care facility leadership, early childhood education experts and staff from the Division of Early Learning and Thrive by Five
 - Purpose: To share recommendations and best practices for a safe and sustainable reopening
 - When: Every other week and as needed
 - Email Eva.Laguerre@dc.gov if you have any questions.



Classroom Assessment Scoring System (CLASS) and Environmental Rating Scale (ERS) Observations

Important Capital Quality Updates and Designations

- OSSE is canceling the ERS and CLASS observations for all child care providers for the remainder of the 2019-20 program year.
- Capital Quality designations will not be calculated in fall 2020.
 - Observations will resume in fall 2020 and the fall 2021 calculations will use the 2018-19 and 2020-21 school year observation data.
 - Groups 4 and 5 will maintain their current designation at this time.
 - Additional designation updates are reflected in the next slide.

Capital Quality Designation Changes for Groups 2 and 3

Group	Original Timeline	Update
Pilot and Group 2	Tiered reimbursement aligns with the Capital Quality designation in fall 2020.	Timeline remains the same; the designation reflected on My Child Care DC will be the designation at which you are reimbursed beginning Oct. 1, 2020.
Group 3	Quality profile on My Child Care DC reflects the designation calculated in fall 2020 and tiered reimbursement rate reflects the calculated designation in fall 2021.	The designation you are currently reimbursed at will continue for the next fiscal year beginning Oct. 1, 2020. Your designation calculated in fall 2021 will be reflected on My Child Care DC and will align with your reimbursement rate.



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

DCPS Early Childhood Update

SECDCC
June 5, 2020



SY19-20 Head Start / Early Childhood Education (ECE) Programming

Current Programming

- DCPS serves over pre-K 6,900 students in 407 pre-K classrooms.
- Currently, all pre-K classrooms in our 60 Title 1 schools are Head Start School-Wide Model classrooms, serving a socio-economically diverse population of students. We also have pre-K classrooms in our 18 non-Title 1 Schools. These are not Head Start classrooms.
- Local funding is used to support teacher and teacher aide salaries and facilities costs (as well as other costs).



ECE Programmatic Shifts for SY20-21

Due to the shifting demographics of our schools — as well as the need to implement systemic changes to enhance student supervision and safety — DCPS anticipated a reduction in Head Start funding for Fiscal Year 2021 and has been planning as such.

All of our schools will transition to non-Head Start pre-K programming for SY20-21.

No pre-K classrooms will be closing, no pre-K seats will be lost.



ECE Programmatic Shifts for SY20-21

Key Points

DCPS remains committed to ensuring high-quality early learning programming across all of our pre-K classrooms.

DCPS remains committed to supporting families furthest from opportunity with wraparound services in schools or through community partners.

DCPS will make substantial new investments in ECE programming to ensure that we can continue to provide high-quality services to our youngest learners.



Robust instructional supports



Family services



Classroom resources



ECE Programmatic Shifts for SY20-21

Key Points

Differentiated Supports through the DCPS Cluster Model

Cluster I (Ballou) Katie Larkin	Cluster II (Ana) Mary Ann Stinson	Cluster III Elizabeth Namba	Cluster IV Shawn Stover	Cluster V Eric Bethel	Cluster VI Kim Jackson	Cluster VII Andria Caruthers
Bunker Hill ES	Beers ES	Aiton ES	Barnard ES	Bancroft ES (DL)	Amidon-Bowen	Walker-Jones EC
Garfield ES	Boone ES	Burroughs ES	Brent ES	Bruce Monroe ES (DL)	Brightwood EC	Browne EC
Hendley ES	Excel Academy	Burville ES	Eaton ES	Cleveland ES (DL)	Dorothy Height ES	Capitol Hill Montessori
King ML ES	Ketcham ES	CW Harris	Hearst ES	Houston ES (DL)	Garrison ES	
Leckie EC	Kimball ES	Drew ES	JO Wilson ES	Hyde-Addison ES	HD Cooke ES	
Malcolm X ES	Moten ES	Langley ES	Key ES	Janney ES	Langdon ES	
Noyes ES	Plummer ES	Nalle ES	Lafayette ES	Mann ES	LaSalle-Backus EC	
Patterson ES	Randle Highlands ES	Payne ES	Miner ES	Marie Reed ES (DL)	Ludlow-Taylor ES	
Simon ES	Savoy ES	Smothers ES	Murch ES	Maury ES	Raymond EC	
Turner ES	Stanton ES	Thomas ES	Peabody/Watkins ES	Oyster-Adams EC (DL)	Shepherd ES	
		Wheatley EC	Ross ES	Powell ES (DL)	Takoma EC	
		Whittier EC	School Within a School	Stoddert ES	Truesdell EC	
			Seaton ES	Tubman	Van Ness ES	
			Thomson ES	Tyler ES (DL)	West EC	
					Stevens ELC	

ECE Programmatic Shifts for SY20-21 Additional Key Points

Pre-K classroom curriculum and instructional coaching program will not change.

Pre-K program quality will continue to be assessed annually through the Classroom Assessment Scoring System (CLASS) assessment.

CLASS will continue to be the driver for much of DCPS' instructional coaching work.

DCPS will continue to focus on the DC Early Learning Standards, and will continue to meet most Head Start program standards.

Questions?





Announcements

Needs Assessment

- OSSE has strategically used the Preschool Development Grant, Birth through Five (PDG B-5) funding to better understand parents' awareness, access and utilization of early care and education benefits, programs and services throughout the mixed delivery system by conducting a comprehensive needs assessment.
- The needs assessment report included qualitative and quantitative data from 32 family listening sessions; 21 key informant interviews; 23 professional focus groups; analysis of administrative data; an online and print family survey with 2,099 respondents; and an inventory of existing pilot and demonstration projects in the District.
- Please see link to the needs assessment report:
<https://osse.dc.gov/page/preschool-development-grant-birth-through-five-pdg-b-5-grant-competition>



Public Comment



Wrap-Up/Next Steps/Adjourn