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1. ABSTRACT

Long a pioneer in the delivery of early childhood services, the District of Columbia is home to a number of innovative early childhood initiatives that target all aspects of a young child's well being. While there are many well-intentioned initiatives in the city, to ensure the greatest impact, D.C. needs the Early Childhood Advisory Council (ECAC) to coordinate efforts and foster collaboration at the state-level. The objective of the ECAC is to support the responsibilities of the D.C. Head Start community and the broader early childhood community by serving as the District's primary platform for interagency coordination and collaboration around the most pressing issues surrounding the field of early childhood education. The ECAC will utilize a comprehensive approach that combines both community outreach and enhanced communication with an ambitious research and action agenda that will lead to comprehensive recommendations to the Mayor and the Office of the State Superintendent of Education. The four priority areas identified by the ECAC (Children with Special Needs, Infants & Toddlers, Workforce & Professional Development, and Capacity Building) will be engaged through the following three phases: Phase 1: Research; Phase 2: Development of Recommendations and Creation of Action Plan; and Phase 3: Three-pronged Communication Strategy.

The ECAC will meet a minimum of three times per year and convene public community forums on a quarterly basis to share recent achievements and solicit community feedback. These meetings will provide a consistent space for the early childhood community to share information and progress and establish the ECAC as a central hub for all early childhood issues in the District.

2. PROJECT DESCRIPTION

A. OBJECTIVES AND NEED FOR ASSISTANCE

Objectives

Washington, D.C. is a city that is simultaneously a place of great wealth and of concentrated poverty. This disparity in distribution of resources creates a sharp contrast in the equality of opportunities among its residents. For example, D.C. ranks twelfth among all states for highest median household income¹ and first for highest percentage of people with advanced educational degrees², while also appearing at the top of lists that reveal negative trends -- ranking second in the nation for highest percentage of children living below the poverty level³ and third in the nation for highest percentage of households receiving cash public assistance⁴.

To respond to this inequality, myriad entities exist to provide much needed services to families and children. The early childhood education and development community is among the most active sectors. Long a pioneer in the delivery of early childhood services, the District is home to a number of innovative early childhood initiatives that target all aspects of a young child's well being. While there are many well-intentioned initiatives in the city, to ensure the greatest

¹ American Community Survey, "R1901. Median Household Income (In 2008 Inflation-Adjusted Dollars), Universe: Households", U.S. Census Bureau: 2008.

² American Community Survey, "R1503. Percent of People 25 Years and Over Who Have Completed an Advanced Degree, Universe: Population 25 Years and Over", U.S. Census Bureau: 2008.

³ American Community Survey, "R1704. Percent of Children Under 18 Years Below Poverty Level in the Past 12 Months, Universe: Children under 18 years for whom poverty status is determined", U.S. Census Bureau: 2008.

⁴ American Community Survey, "R1904. Percent of Households With Cash Public Assistance Income, Universe: Households", U.S. Census Bureau: 2008.

impact, D.C. needs the Early Childhood Advisory Council (ECAC) to coordinate efforts and foster collaboration at the state-level.

The ECAC is well equipped to provide leadership as a coordinating entity because it brings together stakeholders from all sectors of the early childhood community, including representatives of the populations being served. It is made up of delegates from both private and public entities including parents, teachers, family child care providers, community-based child care providers, the Head Start State Collaboration Office, professional membership associations, research organizations, philanthropies, business councils, the D.C. Public Schools, the D.C. Public Charter Schools, and directors from a cross-section of government agencies. Through the council, these key representatives will be able to align their individual initiatives in a way that will reduce duplication of efforts, provide vital cross-sector support, and ensure that inter-agency initiatives are relevant to current community needs. Most importantly, it will create an important platform where all interested parties can work together to more effectively reach the common goal of improving the lives of young children in the District.

On May 14, 2010, Mayor Adrian Fenty issued an order establishing the D.C. Early Childhood Advisory Council to serve as the official state advisory council on early childhood education and care for children from birth to school entry. The issuance also indicated that administrative support for the council shall be provided by State Superintendent of Education Kerri Briggs and the Office of the State Superintendent of Education (OSSE). The OSSE will be charged with convening the council and assisting in the development of recommendations put forth from the

ECAC to the Mayor. The OSSE in the District of Columbia oversees all levels of education in the District, including programs for children ages birth to school entry. The Division of Early Childhood Education (ECE) within OSSE provides leadership and management of the early childhood programs, and its mission is to ensure that all children in the District birth to age five have access to high-quality programs. Programs that are managed by ECE include licensed child care, pre-kindergarten, child care subsidies, early literacy programs, professional development supports for early childhood educators, and out-of-school time programs, including family literacy book clubs. These publicly-funded programs are implemented in partnership with community-based organizations and government agencies.

The objective of the ECAC is to support the responsibilities of the D.C. Head Start community and the broader early childhood community by planning for the expansion of effective early learning and development services for young children and their families and by making recommendations to ensure that these plans are implemented successfully. Head Start has a strong presence in the District of Columbia and has a history of promoting school readiness through the enhancement of the social and cognitive development of children. The ECAC will be responsible for supporting the delivery of these educational, nutritional, social, health, and other services provided to enrolled Head Start children and families, as well as other early childhood programs designed to serve young children from birth through their entry into school and to ensure a smooth transition for those children into K-12 education. This will be achieved through:

1. Creating a platform for coordination and collaboration between government agencies, community organizations, and early childhood stakeholders;
2. Periodic statewide needs assessments to assess true community need;
3. A staggered research and action agenda that will provide clarity on early childhood priority areas and inform the council's recommendations to the Mayor;
4. Working with the Office of the State Superintendent of Education (OSSE) to translate recommendations into an action plan; and
5. Establishing the ECAC as a central hub of the D.C. early childhood community by convening quarterly public forums to improve communication and build public will and support for important issues in early childhood.

During an initial meeting of the ECAC, this group of involved stakeholders analyzed available data to identify key areas of need that will serve as the foci of the ECAC's advisory capacity for the next three years. Community stakeholder opinion on the proposed strategic plan was incorporated after the plan was available for public comment on OSSE's website and a public hearing was attended by approximately 100 community members, and the final list of ECAC focal topics now includes: infants and toddlers; children with special needs; workforce and professional development; and capacity building. (Please see the Approach section for a detailed description of the ECAC's strategic plan.) While the ECAC will also examine other important areas including the needs of the English Language Learner community and Home Visiting programs, these priority areas identified as initial focal points. Highlighted below are

the goals and objectives for each area of interest. In the sections that follow, key studies and findings demonstrate the need for attention to these topics.

ECAC Priority Area 1: Infant and Toddler Services

ECAC Goal: To enhance quality and capacity of available services for infants and toddlers in the District of Columbia.

ECAC Objectives: To ensure that (1) there are adequate infant and toddler slots to meet demand and (2) programs have the resources and support to provide high-quality services that meet the need of children and families.

Current Capacity and Need: The findings of recent capacity audits reveal that D.C. child care settings do not have the capacity to meet the need for subsidized child care services for infants and toddlers. The table below describes the waitlists in each Ward for infant and toddler child care services.

Ward	Infant Child Care Slots	% of Child Care Slots		Waiting List	
		Up to 24 Months	2 - 4 Years Old	Up to 24 Months	2 Years Old
1	559	15	37	1,195	621
2	1,185	26	43	2,296	894
3	159	7	54	567	527
4	548	26	36	462	168
5	442	22	40	452	143
6	603	21	35	1,190	252
7	358	17	40	269	103
8	506	17	34	610	155
TOTAL	4,360			7,041	2,863

(Source: March 2009, *Child Care Profile by Ward*⁵)

These numbers will only be exacerbated by the economic troubles facing the D.C. government, businesses, and residents. The combined impact of the economic recession and the exodus of children from community based settings to public and private school pre-kindergarten classrooms will impact the availability of services for infants and toddlers. In addition, according to the most recent Census, the percentage growth of D.C.'s population under five outpaced any other age group with an increase of 14.2% since 2000 (as compared to only a 3.5% increase in the overall population). This unparalleled rate of increase means the infant and toddler capacity problem will continue to be a challenge in the future.

Further research is needed to determine:

- which settings are serving infants and toddlers;
- the impact pre-k expansion is having on availability of infant and toddler child care slots;
- the impact of migration of children to the D.C. Public School (DCPS) and D.C. Public Charter School (DCPCS) on infant and toddler services;
- the ability of OSSE to financially support an increase in infant and toddler subsidies; and

⁵ Office of the State Superintendent of Education, *Child Care Profiles 2009*, Accessed June 18, 2010 at <http://osse.dc.gov/seo/cwp/view,a,1224,Q,563727,PM,1.asp>.

- the capacity of the workforce to support an increase in infant and toddler services.

Once this information is uncovered, the ECAC will be better positioned to craft recommendations for the Mayor regarding:

- increasing slots for infants and toddlers;
- support for infant and toddler teachers;
- data collection;
- seamless transitions and service delivery; and
- policies to support priority areas such as ECE standards or alignment of standards.

ECAC Priority Area 2: Children with Special Needs

ECAC Goal: To enhance quality and capacity of available services for children with special needs.

ECAC Objectives: To ensure that (1) the early childhood community is well equipped to provide high-quality services to children with special needs by aligning local practices with the latest research in the field, and (2) children with special needs is always part of the broader early childhood conversation.

Current Capacity and Need: The assessments and studies previously completed by OSSE highlighted in this proposal provide general information about the population being

served by the ECE. However, information specific to special populations is often missing from these reports. With leadership from the ECAC, OSSE could engage in initiatives catering specifically to the requirements of special populations, including children with special needs. In order to best serve these populations, specialized studies must be conducted, which can be used to facilitate needed services. Such studies would also uncover opportunities for collaboration among entities providing services, encouraging the efficient use of available resources and infrastructure. Areas identified for action by the ECAC include: increasing technical assistance available to providers; creating a curriculum or career lattice for teachers focusing in special education for young children; establishing partnerships with community resources; and continuing to develop Early Steps and Stages Tracker, the primary database and data system for collecting and analyzing data used by the D.C. Early Intervention Program.

ECAC Priority Area 3: Workforce & Professional Development

ECAC Goal: To ensure that the District has a comprehensive workforce and professional development system that fully supports high-quality services to all young children in the District.

ECAC Objectives: To assess D.C.'s professional development system, including the ECE professional development system (DC PROS) to ensure that there are quality services offered to all sectors providing early childhood education services and that there is sufficient alignment across sectors.

Current Capacity and Need: ECE has a strong commitment to workforce and professional development. In collaboration with community partners, ECE recently released the District of Columbia Professionals Receiving Opportunities and Support (DCPROS) professional development plan. DC PROS is designed to serve as a guide for the District of Columbia to solidify and expand professional development opportunities for the 6,300 early childhood practitioners working in Head Start and Early Head Start, family child care, DCPS, DCPCS, community-based child care programs, in-home and relative care programs and out-of-school time programs. The creation of DC PROS enabled ECE to make significant strides to identify the professional development needs of the early childhood workforce as well as to create the infrastructure needed to support a robust system of professional development.

DC PROS uses the framework of six elements of a professional development system (Core Knowledge; Access and Outreach; Qualifications, Credentials, and Pathways; Funding; Quality Assurance; and Governance & System Financing) to establish six goals that serve as desired outcomes of a professional development strategic plan. DC PROS identifies the core competencies required by an early childhood educator as well as the institutional elements needed to offer continued support to the workforce. Local funding contributed to the development of DC PROS to identify the elements necessary for a successful system. Now, the ECAC must take up the recommendations created by the DC PROS and further develop the existing professional development system. The

ECAC will conduct a study to identify what credentials and experience the ECE workforce currently has; identify the optimal credentials; and identify clear pathways to reach those optimal credentials. The ECAC will leverage the findings of the study to identify entry points to fix problems, fill gaps, and increase coordination among existing elements of the early childhood professional development community. The group will then develop recommendations for the Mayor with plans to meet the needs identified by the studies to include District-wide professional development and career advancement plans for early childhood educators; capacity and effectiveness of 2- and 4-year public and private institutions of higher education in the District toward supporting the development of early childhood educators; and a comprehensive professional development system that applies to practitioners in all early learning settings with the goal of increasing the number of highly qualified early learning professionals.

ECAC Priority Area 4: Capacity Building

ECAC Goal: To ensure that the early childhood community is meeting current need and has a solid foundation for long-term sustainability.

ECAC Objectives: To conduct a comprehensive assessment of (1) current capacity of early childhood providers in terms of quality services; (2) the quality and efficiency of the early childhood data collection system; and, (3) the financial viability of the current funding strategies of early childhood programs.

Current Capacity and Need: The District of Columbia invests considerable resources in needs assessments and capacity audits. The existing studies provide a baseline of demographic information; however, a significant need remains for more targeted research exploring areas of need and comparing the current service delivery system to best practices nationally. In addition to targeted research, D.C. also needs the new ECAC to serve as an official body charged with facilitating coordination and collaboration among early childhood education and development programs and services. The unique composition of the ECAC, a group of stakeholders that represent both experts and veterans of D.C.'s early childhood programs and family agencies, positions this group to make well-informed and practice-based recommendations.

Pre-K Program Expansion and Program Assistance Grants

The District has made a firm commitment to expanding and enhancing services to 3- and 4- years old children in D.C. with the goal of ensuring universally available pre-k services by the fall of 2014. This includes a targeted expansion in the community-based sector with a particular focus on areas identified as being of high-risk. This expansion is meant to provide a wealth of options to District families in addition to DCPS, DCPCS, and Head Start.

As well as an expansion of the number of children served, there is a focus on enhancement of services represented by OSSE's dedication of funds for Program

Assistance Grants. Program Assistance Grants are intended to increase the number of high-quality pre-k programs available to children and families in the District of Columbia. Pre-k providers use the Program Assistance Grants to fund quality improvement initiatives such as professional development, accreditation, family engagement, and improving classroom environment. The initial foci will be on developing high-quality programs that primarily serve low-income and educationally “at-risk” children and moving towards universal pre-k service. This represents a significant investment in early childhood education and creates additional opportunities for programs to increase the quality of the services provide.

By dedicating funding in this way, OSSE is providing programs with a pathway for translating identified needs into improved services. By increasing program quality and targeting resources to the areas of greatest need within the District, these grants support the ECAC’s goal of increasing the overall participation of children in early childhood programs.

Data Systems

OSSE has begun the process of reevaluating and improving its current data system. In preparation for this structural change, OSSE has convened a number of working groups to determine the nature of the data that is currently being collected. OSSE has also contracted with Child Trends to conduct an analysis of D.C.’s current data structure, how it compares to other states’ data systems, and a review of the latest trends

nationally. The results of the working groups and this study will provide valuable information as the ECAC creates recommendations for the improvement of core elements in a statewide data collection system.

Assessments and Evaluations: D.C. is committed to creating policies informed by data and research. A number of annual studies are funded each year to assess the population being served and the capacity and quality of services provided. The findings of these assessments are used to inform the strategic plan for the District. Due to the combination of challenging economic times and a higher demand for services, D.C. is forced to make difficult decisions regarding budget priorities. Federal funds are essential to continue pursuing the research and action agenda and to ensure that District policies affecting young children and their families are based on the best national and local data available.

The following provides an overview of the findings from key reports administered by the OSSE and the nature of the data collected by each study. The data are primarily demographic. In order to build upon the existing data and develop robust recommendations, further research is needed. Baseline demographic data is important, but more targeted, detailed information is required to support truly data-driven policy-making. The ECAC can leverage its members' depth of knowledge and experience in

relevant fields to pinpoint topics for study, analyze findings, and make policy recommendations to the Mayor.

Head Start Needs Assessment

The Head Start Needs Assessment is facilitated by the District of Columbia Head Start State Collaboration Office (HSSCO) whose main function is to facilitate collaboration between Head Start/Early Head Start agencies and entities that carry out other activities designed to benefit low income children. This particular needs assessment provides a source of critical information that indicates the specific needs of the District's Head Start programs, which is essential information when making determinations about long-term capacity and viability of services. It also informs the HSSCO of the working relationships that Head Start Programs currently have with local agencies and organizations, the difficulty in coordinating or establishing a relationship with them, and the challenges surrounding collaboration of services. In addition, this information provides a source of data which programs use to set goals and objectives for their five year strategic plans. Through the Needs Assessment and the implementation of the strategic plan, HSSCO is afforded the opportunity to coordinate with the State Based Training and Technical Assistance Office to ensure that training is available, relationships are strengthened, and that these collaborative efforts benefit the children and families of the District.

District of Columbia Early Childhood Risk and Reach Assessment Fiscal Year 2008

In 2009, OSSE partnered with Child Trends to create the *District of Columbia Early Childhood Risk and Reach Assessment Fiscal Year 2008* (the 2009 version of the report will be finalized and released in September 2010). The purpose of the *Risk and Reach Assessment* is to provide information about how well the District is reaching all children, especially those at-risk for later educational failure with quality early care and education services. This report gives the OSSE discrete geographic descriptions of the city which allows maximizing programmatic impact through a targeted allocation of funding.

The report includes: an analysis of family risk indicators that affect children in the District of Columbia; information on the reach of early childhood programs and usage within the District; and an examination of the Wards and zip codes in the District of Columbia that are most likely to benefit from early childhood investments based on current needs and services.

In order to determine the areas in the District most likely to benefit from early childhood services, Child Trends determined the Average Risk Level for each Ward and zip code. In this way, OSSE could identify the geographic areas of greatest risk and, therefore, the greatest need for early childhood investments. The following risk factors were examined to determine level of risk: percentage of children under age five living in families below the poverty level; percentage of single mother-headed families with children under age five living below poverty level; percentage of births to single mothers; percentage of births to teenage mothers; percentage of low birth weight

infants; percentage of births to mothers who received adequate prenatal care; infant mortality rate per 1,000 live births; percentage of children in families receiving aid through Temporary Assistance for Needy Families; and percentage of children in families receiving aid through food stamps. Based on the risk analysis, Wards 2 and 3 are low risk, Wards 1, 4, and 6 are moderate risk, and Wards 5, 7, and 8 are high risk⁶.

The risk data were analyzed in conjunction with data on early childhood program usage at the Ward and zip code levels to determine the reach of ECE programs and services and to determine potential future improvements in service delivery. The wards with the highest Average Risk Levels for center-based care are Wards 5, 7, and 8⁷. These Wards have large numbers of children with high levels of risk factors and insufficient total capacity among child care centers to reach all of the children under age five who live in those Wards. Family child care (specifically family, friend, and neighbor care) is the most common child care arrangement for children from low-income families and is less common for children from more affluent families. Ward 7 has the largest number of child development homes and is one of the Wards with the highest Average Risk Level. Ward 8, another high risk Ward, has a comparable number of child development homes as other Wards, but has many more children under the age of five than other Wards.

⁶ Emily Lilja, Shannon Moodie, Kathleen Sidorowicz, and Tamara Halle, *District of Columbia Early Childhood Risk and Reach Assessment: Fiscal Year 2008*, Child Trends, Washington, D.C.: 2009.

⁷ Emily Lilja, Shannon Moodie, Kathleen Sidorowicz, and Tamara Halle, *District of Columbia Early Childhood Risk and Reach Assessment: Fiscal Year 2008*, Child Trends, Washington, D.C.: 2009.

Information from the *Risk and Reach Assessment* including the summary above is used to help communities within the District better understand their early care and education programming needs, particularly in high-risk areas. Data is available for each Ward and zip code. The data in the report informs decisions regarding early care and education investments and helps the ECE meet its goal of reaching all children with quality early childhood services. The findings of this report helped to inform the ECAC as it identified areas of need and prioritized areas of focus for its three year agenda.

Pre-Kindergarten Capacity Audit

While the *Risk and Reach Assessment* described above analyzed the availability of high-quality child care centers to serve all children under five, OSSE also invested in a capacity audit of the District to measure D.C.'s ability to provide pre-kindergarten services to eligible families. *Ensuring Spaces for Pre-K: An Audit of Pre-School and Pre-Kindergarten Capacity in the District of Columbia* examines the enrollment, capacity, and characteristics of the early care and education pre-k programs in the District of Columbia. A summary of the key findings follows:

The early care and education sector in the District of Columbia is comprised of 632 facilities representing multiple learning environments including: 86 public schools, 54 public charter schools, 56 private schools, 271 child development centers and nursery

schools, and 165 child development homes⁸. D.C. has approximately 18,914 spaces for three and four year-old children in preschool and pre-kindergarten programs with an estimated 14,222 children enrolled (6,549 three year-old children and 7,673 four year-old children). D.C. appears to have a sufficient number of slots for preschool and pre-k age children to meet the theoretical demand for services in the city; however, the number of slots does not address issues related to the quality and desirability of those slots. The settings, quality, locations, price, and capacity utilization of pre-K programs vary significantly. The *real* demand is for slots in high quality pre-k settings that are both accessible and affordable and that have attributes that meet the needs of children and families in the city. D.C. has a high participation rate for pre-k programs. Eighty-six percent of all three and four year-old children residing in the city are currently enrolled in programs. Still, there are nearly 2,000 children not enrolled in a pre-k program. With the data provided above, ECAC and OSSE have a clear picture of where capacity is strongest and in which sectors improvements are needed.

Report on Best Practices for a Data Coordinating System

OSSE has contracted with Child Trends, Inc. to develop a report that will provide an overview of what states are doing to build/maintain data coordination frameworks. The report will synthesize this information and identify the essential elements necessary for the creation of a comprehensive early childhood data system. This white paper will

⁸ Deborah Lyons, *Ensuring Spaces for Pre-K: An Audit of Pre-School and Pre-Kindergarten Capacity in the District of Columbia*, Center for Applied Research and Urban Policy of the University of the District of Columbia, Washington, D.C.: 2009.

summarize the work of the Early Childhood Data Collaborative, the National Technology Information Consortium, and the Data Quality Campaign; summarize the status of the District's system currently; and provide recommendations for the future. The ECAC will use information from this paper in their recommendations to improve statewide unified data collection system.

Existing Need for Coordination and Collaboration

The coordination and collaboration among entities serving children and families in D.C. exists but needs to be strengthened. Federal funding for the ECAC would provide the additional resources needed to create a coordinating body capable of advising the Mayor on issues of early childhood. The ECAC will provide a forum for a variety of stakeholders to come together to discuss, analyze, and improve upon early childhood care and education in the District.

The ECAC was designed by the Mayor to serve in an advisory capacity regarding early childhood issues. Funding from the U.S. Department of Health and Human Services will play a key role in establishing the Council and enabling the ECAC to fulfill the role outlined by the Mayor and federal guidance.

The District of Columbia made significant progress in coordination across early childhood programs in recent years. OSSE, ECE continues to coordinate and collaborate with a range of agencies across the District of Columbia Government as well as private sector organizations to

develop strategies that align services to children to ensure that they are healthy, safe and have a range of developmentally appropriate skills prior to school entry⁹. A few of the major milestones of progress are highlighted below:

- The State Board of Education approved the *Early Learning Standards* for Infants, Toddlers and Pre-Kindergarten.
- ECE coordinated with the District's Child and Adult Care Food Program (CACFP) to use a single attendance form for children participating in the Child Care Subsidy Program and the CACFP to reduce the paper burden on providers, thus encouraging more providers to participate in the CACFP.
- There is active participation in the Early Childhood Comprehensive Systems steering committee (ECCS). The ECCS meets quarterly and includes the following District of Columbia agencies: Department of Health, Office of the State Superintendent of Education (Child Care Subsidy Program, Head Start Collaboration Office, and IDEA Part C), Department of Mental Health, DCPS, Child and Family Services Agency (child welfare agency), higher education institutions, child care resource and referral agency, and community stakeholders.

OSSE will continue to support coordination among programs through meaningful collaboration.

OSSE is committed to enhancing the current systems and program coordination with all partners to ensure high quality early childhood programs are available, accessible and

⁹Office of the State Superintendent of Education, *Child Care and Development Fund Plan for the District of Columbia for the Period 10/1/09 – 9/30/11*, accessed June 18, 2010 at http://osse.dc.gov/seoframes.asp?doc=/seo/lib/seo/DC_CCDF_Plan_2010-11.pdf.

affordable for all families. As the District's early learning system is evolving, ECE is making every effort to ensure successful coordination. Initiatives to facilitate collaboration and coordination are underway, but need still remains to streamline services, maximize resources, and share knowledge among stakeholders. The ECAC will forge new pathways for collaboration as the entities serving children and families of D.C. work together to advise the Mayor on issues related to early childhood development and education.

Standards in Learning

The ECAC will be responsible for making recommendations about the D.C. Early Learning Standards. D.C.'s "Early Learning Standards: Infants, Toddlers, and Pre-kindergarten" were approved on December 17, 2008 by the DC State Board of Education and are currently being used by early childhood education programs as a guide for the development and implementation of instructional goals.

The D.C.'s Early Learning Standards include the following domains:

- (a) **Approaches to Learning:** Children exhibit curiosity, the ability to engage in and complete task, flexibility in solving problems, engaging in purposeful play, following direction, and both independence and interdependence.
- (b) **Social and Emotional Development:** Children become confident and competent with a sense of self and can take responsibility for self and others.

- (c) **Language and Literacy:** Children communicate ideas and feelings, establish and maintain relationships with adults and other children through the literacy skills involved in (1) Listening and Speaking, (2) Reading, and (3) Writing.
- (d) **Mathematical Thinking:** Children make sense of the world around them and understand the physical world through mathematics experiences involving number concepts, patterns, functions, and Algebra, measurement, geometry and spatial sense, and data analysis and probability.
- (e) **Scientific Inquiry:** Children learn science by exploring the world around them as they try out things to see how they work, experiment, manipulate objects, use their senses and scientific tools to observe, collect and interpret data, and draw conclusions.
- (f) **Social Studies:** Children learn social studies by forming relationships, learning to communicate, and exploring the world around them through the study of people, jobs, landmarks and cultures of the surrounding community.
- (g) **Creative Arts:** Children demonstrate imagination, creativity, and invention through the study of the arts in ways that reflect their unique learning styles and views of the world.
- (h) **Physical Development, Health, and Safety:** Children develop gross motor coordination, fine motor control, and master increasingly sophisticated tasks and gain personal responsibility for their own physical needs.

The Early Learning Standards serve as:

- (a) A resource for guiding the selection and implementation of the curriculum;
- (b) A focus for discussion by parent(s), community members, and legislators around the education of young children;
- (c) A guide for selecting assessment tools appropriate for children from a variety of backgrounds with differing abilities;
- (d) A guide for planning experiences and instruction that enable children to make progress in meeting the standards; and
- (e) A framework for planning professional development opportunities.

The Early Learning Standards are not meant to be used to:

- (a) Mandate specific teaching practices or materials;
- (b) Bar children from entering Kindergarten;
- (c) Exclude children based on presence of disabilities or language spoken at home;
or
- (d) Establish rewards or punishments for education staff.

B. APPROACH

Overview and Council Responsibilities

The Early Childhood Advisory Council will serve as the District's primary platform for interagency coordination and collaboration around the most pressing issues surrounding the field of early childhood education. The ECAC will utilize a comprehensive approach that combines both community outreach and enhanced communication with an ambitious research and action agenda that will lead to comprehensive recommendations to the Mayor and the Office of the State Superintendent of Education.

The ECAC will be responsible for the following activities:

- Conducting periodic needs assessments of the quality and availability of early childhood learning and development programs and services for children from birth to school entry;
- Assessing the capacity and effectiveness of 2- and 4-year public and private institutions of higher education in the District in terms of supporting the development of early childhood educators;
- Identifying opportunities for, and barriers to, collaboration and coordination among federally-funded and District-funded early learning programs and services;

- Developing recommendations for increasing the overall participation of children in existing federal and District early learning programs and services;
- Developing recommendations for the establishment of a unified data collection system for public early childhood learning, education, and development programs and services throughout the District;
- Developing recommendations regarding District-wide professional development and career advancement plans for early childhood educators;
- Making recommendations for improvements to the District Early Learning Standards;
- Developing and recommending updates to a multi-year plan for the expansion of effective early learning, education, and development services;
- Recommending policies and procedures that assure the integration of the Early Intervention system as part of the District's approach to early learning, education, and development;
- Assuring the development of a sound continuum spanning early learning programs and traditional public education;
- Ensuring the development of early learning programs that meet the needs of infants and toddlers;
- Assuring an integrated approach to the design and delivery of social-emotional development services across the District;

- Providing ongoing input and advice to ECE about programs under its jurisdiction;
- Engaging parents to provide input and make recommendations to strengthen the work of ECE and developing improved communication strategies with families across the District regarding the importance of quality early learning, education, and child development and the programs of the District in support of quality early learning;
- Making recommendations that will support the supply and quality of early childhood workers needed to fully implement ECE's programs;
- Advising ECE in the creation of a comprehensive professional development system that applies to practitioners in all early learning settings with the goal of increasing the number of highly qualified early learning professionals;
- Ensuring that children with special needs are properly supported by the state's early learning programs; and
- Considering the overall early learning needs of young children and evaluating how those needs are or are not being met by ECE's services.

In order to meet these goals, the ECAC will meet a minimum of three times per year and convene public community forums on a quarterly basis to share recent achievements and solicit community feedback. The regular community meetings will establish the council as consistent venue through which the early childhood community in the District (both professionals and the public) can voice their concerns and share information regarding all aspects of early childhood education.

This work will be accelerated by the fact that the early childhood community has a history of participation in such councils. At the public hearing about the state plan, close to 100 people appeared to hear the presentation and a dozen members provided testimony. The combination of public and political will surrounding the council will provide the council with a strong basis upon which it can quickly build.

Statewide Needs Assessments and Priority Areas

As noted above, the District has a number of studies that the ECAC will draw upon to supplement the Statewide Needs Assessment. The ECAC has already utilized valuable information gathered through the Risk and Reach Study, the Market Rate Survey, and the Head Start Needs Assessment to determine the specific needs of the DC early childhood community. The required statewide needs assessment will build upon this research to complete the picture.

Staggered Research and Action Agenda

The scope of the council allows the members to cover a broad range of topics including:

- Increasing overall participation of children in existing Federal, State, and local child care and early education programs. The council will provide recommendations on this issue through an examination of any necessary increases to infant and toddler capacity and ensuring that children with special needs as well as English Language Learners have access to quality services.

- The establishment or improvement of core elements of the State early childhood system, such as a statewide unified data collection system;
- A statewide professional development system and career ladder for early childhood educators;
- High-quality early learning standards;
- Capacity and effectiveness of 2- and 4- year public and private institutes of higher education in the State toward supporting the development of early childhood educators.

The four priority areas identified by the ECAC (Children with Special Needs, Infants & Toddlers, Workforce & Professional Development, and Capacity Building) will be engaged through a staggered research and action agenda that includes the following three phases:

Phase 1: Research

The ECAC will contract with an outside research agency to conduct a study related to an identified priority area. While the study is being conducted, the ECAC will identify barriers to and opportunities for coordination.

Phase 2: Development of Recommendations

The ECAC will develop comprehensive recommendations based on the findings of the study and utilize the identified barriers to and opportunities for coordination as entry points for recommendations. During this phase, the ECAC will solicit feedback from

service providers and community stakeholders and convene a roundtable for the Business/Philanthropic community.

Phase 3: Three-pronged Communication Strategy

The ECAC will engage in a communication strategy that will involve:

1. Transmittal of recommendations to the Mayor and issuance of press releases;
2. Engaging early childhood providers and other community partners; and
3. Holding community forums to discuss recommendations with the public.

The ECAC will stagger the studies in order to ensure a consistent output of deliverables. The research and action agenda will progress according to the 3 year timeline outlined in the section below.

Timeline of Staggered Research and Action Agenda

The table below is the timeline for the staggered research and action agenda, which will cover the 3 years of the grant. The content of the table is broken down by yearly activities and outcomes in the following section.

DC Early Childhood Advisory Council—Staggered Research and Action Agenda

		Year 1				Year 2				Year 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Children with Special Needs	Phase A1: (1) Conduct study on National Best Practices for Children with Special Needs; (2) Identify barriers to and opportunities for coordination	Phase A2: (1) Develop Recommendations; (2) Stakeholder Input; (3) Convene Business & Philanthropic Roundtable	Phase A3: Three-Pronged Communication Strategy										
Infants and Toddlers	Phase B1: (1) Conduct Infant & Toddler Study; (2) Identify barriers to and opportunities for coordination	Phase B2: (1) Develop Recommendations; (2) Stakeholder Input; (3) Convene Business & Philanthropic Roundtable	Phase B3: Three-Pronged Communication Strategy										
Workforce & Professional Development	Phase C1: (1) Conduct Workforce & Professional Development Needs Assessment; (2) Identify barriers to and opportunities for coordination	Phase C2: (1) Develop Recommendations; (2) Stakeholder Input; (3) Convene Business & Philanthropic Roundtable	Phase C3: Three-Pronged Communication Strategy										
Capacity Building	Phase D1: (1) Conduct Capacity Building Study; (2) Identify barriers to and opportunities for coordination	Phase D2: (1) Develop Comprehensive Recommendations and Summative Report incorporating findings from all studies; (2) Stakeholder Input; (3) Convene Business & Philanthropic Roundtable	Phase D3: Three-Pronged Communication Strategy										

Year One: In year one of the ECAC, the council will initiate the studies targeting the children with special needs and infants and toddlers in the first quarter. The comprehensive needs assessment on workforce development will begin during quarter three of the first year.

YEAR ONE				
Priority Area	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Children with Special Needs	Phase 1: Conduct study on national best practices and current services provided in DC for Children with Special Needs.		Phase 2: Develop recommendations	Phase 3: Three-pronged communication Strategy
Infants and Toddlers	Phase 1: Conduct study on national best practices and current capacity and services provided in DC for Infants and Toddlers.			
Workforce & Professional Development			Phase 1: Conduct comprehensive needs assessment on workforce and professional development.	
Capacity Building				

Year One Outcomes:

- Quarter 1**
 - Quarterly public forum
- Quarter 2**
 - Complete study on children with special needs
 - Quarterly public forum
- Quarter 3**
 - Complete recommendations on national best practices and current services provided in DC for children with special needs
 - Quarterly public forum
- Quarter 4**
 - Complete communication and outreach for children with special needs
 - Complete study on national best practices and current capacity and services provided in DC for infants and toddlers
 - Quarterly public forum/leadership summit
 - Public awareness campaign

ECAC Priority Area 1: Infant and Toddlers

ECAC Activities: The ECAC will examine the following areas, either through council activities or through a research study:

- *Capacity:* Comparison of current capacity with overall demand for services. This data will inform recommendations for increases in infant and toddler slots.
- *True Cost of Quality Care:* The study will define any discrepancy between current funding levels and the true cost of providing high-quality infant and toddler services.
- *Professional Development and Training:* Study will assess the current professional development and training requirements for infant/toddler providers and compare it to local requirements and national best practices. *(tied to Priority Area 3)*
- *Parent Needs:* Survey of community to identify specific needs of the parents and to identify gaps in services based on quality and access.
- *Impact of Pre-k Expansion on Infant and Toddler Services:* D.C. has made a significant investment in the expansion of Pre-k services in the District. The study would examine the impact of this expansion on the infant and toddler services.

ECAC Priority Area 2: Children with Special Needs

ECAC Activities: The ECAC will examine the following areas, either through council activities or through a research study:

- *Capacity:* Compare current capacity and quality of services with actual need, with a focus on enhancing increasing variety of options in addition to those provided by DCPS.
- *Services for Autism:* Recent trends indicate a burgeoning child autism community. Conduct study to identify support necessary to ensure that programs are knowledgeable about the issue and can provide high-quality services in this area.
- *Delay Threshold:* Review DC's policy on the 50% delay threshold for services to compare with national trends and current research.
- *Professional Development:* Conduct survey of current staff qualifications and professional development requirements and services to determine if they adequately prepare providers to serve children with special needs. *(tied to Priority Area 3)*
- *National Best Practices:* Because the field is constantly evolving, the council will do a survey of latest research and national best practices around high-quality services to children with special needs to ensure that the District creates a comprehensive system informed by the best information available.

- *Community/Industry Education:* The ECAC will make efforts to strengthen community and industry knowledge and work to ensure that children with special needs are integrated into the broader early childhood education conversation.

Year Two: In year two of the ECAC, the council will continue the comprehensive needs assessment on workforce development, which will be completed by the end of quarter two.

The final study on the current capacity and long-term viability of the DC early childhood education system will begin during the first quarter and be completed by the end of the fourth quarter.

YEAR TWO				
Priority Area	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Children with Special Needs	Completed			
Infants and Toddlers	Phase 2: Develop recommendations	Phase 3: Three-pronged communication Strategy	Completed	
Workforce & Professional Development	Phase 1: Continued		Phase 2: Develop recommendations	Phase 3: Three-pronged communication Strategy.
Capacity Building	Phase 1: Conduct study current capacity and long-term viability of the DC early childhood education system.			

Year Two Outcomes:

- Quarter 1**
 - Develop recommendations for infant and toddler needs
 - Quarterly public forum
- Quarter 2**
 - Complete communication and outreach for infant and toddler recommendations
 - Complete comprehensive needs assessment on workforce and professional development
 - Quarterly public forum
- Quarter 3**
 - Develop recommendations for workforce and professional development
 - Quarterly public forum
- Quarter 4**
 - Complete communication and outreach for workforce and professional development recommendations
 - Complete study current capacity and long-term viability of the DC early childhood education system.
 - Quarterly public forum/ Community expo

ECAC Priority Area 3: Workforce & Professional Development

ECAC Activities: The ECAC will examine the following areas, either through ECAC activities or through a research study:

- *Develop a Comprehensive Workforce Development Plan:* The ECAC will examine the current system and make recommendations on how to enhance services to all early childhood programs. This will incorporate data gathered from previous studies (see above) to ensure that professional development services include training for serving children with special needs, infants and toddlers, as well as LEP and other communities. The study will also draw on new data collected about overall professional development needs.

- *Whole System Certification:* ECAC will examine what “qualified” means, comparing professional development requirements across sectors and exploring the possibility of creating a uniform standard for certification.
- *Quality Rating Improvement System (QRIS):* ECAC will conduct a study comparing D.C.’s QRIS to similar models currently being implemented in other states. Recommendations will be made on how the system can be enhanced to effectively incentivize quality care and professional development.

ECAC Priority Area 4: Capacity Building

ECAC Activities: The ECAC will examine the following areas, either through ECAC activities or through a research study:

- *Capacity:* Conduct a survey to compare overall capacity with demand.
- *Financial Viability of Child Care Providers:* The ECAC will conduct an in-depth examination of current funding strategies of child care providers and local and federal funding availability to determine long-term financial viability. The study will examine other state/industry approaches for other models that may inform recommendations.
- *True Cost of Care:* Building off of previously conducted studies (see above), the ECAC will examine any discrepancy between true cost of quality early childhood services and current funding levels.

- *Data Systems:* The ECAC will examine the current data systems in place to determine if there is a more effective way to comprehensively collect early childhood information.
- *Provider Wages and Compensation:* The study will determine how current wages and compensation of early childhood professionals compares with other localities and other comparable industries.

Year Three: In year two of the ECAC, the council will continue the comprehensive needs assessment on workforce development, which will be completed by the end of quarter two.

The final study on the current capacity and long-term viability of the DC early childhood education system will begin during the first quarter and be completed by the end of the fourth quarter.

YEAR THREE				
Priority Area	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Children with Special Needs	Completed			
Infants and Toddlers	Completed			
Workforce & Professional Development	Completed			
Capacity Building	Phase 2: Develop comprehensive recommendations and summative report incorporating findings from all studies.			Phase 3: Three-pronged communication Strategy.

Year Three Outcomes:

- Quarter 1** • Quarterly public forum
- Quarter 2** • Quarterly public forum
- Quarter 3** • Complete comprehensive recommendations and summative report incorporating findings from all studies
- Quarterly public forum
- Quarter 4** • Complete communication and outreach for recommendations and summative report about current capacity and long-term viability of the DC early childhood education system.
- Quarterly public forum/ Working group meetings

Development of OSSE Action Plan

At the end of each year, the ECAC will work closely with OSSE's Division of Early Childhood Education to translate council recommendations into a strategic plan with reasonable action steps. This strategic plan will incorporate data from relevant studies and community feedback. Communication and working with OSSE to translate recommendations into a plan of action.

ECAC Goal to Increase the Number of Children Entering Kindergarten Ready to Learn

All activities supported by the ECAC revolve around the goal of increasing the number of children entering kindergarten ready to learn. The specific ECAC goals that support the goal of school readiness are:

- **Increasing infant and toddler capacity:** By looking to increase the number of slots available for infants and toddlers, the ECAC aims to ensure that the maximum number of children have access to educational services at the

youngest ages. The studies and recommendations made to the Mayor will ensure that OSSE is maximizing capacity to this age group.

- **Ensuring high-quality, appropriate services for all children:** The ECAC's research and action agenda includes a comprehensive comparison between national best practices and the services currently being provided by the District. A thorough examination of the services provided for children with special needs will ensure that the District's services meet the developmentally appropriate needs of all children. The ECAC's examination of the District's comprehensive professional development system will ensure that all early childhood education providers are prepared to provide the highest quality of service to all children.
- **Enhancement and Expansion of Pre-k services:** The District has made a commitment to increasing the quality and availability of pre-k services within the District. With the passage of the *Pre-k Enhancement and Expansion Amendment Act of 2008*, the District committed to ensuring that, by September 2014, all children who are interested in receiving pre-k services will have access to a high-quality slot. The ECAC, through its studies and recommendations will ensure that OSSE continues on the path to achieving this goal.

Sustainability of the ECAC

OSSE will use the federal funding associated with this grant to establish the ECAC as a vital force in DC's early childhood community. In the past, advisory councils such as this have managed to

operate on minimal budgets. Since OSSE has a number of research projects running concurrently with the ECAC statewide needs assessment, OSSE will tailor its existing research and action agenda to incorporate the needs of the council. In this way, the majority of research needs and assessment needs of the council will become embedded in the broader research and action agenda of OSSE. Because OSSE already contracts with respected research agencies that must go through the Institutional Review Board (IRB) approval process, OSSE is confident that the research will accurately and objectively meet the needs of the council. Staffing for the council will continue to be provided by OSSE to ensure that the same level of coordination and support will be provided to the council in the absence of future federal funding. The local funding identified as a match for this grant and other in-kind contributions will be sufficient to continue the work of the council in subsequent years.

C. STAFF AND POSITION DATA

Approved and Proposed Members of the ECAC

The following is a list of proposed ECAC members who will fill the roles as required by the Head Start Act of 2007. Persons in the first part of the list have already been approved by the Office of Boards and Commissions and will be confirmed shortly. The other proposed members are still awaiting final approval and confirmation.

District of Columbia Early Childhood Advisory Council Members (Approved)	
NAME	TITLE/AFFILIATION
Kerri L. Briggs, Ph.D.	State Superintendent of Education Office of the State Superintendent of Education
Felicia DeHaney, Ph.D.	Interim Assistant Superintendent, Early Childhood Education Office of the State Superintendent of Education
Aisha Ferrell	Head Start State Collaboration Coordinator Office of the State Superintendent of Education
William Hughey	United Planning Organization
Judith Berman	DC Appleseed
Carrie Thornhill	Pre-k for All DC
Erika Beltran	National Council of La Raza
HyeSook Chung	Executive Director DC Action for Children
Early Childhood Advisory Council Members (Pending Confirmation by Office of Boards and Commissions)	
NAME	TITLE/AFFILIATION
Miriam Calderon	Executive Director, Early Childhood DC Public Schools
Josephine Baker	Executive Director, DC Public Charter Schools Board
Pierre Vigilance, MD	Director Department of Health
Deborah Carroll	Director Department of Human Services
Barbara Parks	Director Department of Mental Health
Roque R. Gerald	Director Child and Family Services Administration
Nathaniel D. Beers	Director, Early Intervention DC Public Schools
Early Childhood Advisory Council Members (Pending Approval by Office of Boards and Commissions)	
yet to be identified	Member, Washington Area Child Care Consortium
John Childers	Executive Director Consortium of Universities of the Washington Metropolitan Area
Diane Bernstein	Diane & Norman Bernstein Foundation
Judith Sandalow	Children's Law Center
Carol Brunson Day	President, National Black Child Development Institute
Mark Ginsberg	National Association for the Education of Young Children

Joe Bruno	Building Hope, Inc.
Jon Fernandez	Federal City Council
Corliss Richardson	Family Child Care Provider Association
Maria Lopez	Association of Hispanic Child Care Providers
Roxanne Kaufman	Georgetown University
Velma LaPoint	Howard University
Parent	(yet to be identified)
Parent	(yet to be identified)

STAFF

Minh C. Lê, Policy Analyst for the D.C. Office of the State Superintendent of Education, Division of Early Childhood Education will serve as the primary staff person for the ECAC. Please see the appendix for his biographical sketch and job description.

D. ORGANIZATIONS AND COOPORATING ENTITIES

The following organizations will be working with the ECAC either through membership on the ECAC or through collaboration.

AppleTree Early Learning Public Charter School (AELPCS): A public charter school authorized by the District of Columbia Public Charter School Board open to all three- and four-year olds in the District of Columbia. AELPCS’s mission is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AELPCS implements a research-based instructional program that supports the development of young children’s language, literacy, and behavioral skills as well as their understanding of the world around them. The school uses a comprehensive, integrated

curriculum designed to engage young children in playful activities and to build on their natural eagerness to learn.

Building Hope, Inc.: A non-profit organization founded in 2003 to make a difference in the lives of others by offering a change to their environment and lifestyle. Since its infancy, the program has become a comprehensive program through the partnership of many local organizations and provides several levels of services under its umbrella.

Children's Law Center: An organization that envisions a future for the District of Columbia in which every child has a safe home, a meaningful education and a healthy mind and body. The Center works toward this vision by providing legal services to at-risk children and their families and using the knowledge we gain from representing our individual clients to advocate for changes in the law and its implementation. Children's Law Center's programs foster hope and create opportunity through a focus on children in the child welfare system and impoverished children and families with special education and health care problems.

Consortium of Universities of the Washington Metropolitan Area: Comprised of twelve universities and two colleges, the Consortium provides 155,000 students with opportunities to benefit from the combined resources of its members. Consortium institutions educate students from all 50 states and more than 14,000 from around the world. The Consortium is a tax-exempt, nonprofit organization governed by the officers and representatives of the participating universities and colleges. Founded in 1964, the Consortium's mission has always been to support cooperative endeavors no single

institution could accomplish by itself. Consortium institutions serve their communities in many ways. The Consortium's record of public service is augmented by its impressive history of working with the area's government, business, school and community leaders to improve educational opportunities for all.

DC Action for Children: An advocacy organization dedicated to ensuring that all children in the District of Columbia have the opportunity to reach their full potential. DC Action for Children works to accomplish our mission through four key strategies:

- Increasing public awareness of issues facing young children in the District of Columbia;
- Providing research and analysis to support effective public policies to ensure that all young children have access to quality early care and education;
- Collaborating with partners to strengthen the focus and work on behalf of children and their families; and,
- Empowering families, programs and communities to advocate for our youngest citizens.

DC Appleseed: A nonprofit organization dedicated to solving important public policy problems facing the Washington, DC metropolitan area. To advance this mission, DC Appleseed organizes volunteers, including attorneys and other experts, who work in teams to analyze and develop solutions to problems facing the region.

The D.C. Public Charter School Board: Their mission is to provide quality public school options for DC students, families, and communities through:

- **Comprehensive application review process** – ensures that the PCSB only approves charter school applicants with thorough applications, research-based programs, experienced leadership and community support.
- **Effective oversight**– holds schools to high standards for results, with extensive reviews and data collection, and makes oversight decisions with the best interests of students in mind.
- **Meaningful support** – provides clear feedback and increased oversight to struggling schools, and rewards consistently high-performing schools with more autonomy.
- **Active Engagement of our stakeholders** – solicits community input and strives to be responsive to and transparent with all who are impacted by and impact the PCSB and public charter schools.

The DC Department of Health: A local government agency whose mission is to promote and protect the health, safety and quality of life of residents, visitors and those doing business in the District of Columbia. Their responsibilities include identifying health risks; educating the public; preventing and controlling diseases, injuries and exposure to environmental hazards; promoting effective community collaborations; and optimizing equitable access to community resources.

The Department of Mental Health: A local government agency whose mission is to develop, manage and oversee a public mental health system for adults, children and youth and their families that is consumer driven, community based, culturally competent and supports prevention, resiliency and recovery and the overall well being of the District of Columbia.

The Department of Human Services: A local government agency whose mission is to coordinate and provide a range of services that collectively create the enabling conditions for economic and socially challenged residents of the District of Columbia to enhance their quality of life and achieve greater degrees of self-sufficiency.

The DC Child and Family Services Agency (CFSA): The public child welfare agency in the District of Columbia responsible for protecting child victims and those at risk of abuse and neglect and assisting their families. CFSA works with community partners to ensure that children involved in the public child welfare system grow up in safe, permanent homes with strong families.

Diane and Norman Bernstein Foundation: Since the early 1990s, The Diane and Norman Bernstein Foundation has been supporting nonprofits in the Washington region. While they give in multiple areas, their priorities are the children and youth of the District.

The National Black Child Institute: Their mission is to improve and advance the quality of life for Black children and their families through advocacy and education to promote the vision of a society that embraces the commitment to a successful future for every child.

The National Council of La Raza (NCLR): Founded in 1968, NCLR is a private, nonprofit, nonpartisan, tax-exempt organization headquartered in Washington, DC. NCLR serves all Hispanic subgroups in all regions of the country and has regional offices in Chicago, Los Angeles, New York, Phoenix, and San Antonio. Through its network of nearly 300 affiliated community-based organizations, NCLR reaches millions of Hispanics each year in 41 states, Puerto Rico, and the District of Columbia. To achieve its mission, NCLR conducts applied research, policy analysis, and advocacy, providing a Latino perspective in five key areas – assets/investments, civil rights/immigration, education, employment and economic status, and health. In addition, it provides capacity-building assistance to its Affiliates who work at the state and local level to advance opportunities for individuals and families.

Federal City Council: An organization that tries to enhance the Nation’s Capital by focusing the creative and administrative talents of Washington’s business and professional leaders on major problems and opportunities that are facing the city. The Council works without seeking publicity to help both local and federal government agencies meet community needs. It offers the knowledge, experience, and skills of its members; prompt research capacity; and the ability to act expeditiously. The Council makes commitments for the long-term, recognizing that fundamental structural improvements in the city’s economic, physical, and social welfare systems will require years of dedicated, relentless effort.

The National Association for the Education of Young Children (NAEYC): An organization

dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age eight. NAEYC is committed to becoming an increasingly high performing and inclusive organization. Founded in 1926, NAEYC is the world's largest organization working on behalf of young children with nearly 90,000 members, a national network of over 300 local, state, and regional affiliates, and a growing global alliance of like-minded organizations.

Pre-k for All DC: Launched in June 2006, Pre-K for All DC is a non-partisan public education and advocacy campaign aimed at ensuring all children have the opportunity to attend a free, voluntary, and high-quality pre-k program.

PNC Foundation: The PNC Foundation's priority is to form partnerships with community-based nonprofit organizations within the markets PNC serves in order to enhance educational opportunities for children, particularly underserved pre-K children through their signature, PNC Grow Up Great program, and to promote the growth of targeted communities through economic development initiatives.

Society for Research in Child Development: The Society is a multidisciplinary, not-for-profit, professional association with a membership of approximately 5,500 researchers, practitioners, and human development professionals from over 50 countries. The purposes of the Society are to promote multidisciplinary research in the field of human development, to foster the exchange of information among scientists and other

professionals of various disciplines, and to encourage applications of research findings. Their goals are pursued through a variety of programs with the cooperation and service of our governing council, standing committees, and members.

United Planning Organization: A private, nonprofit human service corporation that plans, coordinates, and implements human service programs in the Nation's Capital. UPO's rich history began December 10, 1962 with its establishment following gifts from both the Ford and Agnes/Eugene Meyer Foundation grants awarded to plan, initiate, and support long range programs for the entire Metropolitan Washington, DC area.

Washington Association of Child Care Centers: A professional association that represents the interests of Child Care Centers in the District of Columbia.

E. BUDGET AND BUDGET JUSTIFICATION

I. Budget

**Head Start Act, State Advisory Council, American Recovery and Reinvestment Act of 2009
Budget Justification for Program Year 1 (October 1, 2010-September 30, 2011)**

Object Class Categories	Federal Funding	State Funding
F. Contractual	\$ 217,000	\$ 506,478
• Project Consultant	\$ 75,000	
• Pre-K Program Assistance Grants		\$ 299,478
• Pre-K Expansion Grants		\$ 207,000
• Research Studies:		
○ Children with Special Needs	\$ 50,000	
○ Infants & Toddlers	\$ 50,000	
• Two (2) Day Leadership Summit	\$ 30,000	
• Public Awareness Campaign	\$ 12,000	
I. Total Direct Charges	\$ 217,000	\$ 506,478
J. Indirect Charges	\$ -	\$ -
K. TOTALS	\$ 217,000	\$ 506,478
GRAND TOTAL OF FEDERAL AND STATE		\$ 723,478

**Head Start Act, State Advisory Council, American Recovery and Reinvestment Act of 2009
Budget Justification for Program Year 2 (October 1, 2011-September 30, 2012)**

Object Class Categories	Federal Funding	State Funding
F. Contractual	\$ 220,000	\$ 513,480
• Project Consultant	\$ 75,000	
• Pre-K Program Assistance Grants		\$ 306,480
• Pre-K Expansion Grants		\$ 207,000
• Research Studies:		
○ Workforce & Professional Development	\$ 50,000	
○ Capacity Building Study	\$ 50,000	
• Early Years are Learning Years Community	\$ 45,000	
I. Total Direct Charges	\$ 220,000	\$ 513,480
J. Indirect Charges	\$ -	\$ -
K. TOTALS	\$ 220,000	\$ 513,480
GRAND TOTAL OF FEDERAL AND STATE		\$ 733,480

**Head Start Act, State Advisory Council, American Recovery and Reinvestment Act of 2009
Budget Justification for Program Year 3 (October 1, 2012-September 30, 2013)**

Object Class Categories	Federal Funding	State Funding
F. Contractual	\$ 63,000	\$ 151,710
• Project Consultant	\$ 45,000	
• Pre-K Program Assistance Grants		\$ 51,710
• Pre-K Expansion Grants		\$ 100,000
• Summative Report	\$ 8,000	
• Stakeholder Working Group Meetings	\$ 10,000	
I. Total Direct Charges	\$ 63,000	\$ 151,710
J. Indirect Charges	\$ -	\$ -
K. TOTALS	\$ 63,000	\$ 151,710
GRAND TOTAL OF FEDERAL AND STATE		\$ 214,710

THREE YEAR GRAND TOTAL OF FEDERAL	\$ 500,000
THREE YEAR GRAND TOTAL OF STATE MATCH	\$ 1,171,668
THREE YEAR GRAND TOTAL OF FEDERAL AND STATE	\$ 1,671,668

II. Budget Justification

Year One

Personnel: N/A

Fringe: N/A

Travel: N/A

Equipment: N/A

Supplies: NA

Contractual: \$723,478 (Total)

Federal (\$217,000):

- *Consultant:* ECAC will engage a project consultant to provide on-going coordination and administrative support to the Council. Duties of the consultant will include meeting coordination and facilitation, analysis and processing of information, development of reports, special events coordination and management, development and implementation of appropriate strategies for communication and outreach activities and other duties as required to support progress toward objectives. (\$75,000)
- *Research Study on Children with Special Needs:* OSSE will engage a reputable research organization to conduct a study that will examine provider capacity, services for Autism, professional development, and national best practices around high-quality services to children with special needs. (\$50,000)
- *Research Study on Infant and Toddlers:* OSSE will engage a reputable research organization to conduct a study that will examine provider capacity, the true cost of quality care, current professional development and training requirements for infant/toddler providers, and the impact of Pre-k expansion on Infant and Toddler Services in the District. (\$50,000)
- *Two-day Leadership Summit:* ECAC will convene a leadership summit including representatives of government agencies, elected and appointed officials, higher education, local providers of early education and care, Head Start, parents, community partners, advocacy, business and philanthropic organizations to collectively frame a unified vision for early childhood education in the District and articulate a theory of change that will propel

development of a coherent early care and education system that supports children's early learning and development. (\$30,000)

- *Public Awareness Campaign:* ECAC will utilize public service ad space available on Metrorail and Metro buses to promote awareness of the District vision for early childhood education and the importance of quality early learning, education and child development and the programs of the District in support of quality early learning. (\$12,000)

Local (\$506,478):

- *Program Assistance Grants:* OSSE recently dedicated funds for Program Assistance grants which are intended to increase the number of high-quality pre-k programs available to children and families in the District of Columbia. Pre-k providers use the Program Assistance grants to fund quality improvement initiatives such as professional development, accreditation, family engagement, and improving classroom environment. By dedicating funding in this way, OSSE is providing programs with a pathway for translating identified needs into improved services. By increasing program quality and targeting resources to the areas of greatest need within the District, these grants support the ECAC's goal of increasing the overall participation of children in early childhood programs and ensure a smooth transition for those children into k-12 education. (\$299,478)
- *Pre-k Classroom Expansion:* The District has made a firm commitment to expanding and enhancing services to 3- and 4- year old children in D.C. with

the goal of ensuring universally available pre-k services by the fall of 2014. This includes a targeted expansion in the community-based sector with a particular focus on areas identified as being of high-risk. This expansion is meant to provide a wealth of options to District families in addition to DCPS, DCPCS, and Head Start. (\$207,000)

YEAR TWO

Personnel: N/A

Fringe: N/A

Travel: N/A

Equipment: N/A

Supplies: N/A

Contractual: \$733,480 (Total)

Federal (\$220,000):

- *Consultant:* ECAC will engage a project consultant to provide on-going coordination and administrative support to the Council. Duties of the consultant will include meeting coordination and facilitation, analysis and processing of information, development of reports, special events coordination and management, development and implementation of appropriate strategies for communication and outreach activities and other duties as required to support progress toward objectives. (\$75,000)

- *Research Study on Professional Development:* ECAC will engage the services of a reputable research organization to conduct a study to (1) examine the current professional development system and make recommendations on how to enhance services, (2) compare professional development requirements across sectors and explore the possibility of creating a uniform standard certification. (\$50,000)
- *Research Study on Capacity Building:* ECAC will engage a reputable research organization to conduct a comprehensive assessment of current capacity of early childhood providers in terms of quality services and the financial viability of the current funding strategies of early childhood programs. (\$50,000)
- *Early Years are Learning Years Community Expo:* ECAC will sponsor a one-day exposition for parents, families, providers that will display the range of early childhood services available in the District and disseminate resource information to promote parent, family and community awareness of the importance of quality early learning, education and child development, and participation in the programs of the District in support of quality early learning. (\$45,000)

Local (\$513,480):

- *Program Assistance Grants:* OSSE recently dedicated funds for Program Assistance grants which are intended to increase the number of high-quality

pre-k programs available to children and families in the District of Columbia. Pre-k providers use the Program Assistance grants to fund quality improvement initiatives such as professional development, accreditation, family engagement, and improving classroom environment. By dedicating funding in this way, OSSE is providing programs with a pathway for translating identified needs into improved services. By increasing program quality and targeting resources to the areas of greatest need within the District, these grants support the ECAC's goal of increasing the overall participation of children in early childhood programs and ensure a smooth transition for those children into k-12 education. (\$306,480)

- *Pre-k Classroom Expansion:* The District has made a firm commitment to expanding and enhancing services to 3- and 4- year old children in D.C. with the goal of ensuring universally available pre-k services by the fall of 2014. This includes a targeted expansion in the community-based sector with a particular focus on areas identified as being of high-risk. This expansion is meant to provide a wealth of options to District families in addition to DCPS, DCPCS, and Head Start. (\$207,000)

YEAR THREE

Personnel: N/A

Fringe: N/A

Travel: N/A

Equipment: N/A

Supplies: N/A

Contractual: \$214,710 (Total)

Federal (\$63,000):

- *Consultant:* ECAC will engage a project consultant to provide on-going coordination and administrative support to the Council. Duties of the consultant will include meeting coordination and facilitation, analysis and processing of information, development of reports, special events coordination and management, development and implementation of appropriate strategies for communication and outreach activities and other duties as required to support progress toward objectives. (\$45,000)
- *Summative Report:* ECAC will create a summative report that will incorporate research from all previous studies and activities (\$8,000)
- *Stakeholder Working Group Meetings:* A series of meetings designed to engage early childhood providers, business/philanthropic communities, and the general community including parents. Meetings will be used to review lessons learned from studies and activities conducted in Years 1 and 2 and to develop pathways for on-going collaboration and coordination. Participants will be encouraged to identify specific actions they will take to extend efforts to increase access to and participation in early childhood programs. (\$10,000)

Local (\$151,710):

- *Program Assistance Grants:* OSSE recently dedicated funds for Program Assistance grants which are intended to increase the number of high-quality pre-k programs available to children and families in the District of Columbia. Pre-k providers use the Program Assistance grants to fund quality improvement initiatives such as professional development, accreditation, family engagement, and improving classroom environment. By dedicating funding in this way, OSSE is providing programs with a pathway for translating identified needs into improved services. By increasing program quality and targeting resources to the areas of greatest need within the District, these grants support the ECAC's goal of increasing the overall participation of children in early childhood programs and ensure a smooth transition for those children into k-12 education. (\$51,710)
- *Pre-k Classroom Expansion:* The District has made a firm commitment to expanding and enhancing services to 3- and 4- year old children in D.C. with the goal of ensuring universally available pre-k services by the fall of 2014. This includes a targeted expansion in the community-based sector with a particular focus on areas identified as being of high-risk. This expansion is meant to provide a wealth of options to District families in addition to DCPS, DCPCS, and Head Start. (\$100,000)

Appendix

A1. STAFF BIOGRAPHY

Minh C. Lê (Policy Analyst)

Minh is the Policy Analyst for the D.C. Office of the State Superintendent of Education (OSSE), Division of Early Childhood Education. He advises the Assistant Superintendent for Early Childhood Education on national and local policies and oversees local research initiatives for the agency. Prior to this, he worked in D.C. for local government and non-profit organizations as an early literacy project coordinator, office manager, grant writer, and youth programs director, and spent time as an elementary school teacher in the Republic of the Marshall Islands. He currently serves as the co-Creative Director for the Museum of Unnatural History, the DC branch of a national nonprofit organization started by renowned author Dave Eggers. The Museum of Unnatural History is dedicated to supporting students ages 6-18 with their creative and expository writing skills. He is a Founding Member of the Education Strengthens Families (ESF) Public Charter School and served as the school's Chairman of the Board in 2008. In 2002 he was appointed by then D.C. Mayor Anthony Williams to represent the District's Vietnamese community as a Commissioner for the D.C. Commission on Asian and Pacific Islander Affairs. He served in this capacity until 2005 when he left to earn a Master's in Education Policy and Management from the Harvard Graduate School of Education. He received his Bachelor's in Psychology and Religion from Dartmouth College in 2001.

JOB DESCRIPTION: POLICY ANALYST DS-301-13

The primary purposes of the Policy Analyst is to research, review, analyze, and recommend best practices in early care and education, child development and early intervention, and to provide staff support to the Early Childhood Advisory Council.

MAJOR DUTIES AND RESPONSIBILITIES

The incumbent works under the general supervision of the Assistant Superintendent for Early Childhood Education. Specifically, the Policy Analyst:

Analyzes and interprets existing, revised, and newly established federal and District legislation, regulation, executive orders, and policies that have significant impact on the ECE program operations; and analyzes early childhood education program plans and operations; policy questions; and develops cost-benefit analysis of the program and policy options.

Reviews best practices, research, evaluation, and statistical activities and publications of Federal, State and non-governmental groups to identify materials relevant to pending policy

issues and suggest improvements in the Administration's analysis necessary to shape informed early care and education, intervention and child development policy decisions.

Monitors proposed federal and District government legislation on early care and education, child development and related human services programs and develops implementation strategies. As needed, develops the Administration's legislative proposals including fiscal impact analysis, and subsequent implementation of program regulations.

Designs appropriate research methods for policy issues relative to early care and education, and child development using evidenced-based practices for the social science to maximize validity and reliability of the studies; and serves as lead specialist in the research, evaluation and interpretation of all policies and legislation for the coordination, incorporation into, and implementation of a comprehensive plan for child development in the District of Columbia.

Performs needs assessment of early care and education, intervention, and child development by analyzing existing D.C. government legislation, policies, programs for relevancy to the Administration's mission and objectives; and coordinates, in partnership with planning staffs of appropriate executive branch departments, the development and/or evaluation of complex early care and education, early intervention and child development related policy issues of a wide and diverse nature.

Serves on and/or convenes inter- and intra-departmental work groups and task forces, as assigned, to study policy issues related to early care and education, intervention and child development.

Develops strategies to ensure public participation, as appropriate, in the creation of policies governing the delivery of early care and education, and early intervention programs, and supportive services.

Plans, develops, coordinates and/or conducts, and completes special analyses and other studies using relevant analytical methods needed to support the Administration's early care and education, intervention and child development-related policy initiatives; and conducts broad research and analysis into issues and initiatives to explore alternatives and concepts, including recommendations of a resolution strategy.

Analyzes the impact of budgetary reductions or funding increases on District government's early childhood development programs; and develops the Administration in the development of criteria and procedures for priority setting, resource allocation, and makes recommendations, as appropriate.

Participates in defining the District government's need for program consolidation, elimination of existing or the establishment of new programs, emphasizing the interrelationships and balancing of the early childhood development initiative.

Provides information and technical assistance to DC government agency heads to assist them with implementation of DC Law 6-169, "DC Employees Child Care Facilities Act of 1986."

Coordinates and drafts responses to Office of the State Superintendent of Education and the District of Columbia Council regarding special initiatives impacting the Administration's operations and budget.

Coordinates and provides staff and logistic support to meetings by the Early Childhood Advisory Council and its subcommittees including developing meeting agendas, and taking and maintaining minutes of meetings; recruits qualified volunteers for ECAC membership; and coordinates the activities of the ECAC and the development of all reports as required.

Participates in the review, formulation and editing of policy standards and procedures to effect the organization's efficiency.

A2. ORGANIZATIONAL PROFILE

The Office of the State Superintendent of Education (OSSE) in the District of Columbia oversees all levels of education in the District, including programs for children ages birth to five. The Division of Early Childhood Education (ECE) within OSSE provides the leadership and management of the early childhood programs, and its mission is to ensure that all children in the District birth to age five have access to high-quality programs. Programs that are managed by ECE include licensed child care, pre-kindergarten, child care subsidies, early literacy programs, professional development supports for early childhood educators, and out-of-school time programs, including family literacy book clubs. These publicly-funded programs are implemented in partnership with community-based organizations and government agencies.

Employer Identification Number: The OSSE Employer Identification Number is [REDACTED]

Contact Person and Contact Information: The contact person for OSSE will be Felicia DeHaney, Ph.D., Interim Assistant Superintendent of Early Childhood Education and Director, School Preparedness for the Division of Early Childhood Education. Her contact information is as follows:

Felicia DeHaney, Ph.D.

717 14th Street, NW, Suite 1200, Washington, DC 20005

Phone: 202-727-1839; Fax: 202-727-8166; felicia.dehaney@dc.gov

Please find below the required organizational information including the **organizational charts** for OSSE and the Division of Early Childhood Education, the FY2009 **audit report summary** for

the Government of the District of Columbia, and an **issuance** from D.C.'s Mayor Adrian Fenty identifying and designating OSSE as the office responsible for the management of the ECAC.

A3. THIRD PARTY AGREEMENTS

At this time there are no grantees or sub grantees, subcontractors, or other cooperating entities that would necessitate a third party agreement.