State Early Childhood Development Coordinating Council (SECDCC)

Jan. 10, 2019

Agenda

I. Welcome and Introductions

II. Legislative Update

III. Early Learning Supply and Demand in the District of Columbia: Using Data to Identify Critical Gaps

IV. Preschool Development Grant Birth to Five (PDG B-5) Funding Award

V. Committee Reports

VI. J.B. and M.K. Pritzker Family Foundation Funding Opportunity

VII. Announcements

VIII. Public Comment

Today's Objectives

- Discuss implications of the Early Learning Supply and Demand in the District of Columbia: Using Data to Identify Critical Gaps
- Share next steps for the Preschool Development Grant Birth to Five (PDG B-5) funding award
- Provide guidance on the J.B. and M.K. Pritzker Family Foundation funding opportunity

Legislative Update

Legislative Update

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Early Learning Supply and Demand in the District of Columbia: Using Data to Identify Critical Gaps

January 10, 2019

Early Learning Supply and Demand in the District of Columbia:

Using Data to Identify Critical Gaps

50 YEARS • 1968 – 2018

Bainum Family Foundation SM

Circle of Collaboration

Why We Conducted This Research

Real Progress in D.C. But Some Lingering Questions

- Answer three critical questions:
  - **How big is the gap** between supply and demand of high-quality early learning seats for infants and toddlers?
  - **Where are the greatest gaps**, in terms of geography?
  - **What investments are needed** to make progress in this work?

- Highlight where future investments and interventions are needed
  - District partnering with Low Income Investment Fund (LIIF) on ***Access to Quality Child Care Expansion*** **(AQCCE)** investments
  - Foundation partnering with Reinvestment Fund on ***Early Learning Quality Fund*** **(ELQF)** investments

Why Measuring Supply and Demand is Difficult

Demand

- No complete dataset exists
- Must account for residents and commuters
- Insufficient data on parental preferences
- Don’t want to “undercount“ demand, so we use a “maximum demand scenario”

Supply

- No complete dataset exists
- Most data is on formal, licensed providers
- Limited data on age
- Limited data on informal care
- Limited data on affordability

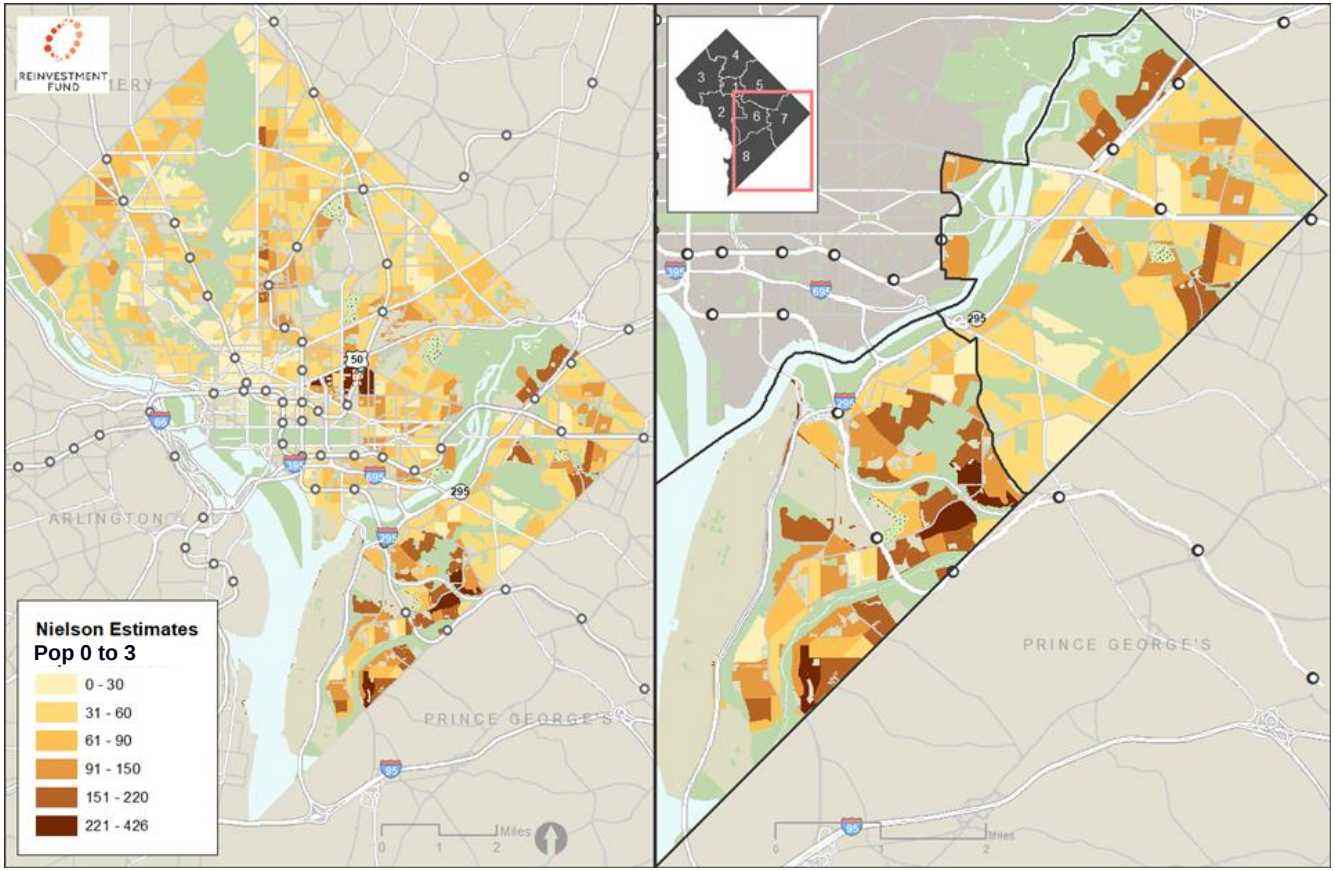
D.C. Stakeholder Group Helped Guide Work

Methods, Analysis and Findings Vetted by Local Experts

- Child Care Aware of America
- DC Action for Children
- DC Association for the Education of Young Children
- DC Child Care Connection
- DC Early Learning Collaborative
- DC Family Child Care Association
- DC Fiscal Policy Institute
- DC Head Start Association
- DC Office of Planning
- DC Policy Center
- Department of Consumer and Regulatory Affairs, Office of the Zoning Administrator
- My School DC
- Office of Council Member Elissa Silverman
- Office of Council Member Robert White
- Office of the City Administrator
- Office of the Deputy Mayor for Education
- Office of the State Superintendent of Education, Division of Data, Assessment and Research
- Office of the State Superintendent of Education, Division of Early Learning
- Quality Facilitator Program Manager, Hurley and Associates
- Raise DC
- The Lab @ DC
- Washington Area Women's Foundation

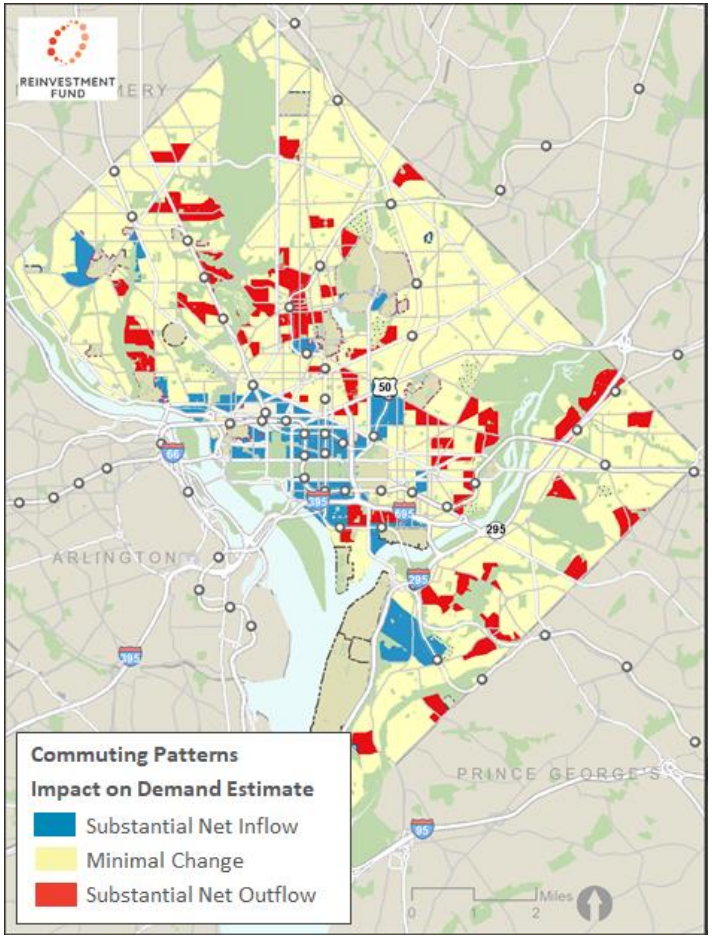
Estimating Demand

Resident Population of Infants and Toddlers (Children Ages 0 Up to 3)

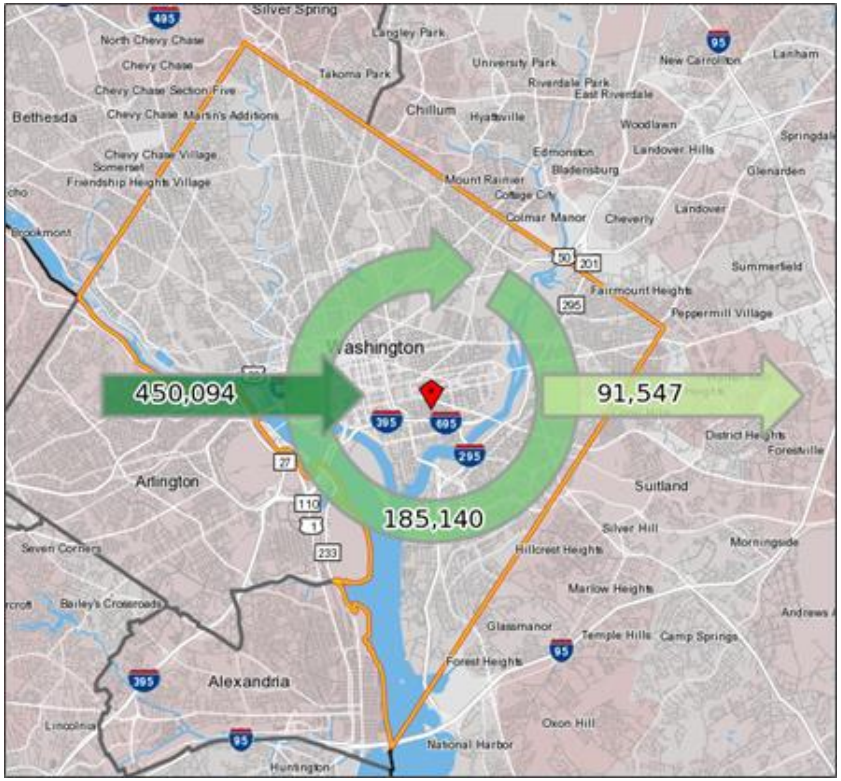


27,157 infants and toddlers in the District

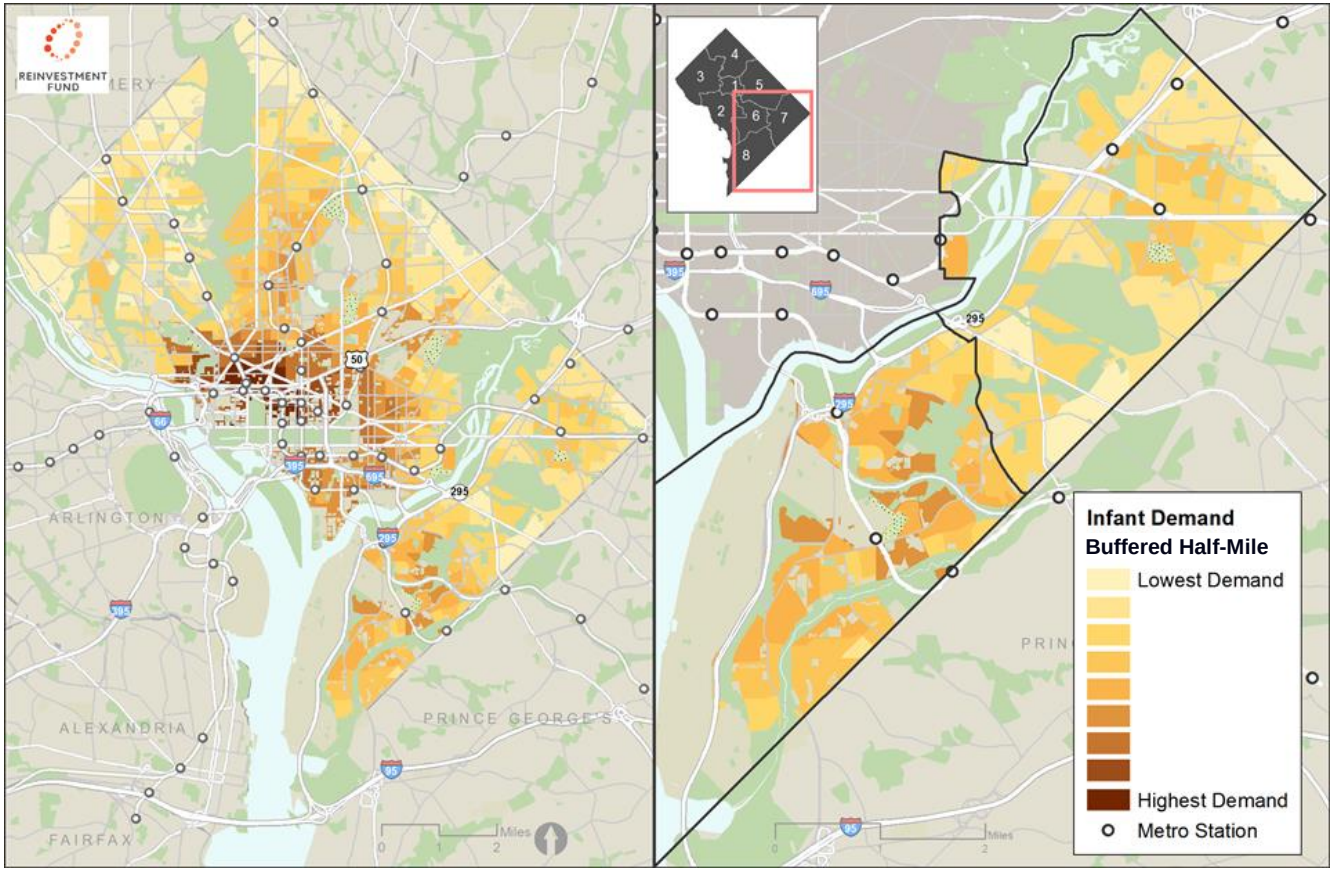
Demand Accounts for Where Children Live *and* Where Their Parents Work



Regional Commuting Patterns



Estimated Demand for Infant and Toddler Early Learning



Demand Components

27,157 **Resident children***

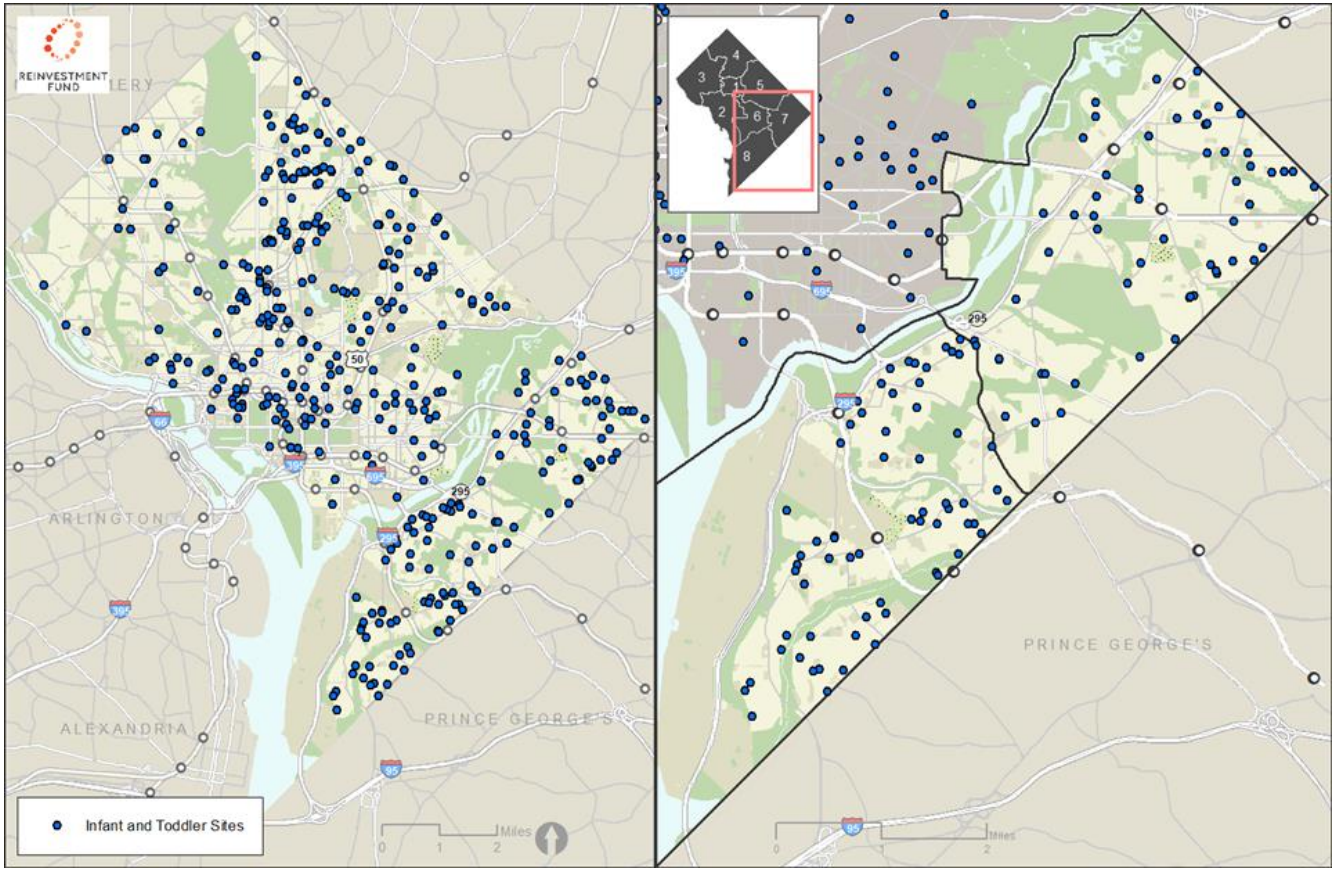
9,414 **Nonresident children of commuters**

36,571 **Maximum potential cemand**

** If care was sought for every child under age 3*

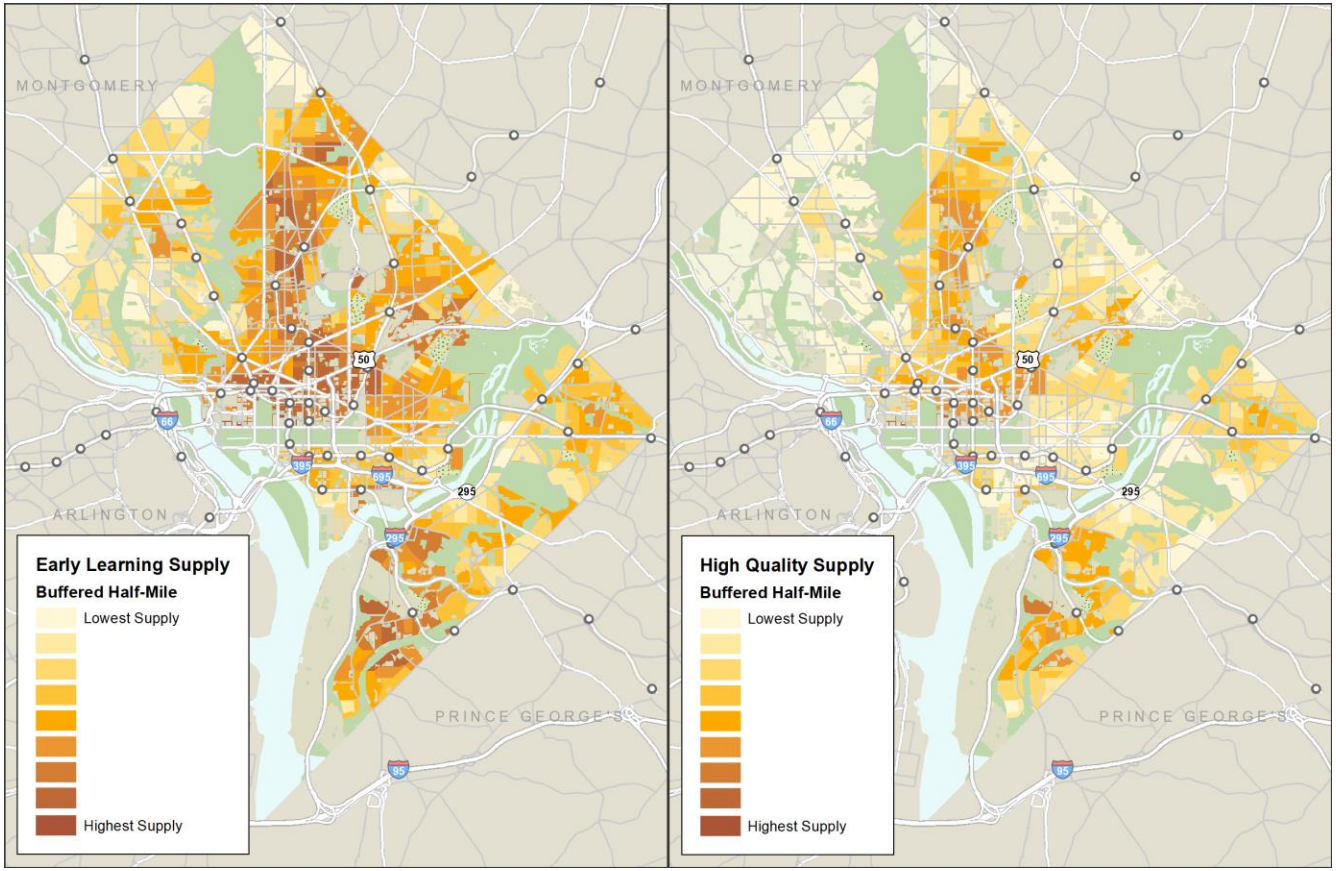
Estimating Supply

Location of D.C.'s 382 Providers Serving Infants and Toddlers



166 of 382 considered to be high quality

D.C. Has a Supply of 8,214 Infant and Toddler Seats, of Which 5,373 Are High-Quality Seats



Supply includes formal, regulated or licensed seats only

Calculating Shortages

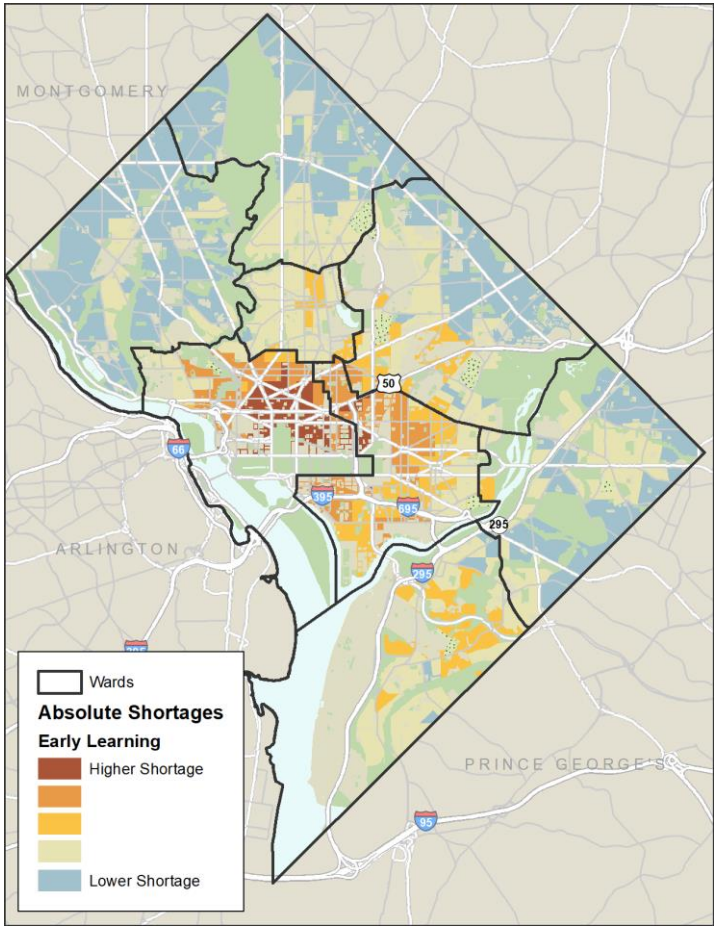
Summary of Supply, Demand and Absolute Shortage, by Ward (Ages 0 to 3)

	All Supply	High-Quality Supply	Demand	Absolute Shortage	Absolute High-Quality Shortage
Ward 1	839	654	2,583	1,744	1,929
Ward 2	1,705	1,024	9,961	8,256	8,937
Ward 3	460	98	2,838	2,378	2,740
Ward 4	1,248	761	3,450	2,202	2,689
Ward 5	1,062	586	3,645	2,583	3,059
Ward 6	719	465	5,062	4,343	4,597
Ward 7	894	652	3,644	2,750	2,992
Ward 8	1,287	1,133	5,387	4,100	4,254
Citywide	**8,214**	**5,373**	**36,571**	**28,357**	**31,198**

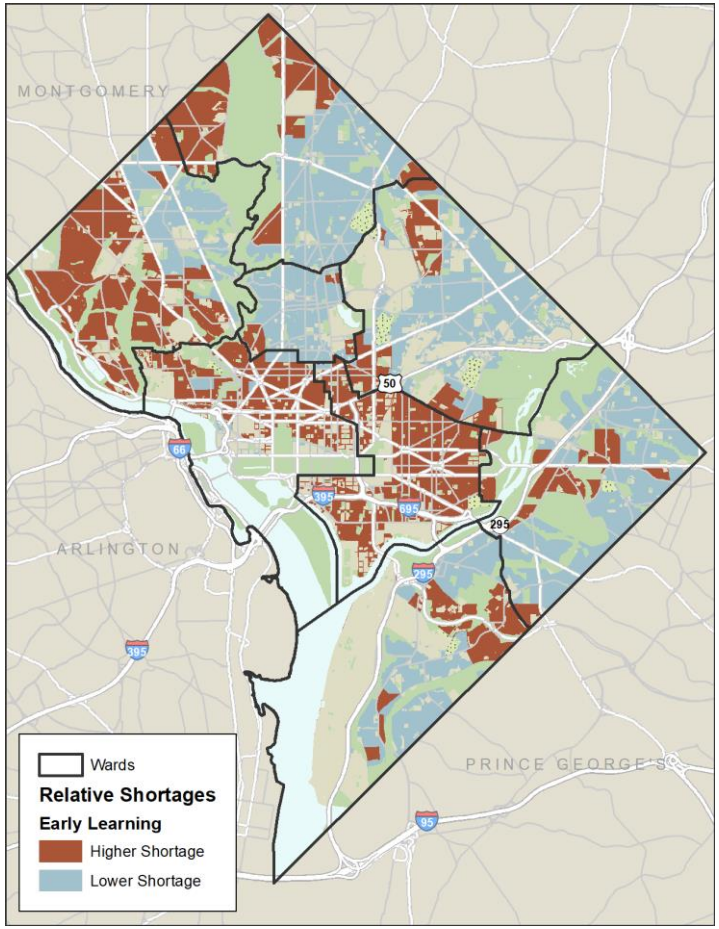
Includes large number of nonresident children of commuters

Comparing Relative and Absolute Shortages

Absolute Shortages



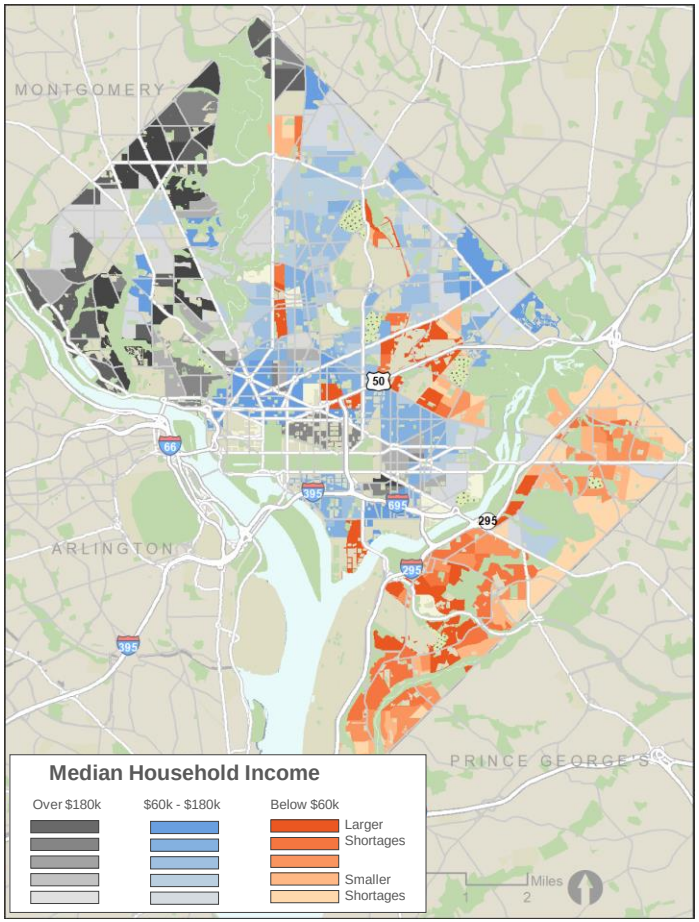
Relative Shortages



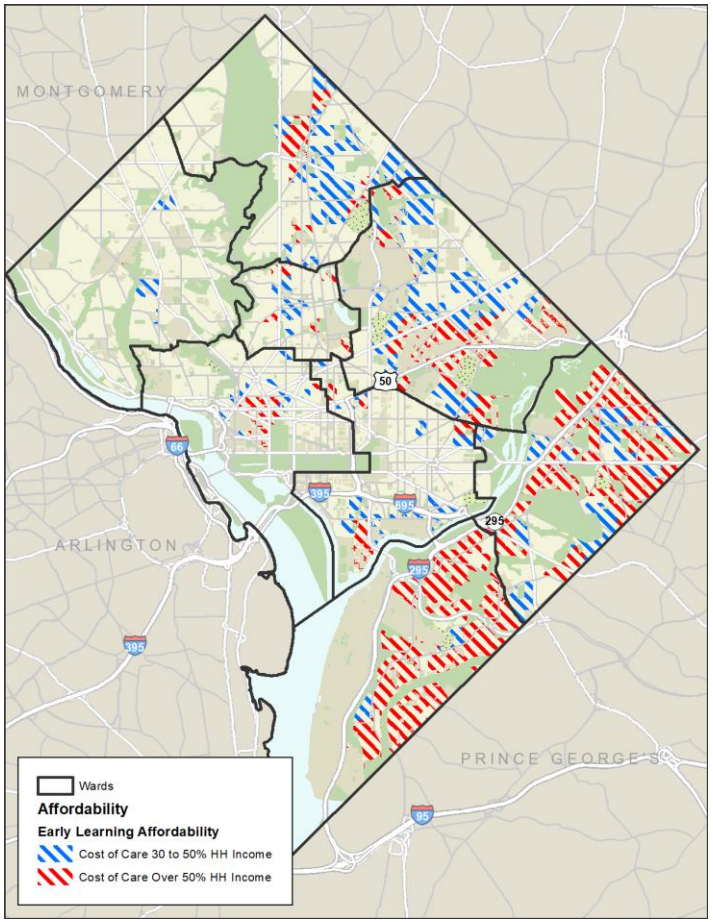
How To Interpret the Data

Using Shortage Data to Prioritize Areas for Investments and Interventions

Family Income and Shortages

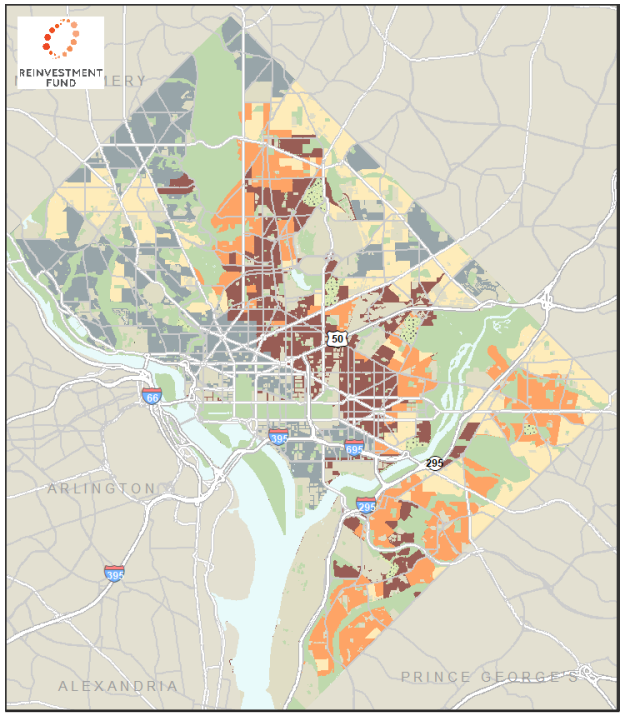


Affordability of Care



Using Shortage Data to Prioritize Areas for Investments and Interventions

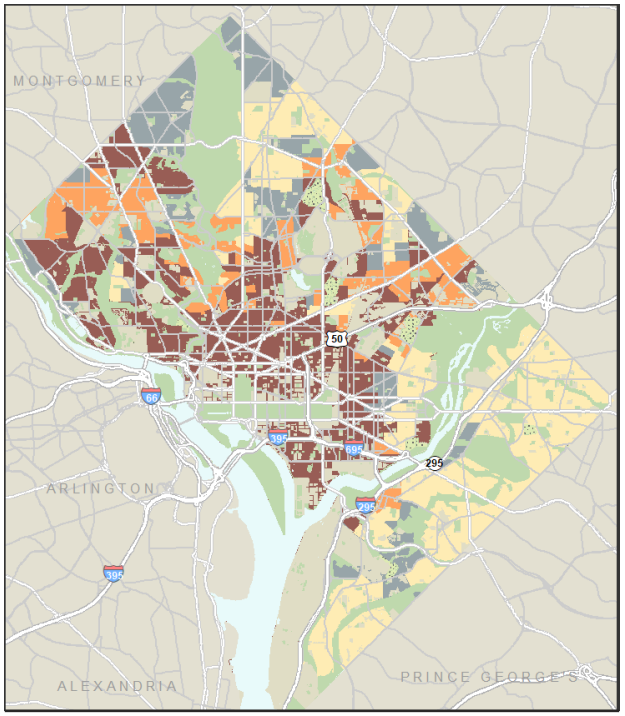
Population and Shortages



Infant/Toddler Population and Relative Shortages

Higher Shortage, Lower Population			Higher Shortage, Higher Population
Smaller Shortage, Lower Population			Smaller Shortage, Higher Population

Low-Wage Jobs and Shortages



Low-Wage Jobs and Relative Shortages

Higher Shortage, Fewer Jobs			Higher Shortage, More Jobs
Smaller Shortage, Fewer Jobs			Smaller Shortage, More Jobs

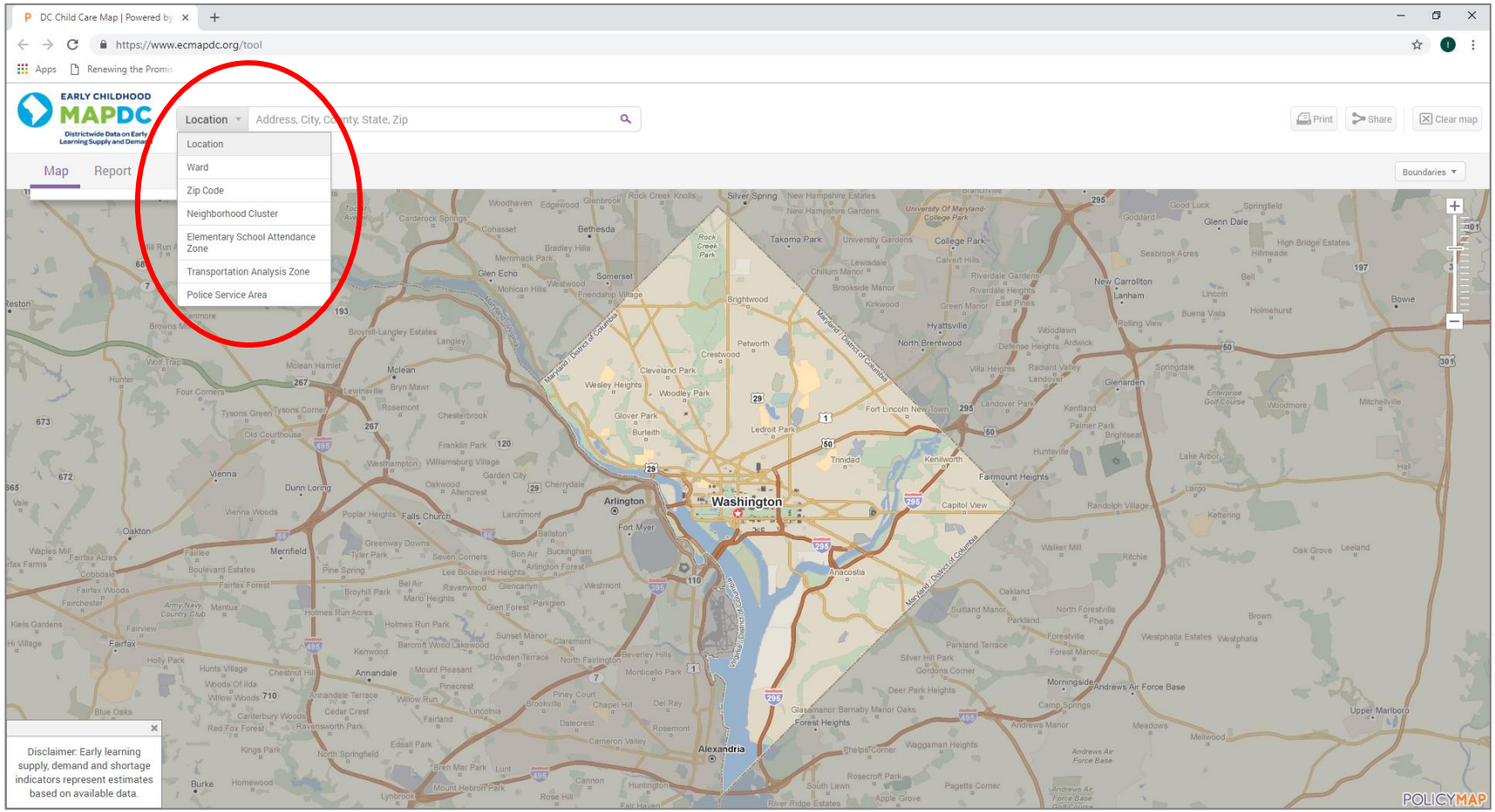
Introducing
Early Childhood Map DC

Interactive, Online Mapping Tool

- Where should I locate my new early learning center to meet the greatest need?
- Where should we target our investments in high-quality early learning?
- Where are the high-quality early learning centers near where I work or live?
- What steps will move us toward educational equity in the most high-poverty D.C. communities?

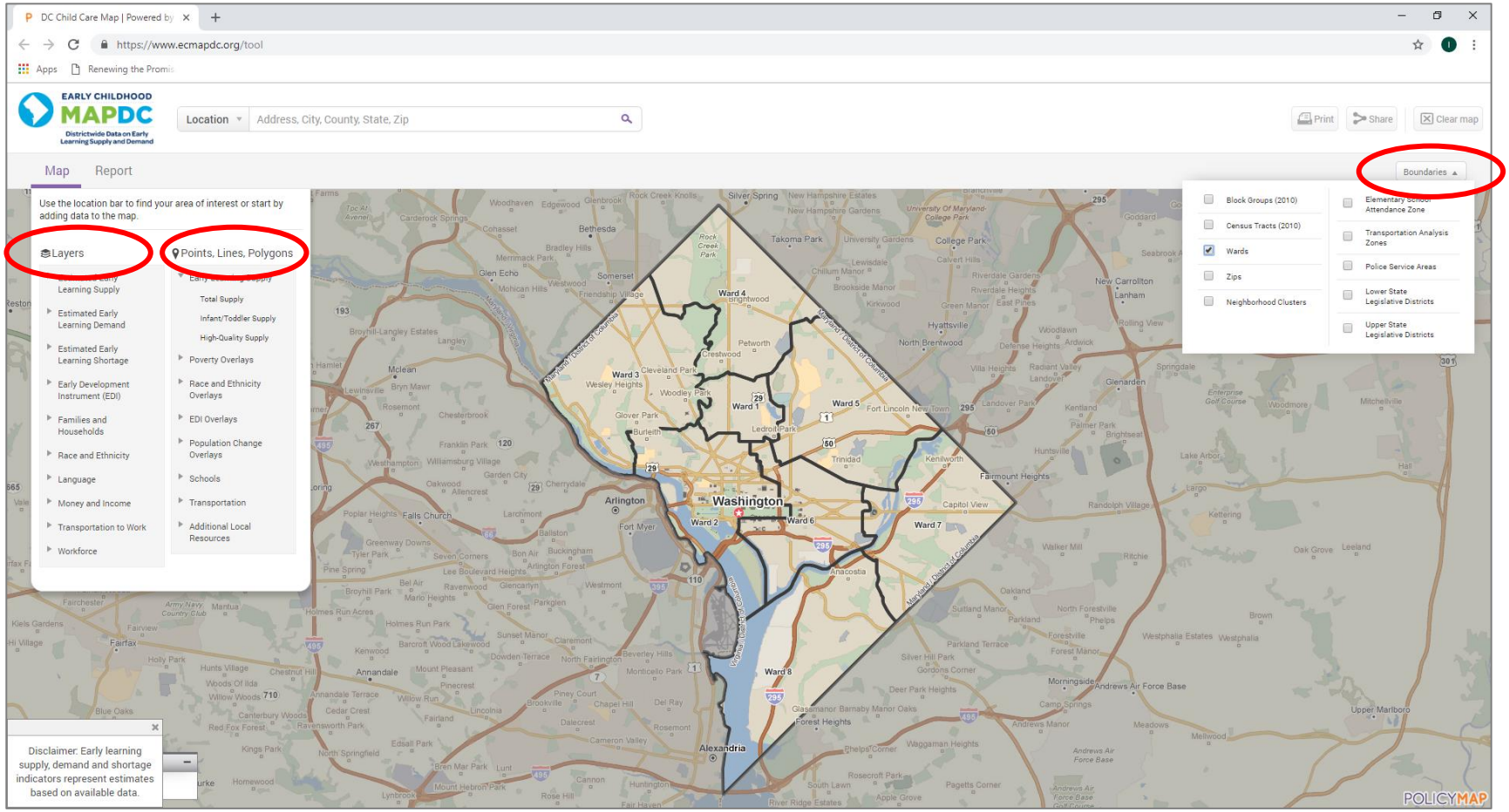
EARLY CHILDHOOD
MAPDC
Districtwide Data
On Early Learning
Supply and Demand

First Step: Navigate the Tool to Where You Want to Explore



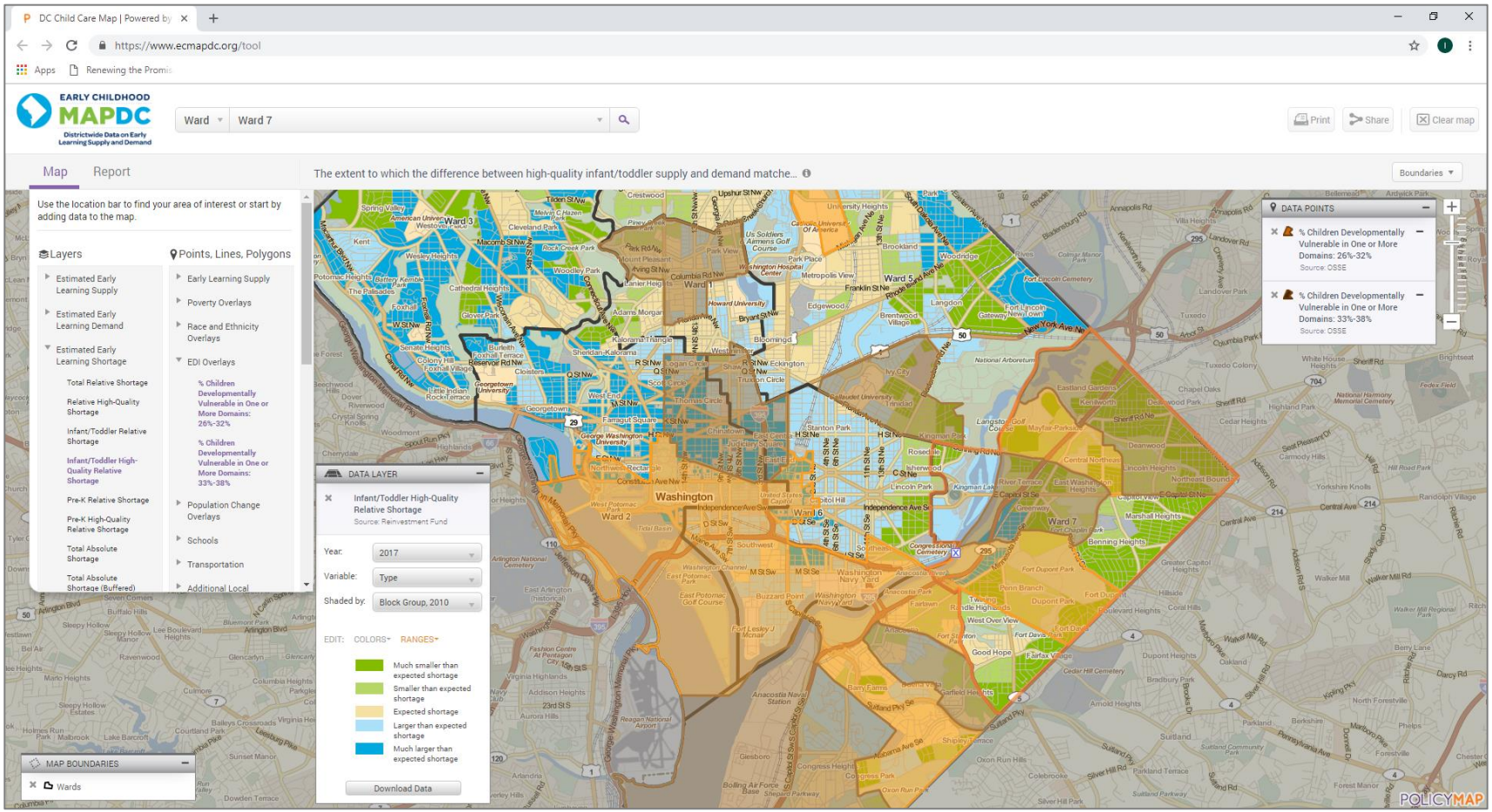
www.ecmapdc.org

Next, Add Layers, Points and Boundaries



www.ecmapdc.org

High-Quality Infant/Toddler Shortages (Layers) Along With EDI Incidence Rates (Polygons)



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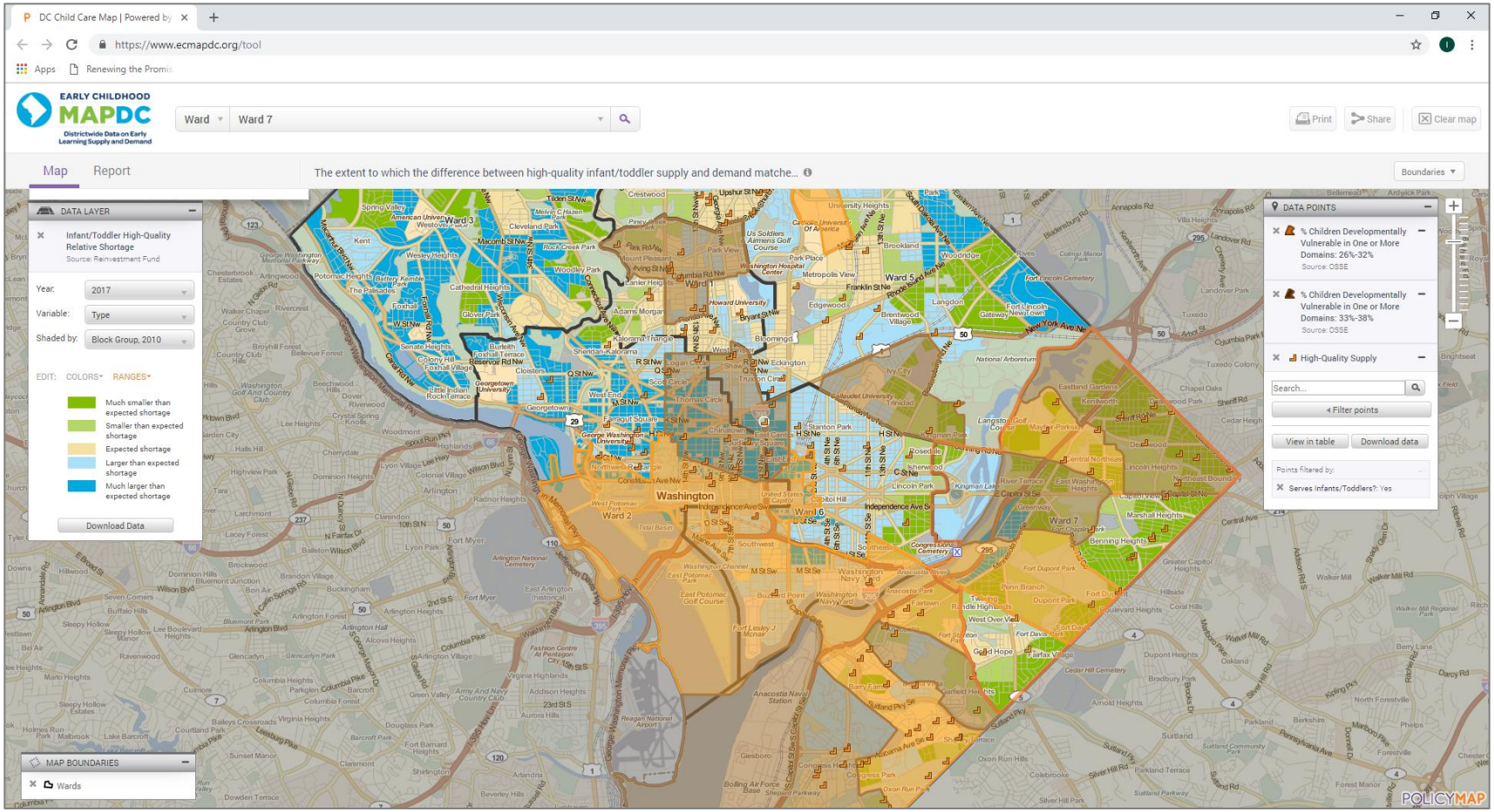
Now We Lay on High-Quality Sites (Points) Serving Infants and Toddlers



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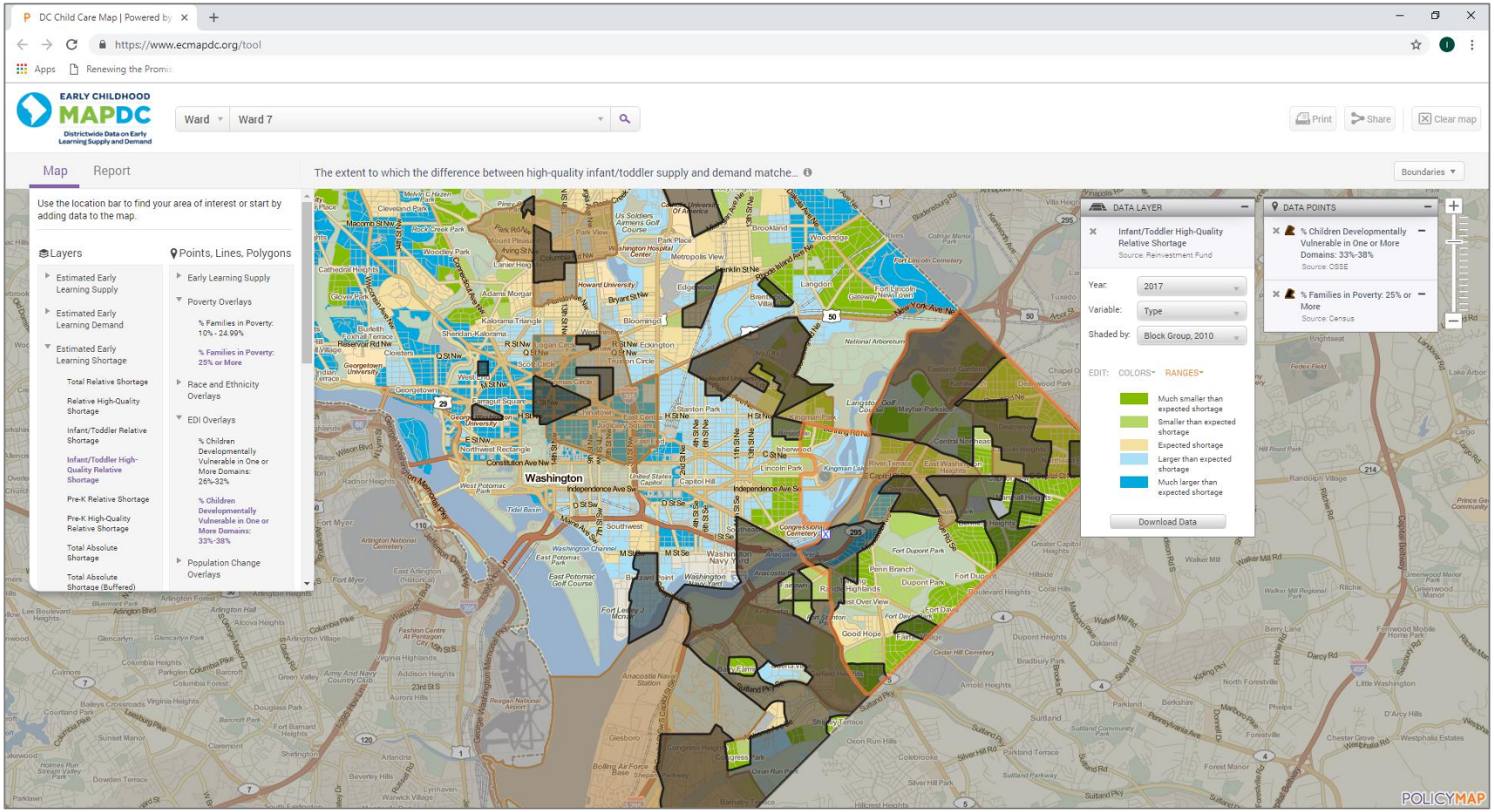
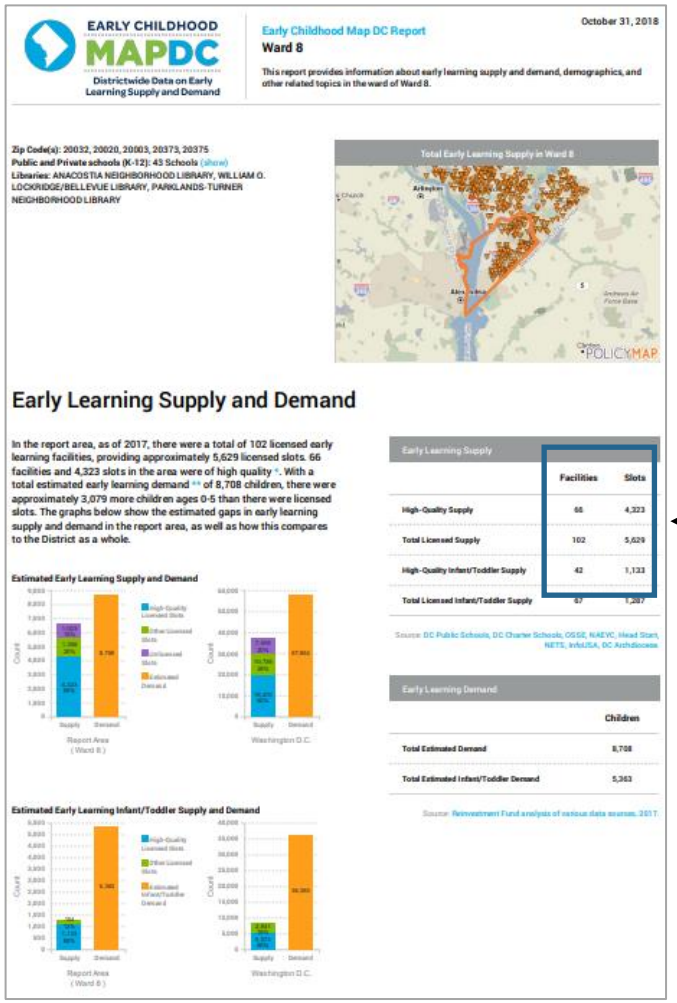
Shortages Informed by Area Poverty and Early Development Instrument (EDI); Note the Overlap



www.ecmapdc.org

Reports Can Be Generated “On the Fly” for Various Preset Geographies or Custom Areas



EARLY CHILDHOOD MAPDC

Districtwide Data on Early Learning Supply and Demand

Early Childhood Map DC Report

Ward 8

October 31, 2018

This report provides information about early learning supply and demand, demographics, and other related topics in the ward of Ward 8.

Zip Code(s): 20032, 20020, 20003, 20373, 20375
Public and Private schools (K-12): 43 Schools (show)
Libraries: ANACOSTIA NEIGHBORHOOD LIBRARY, WILLIAM O. LOCKRIDGE/BELLEVUE LIBRARY, PARKLANDS-TURNER NEIGHBORHOOD LIBRARY

Total Early Learning Supply in Ward 8

Early Learning Supply and Demand

In the report area, as of 2017, there were a total of 102 licensed early learning facilities, providing approximately 5,629 licensed slots. 66 facilities and 4,323 slots in the area were of high quality *. With a total estimated early learning demand ** of 8,708 children, there were approximately 3,079 more children ages 0-5 than there were licensed slots. The graphs below show the estimated gaps in early learning supply and demand in the report area, as well as how this compares to the District as a whole.

Estimated Early Learning Supply and Demand

Estimated Early Learning Infant/Toddler Supply and Demand

Early Learning Supply

	Facilities	Slots
High-Quality Supply	66	4,323
Total Licensed Supply	102	5,629
High-Quality Infant/Toddler Supply	42	1,133
Total Licensed Infant/Toddler Supply	67	1,287

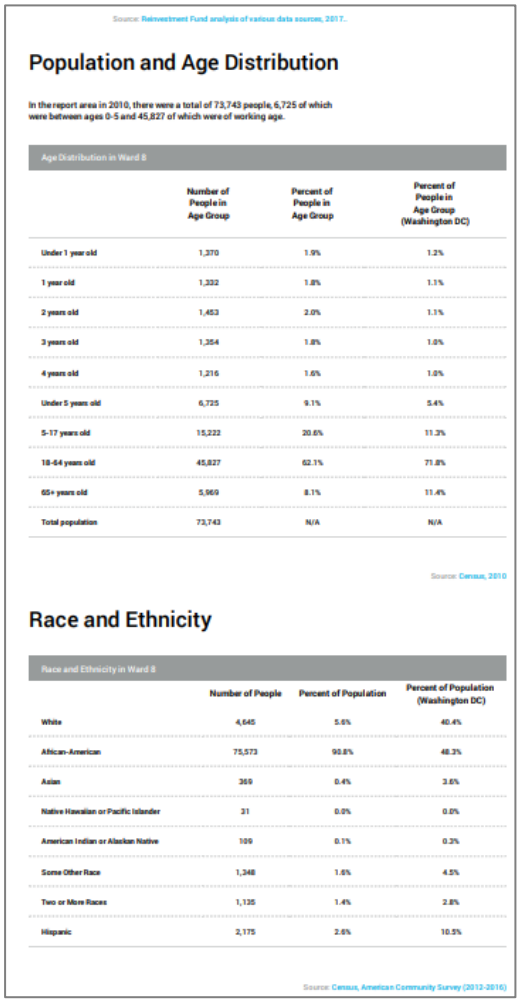
Source: DC Public Schools, DC Charter Schools, OSSE, NAEYC, Head Start, NETS, InfoUSA, DC Archdiocese

Early Learning Demand

	Children
Total Estimated Demand	8,708
Total Estimated Infant/Toddler Demand	5,363

Source: Reinvestment Fund analysis of various data sources, 2017.

Site data can be downloaded



Source: Reinvestment Fund analysis of various data sources, 2017.

Population and Age Distribution

In the report area in 2010, there were a total of 73,743 people, 6,725 of which were between ages 0-5 and 45,827 of which were of working age.

Age Distribution in Ward 8

	Number of People in Age Group	Percent of People in Age Group	Percent of People in Age Group (Washington DC)
Under 1 year old	1,370	1.9%	1.2%
1 year old	1,322	1.8%	1.1%
2 years old	1,453	2.0%	1.1%
3 years old	1,354	1.8%	1.0%
4 years old	1,216	1.6%	1.0%
Under 5 years old	6,725	9.1%	5.4%
5-17 years old	15,222	20.6%	11.3%
18-64 years old	45,827	62.1%	71.8%
65+ years old	5,969	8.1%	11.4%
Total population	73,743	N/A	N/A

Source: Census, 2010

Race and Ethnicity

Race and Ethnicity in Ward 8

	Number of People	Percent of Population	Percent of Population (Washington DC)
White	4,645	5.6%	40.4%
African-American	75,573	90.8%	48.3%
Asian	369	0.4%	3.6%
Native Hawaiian or Pacific Islander	31	0.0%	0.0%
American Indian or Alaskan Native	109	0.1%	0.3%
Some Other Race	1,348	1.6%	4.5%
Two or More Races	1,135	1.4%	2.8%
Hispanic	2,175	2.6%	10.5%

Source: Census, American Community Survey (2012-2016)

Preschool Development Grant Birth to Five (PDG B-5) Funding Award

Executive Summary

- The Administration for Children and Families (ACF) at the Department of Health and Human Services (HHS), jointly with the Department of Education (ED) solicited applications from states and territories for the **Preschool Development Grant Birth through Five (PDG B-5) Initiative**.

- PDG B-5 is funding States to develop, update, or **implement a strategic plan to facilitate collaboration and coordination among early childhood care and education (ECE) programs in a mixed delivery system** to prepare low-income and disadvantaged children to transition into the local educational agency or elementary school.

- PDG B-5 is designed to support States in **coordinating and aligning ECE programs, resources and services that already exist**, improving program quality; facilitating better partnerships between programs and **improving the transition from ECE programs into elementary school**; increasing program operating and cost efficiencies; **expanding parental choices and involvement**; and ensuring families are linked to the full range of services they need.

Birth to Five Mixed Delivery System

- **Vision:** All children will have equitable access to high-quality opportunities to maximize their full potential for a successful quality of life in their communities

- **Goal:** Strengthen the District of Columbia's B-5 system of early childhood care and education to be more coordinated and comprehensive in its approach to improve outcomes for young children and their families

- **Target Populations:** Children experiencing homelessness, children with special needs, children in foster care, children in families with very low incomes

Award Overview

- The Grant award period is Dec. 31, 2018 - Dec. 30, 2019.
- 45 states received awards ranging from $538,000 and $10,620,000.
- The District of Columbia (DC) applied for $15,000,000.
  - ✓ DC received $10,620,000.
- DC is eligible to reapply for three additional years of funding.

Next Steps: B-5 Statewide Needs Assessment

Month	Action
1-2	**Convene** the Data, Needs Assessment and Insights Committee of the SECDCC.
1-2	The Needs Assessment Consultant will **review** all current federal and state needs assessments and synthesize data related to access, barriers, availability and quality of programs and services.
1-2	**Analyze** existing administrative data for pre-K, child care, Head Start, home visiting, Temporary Assistance for Needy Families (TANF), Medicaid and Women, Infants and Children (WIC) to understand the level of program participation, demographics, utilization, etc.
1-2	**Conduct listening sessions** with families through DC Public Library, Head Start and TANF partners to understand their lived experience in accessing programs and services and transitioning their child from an early care and education setting to an LEA.
1-2	**Conduct focus groups** with early childhood professionals across the mixed delivery system to understand their needs and challenges.
1-2	**Conduct key informant interviews** with Department leaders on opportunities and challenges for realizing cost efficiencies and streamlining of programs and services.
1-2	**Inventory** all “pilot” and “demonstration” projects that have been conducted in the B-5 mixed delivery system for evidence, impact and scalability.
2-3	**Summarize the data/information collected** and analyze the findings in the stakeholder meetings. Identify trends, visualize summary, create a final needs assessment report, use the report to inform the strategic planning process with key stakeholders and develop a plan to update the needs assessment regularly.

B-5 Needs Assessment Data Collection Plan

- Data will be captured across a range of developmental domains, communications strategies and family engagement with District programs and services using a mixed-methods approach (i.e., using both quantitative and qualitative data)

- **Methodological Approach**
  - Quantitative Data:
    - Accessing a wide range of secondary data from a variety of sources
    - Systematically implementing District-created surveys
  - Qualitative Data:
    - Focus groups, listening sessions, structured interviews with District leaders

Discussion/Insights

- During the next three months, OSSE and SECDCC will work in partnership to conduct the needs assessment, the results of which will inform the strategic plan

- What excites you most about this opportunity?

- Each of us must be engaged to successfully move this work forward
  - What do you need from OSSE to facilitate your engagement?
    - Individually
    - Collectively
  - What clarifying questions do you have?

- What challenges do you see ahead?
  - How can we collectively navigate these challenges?

SECDCC Committee Reports

SECDCC Committee Reports

- Program Quality
- Data, Needs Assessment and Insights
- Early Intervention and Family Support
- Finance and Policy
- Health and Well-being

J.B. and M.K. Pritzker Family Foundation Funding Opportunity

EARLY CHILDHOOD
Innovation
Network

Pritzger Children's Initiative (PCI): Prenatal – to – Age 3 State Grant Competition

PCI Policy Priorities

- PCI's approach is to support national, state and local policies and programs that:
- 1) Increase the number of families with children prenatal to age three who are connected to essential health, development and social emotional support services.
- 2) Increase the number of low-income infants and toddlers receiving affordable, high-quality child care.
- Working together, these programs and policies can help provide parents with the full range of supports they may need to create a strong foundation for healthy development and learning.

Grant Program Goals

- Expand **high-quality services nationally to at least one million low-income families with children prenatal to age three by 2023**.
- To achieve this goal, PCI is focusing on needed policy changes and investments in states and communities designed to expand high-quality services to low-income infants and toddlers and their families.
- Six month planning grant of $100,000 to achieve the following deliverables (due Feb 15)
  - Establish/strengthen a coalition
  - Develop a detailed policy agenda (with TA and template provided)
  - Develop a detailed action plan (with TA and template provided)
- Opportunity to apply for a 3-year action grant of $1-3 million (due Oct 15)

Washington DC application

- Led by Children's National and ECIN on behalf of the Bainum Family Foundation Birth-to-Three Policy Alliance
- Focus on Policy Priority 1 (Increase the number of families with children prenatal to age three who are connected to essential health, development and social emotional support services)
  - Perinatal mental health
  - Integrated SE, development and parenting supports in primary care
  - Integrated social emotional supports in early childhood education settings
  - Increasing linkages and collaboration between health and early childhood education systems
- Emphasis on equity and community engagement
- Intended to be complementary to and coordinated with existing efforts, including the Preschool Development Grant

Next steps

- Identifying core collaborative team members
  - Birth to Three Policy Alliance (confirmed)
  - SECDCC (requesting support)
  - Additional members, including community, family and philanthropy representation
- Grant writing team identified
- Letters of support
- Feedback and additional partnerships

Contact information:
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Emily Piccirillo EPicciri@childrensnational.org
Shayna Cook scook@bainumfdn.org

Announcements

Child Care and Development Fund Plan

- OSSE received approval of the Child Care and Development Fund (CCDF) Plan for the District of Columbia FFY 2019-2021.

- The CCDF State Plan outlines the District's strategy for providing subsidized child care to low-income working parents and caregivers and those engaged in education and job training activities.

- https://osse.dc.gov/publication/dc-child-care-and-development-fund-state-plan-ffy-2019-21

SECDCC 2019 Meeting Dates and Times

All meetings will be held on a Thursday from 2-3:30 p.m. at OSSE

March 14

May 16

July 18

Sept. 19

Nov. 21

Public Comment

Thank You!