



Meeting:	State Early Childhood Development Coordinating Council (SECDCC)	
Date/ Time:	Thursday, May 16, 2019 2-3:30 p.m.	
Location:	Office of the State Superintendent of Education 1050 First Street, NE (Eleanor Holmes Norton – First Floor)	
Agenda Items		
Meeting Objectives <ul style="list-style-type: none">• Deepen knowledge of OSSE’s five-year strategic plan as it relates to early learning• Learn about the District’s implementation of the Temporary Assistance for Needy Families (TANF) redesign• Engage in a discussion around the work of the SECDCC’s committees• Discuss Preschool Development Grant, Birth to Five (PDG B-5) and legislative updates		
I.	Welcome	Hanseul Kang State Superintendent, Office of the State Superintendent of Education (OSSE)
II.	OSSE’s Five Year Strategic Plan – Early Learning Focus	Hanseul Kang
III.	Update on Implementation of the TANF Redesign – Multigenerational (2Gen) Approach	Anthea Seymour Administrator, Economic Security Administration Department of Human Services (DHS)
IV.	Committee Reports <ul style="list-style-type: none">a. Health and Well-beingb. Family Support and Early Interventionc. Data, Needs Assessment and Insightsd. Program Qualitye. Finance and Policy	Colleen Sonosky/Dr. Anjali Talwalkar Latoya Smith/Pamela Brown-White Shana Bartley/Dr. Margareth Legaspi Cecilia Alvarado Judy Berman/Stacey Collins
V.	PDG B-5 Update	Elizabeth Groginsky, Assistant Superintendent, Early Learning, OSSE
VI.	Legislative Update	Jess Giles, Deputy Committee Director, Committee on Education
VII.	Announcements	All
VIII.	Public Comment	Open



State Early Childhood Development Coordinating Council (SECDCC)

May 16, 2019

Agenda

- I. Welcome and Introductions
- II. OSSE's Five Year Strategic Plan – Early Learning Focus
- III. Update on the Implementation of the TANF Redesign –
Multigenerational (2Gen) Approach
- IV. Committee Reports
- V. Preschool Development Grant Birth to Five (PDG B-5)
- VI. Legislative Update
- VII. Announcements
- VIII. Public Comment

Today's Objectives

- Deepen knowledge of OSSE's five-year strategic plan as it relates to early learning
- Learn about the District's implementation of the Temporary Assistance for Needy Families (TANF) redesign
- Engage in a discussion around the work of the SECDCC's committees
- Discuss Preschool Development Grant, Birth to Five (PDG B-5)



OSSE's Five Year Strategic Plan—Early Learning Focus



District of Columbia
Office of the State Superintendent of Education

2019-2023 Strategic Plan



In 2015, OSSE created a four-year strategic plan

Our 2015-18 plan invested in improving foundational systems, operations, and partnerships and articulated OSSE's key role in supporting student achievement outcomes.



**QUALITY
& EQUITY
FOCUS**



**RESPONSIVE
& CONSISTENT
SERVICE**

OSSE has also made progress in the last four years

PROGRESS HIGHLIGHTS



HIGH-QUALITY
& ACTIONABLE
DATA

- Launched the DC School Report Card and STAR Framework to provide clear, consistent information across all public schools in DC.
- Released reports and analyses on student attendance, student discipline, and student health and well-being.



**QUALITY
& EQUITY
FOCUS**

- Launched Capital Quality, a redesigned quality rating and improvement system for child development centers and homes.
- Designed innovative Adult and Family Education grants to better support adult learners through integrated literacy and workforce training.

OSSE has also made progress in the last four years (cont.)

PROGRESS HIGHLIGHTS



RESPONSIVE
& CONSISTENT
SERVICE

- Launched the Start of School campaign to transform how LEAs and schools experience the beginning of the school year with OSSE and prepare them to better support all students.
- Created on-site, individualized supports for early childhood educators and child development facilities to support them in meeting new credential requirements.



- Focused on recruitment and retention of Division of Student Transportation bus drivers and attendants, resulting in a decrease in unfilled positions (15% to 3%) and a historic collective bargaining agreement that included substantial wage increases.
- Improved our employee experience as evidenced by a 43 percent increase in the number of staff who say: “I would recommend OSSE as a great place to work.”

In response to all that we have heard and learned, we are setting forth a bold new vision and clearly defining our mission:



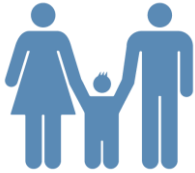
VISION: DC will close the achievement gap and ensure people of all ages and backgrounds are prepared to succeed in school and in life.



MISSION: As DC's state education agency, OSSE works urgently and purposefully, in partnership with education and related systems, to sustain, accelerate, and deepen progress for DC students.



By 2023, we aim to reach the following ambitious goals to advance outcomes for DC students



Early Childhood

1,500 more
vulnerable infants and
toddlers access **quality care**

4,100 more students
are in **high-quality**
pre-K classrooms



**Elementary and
Secondary**

6,700 more students
meet or exceed expectations on state assessments while
CLOSING ACHIEVEMENT GAPS

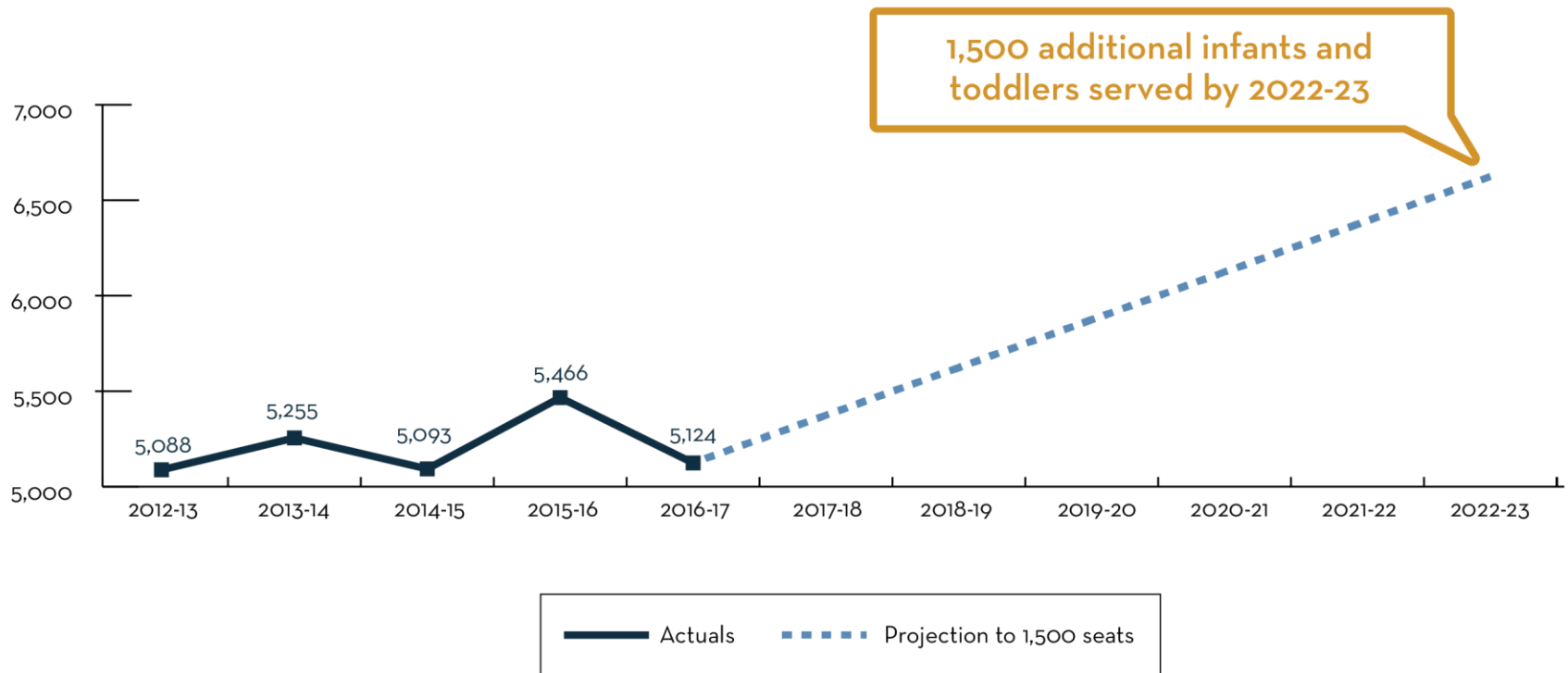


Postsecondary

1,100 more students
enroll in higher education, on a path to complete a
two- or four-year degree

OSSE will provide quality seats to more infants and toddlers in need

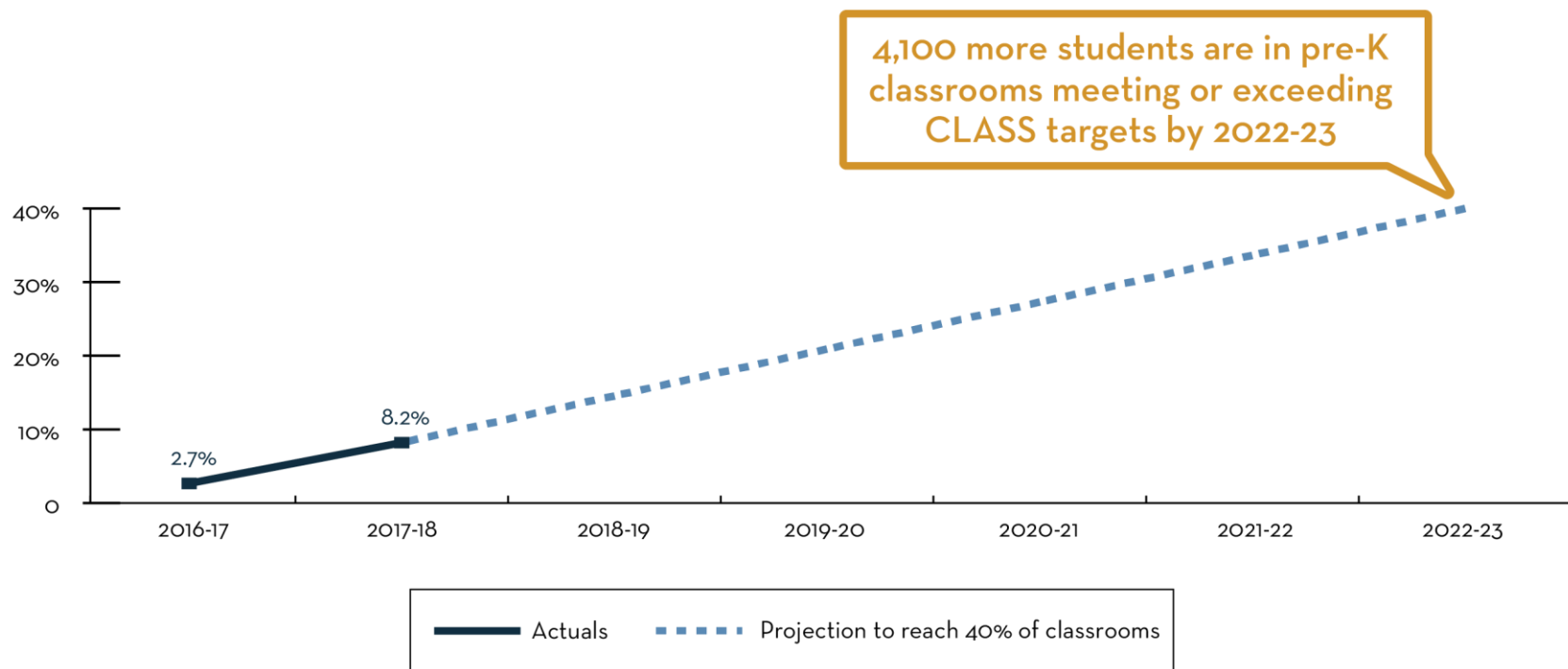
Infant and toddler subsidy enrollment, 2012-2023



Note: Metric above is a near-term proxy to estimate enrollment of vulnerable infant and toddler population in quality and high-quality care; metric and target to be updated summer of 2019 to reflect quality considerations.

OSSE will support more pre-kindergarten classrooms to meet or exceed quality targets

Pre-K quality as measured by % of classrooms that meet or exceed CLASS targets for all domains



Note: The Classroom Assessment Scoring System (CLASS) is a research-based measure used to capture the quality of teacher-child interactions. The assessment includes three domains: Emotional Support, Classroom Organization, and Instructional Support. The District implements CLASS in LEA and CBO pre-K classrooms.

These projections assume linear growth based on 23 and 70 classrooms meeting or exceeding CLASS targets in 2016-17 and 2017-18, respectively, and an average of 13 students in these classrooms over time.

Over the next five years, the following pillars will form the foundation of our work as an agency



Set high expectations

We set and maintain high standards for program quality and high expectations for learners to ensure our educational systems are driving toward excellence and equity.



Share and use actionable data

We collect and share reliable and actionable data to inform policy decisions, empower our partners to improve, and build community understanding.



Build ecosystem capacity

We convene partners, provide targeted support, and invest resources to improve quality, increase access, and advance equity in education.



Maximize OSSE's impact

Above and beyond our focus on all students, we bring specific focus to two areas:

- **Early Childhood**, to ensure that DC's significant investments are leveraged to maximize impact on long-term outcomes in school and in life, and
- **Special Education**, to catalyze progress and dramatically shift the trajectory of growth for students with disabilities.



Continue commitment to our talented team and culture of excellence



Early childhood is an area OSSE is uniquely positioned to improve conditions citywide

High-potential impact

- National research reveals **strong reduction in achievement gaps** after implementing high-quality universal pre-kindergarten programs. Growth in achievement is particularly **strong for Black, Hispanic, and low-income students**.
- **DC is #1 in the nation for preschool access**, with 69% of 3-year-olds and 89% of 4-year-olds enrolled in publicly funded pre-K programs, **so our ability to influence positive change in early childhood is high**.
- *“OSSE’s role is to support providers and make sure quality care is nailed down.”*
– DC Education Stakeholder

Complex, mixed-delivery system

- There are **858 pre-K classrooms** across DCPS, charters, and community-based organizations.
- OSSE licenses **476 child development facilities**, 247 of which accept child care subsidy vouchers to support low-income families.
- There is need and an opportunity to **ensure families can access** information about child care and pre-K options available in the District.
- There is **limited insight into kindergarten to 2nd grade instruction and outcomes across the District**. There is a gap in a statewide view of achievement between pre-K4 and 3rd grade.

Opportunity to maximize investments

- **DC has invested significantly in early childhood education**. OSSE oversees or administers much of this work through publicly funded pre-kindergarten, child care subsidy and tax credits for families, and quality improvement supports for child development facilities.
- There is opportunity to **further leverage investments** to maximize outcomes for children through 3rd grade by:
 - Improving the quality of care for infants and toddlers,
 - Helping more vulnerable families access quality care,
 - Improving the transitions between early childhood settings and early grades, and
 - Improving the quality of instruction in the early grades.



By maximizing our impact in early childhood, we can improve citywide conditions

Highlights of our work to build from

- **Capital Quality:** Implement redesigned quality rating and improvement system for child development facilities based on research-based assessments and align subsidy rates to the Capital Quality designation.
- **My Child Care DC:** Provide families with a one-stop-shop to access comprehensive information about all of the city's licensed child development providers to help them make more informed decisions about care.

Select priorities to drive this pillar forward

- **Provide a robust set of quality supports to help providers improve the quality of care and learning.** Expand the impact of the Quality Improvement Network, a comprehensive system of supports for infant and toddler providers and families, and engage providers in the new Capital Quality continuous improvement process.
- **Strengthen communication and outreach with parents and families.** Promote the use of My Child Care DC and the Capital Quality designations to help ensure families, especially those from low-income backgrounds, have more equitable access to high-quality care and learning.



Update on the Implementation of the TANF Redesign – Multigenerational (2Gen) Approach



TANF Implementation Update SECDDC

**Anthea Seymour, Administrator
DC Department of Human Services
Economic Security Administration**

May 16, 2019

Department of Human Services

The mission of the District of Columbia Department of Human Services (DHS), in collaboration with the community, is to provide temporary support and assistance to low income families and individuals while helping them maximize their potential for economic security and self-sufficiency.



TANF Implementation

RECAP: TANF POLICY IMPLEMENTATION

Current Caseload

TANF CASELOAD



DC's TANF Program

- The **Temporary Assistance for Needy Families** (TANF) program provides cash assistance to families with dependent children when available resources do not fully address the family's needs and while preparing program participants for independence through work.
- DC's TANF program uses the federal block grant and local dollars to provide individualized services to families.

Total Families and Children on TANF (April 2019)

Total Receiving TANF Cash Benefits	
Families	12,333
Children	21,900

DC's TANF Program

How many families receive TANF?

- Approximately 12,333 families (21,900 children) receive TANF in the District.
- Almost 63% of TANF participants live in Wards 7 and 8 compared with a fraction of a % (0.2%) in Ward 3.

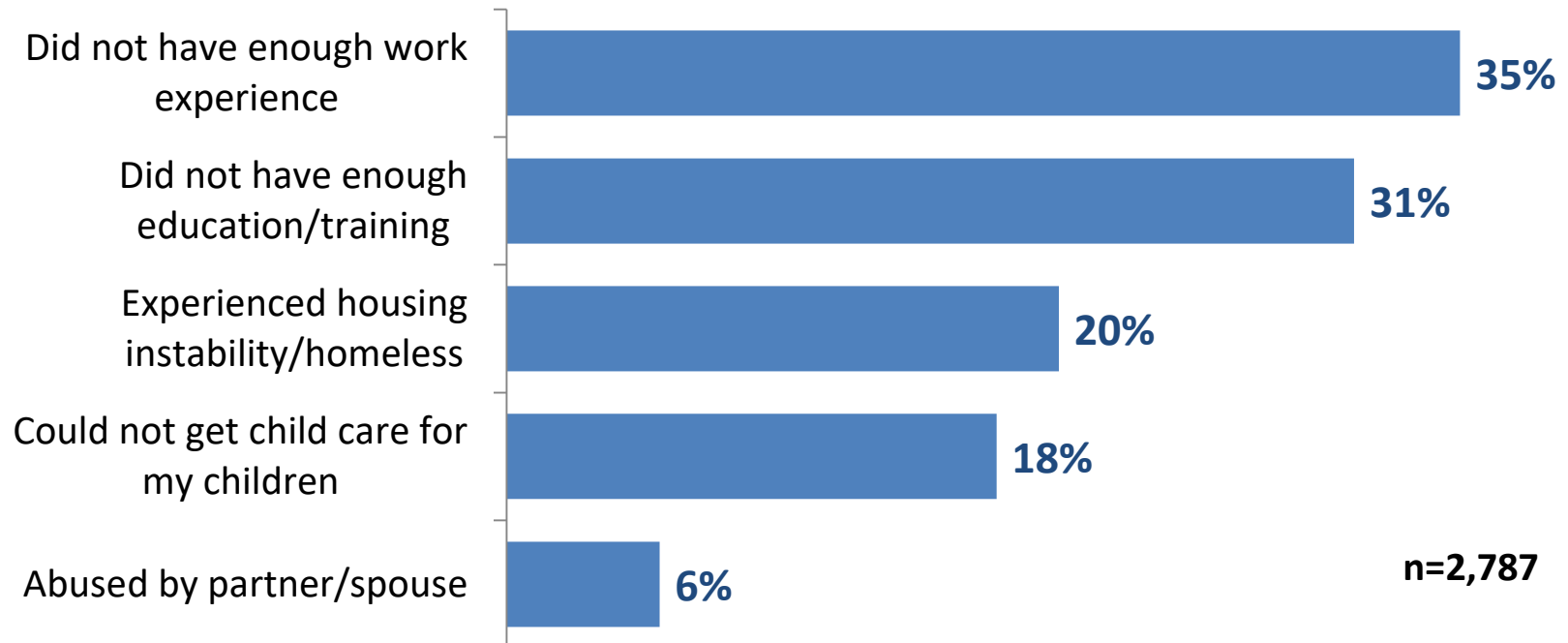
Important TANF Facts

- In 2011, the Council passed legislation to impose a 60-month lifetime limit on TANF benefits.
- In 2017, the District decided to remove all time limits and reframed TANF into a 2-Gen program.

Challenges in TANF

Today, the District still struggles with the best ways to ***get and keep*** customers engaged, especially when considering barriers to employment.

In the last year, have you ever had trouble working, looking for work, or attending a training program due to the following issue?

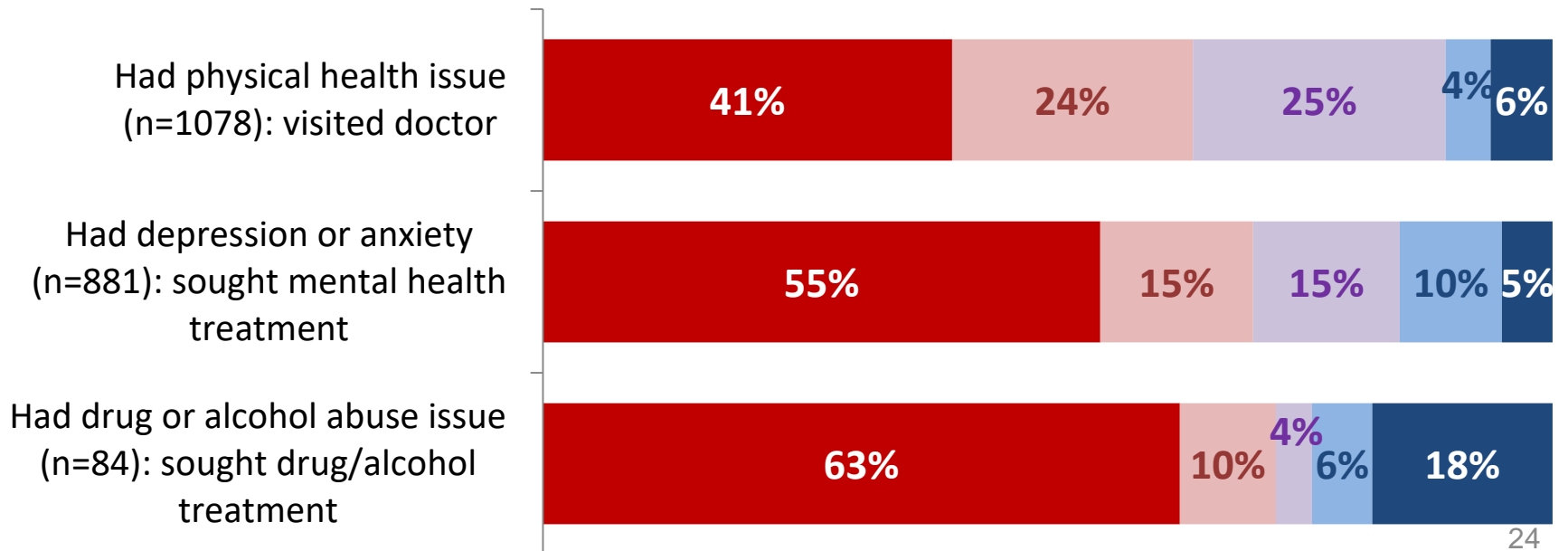


Challenges in TANF

Many customers do not get proper treatment for their **physical and mental health problems**.

In the last year, how often have you gone to see a doctor or other healthcare professional to treat your health issues?

■ **Never** ■ **Less than once a month** ■ **1-3 per month** ■ **Once a week** ■ **More than once a week**

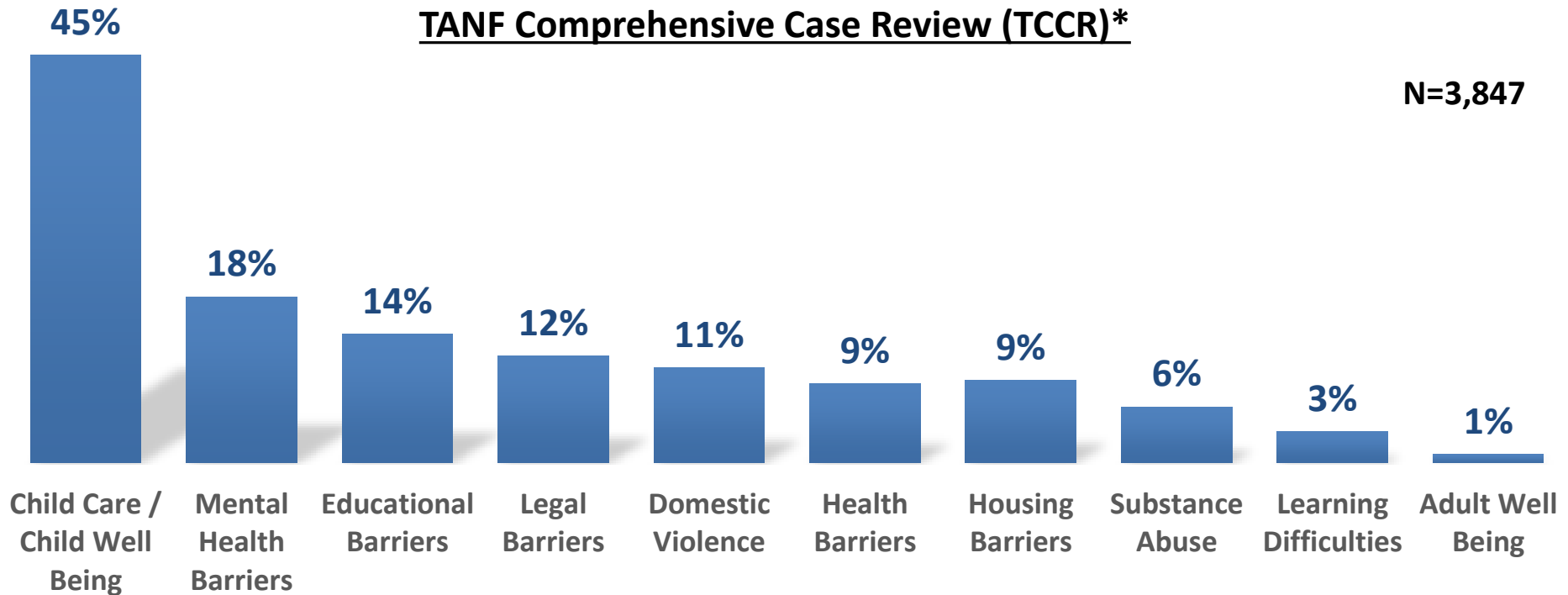


Challenges in TANF

Nearly half of families facing loss the of TANF benefits grappled with **child care** and **child well-being**.

Unmet Needs of TANF Families Identified through TANF Comprehensive Case Review (TCCR)*

N=3,847



* Between March 2015 and May 2016, DHS OWO conducted in-depth case review for a total of 3,847 TANF customers who had been on TANF for more than 60 months, and evaluated if their needs identified from the initial assessments had been met.

Good News in TANF

The District has made great progress in the following areas:

- Universal assessment (TCA);
- Performance- based contracting;
- Individualized service delivery model; and
- Partnerships with sister agencies and CBOs.



2Gen TANF Policy

The Budget Support Act for FY18 allocated funding **for the new 2Gen TANF Policy**. The new policy centers on two major program values:

1. That the enrichment, security and **well-being of children is paramount and cash income to a household is a protective factor for children;**

Since 21,900 children receiving TANF benefits. We do not want to eliminate the only source of income for many of these families. Children who are 6 years old or younger composed about 46% of all children receiving TANF in 2007 and they now constitute 56% of all children

2. That supporting parents to replace income from TANF with income from work through **meaningful engagement in education and employment activities** that increase their economic security is a program requirement.

We are here to serve our customers. Our TANF families face many challenges, such as low to moderate education or work experience, behavioral health and or substance abuse issues, and a lack of family support systems/networks and more

2Gen TANF Policy

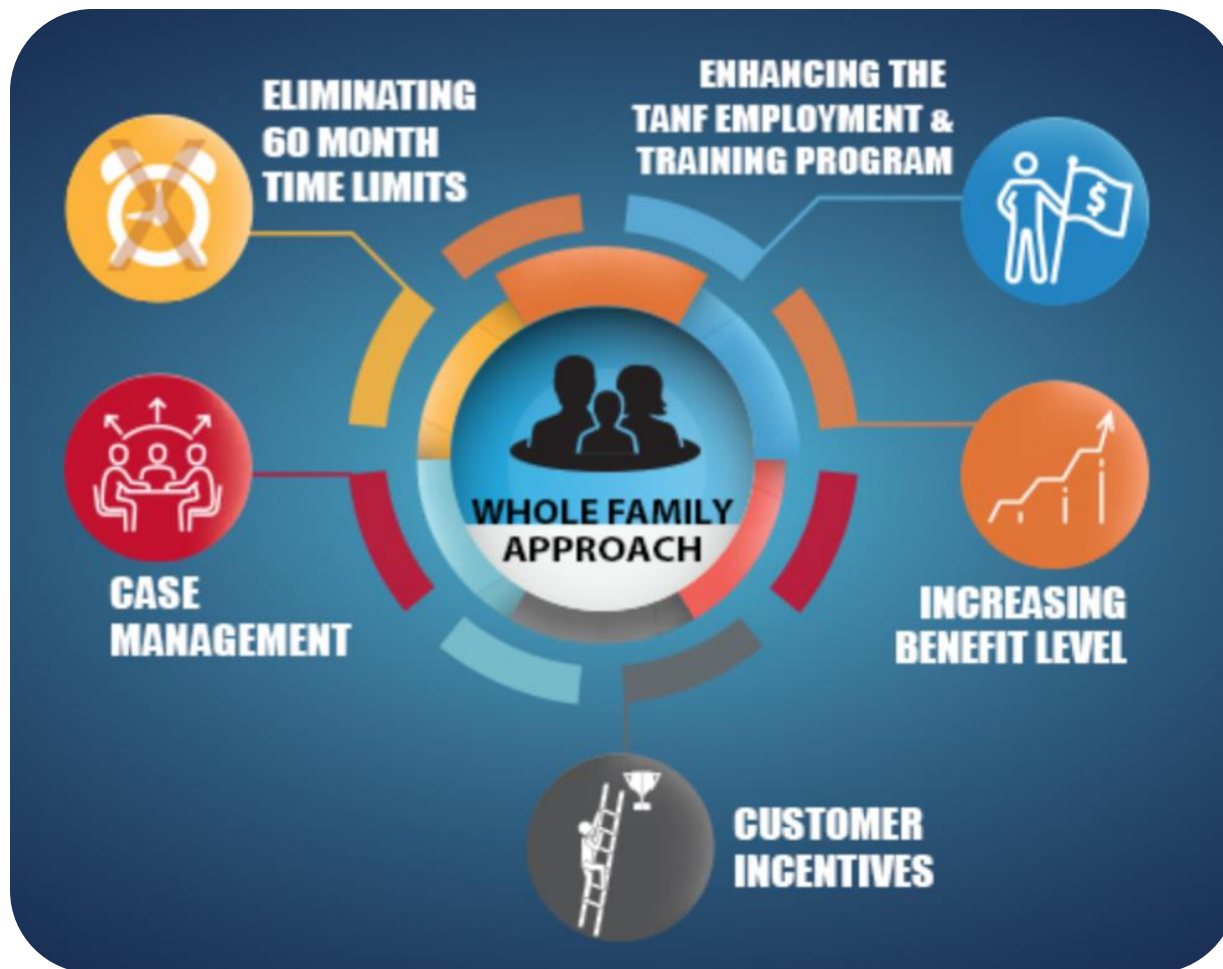
In FY18, the TANF program changed in three ways (effective April 1,2018):

1. **No Time Limit:** No time limit for families who receive TANF;
2. **Increased Benefits:** The benefit levels of families who received TANF for longer than 60 months increased; and
3. **Reduced Sanction:** The maximum sanction level for non-participation in work activities is 6% of the total TANF grant.

2Gen TANF Policy

In FY18, the TANF program changed in three ways effective **April 1, 2018**:

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2. ***Increased Benefits***: The benefit levels of families who have received TANF for longer than 60 months will increase; and
3. ***Reduced Sanction***: The maximum sanction level for non-participation in work activities will be 6% of the total TANF grant.



2 Gen Policy

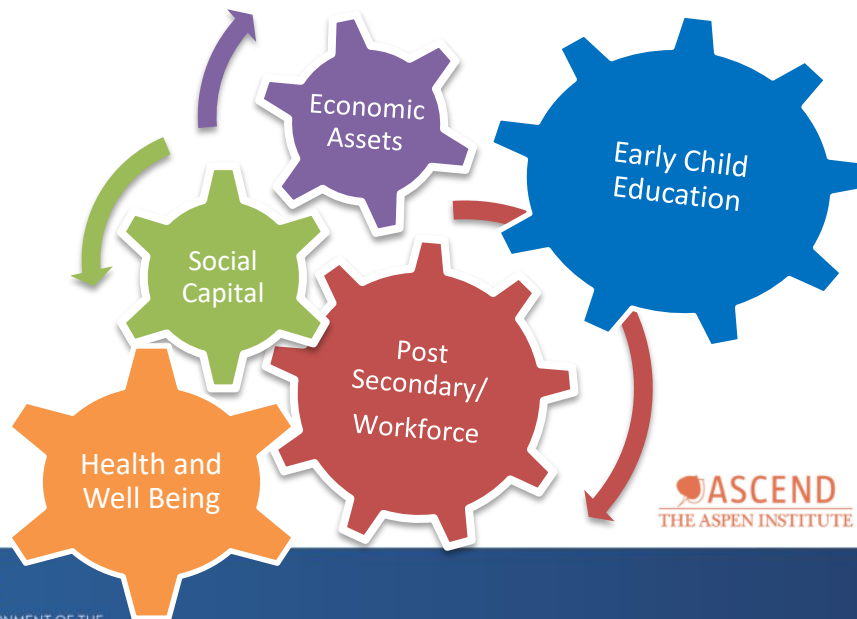


RECAP OF 2 GEN APPROACH

Two - Generation (2 Gen) Approach

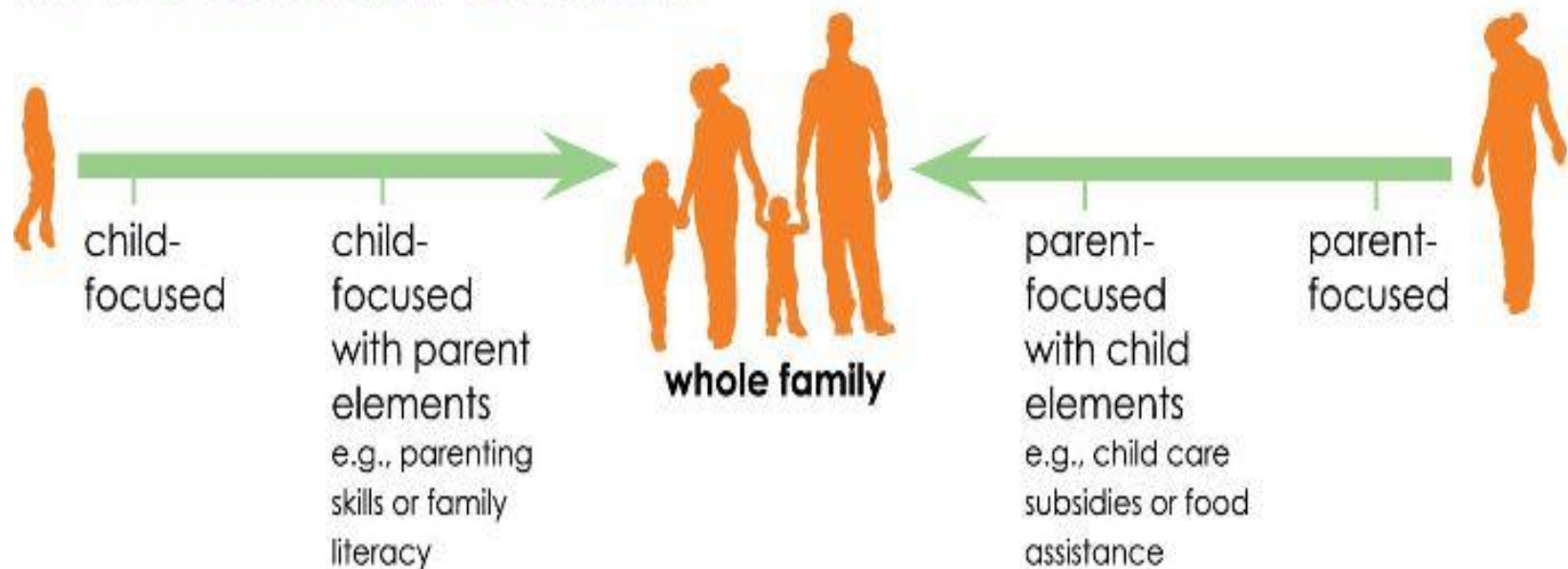
The 2 Gen approach addresses the needs of **two or more generations** at the same time. Addressing the needs of *parents and children together* harnesses the family's full potential in creating meaningful opportunities for families to grow their economic security and thrive.

- Supportive services focus on the whole family – recognizing the interconnectedness of well-being and workforce outcomes
- The 2 Gen approach can be applied to programs, policies, systems and research



Two - Generation (2 Gen) Approach

The Two-Generation Continuum



Old ways
won't open
new doors.

New Approach

CASE COACHING, EOT, & EMPLOYMENT SERVICES

Case Coaching Service Delivery

Application & TANF Comprehensive Assessment

- Orientation & Strengths Assessment
- Barriers to Employment
- Family & Child Well-Being
- Health/Behavioral Health/DV/Housing

Detailed Individualized Responsibility Plan

- Education & Occupational Training
- Career Pathways
- 2 Gen (Whole Family Approach)
- Family Services Coordination
- Bi weekly check-ins with customers

Support Services

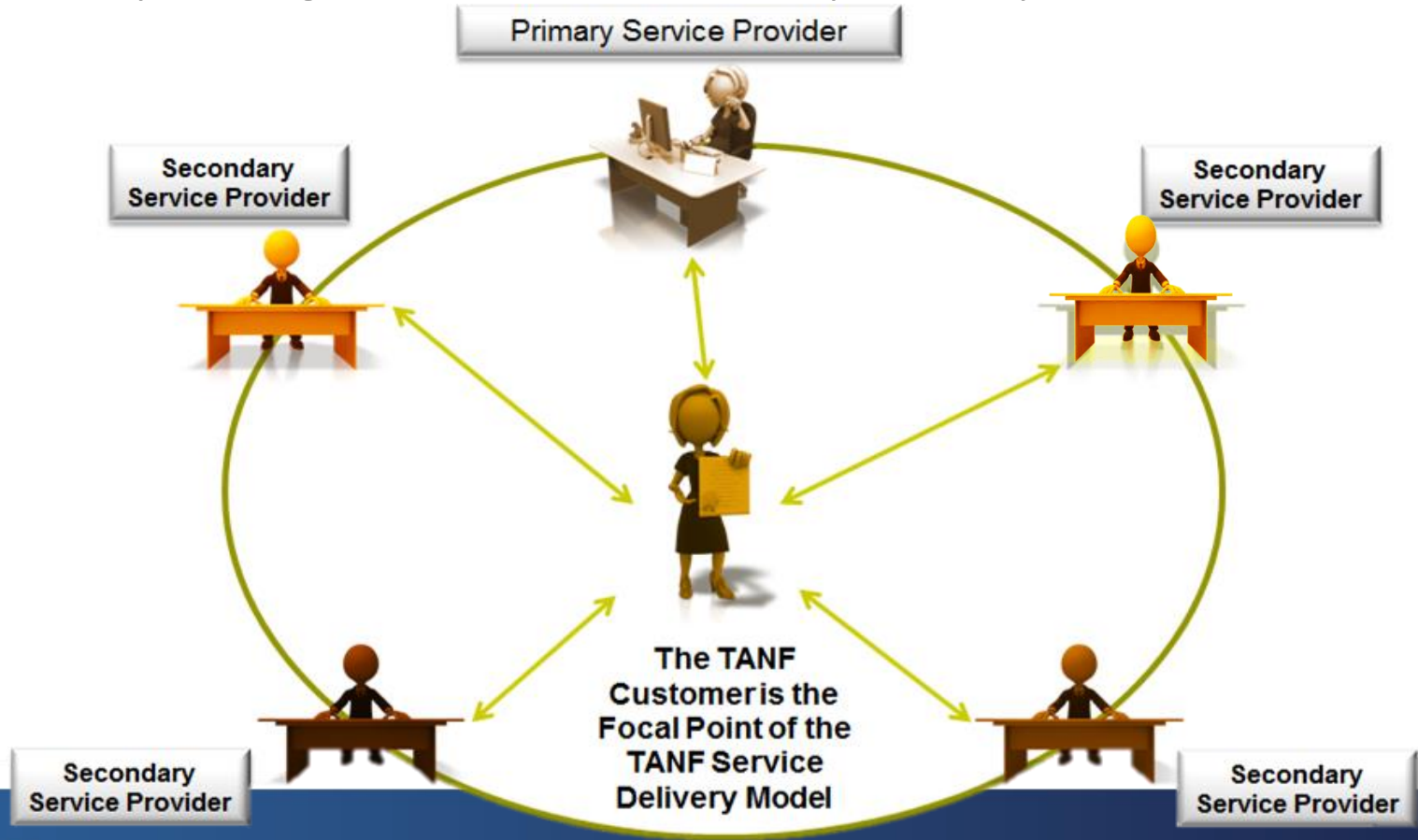
- Targeted Case Management and Coaching
- Child Care
- Transportation
- POWER
- TAPIT
- Integrated TANF/Homeless Services
- Family First Programs/Fatherhood/OCOF
- Mayor's Office on Returning Citizens Affairs (MORCA)

Service Delivery

- Performance-Based Contracts
- Partnerships with Sister Agencies
- Piloting National Best Practice Service Delivery Models

Provider Teaming

When families are engaged with more than one service provider, TANF Primary and Secondary Service Providers **work together** to holistically support a families service delivery need by crafting a Detailed Individual Responsibility Plan (DIRP).



Bridging 2 Gen

Case Coaching & Career Pathways

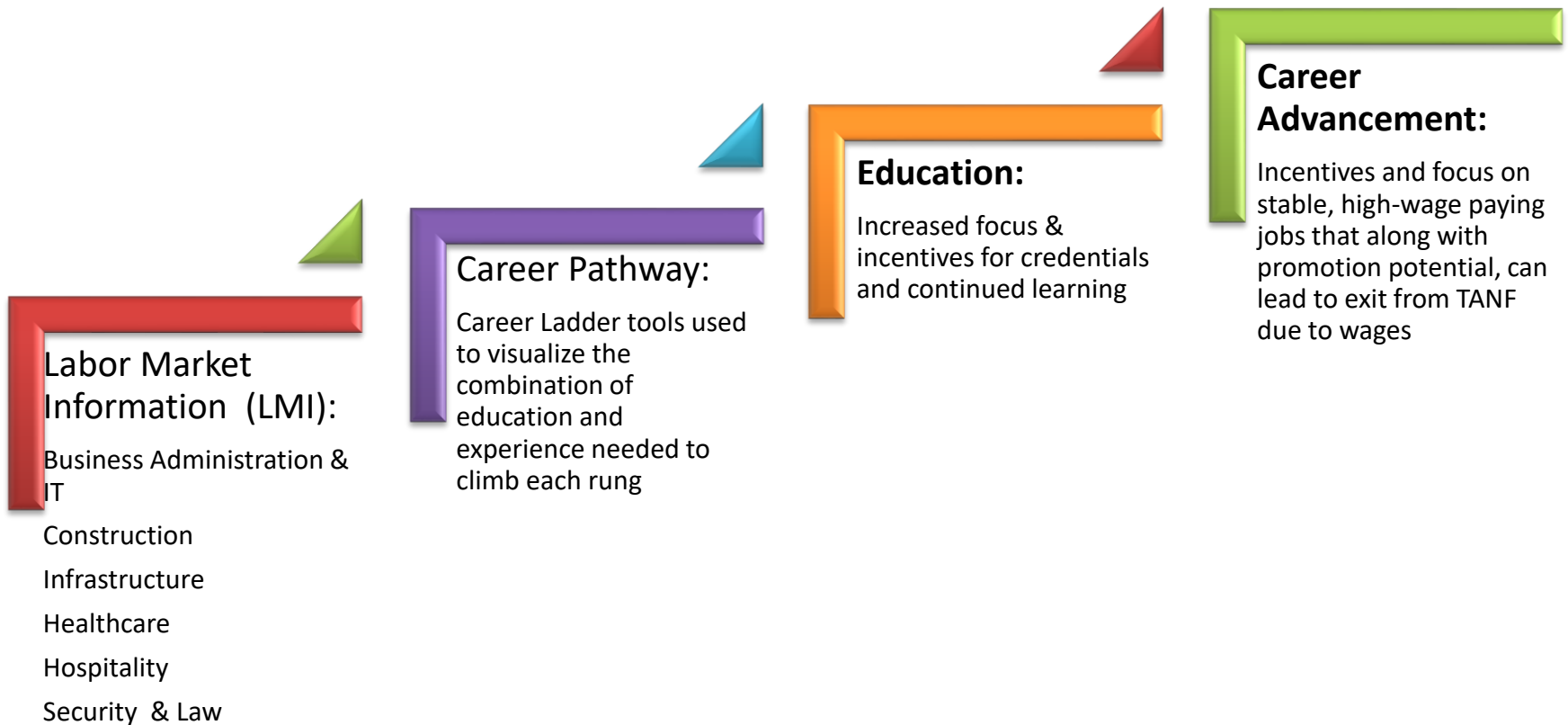
DHS is bridging 2 Gen, case coaching, and career pathways, to ensure customers are ready to receive and/or be placed in job placement activities.

The Provider employs **motivational, career-coaching techniques** that motivate the customer to complete education and occupational training program, such that they are ready to enter the workforce.

Once the EOT Provider deems the customer ready to enter employment within a **career pathway**, the customer shall be deemed employable and ready to receive Job Placement Services. This will be different for each customer.

Provider verifies the successful customer completion of the education and occupational training program and other job preparatory activities specified in the Customer Detailed Individual Responsibility Plan (DIRP).

Career Exploration



MOMS Program



MOMS

PARTNERSHIP

Every Mother Matters

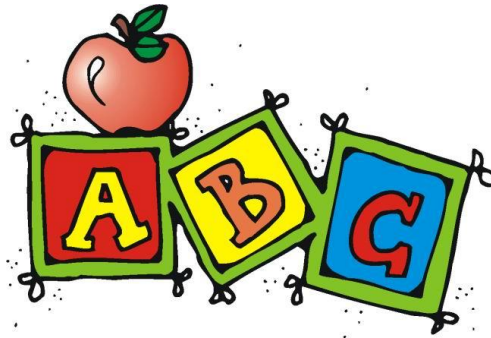


MOMs Update

Program Status

- 30 customers identified for April cohort (started April 2019); total 180 moms
- 20 customers identified for June cohort
- Continued recruitment for subsequent cohorts (who will function as the control group)
- Refining recruiting strategy
- Administrative data
 - DHS is developing metrics with Yale

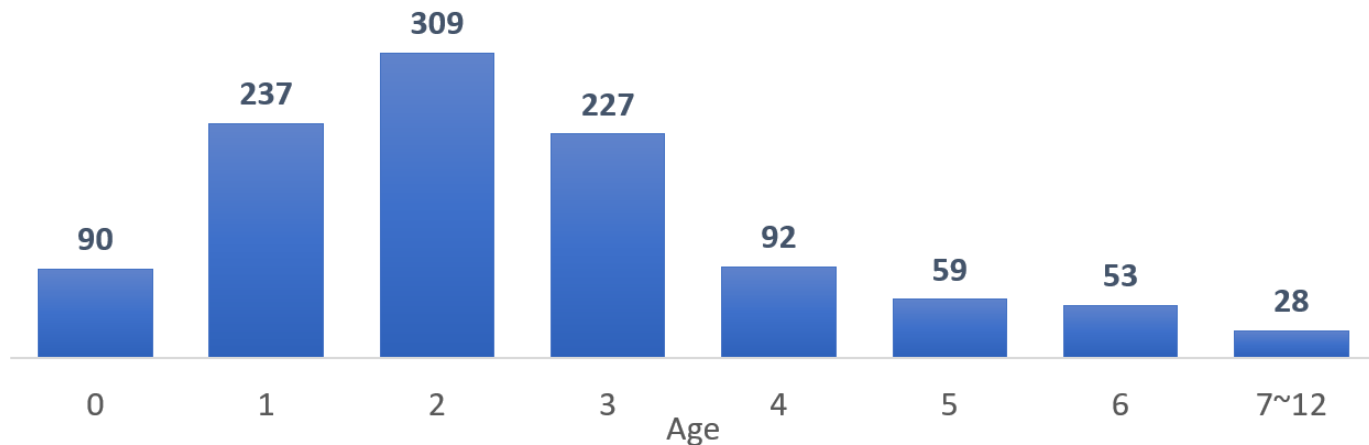
Child Care Data



Child Care Subsidy Program - Key Findings

- **Only one out of five TANF children under 5 years old participates** in child subsidy program.
- A total of **2,200 TANF children** are participating in child subsidy program in a given month.

Number of Children Placed with Subsidized Child Care Provider
per 1,000 TANF Children, by Age



Partners and Evaluation

POLICY EVALUATION



TANF Policy Evaluation

- DHS has established partnerships with research institutions to complete an impact evaluation of the Two-Generation TANF Policy, which went into effect April 2018. These partnerships include:
 - Yale University
 - The Urban Institute
 - The Lab @ DC
 - Ascend @ The Aspen Institute
- Specifically, DHS will assess the impact of the two generation TANF policy on **child well-being** and **parent outcomes**:
 - *Parent outcomes*- participation in education/employment, changes in wage, mental health status, rates of meeting goals in Individual Responsibility Plan (IRP), housing stability, etc.
 - *Child outcomes* – school participation, child health, child welfare, etc.

DHS Partnership with Yale

- **DHS partnered** with the with the Center on Policy Innovation for Family Mental Health at **Yale University's School of Medicine** to conduct a survey among TANF families, to assess TANF customers' needs and their expectation in the wake of the TANF policy change that became effective April 2018.
- Key components of **TANF policy changes**
 - Elimination of 60-month time limits
 - Reinstatement of full benefits to families who received reduced TANF benefits after 60 months – Increase of benefits for nearly 50% of TANF families
 - Cap of 6% of the TANF benefits as the maximum sanction level for adults' non-participation in work activities
- Yale conducted survey results and published its official report in June 2018 but limited the areas of analysis. **ESA DARE conducted further analysis**, including administrative data as well as survey results.

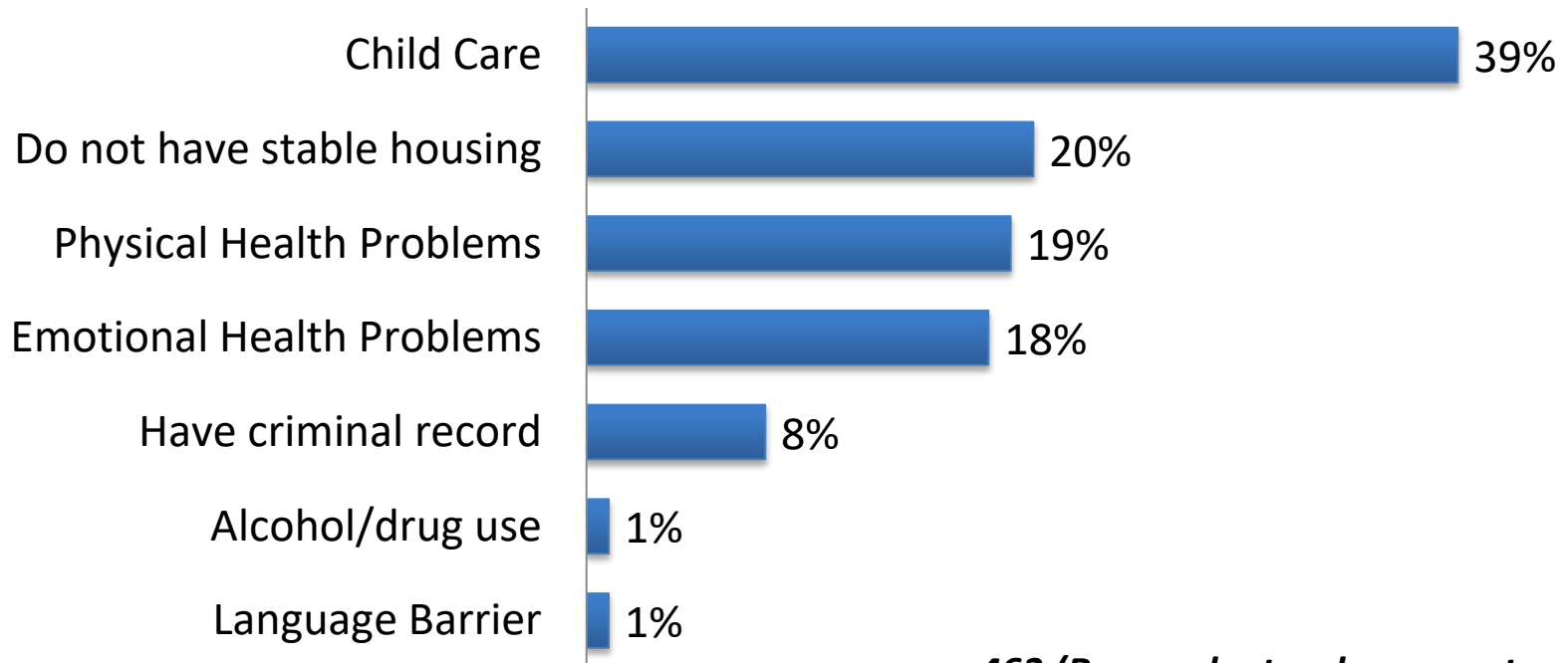
Overview of Survey

- **Objectives**
 - Learn about challenges and barriers of TANF customers in a variety domains, including economy, child care, health care, etc., prior to the change of TANF policy.
 - Learn about patterns of TANF families' resource utilization.
 - Build the framework to monitor the effectiveness of the new policy change ongoing.
- **Survey Target Population:** 7646 adults (head of household >18 years old) receiving TANF as of March 2018 and expected to receive benefits in April 2018 as well.
- **Survey Participants:** 634 individuals completed survey.
- **Survey Method:** Phone interview or face-to-face interview.
- **Survey Administration Time Period:** March 6 – April 10, 2018.
- **Surveyors:** DHS Office of Work Opportunity (OWO), Home Visitor Grantees, and TANF Employment Program (TEP) providers, and CORE.
- **Source of Data**
 - Survey data for survey questions
 - Administrative data (DCAS/CATCH) whenever available

Barriers to Employment

Child care, housing, and physical/emotional health were identified as Primary barriers to employment

What are the barriers you face for not working?



n=463 (Respondents who are not working)

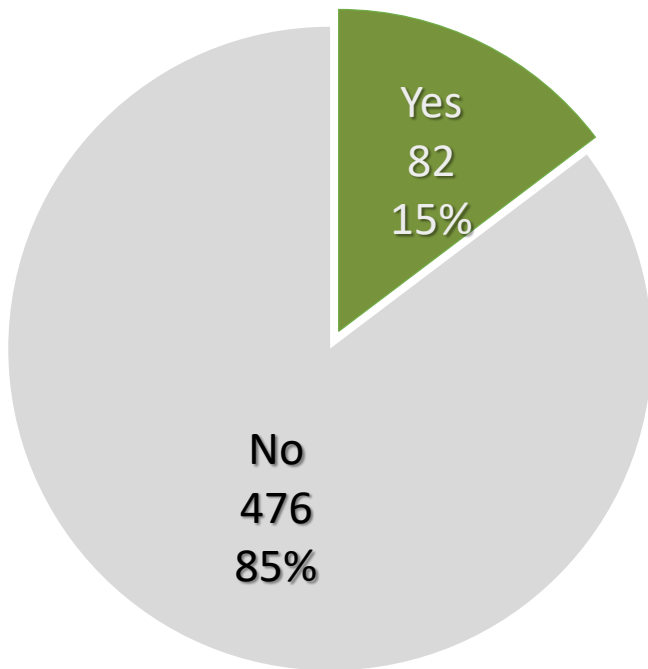
** Respondents may have identified more than one barrier.*

Finance & Spending Management

Financial Management

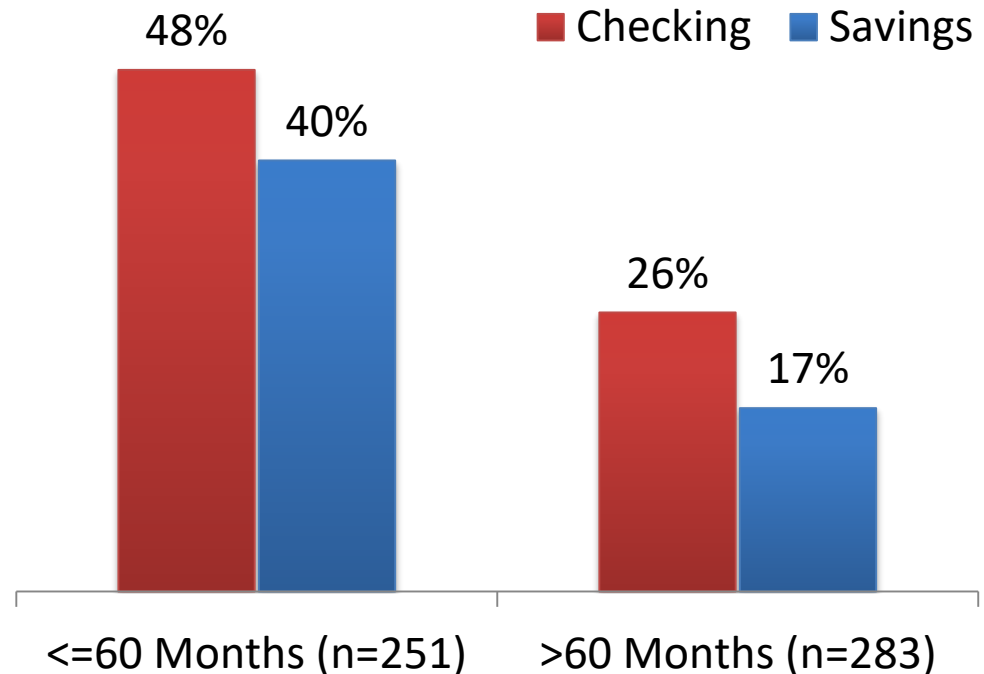
15% have saved money for emergencies; TANF long stayers are less likely to have checking or savings account.

Money Saved for Emergencies



n=558

Have Checking/Savings Account



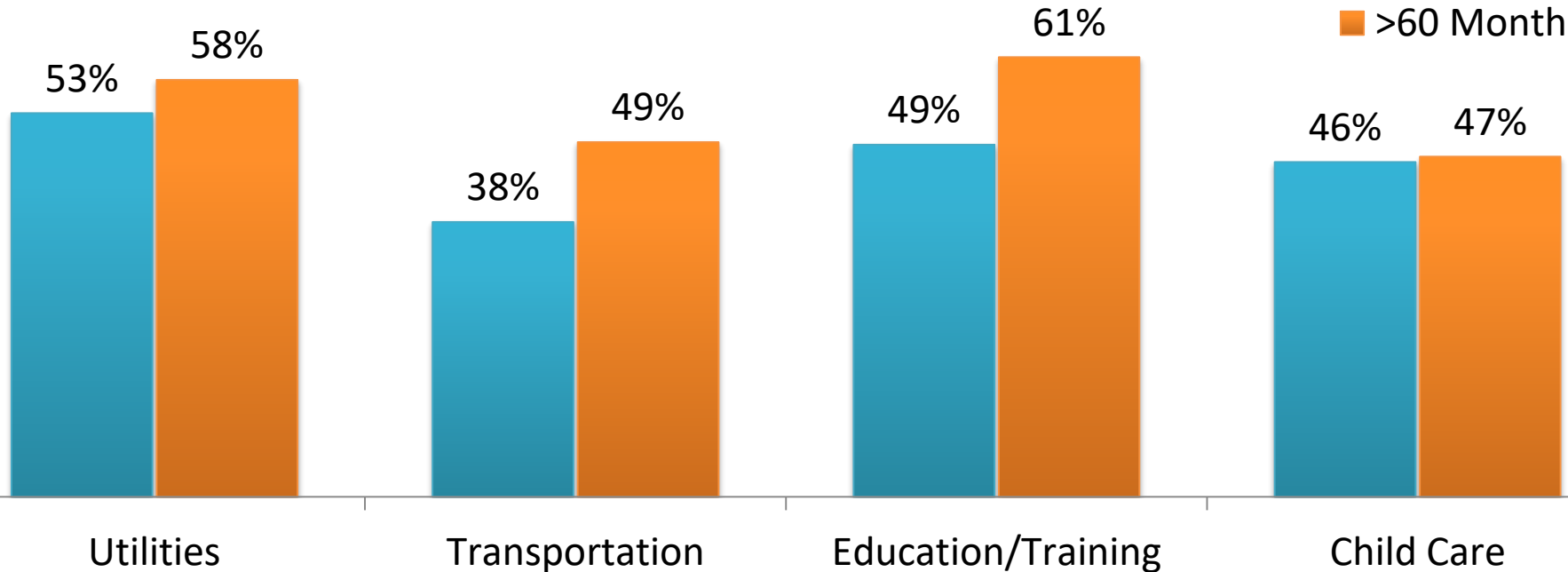
Financial Affordability

Many of TANF customers cannot afford to pay for utilities, transportation, education/training and child care; and TANF long stayers express more financial challenges.

I cannot afford to pay for: (Agree & Strongly Agree)

■ ≤60 Months

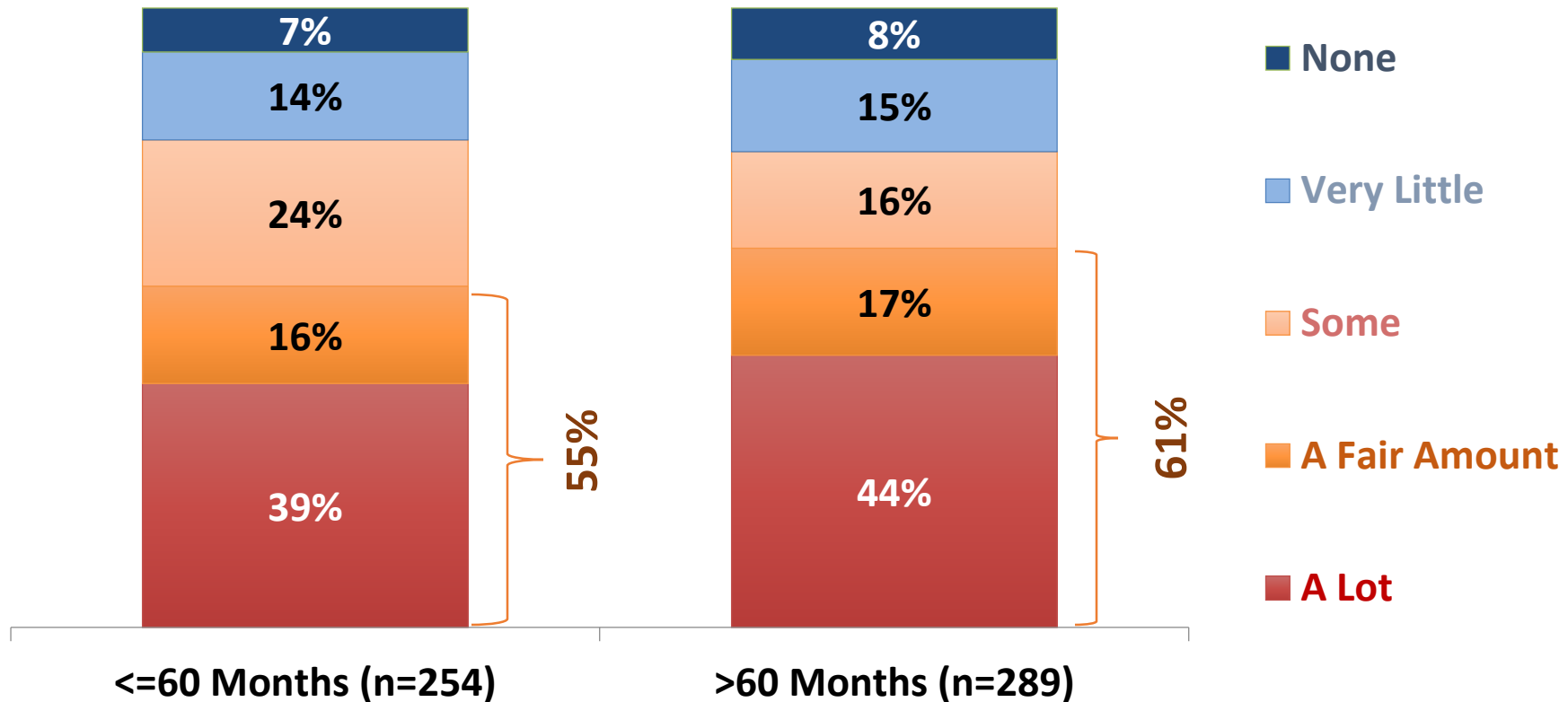
■ >60 Months



Stress about Personal Finances

More than half of customers indicated that they consistently worry about their personal finances.

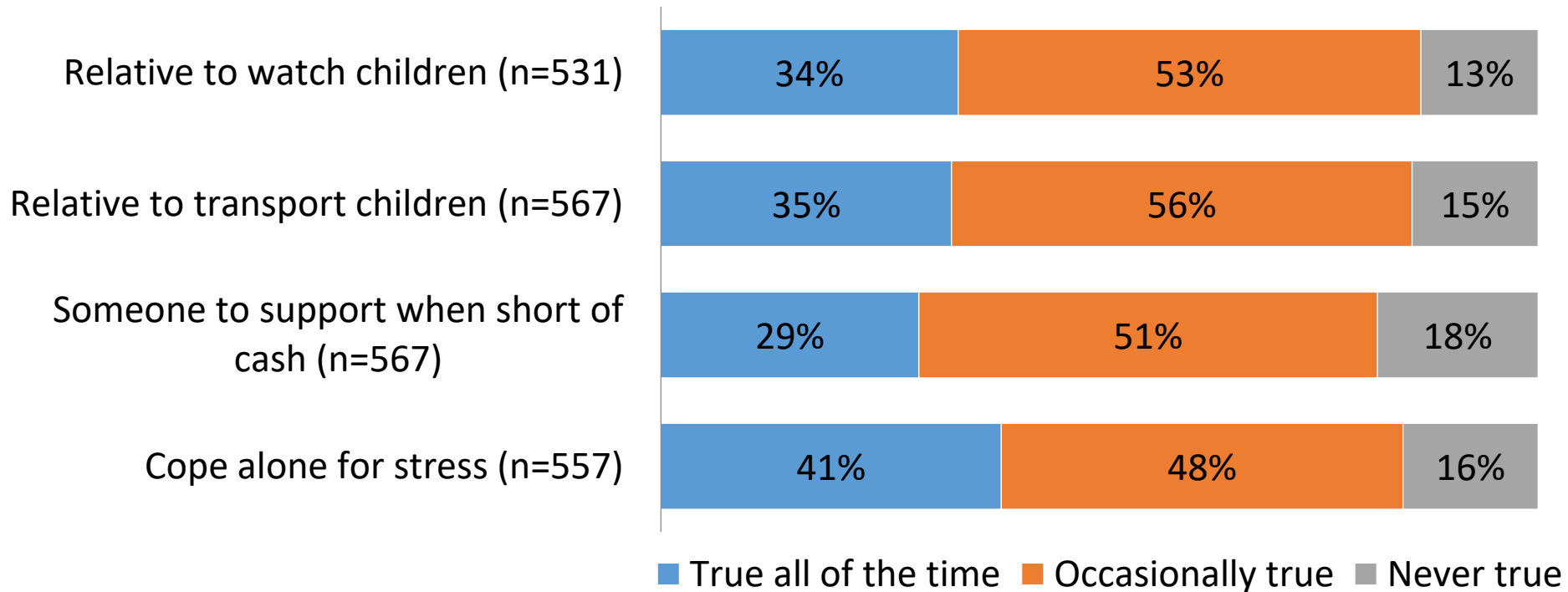
How much stress or worry do you feel about your personal finances?



Resources to Support families

1 of 3 customers indicated they received baby sitting, transportation or money from family and friends when they needed .

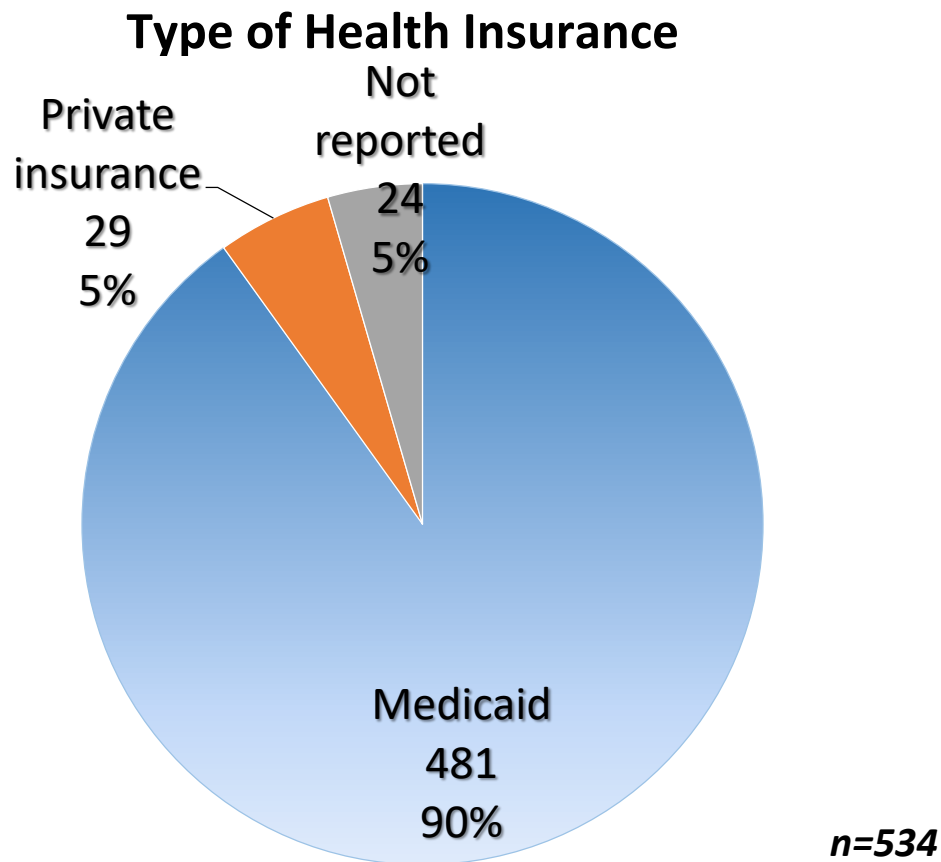
Support Services from customers' families and friends



Health and Family Well-Being

Health Insurance

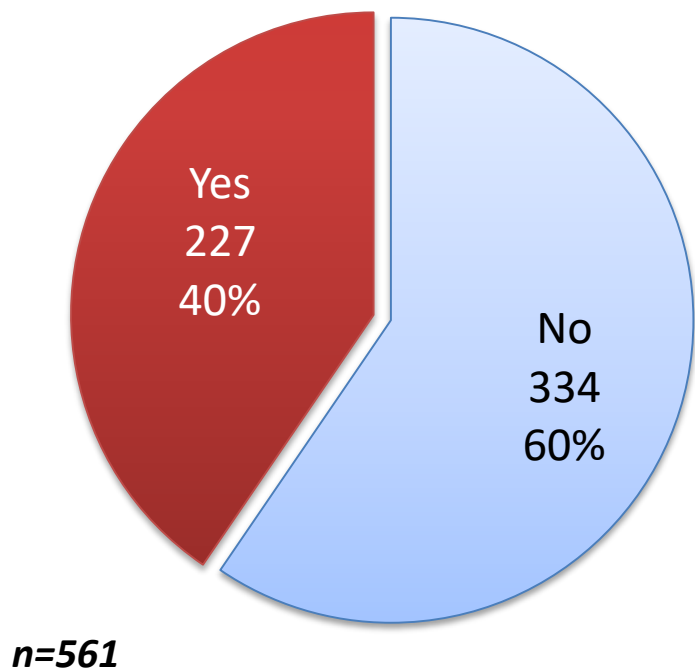
Almost all of the customers (96%) who responded to the survey have health insurance coverage.



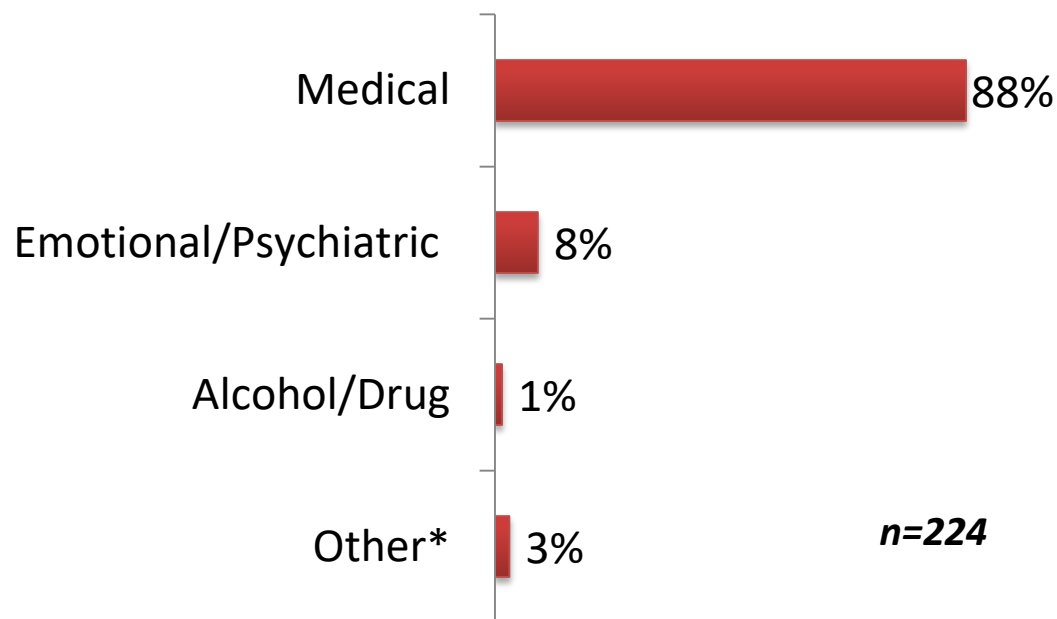
Parents' Health Care

2 out of 5 customers reported to visit ER for themselves in the past year, primarily for medical condition.

Emergency Room Visit Last Year



Reasons for ER Visits

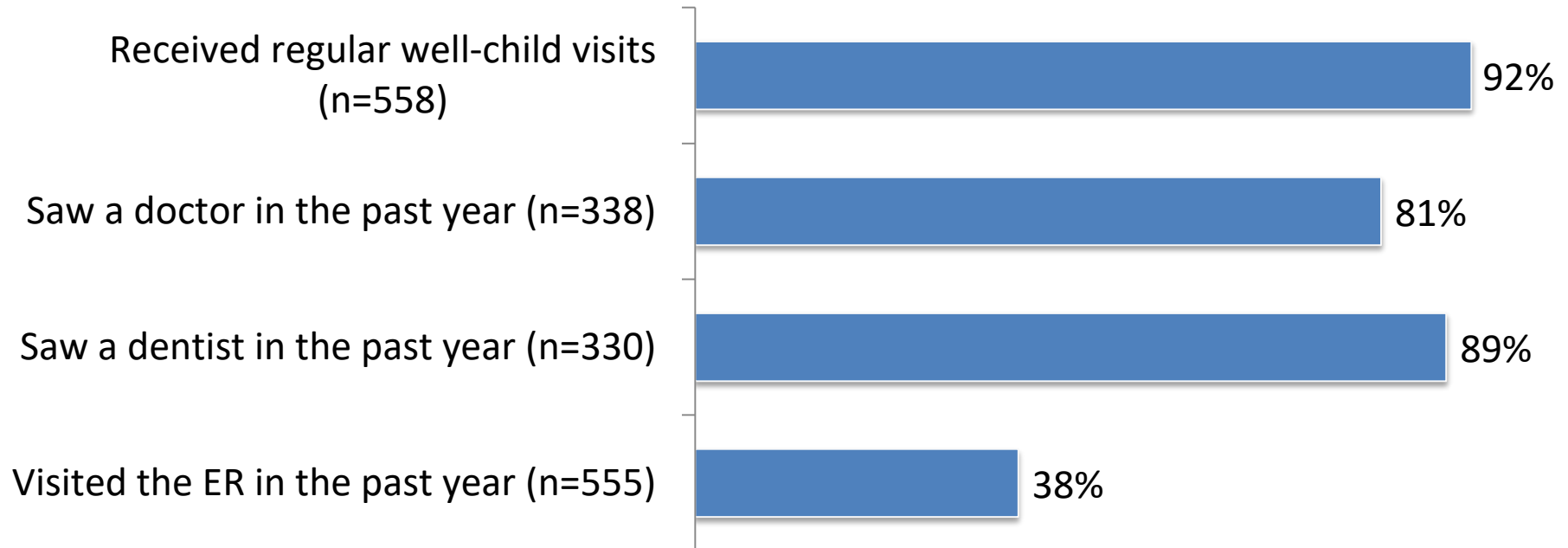


**Other is related to auto accident, work and personal issue*

Children's Health Care

**9 of 10 children received regular well-child visits
while 2 of 5 visited ER in the past year.**

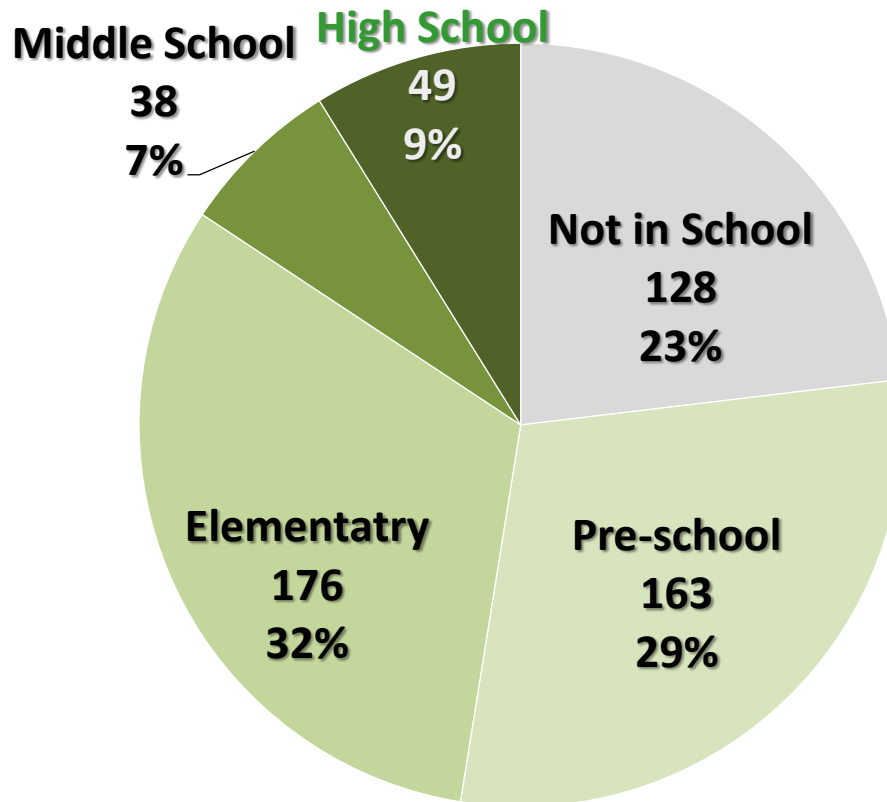
Child Health Status



Child(ren) Education

3 of 4 children are attending schools, including day care & pre-school.

Grades Children are attending

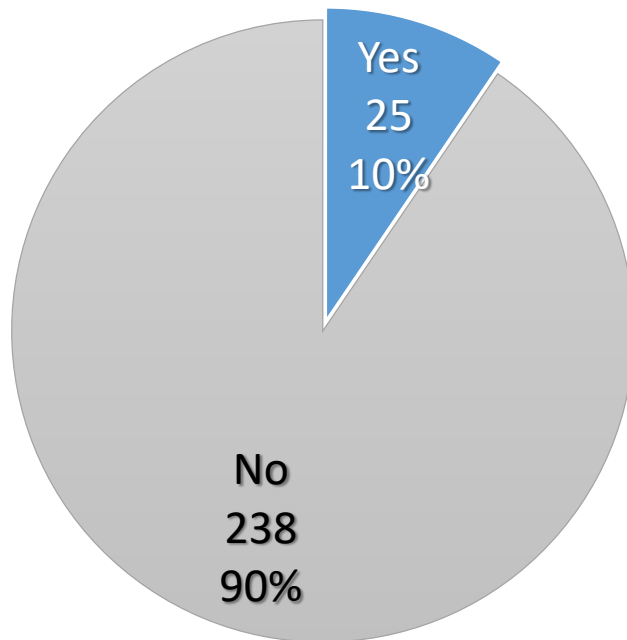


n=554

Child(ren) Education

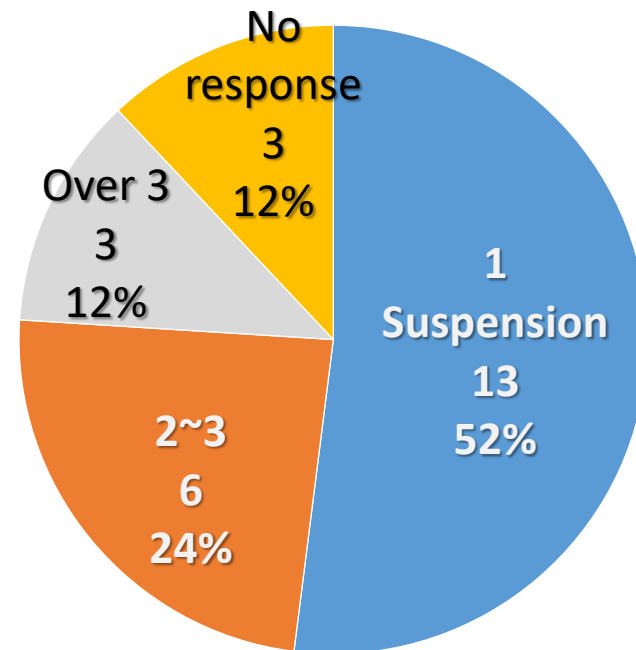
1 of 10 children who are attending schools reported to be suspended. Out of all suspended children, half of them had it at least once

No. of Students Suspended



n=263

Frequency of Suspensions in the last year



n=25

Note: 263 children reported to be in schools from elementary to high school.



DHS Initiatives: Improving the Customer Experience

DHS SERVICE CENTER NAVIGATOR PILOT PROJECT

Thank You!



Committee Reports

Committee Reports

- I. Health and Well-being
 - Colleen Sonosky and Dr. Anjali Talwalkar
- II. Family Support and Early Intervention
 - Latoya Smith and Pamela Brown-White
- III. Data, Needs Assessment and Insights
 - Shana Bartley and Dr. Margareth Legaspi
- IV. Program Quality
 - Cecilia Alvarado
- V. Finance and Policy
 - Judy Berman and Stacey Collins



PDG B-5 Update

Listening Sessions

- 26 Listening sessions completed to date, with 84 families.
- Participants include:
 - Large families
 - Non-English speakers
 - Teen parents
 - Dads
 - Grandparents
 - Single Moms
 - Working parents
 - Those who have been in shelters
- Major topics covered
 - Child care / education (selecting, hours, etc.)
 - Transportation
 - Healthcare
 - Housing
 - Jobs / Education
 - Finances and Financial Support

Emerging Themes

1. Child care centers (and directors) are a key source of information and connections to programs for families.
2. There is a gap in support between emergency support, and support to allow parents to achieve financial independence.
3. Some bureaucracy limits families' choices (jobs, training).
4. Child care hours can limit job opportunities.
5. Transportation is a major concern.
6. If I don't hear about it from word-of-mouth, I Google it.
7. Non-English speakers can feel like they are offered fewer services.
8. Healthcare, high-quality child care facilities, developmental intervention programs, and rapid rehousing were all very highly praised.

Quotes

“They wouldn’t hire me because I couldn’t get to my job before 7:30am because of child care drop-off.”

“Patty [Our Child Care Outreach Director] goes to OSSE meetings and then has parent meetings. She tells us everything we need to know.”

“To get recertified you have to wait hours to hand in one paper. Why can’t I do that online?”

“My Mom was letting my daughter and I stay with her, but I had to go to a shelter to qualify for support.”

“I pay 30 percent of market [rent] rate now. How am I going to learn how to get to 100 percent?”

Emerging Themes - Details

- **Child care centers (and directors) are a real lifeline for families.** Directors connect families with vouchers, housing, screening, parenting programs, programs they are eligible for, learning about the DC school lottery, even diapers and food pantries.
- **There is a gap in support between emergency support, and allowing parents to achieve financial independence.** While families seek full time employment and training, they often find they can't pay for child care, all their expenses, and market-rate rent. Similarly families with two working adults find they don't qualify for programs and feel worse off.
- **Some bureaucracy limits parents choices.** Getting child care vouchers and TANF can take multiple days of hours-long visits to DHS. This can put their jobs/job hunt in jeopardy and is very difficult to coordinate with child care.
- **Child care hours can limit job opportunities.** Many parents sought jobs in fulfillment centers, hospitality, and driving, which required non-traditional hours. Single parents had to restrict their choices, and also limit the child care and school centers to those that fit their geographic constraints with travel.

Emerging Themes - Details

- **If I don't hear about it from word of mouth, I Google it.** Nearly everyone mentioned that if they don't have a strong social network, they rely on Google to find what they need (e.g., "Free diapers in DC").
- **Non-English speakers can feel like they are treated differently.** While many native-DC residents were presented with a variety of eligible programs (e.g., at DHS), some Spanish speakers felt they were only provided what they had specifically asked for, and not more.
- **Some programs were very highly praised.** Generally the childcare voucher program, high-quality child care, Medicaid, and Rapid Re-housing were considered excellent and very beneficial. Participants felt their children's medical and social needs were well taken care of.



Legislative Update

Questions?

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Announcements



Public Comment



Thank You!