

## DC RTT-ELC Appendix Table of Contents

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### References

610	References	N/A
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## Acronyms

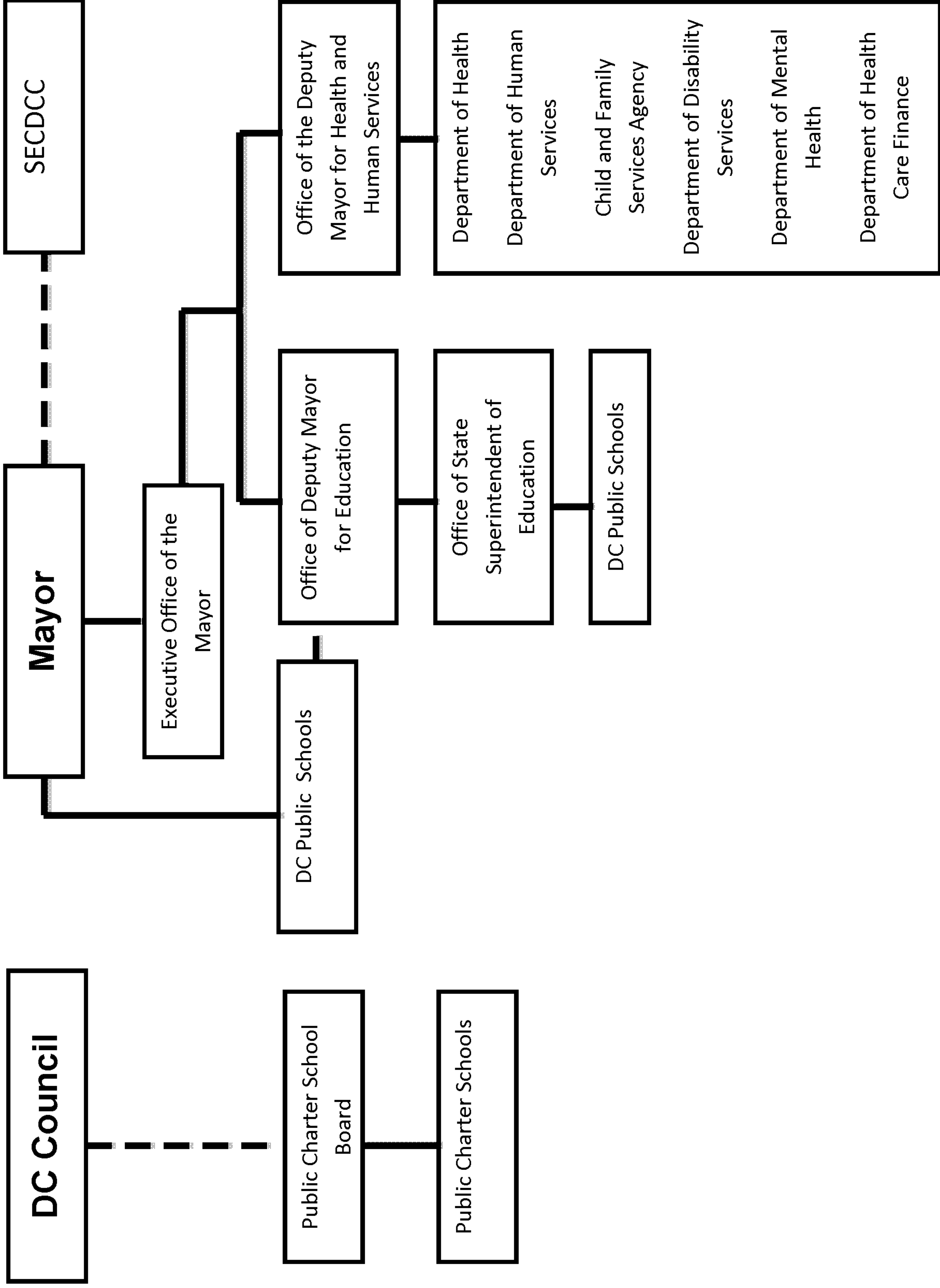
AA	Associate of Arts
ACEDS	Automated Client Eligibility Determination System
BA	Bachelor of Arts
CBO	Community Based Organization
CCDF	Childcare and Development Fund
CCSS	Common Core State Standards
CCSSO	Council for Chief State School Officers
CDA	Child Development Associate
CFSA	Child and Family Service Agency
CLASS	Classroom Assessment Scoring System
CMS	Center for Medicaid Services
DC	District of Columbia,
DC CARES	DC Customer Access, Reporting and Eligibility System
DC CYCW	DC Council on Young Child Wellness
DC EIP	DC Early Intervention Program
DCFI	DC Fatherhood Initiative
DC PROS	DC Professionals Receiving Opportunities and Support
DCMR	District of Columbia Municipal Regulations
DCPNI	DC Promise Neighborhoods Initiative
DCPCS	DC Public Charter School
DCPS	District of Columbia Public Schools
DHCF	Department of Health Care Finance
DHS	Department of Human Services
DME	Deputy Mayor for Education
DMH	Department of Mental Health, chart
DOH	Department of Health
ECCS	Early Childhood Comprehensive Systems
ECE	Early Childhood Educator
ECEA	Early Childhood Education Assessment Consortium
ECERS	Early Childhood Environmental Rating Scale
EIMS	Early Childhood Education Information Management System
ELD	Early Learning and Development
ELDP	Early Learning and Development Program
ELDS	Early Learning and Development Standards
ELL	English Language Learner
ELLCO	Early Language and Literacy Classroom Observation
ELN	Early Learning Network
EOM	Executive Office of the Mayor



EPSDT	Early Periodic Screening Diagnostic and Treatment Service
ESEA	Elementary and Secondary Education Act
EVT	Expressive Vocabulary Test
FFY	Federal Fiscal Year
FPL	Federal Poverty Level
FY	Fiscal Year
HHS	Health and Human Services
HIPAA	Health Insurance Portability & Accountability Act
HSHF	Healthy Start Healthy Families
HSPFCE	Head Start Parent, Family and Community Engagement Framework
IDEA	Individuals with Disabilities Education Act
IHE	Institution of Higher Education
KEA	Kindergarten Entry Assessment
LAUNCH	Linking Actions for Unmet Needs in Children's Health
LEA	Local Education Association
MA	Master of Arts
MCO	Managed Care Organization
MOA	Memorandum of Agreement
NAECS/SDE	National Association of Early Childhood Specialists in State Departments of Education
NAEYC	National Association for the Education of Young Children
NCATE	National Council for Accreditation of Teacher Education
NEILS	National Early Intervention Longitudinal Study
NIEER	National Institute for Early Education Research
OSSE	Office of the State Superintendent of Education
OST	Out-of-School Time
PAC	Parent Advisory Committee
PARCC	Partnership for Assessment of Readiness for College and Careers
PCS	Public Charter School
PD	Professional Development
PIECES	Play in Early Childhood Evaluation System
PIP	Program Improvement Plan
PKEEP	Pre-K Education and Expansion Program
PPVT	Peabody Picture Vocabulary Test
QRIS	Quality Rating and Improvement System
QRS	Quality Rating System
R&R	Resource and Referral Agency
RFI	Request for Information

RTT-ELC	Race to the Top Early Learning Challenge
SBOE	State Board of Education
SCHIP	State Children's Health Insurance Program
SECDC	State Early Childhood Development Coordinating Council
SLED	Statewide Longitudinal Education Data
SNAP	Supplemental Nutrition Assistance Program
TB	Tuberculosis
TANF	Temporary Assistance for Needy Families
TEACH	Teacher Education and Compensation Helps
UCI	Unique Child Identifier
UDC	University of the District of Columbia
USED	United States Education Department
WHC	Washington Hospital Center

# Organizational Chart for RTT – ELC



**There are 35 Charter LEAs that offer pre-k programs, across 60 campuses:**

1. AppleTree Early Learning PCS (all 7 campuses)
2. Arts & Technology Academy PCS (1 campus)
3. Bridges PCS (1 campus)
4. Capital City PCS (1 campus—the 15<sup>th</sup> Street Lower school campus only)
5. Center City PCS (all 6 campuses)
6. Community Academy PCS (5 campuses—all except the online school)
7. DC Bilingual PCS (1 campus)
8. DC Preparatory Academy PCS (2 campuses--the Edgewood Elementary and Benning Elementary campuses only)
9. E.L Haynes (1 campus--the Kansas Avenue campus only)
10. Eagle Academy PCS (1 campus—the M Street campus only)
11. Early Childhood Academy PCS (2 campuses)
12. Education Strengthens Families (“ESF”) PCS (1 campus)
13. Elsie Whitlow Stokes Community Freedom PCS (1 campus)
14. Excel Academy PCS (1 campus)
15. Friendship PCS (4 campuses--the Chamberlain, Woodridge, Blow-Pierce and Southeast campuses only)
16. Hope Community PCS (2 campuses)
17. Howard Road Academy PCS (2 campuses--the Main campus and Pennsylvania Ave campus only)
18. Ideal Academy PCS (1 campus)
19. Imagine Southeast PCS (1 campus)
20. Inspired Teaching Demonstration PCS (1 campus)
21. KIPP-DC (3 campuses--the LEAP, GROW, and Discover campuses only)
22. Latin American Montessori Bilingual (“LAMB”) PCS (1 campus)
23. Mary McLeod Bethune PCS (1 campus)

24. Meridian PCS (1 campus)
25. Mundo Verde PCS (1 campus)
26. Perry Street Prep PCS—formerly Hyde Leadership PCS (1 campus)
27. Potomac Lighthouse PCS (1 campus)
28. Roots PCS (1 campus—the North Capitol campus only)
29. Septima Clark PCS (1 campus)
30. Shining Stars Montessori Academy PCS (1 campus)
31. St. Coletta Special Education PCS (1 campus)
32. Tree of Life Community PCS (1 campus)
33. Two Rivers PCS ( 1 campus—the Lower campus only)
34. Washington Yu Ying PCS (1 campus)
35. William E. Doar, Jr. PCS (2 campuses)



Race to the Top - Early Learning Challenge District of Columbia Implementation Plan

Section A

	Activity	Owner	2012				2013				2014				2015				
			W	Sp	Su	Fa	W	Sp	Su	Fa	W	Sp	Su	Fa	W	Sp	Su	Fa	
1	Hold State Advisory Council Summit on the State of Early Childhood in the District	SECDCC, DME <sup>1</sup>		X															
2	Conduct a meta-analysis of early learning and development	SECDCC			X	X <sup>2</sup>													
3	Conduct fiscal analyses and develop a cross-agency Early Learning and Development System Budget for the District.	DME, Vendor under DME	X	X															
4	Create a single website with extensive listing of services available	DME, Vendor under DME			X														

Section B

	Activity	Owner	2012				2013				2014				2015				
			W	Sp	Su	Fa	W	Sp	Su	Fa	W	Sp	Su	Fa	W	Sp	Su	Fa	
1	Align draft standards with nationally recognized accreditation standards	Consultant under OSSE	X	X															
2	Pilot newly enhanced program standards	OSSE	X	X	X	X													

<sup>1</sup> Where multiple owners are indicated, the first agency is the owner and the following agencies are partners.

<sup>2</sup> Cells highlighted grey indicate milestones explained within the text of the narrative.







	Activity	Owner	2012				2013				2014				2015				
			W	Sp	Su	Fa	W	Sp	Su	Fa	W	Sp	Su	Fa	W	Sp	Su	Fa	
11	Map and crosswalk existing family engagement standards in all early learning programs	OSSE, CFSA, DHS, DMH				X			X										
12	Develop online, paper-based and face-to-face training opportunities for ECE professionals	OSSE, Higher Ed Consortium				X		X											
13	Train one coach from each licensed provider in family engagement strategies	OSSE						X											
14	Establish Centers for Excellence and the Family Provider Peer Network	OSSE											X	X	X	X	X	X	X
15	Create and implement a universal screening and referral process for home visitation services for new parents	DOH, CFSA, DHCF							X				X	X	X	X	X	X	X
16	Develop an online system for managing and tracking services across agencies and providers	DHS, DOH, CFSA, DMH, DHCF											X	X	X	X	X	X	X
17	Consolidate home visitation funding streams within legal boundaries (see Children's Budget process outlined in Section A) and maximize federal revenue opportunities to better maximize dollars spent on home visiting	DME, SECDDC						X									X	X	X





	Activity	Owner	2012				2013				2014				2015			
			W	Sp	Su	Fa	W	Sp	Su	Fa	W	Sp	Su	Fa	W	Sp	Su	Fa
	the CBOs in mind																	
10	Develop a financing plan for sustained ECE professional development and ECE incentive pay	DME, SECDCC		X	X	X												
11	Ensure that ECE professionals working toward degrees gain recognition and compensation for their additional education as they progress	OSSE		X	X	X								X	X	X		
12	Create pool of DC Early Childhood Consultants: Career Counselors and Career Mentors	OSSE		X	X	X												
13	Develop a publicly-available portion of the Professional Development Registry	OSSE			X													

Section E

	Activity	Owner	2012				2013				2014				2015			
			W	Sp	Su	Fa	W	Sp	Su	Fa	W	Sp	Su	Fa	W	Sp	Su	Fa
1	Appoint and convene a RTT-ELC KEA Design Team	OSSE	X	X	X	X												
2	Develop a detailed financing plan for each of the phases of KEA development and implementation, as well as for the long-term sustainability of the KEA	OSSE, SECDCC		X		X								X	X	X		
3	Address any legislative or regulatory barriers to District-wide implementation of the KEA	SECDCC, OSSE				X								X	X	X		
4	Deliver training to administrators and teachers on the administration of the KEA	OSSE, KEA Design Team, Contractor												X	X	X		

		<i>under OSSE</i>																		
5	Pilot test the KEA	<i>OSSE, KEA Design Team</i>							X											
6	Revise administration protocols based on results of pilot	<i>OSSE, KEA Design Team</i>								X										
7	Develop protocols and guidelines for data analysis, usage and reporting	<i>OSSE, KEA Design Team</i>								X	X	X								
8	Develop continuous improvement protocol for revision of assessment tools and/or a administrative and reporting procedures	<i>OSSE, KEA Design Team, Contractor under OSSE</i>							X	X	X	X	X							
9	Report KEA results to key stakeholders, in accordance with a developed communications strategy	<i>OSSE</i>																	X	X

Competitive Preference Priority 2

	Activity	Owner	2012				2013				2014				2015					
			W	Sp	Su	Fa	W	Sp	Su	Fa	W	Sp	Su	Fa	W	Sp	Su	Fa		
1	Convene a District-wide QRIS Study Group	OSSE	X	X	X	X	X	X	X	X	X	X	X							
2	Revise QRIS to ensure appropriateness for all program types	OSSE	X	X	X	X	X	X	X	X	X	X	X							
3	Design and implement incentives to encourage QRIS participation from ELDPs	OSSE					X	X	X	X	X	X	X							



**MEMORANDUM OF AGREEMENT  
BETWEEN THE DISTRICT OF COLUMBIA'S  
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION  
AND  
STATE EARLY CHILDHOOD DEVELOPMENT COORDINATING  
COUNCIL**

This Memorandum of Agreement ("MOA") is entered into by and between the Office of the State Superintendent of Education of the District of Columbia ("Lead Agency") and the District of Columbia's State Early Childhood Development Coordinating Council ("Participating Entity"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

**I. ASSURANCES**

The Participating Entity hereby certifies and represents that it:

- 1) Agrees to be a Participating Entity and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan, Exhibit I, and applicable District and federal laws:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating Entity's specific goals, activities, timelines, budgets, and key personnel ("Participating Entity Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating Entity is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).



## **II. PARTICIPATING ENTITY RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating Entity will:

- 1) Implement the Participating Entity Scope of Work as identified in Exhibit I of this MOU;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating Entity's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating Entity is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

## **III. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency shall:

- 1) Work collaboratively with, and support the Participating Entity in carrying out the Participating Entity Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating Entity in the State Plan during the course of the project period and in accordance with the Participating Entity's Scope of Work, as identified in Exhibit I, and in accordance with the Participating Entity's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating Entity's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating Entity informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating Entity, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies/Entities necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.



#### **IV. JOINT RESPONSIBILITIES**

In establishing the framework for collaboration, both the Participating Entity and the Lead Agency agree to the following responsibilities:

- 1) The Lead Agency and the Participating Entity shall each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating Entity shall maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating Entity personnel shall work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating Entity personnel shall negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating Entity, or when the Participating Entity's Scope of Work requires modifications.

#### **V. STATE RECOURSE IN THE EVENT OF PARTICIPATING ENTITY'S FAILURE TO PERFORM**

If the Lead Agency determines that the Participating Entity is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency shall take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating Entity, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

#### **VI. MODIFICATIONS**

This MOU may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

#### **VII. DURATION**

This MOU shall be effective, beginning with the date of the last signature hereon. This MOU shall expire at the end of the Race to the Top-Early Learning Challenge grant period if granted.

#### **VIII. CONFIDENTIAL INFORMATION**

The Parties to this MOU shall use, restrict, safeguard and dispose of all information related to services provided by this MOU, in accordance with all relevant federal and local confidentiality statutes, regulations, policies, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), approved August 21, 1996 (110 Stat. 1936; 42 U.S.C. §1320d et seq.), the District of Columbia Public Assistance Act of 1982 (Public Assistance Act), as amended, effective April 6, 1982 (D.C. Law 4-101; D.C. Official Code § 4-209.04), and the Data-Sharing and Information Coordination Amendment Act of 2010, as amended effective December 4, 2010 (D.C. Law 18-273).

#### **IX. MISCELLANEOUS**



## **Exhibit I – DRAFT SCOPE OF WORK**

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

*Within the State Plan, Participating State Agencies are identified as Owners or Key Partners in specific Activities within the State's High-Quality Plans. "Owner" designates that the Participating Entity is fully responsible for the implementation and monitoring of a given activity. "Key Partner" indicates that the Participating Entity is responsible for working in conjunction with the Lead Agency and other Participating State Agencies/Entities in order to implement and monitor the Activity.*

*This Scope of Work is preliminary. If a State is awarded an RTT-ELC grant, Participating State Agencies will have up to 90 days to complete final scopes of work, which must contain detailed work plans that are consistent with each Participating Entity's preliminary scope of work and with the State's grant application, and must include the Participating State Entities' specific goals, activities, timelines, budgets, and key personnel.*

#### **A. PARTICIPATING ENTITY RESPONSIBILITIES**

The Participating Entity (SECDCC) agrees to accept the listed responsibilities for the following aspects of the State Plan:

##### **Owner:**

- Kindergarten Readiness
  - *Address any legislative or regulatory barriers to District-wide implementation of the KEA*
- Mapping and Alignment of Resources
  - *Make recommendations to OSSE in order to develop a financing plan for sustained ECE professional development and ECE incentive pay*
- Community Outreach
  - *Host State Advisory Council Summit on the State of Early Childhood in the District*

##### **Key Partner:**

- Kindergarten Readiness
  - With the Office of the State Superintendent of Education (OSSE)
    - *Make recommendations to OSSE to develop a detailed financing plan for each of the phases of KEA development and implementation, as well as for the long-term sustainability of the KEA*
- Project Management
  - With the Deputy Mayor for Education (DME)
    - *Coordinate all cross-agency projects*
- Mapping and Alignment of Resources
  - With DME
    - *Conduct a fiscal impact study of raising the Medicaid rate*
    - *Conduct a fiscal impact study of raising subsidy reimbursement rates*
    - *Create Children's Budget for cross-agency planning*

- *Consolidate home visitation funding streams within legal boundaries (see Children's Budget process outlined in Section A) and maximize federal revenue opportunities to better maximize dollars spent on home visiting*
- *Conduct a needs assessment of updates to existing policies, legislation and regulations that impede ECE progression of credentials*

## **B. LEAD AGENCY RESPONSIBILITIES**

The Lead Agency (OSSE) agrees to fulfill the responsibilities listed below to implement the State Plan:

### **Owner:**

- **Project Management**
  - *Hire and manage RtT ELC grant management staff*
- **QRIS Development and Implementation**
  - *Align draft standards with nationally recognized accreditation standards*
  - *Pilot of newly enhanced QRIS*
  - *Convene a District-wide QRIS study group*
  - *Revise QRIS to ensure appropriateness for all program types*
  - *Design and implementation of incentives to encourage QRIS participation from ELDPs*
  - *Development and field-testing of monitoring tools*
  - *Preparation of high-quality program monitors*
  - *Organize all QRIS participants into cohorts to ensure on-site monitoring of all participants on a 3-year cycle*
  - *Develop a public information campaign around QRIS*
  - *Implement targeted technical assistance for QRIS participants*
  - *Establish Centers of Excellence and the Family Peer Provider Network*
  - *Collect Program Improvement Plans from participating ELDPs*
  - *Develop a model teacher observation tool*
  - *Contract with a vendor to conduct an external implementation evaluation of the enhanced QRIS*
  - *Contract with a vendor to conduct an external outcome evaluation of the associations between participation in the QRIS and child care quality outcomes*
- **Kindergarten Entry Assessment**
  - *Appoint and convene a KEA design team*
  - *Develop a detailed financing plan for each phase of the KEA development and implementation, as well as for the long-term sustainability of the KEA*
  - *Deliver training to administrators and teachers on KEA administration*
  - *Pilot test the KEA*
  - *Revise administration protocols based on results of pilot*
  - *Develop protocols and guidelines for data analysis, usage, and reporting*
  - *Develop continuous improvement protocol for revision of assessment tools and/or administrative and reporting procedures*
  - *Report KEA results to key stakeholders, in accordance with a developed communications strategy*
- **Standards Revision and Alignment**
  - *Engage with the ECEA*
  - *Revise Early Learning and Development Standards (ELDS) to align with CCSS*



- *Build out ELDS to address ELLs and students with special needs*
  - *Engage with local experts to develop a Standards Entry Points for Differentiated Learning manual*
  - *Recommend revised standards to the State Board of Education for approval*
  - *Map and crosswalk existing family engagement standards in all early learning programs*
  - *Revise the Core Knowledge elements of DC PROS to align with revised ELDS and QRIS standards*
- **Training and Professional Development**
    - *Train ECE providers in the effective implementation and use of new standards and support materials*
    - *Develop and implement online modules and in-person trainings to facilitate the effective use of comprehensive health standards, policy and regulation in Early Learning and Development Programs*
    - *Train one coach from each licensed provider in family engagement strategies*
    - *Finalize and implement an updated ECE career lattice*
    - *Ensure degrees and credentials are related to levels of increasing quality for ECE professionals*
    - *Develop a communication strategy to expand outreach efforts specifically to early childhood education professional development providers*
    - *Expand articulation efforts with higher education institutions to align PD opportunities with Framework and validate programs that are in alignment with the Framework*
    - *Create pool of DC Early Childhood Consultants: Career Counselors and Career Mentors*
    - *Develop a publicly-available portion of the Professional Development Registry*
  - **Professional Pathways**
    - *Create an alternative pathway for early childhood educators to earn credentials, with priority for bilingual ECE professionals and infant/toddler teachers*
    - *Establish an alternative pipeline of BA level ECE professionals designed with the needs of CBOS in mind*
    - *Ensure that ECE professionals working toward degrees gain recognition and compensation for their additional education as they progress*
  - **Community Outreach**
    - *Educate families about the new ELDS*

**Key Partner:**

- **Kindergarten Readiness**
  - **With the State Early Childhood Development Coordinating Council (SECDCC)**
    - *Address any legislative or regulatory barriers to District-wide implementation of the KEA*

Authorized Representative of Lead Agency:

Hasanna Mahaley 10-18-11  
Signature Date

Hasanna Mahaley State Supt.  
Print Name Title

Authorized Representative of Participating Entity:

John H. McKoy October 17, 2011  
Signature Date

John H. McKoy, Chairman, SECDCC  
Print Name Title

The Lead Agency or the Participating Entity shall comply with all applicable local and federal laws, rules and regulations whether now in force or hereafter enacted or promulgated.

**X. SIGNATURES**

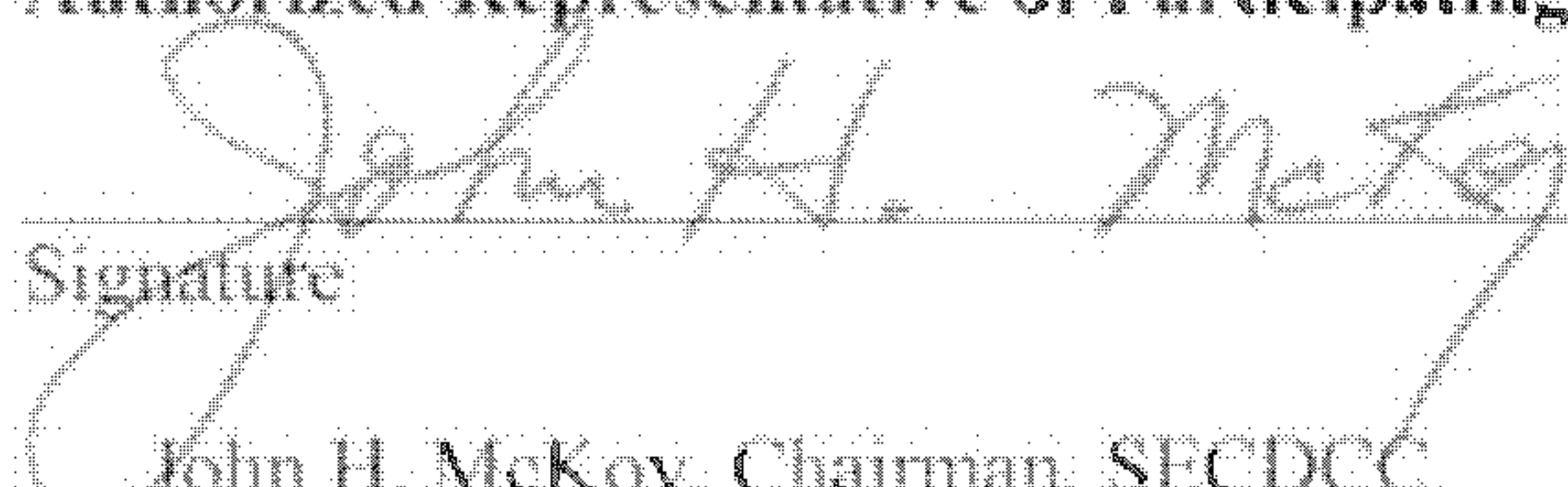
**IN WITNESS WHEREOF**, the Parties hereto have executed this MOU as follows:

**Authorized Representative of Lead Agency:**

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Print Name Title

**Authorized Representative of Participating Entity:**

 \_\_\_\_\_  
Signature Date  
October 17, 2011

John H. McKoy, Chairman, SECDCC  
\_\_\_\_\_  
Print Name Title





**Authorized Representative of Lead Agency:**

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Print Name Title

**Authorized Representative of Participating Entity:**

*John H. McCoy* October 17, 2011  
Signature Date

John H. McCoy, Chairman, SECDCC  
Print Name Title

**MEMORANDUM OF UNDERSTANDING  
BETWEEN THE DISTRICT OF COLUMBIA'S  
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION  
AND  
DEPARTMENT OF HUMAN SERVICES**

This Memorandum of Understanding ("MOU") is entered into by and between the Office of the State Superintendent of Education of the District of Columbia ("Lead Agency") and the District of Columbia's Department of Human Services ("Participating State Agency"). The purpose of this MOU is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

**I. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan, Exhibit I, and applicable District and federal laws:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).



## **II. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this MOU;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

## **III. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency shall:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.



#### **IV. JOINT RESPONSIBILITIES**

In establishing the framework for collaboration, both the Participating State Agency and the Lead Agency agree to the following responsibilities:

- 1) The Lead Agency and the Participating State Agency shall each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency shall maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel shall work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel shall negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

#### **V. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency shall take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

#### **VI. MODIFICATIONS**

This MOU may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

#### **VII. DURATION**

This MOU shall be effective, beginning with the date of the last signature hereon. This MOU shall expire at the end of the Race to the Top-Early Learning Challenge grant period if granted.

#### **VIII. CONFIDENTIAL INFORMATION**

The Parties to this MOU shall use, restrict, safeguard and dispose of all information related to services provided by this MOU, in accordance with all relevant federal and local confidentiality statutes, regulations, policies, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), approved August 21, 1996 (110 Stat. 1936; 42 U.S.C. §1320d et seq.), the District of Columbia Public Assistance Act of 1982 (Public Assistance Act), as amended, effective April 6, 1982 (D.C. Law 4-101; D.C. Official Code § 4-209.04), and the Data-Sharing and Information Coordination Amendment Act of 2010, as amended effective December 4, 2010 (D.C. Law 18-273).

**IX. MISCELLANEOUS**

The Lead Agency or the Participating State Agency shall comply with all applicable local and federal laws, rules and regulations whether now in force or hereafter enacted or promulgated.

**X. SIGNATURES**

**IN WITNESS WHEREOF**, the Parties hereto have executed this MOU as follows:

**Authorized Representative of Lead Agency:**

Hosanna Mahaley                      10-18-11  
Signature    Date

Hosanna Mahaley                      State Superintendent  
Print Name    Title

**Authorized Representative of Participating State Agency:**

David A. Berns                      10/17/11  
Signature    Date

David A. Berns                      Director DHS  
Print Name    Title



## **Exhibit I – DRAFT SCOPE OF WORK**

### **Department of Human Services (DHS)**

*Within the State Plan, Participating State Agencies are identified as Owners or Key Partners in specific Activities within the State's High-Quality Plans. "Owner" designates that the Participating State Agency is fully responsible for the implementation and monitoring of a given activity. "Key Partner" indicates that the Participating State Agency is responsible for working in conjunction with the Lead Agency and other Participating State Agencies in order to implement and monitor the Activity.*

*This Scope of Work is preliminary. If a State is awarded an RTT-ELC grant, Participating State Agencies will have up to ninety (90) days to complete final scopes of work, which must contain detailed work plans that are consistent with each Participating State Agency's preliminary scope of work and with the State's grant application, and must include the Participating State Agencies' specific goals, activities, timelines, budgets, and key personnel.*

#### **A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

The Participating State Agency (DHS) agrees to accept the listed responsibilities for the following aspects of the State Plan:

##### **Owner:**

- Streamlining Data Usage
  - With Department of Health (DOH), Department of Mental Health (DMH), Children and Family Services Agency (CFSA), and Department of Health Care Finance (DHCF):
    - *Develop an online system for managing and tracking services across agencies and providers in accordance with applicable District and federal confidentiality laws.*

##### **Key Partner:**

- Standards Revision and Alignment
  - With the Office of the State Superintendent of Education (OSSE), CFSA, and DMH
    - *Map and crosswalk existing family engagement standards in all early learning programs*

#### **B. LEAD AGENCY RESPONSIBILITIES**

The Lead Agency (OSSE) agrees to fulfill the responsibilities listed below to implement the State Plan:

##### **Owner:**

- Project Management
  - *Hire and manage RttT ELC grant management staff*
- QRIS Development and Implementation
  - *Align draft standards with nationally recognized accreditation standards*
  - *Pilot of newly enhanced QRIS*
  - *Convene a District-wide QRIS study group*
  - *Revise QRIS to ensure appropriateness for all program types*
  - *Design and implementation of incentives to encourage QRIS participation from ELDPs*
  - *Development and field-testing of monitoring tools*
  - *Preparation of high-quality program monitors*
  - *Organize all QRIS participants into cohorts to ensure on-site monitoring of all participants on a 3-year cycle*



- *Develop a public information campaign around QRIS*
  - *Implement targeted technical assistance for QRIS participants*
  - *Establish Centers of Excellence and the Family Peer Provider Network*
  - *Collect Program Improvement Plans from participating ELDPs*
  - *Develop a model teacher observation tool*
  - *Contract with a vendor to conduct an external implementation evaluation of the enhanced QRIS*
  - *Contract with a vendor to conduct an external outcome evaluation of the associations between participation in the QRIS and child care quality outcomes*
- **Kindergarten Entry Assessment**
    - *Appoint and convene a KEA design team*
    - *Develop a detailed financing plan for each phase of the KEA development and implementation, as well as for the long-term sustainability of the KEA*
    - *Deliver training to administrators and teachers on KEA administration*
    - *Pilot test the KEA*
    - *Revise administration protocols based on results of pilot*
    - *Develop protocols and guidelines for data analysis, usage, and reporting*
    - *Develop continuous improvement protocol for revision of assessment tools and/or administrative and reporting procedures*
    - *Report KEA results to key stakeholders, in accordance with a developed communications strategy*
- **Standards Revision and Alignment**
    - *Engage with the ECEA*
    - *Revise Early Learning and Development Standards (ELDS) to align with CCSS*
    - *Build out ELDS to address ELLs and students with special needs*
    - *Engage with local experts to develop a Standards Entry Points for Differentiated Learning manual*
    - *Recommend revised standards to the State Board of Education for approval*
    - *Map and crosswalk existing family engagement standards in all early learning programs*
    - *Revise the Core Knowledge elements of DC PROS to align with revised ELDS and QRIS standards*
- **Training and Professional Development**
    - *Train ECE providers in the effective implementation and use of new standards and support materials*
    - *Develop and implement online modules and in-person trainings to facilitate the effective use of comprehensive health standards, policy and regulation in Early Learning and Development Programs*
    - *Train one coach from each licensed provider in family engagement strategies*
    - *Finalize and implement an updated ECE career lattice*
    - *Ensure degrees and credentials are related to levels of increasing quality for ECE professionals*
    - *Develop a communication strategy to expand outreach efforts specifically to early childhood education professional development providers*
    - *Expand articulation efforts with higher education institutions to align PD opportunities with Framework and validate programs that are in alignment with the Framework*
    - *Create pool of DC Early Childhood Consultants: Career Counselors and Career Mentors*

- *Develop a publicly-available portion of the Professional Development Registry*
- Professional Pathways
  - *Create an alternative pathway for early childhood educators to earn credentials, with priority for bilingual ECE professionals and infant/toddler teachers*
  - *Establish an alternative pipeline of BA level ECE professionals designed with the needs of CBOS in mind*
  - *Ensure that ECE professionals working toward degrees gain recognition and compensation for their additional education as they progress*
- Community Outreach
  - *Educate families about the new ELDS*

**Key Partner:**

- Kindergarten Readiness
  - With the State Early Childhood Development Coordinating Council (SECDCC)
    - *Address any legislative or regulatory barriers to District-wide implementation of the KEA*

**Authorized Representative of Lead Agency:**

<i>Hosanna Mahaley</i>	<i>10/18/11</i>
Signature	Date
<i>Hosanna Mahaley</i>	<i>State Supt.</i>
Print Name	Title

**Authorized Representative of Participating State Agency:**

<i>David A. Berner</i>	<i>10/17/11</i>
Signature	Date
<i>David A. Berner</i>	<i>Director DHS</i>
Print Name	Title



**MEMORANDUM OF UNDERSTANDING  
BETWEEN THE DISTRICT OF COLUMBIA'S  
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION  
AND  
DEPARTMENT OF HEALTH CARE FINANCE**

This Memorandum of Understanding ("MOU") is entered into by and between the Office of the State Superintendent of Education of the District of Columbia ("Lead Agency") and the District of Columbia's Department of Health Care Finance ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

**I. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan, Exhibit I, and applicable District and federal laws:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

**II. PARTICIPATING STATE AGENCY RESPONSIBILITIES**



In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this MOU;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

### **III. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency shall:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
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- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.



#### **IV. JOINT RESPONSIBILITIES**

In establishing the framework for collaboration, both the Participating State Agency and the Lead Agency agree to the following responsibilities:

- 1) The Lead Agency and the Participating State Agency shall each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency shall maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
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- 4) Lead Agency and Participating State Agency personnel shall negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

#### **V. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency shall take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

#### **VI. MODIFICATIONS**

This MOU may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

#### **VII. DURATION**

This MOU shall be effective, beginning with the date of the last signature hereon. This MOU shall expire at the end of the Race to the Top-Early Learning Challenge grant period if granted.

#### **VIII. CONFIDENTIAL INFORMATION**

The Parties to this MOU shall use, restrict, safeguard and dispose of all information related to services provided by this MOU, in accordance with all relevant federal and local confidentiality statutes, regulations, policies, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), approved August 21, 1996 (110 Stat. 1936; 42 U.S.C. §1320d et seq.), the District of Columbia Public Assistance Act of 1982 (Public Assistance Act), as amended, effective April 6, 1982 (D.C. Law 4-101; D.C. Official Code § 4-209.04), and the Data-Sharing and Information Coordination Amendment Act of 2010, as amended effective December 4, 2010 (D.C. Law 18-273).

#### **IX. MISCELLANEOUS**



The Lead Agency or the Participating State Agency shall comply with all applicable local and federal laws, rules and regulations whether now in force or hereafter enacted or promulgated.

**X. SIGNATURES**

**IN WITNESS WHEREOF**, the Parties hereto have executed this MOU as follows:

**Authorized Representative of Lead Agency:**

<u>Hosanna Mahaley</u>	<u>10-18-11</u>
Signature	Date
<u>Hosanna Mahaley</u>	<u>State Supt.</u>
Print Name	Title

**Authorized Representative of Participating State Agency:**

<u>Wayne</u>	<u>10-17-11</u>
Signature	Date
<u>Wayne Lukwago</u>	<u>10-17-11</u>
Print Name	Title

## ***Exhibit I – DRAFT SCOPE OF WORK***

### ***Department of Health Care Finance (DHCF)***

*Within the State Plan, Participating State Agencies are identified as Owners or Key Partners in specific Activities within the State's High-Quality Plans. "Owner" designates that the Participating State Agency is fully responsible for the implementation and monitoring of a given activity. "Key Partner" indicates that the Participating State Agency is responsible for working in conjunction with the Lead Agency and other Participating State Agencies in order to implement and monitor the Activity.*

*This Scope of Work is preliminary. If a State is awarded an RTT-ELC grant, Participating State Agencies will have up to 90 days to complete final scopes of work, which must contain detailed work plans that are consistent with each Participating State Agency's preliminary scope of work and with the State's grant application, and must include the Participating State Agencies' specific goals, activities, timelines, budgets, and key personnel.*

#### **A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

The Participating State Agency (DHCF) agrees to accept the listed responsibilities for the following aspects of the State Plan:

##### ***Key Partner:***

- Standards Alignment
  - With the Department of Health (DOH) and the Department of Mental Health (DMH)
    - *Convene a workgroup to examine, align, and update policies, regulations, and standards for Early Childhood providers related to health and wellness*
- Training and Professional Development
  - With the Office of the State Superintendent for Education (OSSE), DOH, and DMH
    - *Develop and implement online modules and in-person trainings to facilitate the effective use of comprehensive health standards, policy and regulation in Early Learning and Development Programs*
- Streamlining Data Usage
  - With the Child and Family Services Agency (CFSA) and DOH
    - *Develop and adopt a health data sharing mechanism*
  - With the Department of Human Services (DHS), DMH, CFSA, and DOH
    - *Develop an online system for managing and tracking services across agencies and providers*
  - With DOH
    - *Create and implement a universal screening and referral process for home visitation services for new parents*
- Mapping and Alignment of Resources
  - With the Deputy Mayor for Education
    - *Conduct a fiscal impact study of Medicaid rates related to early intervention services*



## **B. LEAD AGENCY RESPONSIBILITIES**

The Lead Agency (OSSE) agrees to fulfill the responsibilities listed below to implement the State Plan:

### **Owner:**

- **Project Management**
  - *Hire and manage RttT ELC grant management staff*
  
- **QRIS Development and Implementation**
  - *Align draft standards with nationally recognized accreditation standards*
  - *Pilot of newly enhanced QRIS*
  - *Convene a District-wide QRIS study group*
  - *Revise QRIS to ensure appropriateness for all program types*
  - *Design and implementation of incentives to encourage QRIS participation from ELDPs*
  - *Development and field-testing of monitoring tools*
  - *Preparation of high-quality program monitors*
  - *Organize all QRIS participants into cohorts to ensure on-site monitoring of all participants on a 3-year cycle*
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  - *Develop a model teacher observation tool*
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  - *Contract with a vendor to conduct an external outcome evaluation of the associations between participation in the QRIS and child care quality outcomes*
  
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  - *Appoint and convene a KEA design team*
  - *Develop a detailed financing plan for each phase of the KEA development and implementation, as well as for the long-term sustainability of the KEA*
  - *Deliver training to administrators and teachers on KEA administration*
  - *Pilot test the KEA*
  - *Revise administration protocols based on results of pilot*
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  - *Develop continuous improvement protocol for revision of assessment tools and/or administrative and reporting procedures*
  - *Report KEA results to key stakeholders, in accordance with a developed communications strategy*
  
- **Standards Revision and Alignment**
  - *Engage with the ECEA*
  - *Revise Early Learning and Development Standards (ELDS) to align with CCSS*
  - *Build out ELDS to address ELLs and students with special needs*
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  - *Recommend revised standards to the State Board of Education for approval*
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  - *Revise the Core Knowledge elements of DC PROS to align with revised ELDS and QRIS standards*

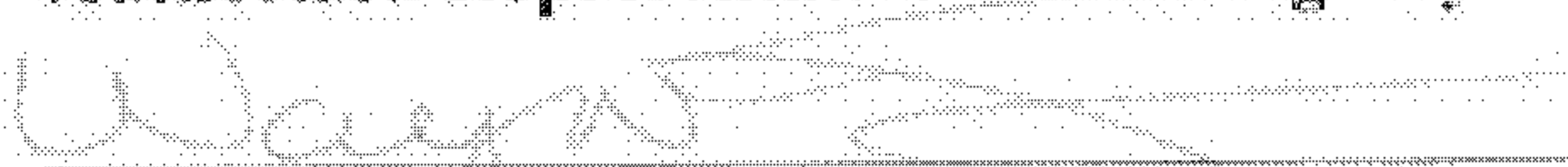


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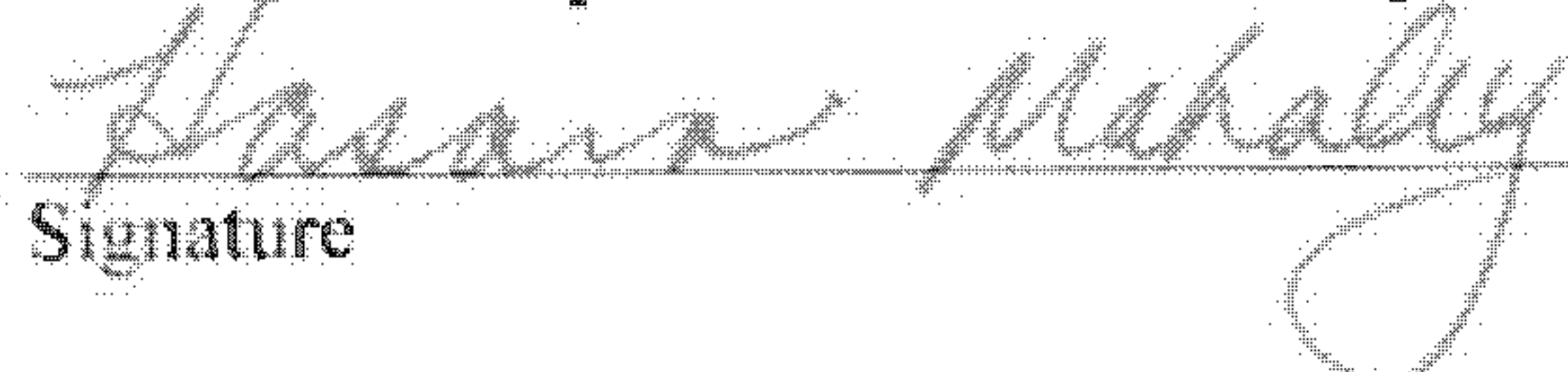
**Key Partner:**

- Kindergarten Readiness
  - With the State Early Childhood Development Coordinating Council (SECDCC)
    - Address any legislative or regulatory barriers to District-wide implementation of the KEA

**Authorized Representative of Lead Agency:**

	10/18/11
Signature	Date
Wayne Turso	Director
Print Name	Title

**Authorized Representative of Participating State Agency:**

	10-18-11
Signature	Date

*Hosanna Mahaley State Superintendent*

Print Name

Title

**MEMORANDUM OF UNDERSTANDING  
BETWEEN THE DISTRICT OF COLUMBIA'S  
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION  
AND  
DEPARTMENT OF HEALTH**

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In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:



- 1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this MOU;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

### **III. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency shall:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

#### **IV. JOINT RESPONSIBILITIES**

In establishing the framework for collaboration, both the Participating State Agency and the Lead Agency agree to the following responsibilities:

- 1) The Lead Agency and the Participating State Agency shall each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency shall maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel shall work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel shall negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

#### **V. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency shall take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

#### **VI. MODIFICATIONS**

This MOU may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

#### **VII. DURATION**

This MOU shall be effective, beginning with the date of the last signature hereon. This MOU shall expire at the end of the Race to the Top-Early Learning Challenge grant period if granted.

#### **VIII. CONFIDENTIAL INFORMATION**

The Parties to this MOU shall use, restrict, safeguard and dispose of all information related to services provided by this MOU, in accordance with all relevant federal and local confidentiality statutes, regulations, policies, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), approved August 21, 1996 (110 Stat. 1936; 42 U.S.C. §1320d et seq.), the District of Columbia Public Assistance Act of 1982 (Public Assistance Act), as amended, effective April 6, 1982 (D.C. Law 4-101; D.C. Official Code § 4-209.04), and the Data-Sharing and Information Coordination Amendment Act of 2010, as amended effective December 4, 2010 (D.C. Law 18-273).

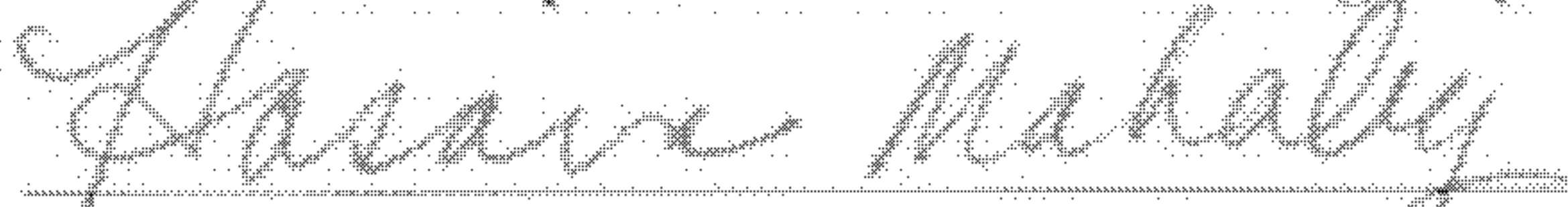

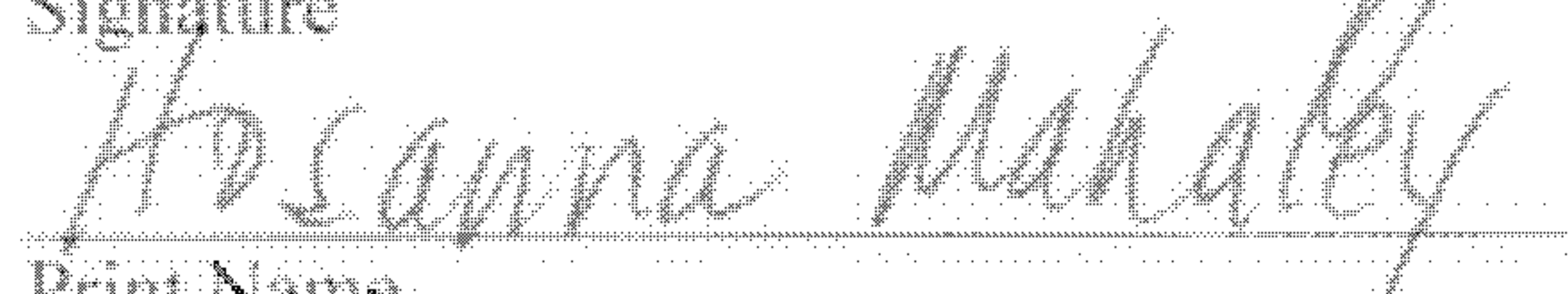

#### **IX. MISCELLANEOUS**

The Lead Agency or the Participating State Agency shall comply with all applicable local and federal laws, rules and regulations whether now in force or hereafter enacted or promulgated.

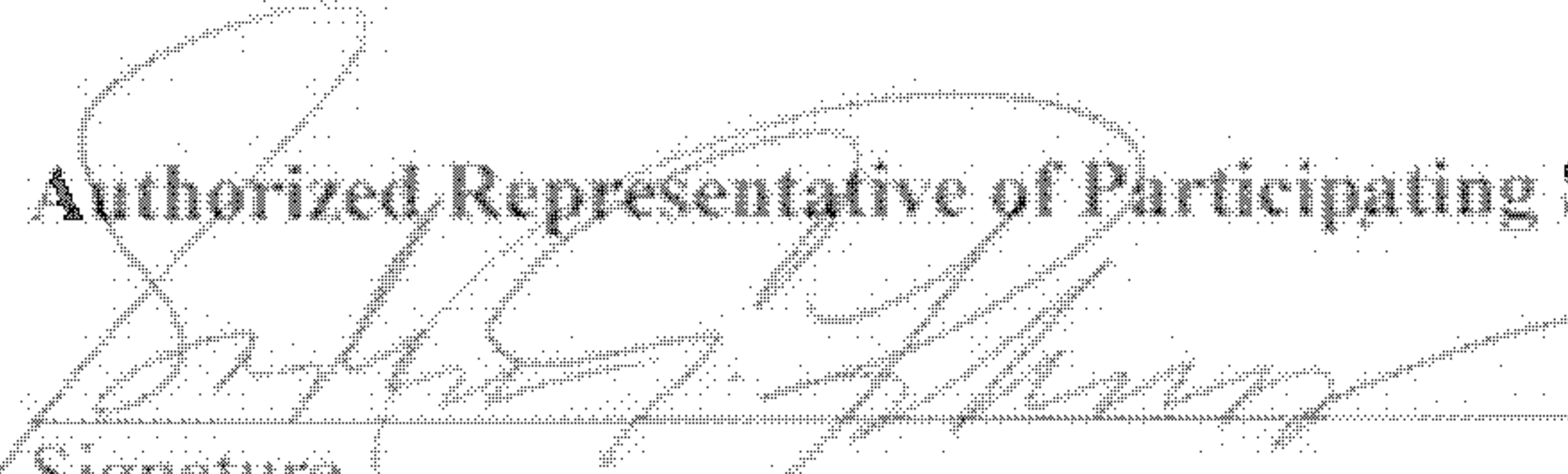
**X. SIGNATURES**

IN WITNESS WHEREOF, the Parties hereto have executed this MOU as follows:

**Authorized Representative of Lead Agency:**

	
Signature	Date
	
Print Name	Title

**Authorized Representative of Participating State Agency:**

	October 18, 2011
Signature	Date
Sandra E. Robinson	Chief Operating Officer
Print Name	Title



## **Exhibit I – DRAFT SCOPE OF WORK**

### **Department of Health (DOH)**

*Within the State Plan, Participating State Agencies are identified as Owners or Key Partners in specific Activities within the State's High-Quality Plans. "Owner" designates that the Participating State Agency is fully responsible for the implementation and monitoring of a given activity. "Key Partner" indicates that the Participating State Agency is responsible for working in conjunction with the Lead Agency and other Participating State Agencies in order to implement and monitor the Activity.*

*This Scope of Work is preliminary. If a State is awarded an RTT-ELC grant, Participating State Agencies will have up to 90 days to complete final scopes of work, which must contain detailed work plans that are consistent with each Participating State Agency's preliminary scope of work and with the State's grant application, and must include the Participating State Agencies' specific goals, activities, timelines, budgets, and key personnel.*

#### **A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

The Participating State Agency (DOH) agrees to accept the listed responsibilities for the following aspects of the State Plan:

##### **Owner:**

- Standards Revision and Alignment
  - *Convene a workgroup to examine, align and update policies, regulations and standards for Early Childhood providers related to health and wellness*
- Streamlining Data Usage
  - *Develop and adopt a health data sharing mechanism*
  - *Create and implement a universal screening and referral process for home visitation services for new parents*

##### **Key Partner:**

- Training and Professional Development
  - *With the Office of the State Superintendent of Education (OSSE), the Department of Mental Health (DMH), and the Department of Health Care Finance (DHCF)*
    - *Develop and implement online modules and in-person trainings to facilitate the effective use of comprehensive health standards, policy and regulation in Early Learning and Development Programs*
- Streamlining Data Usage
  - *With the Child and Family Services Agency (CFSA), DHS, DMH, and DHCF*
    - *Develop an online system for managing and tracking services across agencies and providers*

#### **B. LEAD AGENCY RESPONSIBILITIES**

The Lead Agency (OSSE) agrees to fulfill the responsibilities listed below to implement the State Plan:

##### **Owner:**

- Project Management
  - *Hire and manage RTT ELC grant management staff*

- QRIS Development and Implementation
  - *Align draft standards with nationally recognized accreditation standards*
  - *Pilot of newly enhanced QRIS*
  - *Convene a District-wide QRIS study group*
  - *Revise QRIS to ensure appropriateness for all program types*
  - *Design and implementation of incentives to encourage QRIS participation from ELDPs*
  - *Development and field-testing of monitoring tools*
  - *Preparation of high-quality program monitors*
  - *Organize all QRIS participants into cohorts to ensure on-site monitoring of all participants on a 3-year cycle*
  - *Develop a public information campaign around QRIS*
  - *Implement targeted technical assistance for QRIS participants*
  - *Establish Centers of Excellence and the Family Peer Provider Network*
  - *Collect Program Improvement Plans from participating ELDPs*
  - *Develop a model teacher observation tool*
  - *Contract with a vendor to conduct an external implementation evaluation of the enhanced QRIS*
  - *Contract with a vendor to conduct an external outcome evaluation of the associations between participation in the QRIS and child care quality outcomes*
  
- Kindergarten Entry Assessment
  - *Appoint and convene a KEA design team*
  - *Develop a detailed financing plan for each phase of the KEA development and implementation, as well as for the long-term sustainability of the KEA*
  - *Deliver training to administrators and teachers on KEA administration*
  - *Pilot test the KEA*
  - *Revise administration protocols based on results of pilot*
  - *Develop protocols and guidelines for data analysis, usage, and reporting*
  - *Develop continuous improvement protocol for revision of assessment tools and/or administrative and reporting procedures*
  - *Report KEA results to key stakeholders, in accordance with a developed communications strategy*
  
- Standards Revision and Alignment
  - *Engage with the ECEA*
  - *Revise Early Learning and Development Standards (ELDS) to align with CCSS*
  - *Build out ELDS to address ELLs and students with special needs*
  - *Engage with local experts to develop a Standards Entry Points for Differentiated Learning manual*
  - *Recommend revised standards to the State Board of Education for approval*
  - *Map and crosswalk existing family engagement standards in all early learning programs*
  - *Revise the Core Knowledge elements of DC PROS to align with revised ELDS and QRIS standards*
  
- Training and Professional Development
  - *Train ECE providers in the effective implementation and use of new standards and support materials*
  - *Develop and implement online modules and in-person trainings to facilitate the effective use of comprehensive health standards, policy and regulation in Early Learning and Development Programs*



- Train one coach from each licensed provider in family engagement strategies
  - Finalize and implement an updated ECE career lattice
  - Ensure degrees and credentials are related to levels of increasing quality for ECE professionals
  - Develop a communication strategy to expand outreach efforts specifically to early childhood education professional development providers
  - Expand articulation efforts with higher education institutions to align PD opportunities with Framework and validate programs that are in alignment with the Framework
  - Create pool of DC Early Childhood Consultants: Career Counselors and Career Mentors
  - Develop a publicly-available portion of the Professional Development Registry
- Professional Pathways
    - Create an alternative pathway for early childhood educators to earn credentials, with priority for bilingual ECE professionals and infant/toddler teachers
    - Establish an alternative pipeline of BA level ECE professionals designed with the needs of CBOS in mind
    - Ensure that ECE professionals working toward degrees gain recognition and compensation for their additional education as they progress
  - Community Outreach
    - Educate families about the new ELDS

**Key Partner:**

- Kindergarten Readiness
  - With the State Early Childhood Development Coordinating Council (SECDCC)
    - Address any legislative or regulatory barriers to District-wide implementation of the KEA

**Authorized Representative of Lead Agency:**

<i>Hosanna Mahaley</i>	<i>10-18-11</i>
Signature	Date
<i>Hosanna Mahaley</i>	<i>State Supt.</i>
Print Name	Title

**Authorized Representative of Participating State Agency:**

<i>Sandra E. Robinson</i>	October 18, 2011
Signature	Date
Sandra E. Robinson	Chief Operating Officer
Print Name	Title



**MEMORANDUM OF UNDERSTANDING  
BETWEEN THE DISTRICT OF COLUMBIA'S  
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION  
AND  
CHILD AND FAMILY SERVICES AGENCY**

This Memorandum of Understanding ("MOU") is entered into by and between the Office of the State Superintendent of Education ("Lead Agency") and the District of Columbia's Child and Family Services Agency ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

**I. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan, Exhibit I, and applicable District and federal laws:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

**II. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:



#### **IV. JOINT RESPONSIBILITIES**

In establishing the framework for collaboration, both the Participating State Agency and the Lead Agency agree to the following responsibilities:

- 1) The Lead Agency and the Participating State Agency shall each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency shall maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel shall work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel shall negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

#### **V. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency shall take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

#### **VI. MODIFICATIONS**

This MOU may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

#### **VII. DURATION**

This MOU shall be effective, beginning with the date of the last signature hereon. This MOU shall expire at the end of the Race to the Top-Early Learning Challenge grant period if granted.

#### **VIII. CONFIDENTIAL INFORMATION**

The Parties to this MOU shall use, restrict, safeguard and dispose of all information related to services provided by this MOU, in accordance with all relevant federal and local confidentiality statutes, regulations, policies, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), approved August 21, 1996 (110 Stat. 1936; 42 U.S.C. §1320d et seq.), the District of Columbia Public Assistance Act of 1982 (Public Assistance Act), as amended, effective April 6, 1982 (D.C. Law 4-101; D.C. Official Code § 4-209.04), and the Data-Sharing and Information Coordination Amendment Act of 2010, as amended effective December 4, 2010 (D.C. Law 18-273).

#### **IX. MISCELLANEOUS**



## **Exhibit I – DRAFT SCOPE OF WORK**

### **Child and Family Services Agency (CFSA)**

*Within the State Plan, Participating State Agencies are identified as Owners or Key Partners in specific Activities within the State's High-Quality Plans. "Owner" designates that the Participating State Agency is fully responsible for the implementation and monitoring of a given activity. "Key Partner" indicates that the Participating State Agency is responsible for working in conjunction with the Lead Agency and other Participating State Agencies in order to implement and monitor the Activity.*

*This Scope of Work is preliminary. If a State is awarded an RTT-ELC grant, Participating State Agencies will have up to 90 days to complete final scopes of work, which must contain detailed work plans that are consistent with each Participating State Agency's preliminary scope of work and with the State's grant application, and must include the Participating State Agencies' specific goals, activities, timelines, budgets, and key personnel.*

#### **A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

The Participating State Agency (CFSA) agrees to accept the listed responsibilities for the following aspects of the State Plan:

##### **Key Partner:**

- Standards Revision and Alignment
  - With the Office of the State Superintendent of Education (OSSE), the Department of Mental Health (DMH), and the Department of Human Services (DHS)
    - *Map and crosswalk existing family engagement standards in all early learning programs*
- Streamlining Data Usage
  - With the Department of Health (DOH), the Department of Health Care Finance (DHCF), DHS, and DMH
    - *Develop and adopt a health data sharing mechanism*
  - With DOH and DHCF
    - *Create a universal screening and referral process for all parents of newborns who are District residents*
  - With DHS, DOH, DMH, and DHCF
    - *Develop an online system for managing and tracking services across agencies and providers*

#### **B. LEAD AGENCY RESPONSIBILITIES**

The Lead Agency (OSSE) agrees to fulfill the responsibilities listed below to implement the State Plan:

##### **Owner:**

- Project Management
  - *Hire and manage RttT ELC grant management staff*
- QRIS Development and Implementation
  - *Align draft standards with nationally recognized accreditation standards*
  - *Pilot of newly enhanced QRIS*
  - *Convene a District-wide QRIS study group*



- *Develop a communication strategy to expand outreach efforts specifically to early childhood education professional development providers*
- *Expand articulation efforts with higher education institutions to align PD opportunities with Framework and validate programs that are in alignment with the Framework*
- *Create pool of DC Early Childhood Consultants: Career Counselors and Career Mentors*
- *Develop a publicly-available portion of the Professional Development Registry*
- **Professional Pathways**
  - *Create an alternative pathway for early childhood educators to earn credentials, with priority for bilingual ECE professionals and infant/toddler teachers*
  - *Establish an alternative pipeline of BA level ECE professionals designed with the needs of CBOS in mind*
  - *Ensure that ECE professionals working toward degrees gain recognition and compensation for their additional education as they progress*
- **Community Outreach**
  - *Educate families about the new ELDS*

**Key Partner:**

- **Kindergarten Readiness**
  - *With the State Early Childhood Development Coordinating Council (SECDDCC)*
    - *Address any legislative or regulatory barriers to District-wide implementation of the KEA*

**Authorized Representative of Lead Agency:**

<i>Hosanna Mahaley</i>	<i>10-18-11</i>
Signature	Date
<i>Hosanna Mahaley</i>	<i>State Supt.</i>
Print Name	Title

**Authorized Representative of Participating State Agency:**

<i>[Signature]</i>	<i>10/17/2011</i>
Signature	Date
<i>Debra Pachio</i>	<i>10/17/2011</i>
Print Name	Title

**MEMORANDUM OF UNDERSTANDING  
BETWEEN THE DISTRICT OF COLUMBIA'S  
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION  
AND  
OFFICE OF THE DEPUTY MAYOR FOR EDUCATION**

This Memorandum of Understanding ("MOU") is entered into by and between the Office of the State Superintendent of Education of the District of Columbia ("Lead Agency") and the District of Columbia's Office of the Deputy Mayor for Education ("Participating Entity"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

**I. ASSURANCES**

The Participating Entity hereby certifies and represents that it:

- 1) Agrees to be a Participating Entity and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan, Exhibit I, and applicable District and federal laws:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating Entity's specific goals, activities, timelines, budgets, and key personnel ("Participating Entity Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating Entity is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

**II. PARTICIPATING ENTITY RESPONSIBILITIES**



In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating Entity will:

- 1) Implement the Participating Entity Scope of Work as identified in Exhibit I of this MOU;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating Entity's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating Entity is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

### **III. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency shall:

- 1) Work collaboratively with, and support the Participating Entity in carrying out the Participating Entity Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating Entity in the State Plan during the course of the project period and in accordance with the Participating Entity's Scope of Work, as identified in Exhibit I, and in accordance with the Participating Entity's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating Entity's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating Entity informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating Entity, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

#### **IV. JOINT RESPONSIBILITIES**

In establishing the framework for collaboration, both the Participating Entity and the Lead Agency agree to the following responsibilities:

- 1) The Lead Agency and the Participating Entity shall each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating Entity shall maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating Entity personnel shall work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating Entity personnel shall negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating Entity, or when the Participating Entity's Scope of Work requires modifications.

#### **V. STATE RECOURSE IN THE EVENT OF PARTICIPATING ENTITY'S FAILURE TO PERFORM**

If the Lead Agency determines that the Participating Entity is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency shall take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating Entity, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

#### **VI. MODIFICATIONS**

This MOU may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

#### **VII. DURATION**

This MOU shall be effective, beginning with the date of the last signature hereon. This MOU shall expire at the end of the Race to the Top-Early Learning Challenge grant period if granted.

#### **VIII. CONFIDENTIAL INFORMATION**

The Parties to this MOU shall use, restrict, safeguard and dispose of all information related to services provided by this MOU, in accordance with all relevant federal and local confidentiality statutes, regulations, policies, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), approved August 21, 1996 (110 Stat. 1936; 42 U.S.C. §1320d et seq.), the District of Columbia Public Assistance Act of 1982 (Public Assistance Act), as amended, effective April 6, 1982 (D.C. Law 4-101; D.C. Official Code § 4-209.04), and the Data-Sharing and Information Coordination Amendment Act of 2010, as amended effective December 4, 2010 (D.C. Law 18-273).

#### **IX. MISCELLANEOUS**





## **Exhibit I – DRAFT SCOPE OF WORK**

### **Deputy Mayor for Education (DME)**

*Within the State Plan, Participating State Agencies are identified as Owners or Key Partners in specific Activities within the State's High-Quality Plans. "Owner" designates that the Participating Entity is fully responsible for the implementation and monitoring of a given activity. "Key Partner" indicates that the Participating Entity is responsible for working in conjunction with the Lead Agency and other Participating Entities in order to implement and monitor the Activity.*

*This Scope of Work is preliminary. If a State is awarded an RTT-ELC grant, Participating State Agencies will have up to 90 days to complete final scopes of work, which must contain detailed work plans that are consistent with each Participating Entity's preliminary scope of work and with the State's grant application, and must include the Participating Entities' specific goals, activities, timelines, budgets, and key personnel.*

#### **A. PARTICIPATING ENTITY RESPONSIBILITIES**

The Participating Entity (DME) agrees to accept the listed responsibilities for the following aspects of the State Plan:

##### ***Owner:***

- Project Management
  - *Coordinate cross-agency projects*
  
- Mapping and Alignment of Resources
  - *Conduct a fiscal impact study of raising the Medicaid rate*
  - *Conduct a fiscal impact study of training subsidy reimbursement rates*
  - *Create Children's Budget for cross-agency planning*
  - *Consolidate home visitation funding streams within legal boundaries (see Children's Budget process outlined in Section A) and maximize federal revenue opportunities to better maximize dollars spent on home visiting*
  - *Conduct a needs assessment of updates to existing policies, legislation, and regulations that impede ECE progression of credentials*
  - *Conduct ECE Pipeline Needs Assessment and data analysis*
  - *Develop financing plan for sustained ECE professional development and ECE incentive pay*
  
- Community Outreach
  - *Create a single website with extensive listing of services available*

##### ***Key Partner:***

- Community Outreach
  - With the SECDCC
    - *Host State Advisory Council Summit on the State of Early Childhood in the District*

#### **B. LEAD AGENCY RESPONSIBILITIES**

The Lead Agency (OSSE) agrees to fulfill the responsibilities listed below to implement the State Plan:



**Owner:**

- Project Management
  - *Hire and manage RttT ELC grant management staff*
- QRIS Development and Implementation
  - *Align draft standards with nationally recognized accreditation standards*
  - *Pilot of newly enhanced QRIS*
  - *Convene a District-wide QRIS study group*
  - *Revise QRIS to ensure appropriateness for all program types*
  - *Design and implementation of incentives to encourage QRIS participation from ELDPs*
  - *Development and field-testing of monitoring tools*
  - *Preparation of high-quality program monitors*
  - *Organize all QRIS participants into cohorts to ensure on-site monitoring of all participants on a 3-year cycle*
  - *Develop a public information campaign around QRIS*
  - *Implement targeted technical assistance for QRIS participants*
  - *Establish Centers of Excellence and the Family Peer Provider Network*
  - *Collect Program Improvement Plans from participating ELDPs*
  - *Develop a model teacher observation tool*
  - *Contract with a vendor to conduct an external implementation evaluation of the enhanced QRIS*
  - *Contract with a vendor to conduct an external outcome evaluation of the associations between participation in the QRIS and child care quality outcomes*
- Kindergarten Entry Assessment
  - *Appoint and convene a KEA design team*
  - *Develop a detailed financing plan for each phase of the KEA development and implementation, as well as for the long-term sustainability of the KEA*
  - *Deliver training to administrators and teachers on KEA administration*
  - *Pilot test the KEA*
  - *Revise administration protocols based on results of pilot*
  - *Develop protocols and guidelines for data analysis, usage, and reporting*
  - *Develop continuous improvement protocol for revision of assessment tools and/or administrative and reporting procedures*
  - *Report KEA results to key stakeholders, in accordance with a developed communications strategy*
- Standards Revision and Alignment
  - *Engage with the ECEA*
  - *Revise Early Learning and Development Standards (ELDS) to align with CCSS*
  - *Build out ELDS to address ELLs and students with special needs*
  - *Engage with local experts to develop a Standards Entry Points for Differentiated Learning manual*
  - *Recommend revised standards to the State Board of Education for approval*
  - *Map and crosswalk existing family engagement standards in all early learning programs*
  - *Revise the Core Knowledge elements of DC PROS to align with revised ELDS and QRIS standards*
- Training and Professional Development

- Train ECE providers in the effective implementation and use of new standards and support materials
  - Develop and implement online modules and in-person trainings to facilitate the effective use of comprehensive health standards, policy and regulation in Early Learning and Development Programs
  - Train one coach from each licensed provider in family engagement strategies
  - Finalize and implement an updated ECE career lattice
  - Ensure degrees and credentials are related to levels of increasing quality for ECE professionals
  - Develop a communication strategy to expand outreach efforts specifically to early childhood education professional development providers
  - Expand articulation efforts with higher education institutions to align PD opportunities with Framework and validate programs that are in alignment with the Framework
  - Create pool of DC Early Childhood Consultants: Career Counselors and Career Mentors
  - Develop a publicly-available portion of the Professional Development Registry
- Professional Pathways
    - Create an alternative pathway for early childhood educators to earn credentials, with priority for bilingual ECE professionals and infant/toddler teachers
    - Establish an alternative pipeline of BA level ECE professionals designed with the needs of CBOS in mind
    - Ensure that ECE professionals working toward degrees gain recognition and compensation for their additional education as they progress
  - Community Outreach
    - Educate families about the new ELDS

**Key Partner:**

- Kindergarten Readiness
  - With the State Early Childhood Development Coordinating Council (SECDCC)
    - Address any legislative or regulatory barriers to District-wide implementation of the KEA

**Authorized Representative of Lead Agency:**

<i>Hosanna Mahaley</i>	<i>10-18-11</i>
Signature	Date
<i>Hosanna Mahaley</i>	<i>State Supt.</i>
Print Name	Title

**Authorized Representative of Participating Entity:**

<i>DeShawn Wright</i>	<i>10/18/11</i>
Signature	Date
<i>DeShawn Wright, Deputy Mayor</i>	
Print Name	Title



**MEMORANDUM OF UNDERSTANDING  
BETWEEN THE DISTRICT OF COLUMBIA'S  
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION  
AND  
DEPARTMENT OF MENTAL HEALTH**

This Memorandum of Understanding ("MOU") is entered into by and between the Office of the State Superintendent of Education of the District of Columbia ("Lead Agency") and the District of Columbia's Department of Mental Health ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

**I. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan, Exhibit I, and applicable District and federal laws:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

**II. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this MOU;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

### **III. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency shall:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.



#### **IV. JOINT RESPONSIBILITIES**

In establishing the framework for collaboration, both the Participating State Agency and the Lead Agency agree to the following responsibilities:

- 1) The Lead Agency and the Participating State Agency shall each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency shall maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel shall work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel shall negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

#### **V. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency shall take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

#### **VI. MODIFICATIONS**

This MOU may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

#### **VII. DURATION**

This MOU shall be effective, beginning with the date of the last signature hereon. This MOU shall expire at the end of the Race to the Top-Early Learning Challenge grant period if granted.

#### **VIII. CONFIDENTIAL INFORMATION**

The Parties to this MOU shall use, restrict, safeguard and dispose of all information related to services provided by this MOU, in accordance with all relevant federal and local confidentiality statutes, regulations, policies, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), approved August 21, 1996 (110 Stat. 1936; 42 U.S.C. §1320d et seq.), the District of Columbia Public Assistance Act of 1982 (Public Assistance Act), as amended, effective April 6, 1982 (D.C. Law 4-101; D.C. Official Code § 4-209.04), and the Data-Sharing and Information Coordination Amendment Act of 2010, as amended effective December 4, 2010 (D.C. Law 18-273).

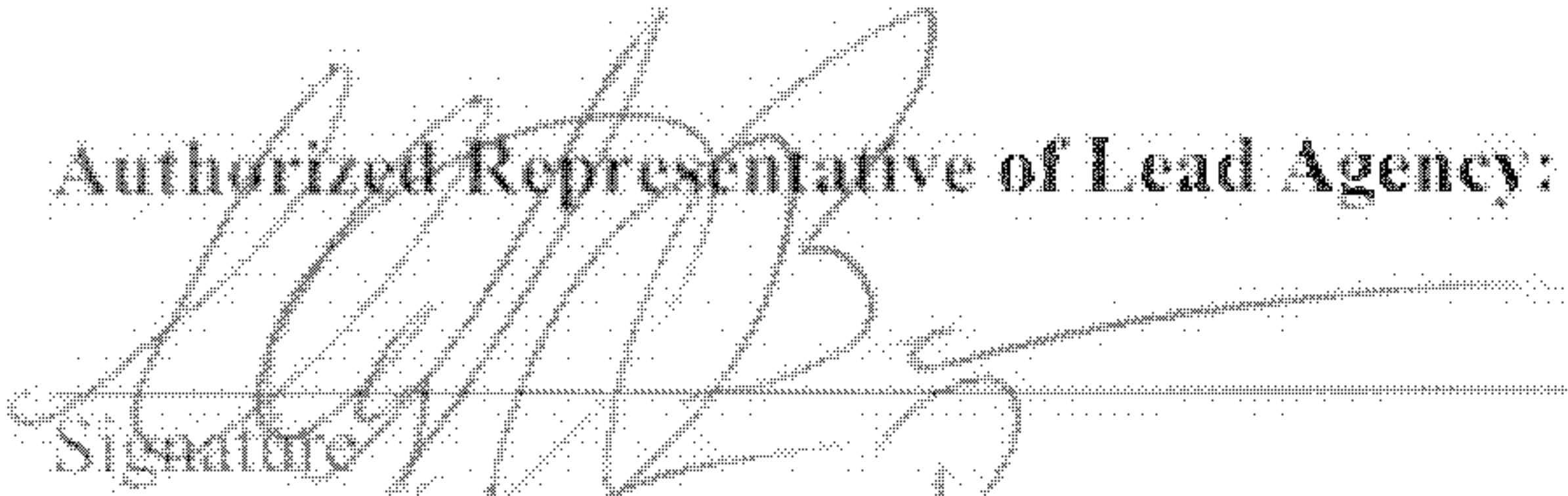
#### **IX. MISCELLANEOUS**

The Lead Agency or the Participating State Agency shall comply with all applicable local and federal laws, rules and regulations whether now in force or hereafter enacted or promulgated.

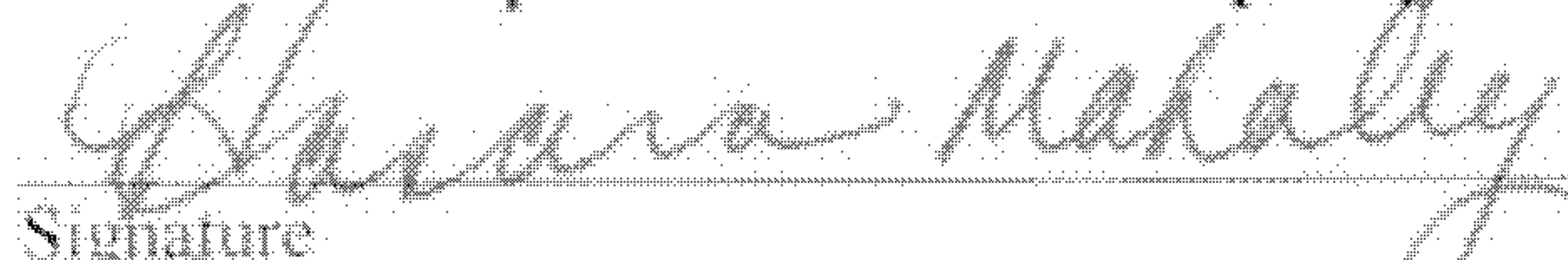
**X. SIGNATURES**

**IN WITNESS WHEREOF**, the Parties hereto have executed this MOU as follows:

**Authorized Representative of Lead Agency:**

	<u>10/17/11</u>
Signature	Date
<u>Stepha T. Baron</u>	<u>Director, DMH</u>
Print Name	Title

**Authorized Representative of Participating State Agency:**

	<u>10-18-11</u>
Signature	Date
<u>Hosanna Mahaley</u>	<u>State Supt.</u>
Print Name	Title



## **Exhibit I – DRAFT SCOPE OF WORK**

### **Department of Mental Health (DMH)**

*Within the State Plan, Participating State Agencies are identified as Owners or Key Partners in specific Activities within the State's High-Quality Plans. "Owner" designates that the Participating State Agency is fully responsible for the implementation and monitoring of a given activity. "Key Partner" indicates that the Participating State Agency is responsible for working in conjunction with the Lead Agency and other Participating State Agencies in order to implement and monitor the Activity.*

*This Scope of Work is preliminary. If a State is awarded an RTT-ELC grant, Participating State Agencies will have up to 90 days to complete final scopes of work, which must contain detailed work plans that are consistent with each Participating State Agency's preliminary scope of work and with the State's grant application, and must include the Participating State Agencies' specific goals, activities, timelines, budgets, and key personnel.*

#### **A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

The Participating State Agency (DMH) agrees to accept the listed responsibilities for the following aspects of the State Plan:

##### **Key Partner:**

- Standards Revision and Alignment
  - With the Department of Health (DOH) and the Department of Health Care Finance (DCHF)
    - *Convene a workgroup to examine, align and update policies, regulations and standards for Early Childhood providers related to health and wellness*
  - With the Office of the State Superintendent of Education (OSSE), the Child and Family Services Agency (CFSA), and the Department of Human Services (DHS)
    - *Map and crosswalk existing family engagement standards in all early learning programs*
- Training and Professional Development
  - With OSSE, DOH, and DCHF
    - *Develop and implement online modules and in-person trainings to facilitate the effective use of comprehensive health standards, policy and regulation in Early Learning and Development Programs*
- Streamlining Data Usage
  - With DHS, DOH, CFSA, DCHF
    - *Develop an online system for managing and tracking services across agencies and providers*

#### **B. LEAD AGENCY RESPONSIBILITIES**

The Lead Agency (OSSE) agrees to fulfill the responsibilities listed below to implement the State Plan:

##### **Owner:**

- Project Management
  - *Hire and manage RTT-ELC grant management staff*

- QRIS Development and Implementation
  - *Align draft standards with nationally recognized accreditation standards*
  - *Pilot of newly enhanced QRIS*
  - *Convene a District-wide QRIS study group*
  - *Revise QRIS to ensure appropriateness for all program types*
  - *Design and implementation of incentives to encourage QRIS participation from ELDPs*
  - *Development and field-testing of monitoring tools*
  - *Preparation of high-quality program monitors*
  - *Organize all QRIS participants into cohorts to ensure on-site monitoring of all participants on a 3-year cycle*
  - *Develop a public information campaign around QRIS*
  - *Implement targeted technical assistance for QRIS participants*
  - *Establish Centers of Excellence and the Family Peer Provider Network*
  - *Collect Program Improvement Plans from participating ELDPs*
  - *Develop a model teacher observation tool*
  - *Contract with a vendor to conduct an external implementation evaluation of the enhanced QRIS*
  - *Contract with a vendor to conduct an external outcome evaluation of the associations between participation in the QRIS and child care quality outcomes*
  
- Kindergarten Entry Assessment
  - *Appoint and convene a KEA design team*
  - *Develop a detailed financing plan for each phase of the KEA development and implementation, as well as for the long-term sustainability of the KEA*
  - *Deliver training to administrators and teachers on KEA administration*
  - *Pilot test the KEA*
  - *Revise administration protocols based on results of pilot*
  - *Develop protocols and guidelines for data analysis, usage, and reporting*
  - *Develop continuous improvement protocol for revision of assessment tools and/or administrative and reporting procedures*
  - *Report KEA results to key stakeholders, in accordance with a developed communications strategy*
  
- Standards Revision and Alignment
  - *Engage with the ECEA*
  - *Revise Early Learning and Development Standards (ELDS) to align with CCSS*
  - *Build out ELDS to address ELLs and students with special needs*
  - *Engage with local experts to develop a Standards Entry Points for Differentiated Learning manual*
  - *Recommend revised standards to the State Board of Education for approval*
  - *Map and crosswalk existing family engagement standards in all early learning programs*
  - *Revise the Core Knowledge elements of DC PROS to align with revised ELDS and QRIS standards*
  
- Training and Professional Development
  - *Train ECE providers in the effective implementation and use of new standards and support materials*
  - *Develop and implement online modules and in-person trainings to facilitate the effective use of comprehensive health standards, policy and regulation in Early Learning and Development Programs*




- Train one coach from each licensed provider in family engagement strategies
  - Finalize and implement an updated ECE career lattice
  - Ensure degrees and credentials are related to levels of increasing quality for ECE professionals
  - Develop a communication strategy to expand outreach efforts specifically to early childhood education professional development providers
  - Expand articulation efforts with higher education institutions to align PD opportunities with Framework and validate programs that are in alignment with the Framework
  - Create pool of DC Early Childhood Consultants: Career Counselors and Career Mentors
  - Develop a publicly-available portion of the Professional Development Registry
- Professional Pathways
    - Create an alternative pathway for early childhood educators to earn credentials, with priority for bilingual ECE professionals and infant/toddler teachers.
    - Establish an alternative pipeline of BA level ECE professionals designed with the needs of CBOS in mind
    - Ensure that ECE professionals working toward degrees gain recognition and compensation for their additional education as they progress
  - Community Outreach
    - Educate families about the new ELDS

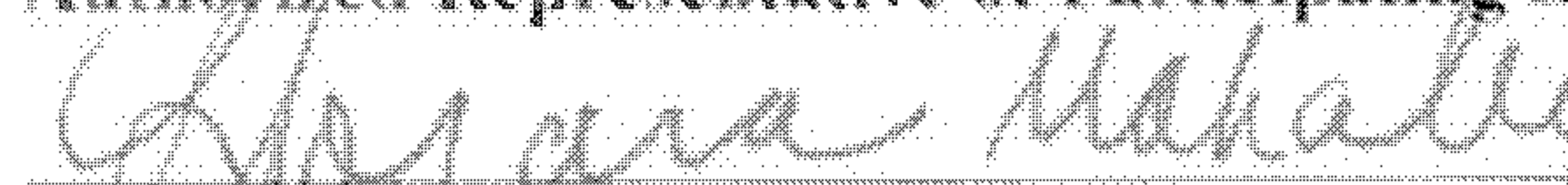
**Key Partner:**

- Kindergarten Readiness
  - With the State Early Childhood Development Coordinating Council (SECDCC)
    - Address any legislative or regulatory barriers to District-wide implementation of the KEA

**Authorized Representative of Lead Agency:**

	<i>10/19/11</i>
Signature	Date
Stephen T. Brown	<i>Director</i>
Print Name	Title

**Authorized Representative of Participating State Agency:**

	<i>10-18-11</i>
Signature	Date
Hosanna Mahabey	<i>State Supt.</i>
Print Name	Title



October 14, 2011

Race to the Top Early Learning Challenge Review Committee  
c/o Jessica Sutter  
Office of the Deputy Mayor for Education  
1350 Pennsylvania Ave. NW, Suite 303  
Washington, DC 20004

Re: The District of Columbia's Race to the Top Early Learning Challenge Grant Application

To whom it may concern:

I am writing today to express the strong support of the District of Columbia Association for the Education of Young Children (DCAEYC) for the District of Columbia's Race to the Top Early Learning Challenge application. DCAEYC was pleased to serve as one of three organizations that sponsored a work session that brought over 100 key stakeholders who care for and about the young children in the city, committed to making sure they receive the highest quality of care and education, so they have the foundation they deserve to succeed in school and life. In addition to this event, DCAEYC was grateful for the opportunity to have a representative of our organization on the Project Management Team. As the local affiliate of the National Association for the Education of Young Children (NAEYC), we are committed to participating in activities and events that will result in a positive difference in the lives of the young children and their families in the city.

DCAEYC has been impressed with the focus on collaboration within government and outside of government as the Race to the Top Early Learning Challenge grant has been written. We believe the early childhood community in the city is connected to this proposal and is ready to assist in the implementation of all that is included in the application to strengthen the work, thus far, in the District to create and sustain a high quality, inclusive Early Care and Education system that represents the nation's capital of this great country. DCAEYC believes the city has the unique opportunity to create a model that will not only benefit the children in the city, but throughout the country.

Improving early learning for the District's youngest residents is a top priority, because of a rich history to make sure the latest research and effective practices are the standard for programs serving young children, their families and the professionals who work with them. Brain research and practical experience provides evidence that the "early years are learning years", when the potential is greatest to support the growth, development and achievement of young children as lifelong learners, capable of succeeding in a global economy.



The plan set forth in the District of Columbia's Race to the Top Early Learning Challenge application promises enormous benefits for the District's infants and toddlers. While the District committed to carrying out these reforms regardless of whether it is awarded additional funding, the Race to the Top would undoubtedly provide the District of Columbia with critical resources to facilitate implementation and help the city build the necessary infrastructure to improve the quality of early learning and development programs. The plan also addresses the need to foster continuous improvement in all early learning and development programs in the District. High-quality programming for all of the District's children will ensure that all enter Kindergarten healthy and ready to learn.

The officers of the Board of Directors and membership of DCAEYC are confident that the District is prepared to execute the innovative, high quality plans for reform that are outlined in the Race to the Top Early Learning Challenge application. We pledge to be an active, engaged partner in making sure the activities associated with this grant benefit the young children in the city and the nation.

I appreciate your careful consideration of the District of Columbia's Race to the Top application.

If there are any questions or additional information needed in support of the grant application, please contact me at 202-561-0595 or [sechild@verizon.net](mailto:sechild@verizon.net).

Sincerely,

(b)(6)

Frances J. Rollins, President



October 12, 2011

**Re:** The District of Columbia's Race to the Top Early Learning Challenge Grant Application

As President of the DC Head Start Association (DCHSA), the Executive Director of the Edward C. Mazique Parent Child Center (ECMPCC) and a member of the Race to the Top Early Learning Challenge Grant Committee, I am writing to express the DCHSA's strong support for the District of Columbia's Race to the Top Early Learning Challenge application that seeks funding to benefit the District's infants and toddlers. ECMPCC has been delivering high quality services to unserved/underserved low income families and their children for the past four decades in the District of Columbia. We believe that improving early learning for the District's youngest residents is a top priority as the quality of child care can critically influence the well-being of infants and toddlers.

The plan set forth in the District of Columbia's Race to the Top Early Learning Challenge application promises enormous improvements to the already existing continuum of care. While the District has committed to carrying out these reforms regardless of whether it is awarded additional funding, the Race to the Top would undoubtedly provide the District of Columbia with critical resources to facilitate implementation and help the city build the necessary infrastructure to improve the quality of early learning and development programs. The plan also addresses the need to foster continuous improvement in all early learning and development programs in the District. High-quality programming for all of the District's children will ensure that all children enter Kindergarten healthy and ready to learn.

We are confident that the District is prepared to execute the innovative, high quality plans for reform that are outlined in the Race to the Top Early Learning Challenge application and have been thrilled to have been included in the planning of this collaborative initiative from its inception. We have pooled the wealth of knowledge and resources in our organizations to make our Race to the Top application one that truly represents the voices of all DC ECE entities.

We appreciate your careful consideration of the District of Columbia's Race to the Top Application and look forward to being awarded the grant so we can continue the momentum of working together to do what is best for our most children in the District.

Sincerely,

(b)(6)

Almeta R. Keys, M.Ed., President,  
DC Head Start Association



**State Early Childhood Development Coordinating Council**  
c/o Fight For Children  
1726 M Street NW, Suite 202  
Washington, DC 20036

October 11, 2011

Race to the Top Early Learning Challenge Review Committee  
c/o Jessica Sutter  
Office of the Deputy Mayor for Education  
1350 Pennsylvania Avenue, NW, Suite 303  
Washington, DC 20004

Re: The District of Columbia's Race to the Top Early Learning Challenge Grant Application

To whom it may concern:

I am writing today to express the District of Columbia's State Early Childhood Development Coordinating Council's (SECDCC) strong support for the District of Columbia's Race to the Top Early Learning Challenge application. SECDCC membership is appointed by the Mayor, and is tasked with ensuring that DC upholds local and federal early childhood education legislation, as well as make recommendations to the Mayor on how to improve early childhood development in DC. The Race to the Top Early Learning Challenge grant will assist in the coordination of early childhood services in DC and streamline data collection on early childhood education programs to ensure that the SECDCC has valid and up-to-date information in order to submit reliable recommendations to the Mayor.

Improving early learning for the District's youngest residents is a top priority of the Mayor and the SECDCC. Quality early childhood programming is the first step in a child's education career, and thus, the District is committed to ensuring that all children are ready for kindergarten by 2014.

The plan set forth in the District of Columbia's Race to the Top Early Learning Challenge application promises enormous benefits for the District's infants and toddlers. While the District committed to carrying out these reforms regardless of whether it is awarded additional funding, the Race to the Top would undoubtedly provide the District of Columbia with critical resources to facilitate implementation and help the city build the necessary infrastructure to improve the quality of early learning and development programs. The plan also addresses the need to foster continuous improvement in all early learning and development programs in the District. High-quality programming for all of the District's children will ensure that all enter Kindergarten healthy and ready to learn.

SECDCC membership is confident that the District is prepared to execute the innovative, high quality plans for reform that are outlined in the Race to the Top Early Learning Challenge application.

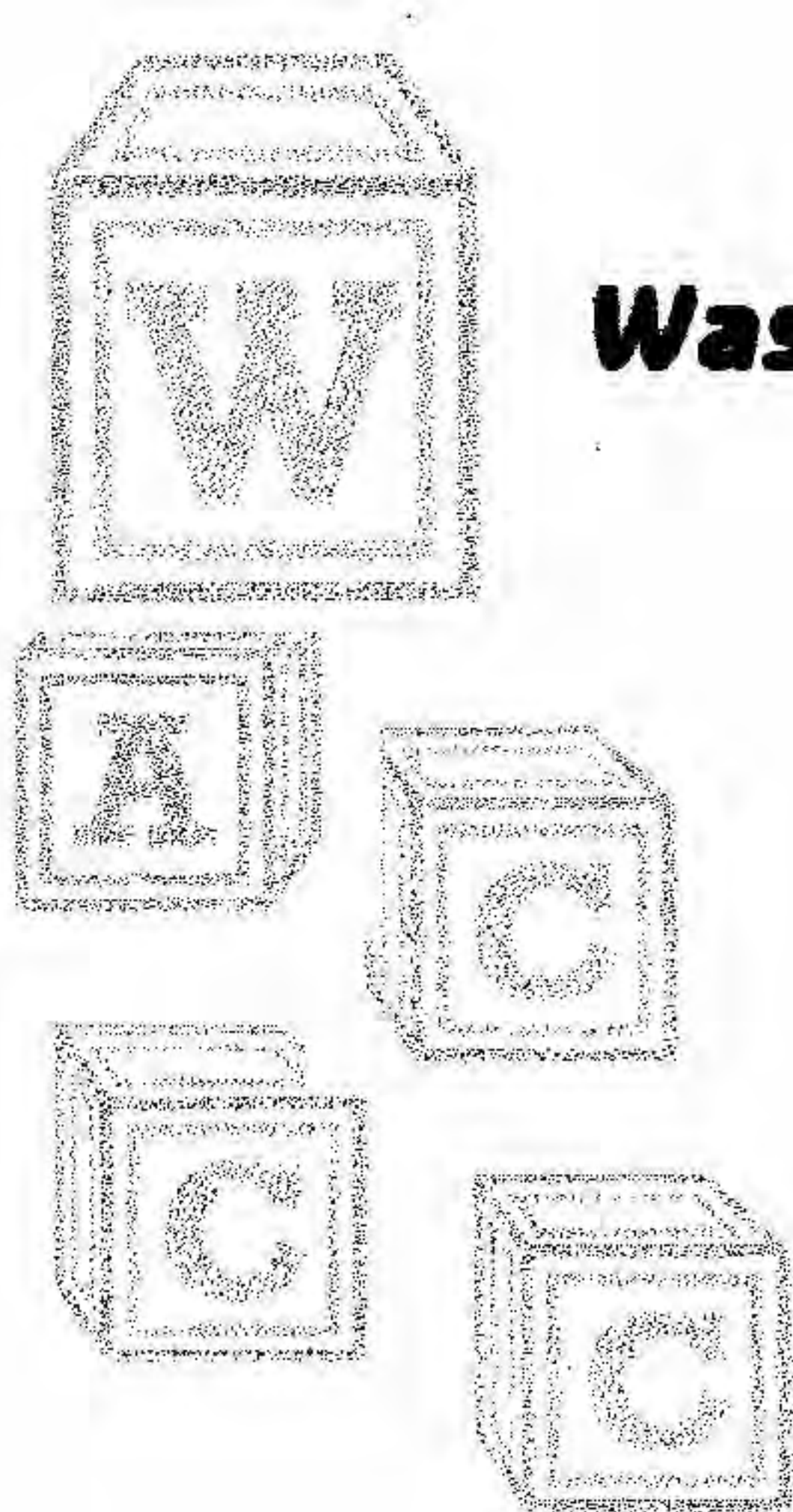
I appreciate your careful consideration of the District of Columbia's Race to the Top application.

Sincerely,

(b)(6)

John H. McKoy, Chairman  
SECDCC





**Washington Association of Child Care Centers (WACCC)**

c/o Zena's Child Development Center, Inc..  
4119 4<sup>th</sup> Street, SE • Washington, DC 20032  
*Benita E. Lewis, President*

October 14, 2011

To Whom It May Concern:

This letter is written to express the Washington Association of Child Care Centers, Inc. (WACCC) strong support for the District of Columbia's Race to the Top Early Learning Challenge application. For over thirty-five years WACCC has been a consistent influence for faith-based, community based and home care early care and education providers. We have supported local early care and education programs with childcare political advocacy issues, professional development and leadership development. We have the distinct opportunity to collaborate with the DC Affiliate of the National Association for the Education of Young Children and Headstart to discuss the needs of children birth to three in the District of Columbia. We have participated in work groups to outline common and individual concerns related to providing high quality care and education for the youngest of DC's residents.

Improving early learning for the District's youngest residents is a top priority for the aforementioned organizations, because it is the purpose of our work. The fundamental educational experiences of children is the number one priority for WACCC, and it is essential to us that our children are afforded high quality care in education by qualified, intelligent early care educators within state of the art facilities designed to accommodate the needs of children.

The plan set forth in DC's Race to the Top Early Learning Challenge application promises enormous benefits for the District's infants and toddlers. While the District committed to carrying out these reforms regardless of whether it is awarded additional funding, the Race to the Top would undoubtedly provide the District of Columbia with critical resources to facilitate implementation and help the city build the necessary infrastructure to improve the quality of early learning and development programs in the District. High-quality programming for all of the District's children will ensure that all enter kindergarten healthy and ready to learn.

WACCC is confident that the District is prepared to execute the innovative, high quality plans for reform that are outlined in the Race to the Top Early Learning Challenge application.

I appreciate your careful consideration of the District of Columbia's Race to the Top application.

Sincerely,

(b)(6)

Benita E. Lewis  
President





AppleTree Early Learning  
Public Charter School

415 Michigan Avenue NE • McCormick Pavilion, 3rd Floor  
Washington, D.C. 20017 • Tel: 202.526.1503 • Fax: 202.526.1508

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**10/13/11**

Race to the Top Early Learning Challenge Review Committee

Re: The District of Columbia's Race to the Top Early Learning Challenge Grant Application

Dear Sir or Madam:

I am writing today to express AppleTree Early Learning Public Charter School's strong support for the District of Columbia's Race to the Top Early Learning Challenge application. AppleTree Early Learning PCS has been engaged in the grant application at both the committee and project management level as we believe improving the quality of education outcomes for all children in the District of Columbia is an urgent priority.

The plan set forth in the District of Columbia's Race to the Top Early Learning Challenge application promises enormous benefits for the District's infants and toddlers. While the District committed to carrying out these reforms, the Race to the Top would undoubtedly provide the District of Columbia with critical resources to facilitate implementation and help the city build the necessary infrastructure to improve the quality of early learning and development programs. The plan also addresses the need to foster continuous improvement in all early learning and development programs in the District. High-quality programs focused on improving student outcomes for all of the District's children will ensure that all enter Kindergarten healthy and ready to learn.

AppleTree Early Learning Public Charter School is confident that the District is prepared to execute the innovative, high quality plans for reform that are outlined in the Race to the Top Early Learning Challenge application.

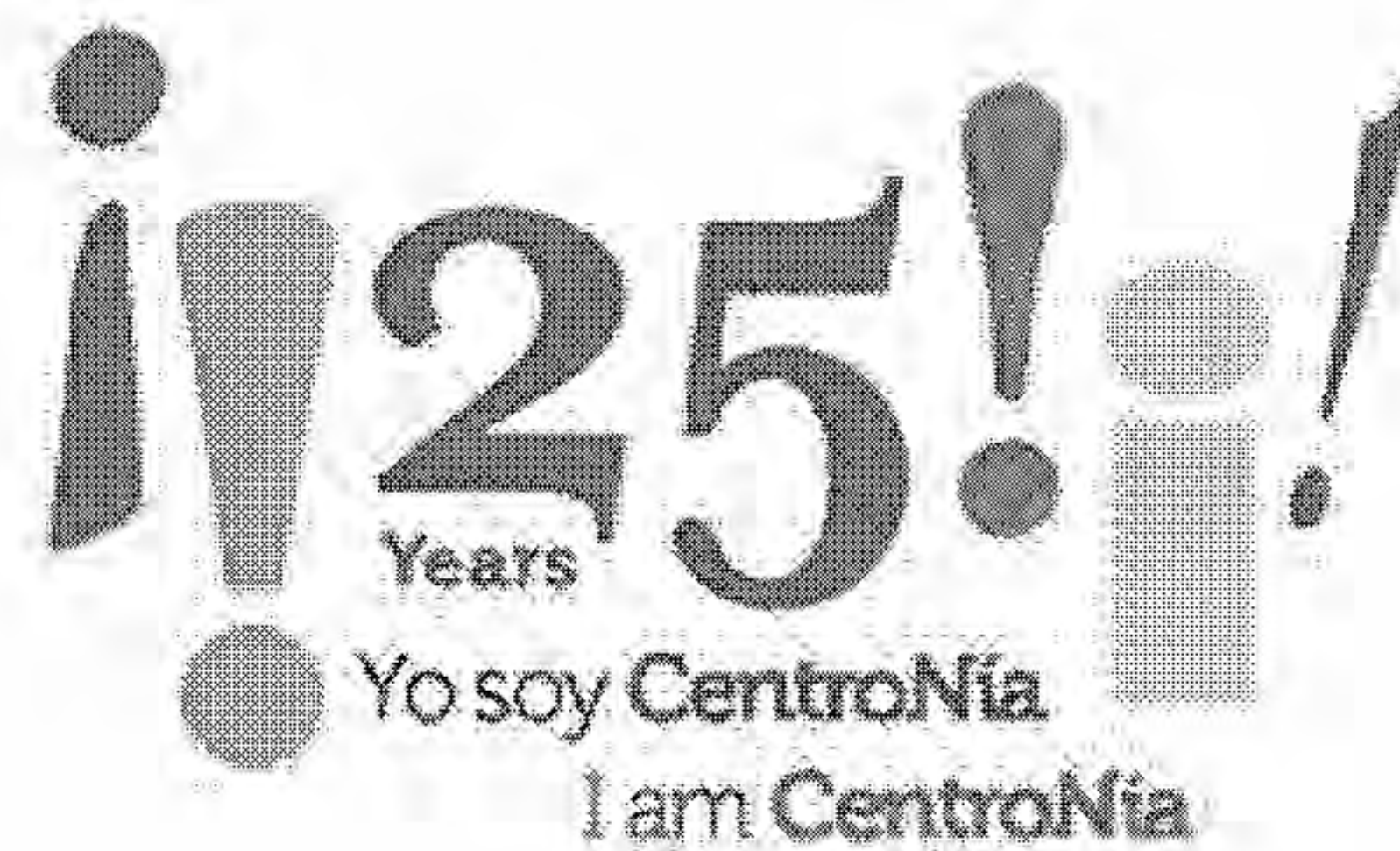
I appreciate your careful consideration of the District of Columbia's Race to the Top application.

Sincerely,

(b)(6)

Russ E. Williams, Jr.  
Executive Director





**Board of Directors**

October 11, 2011

Dennis A. Davison  
**Chair**

Race to the Top Early Learning Challenge Review Committee

Celeste "Clete" Boykin  
**Vice Chair**

Re: The District of Columbia's Race to the Top Early Learning Challenge Grant Application

Douglas Rose  
**Treasurer**

To whom it may concern:

Maria Holleran-Rivera  
**Secretary**

I am writing today to express CentroNia's strong support for the District of Columbia's Race to the Top Early Learning Challenge application. High quality early childhood education begins with building responsive relationships between a child, their parents, and educators that allow children to thrive in all environments of growth and development.

Lester Matlock  
**Chair, DC Bilingual  
Public Charter School**

Myrna Peralta  
**President and CEO**

Improving early learning for the District's youngest residents is a top priority. When children are supported, they are free to explore and build meaning about the world around them.

Chuck Bean

Gretchen Gayle Ellsworth

Heather Hodges

Alison Miranda

Robert Morton

K. Shiek Pal

Joanne Williams

Kimberly Young

Stephen Glover  
*Of Counsel*

The plan set forth in the District of Columbia's Race to the Top Early Learning Challenge application promises enormous benefits for the District's infants and toddlers. While the District is committed to carrying out these reforms regardless of whether it is awarded additional funding, the Race to the Top would undoubtedly provide the District of Columbia with critical resources to facilitate implementation and help the city build the necessary infrastructure to improve the quality of early learning and development programs. The District's plan also addresses the need to foster continuous improvement in all early learning and development programs in the District. High-quality programming for all of the District's children will ensure that all enter Kindergarten healthy and ready to learn.

We are confident that the District is prepared to execute the innovative, high quality plans for reform that are outlined in the Race to the Top Early Learning Challenge application.

I appreciate your careful consideration of the District of Columbia's Race to the Top application.

Sincerely,

(b)(6)

Myrna Peralta  
President and CEO





Great Start DC

*Every child.  
Every family.  
Every community.*

October 13, 2011

Race to the Top Early Learning Challenge Review Committee

Secretary Arne Duncan  
US Department of Education  
Lyndon Baines Johnson Building  
400 Maryland Avenue, SW  
Washington, DC 20200

Re: The District of Columbia's Race to the Top Early Learning Challenge Grant Application

Dear Secretary Duncan:

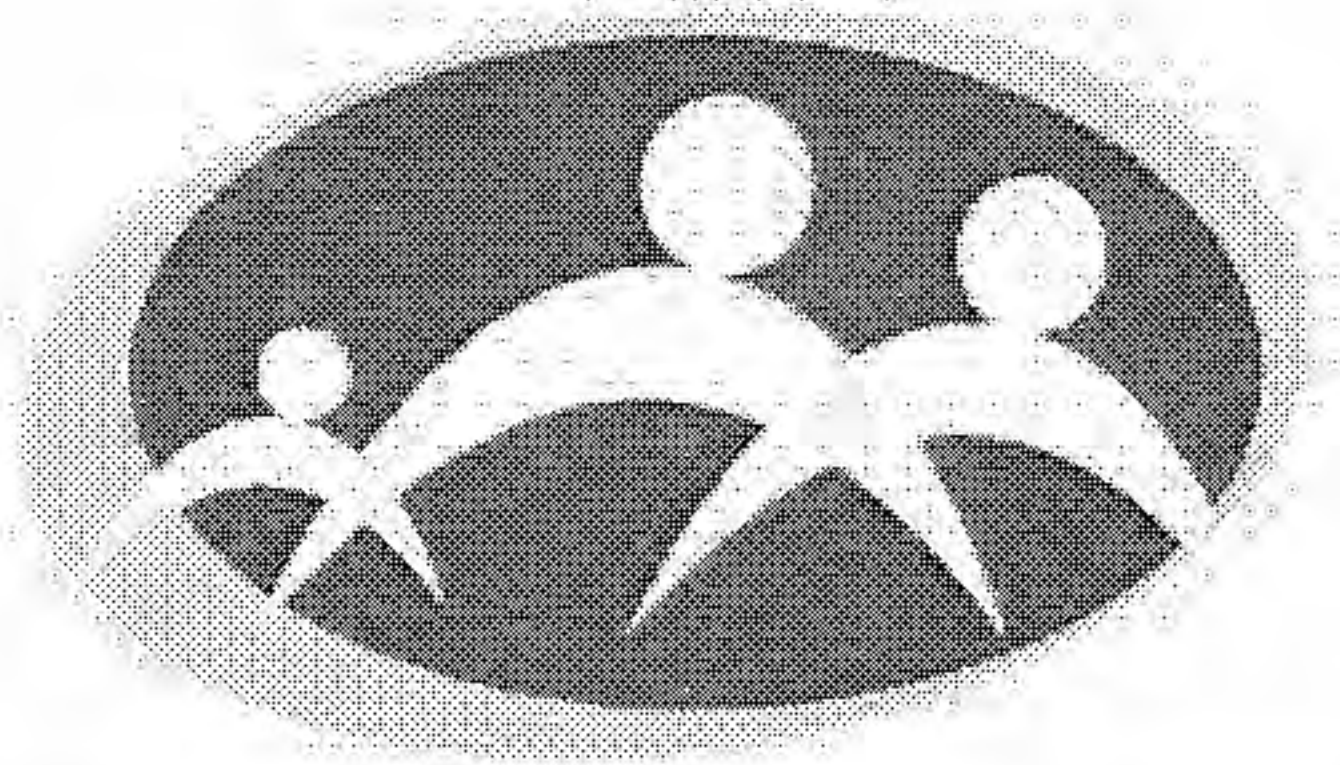
Great Start DC is pleased to offer its strong support for the District of Columbia's Race to the Top Early Learning Challenge application. Great Start DC (formerly Pre-K for All DC) is a public engagement and advocacy organization that supports birth to five policies in the District of Columbia. Our work helps make high quality early care and education programs accessible to every child, every family and every community in the District.

Great Start DC has been involved in the plan development and grant application process through participation in local and national briefing sessions, strategic thought sessions with the grant application manager and key government officials and sharing relevant materials. We also co-sponsored a grant work session with over 100 community-based early education organizations and participated in working groups. We believe that the Early Learning Challenge Grant affords an opportunity for the District to realize Great Start DC's vision for a model early education system that prepares all children for success in school and life.

Great Start DC believes that high quality early care and education is the critical foundation for our children's success in the education continuum from birth to 24 that Mayor Vincent C. Gray envisions for the District. We believe that early learning investments will yield the social and economic returns that advance three of the District's top policy goals: Education Reform, Workforce Development and Economic Growth.

The plan set forth in the District of Columbia's Race to the Top Early Learning Challenge application promises enormous benefits for the District's infants and toddlers and pre-K students. While the District is committed to carrying out major early learning reforms regardless of whether it is awarded additional funding, the Early Learning Challenge would certainly provide the District of Columbia with critical resources to accelerate implementation of its reforms and help the city build the necessary infrastructure to improve the quality of all early learning and development programs.





Great Start DC

*Every child.  
Every family.  
Every community.*

The systems- building plan articulated in the application also addresses the need to promote continuous improvement in all early learning and development programs in the District. High-quality programming for all of the District's children will ensure all enter Kindergarten healthy, ready to learn and ready to succeed.

Given Great Start DC's experience and success in championing Pre-K for All and a birth to three agenda over the past several years, we are confident that District leaders and stakeholders are prepared to execute the innovative, high quality plans for reform related to high quality instructional standards, kindergarten readiness assessments, quality rating systems, workforce development and family engagement that are outlined in the Race to the Top Early Learning Challenge application.

We appreciate your careful consideration of the District of Columbia's Race to the Top application.

Sincerely,

(b)(6)

Kendall Joyner  
Executive Director





DC Action  
for Children

Shaping Policy for DC's Youngest Citizens

October 13, 2011

Race to the Top Early Learning Challenge Review Committee

To whom it may concern:

I am writing today to express DC Action for Children's support for the District of Columbia's Race to the Top Early Learning Challenge application. DC Action for Children is a nonprofit, nonpartisan advocacy organization dedicated to ensuring that all children in the District of Columbia have the opportunity to reach their full potential.

DC ACT's goal is to create a citywide system of support to ensure that ALL of the District's children receive the tools and resources necessary to enter and succeed in school and leads a productive life. Thus, goals outlined in the RTT application will complement and support our focus on improving outcomes for all children aged 0-5 are critical to the success of our mission.

Improving early learning for the District's youngest residents is a top priority. By improving outcomes for all children aged 0-5, and their families we will begin to address the critical issues that perpetrates the cycle of poverty for low-income families in the District.

The plan set forth in the District of Columbia's Race to the Top Early Learning Challenge application promises enormous benefits for the District's infants and toddlers. While the District committed to carrying out these reforms regardless of whether it is awarded additional funding, the Race to the Top would undoubtedly provide the District of Columbia with critical resources to facilitate implementation and help the city build the necessary infrastructure to improve the quality of early learning and development programs. The plan also addresses the need to foster continuous improvement in all early learning and development programs in the District. High-quality programming for all of the District's children will ensure that all enter Kindergarten healthy and ready to learn.

DC Action for Children is confident that the District is prepared to execute the innovative, high quality plans for reform that are outlined in the Race to the Top Early Learning Challenge application.

DC Action for Children fully supports the efforts outline in the Race to the Top Early Learning Challenge application.

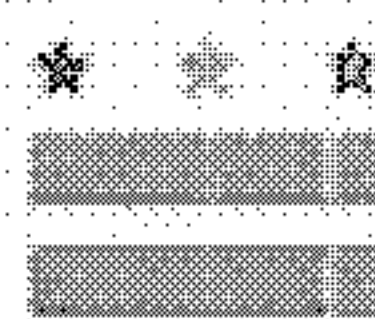
Sincerely,

(b)(6)

HyeSook Chung, MSW  
Executive Director, DC Action for Children  
1432 K Street, NW  
Suite 1050  
Washington, D.C. 20005



Government of the District of Columbia  
Office of the Deputy Mayor for Health and Human Services



October 17, 2011

Race to the Top Early Learning Challenge Review Committee  
U.S. Department of Education  
400 Maryland Avenue, SW., Rm. 3E108  
Washington, DC 20202

Re: The District of Columbia's Race to the Top Early Learning Challenge Grant Application

To whom it may concern:

I am writing today to express my strong support for the District of Columbia's Race to the Top Early Learning Challenge application. As the Deputy Mayor for Health and Human Services, I have pledged to help connect early care and education programs to those in the health and human services cluster. The Race to the Top Early Learning Challenge Grant is an opportunity to build upon the District's robust early care and education system and integrate service provision across all educational and health and human service agencies.

Improving early learning for the District's youngest residents a top priority for the District of Columbia. The District has recently been focused on on Pre-K. Moving forward, the District will shift its attention to infants and toddlers. In order to do this, DC will dedicate resources, both financial support and training, to childcare centers and homes to expand and improve the quality of their services for infants and toddlers. DC will also align home visiting services for pregnant women and families of infants and toddlers with high needs. Finally, DC will address the health and behavioral needs of infants, toddlers, and their families. These efforts for infants, toddlers and their families will ensure a strong start on the path to school readiness for our children with high needs.

The plan set forth in the District of Columbia's Race to the Top Early Learning Challenge application promises enormous benefits for the District's infants and toddlers. While the District committed to carrying out these reforms regardless of whether it is awarded additional funding, the Race to the Top would undoubtedly provide the District of Columbia with critical resources to facilitate implementation and help the city build the necessary infrastructure to improve the quality of early learning and development programs. The plan also addresses the need to foster continuous improvement in all early learning and development programs in the District. High-quality programming for all of the District's children will ensure that all enter Kindergarten healthy and ready to learn.

I am confident that the District is prepared to execute the innovative, high quality plans for reform that are outlined in the Race to the Top Early Learning Challenge application.

I appreciate your careful consideration of the District of Columbia's Race to the Top application.

Sincerely,

A handwritten signature in black ink, appearing to read "BB Otero", with a long horizontal line extending to the right.

Beatriz "BB" Otero  
Deputy Mayor for Health and Human Services



**Budget Part I: Summary**

**Budget part I -Tables**

Budget Table I-1: Budget Summary by Budget Category--*The State must include the budget totals for each budget category for each year of the grant. These line items are derived by adding together the corresponding line items from each of the Participating State Agency Budget Tables.*

<b>Budget Table I-1: Budget Summary by Budget Category</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	1,268,450	1,268,450	1,268,450	1,268,450	5,073,800
2. Fringe Benefits	244,531	244,531	244,531	244,531	978,124
3. Travel	5,000	0	0	0	5,000
4. Equipment	0	0	0	0	0
5. Supplies	5,000	0	0	0	5,000
6. Contractual	2,172,500	1,275,000	1,612,500	1,305,000	6,365,000
7. Training Stipends	15,000	0	0	0	15,000
8. Other	7,365,000	15,450,000	7,125,000	635,000	30,575,000
9. Total Direct Costs (add lines 1-8)	11,075,481	18,237,981	10,250,481	3,452,981	43,016,924
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	2,000,000	1,250,000	1,250,000	4,500,000
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	11,175,481	20,337,981	11,600,481	4,802,981	47,916,924
14. Funds from other sources used to support the State Plan	80,000	0	0	0	80,000
<b>15. Total Statewide Budget (add lines 13-14)</b>	11,255,481	20,337,981	11,600,481	4,802,981	47,996,924
<u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.					
<u>Column (e):</u> Show the total amount requested for all grant years.					
<u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be					



**Budget Table I-1: Budget Summary by Budget Category**  
**(Evidence for selection criterion (A)(4)(b))**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
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acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.



Budget Table I-2: Budget Summary by Participating State Agency--The State must include the budget totals for each Participating State Agency for each year of the grant. These line items should be consistent with the totals of each of the Participating State Agency Budgets provided in Budget Tables II-1.

<b>Budget Table I-2: Budget Summary by Participating State Agency</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>Participating State Agency</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<i>OSSE</i>	6,863,369	11,648,369	7,428,369	4,338,369	30,278,476
<i>DME</i>	369,920	147,420	144,920	137,420	799,680
<i>DOH</i>	1,282,790	3,382,790	1,367,790	167,790	6,201,160
<i>DHS</i>	2,525,169	5,025,169	2,525,169	25,169	10,100,676
<i>DHCF</i>	25,169	25,169	25,169	25,169	100,676
<i>CFSA</i>	25,169	25,169	25,169	25,169	100,676
<i>DMH</i>	83,895	83,895	83,895	83,895	335,580
<b>Total Statewide Budget</b>	11,175,481	20,337,981	11,600,481	4,802,981	47,916,924



Budget Table I-3: Budget Summary by Project--*The State must include the proposed budget totals for each project for each year of the grant. These line items are the totals, for each project, across all of the Participating State Agencies' project budgets, as provided in Budget Tables II-2.*

<b>Budget Table I-3: Budget Summary by Project</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>Projects</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<i>Project Management</i>	1,036,981	1,036,981	1,036,981	1,036,981	4,147,924
<i>QRIS Development</i>	1,441,000	3,041,000	2,631,000	2,331,000	9,444,000
<i>Kindergarten Readiness</i>	500,000	410,000	525,000	285,000	1,920,000
<i>Training &amp; Professional Development</i>	537,500	1,662,550	1,350,000	800,000	4,350,000
<i>Professional Pathways</i>	3,500,000	5,500,000	2,000,000	0	11,000,000
<i>Mapping &amp; Alignment of Resources</i>	207,500	10,000	7,500	0	225,000
<i>Community Outreach</i>	25,000	250,000	250,000	50,000	575,000
<i>Standards Revision &amp; Alignment</i>	227,500	127,500	0	0	355,000
<i>Streamlining Data Usage</i>	3,600,000	8,200,000	3,700,000	0	15,500,000
<i>Technical Assistance Set Aside</i>	100,000	100,000	100,000	100,000	400,000
<b>Total Statewide Budget</b>	11,175,481	20,338,031	11,100,481	4,102,981	47,916,924



## **Budget Part I -Narrative**

*Describe, in the text box below, the overall structure of the State's budget for implementing the State Plan, including*

- *A list of each Participating State Agency, together with a description of its budgetary and project responsibilities;*
- *A list of projects and a description of how these projects taken together will result in full implementation of the State Plan;*
- *For each project:*
  - *The designation of the selection criterion or competitive preference priority the project addresses;*
  - *An explanation of how the project will be organized and managed in order to ensure the implementation of the High-Quality Plans described in the selection criteria or competitive preference priorities; and*
- *Any information pertinent to understanding the proposed budget for each project.*

## **Overview of Participating State Agencies with Budgetary and Project Responsibilities**

### **OSSE**

1. Personnel - In years 1-4, funding is requested for the salaries of the following project personnel:

- Project Director (1.0 FTE @ \$132,000/annual) - Project Director is responsible for the overall management and coordination of the RTTT-ELC initiative and ensuring the successful implementation of all project activities. \$528,000 is requested to support this position.
- Fiscal Director (1.0 FTE @ \$85,000/annual) - Fiscal Director is responsible for overseeing fund distribution and ensuring compliance with all RTTT-ELC financial tracking and reporting requirements. \$340,000 is requested to support this position.
- Reporting & Implementation Manager (1.0 FTE @ \$85,000/annual) - Reporting & Implementation Manager is responsible for ensuring that OSSE and partnering agencies use RTTT-ELC funds appropriately and effectively and meet grant objectives. \$340,000 is requested to support this position.
- Data Manager (1.0 FTE @ \$80,000/annual) - Data Manager is responsible for supporting SECDCC and the participating state agencies. \$320,000 is requested to support this position.



- Early Childhood Specialist (1.0 FTE @ \$70,500/annual) - Covers the cost of OSSE staff dedicated to supporting the implementation of RTT-ELC activities. \$282,000 is requested to support this position.
- Early Childhood Assessment Coordinator (1.0 FTE @ \$70,500/annual) - Covers the cost of OSSE staff dedicated to supporting the implementation of RTT-ELC activities. \$282,000 is requested to support this position.
- Five (5) QRIS Monitor (1.0 FTE @ \$80,000/annual x 5) - QRIS Monitor is responsible to ensure implementation fidelity of the assessment system across the District. \$1,600,000 is requested to support these positions.

2. Fringe Benefits - In years 1-4, funding is requested for benefits for project personnel @ 19%. \$175,370 is requested to support this item.

3. Model Teacher Observation Tool Development Travel - Covers the cost for all travel expenses to support efforts related to the development of a model teacher observation tool. \$5,000 is requested to support this item.

4. Model Teacher Observation Tool Development Supplies – Covers the cost for general supplies required to support the development of a model teacher observation tool development process. \$5,000 is requested to support this item.

5. QRIS Revision - OSSE will coordinate the review and revision of the QRIS to ensure that it is appropriate for all program types. \$15,000 is requested to support this item.

6. Develop & Field Test Program Monitoring Tools - As the QRIS standards are fully developed, monitoring tools will developed and tested for validity and reliability. \$100,000 is requested to support this item.



7. Prepare High Quality Program Monitors - Monitors will receive training on the monitoring tools to be used during site visits as well as inter-rater reliability training. OSSE will ensure that all monitors are properly trained to the level of 85% inter-rater reliability and capable of providing feedback to all programs involved in the QRIS. \$25,000 is requested to support this item.

8. Targeted Technical Assistance - OSSE will conduct on-site quality monitoring of all QRIS programs on a 3-year cycle to provide an intense focus on quality based on program standards. \$2,000,000 is requested to support this item.

9. External Implementation Evaluation - Through a rigorous third-party evaluation, the District will seek to understand the strengths and weaknesses of the QRIS and utilize findings to drive process improvement. \$350,000 is requested to support this item.

10. External Outcome Evaluation - Through a third-party evaluation process, the District will conduct an external outcome assessment process to identify associations between participation in the QRIS and child care quality outcomes. \$500,000 is requested to support this item.

11. Model Teacher Observation Tool Development - OSSE will develop a model teacher observation tool in collaboration with the QRIS Study Group. This observation tool will provide the link between teacher specific components of the QRIS and the expectations for teachers. \$25,000 is requested to support this item.

12. Kindergarten Entry Assessment - Covers the costs related to the development of a comprehensive KEA for DC ELD programs. \$1,100,000 is requested to support this item.



13. DC Early Childhood Consultant Consortium - OSSE will develop a cadre of career counselors and career mentors to provide guidance and assistance for ECEs moving through the Career Guide. \$2,000,000 is requested to support this item.

14. Model Teacher Observation Tool Training - Covers costs related to training ELD professionals on the utilization of the newly developed observation assessment process. \$15,000 is requested to support this item.

15. KEA Administration Training - OSSE will oversee training of the KEA for all public and public charter classroom teachers and any voluntarily participating private schools, and will include specifications on administering the assessments to children with High Needs, including English learners and children with disabilities. \$75,000 is requested to support this item.

16. KEA Pilot - OSSE will develop, and the SECDCC will approve a plan to pilot test the KEA instrument(s) and the accompanying training and administrative protocols with a representative sample of Kindergarten children and teachers. SECDCC will contract with an evaluator to carry out the evaluation of the work, while OSSE will oversee the implementation process. \$100,000 is requested to support this item.

17. KEA Administration Protocol Revisions - The KEA Design Team and pilot evaluator will review the results from the pilot and propose to OSSE and the SECDCC necessary changes to the KEA and accompanying training and administrative procedures to ensure the validity and reliability of scores before statewide implementation. \$25,000 is requested to support this item.

18. KEA Data Analysis, Usage & Reporting Protocols - OSSE will develop protocols and guidelines for data analysis, usage and reporting. The SECDCC will review and approve the plan, and OSSE will oversee implementation of protocols related to how the assessment data will be



used and reported to ensure responsible use and interpretation of the findings. \$50,000 is requested to support this item.

19. KEA Continuous Improvement Protocol - On an annual basis, SECDCC will engage a third-party evaluator to conduct random reliability checks to ensure that the KEA is implemented with fidelity, that adequate time is built into the school calendar for training, administration, data entry and data analysis and that all confidentiality measures are taken. \$25,000 is requested to support this item.

20. KEA Classroom Implementation - The District will implement the KEA in 50 classrooms in Fall of 2014, half of all public and public charter Kindergarten classrooms in Fall of 2015, and District-wide by Fall 2016. \$500,000 is requested to support this item.

21. KEA Key Stakeholder Communication Strategy - The District will develop a communications strategy to engage stakeholders in the proper use and interpretation of the KEA results. The communications strategy will address the format and accessibility of data, for example, printed reports, searchable databases, websites, etc. \$25,000 is requested to support this item.

22. KEA Finance Plan – OSSE will develop the plan considering existing and potential sources including in-kind contributions from District agencies and schools, private philanthropic sources, sections 6111 and 6112 of the Elementary and Secondary Education Act (ESEA), U.S. Department of Education research grants, local LEA sources and funds available for the development of the District’s SLED. \$20,000 is requested to support this item.

23. New Learning Standards Training - The District will facilitate training for ECE providers in the effective implementation and use of new learning standards. \$250,000 is requested to support this item.



24. Online & In-Person Training Development on Health Standards - The District will develop a universal training model (online, paper, in-person) on the aligned and enhanced health and wellness standards. \$500,000 is requested to support this item.

25. Online & In-Person Training Development on Family Engagement - The District will develop a universal training model (online, paper, in-person) on family engagement strategies. \$1,000,000 is requested to support this item.

26. Family Engagement Strategies Licensed Provider Training - The District will facilitate training sessions for licensed providers on family engagement strategies. \$500,000 is requested to support this item.

27. Career Lattice Finalization & Implementation - OSSE will revise the existing career lattice and its accompanying career guide to align with the needs of current centers, professionals, families and community-based interest groups and revise it to reflect the modifications of the ELDS and QRIS. \$50,000 is requested to support this item.

28. ECE Professional Development Communication Strategy - Effort will be made to widely publicize the availability of the Certified Trainer Registry and the process through which a PD provider can become certified. Materials will be developed for online availability that includes but is not limited to a FAQ on the mechanics and purpose of the Certified Trainer Registry, guidelines on how to confirm that a program is aligned with the core knowledge areas, how to become certified as a trainer and how to become listed in the Certified Trainer Registry. DC will also develop mass communication pieces that announce the availability of the new Registry and direct programs to the website to find more information. \$25,000 is requested to support this item.



29. DC PROS Core Knowledge Revisions - OSSE will revise the Core Knowledge elements of the DC PROS to align with the revised ELDS and QRIS standards. \$25,000 is requested to support this item.

30. ECE Credential Alternative Pathway - DC will establish an alternative pathway for bilingual early childhood educators to earn their credentials through bilingual teacher preparation programs. \$3,000,000 is requested to support this item.

31. Alternative Pipeline of BA Level ECE Professionals - DC will establish alternative preparation program through a residency or fellow program that will be targeted to enriching the teacher supply to District CBOs. \$3,000,000 is requested to support this item.

32. ECE Professional Development Recognition Plan - OSSE will study various compensation models and possibilities and develop an incentive structure for ECE professionals working toward degrees to ensure recognition and appropriate compensation as they progress. \$5,000,000 is requested to support this item. \$5,000,000 is requested to support this item.

33. New Early Learning Standards Family Education - Families will be included in the training process of new ELDS via hard-copy and online materials. Flyers will be sent home with every child and included in welcome packets for all entering students. These flyers will include an introduction to the ELDS, developmental milestones and tips on how to monitor a child's progress in mastering standards. All website and hard copy materials intended for families will be available in a number of languages to facilitate communication with families where English is not the language spoken in the home, in accordance with the Language Access Act of 2004. In addition, aligned with the District's Family Engagement strategy in Section (C)(4), providers will engage families around the standards through the incorporation of ELDS in parent-teacher conferences, through "social" events where families can learn about how the program promotes children's learning via the standards, and generally through utilizing the standards as a hook for



more robust communication and relationship-building between families and programs. \$500,000 is requested to support this item.

34. QRIS Public Service Campaign - OSSE will hire a marketing firm to design outreach to families and information on the QRIS system. This campaign may include a focus groups with parents, development of a QRIS logo, messaging and a strategic marketing plan including radio and/or television spots, billboards, bus posters, pamphlets, website enhancements, signage for providers and/or a marketing tool kit for providers to promote themselves. \$50,000 is requested to support this item.

35. Revise ELDS to Align with CCSS for ELLs and Students with Special Needs - The Standards Committee will work directly with the ECEA to review the existing ELDS and build them out to include areas where there are gaps between the ELDS and the CCSS/Head Start Child Outcomes Framework with special emphasis on ensuring standards align with the needs of ELLS and special needs students. \$100,000 is requested to support this item.

36. Standards Entry Points for Differentiated Learning Manual - The District will reach out to local ECE expert organizations and partner with them to develop the *Standards Entry Points for Differentiated Learning* manual. \$200,000 is requested to support this item.

37. Map & Crosswalk Family Engagement Standards - EOM will facilitate the mapping of the District's existing Family Engagement Standards for all Early Learning and Development Programs. \$25,000 is requested to support this item.

38. Establish Centers for Excellence & Family Provider Peer Network - Through competitive funding opportunities, centers and family care providers will be able to apply to serve as a Center for Excellence or a featured site in the Family Provider Peer Network. Centers and family child care providers will be selected based on exceptional performance in two or more QRIS standard



areas. These ELDPs will design open house or training programs on site, and other QRIS participants of the same type (centers or family child care) will be invited to attend. \$3,000,000 is requested to support this item.

39. Funds Set Aside for Participation in Grantee Technical Assistance. \$200,000 is requested to support this item.

## **DME**

The DME activities to support the RTT-ELC agenda include the following. Each is followed by the total dollar amount of federal funds requested to support the activity. For full year-by-year breakdowns, please see the agency budgets in Part II.

1. Personnel - In years 1-4, funding is requested for the salaries of the following project personnel:

- DME PSA Liaison (1 FTE @ \$70,500/annual) - Covers the cost of DME staff dedicated to supporting the implementation of RTT-ELC activities. \$282,000 is requested to support this position.

2. Fringe Benefits - In years 1-4, funding is requested for benefits for project personnel @ 24% . \$67,680 is requested to support this item.

3. Fiscal Impact Statement of Medicaid Rates – DME will conduct a full study of funding streams and specific services offered in order to streamline home visitation programs and coordinate services. This work will include investigating strategies for centralizing/coordinating recruitment and professional training costs for home visiting staff, conducting a fiscal impact statement to determine the costs of increasing home visitation programs and writing a Medicaid waiver or SPA to allow for Medicaid reimbursement of home visitation services to children who



are eligible for Medicaid. The SECDCC will serve in an advisory role to this work. \$25,000 is requested to support this item.

4. Fiscal Impact Statement of Subsidy Reimbursement Rates - DME will conduct a full study of the subsidy reimbursement rate policies and procedures in order to ensure that the tiered rating system provides for appropriate reimbursement rates to providers for the level of service expectations and programmatic requirements at each rating level. \$25,000 is requested to support this item.

5. Children's Budget Analyst - Covers the cost for a strategic analysis of the current financial landscape of birth to five services, programs, and infrastructure across OSSE, DPCS, DHS, DMH, and DCFS and will develop a comprehensive Early Learning and Development System Budget that clearly reports all investments in one location. \$50,000 is requested to support this item.

6. ECE Professional Development Needs Assessment - DME will conduct a Needs Assessment to review the current policies, legislation and regulations that relate to ECE progression of credentials and will make recommendations on how to improve on the process of obtaining a credential, on the types of credentials available, and on the Career Guide itself. \$100,000 is requested to support this item.

7. Home Visitation Funding Consolidation - DME will conduct a full study of funding streams and specific services offered in order to streamline home visitation programs and coordinate services. This work will include investigating strategies for centralizing/coordinating recruitment and professional training costs for home visiting staff, conducting a fiscal impact statement to determine the costs of increasing home visitation programs and writing a Medicaid waiver or SPA to allow for Medicaid reimbursement of home visitation services to children who are eligible for Medicaid. \$25,000 is requested to support this item.



8. Community Outreach Website - DME will design and host a website that will be utilized to engage families and key stakeholders to inform them of important ELD announcements and activities. \$25,000 is requested to support this item.

9. Funds Set Aside for Participation in Grantee Technical Assistance. \$200,000 is requested to support this item.

### **CFSA**

1. Personnel - In years 1-4, funding is requested for the salaries of the following project personnel:

- CFSA PSA Liaison (.30 FTE @ \$21,150/annual) - Covers the cost of CFSA staff dedicated to supporting the implementation of RTT-ELC activities. \$84,600 is requested to support this position.

2. Fringe Benefits - In years 1-4, funding is requested for benefits for project personnel @ 19% . \$16,076 is requested to support this item.

### **DHCF**

1. Personnel - In years 1-4, funding is requested for the salaries of the following project personnel:

- DHCF PSA Liaison (.30 FTE @ \$21,150/annual) - Covers the cost of DHCF staff dedicated to supporting the implementation of RTT-ELC activities. \$84,600 is requested to support this position.



2. Fringe Benefits - In years 1-4, funding is requested for benefits for project personnel @ 19% . \$16,076 is requested to support this item.

## **DHS**

1. Personnel - In years 1-4, funding is requested for the salaries of the following project personnel:

- DHS PSA Liaison (.30 FTE @ \$21,150/annual) - Covers the cost of DHS staff dedicated to supporting the implementation of RTT-ELC activities. \$84,600 is requested to support this position.

2. Fringe Benefits - In years 1-4, funding is requested for fringe benefits for project personnel @ 19%. \$16,076 is requested to support this item.

3. Consolidated Data Sharing System - The District will develop a centralized intake and unified case management, a health data sharing mechanism, universal screening and referral for home visitation to better serve DC children and families. \$10,000,000 is requested to support this item.

## **DMH**

1. Personnel - In years 1-4, funding is requested for the salaries of the following project personnel:

- DMH PSA Liaison (1.0 FTE @ \$70,500/annual) - Covers the cost of DMH staff dedicated to supporting the implementation of RTT-ELC activities. \$282,000 is requested to support this position.

2. Fringe Benefits - In years 1-4, funding is requested for benefits for project personnel @ 19% . \$53,580 is requested to support this item.



## DOH

1. Personnel - In years 1-4, funding is requested for the salaries of the following project personnel:

- Two (2) DOH PSA Liaison (1.0 FTE @ \$70,500/annual x 2) - Covers the cost of DOH staff dedicated to supporting the implementation of RTT-ELC activities. \$564,000 is requested to support these positions.

2. Fringe Benefits - In years 1-4, funding is requested for fringe benefits for project personnel @ 19% . \$107,160 is requested to support this item.

3. Health & Wellness Standards Alignment - DOH will examine existing Health and PE curricular standards, licensing policies and regulations, Program Standards, standards for Early Intervention and Child Find. Recommendations will be funneled through DHS, DOH, OSSE, and the SECDCC, as appropriate. \$30,000 is requested to support this item.

4. Health Data Sharing Mechanism - DOH, in partnership with CFSA and DHCF, will work with the necessary consultants to build a database that is able to integrate information from various current databases and able to accept entries from health providers citywide. \$5,000,000 is requested to support this item.

5. New Parent Visitation Universal Screening & Referral Process - DOH will collaborate with DHS, OSSE, DMH and CFSA to formalize intake and recruitment to match families to appropriate home visitation services. Starting as a pilot program in targeted Wards (5, 7 and 8), using existing home visiting programs administered by DOH, full implementation District-wide will begin in Fall 2014 and will include home visiting programs administered by other agencies and providers. \$500,000 is requested to support this item.



## **Overview of Projects**

DC's reform vision for early learning and development will be implemented in nine project areas, as follows:

PROJECT 1: PROJECT MANAGEMENT

PROJECT 2: QRIS DEVELOPMENT & IMPLEMENTATION

PROJECT 3: KINDERGARTEN READINESS

PROJECT 4: TRAINING & PROFESSIONAL DEVELOPMENT

PROJECT 5: PROFESSIONAL PATHWAYS

PROJECT 6: MAPPING & ALIGNMENT OF RESOURCES

PROJECT 7: COMMUNITY OUTREACH

PROJECT 8: STANDARDS REVISION & ALIGNMENT

PROJECT 9: STREAMLINING DATA USAGE

Each of these projects supports the three pillars of reform—mapping and alignment, professional development, and quality assurance—outlined in section (A)(2) of the narrative. Taken together, they contribute to kindergarten readiness for all children in DC, thus supporting the District's vision.

The projects also align with selection criteria within the RTT-ELC application. An overview of each project follows, with an indication of the selection criteria that are directly related to the line item. For more information about each project area, please see the budget detail by project below.

### **1. Project Management**

Project Management includes central project management staff as well as implementation staff assigned to participating state agencies. Strong management and effective implementation are both necessary to the success of the activities to be conducted under Race to the Top. Work in this project intersects with the following selection criteria: A3, B1, B2, B3, B4, B5, C1, C3, C4, D1, D2, E1, Priority 2, Priority 3. \$4,147,924 is requested to support this project.



## **2. QRIS Development and Implementation**

The QRIS Development and Implementation project will include all activities outlined in Section B of the proposal. The QRIS will act as a quality assurance mechanism, not only rating early learning and development programs, but supporting them toward greater effectiveness. Centers for Excellence and the Family Provider are also included within this project, as they work to support ELDPs in target areas such as health and wellness and family engagement. Work in this project area intersects with the following selection criteria: B1, B2, B3, B4, B5, C4, D2, Priority 2. \$9,444,000 is requested to support this project.

## **3. Kindergarten Readiness**

Kindergarten readiness is the rallying cry for DC's ELD reform agenda; the project titled Kindergarten Readiness, however, includes activities that specifically relate to measures of Kindergarten readiness. Work in this project area intersects with the following selection criteria: C4, E1, Priority 3. \$1,920,000 is requested to support this project.

## **4. Training & Professional Development**

Training and professional development is infused throughout proposed activities, to ensure that early childhood educators are not only informed, but also engaged with reform efforts and pursuing professional advancement. Work in this project area intersects with the following selection criteria: C1, C3, C4, D1, D2. \$4,350,000 is requested to support this project.

## **5. Professional Pathways**

The District seeks to expand opportunities for ECEs to advance along the Career Guide. This project includes an ECE credential alternative pathway, an alternative pipeline of BA level ECE professionals, and an ECE professional development recognition plan. Work in this project area intersects with the following selection criteria: D1, D2. \$11,000,000 is requested to support this project.

## **6. Mapping & Alignment of Resources**

The District is requesting funding to support five mapping and alignment activities, as follows: Fiscal Impact Statement of Medicaid Rates, Fiscal Impact Statement of Subsidy Reimbursement



Rates, Children's Budget Development (analyst position), ECE Professional Development Needs Assessment, and Home Visitation Funding Consolidation. Work in this project area intersects with the following selection criteria: A3, B2, B4, C3, C4, D2, E1, Priority 2, Priority 3. \$225,000 is requested to support this project.

### **7. Community Outreach**

The community outreach project will include a District-wide community outreach website, family education on new learning standards, and a QRIS public service campaign. Work in this project area intersects with the following selection criteria: A3, B2, B4, C1, C4, Priority 2. \$575,000 is requested to support this project.

### **8. Standards Revision & Alignment**

Another critical piece of the District's alignment work is bringing all various parts of the ELD system into interdependence. DC will revise ELDS to align with Common Core State Standards and to meet the needs of ELLS and students with special needs, create a Standards Entry Points for Differentiated Learning manual, map and crosswalk family engagement standards, and align health and wellness standards. Work in this project area intersects with the following selection criteria: C1, C3, C4, E1. \$355,000 is requested to support this project.

### **9. Streamlining Data Usage**

Currently DC is not using technology to the fullest extent to coordinate services. The streamlining data usage project will include work on a health data sharing mechanism, a new parent visitation universal screening and referral process and a consolidated data sharing system. Work in this project area intersects with the following selection criteria: A3, C3, C4. \$15,500,000 is requested to support this project.

The table below provides an overview of the project areas and their alignment with selection criteria:



**Table Budget Part I. 1 Intersection of Projects with Selection Criteria**

	A3	B1	B2	B3	B4	B5	C1	C3	C4	D1	D2	E1	P2	P3
1	•	•	•	•	•	•	•	•	•	•	•	•	•	•
2		•	•	•	•	•			•		•		•	
3									•			•		•
4							•	•	•	•	•			
5										•	•			
6	•		•		•			•	•		•	•	•	•
7	•		•		•		•		•				•	
8							•	•	•			•		•
9	•							•	•					

Please note that fewer activities associated with a particular selection criterion do not mean diminished activity levels in these areas. Many activities are funded through other sources—those are not represented in the table above. In addition, in areas where the District already has considerable accomplishments, there are fewer planned activities.

### **Organization and Management of Projects**

The proposed RTT-ELC project will require an administrative team comprised of five professionals to manage the implementation of the initiative. The leadership structure for managing administration will include the following:

- a Project Director, responsible for overall management and coordination of RTT-ELC initiatives
- a Fiscal Director, responsible for overseeing fund distribution and ensuring compliance with financial tracking and reporting requirements
- a Reporting & Implementation Manager, responsible for ensuring that the Executive Office of the Mayor and partnering agencies use RTT funds appropriately/effectively and meet grant objectives
- a Data Manager, responsible for supporting SECDCC and the participating state agencies

In addition, each state agency will have participating state agency liason(s) assigned to support implementation of RTT-ELC activities, as follows:

OSSE – 2 FTE, one within Early Childhood Education, and one within the Assessment and



## Accountability Division

DME – 1 FTE

DOH – 2 FTE

DHS - .3 FTE

DHCF - .3 FTE

CFSA - .3 FTE

DMH - 1 FTE

This two-pronged approach proposed by OSSE – a team responsible for the overall grant (Project Director, Fiscal Director, Reporting & Implementation Manager and Data Manager), plus individuals responsible for the effective execution of initiatives in the field – will ensure that RTT-ELC grant funds are deployed effectively and aligned with work across all RTT-ELC initiatives and that projects are managed appropriately.

Decisions related to the RTT-ELC grant will follow the regular chain of command in the District, with the Deputy Mayors providing guidance to their respective state agencies, the Executive Office of the Mayor providing guidance to the Deputy Mayors, and the SECDCC providing guidance to the Mayor. The SECDCC, as the oversight and advisory group to this project will be responsible for resolving any disputes that arise among participating state agencies and/or other stakeholders.

## **Budget Narrative by Project - Requested Federal Funds**

### **PROJECT 1: PROJECT MANAGEMENT**

1. In years 1-4, funding is requested for the salaries of the following project personnel:

- Project Director (1.0 FTE @ \$132,000/annual) - Project Director is responsible for the overall management and coordination of the RTTT-ELC initiative and ensuring the successful implementation of all project activities.



- Fiscal Director (1.0 FTE @ \$85,000/annual) - Fiscal Director is responsible for overseeing fund distribution and ensuring compliance with all RTTT-ELC financial tracking and reporting requirements.
- Reporting & Implementation Manager (1.0 FTE @ \$85,000/annual) - Reporting & Implementation Manager is responsible for ensuring that OSSE and partnering agencies use RTTT-ELC funds appropriately and effectively and meet grant objectives.
- Data Manager (1.0 FTE @ \$80,000/annual) - Data Manager is responsible for supporting SECDCC and the participating state agencies.
- Early Childhood Specialist (1.0 FTE @ \$70,500/annual) - Covers the cost of OSSE staff dedicated to supporting the implementation of RTT-ELC activities.
- Early Childhood Assessment Coordinator (1.0 FTE @ \$70,500/annual) - Covers the cost of OSSE staff dedicated to supporting the implementation of RTT-ELC activities.
- DME PSA Liaison (1.0 FTE @ \$70,500/annual) - Covers the cost of DME staff dedicated to supporting the implementation of RTT-ELC activities.
- Two (2) DOH PSA Liaison (1.0 FTE @ \$70,500/annual x 2) - Covers the cost of DOH staff dedicated to supporting the implementation of RTT-ELC activities.
- DHS PSA Liaison (.30 FTE @ \$21,150/annual) - Covers the cost of DHS staff dedicated to supporting the implementation of RTT-ELC activities.
- DHCF PSA Liaison (.30 FTE @ \$21,150/annual) - Covers the cost of DHCF staff dedicated to supporting the implementation of RTT-ELC activities.
- CFSA PSA Liaison (.30 FTE @ \$21,150/annual) - Covers the cost of CFSA staff dedicated to supporting the implementation of RTT-ELC activities.
- DMH PSA Liaison (1.0 FTE @ \$70,500/annual) - Covers the cost of DMH staff dedicated to supporting the implementation of RTT-ELC activities.

Year 1 - \$ 868,450  
Year 2 - \$ 868,450  
Year 3 - \$ 868,450  
Year 4 - \$ 868,450  
Total - \$3,473,800



2. In years 1-4, funding is requested for benefits for Project Management personnel @ 19% = \$151,612 and @ 24% for the DME Liaison = \$16,920

Year 1 - \$168,532  
Year 2 - \$168,532  
Year 3 - \$168,532  
Year 4 - \$168,532  
Total - \$674,128

**Project 1 Total**

- Year 1 - \$ 1,036,981
- Year 2 - \$ 1,036,981
- Year 3 - \$ 1,036,981
- Year 4 - \$ 1,036,981
- Total - \$ 4,147,924

**PROJECT 2: QRIS DEVELOPMENT & IMPLEMENTATION**

1. Five (5) QRIS Monitor (1.0 FTE @ \$80,000/annual x 5) - QRIS Monitor is responsible to ensure implementation fidelity of the assessment system across the District.

Year 1 - \$ 400,000  
Year 2 - \$ 400,000  
Year 3 - \$ 400,000  
Year 4 - \$ 400,000  
Total - \$1,600,000

2. In years 1-4, funding is requested for fringe benefits for QRIS Monitors @ 19% = \$76,000

Year 1 - 76,000  
Year 2 - \$ 76,000  
Year 3 - \$ 76,000  
Year 4 - \$ 76,000  
Total - \$304,000

3. Model Teacher Observation Tool Development Travel - Covers the cost for all travel expenses to support efforts related to the development of a model teacher observation tool.

Year 1 - \$5,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0



Total - \$5,000

4. Model Teacher Observation Tool Development Supplies – Covers the cost for general supplies required to support the development of a model teacher observation tool development process.

Year 1 - \$5,000

Year 2 - \$0

Year 3 - \$0

Year 4 - \$0

Total - \$5,000

5. QRIS Revision - OSSE will coordinate the review and revision of the QRIS to ensure that it is appropriate for all program types.

Year 1 - \$ 5,000

Year 2 - \$10,000

Year 3 - \$0

Year 4 - \$0

Total - \$15,000

6. Develop & Field Test Program Monitoring Tools - As the QRIS standards are fully developed, monitoring tools will developed and tested for validity and reliability.

Year 1 - \$100,000

Year 2 - \$0

Year 3 - \$0

Year 4 - \$0

Total - \$100,000

7. Prepare High Quality Program Monitors - Monitors will receive training on the monitoring tools to be used during site visits as well as inter-rater reliability training. OSSE will ensure that all monitors are properly trained to the level of 85% inter-rater reliability and capable of providing feedback to all programs involved in the QRIS.

Year 1 - \$10,000

Year 2 - \$ 5,000

Year 3 - \$ 5,000

Year 4 - \$ 5,000

Total - \$25,000

8. Targeted Technical Assistance - OSSE will conduct on-site quality monitoring of all QRIS programs on a 3-year cycle to provide an intense focus on quality based on program standards.

Year 1 - \$ 500,000

Year 2 - \$ 500,000



Year 3 - \$ 500,000  
Year 4 - \$ 500,000  
Total - \$2,000,000

9. External Implementation Evaluation - Through a rigorous third-party evaluation, the District will seek to understand the strengths and weaknesses of the QRIS and utilize findings to drive process improvement.

Year 1 - \$300,000  
Year 2 - \$ 50,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$350,000

10. External Outcome Evaluation - Through a third-party evaluation process, the District will conduct an external outcome assessment process to identify associations between participation in the QRIS and child care quality outcomes.

Year 1 - \$0  
Year 2 - \$0  
Year 3 - \$400,000  
Year 4 - \$100,000  
Total - \$500,000

11. Model Teacher Observation Tool Development - OSSE will develop a model teacher observation tool in collaboration with the QRIS Study Group. This observation tool will provide the link between teacher specific components of the QRIS and the expectations for teachers.

Year 1 - \$25,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

12. Model Teacher Observation Tool Training - Covers costs related to training ELD professionals on the utilization of the newly developed observation assessment process.

Year 1 - \$15,000  
Year 2 - \$0  
Year 3 - \$ 0  
Year 4 - \$0  
Year 5 - \$15,000

13. QRIS Participation Campaign - The District will design and implement incentives to encourage QRIS participation from ELDPs.



Year 1 - \$0  
Year 2 - \$1,500,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$1,500,000

14. Establish Centers for Excellence & Family Provider Peer Network - Through competitive funding opportunities, centers and family care providers will be able to apply to serve as a Center for Excellence or a featured site in the Family Provider Peer Network. Centers and family child care providers will be selected based on exceptional performance in two or more QRIS standard areas. These ELDPs will design open house or training programs on site, and other QRIS participants of the same type (centers or family child care) will be invited to attend.

Year 1 - \$0  
Year 2 - \$500,000  
Year 3 - \$1,250,000  
Year 4 - \$1,250,000  
Total - \$3,000,000

**Project 2 – Total Funds**

- Year 1 - \$1,441,000
- Year 2 - \$3,041,000
- Year 3 - \$2,631,000
- Year 4 - \$2,331,000
- Total - \$9,444,000

**PROJECT 3: KINDERGARTEN READINESS**

1. Kindergarten Entry Assessment - Covers the costs related to the development of a comprehensive KEA for DC ELD programs.

Year 1 - \$ 500,000  
Year 2 - \$ 200,000  
Year 3 - \$ 200,000  
Year 4 - \$ 200,000  
Total - \$1,100,000

2. KEA Administration Training - OSSE will oversee training of the KEA for all public and public charter classroom teachers and any voluntarily participating private schools, and will include specifications on administering the assessments to children with High Needs, including English learners and children with disabilities.

Year 1 - \$0  
Year 2 - \$50,000  
Year 3 - \$25,000



Year 4 - \$0  
Total - \$75,000

3. KEA Pilot - OSSSE will develop, and the SECDCC will approve a plan to pilot test the KEA instrument(s) and the accompanying training and administrative protocols with a representative sample of Kindergarten children and teachers. SECDCC will contract with an evaluator to carry out the evaluation of the work, while OSSE will oversee the implementation process.

Year 1 - \$0  
Year 2 - \$100,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$100,000

4. KEA Administration Protocol Revisions - The KEA Design Team and pilot evaluator will review the results from the pilot and propose to OSSE and the SECDCC necessary changes to the KEA and accompanying training and administrative procedures to ensure the validity and reliability of scores before statewide implementation.

Year 1 - \$0  
Year 2 - \$25,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

5. KEA Data Analysis, Usage & Reporting Protocols - OSSE will develop protocols and guidelines for data analysis, usage and reporting. The SECDCC will review and approve the plan, and OSSE will oversee implementation of protocols related to how the assessment data will be used and reported to ensure responsible use and interpretation of the findings.

Year 1 - \$0  
Year 2 - \$20,000  
Year 3 - \$30,000  
Year 4 - \$0  
Total - \$50,000

6. KEA Continuous Improvement Protocol - On an annual basis, SECDCC will engage a third-party evaluator to conduct random reliability checks to ensure that the KEA is implemented with fidelity, that adequate time is built into the school calendar for training, administration, data entry and data analysis and that all confidentiality measures are taken.

Year 1 - \$0  
Year 2 - \$5,000  
Year 3 - \$10,000  
Year 4 - \$10,000  
Total - \$25,000



7. KEA Classroom Implementation - The District will implement the KEA in 50 classrooms in Fall of 2014, half of all public and public charter Kindergarten classrooms in Fall of 2015, and District-wide by Fall 2016.

Year 1 - \$0  
Year 2 - \$0  
Year 3 - \$250,000  
Year 4 - \$250,000  
Total - \$500,000

8. KEA Key Stakeholder Communication Strategy - The District will develop a communications strategy to engage stakeholders in the proper use and interpretation of the KEA results. The communications strategy will address the format and accessibility of data, for example, printed reports, searchable databases, websites, etc.

Year 1 - \$0  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$25,000  
Total - \$25,000

9. KEA Finance Plan – OSSE will develop the plan considering existing and potential sources including in-kind contributions from District agencies and schools, private philanthropic sources, sections 6111 and 6112 of the Elementary and Secondary Education Act (ESEA), U.S. Department of Education research grants, local LEA sources and funds available for the development of the District's SLED.

Year 1 - \$0  
Year 2 - \$10,000  
Year 3 - \$10,000  
Year 4 - \$0  
Total - \$20,000

**Project 3 – Total Funds**

- Year 1 - \$ 500,000
- Year 2 - \$ 410,000
- Year 3 - \$ 525,000
- Year 4 - \$ 285,000
- Total - \$1,920,000



## **PROJECT 4: TRAINING & PROFESSIONAL DEVELOPMENT**

1. DC Early Childhood Consultant Consortium - OSSE will develop a cadre of career counselors and career mentors to provide guidance and assistance for ECEs moving through the Career Guide.

Year 1 - \$500,000  
Year 2 - \$500,000  
Year 3 - \$500,000  
Year 4 - \$500,000  
Total - \$2,000,000

2. New Learning Standards Training - The District will facilitate training for ECE providers in the effective implementation and use of new learning standards.

Year 1 - \$0  
Year 2 - \$125,000  
Year 3 - \$125,000  
Year 4 - \$0  
Total - \$250,000

3. Online & In-Person Training Development on Health Standards - The District will develop a universal training model (online, paper, in-person) on the aligned and enhanced health and wellness standards.

Year 1 - \$0  
Year 2 - \$0  
Year 3 - \$200,000  
Year 4 - \$300,000  
Total - \$500,000

4. Online & In-Person Training Development on Family Engagement - The District will develop a universal training model (online, paper, in-person) on family engagement strategies.

Year 1 - \$0  
Year 2 - \$ 500,000  
Year 3 - \$ 500,000  
Year 4 - \$0  
Total - \$1,000,000

5. Family Engagement Strategies Licensed Provider Training - The District will facilitate training sessions for licensed providers on family engagement strategies.

Year 1 - \$0  
Year 2 - \$500,000  
Year 3 - \$0



Year 4 - \$0  
Total - \$500,000

6. Career Lattice Finalization & Implementation - OSSE will revise the existing career lattice and its accompanying career guide to align with the needs of current centers, professionals, families and community-based interest groups and revise it to reflect the modifications of the ELDS and QRIS.

Year 1 - \$0  
Year 2 - \$25,000  
Year 3 - \$25,000  
Year 4 - \$0  
Total - \$50,000

7. ECE Professional Development Communication Strategy - Effort will be made to widely publicize the availability of the Certified Trainer Registry and the process through which a PD provider can become certified. Materials will be developed for online availability that includes but is not limited to a FAQ on the mechanics and purpose of the Certified Trainer Registry, guidelines on how to confirm that a program is aligned with the core knowledge areas, how to become certified as a trainer and how to become listed in the Certified Trainer Registry. DC will also develop mass communication pieces that announce the availability of the new Registry and direct programs to the website to find more information.

Year 1 - \$25,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

8. DC PROS Core Knowledge Revisions - OSSE will revise the Core Knowledge elements of the DC PROS to align with the revised ELDS and QRIS standards.

Year 1 - \$12,500  
Year 2 - \$12,500  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

**Project 4 – Total Funds**

- Year 1 - \$ 537,500
- Year 2 - \$1,662,500
- Year 3 - \$ 1,350,000
- Year 4 - \$ 800,000
- Total - \$4,350,000



## **PROJECT 5: PROFESSIONAL PATHWAYS**

1. ECE Credential Alternative Pathway - DC will establish an alternative pathway for bilingual early childhood educators to earn their credentials through bilingual teacher preparation programs.

Year 1 - \$500,000  
Year 2 - \$1,500,000  
Year 3 - \$1,000,000  
Year 4 - \$0  
Total - \$2,500,000

2. Alternative Pipeline of BA Level ECE Professionals - DC will establish alternative preparation program through a residency or fellow program that will be targeted to enriching the teacher supply to District CBOs.

Year 1 - \$500,000  
Year 2 - \$1,500,000  
Year 3 - \$1,000,000  
Year 4 - \$0  
Total - \$2,500,000

3. ECE Professional Development Recognition Plan - OSSE will study various compensation models and possibilities and develop an incentive structure for ECE professionals working toward degrees to ensure recognition and appropriate compensation as they progress.

Year 1 - \$2,500,000  
Year 2 - \$2,500,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$5,000,000

### **Project 5 – Total Funds**

- Year 1 - \$3,500,000
- Year 2 - \$5,500,000
- Year 3 - \$2,000,000
- Year 4 - \$0
- Total - \$11,000,000

## **PROJECT 6: MAPPING & ALIGNMENT OF RESOURCES**

1. Fiscal Impact Statement of Medicaid Rates – DME will conduct a full study of funding streams and specific services offered in order to streamline home visitation programs and coordinate services. This work will include investigating strategies for centralizing/coordinating recruitment and professional training costs for home visiting staff, conducting a fiscal impact



statement to determine the costs of increasing home visitation programs and writing a Medicaid waiver or SPA to allow for Medicaid reimbursement of home visitation services to children who are eligible for Medicaid. The SECDCC will serve in an advisory role to this work.

Year 1 - \$25,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

2. Fiscal Impact Statement of Subsidy Reimbursement Rates - DME will conduct a full study of the subsidy reimbursement rate policies and procedures in order to ensure that the tiered rating system provides for appropriate reimbursement rates to providers for the level of service expectations and programmatic requirements at each rating level.

Year 1 - \$25,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

3. Children's Budget Analyst - Covers the cost for a strategic analysis of the current financial landscape of birth to five services, programs, and infrastructure across OSSE, DPCS, DHS, DMH, and DCFS and will develop a comprehensive Early Learning and Development System Budget that clearly reports all investments in one location.

Year 1 - \$50,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$50,000

4. ECE Professional Development Needs Assessment - DME will conduct a Needs Assessment to review the current policies, legislation and regulations that relate to ECE progression of credentials and will make recommendations on how to improve on the process of obtaining a credential, on the types of credentials available, and on the Career Guide itself.

Year 1 - \$100,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$100,000

5. Home Visitation Funding Consolidation - DME will conduct a full study of funding streams and specific services offered in order to streamline home visitation programs and coordinate services. This work will include investigating strategies for centralizing/coordinating recruitment and professional training costs for home visiting staff, conducting a fiscal impact statement to



determine the costs of increasing home visitation programs and writing a Medicaid waiver or SPA to allow for Medicaid reimbursement of home visitation services to children who are eligible for Medicaid.

Year 1 - \$ 7,500  
Year 2 - \$10,000  
Year 3 - \$ 7,500  
Year 4 - \$0  
Total - \$25,000

**Project 6 – Total Funds**

- Year 1 - \$207,500
- Year 2 - \$ 10,000
- Year 3 - \$ 7,500
- Year 4 - \$0
- Total - \$225,000

**PROJECT 7: COMMUNITY OUTREACH**

1. Community Outreach Website - DME will design and host a website that will be utilized to engage families and key stakeholders to inform them of important ELD announcements and activities.

Year 1 - \$25,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

2. New Early Learning Standards Family Education - Families will be included in the training process of new ELDS via hard-copy and online materials. Flyers will be sent home with every child and included in welcome packets for all entering students. These flyers will include an introduction to the ELDS, developmental milestones and tips on how to monitor a child's progress in mastering standards. All website and hard copy materials intended for families will be available in a number of languages to facilitate communication with families where English is not the language spoken in the home, in accordance with the Language Access Act of 2004. In addition, aligned with the District's Family Engagement strategy in Section (C)(4), providers will engage families around the standards through the incorporation of ELDS in parent-teacher conferences, through "social" events where families can learn about how the program promotes children's learning via the standards, and generally through utilizing the standards as a hook for more robust communication and relationship-building between families and programs.

Year 1 - \$0  
Year 2 - \$250,000  
Year 3 - \$250,000



Year 4 - \$0  
Total - \$500,000

3. QRIS Public Service Campaign - OSSE will hire a marketing firm to design outreach to families and information on the QRIS system. This campaign may include a focus groups with parents, development of a QRIS logo, messaging and a strategic marketing plan including radio and/or television spots, billboards, bus posters, pamphlets, website enhancements, signage for providers and/or a marketing tool kit for providers to promote themselves.

Year 1 - \$0  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$50,000  
Total - \$50,000

**Project 7 – Total Funds**

- Year 1 - \$ 25,000
- Year 2 - \$250,000
- Year 3 - \$250,000
- Year 4 - \$ 50,000
- Total - \$575,000

**PROJECT 8: STANDARDS REVISION & ALIGNMENT**

1. Revise ELDS to Align with CCSS for ELLs and Students with Special Needs - The Standards Committee will work directly with the ECEA to review the existing ELDS and build them out to include areas where there are gaps between the ELDS and the CCSS/Head Start Child Outcomes Framework with special emphasis on ensuring standards align with the needs of ELLS and special needs students.

Year 1 - \$100,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$100,000

2. Standards Entry Points for Differentiated Learning Manual - The District will reach out to local ECE expert organizations and partner with them to develop the *Standards Entry Points for Differentiated Learning* manual.

Year 1 - \$100,000  
Year 2 - \$100,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$200,000

3. Map & Crosswalk Family Engagement Standards - EOM will facilitate the mapping of the District's existing Family Engagement Standards for all Early Learning and Development Programs.

Year 1 - \$12,500  
Year 2 - \$12,500  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

4. Health & Wellness Standards Alignment - DOH will examine existing Health and PE curricular standards, licensing policies and regulations, Program Standards, standards for Early Intervention and Child Find. Recommendations will be funneled through DHS, DOH, OSSE, and the SECDCC, as appropriate.

Year 1 - \$15,000  
Year 2 - \$15,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$30,000

**Project 8 – Total Funds**

- Year 1 - \$227,500
- Year 2 - \$127,500
- Year 3 - \$0
- Year 4 - \$0
- Total - \$355,000

**PROJECT 9: STREAMLINING DATA USAGE**

1. Health Data Sharing Mechanism - DOH, in partnership with CFSA and DHCF, will work with the necessary consultants to build a database that is able to integrate information from various current databases and able to accept entries from health providers citywide.

Year 1 - \$1,000,000  
Year 2 - \$3,000,000  
Year 3 - \$1,000,000  
Year 4 - \$0  
Total - \$5,000,000

2. New Parent Visitation Universal Screening & Referral Process - DOH will collaborate with DHS, OSSE, DMH and CFSA to formalize intake and recruitment to match families to appropriate home visitation services. Starting as a pilot program in targeted Wards (5, 7 and 8), using existing home visiting programs administered by DOH, full implementation District-wide



will begin in Fall 2014 and will include home visiting programs administered by other agencies and providers.

Year 1 - \$100,000  
Year 2 - \$200,000  
Year 3 - \$200,000  
Year 4 - \$0  
Total - \$500,000

3. Consolidated Data Sharing System - The District will develop a centralized intake and unified case management, a health data sharing mechanism, universal screening and referral for home visitation to better serve DC children and families.

Year 1 - \$2,500,000  
Year 2 - \$5,000,000  
Year 3 - \$2,500,000  
Year 4 - \$0  
Total - \$10,000,000

**Project 9 – Total Funds**

- Year 1 - \$3,600,000
- Year 2 - \$8,200,000
- Year 3 - \$3,700,000
- Year 4 - \$0
- Total - \$15,500,000

## **Budget Narrative - Requested Federal Funds by Budget Category**

### **Personnel**

In years 1-4, funding is requested for the salaries of the following project personnel:

- Project Director (1.0 FTE @ \$132,000/annual) - Project Director is responsible for the overall management and coordination of the RTTT-ELC initiative and ensuring the successful implementation of all project activities.
- Fiscal Director (1.0 FTE @ \$85,000/annual) - Fiscal Director is responsible for overseeing fund distribution and ensuring compliance with all RTTT-ELC financial tracking and reporting requirements.
- Reporting & Implementation Manager (1.0 FTE @ \$85,000/annual) - Reporting & Implementation Manager is responsible for ensuring that OSSE and partnering

agencies use RTTT-ELC funds appropriately and effectively and meet grant objectives.

- Data Manager (1.0 FTE @ \$80,000/annual) - Data Manager is responsible for supporting SECDCC and the participating state agencies.
- Early Childhood Specialist (1.0 FTE @ \$70,500/annual) - Covers the cost of OSSE staff dedicated to supporting the implementation of RTT-ELC activities.
- Early Childhood Assessment Coordinator (1.0 FTE @ \$70,500/annual) - Covers the cost of OSSE staff dedicated to supporting the implementation of RTT-ELC activities.
- DME PSA Liaison (1.0 FTE @ \$70,500/annual) - Covers the cost of DME staff dedicated to supporting the implementation of RTT-ELC activities.
- Two (2) DOH PSA Liaison (1.0 FTE @ \$70,500/annual x 2) - Covers the cost of DOH staff dedicated to supporting the implementation of RTT-ELC activities.
- DHS PSA Liaison (.30 FTE @ \$21,150/annual) - Covers the cost of DHS staff dedicated to supporting the implementation of RTT-ELC activities.
- DHCF PSA Liaison (.30 FTE @ \$21,150/annual) - Covers the cost of DHCF staff dedicated to supporting the implementation of RTT-ELC activities.
- CFSA PSA Liaison (.30 FTE @ \$21,150/annual) - Covers the cost of CFSA staff dedicated to supporting the implementation of RTT-ELC activities.
- DMH PSA Liaison (1.0 FTE @ \$70,500/annual) - Covers the cost of DMH staff dedicated to supporting the implementation of RTT-ELC activities.
- Five (5) QRIS Monitor (1.0 FTE @ \$80,000/annual x 5) - QRIS Monitor is responsible to ensure implementation fidelity of the assessment system across the District.

#### Federal Funds - Personnel

- Year 1 - \$1,268,450
- Year 2 - \$1,268,450
- Year 3 - \$1,268,450
- Year 4 - \$1,268,450
- Total - \$5,073,800

#### **Fringe Benefits**



In years 1-4, funding is requested for benefits for project personnel @ 19% = \$227,612 and @ 24% for DME Liaison = \$16,920

Federal Funds – Fringe Benefits

- Year 1 - \$244,531
- Year 2 - \$244,531
- Year 3 - \$244,531
- Year 4 - \$244,531
- Total - \$978,124

**Travel**

Model Teacher Observation Tool Development Travel - Covers the cost for all travel expenses to support efforts related to the development of a model teacher observation tool.

Federal Funds - Travel

- Year 1 - \$5,000
- Year 2 - \$0
- Year 3 - \$0
- Year 4 - \$0
- Total - \$5,000

**Equipment**

No funding is requested for equipment.

Federal Funds - Equipment

- Year 1 - \$0
- Year 2 - \$0
- Year 3 - \$0
- Year 4 - \$0
- Total - \$0

**Supplies**

Model Teacher Observation Tool Development Supplies – Covers the cost for general supplies required to support the development of a model teacher observation tool development process.

Federal Funds - Supplies

- Year 1 - \$5,000
- Year 2 - \$0
- Year 3 - \$0
- Year 4 - \$0
- Total - \$5,000

## **Contractual**

1. Fiscal Impact Statement of Medicaid Rates – DME will conduct a full study of funding streams and specific services offered in order to streamline home visitation programs and coordinate services. This work will include investigating strategies for centralizing/coordinating recruitment and professional training costs for home visiting staff, conducting a fiscal impact statement to determine the costs of increasing home visitation programs and writing a Medicaid waiver or SPA to allow for Medicaid reimbursement of home visitation services to children who are eligible for Medicaid. The SECDCC will serve in an advisory role to this work.

Year 1 - \$25,000

Year 2 - \$0

Year 3 - \$0

Year 4 - \$0

Total - \$25,000

2. Fiscal Impact Statement of Subsidy Reimbursement Rates - DME will conduct a full study of the subsidy reimbursement rate policies and procedures in order to ensure that the tiered rating system provides for appropriate reimbursement rates to providers for the level of service expectations and programmatic requirements at each rating level.

Year 1 - \$25,000

Year 2 - \$0

Year 3 - \$0

Year 4 - \$0

Total - \$25,000

3. Children's Budget Analyst - Covers the cost for a strategic analysis of the current financial landscape of birth to five services, programs, and infrastructure across OSSE, DPCS, DHS, DMH, and DCFS and will develop a comprehensive Early Learning and Development System Budget that clearly reports all investments in one location.

Year 1 - \$50,000

Year 2 - \$0

Year 3 - \$0

Year 4 - \$0

Total - \$50,000

4. ECE Professional Development Needs Assessment - DME will conduct a Needs Assessment to review the current policies, legislation and regulations that relate to ECE progression of credentials and will make recommendations on how to improve on the process of obtaining a credential, on the types of credentials available, and on the Career Guide itself.

Year 1 - \$100,000

Year 2 - \$0

Year 3 - \$0

Year 4 - \$0



Total - \$100,000

5. Home Visitation Funding Consolidation - DME will conduct a full study of funding streams and specific services offered in order to streamline home visitation programs and coordinate services. This work will include investigating strategies for centralizing/coordinating recruitment and professional training costs for home visiting staff, conducting a fiscal impact statement to determine the costs of increasing home visitation programs and writing a Medicaid waiver or SPA to allow for Medicaid reimbursement of home visitation services to children who are eligible for Medicaid.

Year 1 - \$ 7,500

Year 2 - \$10,000

Year 3 - \$ 7,500

Year 4 - \$0

Total - \$25,000

6. Community Outreach Website - DME will design and host a website that will be utilized to engage families and key stakeholders to inform them of important ELD announcements and activities.

Year 1 - \$25,000

Year 2 - \$0

Year 3 - \$0

Year 4 - \$0

Total - \$25,000

7. QRIS Revision - OSSE will coordinate the review and revision of the QRIS to ensure that it is appropriate for all program types.

Year 1 - \$ 5,000

Year 2 - \$10,000

Year 3 - \$0

Year 4 - \$0

Total - \$15,000

8. Develop & Field Test Program Monitoring Tools - As the QRIS standards are fully developed, monitoring tools will developed and tested for validity and reliability.

Year 1 - \$100,000

Year 2 - \$0

Year 3 - \$0

Year 4 - \$0

Total - \$100,000

9. Prepare High Quality Program Monitors - Monitors will receive training on the monitoring tools to be used during site visits as well as inter-rater reliability training. OSSE will ensure that

all monitors are properly trained to the level of 85% inter-rater reliability and capable of providing feedback to all programs involved in the QRIS.

Year 1 - \$10,000  
Year 2 - \$ 5,000  
Year 3 - \$ 5,000  
Year 4 - \$ 5,000  
Total - \$25,000

10. Targeted Technical Assistance - OSSE will conduct on-site quality monitoring of all QRIS programs on a 3-year cycle to provide an intense focus on quality based on program standards.

Year 1 - \$500,000  
Year 2 - \$500,000  
Year 3 - \$500,000  
Year 4 - \$ 500,000  
Total - \$2,000,000

11. External Implementation Evaluation - Through a rigorous third-party evaluation, the District will seek to understand the strengths and weaknesses of the QRIS and utilize findings to drive process improvement.

Year 1 - \$300,000  
Year 2 - \$ 50,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$350,000

12. External Outcome Evaluation - Through a third-party evaluation process, the District will conduct an external outcome assessment process to identify associations between participation in the QRIS and child care quality outcomes.

Year 1 - \$0  
Year 2 - \$0  
Year 3 - \$400,000  
Year 4 - \$100,000  
Total - \$500,000

13. Model Teacher Observation Tool Development - OSSE will develop a model teacher observation tool in collaboration with the QRIS Study Group. This observation tool will provide the link between teacher specific components of the QRIS and the expectations for teachers.

Year 1 - \$25,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0



Total - \$25,000

14. Kindergarten Entry Assessment - Covers the costs related to the development of a comprehensive KEA for DC ELD programs.

Year 1 - \$500,000  
Year 2 - \$200,000  
Year 3 - \$200,000  
Year 4 - \$200,000  
Total - \$1,200,000

15. DC Early Childhood Consultant Consortium - OSSE will develop a cadre of career counselors and career mentors to provide guidance and assistance for ECEs moving through the Career Guide.

Year 1 - \$500,000  
Year 2 - \$500,000  
Year 3 - \$500,000  
Year 4 - \$500,000  
Total - \$2,000,000

Federal Funds - Contractual

- Year 1 - \$2,172,500
- Year 2 - \$1,275,000
- Year 3 - \$1,612,500
- Year 4 - \$ 1,305,000
- Total - \$6,365,000

**Training Stipends**

Model Teacher Observation Tool Training - Covers costs related to training ELD professionals on the utilization of the newly developed observation assessment process.

Federal Funds – Training Stipends

- Year 1 - \$15,000
- Year 2 - \$0
- Year 3 - \$ 0
- Year 4 - \$0
- Year 5 - \$15,000

**Other**

1. KEA Administration Training - OSSE will oversee training of the KEA for all public and public charter classroom teachers and any voluntarily participating private schools, and will include specifications on administering the assessments to children with High Needs, including English learners and children with disabilities.

Year 1 - \$0  
Year 2 - \$50,000  
Year 3 - \$25,000  
Year 4 - \$0  
Total - \$75,000

2. KEA Pilot - OSSSE will develop, and the SECDCC will approve a plan to pilot test the KEA instrument(s) and the accompanying training and administrative protocols with a representative sample of Kindergarten children and teachers. SECDCC will contract with an evaluator to carry out the evaluation of the work, while OSSE will oversee the implementation process.

Year 1 - \$0  
Year 2 - \$100,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$100,000

3. KEA Administration Protocol Revisions - The KEA Design Team and pilot evaluator will review the results from the pilot and propose to OSSE and the SECDCC necessary changes to the KEA and accompanying training and administrative procedures to ensure the validity and reliability of scores before statewide implementation.

Year 1 - \$0  
Year 2 - \$25,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

4. KEA Data Analysis, Usage & Reporting Protocols - OSSE will develop protocols and guidelines for data analysis, usage and reporting. The SECDCC will review and approve the plan, and OSSE will oversee implementation of protocols related to how the assessment data will be used and reported to ensure responsible use and interpretation of the findings.

Year 1 - \$0  
Year 2 - \$20,000  
Year 3 - \$30,000  
Year 4 - \$0  
Total - \$50,000

5. KEA Continuous Improvement Protocol - On an annual basis, SECDCC will engage a third-party evaluator to conduct random reliability checks to ensure that the KEA is implemented with fidelity, that adequate time is built into the school calendar for training, administration, data entry and data analysis and that all confidentiality measures are taken.

Year 1 - \$0



Year 2 - \$5,000  
Year 3 - \$10,000  
Year 4 - \$10,000  
Total - \$25,000

6. KEA Classroom Implementation - The District will implement the KEA in 50 classrooms in Fall of 2014, half of all public and public charter Kindergarten classrooms in Fall of 2015, and District-wide by Fall 2016.

Year 1 - \$0  
Year 2 - \$0  
Year 3 - \$250,000  
Year 4 - \$250,000  
Total - \$500,000

7. KEA Key Stakeholder Communication Strategy - The District will develop a communications strategy to engage stakeholders in the proper use and interpretation of the KEA results. The communications strategy will address the format and accessibility of data, for example, printed reports, searchable databases, websites, etc.

Year 1 - \$0  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$25,000  
Total - \$25,000

8. KEA Finance Plan – OSSE will develop the plan considering existing and potential sources including in-kind contributions from District agencies and schools, private philanthropic sources, sections 6111 and 6112 of the Elementary and Secondary Education Act (ESEA), U.S. Department of Education research grants, local LEA sources and funds available for the development of the District's SLED.

Year 1 - \$0  
Year 2 - \$10,000  
Year 3 - \$10,000  
Year 4 - \$0  
Total - \$20,000

9. New Learning Standards Training - The District will facilitate training for ECE providers in the effective implementation and use of new learning standards.

Year 1 - \$0  
Year 2 - \$125,000  
Year 3 - \$125,000  
Year 4 - \$0  
Total - \$250,000

10. Online & In-Person Training Development on Health Standards - The District will develop a universal training model (online, paper, in-person) on the aligned and enhanced health and wellness standards.

Year 1 - \$0  
Year 2 - \$0  
Year 3 - \$200,000  
Year 4 - \$300,000  
Total - \$500,000

11. Online & In-Person Training Development on Family Engagement - The District will develop a universal training model (online, paper, in-person) on family engagement strategies.

Year 1 - \$0  
Year 2 - \$500,000  
Year 3 - \$500,000  
Year 4 - \$0  
Total - \$1,000,000

12. Family Engagement Strategies Licensed Provider Training - The District will facilitate training sessions for licensed providers on family engagement strategies.

Year 1 - \$0  
Year 2 - \$500,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$500,000

13. Career Lattice Finalization & Implementation - OSSE will revise the existing career lattice and its accompanying career guide to align with the needs of current centers, professionals, families and community-based interest groups and revise it to reflect the modifications of the ELDS and QRIS.

Year 1 - \$0  
Year 2 - \$25,000  
Year 3 - \$25,000  
Year 4 - \$0  
Total - \$50,000

14. ECE Professional Development Communication Strategy - Effort will be made to widely publicize the availability of the Certified Trainer Registry and the process through which a PD provider can become certified. Materials will be developed for online availability that includes but is not limited to a FAQ on the mechanics and purpose of the Certified Trainer Registry, guidelines on how to confirm that a program is aligned with the core knowledge areas, how to become certified as a trainer and how to become listed in the Certified Trainer Registry. DC will



also develop mass communication pieces that announce the availability of the new Registry and direct programs to the website to find more information.

Year 1 - \$25,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

15. DC PROS Core Knowledge Revisions - OSSE will revise the Core Knowledge elements of the DC PROS to align with the revised ELDS and QRIS standards.

Year 1 - \$12,500  
Year 2 - \$12,500  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

16. ECE Credential Alternative Pathway - DC will establish an alternative pathway for bilingual early childhood educators to earn their credentials through bilingual teacher preparation programs.

Year 1 - \$500,000  
Year 2 - \$1,500,000  
Year 3 - \$1,000,000  
Year 4 - \$0  
Total - \$3,000,000

17. Alternative Pipeline of BA Level ECE Professionals - DC will establish alternative preparation program through a residency or fellow program that will be targeted to enriching the teacher supply to District CBOs.

Year 1 - \$500,000  
Year 2 - \$1,500,000  
Year 3 - \$1,000,000  
Year 4 - \$0  
Total - \$3,000,000

18. ECE Professional Development Recognition Plan - OSSE will study various compensation models and possibilities and develop an incentive structure for ECE professionals working toward degrees to ensure recognition and appropriate compensation as they progress.

Year 1 - \$2,500,000  
Year 2 - \$2,500,000  
Year 3 - \$0  
Year 4 - \$0

Total - \$5,000,000

19. New Early Learning Standards Family Education - Families will be included in the training process of new ELDS via hard-copy and online materials. Flyers will be sent home with every child and included in welcome packets for all entering students. These flyers will include an introduction to the ELDS, developmental milestones and tips on how to monitor a child's progress in mastering standards. All website and hard copy materials intended for families will be available in a number of languages to facilitate communication with families where English is not the language spoken in the home, in accordance with the Language Access Act of 2004. In addition, aligned with the District's Family Engagement strategy in Section (C)(4), providers will engage families around the standards through the incorporation of ELDS in parent-teacher conferences, through "social" events where families can learn about how the program promotes children's learning via the standards, and generally through utilizing the standards as a hook for more robust communication and relationship-building between families and programs.

Year 1 - \$0  
Year 2 - \$250,000  
Year 3 - \$250,000  
Year 4 - \$0  
Total - \$500,000

20. QRIS Public Service Campaign - OSSE will hire a marketing firm to design outreach to families and information on the QRIS system. This campaign may include a focus groups with parents, development of a QRIS logo, messaging and a strategic marketing plan including radio and/or television spots, billboards, bus posters, pamphlets, website enhancements, signage for providers and/or a marketing tool kit for providers to promote themselves.

Year 1 - \$0  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$50,000  
Total - \$50,000

21. Revise ELDS to Align with CCSS for ELLs and Students with Special Needs - The Standards Committee will work directly with the ECEA to review the existing ELDS and build them out to include areas where there are gaps between the ELDS and the CCSS/Head Start Child Outcomes Framework with special emphasis on ensuring standards align with the needs of ELLS and special needs students.

Year 1 - \$100,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$100,000



22. Standards Entry Points for Differentiated Learning Manual - The District will reach out to local ECE expert organizations and partner with them to develop the *Standards Entry Points for Differentiated Learning* manual.

Year 1 - \$100,000  
Year 2 - \$100,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$200,000

23. Map & Crosswalk Family Engagement Standards - EOM will facilitate the mapping of the District's existing Family Engagement Standards for all Early Learning and Development Programs.

Year 1 - \$12,500  
Year 2 - \$12,500  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

24. Health & Wellness Standards Alignment - DOH will examine existing Health and PE curricular standards, licensing policies and regulations, Program Standards, standards for Early Intervention and Child Find. Recommendations will be funneled through DHS, DOH, OSSE, and the SECDCC, as appropriate.

Year 1 - \$15,000  
Year 2 - \$15,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$30,000

25. Health Data Sharing Mechanism - DOH, in partnership with CFSA and DHCF, will work with the necessary consultants to build a database that is able to integrate information from various current databases and able to accept entries from health providers citywide.

Year 1 - \$1,000,000  
Year 2 - \$3,000,000  
Year 3 - \$1,000,000  
Year 4 - \$0  
Total - \$5,000,000

26. New Parent Visitation Universal Screening & Referral Process - DOH will collaborate with DHS, OSSE, DMH and CFSA to formalize intake and recruitment to match families to appropriate home visitation services. Starting as a pilot program in targeted Wards (5, 7 and 8), using existing home visiting programs administered by DOH, full implementation District-wide

will begin in Fall 2014 and will include home visiting programs administered by other agencies and providers.

Year 1 - \$100,000  
Year 2 - \$200,000  
Year 3 - \$200,000  
Year 4 - \$0  
Total - \$500,000

27. Consolidated Data Sharing System - The District will develop a centralized intake and unified case management, a health data sharing mechanism, universal screening and referral for home visitation to better serve DC children and families.

Year 1 - \$2,500,000  
Year 2 - \$5,000,000  
Year 3 - \$2,500,000  
Year 4 - \$0  
Total - \$10,000,000

Federal Funds - Other

- Year 1 - \$ 7,365,000
- Year 2 - \$15,450,000
- Year 3 - \$ 7,125,000
- Year 4 - \$ 635,000
- Total - \$30,575,000

**TOTAL DIRECT COSTS**

Federal Funds – Total Direct Costs

- Year 1 - \$11,075,481
- Year 2 - \$18,237,981
- Year 3 - \$10,250,481
- Year 4 - \$ 3,452,981
- Total - \$43,016,924

**Indirect Costs**

No funding is requested for indirect costs.

Federal Funds – Indirect Costs

- Year 1 - \$0
- Year 2 - \$0
- Year 3 - \$0
- Year 4 - \$0
- Year 5 - \$0



**Funds Distributed to Localities, Early Learning Intermediary Organizations, Participating Programs, and other partners**

1. QRIS Participation Campaign - The District will design and implement incentives to encourage QRIS participation from ELDPs.

Year 1 - \$0  
Year 2 - \$1,500,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$1,500,000

2. Establish Centers for Excellence & Family Provider Peer Network - Through competitive funding opportunities, centers and family care providers will be able to apply to serve as a Center for Excellence or a featured site in the Family Provider Peer Network. Centers and family child care providers will be selected based on exceptional performance in two or more QRIS standard areas. These ELDPs will design open house or training programs on site, and other QRIS participants of the same type (centers or family child care) will be invited to attend.

Year 1 - \$0  
Year 2 - \$500,000  
Year 3 - \$1,250,000  
Year 4 - \$1,250,000  
Total - \$3,000,000

Federal Funds – Distributed Funds

- Year 1 - \$0
- Year 2 - \$2,000,000
- Year 3 - \$1,250,000
- Year 4 - \$1,250,000
- Total - \$4,500,000

**Funds Set Aside for Participation in Grantee Technical Assistance**

Federal Funds – Technical Assistance

- Year 1 - \$100,000
- Year 2 - \$100,000
- Year 3 - \$100,000
- Year 4 - \$100,000
- Total - \$400,000

**TOTAL FUNDS REQUESTED**

Federal Funds – Total Requested

- Year 1 - \$11,175,481
- Year 2 - \$20,337,981

- Year 3 - \$11,600,481
- Year 4 - \$ 4,802,981
- Total - \$47,916,924

### **Funds From Other Sources Used to Support the State Plan**

1. Host State Advisory Council Summit on the State of Early Childhood in the District - SECDCC will host a State Advisory Council Summit on the State of Early Childhood in the District. Representative stakeholders from state agencies, CBOs, family home providers, Public and Public Charter Schools, higher education, professional development providers, advocacy groups, foundations, intermediary organizations, and families will be invited to gather to study the state of ELD in the District. Information will be shared across agencies, institutions and organizations so that all participants begin with a thorough understanding of what has been accomplished and what remains to be done to achieve DC's ambitious reform agenda.

Year 1 - \$0  
 Year 2 - \$30,000  
 Year 3 - \$0  
 Year 4 - \$0  
 Total - \$30,000

2. Standards Alignment - CCDF funds committed by OSSE

Year 1 - \$5,000  
 Year 2 - \$0  
 Year 3 - \$0  
 Year 4 - \$0  
 Total - \$5,000

3. Enhanced Standards Pilot – CCDF funds committed by OSSE

Year 1 - \$25,000  
 Year 2 - \$0  
 Year 3 - \$0  
 Year 4 - \$0  
 Total - \$25,000

4. Professional Development Registry (Public Version) – CCDF funds committed by OSSE

Year 1 - \$50,000  
 Year 2 - \$0  
 Year 3 - \$0  
 Year 4 - \$0  
 Total - \$50,000



Total Other Funds Allocated to the State Plan

- Year 1 - \$80,000
- Year 2 - \$0
- Year 3 - \$0
- Year 4 - \$0
- Total - \$80,000

**BUDGET PART II: PARTICIPATING STATE AGENCY**

*The State must complete Budget Table II-1, Budget Table II-2, and a narrative for each Participating State Agency with budgetary responsibilities. Therefore, the State should replicate the Budget Part II tables and narrative for each Participating State Agency, and include them in this section as follows:*

- *Participating State Agency 1: Budget Table II-1, Budget Table II-2, narrative.*
- *Participating State Agency 2: Budget Table II-1, Budget Table II-2, narrative.*

**Budget part II -Tables**

*Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency’s budget totals for each budget category for each year of the grant.*

<b>Budget Table II-1: Participating State Agency</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>OSSE</b>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	923,000	923,000	923,000	923,000	3,692,000
2. Fringe Benefits	175,369	175,369	175,369	175,369	701,476
3. Travel	5,000	0	0	0	5,000
4. Equipment	0	0	0	0	0
5. Supplies	5,000	0	0	0	5,000
6. Contractual	1,940,000	1,265,000	1,605,000	1,305,000	6,115,000
7. Training Stipends	15,000	0	0	0	15,000
8. Other	3,750,000	7,235,000	3,425,000	635,000	15,045,000
9. Total Direct Costs (add lines 1-8)	6,813,369	9,598,369	6,128,369	3,038,369	25,578,476
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	2,000,000	1,250,000	1,250,000	4,500,000
12. Funds set aside for participation in grantee technical assistance	50,000	50,000	50,000	50,000	200,000
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	<b>6,863,369</b>	<b>11,648,369</b>	<b>7,428,369</b>	<b>4,338,369</b>	<b>30,278,476</b>



**Budget Table II-1: Participating State Agency**  
**(Evidence for selection criterion (A)(4)(b))**  
**OSSE**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
14. Funds from other sources used to support the State Plan	0	0	0	0	0
15. <b>Total Budget</b> (add lines 13-14)	6,863,369	11,648,369	7,428,369	4,338,369	30,278,476

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.

<b>Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) OSSE</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<i>Project Management</i>	622,369	622,369	622,369	622,369	2,489,476
<i>QRIS Development &amp; Implementation</i>	1,441,000	3,041,000	2,631,000	2,331,000	9,444,000
<i>Kindergarten Readiness</i>	500,000	410,000	525,000	485,000	1,920,000
<i>Training &amp; Professional Development</i>	537,500	1,662,500	1,350,000	800,000	4,350,000
<i>Professional Pathways</i>	3,500,000	5,500,000	2,000,000	0	11,000,000
<i>Community Outreach</i>	0	250,000	250,000	50,000	550,000
<i>Standards Revision &amp; Alignment</i>	212,500	112,500	0	0	325,000
<i>Technical Assistance Set Aside</i>	50,000	50,000	50,000	50,000	200,000
<b>Total Budget</b>	<b>7,363,369</b>	<b>11,648,369</b>	<b>6,928,369</b>	<b>4,338,369</b>	<b>30,278,476</b>



## **Budget Narrative for OSSE - Requested Federal Funds by Category**

### **1) Personnel**

In years 1-4, funding is requested for the salaries of the following project personnel:

- Project Director (1.0 FTE @ \$132,000/annual) - Project Director is responsible for the overall management and coordination of the RTTT-ELC initiative and ensuring the successful implementation of all project activities.
- Fiscal Director (1.0 FTE @ \$85,000/annual) - Fiscal Director is responsible for overseeing fund distribution and ensuring compliance with all RTTT-ELC financial tracking and reporting requirements.
- Reporting & Implementation Manager (1.0 FTE @ \$85,000/annual) - Reporting & Implementation Manager is responsible for ensuring that OSSE and partnering agencies use RTTT-ELC funds appropriately and effectively and meet grant objectives.
- Data Manager (1.0 FTE @ \$80,000/annual) - Data Manager is responsible for supporting SECDCC and the participating state agencies.
- Early Childhood Specialist (1.0 FTE @ \$70,500/annual) - Covers the cost of OSSE staff dedicated to supporting the implementation of RTT-ELC activities.
- Early Childhood Assessment Coordinator (1.0 FTE @ \$70,500/annual) - Covers the cost of OSSE staff dedicated to supporting the implementation of RTT-ELC activities.
- Five (5) QRIS Monitor (1.0 FTE @ \$80,000/annual x 5) - QRIS Monitor is responsible to ensure implementation fidelity of the assessment system across the District.

Year 1 - \$923,000  
Year 2 - \$923,000  
Year 3 - \$923,000  
Year 4 - \$923,000  
Total - \$3,692,000

### **2) Fringe Benefits**

In years 1-4, funding is requested for benefits for project personnel @ 19% = \$175,370

Year 1 - \$175,369  
Year 2 - \$175,369  
Year 3 - \$175,369  
Year 4 - \$175,369  
Total - \$701,476

### **3) Travel**

Model Teacher Observation Tool Development Travel - Covers the cost for all travel expenses to support efforts related to the development of a model teacher observation tool.

Year 1 - \$5,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$5,000

### **4) Equipment**

No Equipment is requested.

### **5) Supplies**

Model Teacher Observation Tool Development Supplies – Covers the cost for general supplies required to support the development of a model teacher observation tool development process.

Year 1 - \$5,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$5,000

### **6) Contractual**

QRIS Revision - OSSE will coordinate the review and revision of the QRIS to ensure that it is appropriate for all program types.

Year 1 - \$ 5,000  
Year 2 - \$10,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$15,000

Develop & Field Test Program Monitoring Tools - As the QRIS standards are fully developed, monitoring tools will developed and tested for validity and reliability.



Year 1 - \$100,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$100,000

Prepare High Quality Program Monitors - Monitors will receive training on the monitoring tools to be used during site visits as well as inter-rater reliability training. OSSE will ensure that all monitors are properly trained to the level of 85% inter-rater reliability and capable of providing feedback to all programs involved in the QRIS.

Year 1 - \$10,000  
Year 2 - \$ 5,000  
Year 3 - \$ 5,000  
Year 4 - \$ 5,000  
Total - \$25,000

Targeted Technical Assistance - OSSE will conduct on-site quality monitoring of all QRIS programs on a 3-year cycle to provide an intense focus on quality based on program standards.

Year 1 - \$500,000  
Year 2 - \$500,000  
Year 3 - \$500,000  
Year 4 - \$ 500,000  
Total - \$2,000,000

External Implementation Evaluation - Through a rigorous third-party evaluation, the District will seek to understand the strengths and weaknesses of the QRIS and utilize findings to drive process improvement.

Year 1 - \$300,000  
Year 2 - \$ 50,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$350,000

External Outcome Evaluation - Through a third-party evaluation process, the District will conduct an external outcome assessment process to identify associations between participation in the QRIS and child care quality outcomes.

Year 1 - \$0  
Year 2 - \$0  
Year 3 - \$400,000  
Year 4 - \$100,000  
Total - \$500,000

Model Teacher Observation Tool Development - OSSE will develop a model teacher observation tool in collaboration with the QRIS Study Group. This observation tool will provide the link between teacher specific components of the QRIS and the expectations for teachers.

Year 1 - \$25,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

Kindergarten Entry Assessment - Covers the costs related to the development of a comprehensive KEA for DC ELD programs.

Year 1 - \$500,000  
Year 2 - \$200,000  
Year 3 - \$200,000  
Year 4 - \$200,000  
Total - \$1,100,000

DC Early Childhood Consultant Consortium - OSSE will develop a cadre of career counselors and career mentors to provide guidance and assistance for ECEs moving through the Career Guide.

Year 1 - \$500,000  
Year 2 - \$500,000  
Year 3 - \$500,000  
Year 4 - \$500,000  
Total - \$2,000,000

Total Contractual  
Year 1 - \$1,940,000  
Year 2 - \$1,265,000  
Year 3 - \$1,605,000  
Year 4 - \$1,305,000  
Total - \$6,115,000

## **7) Training Stipends**

Model Teacher Observation Tool Training - Covers costs related to training ELD professionals on the utilization of the newly developed observation assessment process.

Year 1 - \$15,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$15,000



## 8) Other

KEA Administration Training - OSSE will oversee training of the KEA for all public and public charter classroom teachers and any voluntarily participating private schools, and will include specifications on administering the assessments to children with High Needs, including English learners and children with disabilities.

Year 1 - \$0  
Year 2 - \$50,000  
Year 3 - \$25,000  
Year 4 - \$0  
Total - \$75,000

KEA Pilot - OSSE will develop, and the SECDCC will approve a plan to pilot test the KEA instrument(s) and the accompanying training and administrative protocols with a representative sample of Kindergarten children and teachers. SECDCC will contract with an evaluator to carry out the evaluation of the work, while OSSE will oversee the implementation process.

Year 1 - \$0  
Year 2 - \$100,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$100,000

KEA Administration Protocol Revisions - The KEA Design Team and pilot evaluator will review the results from the pilot and propose to OSSE and the SECDCC necessary changes to the KEA and accompanying training and administrative procedures to ensure the validity and reliability of scores before statewide implementation.

Year 1 - \$0  
Year 2 - \$25,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

KEA Data Analysis, Usage & Reporting Protocols - OSSE will develop protocols and guidelines for data analysis, usage and reporting. The SECDCC will review and approve the plan, and OSSE will oversee implementation of protocols related to how the assessment data will be used and reported to ensure responsible use and interpretation of the findings.

Year 1 - \$0  
Year 2 - \$20,000  
Year 3 - \$30,000  
Year 4 - \$0  
Total - \$50,000

KEA Continuous Improvement Protocol - On an annual basis, SECDCC will engage a third-party evaluator to conduct random reliability checks to ensure that the KEA is implemented with fidelity, that adequate time is built into the school calendar for training, administration, data entry and data analysis and that all confidentiality measures are taken.

Year 1 - \$0  
Year 2 - \$5,000  
Year 3 - \$10,000  
Year 4 - \$10,000  
Total - \$25,000

KEA Classroom Implementation - The District will implement the KEA in 50 classrooms in Fall of 2014, half of all public and public charter Kindergarten classrooms in Fall of 2015, and District-wide by Fall 2016.

Year 1 - \$0  
Year 2 - \$0  
Year 3 - \$250,000  
Year 4 - \$250,000  
Total - \$500,000

KEA Key Stakeholder Communication Strategy - The District will develop a communications strategy to engage stakeholders in the proper use and interpretation of the KEA results. The communications strategy will address the format and accessibility of data, for example, printed reports, searchable databases, websites, etc.

Year 1 - \$0  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$25,000  
Total - \$25,000

KEA Finance Plan – OSSE will develop the plan considering existing and potential sources including in-kind contributions from District agencies and schools, private philanthropic sources, sections 6111 and 6112 of the Elementary and Secondary Education Act (ESEA), U.S. Department of Education research grants, local LEA sources and funds available for the development of the District's SLED.

Year 1 - \$0  
Year 2 - \$10,000  
Year 3 - \$10,000  
Year 4 - \$0  
Total - \$20,000



New Learning Standards Training - The District will facilitate training for ECE providers in the effective implementation and use of new learning standards.

Year 1 - \$0  
Year 2 - \$125,000  
Year 3 - \$125,000  
Year 4 - \$0  
Total - \$250,000

Online & In-Person Training Development on Health Standards - The District will develop a universal training model (online, paper, in-person) on the aligned and enhanced health and wellness standards.

Year 1 - \$0  
Year 2 - \$0  
Year 3 - \$200,000  
Year 4 - \$300,000  
Total - \$500,000

Online & In-Person Training Development on Family Engagement - The District will develop a universal training model (online, paper, in-person) on family engagement strategies.

Year 1 - \$0  
Year 2 - \$500,000  
Year 3 - \$500,000  
Year 4 - \$0  
Total - \$1,000,000

Family Engagement Strategies Licensed Provider Training - The District will facilitate training sessions for licensed providers on family engagement strategies.

Year 1 - \$0  
Year 2 - \$500,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$500,000

Career Lattice Finalization & Implementation - OSSE will revise the existing career lattice and its accompanying career guide to align with the needs of current centers, professionals, families and community-based interest groups and revise it to reflect the modifications of the ELDS and QRIS.

Year 1 - \$0  
Year 2 - \$25,000  
Year 3 - \$25,000  
Year 4 - \$0

Total - \$50,000

ECE Professional Development Communication Strategy - Effort will be made to widely publicize the availability of the Certified Trainer Registry and the process through which a PD provider can become certified. Materials will be developed for online availability that includes but is not limited to a FAQ on the mechanics and purpose of the Certified Trainer Registry, guidelines on how to confirm that a program is aligned with the core knowledge areas, how to become certified as a trainer and how to become listed in the Certified Trainer Registry. DC will also develop mass communication pieces that announce the availability of the new Registry and direct programs to the website to find more information.

Year 1 - \$25,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

DC PROS Core Knowledge Revisions - OSSE will revise the Core Knowledge elements of the DC PROS to align with the revised ELDS and QRIS standards.

Year 1 - \$12,500  
Year 2 - \$12,500  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

ECE Credential Alternative Pathway - DC will establish an alternative pathway for bilingual early childhood educators to earn their credentials through bilingual teacher preparation programs.

Year 1 - \$500,000  
Year 2 - \$1,500,000  
Year 3 - \$1,000,000  
Year 4 - \$0  
Total - \$3,000,000

Alternative Pipeline of BA Level ECE Professionals - DC will establish alternative preparation program through a residency or fellow program that will be targeted to enriching the teacher supply to District CBOs.

Year 1 - \$500,000  
Year 2 - \$1,500,000  
Year 3 - \$1,000,000  
Year 4 - \$0  
Total - \$3,000,000



ECE Professional Development Recognition Plan - OSSE will study various compensation models and possibilities and develop an incentive structure for ECE professionals working toward degrees to ensure recognition and appropriate compensation as they progress.

Year 1 - \$2,500,000  
Year 2 - \$2,500,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$5,000,000

New Early Learning Standards Family Education - Families will be included in the training process of new ELDS via hard-copy and online materials. Flyers will be sent home with every child and included in welcome packets for all entering students. These flyers will include an introduction to the ELDS, developmental milestones and tips on how to monitor a child's progress in mastering standards. All website and hard copy materials intended for families will be available in a number of languages to facilitate communication with families where English is not the language spoken in the home, in accordance with the Language Access Act of 2004. In addition, aligned with the District's Family Engagement strategy in Section (C)(4), providers will engage families around the standards through the incorporation of ELDS in parent-teacher conferences, through "social" events where families can learn about how the program promotes children's learning via the standards, and generally through utilizing the standards as a hook for more robust communication and relationship-building between families and programs.

Year 1 - \$0  
Year 2 - \$250,000  
Year 3 - \$250,000  
Year 4 - \$0  
Total - \$500,000

QRIS Public Service Campaign - OSSE will hire a marketing firm to design outreach to families and information on the QRIS system. This campaign may include a focus groups with parents, development of a QRIS logo, messaging and a strategic marketing plan including radio and/or television spots, billboards, bus posters, pamphlets, website enhancements, signage for providers and/or a marketing tool kit for providers to promote themselves.

Year 1 - \$0  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$50,000  
Total - \$50,000

Revise ELDS to Align with CCSS for ELLs and Students with Special Needs - The Standards Committee will work directly with the ECEA to review the existing ELDS and build them out to include areas where there are gaps between the ELDS and the CCSS/Head Start Child Outcomes Framework with special emphasis on ensuring standards align with the needs of ELLS and special needs students.

Year 1 - \$100,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$100,000

Standards Entry Points for Differentiated Learning Manual - The District will reach out to local ECE expert organizations and partner with them to develop the *Standards Entry Points for Differentiated Learning* manual.

Year 1 - \$100,000  
Year 2 - \$100,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$200,000

Map & Crosswalk Family Engagement Standards - EOM will facilitate the mapping of the District's existing Family Engagement Standards for all Early Learning and Development Programs.

Year 1 - \$12,500  
Year 2 - \$12,500  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

Other Total

Year 1 - \$3,750,000  
Year 2 - \$7,235,000  
Year 3 - \$3,425,000  
Year 4 - \$ 635,000  
Total - \$15,045,000

**9) Total Direct Costs**

- Year 1 – \$6,813,369
- Year 2 - \$9,598,369
- Year 3 – \$6,128,369
- Year 4 – \$3,038,369
- Total – \$25,578,476

**10) Indirect Costs**

No Indirect Costs are requested.



**11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.**

QRIS Participation Campaign - The District will design and implement incentives to encourage QRIS participation from ELDPs.

Year 1 - \$0  
Year 2 - \$1,500,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$1,500,000

Establish Centers for Excellence & Family Provider Peer Network - Through competitive funding opportunities, centers and family care providers will be able to apply to serve as a Center for Excellence or a featured site in the Family Provider Peer Network. Centers and family child care providers will be selected based on exceptional performance in two or more QRIS standard areas. These ELDPs will design open house or training programs on site, and other QRIS participants of the same type (centers or family child care) will be invited to attend.

Year 1 - \$0  
Year 2 - \$500,000  
Year 3 - \$1,250,000  
Year 4 - \$1,250,000  
Total - \$3,000,000

**Total Funds to be Distributed**

- Year 1 - \$0
- Year 2 - \$2,000,000
- Year 3 - \$1,250,000
- Year 4 - \$1,250,000
- Total - \$3,000,000

**12) Funds set aside for participation in grantee technical assistance**

Year 1 - \$50,000  
Year 2 - \$50,000  
Year 3 - \$50,000  
Year 4 - \$50,000  
Total - \$200,000

**13) Total Funds Requested**

- Year 1 - \$6,863,369
- Year 2 - \$11,648,369
- Year 3 - \$7,428,369

- Year 4 - \$4,338,369
- Total - \$30,278,476

#### **14) Other Funds Allocated to the State Plan**

OSSE has committed CCDF funds to support the following projects: Standards Alignment (\$5,000), Enhanced Standards Pilot (\$25,000) and developing a public version of the Professional Development Registry (\$50,000)

Year 1 - \$0  
 Year 2 - \$0  
 Year 3 - \$0  
 Year 4 - \$0  
 Total - \$0

#### **15) Total Budget**

- Year 1 – \$6,863,369
- Year 2 - \$11,648,369
- Year 3 - \$7,428,369
- Year 4 - \$4,338,369
- Total - \$30,358,476

### **Budget Narrative for OSSE - Requested Federal Funds by Project**

#### **PROJECT 1: PROJECT MANAGEMENT**

1. In years 1-4, funding is requested for the salaries of the following project personnel:

- Project Director (1.0 FTE @ \$132,000/annual) - Project Director is responsible for the overall management and coordination of the RTTT-ELC initiative and ensuring the successful implementation of all project activities.
- Fiscal Director (1.0 FTE @ \$85,000/annual) - Fiscal Director is responsible for overseeing fund distribution and ensuring compliance with all RTTT-ELC financial tracking and reporting requirements.
- Reporting & Implementation Manager (1.0 FTE @ \$85,000/annual) - Reporting & Implementation Manager is responsible for ensuring that OSSE and partnering agencies use RTTT-ELC funds appropriately and effectively and meet grant objectives.
- Data Manager (1.0 FTE @ \$80,000/annual) - Data Manager is responsible for supporting SECDCC and the participating state agencies.
- Early Childhood Specialist (1.0 FTE @ \$70,500/annual) - Covers the cost of OSSE staff dedicated to supporting the implementation of RTT-ELC activities.



- Early Childhood Assessment Coordinator (1.0 FTE @ \$70,500/annual) - Covers the cost of OSSE staff dedicated to supporting the implementation of RTT-ELC activities.

Year 1 - \$ 523,000  
 Year 2 - \$ 523,000  
 Year 3 - \$ 523,000  
 Year 4 - \$ 523,000  
 Total - \$2,092,000

2. In years 1-4, funding is requested for benefits for Project Management personnel @ 19% = \$151,612 and @ 24% for the DME Liaison = \$16,920

Year 1 - \$99,370  
 Year 2 - \$99,370  
 Year 3 - \$99,370  
 Year 4 - \$99,370  
 Total - \$397,480

**Project 1 Total**

- Year 1 - \$622,369
- Year 2 - \$ 622,369
- Year 3 - \$ 622,369
- Year 4 - \$ 622,369
- Total - \$2,489,476

**PROJECT 2: QRIS DEVELOPMENT & IMPLEMENTATION**

1. Five (5) QRIS Monitor (1.0 FTE @ \$80,000/annual x 5) - QRIS Monitor is responsible to ensure implementation fidelity of the assessment system across the District.

Year 1 - \$ 400,000  
 Year 2 - \$ 400,000  
 Year 3 - \$ 400,000  
 Year 4 - \$ 400,000  
 Total - \$1,600,000

2. In years 1-4, funding is requested for fringe benefits for QRIS Monitors @ 19% = \$76,000

Year 1 - 76,000  
 Year 2 - \$ 76,000  
 Year 3 - \$ 76,000  
 Year 4 - \$ 76,000  
 Total - \$304,000

3. Model Teacher Observation Tool Development Travel - Covers the cost for all travel expenses to support efforts related to the development of a model teacher observation tool.

Year 1 - \$5,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$5,000

4. Model Teacher Observation Tool Development Supplies – Covers the cost for general supplies required to support the development of a model teacher observation tool development process.

Year 1 - \$5,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$5,000

5. QRIS Revision - OSSE will coordinate the review and revision of the QRIS to ensure that it is appropriate for all program types.

Year 1 - \$ 5,000  
Year 2 - \$10,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$15,000

6. Develop & Field Test Program Monitoring Tools - As the QRIS standards are fully developed, monitoring tools will developed and tested for validity and reliability.

Year 1 - \$100,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$100,000

7. Prepare High Quality Program Monitors - Monitors will receive training on the monitoring tools to be used during site visits as well as inter-rater reliability training. OSSE will ensure that all monitors are properly trained to the level of 85% inter-rater reliability and capable of providing feedback to all programs involved in the QRIS.

Year 1 - \$10,000  
Year 2 - \$ 5,000  
Year 3 - \$ 5,000  
Year 4 - \$ 5,000



Total - \$25,000

8. Targeted Technical Assistance - OSSE will conduct on-site quality monitoring of all QRIS programs on a 3-year cycle to provide an intense focus on quality based on program standards.

Year 1 - \$ 500,000  
Year 2 - \$ 500,000  
Year 3 - \$ 500,000  
Year 4 - \$ 500,000  
Total - \$2,000,000

9. External Implementation Evaluation - Through a rigorous third-party evaluation, the District will seek to understand the strengths and weaknesses of the QRIS and utilize findings to drive process improvement.

Year 1 - \$300,000  
Year 2 - \$ 50,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$350,000

10. External Outcome Evaluation - Through a third-party evaluation process, the District will conduct an external outcome assessment process to identify associations between participation in the QRIS and child care quality outcomes.

Year 1 - \$0  
Year 2 - \$0  
Year 3 - \$400,000  
Year 4 - \$100,000  
Total - \$500,000

11. Model Teacher Observation Tool Development - OSSE will develop a model teacher observation tool in collaboration with the QRIS Study Group. This observation tool will provide the link between teacher specific components of the QRIS and the expectations for teachers.

Year 1 - \$25,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

12. Model Teacher Observation Tool Training - Covers costs related to training ELD professionals on the utilization of the newly developed observation assessment process.

Year 1 - \$15,000  
Year 2 - \$0

Year 3 - \$ 0  
Year 4 - \$0  
Year 5 - \$15,000

13. QRIS Participation Campaign - The District will design and implement incentives to encourage QRIS participation from ELDPs.

Year 1 - \$0  
Year 2 - \$1,500,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$1,500,000

14. Establish Centers for Excellence & Family Provider Peer Network - Through competitive funding opportunities, centers and family care providers will be able to apply to serve as a Center for Excellence or a featured site in the Family Provider Peer Network. Centers and family child care providers will be selected based on exceptional performance in two or more QRIS standard areas. These ELDPs will design open house or training programs on site, and other QRIS participants of the same type (centers or family child care) will be invited to attend.

Year 1 - \$0  
Year 2 - \$500,000  
Year 3 - \$1,250,000  
Year 4 - \$1,250,000  
Total - \$3,000,000

**Project 2 – Total Funds**

- Year 1 - \$1,441,000
- Year 2 - \$3,041,000
- Year 3 - \$2,631,000
- Year 4 - \$2,331,000
- Total - \$9,444,000

**PROJECT 3: KINDERGARTEN READINESS**

1. Kindergarten Entry Assessment - Covers the costs related to the development of a comprehensive KEA for DC ELD programs.

Year 1 - \$ 500,000  
Year 2 - \$ 200,000  
Year 3 - \$ 200,000  
Year 4 - \$ 200,000  
Total - \$1,100,000

2. KEA Administration Training - OSSE will oversee training of the KEA for all public and public charter classroom teachers and any voluntarily participating private schools, and will



include specifications on administering the assessments to children with High Needs, including English learners and children with disabilities.

Year 1 - \$0  
Year 2 - \$50,000  
Year 3 - \$25,000  
Year 4 - \$0  
Total - \$75,000

3. KEA Pilot - OSSSE will develop, and the SECDCC will approve a plan to pilot test the KEA instrument(s) and the accompanying training and administrative protocols with a representative sample of Kindergarten children and teachers. SECDCC will contract with an evaluator to carry out the evaluation of the work, while OSSE will oversee the implementation process.

Year 1 - \$0  
Year 2 - \$100,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$100,000

4. KEA Administration Protocol Revisions - The KEA Design Team and pilot evaluator will review the results from the pilot and propose to OSSE and the SECDCC necessary changes to the KEA and accompanying training and administrative procedures to ensure the validity and reliability of scores before statewide implementation.

Year 1 - \$0  
Year 2 - \$25,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

5. KEA Data Analysis, Usage & Reporting Protocols - OSSE will develop protocols and guidelines for data analysis, usage and reporting. The SECDCC will review and approve the plan, and OSSE will oversee implementation of protocols related to how the assessment data will be used and reported to ensure responsible use and interpretation of the findings.

Year 1 - \$0  
Year 2 - \$20,000  
Year 3 - \$30,000  
Year 4 - \$0  
Total - \$50,000

6. KEA Continuous Improvement Protocol - On an annual basis, SECDCC will engage a third-party evaluator to conduct random reliability checks to ensure that the KEA is implemented with fidelity, that adequate time is built into the school calendar for training, administration, data entry and data analysis and that all confidentiality measures are taken.

Year 1 - \$0  
Year 2 - \$5,000  
Year 3 - \$10,000  
Year 4 - \$10,000  
Total - \$25,000

7. KEA Classroom Implementation - The District will implement the KEA in 50 classrooms in Fall of 2014, half of all public and public charter Kindergarten classrooms in Fall of 2015, and District-wide by Fall 2016.

Year 1 - \$0  
Year 2 - \$0  
Year 3 - \$250,000  
Year 4 - \$250,000  
Total - \$500,000

8. KEA Key Stakeholder Communication Strategy - The District will develop a communications strategy to engage stakeholders in the proper use and interpretation of the KEA results. The communications strategy will address the format and accessibility of data, for example, printed reports, searchable databases, websites, etc.

Year 1 - \$0  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$25,000  
Total - \$25,000

9. KEA Finance Plan – OSSE will develop the plan considering existing and potential sources including in-kind contributions from District agencies and schools, private philanthropic sources, sections 6111 and 6112 of the Elementary and Secondary Education Act (ESEA), U.S. Department of Education research grants, local LEA sources and funds available for the development of the District's SLED.

Year 1 - \$0  
Year 2 - \$10,000  
Year 3 - \$10,000  
Year 4 - \$0  
Total - \$20,000

**Project 3 – Total Funds**

- Year 1 - \$ 500,000
- Year 2 - \$ 410,000
- Year 3 - \$ 525,000
- Year 4 - \$ 485,000
- Total - \$1,920,000



## **PROJECT 4: TRAINING & PROFESSIONAL DEVELOPMENT**

1. DC Early Childhood Consultant Consortium - OSSE will develop a cadre of career counselors and career mentors to provide guidance and assistance for ECEs moving through the Career Guide.

Year 1 - \$500,000  
Year 2 - \$500,000  
Year 3 - \$500,000  
Year 4 - \$500,000  
Total - \$2,000,000

2. New Learning Standards Training - The District will facilitate training for ECE providers in the effective implementation and use of new learning standards.

Year 1 - \$0  
Year 2 - \$125,000  
Year 3 - \$125,000  
Year 4 - \$0  
Total - \$250,000

3. Online & In-Person Training Development on Health Standards - The District will develop a universal training model (online, paper, in-person) on the aligned and enhanced health and wellness standards.

Year 1 - \$0  
Year 2 - \$0  
Year 3 - \$200,000  
Year 4 - \$300,000  
Total - \$500,000

4. Online & In-Person Training Development on Family Engagement - The District will develop a universal training model (online, paper, in-person) on family engagement strategies.

Year 1 - \$0  
Year 2 - \$ 500,000  
Year 3 - \$ 500,000  
Year 4 - \$0  
Total - \$1,000,000

5. Family Engagement Strategies Licensed Provider Training - The District will facilitate training sessions for licensed providers on family engagement strategies.

Year 1 - \$0  
Year 2 - \$500,000

Year 3 - \$0  
Year 4 - \$0  
Total - \$500,000

6. Career Lattice Finalization & Implementation - OSSE will revise the existing career lattice and its accompanying career guide to align with the needs of current centers, professionals, families and community-based interest groups and revise it to reflect the modifications of the ELDS and QRIS.

Year 1 - \$0  
Year 2 - \$25,000  
Year 3 - \$25,000  
Year 4 - \$0  
Total - \$50,000

7. ECE Professional Development Communication Strategy - Effort will be made to widely publicize the availability of the Certified Trainer Registry and the process through which a PD provider can become certified. Materials will be developed for online availability that includes but is not limited to a FAQ on the mechanics and purpose of the Certified Trainer Registry, guidelines on how to confirm that a program is aligned with the core knowledge areas, how to become certified as a trainer and how to become listed in the Certified Trainer Registry. DC will also develop mass communication pieces that announce the availability of the new Registry and direct programs to the website to find more information.

Year 1 - \$25,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

8. DC PROS Core Knowledge Revisions - OSSE will revise the Core Knowledge elements of the DC PROS to align with the revised ELDS and QRIS standards.

Year 1 - \$12,500  
Year 2 - \$12,500  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

**Project 4 – Total Funds**

- Year 1 - \$ 537,500
- Year 2 - \$1,662,500
- Year 3 - \$1,350,000
- Year 4 - \$ 800,000
- Total - \$4,350,000



## **PROJECT 5: PROFESSIONAL PATHWAYS**

1. ECE Credential Alternative Pathway - DC will establish an alternative pathway for bilingual early childhood educators to earn their credentials through bilingual teacher preparation programs.

Year 1 - \$500,000  
Year 2 - \$1,500,000  
Year 3 - \$1,000,000  
Year 4 - \$0  
Total - \$2,500,000

2. Alternative Pipeline of BA Level ECE Professionals - DC will establish alternative preparation program through a residency or fellow program that will be targeted to enriching the teacher supply to District CBOs.

Year 1 - \$500,000  
Year 2 - \$1,500,000  
Year 3 - \$1,000,000  
Year 4 - \$0  
Total - \$2,500,000

3. ECE Professional Development Recognition Plan - OSSE will study various compensation models and possibilities and develop an incentive structure for ECE professionals working toward degrees to ensure recognition and appropriate compensation as they progress.

Year 1 - \$2,500,000  
Year 2 - \$2,500,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$5,000,000

### **Project 5 – Total Funds**

- Year 1 - \$3,500,000
- Year 2 - \$5,500,000
- Year 3 - \$2,000,000
- Year 4 - \$0
- Total - \$11,000,000

## **PROJECT 7: COMMUNITY OUTREACH**

1. New Early Learning Standards Family Education - Families will be included in the training process of new ELDS via hard-copy and online materials. Flyers will be sent home with every child and included in welcome packets for all entering students. These flyers will include an introduction to the ELDS, developmental milestones and tips on how to monitor a child's

progress in mastering standards. All website and hard copy materials intended for families will be available in a number of languages to facilitate communication with families where English is not the language spoken in the home, in accordance with the Language Access Act of 2004. In addition, aligned with the District's Family Engagement strategy in Section (C)(4), providers will engage families around the standards through the incorporation of ELDS in parent-teacher conferences, through "social" events where families can learn about how the program promotes children's learning via the standards, and generally through utilizing the standards as a hook for more robust communication and relationship-building between families and programs.

Year 1 - \$0  
Year 2 - \$250,000  
Year 3 - \$250,000  
Year 4 - \$0  
Total - \$500,000

2. QRIS Public Service Campaign - OSSE will hire a marketing firm to design outreach to families and information on the QRIS system. This campaign may include a focus groups with parents, development of a QRIS logo, messaging and a strategic marketing plan including radio and/or television spots, billboards, bus posters, pamphlets, website enhancements, signage for providers and/or a marketing tool kit for providers to promote themselves.

Year 1 - \$0  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$50,000  
Total - \$50,000

**Project 7 – Total Funds**

- Year 1 - \$ 0
- Year 2 - \$250,000
- Year 3 - \$250,000
- Year 4 - \$ 50,000
- Total - \$550,000

**PROJECT 8: STANDARDS REVISION & ALIGNMENT**

1. Revise ELDS to Align with CCSS for ELLs and Students with Special Needs - The Standards Committee will work directly with the ECEA to review the existing ELDS and build them out to include areas where there are gaps between the ELDS and the CCSS/Head Start Child Outcomes Framework with special emphasis on ensuring standards align with the needs of ELLS and special needs students.

Year 1 - \$100,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0



Total - \$100,000

2. Standards Entry Points for Differentiated Learning Manual - The District will reach out to local ECE expert organizations and partner with them to develop the *Standards Entry Points for Differentiated Learning* manual.

Year 1 - \$100,000

Year 2 - \$100,000

Year 3 - \$0

Year 4 - \$0

Total - \$200,000

3. Map & Crosswalk Family Engagement Standards - EOM will facilitate the mapping of the District's existing Family Engagement Standards for all Early Learning and Development Programs.

Year 1 - \$12,500

Year 2 - \$12,500

Year 3 - \$0

Year 4 - \$0

Total - \$25,000

**Project 8 – Total Funds**

• Year 1 - \$212,500

• Year 2 - \$112,500

• Year 3 - \$0

• Year 4 - \$0

• Total - \$325,000

**BUDGET PART II: PARTICIPATING STATE AGENCY**

*The State must complete Budget Table II-1, Budget Table II-2, and a narrative for each Participating State Agency with budgetary responsibilities. Therefore, the State should replicate the Budget Part II tables and narrative for each Participating State Agency, and include them in this section as follows:*

- *Participating State Agency 1: Budget Table II-1, Budget Table II-2, narrative.*
- *Participating State Agency 2: Budget Table II-1, Budget Table II-2, narrative.*

**Budget part II -Tables**

Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.

<b>Budget Table II-1: Participating State Agency</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>DME</b>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	70,500	70,500	70,500	70,500	282,000
2. Fringe Benefits	16,920	16,920	16,920	16,920	67,680
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	232,500	10,000	7,500	0	250,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	319,920	97,420	94,920	87,420	599,680
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	50,000	50,000	50,000	50,000	200,000
<b>13. Total Grant Funds Requested (add lines 9-</b>	<b>369,920</b>	<b>147,420</b>	<b>144,920</b>	<b>137,420</b>	<b>799,680</b>



**Budget Table II-1: Participating State Agency**  
**(Evidence for selection criterion (A)(4)(b))**  
**DME**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
12)					
14. Funds from other sources used to support the State Plan	0	0	0	0	0
15. <b>Total Budget</b> (add lines 13-14)	369,920	147,420	144,920	137,420	799,680

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.

<b>Budget Table II-2: Participating State Agency</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>DME</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<i>Project Management</i>	87,420	87,420	87,420	87,420	349,680
<i>Mapping &amp; Alignment of Resources</i>	207,500	10,000	7,500	0	250,000
<i>Community Outreach</i>	25,000	0	0	0	25,000
<i>Technical Assistance Set Aside</i>	50,000	50,000	50,000	50,000	200,000
<b>Total Budget</b>	<b>369,920</b>	<b>147,420</b>	<b>144,920</b>	<b>137,420</b>	<b>799,680</b>



## **Budget part ii - Narrative**

*Describe, in the text box below, the Participating State Agency's budget, including--*

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
  - *An explanation of the Participating State Agency's roles and responsibilities*
  - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item, including the information below.*

## **Budget Narrative for DME - Requested Federal Funds by Category**

### **1) Personnel**

In years 1-4, funding is requested for the salaries of the following project personnel:

- DME PSA Liaison (1.0 FTE @ \$70,500/annual) - Covers the cost of DME staff dedicated to supporting the implementation of RTT-ELC activities.

Year 1 - \$ 70,500  
Year 2 - \$ 70,500  
Year 3 - \$ 70,500  
Year 4 - \$ 70,500  
Total - \$282,000

### **2) Fringe Benefits**

In years 1-4, funding is requested for benefits for DME personnel @ 24% = \$16,920

Year 1 - \$ 16,920  
Year 2 - \$ 16,920  
Year 3 - \$ 16,920  
Year 4 - \$ 16,920  
Total - \$67,680

### **3) Travel**

No travel is requested.

### **4) Equipment**

No equipment is requested.

## 5) Supplies

No supplies are requested.

## 6) Contractual

1. Fiscal Impact Statement of Medicaid Rates – DME will conduct a full study of funding streams and specific services offered in order to streamline home visitation programs and coordinate services. This work will include investigating strategies for centralizing/coordinating recruitment and professional training costs for home visiting staff, conducting a fiscal impact statement to determine the costs of increasing home visitation programs and writing a Medicaid waiver or SPA to allow for Medicaid reimbursement of home visitation services to children who are eligible for Medicaid. The SECDCC will serve in an advisory role to this work.

Year 1 - \$25,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

2. Fiscal Impact Statement of Subsidy Reimbursement Rates - DME will conduct a full study of the subsidy reimbursement rate policies and procedures in order to ensure that the tiered rating system provides for appropriate reimbursement rates to providers for the level of service expectations and programmatic requirements at each rating level.

Year 1 - \$25,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

3. Children's Budget Analyst - Covers the cost for a strategic analysis of the current financial landscape of birth to five services, programs, and infrastructure across OSSE, DPCS, DHS, DMH, and DCFS and will develop a comprehensive Early Learning and Development System Budget that clearly reports all investments in one location.

Year 1 - \$50,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$50,000

4. ECE Professional Development Needs Assessment - DME will conduct a Needs Assessment to review the current policies, legislation and regulations that relate to ECE progression of credentials and will make recommendations on how to improve on the process of obtaining a credential, on the types of credentials available, and on the Career Guide itself.

Year 1 - \$100,000



Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$100,000

5. Home Visitation Funding Consolidation - DME will conduct a full study of funding streams and specific services offered in order to streamline home visitation programs and coordinate services. This work will include investigating strategies for centralizing/coordinating recruitment and professional training costs for home visiting staff, conducting a fiscal impact statement to determine the costs of increasing home visitation programs and writing a Medicaid waiver or SPA to allow for Medicaid reimbursement of home visitation services to children who are eligible for Medicaid.

Year 1 - \$ 7,500  
Year 2 - \$10,000  
Year 3 - \$ 7,500  
Year 4 - \$0  
Total - \$25,000

6. Community Outreach Website - DME will design and host a website that will be utilized to engage families and key stakeholders to inform them of important ELD announcements and activities.

Year 1 - \$25,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

Total Contractual  
Year 1 – \$232,500  
Year 2 – \$10,000  
Year 3 – \$7,500  
Year 4 – \$0  
Total – \$250,000

#### **7) Training Stipends**

No training stipends requested.

#### **8) Other**

No other costs are requested.

#### **9) Total Direct Costs**

- Year 1 – 319,920
- Year 2 – 97,420
- Year 3 - \$94,920
- Year 4 - \$87,420
- Total - \$599,680

**10) Indirect Costs**

No indirect costs requested.

**11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.**

None

**12) Funds set aside for participation in grantee technical assistance**

- Year 1 - \$50,000
- Year 2 - \$50,000
- Year 3 - \$50,000
- Year 4 - \$50,000
- Total - \$200,000

**13) Total Funds Requested**

- Year 1 – 369,920
- Year 2 – 147,420
- Year 3 - \$144,920
- Year 4 - \$137,420
- Total - \$799,680

**13) Other Funds Allocated to the State Plan**

1. Host State Advisory Council Summit on the State of Early Childhood in the District - SECDCC will host a State Advisory Council Summit on the State of Early Childhood in the District. Representative stakeholders from state agencies, CBOs, family home providers, Public and Public Charter Schools, higher education, professional development providers, advocacy groups, foundations, intermediary organizations, and families will be invited to gather to study the state of ELD in the District. Information will be shared across agencies, institutions and organizations so that all participants begin with a thorough understanding of what has been accomplished and what remains to be done to achieve DC’s ambitious reform agenda.

- Year 1 - \$0
- Year 2 - \$0
- Year 3 - \$0



Year 4 - \$0  
Total - \$0

#### **14) Total Budget**

- Year 1 – \$369,920
- Year 2 – \$147,420
- Year 3 - \$144,920
- Year 4 - \$137,420
- Total - \$799,680

### **Budget Narrative for DME - Requested Federal Funds by Project**

#### **PROJECT 1: PROJECT MANAGEMENT**

1. In years 1-4, funding is requested for the salaries of the following project personnel:

- DME PSA Liaison (1.0 FTE @ \$70,500/annual) - Covers the cost of DME staff dedicated to supporting the implementation of RTT-ELC activities.

Year 1 - \$ 70,500  
Year 2 - \$ 70,500  
Year 3 - \$ 70,500  
Year 4 - \$ 70,500  
Total - \$282,000

2. In years 1-4, funding is requested for benefits for DME personnel @ 24% = \$16,920

Year 1 - \$16,920  
Year 2 - \$16,920  
Year 3 - \$16,920  
Year 4 - \$16,920  
Total - \$67,680

#### **Project 1 Total**

- Year 1 - \$87,420
- Year 2 - \$87,420
- Year 3 - \$87,420
- Year 4 - \$87,420
- Total - \$349,680

#### **PROJECT 6: MAPPING & ALIGNMENT OF RESOURCES**

1. Fiscal Impact Statement of Medicaid Rates – DME will conduct a full study of funding streams and specific services offered in order to streamline home visitation programs and coordinate services. This work will include investigating strategies for centralizing/coordinating recruitment and professional training costs for home visiting staff, conducting a fiscal impact statement to determine the costs of increasing home visitation programs and writing a Medicaid waiver or SPA to allow for Medicaid reimbursement of home visitation services to children who are eligible for Medicaid. The SECDCC will serve in an advisory role to this work.

Year 1 - \$25,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

2. Fiscal Impact Statement of Subsidy Reimbursement Rates - DME will conduct a full study of the subsidy reimbursement rate policies and procedures in order to ensure that the tiered rating system provides for appropriate reimbursement rates to providers for the level of service expectations and programmatic requirements at each rating level.

Year 1 - \$25,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

3. Children’s Budget Analyst - Covers the cost for a strategic analysis of the current financial landscape of birth to five services, programs, and infrastructure across OSSE, DPCS, DHS, DMH, and DCFS and will develop a comprehensive Early Learning and Development System Budget that clearly reports all investments in one location.

Year 1 - \$50,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$50,000

4. ECE Professional Development Needs Assessment - DME will conduct a Needs Assessment to review the current policies, legislation and regulations that relate to ECE progression of credentials and will make recommendations on how to improve on the process of obtaining a credential, on the types of credentials available, and on the Career Guide itself.

Year 1 - \$100,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$100,000



5. Home Visitation Funding Consolidation - DME will conduct a full study of funding streams and specific services offered in order to streamline home visitation programs and coordinate services. This work will include investigating strategies for centralizing/coordinating recruitment and professional training costs for home visiting staff, conducting a fiscal impact statement to determine the costs of increasing home visitation programs and writing a Medicaid waiver or SPA to allow for Medicaid reimbursement of home visitation services to children who are eligible for Medicaid.

Year 1 - \$ 7,500  
Year 2 - \$10,000  
Year 3 - \$ 7,500  
Year 4 - \$0  
Total - \$25,000

**Project 6 – Total Funds**

- Year 1 - \$232,500
- Year 2 - \$ 10,000
- Year 3 - \$ 7,500
- Year 4 - \$0
- Total - \$250,000

**PROJECT 7: COMMUNITY OUTREACH**

Community Outreach Website - DME will design and host a website that will be utilized to engage families and key stakeholders to inform them of important ELD announcements and activities.

Year 1 - \$25,000  
Year 2 - \$0  
Year 3 - \$0  
Year 4 - \$0  
Total - \$25,000

**Project 7 – Total Funds**

- Year 1 - \$ 50,000
- Year 2 - \$50,000
- Year 3 - \$50,000
- Year 4 - \$50,000
- Total - \$200,000

**BUDGET PART II: PARTICIPATING STATE AGENCY**

*The State must complete Budget Table II-1, Budget Table II-2, and a narrative for each Participating State Agency with budgetary responsibilities. Therefore, the State should replicate the Budget Part II tables and narrative for each Participating State Agency, and include them in this section as follows:*

- *Participating State Agency 1: Budget Table II-1, Budget Table II-2, narrative.*
- *Participating State Agency 2: Budget Table II-1, Budget Table II-2, narrative.*

**Budget part II -Tables**

**Budget Table II-1: Participating State Agency Budget By Budget Category--***The State must include the Participating State Agency’s budget totals for each budget category for each year of the grant.*

<b>Budget Table II-1: Participating State Agency</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>CFSA</b>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	21,150	21,150	21,150	21,150	84,600
2. Fringe Benefits	4,019	4,019	4,019	4,019	16,076
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	25,169	25,169	25,169	25,169	100,676
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	<b>25,169</b>	<b>25,169</b>	<b>25,169</b>	<b>25,169</b>	<b>100,676</b>



**Budget Table II-1: Participating State Agency**  
**(Evidence for selection criterion (A)(4)(b))**  
**CFSA**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
14. Funds from other sources used to support the State Plan	0	0	0	0	0
15. <b>Total Budget</b> (add lines 13-14)	25,169	25,169	25,169	25,169	100,676

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.

<b>Budget Table II-2: Participating State Agency</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>CFSA</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<i>Project Management</i>	25,169	25,169	25,169	25,169	100,676
<b>Total Budget</b>	25,169	25,169	25,169	25,169	100,676



## **Budget part ii - Narrative**

*Describe, in the text box below, the Participating State Agency's budget, including--*

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
  - *An explanation of the Participating State Agency's roles and responsibilities*
  - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item, including the information below.*

## **Budget Narrative for CFSA - Requested Federal Funds by Category**

### **1) Personnel**

In years 1-4, funding is requested for the salaries of the following project personnel:

- CFSA PSA Liaison (.30 FTE @ \$21,150/annual) - Covers the cost of CFSA staff dedicated to supporting the implementation of RTT-ELC activities.

Year 1 - \$21,150  
Year 2 - \$21,150  
Year 3 - \$21,150  
Year 4 - \$21,150  
Total - \$84,600

### **2) Fringe Benefits**

2. Fringe Benefits - In years 1-4, funding is requested for benefits for project personnel @ 19% = \$4,019

Year 1 - \$ 4,019  
Year 2 - \$ 4,019  
Year 3 - \$ 4,019  
Year 4 - \$ 4,019  
Total - \$16,076

### **3) Travel**

No travel funds requested.

### **4) Equipment**

No equipment funds requested.

**5) Supplies**

No supplies funds requested.

**6) Contractual**

No contractual funds requested.

**7) Training Stipends**

No training stipends requested.

**8) Other**

No other costs requested.

**9) Total Direct Costs**

**10) Indirect Costs**

- Year 1 - \$25,169
- Year 2 - \$25,169
- Year 3 - \$25,169
- Year 4 - \$25,169
- Total - \$100,676

**11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.**

None

**12) Funds set aside for participation in grantee technical assistance**

None

**13) Total Funds Requested**

- Year 1 - \$25,169
- Year 2 - \$25,169
- Year 3 - \$25,169
- Year 4 - \$25,169
- Total - \$100,676



### 13) Other Funds Allocated to the State Plan

None

### 14) Total Budget

In years 1-4, funding is requested for benefits for project personnel @ 19% = \$4,019

- Year 1 - \$25,169
- Year 2 - \$25,169
- Year 3 - \$25,169
- Year 4 - \$25,169
- Total - \$100,676

## Budget Narrative for CFSA - Requested Federal Funds by Project

### PROJECT 1: PROJECT MANAGEMENT

1. Personnel - In years 1-4, funding is requested for the salaries of the following project personnel:

- CFSA PSA Liaison (.30 FTE @ \$21,150/annual) - Covers the cost of CFSA staff dedicated to supporting the implementation of RTT-ELC activities.

Year 1 - \$21,150  
Year 2 - \$21,150  
Year 3 - \$21,150  
Year 4 - \$21,150  
Total - \$84,600

2. Fringe Benefits - In years 1-4, funding is requested for benefits for project personnel @ 19% = \$4,019

Year 1 - \$ 4,019  
Year 2 - \$ 4,019  
Year 3 - \$ 4,019  
Year 4 - \$ 4,019  
Total - \$16,076

#### **Project 1 Total**

- Year 1 - \$25,169
- Year 2 - \$25,169
- Year 3 - \$25,169
- Year 4 - \$25,169
- Total - \$100,676

**BUDGET PART II: PARTICIPATING STATE AGENCY**

*The State must complete Budget Table II-1, Budget Table II-2, and a narrative for each Participating State Agency with budgetary responsibilities. Therefore, the State should replicate the Budget Part II tables and narrative for each Participating State Agency, and include them in this section as follows:*

- *Participating State Agency 1: Budget Table II-1, Budget Table II-2, narrative.*
- *Participating State Agency 2: Budget Table II-1, Budget Table II-2, narrative.*

**Budget part II -Tables**

Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.

<b>Budget Table II-1: Participating State Agency</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>DHCF</b>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	21,150	21,150	21,150	21,150	84,600
2. Fringe Benefits	4,019	4,019	4,019	4,019	16,076
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	25,169	25,169	25,169	25,169	100,676
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	<b>25,169</b>	<b>25,169</b>	<b>25,169</b>	<b>25,169</b>	<b>100,676</b>



**Budget Table II-1: Participating State Agency**  
**(Evidence for selection criterion (A)(4)(b))**  
**DHCF**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
14. Funds from other sources used to support the State Plan	0	0	0	0	0
15. <b>Total Budget</b> (add lines 13-14)	25,169	25,169	25,169	25,169	100,676

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.

<b>Budget Table II-2: Participating State Agency</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>DHCF</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<i>Project Management</i>	25,169	25,169	25,169	25,169	100,676
<b>Total Budget</b>	25,169	25,169	25,169	25,169	100,676



## **Budget part ii - Narrative**

*Describe, in the text box below, the Participating State Agency's budget, including--*

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
  - *An explanation of the Participating State Agency's roles and responsibilities*
  - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item, including the information below.*

## **Budget Narrative for DHCF - Requested Federal Funds by Category**

### **1) Personnel**

DHCF PSA Liaison (.30 FTE @ \$21,150/annual) - Covers the cost of DHCF staff dedicated to supporting the implementation of RTT-ELC activities.

Year 1 - \$21,150  
Year 2 - \$21,150  
Year 3 - \$21,150  
Year 4 - \$21,150  
Total - \$84,600

### **2) Fringe Benefits**

In years 1-4, funding is requested for benefits for project personnel @ 19% = \$4,019

Year 1 - \$ 4,019  
Year 2 - \$ 4,019  
Year 3 - \$ 4,019  
Year 4 - \$ 4,019  
Total - \$16,076

### **3) Travel**

No travel funds requested.

### **4) Equipment**

No equipment funds requested.

### **5) Supplies**

No supplies funds requested.

**6) Contractual**

No contractual funds requested.

**7) Training Stipends**

No training stipends requested.

**8) Other**

No other costs requested.

**9) Total Direct Costs**

- Year 1 - \$25,169
- Year 2 - \$25,169
- Year 3 - \$25,169
- Year 4 - \$25,169
- Total - \$100,676

**10) Indirect Costs**

No Indirect Costs requested.

**11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.**

None

**12) Funds set aside for participation in grantee technical assistance**

None

**13) Total Funds Requested**

- Year 1 - \$25,169
- Year 2 - \$25,169
- Year 3 - \$25,169
- Year 4 - \$25,169
- Total - \$100,676

**13) Other Funds Allocated to the State Plan**

None



#### 14) Total Budget

- Year 1 - \$25,169
- Year 2 - \$25,169
- Year 3 - \$25,169
- Year 4 - \$25,169
- Total - \$100,676

#### Budget Narrative for DHCF - Requested Federal Funds by Project

##### PROJECT 1: PROJECT MANAGEMENT

1. Personnel - In years 1-4, funding is requested for the salaries of the following project personnel:

- DHCF PSA Liaison (.30 FTE @ \$21,150/annual) - Covers the cost of DHCF staff dedicated to supporting the implementation of RTT-ELC activities.

Year 1 - \$21,150  
Year 2 - \$21,150  
Year 3 - \$21,150  
Year 4 - \$21,150  
Total - \$84,600

2. Fringe Benefits - In years 1-4, funding is requested for benefits for project personnel @ 19% = \$4,019

Year 1 - \$ 4,019  
Year 2 - \$ 4,019  
Year 3 - \$ 4,019  
Year 4 - \$ 4,019  
Total - \$16,076

##### **Project 1 Total**

- Year 1 - \$25,169
- Year 2 - \$25,169
- Year 3 - \$25,169
- Year 4 - \$25,169
- Total - \$100,676

**BUDGET PART II: PARTICIPATING STATE AGENCY**

*The State must complete Budget Table II-1, Budget Table II-2, and a narrative for each Participating State Agency with budgetary responsibilities. Therefore, the State should replicate the Budget Part II tables and narrative for each Participating State Agency, and include them in this section as follows:*

- *Participating State Agency 1: Budget Table II-1, Budget Table II-2, narrative.*
- *Participating State Agency 2: Budget Table II-1, Budget Table II-2, narrative.*

**Budget part II -Tables**

Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.

<b>Budget Table II-1: Participating State Agency</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>DHS</b>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	21,150	21,150	21,150	21,150	84,600
2. Fringe Benefits	4,019	4,019	4,019	4,019	16,076
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	2,500,000	5,000,000	2,500,000	0	10,000,000
9. Total Direct Costs (add lines 1-8)	2,525,169	5,025,169	2,525,169	25,169	10,100,676
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	<b>2,525,169</b>	<b>5,025,169</b>	<b>2,525,169</b>	<b>25,169</b>	<b>10,100,676</b>



**Budget Table II-1: Participating State Agency**  
**(Evidence for selection criterion (A)(4)(b))**  
**DHS**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
14. Funds from other sources used to support the State Plan	0	0	0	0	0
15. <b>Total Budget</b> (add lines 13-14)	2,525,169	5,025,169	2,525,169	25,169	10,100,676

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.

<b>Budget Table II-2: Participating State Agency</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>DHS</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<i>Project Management</i>	25,169	25,169	25,169	25,169	100,676
<i>Streamlining Data Usage</i>	2,500,000	5,000,000	2,500,000	0	10,000,000
<b>Total Budget</b>	<b>2,525,169</b>	<b>5,025,169</b>	<b>2,525,169</b>	<b>25,169</b>	<b>10,100,676</b>



## **Budget part ii - Narrative**

*Describe, in the text box below, the Participating State Agency's budget, including--*

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
  - *An explanation of the Participating State Agency's roles and responsibilities*
  - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item, including the information below.*

## **Budget Narrative for DHS - Requested Federal Funds by Category**

### **1) Personnel**

DHS PSA Liaison (.30 FTE @ \$21,150/annual) - Covers the cost of DHS staff dedicated to supporting the implementation of RTT-ELC activities.

Year 1 - \$21,150  
Year 2 - \$21,150  
Year 3 - \$21,150  
Year 4 - \$21,150  
Total - \$84,600

### **2) Fringe Benefits**

In years 1-4, funding is requested for fringe benefits for project personnel @ 19% = \$4,019

Year 1 - \$ 4,019  
Year 2 - \$ 4,019  
Year 3 - \$ 4,019  
Year 4 - \$ 4,019  
Total - \$16,076

### **3) Travel**

No travel funds requested.

### **4) Equipment**

No equipment funds requested.

### **5) Supplies**

No supplies funds requested.

**6) Contractual**

No contractual funds requested.

**7) Training Stipends**

No training stipends requested.

**8) Other**

Consolidated Data Sharing System - The District will develop a centralized intake and unified case management, a health data sharing mechanism, universal screening and referral for home visitation to better serve DC children and families.

Year 1 - \$2,500,000

Year 2 - \$5,000,000

Year 3 - \$2,500,000

Year 4 - \$0

Total - \$10,000,000

**9) Total Direct Costs**

- Year 1 - \$ 2,525,169
- Year 2 - \$ 5,025,169
- Year 3 - \$ 2,525,169
- Year 4 - \$ 25,169
- Total - \$10,100,676

**10) Indirect Costs**

No Indirect Costs requested.

**11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.**

None

**12) Funds set aside for participation in grantee technical assistance**

None

**13) Total Funds Requested**



- Year 1 - \$ 2,525,169
- Year 2 - \$ 5,025,169
- Year 3 - \$ 2,525,169
- Year 4 - \$ 25,169
- Total - \$10,100,676

### 13) Other Funds Allocated to the State Plan

None

### 14) Total Budget

- Year 1 - \$ 2,525,169
- Year 2 - \$ 5,025,169
- Year 3 - \$ 2,525,169
- Year 4 - \$ 25,169
- Total - \$10,100,676

## Budget Narrative for DHS - Requested Federal Funds by Project

### PROJECT 1: PROJECT MANAGEMENT

1. Personnel - In years 1-4, funding is requested for the salaries of the following project personnel:

- DHS PSA Liaison (.30 FTE @ \$21,150/annual) - Covers the cost of DHS staff dedicated to supporting the implementation of RTT-ELC activities.

Year 1 - \$21,150  
 Year 2 - \$21,150  
 Year 3 - \$21,150  
 Year 4 - \$21,150  
 Total - \$84,600

2. Fringe Benefits - In years 1-4, funding is requested for fringe benefits for project personnel @ 19% = \$4,019

Year 1 - \$ 4,019  
 Year 2 - \$ 4,019  
 Year 3 - \$ 4,019  
 Year 4 - \$ 4,019  
 Total - \$16,076

- **Project 1 Total**  
 • Year 1 - \$25,169

- Year 2 - \$25,169
- Year 3 - \$25,169
- Year 4 - \$25,169
- Total - \$100,676

## **PROJECT 9: STREAMLINING DATA USAGE**

Consolidated Data Sharing System - The District will develop a centralized intake and unified case management, a health data sharing mechanism, universal screening and referral for home visitation to better serve DC children and families.

Year 1 - \$2,500,000  
 Year 2 - \$5,000,000  
 Year 3 - \$2,500,000  
 Year 4 - \$0  
 Total - \$10,000,000

### **Project 9 Total**

- Year 1 - \$2,500,000
- Year 2 - \$5,000,000
- Year 3 - \$2,500,000
- Year 4 - \$0
- Total - \$10,000,000



**BUDGET PART II: PARTICIPATING STATE AGENCY**

*The State must complete Budget Table II-1, Budget Table II-2, and a narrative for each Participating State Agency with budgetary responsibilities. Therefore, the State should replicate the Budget Part II tables and narrative for each Participating State Agency, and include them in this section as follows:*

- *Participating State Agency 1: Budget Table II-1, Budget Table II-2, narrative.*
- *Participating State Agency 2: Budget Table II-1, Budget Table II-2, narrative.*

**Budget part II -Tables**

Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.

<b>Budget Table II-1: Participating State Agency</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>DMH</b>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	70,500	70,500	70,500	70,500	282,000
2. Fringe Benefits	13,395	13,395	13,395	13,395	53,580
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	83,895	83,895	83,895	83,895	335,580
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	<b>83,895</b>	<b>83,895</b>	<b>83,895</b>	<b>83,895</b>	<b>335,580</b>

**Budget Table II-1: Participating State Agency**  
**(Evidence for selection criterion (A)(4)(b))**  
**DMH**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
14. Funds from other sources used to support the State Plan	0	0	0	0	0
15. <b>Total Budget</b> (add lines 13-14)	83,895	83,895	83,895	83,895	335,580

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.



Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.

<b>Budget Table II-2: Participating State Agency</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>DMH</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<i>Project Management</i>	83,895	83,895	83,895	83,895	335,580
<b>Total Budget</b>	<b>83,895</b>	<b>83,895</b>	<b>83,895</b>	<b>83,895</b>	<b>335,580</b>

## **Budget part ii - Narrative**

*Describe, in the text box below, the Participating State Agency's budget, including--*

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
  - *An explanation of the Participating State Agency's roles and responsibilities*
  - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item, including the information below.*

## **Budget Narrative for DMH - Requested Federal Funds by Category**

### **1) Personnel**

DMH PSA Liaison (1.0 FTE @ \$70,500/annual) - Covers the cost of DMH staff dedicated to supporting the implementation of RTT-ELC activities.

Year 1 - \$70,500  
Year 2 - \$70,500  
Year 3 - \$70,500  
Year 4 - \$70,500  
Total - \$282,000

### **2) Fringe Benefits**

Fringe Benefits - In years 1-4, funding is requested for benefits for project personnel @ 19% = \$13,395

Year 1 - \$13,395  
Year 2 - \$13,395  
Year 3 - \$13,395  
Year 4 - \$13,395  
Total - \$53,580

### **3) Travel**

No travel funds requested.

### **4) Equipment**

No equipment funds requested.

### **5) Supplies**



No contractual funds requested.

**6) Contractual**

No contractual funds requested.

**7) Training Stipends**

No training stipends requested.

**8) Other**

No other costs requested.

**9) Total Direct Costs**

- Year 1 - \$ 83,895
- Year 2 - \$ 83,895
- Year 3 - \$ 83,895
- Year 4 - \$ 83,895
- Total - \$335,580

**10) Indirect Costs**

No Indirect Costs requested.

**11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.**

None

**12) Funds set aside for participation in grantee technical assistance**

None

**13) Total Funds Requested**

- Year 1 - \$ 83,895
- Year 2 - \$ 83,895
- Year 3 - \$ 83,895
- Year 4 - \$ 83,895
- Total - \$335,580

**13) Other Funds Allocated to the State Plan**

None

#### **14) Total Budget**

- Year 1 - \$ 83,895
- Year 2 - \$ 83,895
- Year 3 - \$ 83,895
- Year 4 - \$ 83,895
- Total - \$335,580

### **Budget Narrative for DMH - Requested Federal Funds by Project**

#### **PROJECT 1: PROJECT MANAGEMENT**

1. Personnel - In years 1-4, funding is requested for the salaries of the following project personnel:

- DMH PSA Liaison (1.0 FTE @ \$70,500/annual) - Covers the cost of DMH staff dedicated to supporting the implementation of RTT-ELC activities.

Year 1 - \$ 70,500  
Year 2 - \$ 70,500  
Year 3 - \$ 70,500  
Year 4 - \$ 70,500  
Total - \$282,000

2. In years 1-4, funding is requested for benefits for DME personnel @ 24% = \$16,920

Year 1 - \$13,395  
Year 2 - \$13,395  
Year 3 - \$13,395  
Year 4 - \$13,395  
Total - \$53,580

#### **Project 1 Total**

- Year 1 - \$ 83,895
- Year 2 - \$ 83,895
- Year 3 - \$ 83,895
- Year 4 - \$ 83,895
- Total - \$335,580



**BUDGET PART II: PARTICIPATING STATE AGENCY**

*The State must complete Budget Table II-1, Budget Table II-2, and a narrative for each Participating State Agency with budgetary responsibilities. Therefore, the State should replicate the Budget Part II tables and narrative for each Participating State Agency, and include them in this section as follows:*

- *Participating State Agency 1: Budget Table II-1, Budget Table II-2, narrative.*
- *Participating State Agency 2: Budget Table II-1, Budget Table II-2, narrative.*

**Budget part II -Tables**

*Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.*

<b>Budget Table II-1: Participating State Agency</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>DOH</b>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	141,000	141,000	141,000	141,000	564,000
2. Fringe Benefits	26,790	26,790	26,790	26,790	107,160
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	1,115,000	3,215,000	1,200,000	0	5,530,000
9. Total Direct Costs (add lines 1-8)	1,282,790	3,382,790	1,367,790	167,790	6,201,160
10. Indirect Costs*					
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	0
12. Funds set aside for participation in grantee technical	0	0	0	0	0

**Budget Table II-1: Participating State Agency**

**(Evidence for selection criterion (A)(4)(b))**

*DOH*

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
assistance					
<b>13. Total Grant Funds Requested</b> (add lines 9-12)	1,282,790	3,382,790	1,367,790	167,790	6,201,160
14. Funds from other sources used to support the State Plan	0	0	0	0	0
<b>15. Total Budget</b> (add lines 13-14)	1,282,790	3,382,790	1,367,790	167,790	6,201,160

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.



Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.

<b>Budget Table II-2: Participating State Agency</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>DOH</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<i>Project Management</i>	167,790	167,790	167,790	167,790	671,160
<i>Standards Revision &amp; Alignment</i>	15,000	15,000	0	0	30,000
<i>Streamlining Data Usage</i>	1,100,000	3,200,000	1,200,000	0	5,500,000
<b>Total Budget</b>	<b>1,282,790</b>	<b>3,382,790</b>	<b>1,367,790</b>	<b>167,790</b>	<b>6,201,160</b>

## **Budget part ii - Narrative**

*Describe, in the text box below, the Participating State Agency's budget, including--*

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
  - *An explanation of the Participating State Agency's roles and responsibilities*
  - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item, including the information below.*

## **Budget Narrative for DOH - Requested Federal Funds by Category**

### **1) Personnel**

In years 1-4, funding is requested for the salaries of the following project personnel:

- Two (2) DOH PSA Liaison (1.0 FTE @ \$70,500/annual x 2) - Covers the cost of DOH staff dedicated to supporting the implementation of RTT-ELC activities.

Year 1 - \$141,000  
Year 2 - \$141,000  
Year 3 - \$141,000  
Year 4 - \$141,000  
Total - \$564,000

### **2) Fringe Benefits**

In years 1-4, funding is requested for fringe benefits for project personnel @ 19% = \$26,790

Year 1 - \$ 26,790  
Year 2 - \$ 26,790  
Year 3 - \$ 26,790  
Year 4 - \$ 26,790  
Total - \$107,160

### **3) Travel**

No travel funds requested.

### **4) Equipment**

No equipment funds requested.



## **5) Supplies**

No supplies funds requested.

## **6) Contractual**

No contractual funds requested.

## **7) Training Stipends**

No training stipends requested.

## **8) Other**

Health & Wellness Standards Alignment - DOH will examine existing Health and PE curricular standards, licensing policies and regulations, Program Standards, standards for Early Intervention and Child Find. Recommendations will be funneled through DHS, DOH, OSSE, and the SECDCC, as appropriate.

Year 1 - \$15,000  
Year 2 - \$15,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$30,000

Health Data Sharing Mechanism - DOH, in partnership with CFSA and DHCF, will work with the necessary consultants to build a database that is able to integrate information from various current databases and able to accept entries from health providers citywide.

Year 1 - \$1,000,000  
Year 2 - \$3,000,000  
Year 3 - \$1,000,000  
Year 4 - \$0  
Total - \$5,000,000

New Parent Visitation Universal Screening & Referral Process - DOH will collaborate with DHS, OSSE, DMH and CFSA to formalize intake and recruitment to match families to appropriate home visitation services. Starting as a pilot program in targeted Wards (5, 7 and 8), using existing home visiting programs administered by DOH, full implementation District-wide will begin in Fall 2014 and will include home visiting programs administered by other agencies and providers.

Year 1 - \$100,000  
Year 2 - \$200,000  
Year 3 - \$200,000

Year 4 - \$0  
Total - \$500,000

**9) Total Direct Costs**

- Year 1 - \$1,282,790
- Year 2 - \$3,382,790
- Year 3 - \$1,367,790
- Year 4 - \$ 167,790
- Total - \$6,201,160

**10) Indirect Costs**

- Year 1 - \$1,282,790
- Year 2 - \$3,382,790
- Year 3 - \$1,367,790
- Year 4 - \$ 167,790
- Total - \$6,201,160

**11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.**

None

**12) Funds set aside for participation in grantee technical assistance**

None

**13) Total Funds Requested**

- Year 1 - \$1,282,790
- Year 2 - \$3,382,790
- Year 3 - \$1,367,790
- Year 4 - \$ 167,790
- Total - \$6,201,160

**13) Other Funds Allocated to the State Plan**

None

**14) Total Budget**

- Year 1 - \$1,282,790
- Year 2 - \$3,382,790



- Year 3 - \$1,367,790
- Year 4 - \$ 167,790
- Total - \$6,201,160

## **Budget Narrative for DOH - Requested Federal Funds by Project**

### **PROJECT 1: PROJECT MANAGEMENT**

1. Personnel - In years 1-4, funding is requested for the salaries of the following project personnel:

- Two (2) DOH PSA Liaison (1.0 FTE @ \$70,500/annual x 2) - Covers the cost of DOH staff dedicated to supporting the implementation of RTT-ELC activities.

Year 1 - \$141,000  
 Year 2 - \$141,000  
 Year 3 - \$141,000  
 Year 4 - \$141,000  
 Total - \$564,000

2. Fringe Benefits - In years 1-4, funding is requested for fringe benefits for project personnel @ 19% = \$26,790

Year 1 - \$ 26,790  
 Year 2 - \$ 26,790  
 Year 3 - \$ 26,790  
 Year 4 - \$ 26,790  
 Total - \$107,160

#### **Project 1 Total**

- Year 1 - \$ 83,895
- Year 2 - \$ 83,895
- Year 3 - \$ 83,895
- Year 4 - \$ 83,895
- Total - \$335,580

### **PROJECT 8: STANDARDS & REVISIONS ALIGNMENT**

Health & Wellness Standards Alignment - DOH will examine existing Health and PE curricular standards, licensing policies and regulations, Program Standards, standards for Early Intervention and Child Find. Recommendations will be funneled through DHS, DOH, OSSE, and the SECDCC, as appropriate.

Year 1 - \$15,000

Year 2 - \$15,000  
Year 3 - \$0  
Year 4 - \$0  
Total - \$30,000

**Project 8 Total**

- Year 1 - \$15,000
- Year 2 - \$15,000
- Year 3 - \$0
- Year 4 - \$0
- Total - \$30,000

**PROJECT 9: STREAMLINING DATA USAGE**

1. Health Data Sharing Mechanism - DOH, in partnership with CFSA and DHCF, will work with the necessary consultants to build a database that is able to integrate information from various current databases and able to accept entries from health providers citywide.

Year 1 - \$1,000,000  
Year 2 - \$3,000,000  
Year 3 - \$1,000,000  
Year 4 - \$0  
Total - \$5,000,000

2. New Parent Visitation Universal Screening & Referral Process - DOH will collaborate with DHS, OSSE, DMH and CFSA to formalize intake and recruitment to match families to appropriate home visitation services. Starting as a pilot program in targeted Wards (5, 7 and 8), using existing home visiting programs administered by DOH, full implementation District-wide will begin in Fall 2014 and will include home visiting programs administered by other agencies and providers.

Year 1 - \$100,000  
Year 2 - \$200,000  
Year 3 - \$200,000  
Year 4 - \$0  
Total - \$500,000

**Project 9 Total**

- Year 1 - \$1,100,000
- Year 2 - \$3,200,000
- Year 3 - \$1,200,000
- Year 4 - \$0
- Total - \$5,500,000

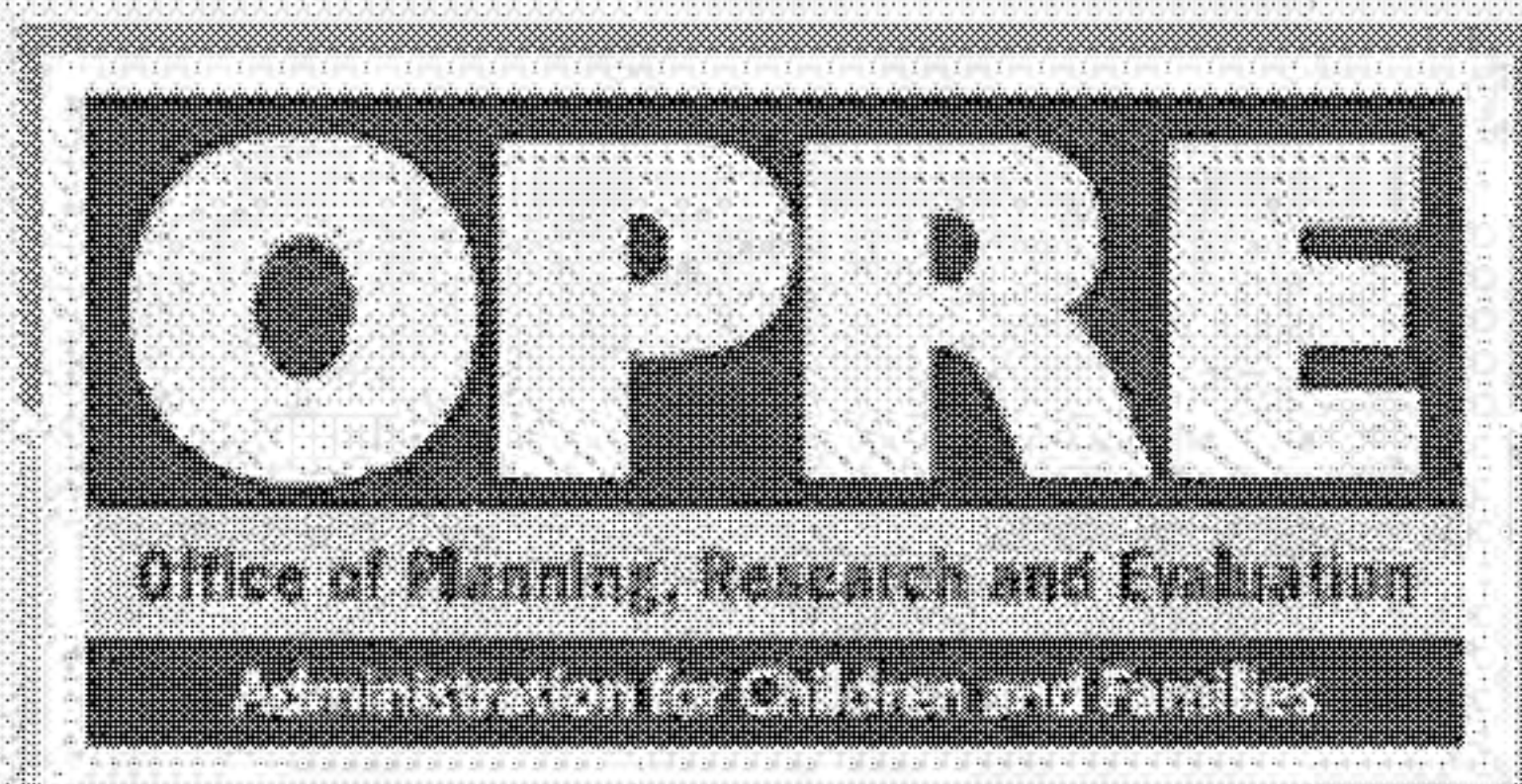


(b)(6)

# District of Columbia Going for the Gold Tiered Rate Reimbursement System

**QRS Profile**

**April 2010**



**MATHEMATICA**  
Policy Research, Inc.





# District of Columbia Going for the Gold Tiered Rate Reimbursement System

## QRS Profile

### Prepared for:

**Office of Planning, Research and Evaluation**  
Administration for Children and Families  
Department of Health and Human Services  
370 L'Enfant Plaza Promenade, SW  
7th Floor West, Room 7A011  
Washington, D.C. 20447

### Project Officers:

Ivelisse Martinez-Beck  
Kathleen Dwyer

### Prepared by:

**Child Trends**  
4301 Connecticut Avenue, N.W., Suite 350  
Washington, DC 20008

### Subcontractor to:

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600 Maryland Ave., S.W., Suite 550  
Washington, DC 20024-2512

### Project Director:

Gretchen Kirby, Mathematica

### Co-Principal Investigators:

Kimberly Boller, Mathematica  
Kathryn Tout, Child Trends



**MATHEMATICA**  
Policy Research, Inc.





## Child Care Quality Rating System (QRS) Assessment Study

### PROFILE

<b>Site:</b>	<b>District of Columbia</b>
<b>Program Name:</b>	<b>Going for the Gold</b>
<b>Respondents:</b>	<b>Carla Thompson</b>  <b>Office of the State Superintendent of Education, Office of Early Childhood Education</b>
<b>Information Reviewed and Finalized:</b>	<b>March 25, 2010</b>

Funded by the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families, U.S. Department of Health and Human Services. Conducted by Mathematica Policy Research with a subcontract to Child Trends (contract #HHSP233200800394G).

## District of Columbia – Going for the Gold Tiered Rate Reimbursement System

### Program Information

This section provides general information about the QRS including the location, numbers and types of programs participating in the QRS, funding amounts, funding sources and goals.

<b>Site name:</b>	District of Columbia
<b>Program name:</b>	Going for the Gold Tiered Rate Reimbursement System
<b>Service area:</b>	Other geographic region
<b>Details about other geographic area:</b>	District-wide
<b>Pilot:</b>	No
<b>Date full program launched:</b>	2000
<b>Voluntary:</b>	Yes
<b>Website:</b>	N/A
<b>Eligible programs:</b>	Center-based programs, Head Start/Early Head Start, licensed family child care
<b>Total numbers of programs participating:</b>	281
<b>Number of participating child care centers:</b>	204
<b>Number of participating family child care programs:</b>	77
<b>Number of other programs participating:</b>	N/A
<b>Percent of total programs enrolled in QRS:</b>	Approximately 50-60%
<b>Percent of programs at each rating level:</b>	For centers: Gold Level- 72 /35% Silver Level- 44 /21.5% Bronze Level- 88 /43%  For homes: Gold Level- 10 /12.9% Silver Level- 9 /11.6% Bronze Level- 58 /75%
<b>Additional details about programs in the QRS:</b>	None



**Goals:** The D.C. Tiered Reimbursement System was established to fulfill the following objectives: 1) reward programs that excel, 2) increase quality of care for children and families in the District of Columbia, 3) bring new providers into the subsidy system, 4) increase subsidy slots, 5) increase compensation for providers, and 6) help consumers be more informed about options ( "Going for the Gold Tiered Rate Reimbursement System, District of Columbia Department of Human Services Office of Early Childhood Development, 2000).

**Language from statute:** N/A

## Rating Details

This section provides details about how the rating component is structured and the process that is used to rate programs.

<b>Rating structure:</b>	Building Blocks
<b>Number of levels:</b>	3
<b>Length of time rating is valid:</b>	> 2 years
<b>Rating process:</b>	Providers attend orientation and submit documents. A panel reviews evidence and makes decision about rating accordingly. All documentation is reviewed and programs must meet all criteria for a certain rating.
<b>Method of combining points:</b>	All criteria at each level must be met.
<b>Method used to assess programs for infants/toddlers:</b>	Yes. The Infant Toddler Environmental Rating Scale-Revised is used
<b>Method used to assess programs for school-aged children:</b>	N/A
<b>Different process used to assess family child care:</b>	Yes. Family child care programs have a separate set of indicators.
<b>Different process used to assess Head Start/Early Head Start:</b>	No
<b>Different process used to assess accredited programs:</b>	Yes. Accredited programs are automatically at the Gold Star Level.
<b>Events that trigger re-rating:</b>	Licensing violation, loss of accreditation, and parent complaints
<b>Appeal process:</b>	Yes
<b>Availability of technical assistance for rating process:</b>	Yes
<b>Description of technical assistance for rating process:</b>	Education Services Monitors help programs create quality improvement plans and provide technical assistance throughout the rating process based on program need.
<b>Availability of technical assistance for preparatory</b>	Yes

**process:****Description of technical assistance for preparatory process:**

An Education Services Monitor is assigned to every program after application and is available for technical assistance.

## Quality Indicators for Center-Based Programs

This section describes the indicators used in a QRS to assess the quality of center-based programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and the category labels used in the profile may differ from the site-specific category names used in a QRS.

**Number of site-specific indicator categories:**

7

**Site-specific names of categories used in the QRS:**

Accreditation  
 Compliance with Licensing Regulations  
 Director Qualifications and Training  
 Staff Qualifications and Training  
 Staff Compensation  
 Parent Involvement and Consumer Satisfaction  
 Learning Environment

### Licensing Compliance (centers)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

**Licensing compliance included:**

Yes

**Licensing required for enrollment:**

Yes

**Licensing equivalent to the first level:**

No

**Licensing compliance referred to within:**

Compliance with Licensing Regulations

**Source of evidence:**

Documentation submitted

**Comments:****Bronze:**

-Current DC Regular License for Child Development Centers

**Silver:**

-The Center has no citations from Licensing in the last year that jeopardize the health, safety and well-being of children under care

**Gold:**



-The Center has received no substantiated complaints

## Ratio and Group Size (centers)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

**Ratio and group size indicators included:** No

## Health and Safety (centers)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

**Health and safety indicators included:** No

## Curriculum (centers)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

**Curriculum indicators included:** Yes

**Description:** All programs that participate in the Subsidy Provider Program must verify that an approved curriculum is used in the program.

This is required for all levels.

**Curriculum review process:** No

**Approved curricula identified:** Yes

**List of approved curricula:** The pre-kindergarten (3 and 4 year-olds) programs required to use one of the following:  
 Creative Curriculum  
 High/Scope  
 Opening Windows to Learning (OWL)  
 Scholastic's Building Language for Literacy  
 Houghton-Mifflin Pre-K  
 Harcourt Pre-K  
 Core Knowledge

	Scholastic Early Childhood Workshop
<b>Curriculum referred to within:</b>	Learning Environment
<b>Curriculum source of evidence:</b>	Documentation submitted

## Environment (centers)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Environment indicators included:</b>	Yes
<b>Environment Rating Scales (ERS) included:</b>	Yes
<b>Range of recognized ERS scores:</b>	2.0-4.0
<b>Description:</b>	<p><b>Bronze:</b> A minimum average score of 2.0 in The Environment Rating Scale/s (ITERS or/and ECERS-R) with built-in improvement plan.</p> <p><b>Silver:</b> A minimum average score of 3.0 in The Environment Rating Scale/s (ITERS or/and ECERS-R) with built-in improvement plan.</p> <p><b>Gold:</b> A minimum average score of 4.0 in The Environment Rating Scale/s (ITERS or/and ECERS-R) with built-in improvement plan.</p>
<b>Additional indicators related to the environment (e.g. activities, interactions, specific features):</b>	None
<b>Environment referred to within:</b>	Learning Environment
<b>Environment source of evidence:</b>	Observation
<b>Comments:</b>	<p>The use of Environment Rating Scales depends on funding. This funding was pending in 2009 and is available in 2010.</p> <p>If funding is not available for all programs to be assessed, a subset of programs is selected. If a program does not have an ERS observation, the Education Services Monitor observes using a checklist with comparable content to substitute for ERS.</p>



## Child Assessment (centers)

Indicators in this section refer to processes in place to assess, observe or monitor children's development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Child assessment indicators included:</b>	No
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## Staff Qualifications (centers)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Staff qualification indicators included:</b>	Yes
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<b>Indicators for teachers include:</b>	Education, Training
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<b>Indicators for directors include:</b>	Education, Training
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<b>Directors qualifications related to administration and management</b>	Yes
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<b>Administrative and management qualifications included in the indicators:</b>	At Silver level, directors must have 8 hours in-service training in Administration, Management, and Supervision of child development programs. At Gold level, directors must have a minimum of one 3-credit course in Administration Management, and Supervision of child development programs.
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<b>Bachelors degree indicator for director:</b>	No
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<b>Bachelors degree indicator for teacher:</b>	No
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<b>Bachelors degree indicator for assistant teacher:</b>	No
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**Description:**

### **Director Qualifications and Training:**

#### **Bronze:**

- A minimum of 18 clock hours of in-service training per year for each staff person
- 30% of staff must have or be enrolled in CDA program or higher education over a 12 month period

#### **Silver:**

- A minimum of 24 clock hours of inservice training per year
- Plus eight clock hours in in-service training per year in Administration, Management, and Supervision of child development programs

**Gold:**

-A minimum of one 3-credit hour courses (45 hours) in Administration, Management, and Supervision of child development programs

**Staff Qualifications and Training:**

**Bronze:**

-A minimum of 18 clock hours of in-service training per year for each staff person  
 -30% of staff must have or be enrolled in CDA program or higher education over a 12 month period

**Silver:**

-A minimum of 24 clock hours of inservice training per year for each staff person  
 -60% of staff must have a CDA, AA or Bachelor's degree; or be enrolled in CDA program or higher education over a 12 month period

**Gold:**

-A minimum of 30 clock hours of in-service training per year

**Staff qualifications referred to within:**

Director Qualifications and Training, Staff Qualifications and Training

**Staff qualifications source of evidence**

Documentation submitted, self report, verified

**Family Partnership (centers)**

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

**Family partnership indicators included:**

Yes

**Description:**

**Bronze:**

-Parent bulletin board with daily schedule  
 -Open door policy  
 -Parent handbook  
 -A minimum of two parent meetings per year  
 -A minimum of three parent training sessions per year

**Silver:**

-Semi-annual individual conferences as deemed necessary by parents/and providers



- Parent handbook with developmental milestones and referral information
- A minimum of four parent meetings per year
- A minimum of four parent training sessions per year
- Parent resources are available
- Document parents' participation in program and policy development through broad involvement
- Parents volunteerism is encouraged
- Include consumer satisfaction in program through suggestion box, evaluations from parent surveys after workshops, consumer surveys, and administration of exit interviews

**Gold:**

- Proof of parent and community involvement in accreditation process
- A minimum of six parent training sessions per year
- A minimum of six parent meetings per year

**Family partnership referred to within:**

Parent Involvement and Consumer Satisfaction

**Family partnership source of evidence:**

Documentation submitted, self report, verified

## Administration and Management (centers)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

**Administration and management indicators included:**

Yes

**Description:****Silver:**

- Percentage increase for staff: salary and/or benefits
- Individual staff that completes advanced education or credential receive percentage or bonus contingent on funding

**Gold:**

- Higher salary and benefits percentage for all staff
- Individual staff that completes advanced education receive percentage or bonus contingent on funding

**Administration and management referred to within:**

Staff Compensation

**Administration and management source of evidence:**

Self report, unverified

## Cultural/Linguistic Diversity (centers)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Cultural/linguistic diversity indicators included:</b>	No
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## Accreditation (centers)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. The National Association for the Education of Young Children (NAEYC) accreditation, the National Early Childhood Program Accreditation (NECPA), the National Accreditation Commission for Early Care and Education Programs (NAC) and the Council on Accreditation (COA) are commonly included accreditation systems used in QRSs for center-based programs.

<b>Accreditation included:</b>	Yes
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<b>If yes, accreditation is:</b>	One criterion in the highest rating
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<b>Comments:</b>	<p><b>Bronze:</b> Application for accreditation from a national accrediting institution recognized by DHS/OECD</p> <p><b>Silver:</b> -Evidence of self-study submitted for accreditation from a national accrediting institution recognized by DHS/OECD</p> <p><b>Gold:</b> -Accredited by a national accrediting institution recognized by DHS/OECD</p>
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## Community Involvement (centers)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Community involvement indicators included:</b>	No
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## Provisions for Children with Special Needs (centers)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Indicators that specify provisions for children with special needs included:</b>	No
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## Indicators for Family Child Care Programs

This section describes the indicators used in a QRS to assess the quality of family child care programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and these category labels may not be used in their QRS.

<b>Number of site-specific indicator categories:</b>	5
<b>Site-specific names of categories used in the QRS:</b>	Accreditation Compliance with Licensing Regulations Child Development Home Provider Qualifications and Training Parent Involvement and Consumer Education Home Environment and Home Evaluation

### Licensing Compliance (family child care)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Licensing compliance included:</b>	Yes
<b>Licensing required for enrollment:</b>	Yes
<b>Licensing equivalent to the first level:</b>	No
<b>Licensing compliance referred to within:</b>	Compliance with Licensing Regulations
<b>Source of evidence:</b>	Documentation submitted, observation

### Ratio (family child care)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Ratio and group size indicators included:</b>	No
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### Health and Safety (family child care)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Health and safety indicators included:</b>	No
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## Curriculum (family child care)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Curriculum indicators included:</b>	No
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## Environment (family child care)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Environment indicators included:</b>	Yes
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<b>Environment Rating Scales (ERS) included:</b>	Yes
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<b>Range of recognized ERS scores:</b>	2.0-4.0
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<b>Description:</b>	<p><b>Bronze:</b> A minimum average score of 2.0 in The Family Day Care Rating Scale (FDCRS) with built-in improvement plan</p> <p><b>Silver:</b> A minimum average score of 3.0 in The Family Day Care Rating Scale (FDCRS) with built-in improvement plan</p> <p><b>Gold:</b> A minimum average score of 4.0 in The Family Day Care Rating Scale (FDCRS) with built-in improvement plan</p>
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<b>Additional indicators related to the environment (e.g. activities, interactions, specific features):</b>	None
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<b>Environment referred to within:</b>	Home Environment and Home Evaluation
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<b>Environment source of evidence:</b>	Observation
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<b>Comments:</b>	<p>The use of Environment Rating Scales depends on funding. This funding was pending in 2009 and is available in 2010.</p> <p>If funding is not available for all programs to be assessed, a subset of programs is selected. If a program does not have an ERS observation, the Education Services Monitor observes using a</p>
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checklist with comparable content to substitute for ERS.

## Child Assessment (family child care)

Indicators in this section refer to processes in place to assess, observe or monitor children's development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Child assessment indicators included:</b>	No
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## Staff qualifications (family child care)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Staff qualification indicators included:</b>	Yes
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<b>Indicators for family child care providers include:</b>	Education, Training
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<b>Family child care qualifications related to administration and management</b>	No
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<b>Bachelors degree indicator for family child care provider:</b>	No
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### Description:

#### Bronze:

- Current CPR and First Aid for Infants and Children Certificate
- 18 clock hours of inservice Training

#### Silver:

- High School Diploma or GED
- 24 clock hours of in-service training in the year
- Be enrolled in a Child Development Associate (CDA) Training Program

#### Gold:

- CDA Credential 30 clock hours of in-service training

<b>Staff qualifications referred to within:</b>	Child Development Home Provider Qualifications and Training
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<b>Staff qualifications source of evidence</b>	Documentation submitted, self report, unverified
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## Family Partnership (family child care)

Indicators in this section refer to activities and strategies to involve and engage families. QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Family partnership indicators included:</b>	Yes
<b>Description:</b>	<p><b>Bronze:</b></p> <ul style="list-style-type: none"> <li>-Program Policy on Parent Involvement is provided to parents</li> <li>-Parent Policy is reviewed with parent participation a minimum of 2 times per year</li> </ul> <p><b>Silver:</b></p> <ul style="list-style-type: none"> <li>-Documentation of Parent/Provider Communication</li> <li>-Contract agreement signed and copy given to parent</li> <li>-Parent/consumer satisfaction measure is incorporated through different means (e.g. suggestion box, parent survey)</li> </ul> <p><b>Gold:</b></p> <ul style="list-style-type: none"> <li>-Weekly children progress reports to parents</li> <li>-Parents volunteer a minimum of 3 times per year</li> <li>-List of resources shared with the parents</li> </ul>
<b>Family partnership referred to within:</b>	Parent Involvement and Consumer Education
<b>Family partnership source of evidence:</b>	Documentation submitted, self report, unverified

## Administration and Management (family child care)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Administration and management indicators included:</b>	No
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## Cultural/Linguistic Diversity (family child care)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Cultural/linguistic diversity indicators included:</b>	No
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## Accreditation (family child care)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. Accreditation by the National Association of Family Child Care is a commonly included accreditation used in QRSs for family child care programs.

<b>Accreditation included:</b>	Yes
<b>If yes, accreditation is:</b>	One criterion in the highest rating
<b>Comments:</b>	<p><b>Bronze:</b> -Application to Mentoring Program for Accreditation</p> <p><b>Silver:</b> -Proof of working with a mentor for Accreditation for at least six months -Application for accreditation made to National Family Child Care (NFCC) or other national accrediting institution recognized by DHS/OEC</p> <p><b>Gold:</b> -Accredited by NAFCC or other national accrediting institution recognized by DHS/OECD</p>

## Community Involvement (family child care)

Indicators described in this section refer to the type or frequency of involvement in the community. QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Community involvement indicators included:</b>	No
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## Provisions for Children with Special Needs (family child care)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Indicators that specify provisions for children with special needs included:</b>	No
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## Application Process

Information in this section describes specific features of the application process in the QRS.

<b>Requires self-assessment tool:</b>	Yes
<b>Describe self-assessment tool:</b>	A self-assessment is required for the Bronze Tier.

	There are different assessment requirements at Silver and Gold tiers.
<b>Availability of preparatory process:</b>	Yes
<b>Describe preparatory process:</b>	There is technical assistance available for programs completing their self-study (immediately after application).
<b>Requires orientation:</b>	Yes
<b>Describe orientation :</b>	Programs are required to participate in an Orientation application process to participate as a Subsidy Child Care Provider. These Orientations are held quarterly. Additionally, providers participate in an orientation upon interest in submission of the application to move to the Silver Tier. The Orientation includes an overview of the entire application process, a review of the standards and the appeals process.
<b>Time from application to rating:</b>	90 day cycle, maximum 3 months
<b>Can apply for particular rating:</b>	Yes
<b>Describe apply for particular rating:</b>	Accredited centers typically apply for the Gold Tier.

## Outreach

This section describes the strategies that a QRS uses to disseminate information to parents, providers/programs, and the public.

<b>Outreach to parents:</b>	Yes
<b>Method of outreach to parents:</b>	Information in languages other than English, website, written materials mailed, parent forums and conferences
<b>Outreach to providers:</b>	Yes
<b>Method of outreach to providers:</b>	Information in languages other than English, website, written materials disseminated through partners, written materials mailed, monthly provider meetings
<b>Outreach to public:</b>	Yes
<b>Method of outreach to public:</b>	Information disseminated through partners, print advertising, website
<b>Percent of budget dedicated to marketing:</b>	Information not available



## Use of Observational Tools

The information in this section provides further detail about observational tools used in the QRS.

<b>Observational tools used:</b>	ECERS-R, FCCERS-R, ITERS-R
<b>Describe how scores are used in the rating:</b>	Environmental Rating Scale scores included in Learning Environment/Home Environment categories:  Bronze level-2.0 Silver level-3.0 Gold level-4.0
<b>Frequency of observational assessment:</b>	1 year
<b>Method for choosing classrooms to observe:</b>	Classrooms are assessed based on two criteria. 1. Category of service (infants, toddlers, and preschool) 2. Tier (Bronze, Silver or Gold)
<b>Percent of classrooms observed in child care centers:</b>	Depending on funding. If funding is available, at least one classroom per program is observed.
<b>Training for observers:</b>	Yes. Going for the Gold contracts observational evaluations out to a grantee. Part of their contract includes training and reliability for observers with anchors from ERS anchors.
<b>Initial reliability required:</b>	Yes, 85% is the initial requirement.
<b>Ongoing reliability required:</b>	Yes, 85% is required every 10 <sup>th</sup> visit.
<b>Comment:</b>	A checklist (with similar content as ERS) is used by the Education Services Monitor when there is not enough funding to conduct an ERS observation at a program. There is no training or reliability requirement for this checklist.

## Improvement Process

This section provides information about the strategies used to provide or support quality improvement in the QRS.

<b>Training available that is linked to QRS:</b>	Yes
<b>Content of linked training:</b>	Business Practices, Environmental Assessment
<b>Total duration of training:</b>	10-20 hours
<b>Trainer approval process:</b>	Yes
<b>Target population for training:</b>	All providers
<b>Onsite assistance available that is linked to QRS:</b>	Yes
<b>Content of linked onsite assistance:</b>	Varies
<b>Onsite assistance frequency</b>	Varies

<b>Length of onsite sessions</b>	Varies
<b>Total duration of onsite assistance:</b>	Varies
<b>Formal approval for onsite assistance provider:</b>	Yes
<b>Target population for onsite assistance:</b>	All providers
<b>Comments about improvement process:</b>	On-site assistance is targeted mostly to programs that have the capacity to move up a tier.

## Financial Incentives

A variety of strategies may be used to provide financial incentives to providers to participate in the QRS or to support quality improvement efforts. This section provides information about different financial incentives.

**Tiered reimbursement:** Yes. Providers that participate in the Subsidy Program received a higher rate of reimbursement with each higher level of achievement.

### **For Child Care Centers:**

#### Bronze

Full-time traditional programs:

Infant-\$28.49

Toddler-\$27.14

Preschool Age-\$22.03

Part-Time traditional programs:

Infant-\$17.09

Toddler-\$16.28

Preschool Age-\$13.22

#### Silver

Full-time traditional programs:

Infant-\$47.25

Toddler-\$46.23

Preschool Age-\$35.60

Part-Time traditional programs:

Infant-\$28.35

Toddler-\$27.74

Preschool Age-\$21.36

#### Gold

Full-time traditional programs:

Infant-\$54.41

Toddler-\$50.87

Preschool Age-\$42.00

Part-Time traditional programs:

Infant-\$32.65

Toddler-\$30.52

Preschool Age-\$25.20



**For Child Development Homes:**Bronze

Full-time traditional programs:

Infant-\$28.49

Toddler-\$27.14

Preschool Age-\$22.03

Part-Time traditional programs:

Infant-\$17.09

Toddler-\$16.28

Preschool Age-\$13.22

Silver

Full-time traditional programs:

Infant-\$31.07

Toddler-\$29.23

Preschool Age-\$24.53

Part-Time traditional programs:

Infant-\$18.64

Toddler-\$17.54

Preschool Age-\$14.72

Gold

Full-time traditional programs:

Infant-\$35.00

Toddler-\$34.00

Preschool Age-\$28.00

Part-Time traditional programs:

Infant-\$21.00

Toddler-\$20.40

Preschool Age-\$16.80

<b>Quality award/bonus:</b>	No
<b>Startup award:</b>	No
<b>Scholarship (T.E.A.C.H)</b>	Yes. Scholarships are available to participants/staff in the Subsidy Provider Program to attend the local state university.
<b>Wage enhancement</b>	No
<b>Retention bonus:</b>	No
<b>Improvement grants:</b>	No
<b>Comments:</b>	Financial incentives are currently only available for programs participating in the Subsidy Provider Program.

**Administration Details**

This section provides details about the QRS administration and funding.

<b>QRS lead :</b>	Office of the State Superintendent of Education in the District of Columbia
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<b>QRS lead type:</b>	State agency
<b>Overall funding amount for most recent fiscal year:</b>	Child Care Development Fund- \$1,041,100; Local funds-\$265,100
<b>Overall funding sources:</b>	Child Care Development Fund, Other, State
<b>Comments:</b>	Currently there is no budget line item for QRS, however there is budget allocated towards quality enhancements such as, professional development, Child Development Associate training, early literacy training, University of D.C./Early Childhood Leadership Institute and University of D.C./Higher Education Scholarships, and the Accreditation Facilitation Project. (Note: Funds from Child Care Development Fund are from the 4% quality set aside).

## Partners

This section provides information about the roles and responsibilities of partners in the QRS.

<b>Partner 1 type :</b>	University
<b>Partner 1 name:</b>	University of the District of Columbia
<b>Partner 1 function:</b>	Evaluation, management of Professional Development Symposium
<b>Work plan in place:</b>	Yes
<b>Partner 2:</b>	Resource and Referral
<b>Partner 2 name:</b>	Washington Child Development Council
<b>Partner 2 function:</b>	Manage communication/information dissemination, TA and quality improvement services
<b>Work plan in place:</b>	Yes
<b>Partner 3 type :</b>	7 ECE Grantees
<b>Partner 3 name:</b>	Provide trainings, provide financial incentives, and provide technical assistance
<b>Partner 3 function:</b>	Yes
<b>Work plan in place:</b>	

## Linkage of QRS with Other Systems

This section provides information about how the QRS is linked with other systems/standards including child care subsidies, professional development, state early learning guidelines, and core knowledge /competencies for providers.

<b>Child care subsidies :</b>	Yes
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<b>Description:</b>	Providers have to receive subsidies to be eligible for the QRS.
<b>Professional development:</b>	Yes
<b>Description</b>	Each new program that signs a contract with Office of the State Superintendent of Education to receive subsidies and participate in the QRS gets assigned a Program Monitor that helps programs with monitoring and professional development.
<b>Incorporation of other standards:</b>	Yes
<b>Description:</b>	Core Body of Knowledge for Professional Development, Pre-K Early Learning Standards, and Infant/Toddler Early Learning Standards

## Evaluation

<b>Status of evaluation :</b>	No evaluation to date
<b>Comments:</b>	Past evaluations are not applicable to present system.

## Key Contacts

<b>Category :</b>	<b>Overall management</b>
<b>Contact name:</b>	Carla Thompson
<b>Organization:</b>	Assistant Superintendent for Early Childhood Education, Office of the State Superintendent of Education in the District of Columbia
<b>Email:</b>	<a href="mailto:carla.thompson@dc.gov">carla.thompson@dc.gov</a>
<b>Phone:</b>	202-727-5500
<b>Category :</b>	<b>Tiered reimbursement and connections with subsidy</b>
<b>Contact name:</b>	Felicia DeHaney
<b>Organization:</b>	Director of School Preparedness, Office of the State Superintendent of Education in the District of Columbia
<b>Email:</b>	<a href="mailto:Felicia.dehaney@dc.gov">Felicia.dehaney@dc.gov</a>
<b>Phone:</b>	202-727-8114
<b>Category :</b>	<b>Distribution of financial incentives</b>
<b>Contact name:</b>	Felicia DeHaney
<b>Organization:</b>	
<b>Email:</b>	

**Phone:****Category :****Quality improvements and support****Contact name:**

Felicia DeHaney

**Organization:****Email:****Phone:****Category :****Data systems, monitoring and evaluation****Contact name:**

Felicia DeHaney

**Organization:****Email:****Phone:**

## References

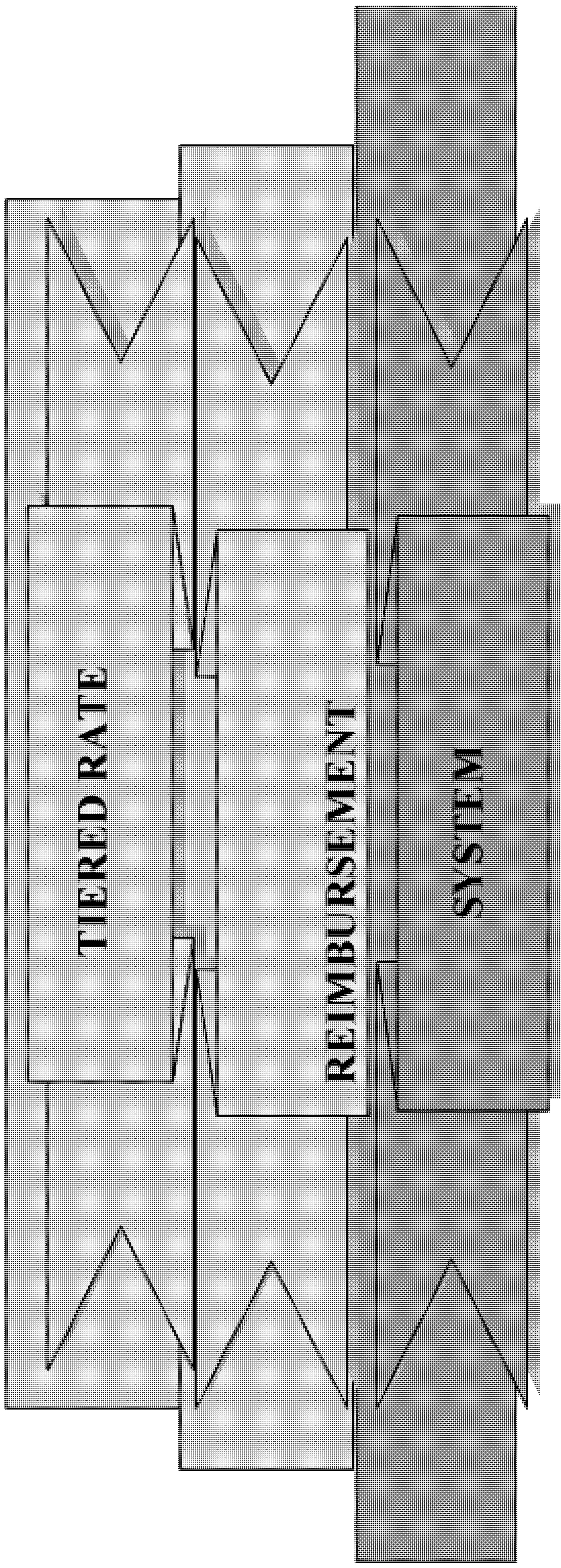
District of Columbia Department of Human Services Office of Early Childhood Development (2006). "Going for the gold tiered rate reimbursement system: quality criteria for child development centers and child development homes." Washington, DC.

District of Columbia Department of Human Services Office of Early Childhood Development (2006). "Notice of final rulemaking." Washington, DC.

District of Columbia Department of Human Services Office of Early Childhood Development (2006). "Comprehensive curriculum models approved by ECEA for use by child development centers serving preschool age three- and four-year-old children." Washington, DC.



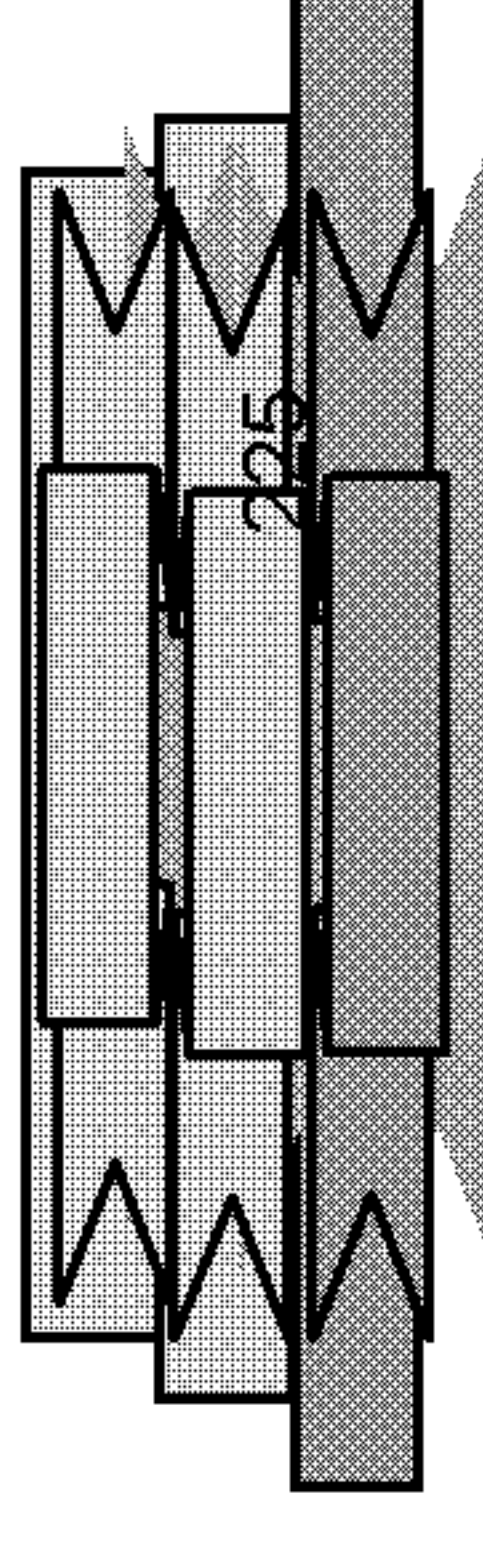
# GOING FOR THE GOLD



## QUALITY CRITERIA FOR CHILD DEVELOPMENT HOMES

**DISTRICT OF COLUMBIA  
DEPARTMENT OF HUMAN SERVICES/OFFICE OF EARLY CHILDHOOD DEVELOPMENT  
TIERED RATE REIMBURSEMENT SYSTEM/ QUALITY CRITERIA FOR CHILD DEVELOPMENT HOMES**

CRITERIA	BRONZE	SILVER	GOLD
<b>1. ACCREDITATION</b>	<ul style="list-style-type: none"> <li>➤ Application to Mentoring Program for Accreditation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Proof of working with a mentor for Accreditation for at least six months</li> <li>➤ Application for accreditation made to National Family Child Care (NFCC) or other national accrediting institution recognized by DHS/OEC</li> </ul>	<ul style="list-style-type: none"> <li>➤ Accredited by NAFCC or other national accrediting institution recognized by DHS/OECD</li> </ul>
<b>2. COMPLIANCE WITH LICENSING REGULATIONS</b>	<ul style="list-style-type: none"> <li>➤ Current DC Regular License for Child Care Development Home, plus</li> <li>➤ Police clearance</li> </ul>	<p>All Bronze requirements,</p> <ul style="list-style-type: none"> <li>➤ The Home has received no citations from Licensing in the last year that jeopardize the health, safety and well-being of children under care</li> </ul>	<p>All Silver requirements, plus</p> <ul style="list-style-type: none"> <li>➤ The Home has received no substantial complaints</li> </ul>
<b>3. CHILD DEVELOPMENT HOME PROVIDER (CDHP) QUALIFICATIONS AND TRAINING</b>	<p><b>CDHP Requirements:</b></p> <ul style="list-style-type: none"> <li>➤ Current CPR and First Aid for Infants and Children Certificate</li> <li>➤ 18 clock hours of in-service training (#)</li> </ul>	<p>FCCHP meets all requirements for Bronze, plus</p> <ul style="list-style-type: none"> <li>➤ High School Diploma or GED</li> <li>➤ 24 clock hours of in-service training in the year</li> <li>➤ Be enrolled in a Child Development Associate (CDA) Training Program</li> </ul>	<p>FCCHP meets all requirements for Silver, plus</p> <ul style="list-style-type: none"> <li>➤ CDA Credential</li> <li>➤ in-service training</li> </ul> <p>30 clock hours of</p>

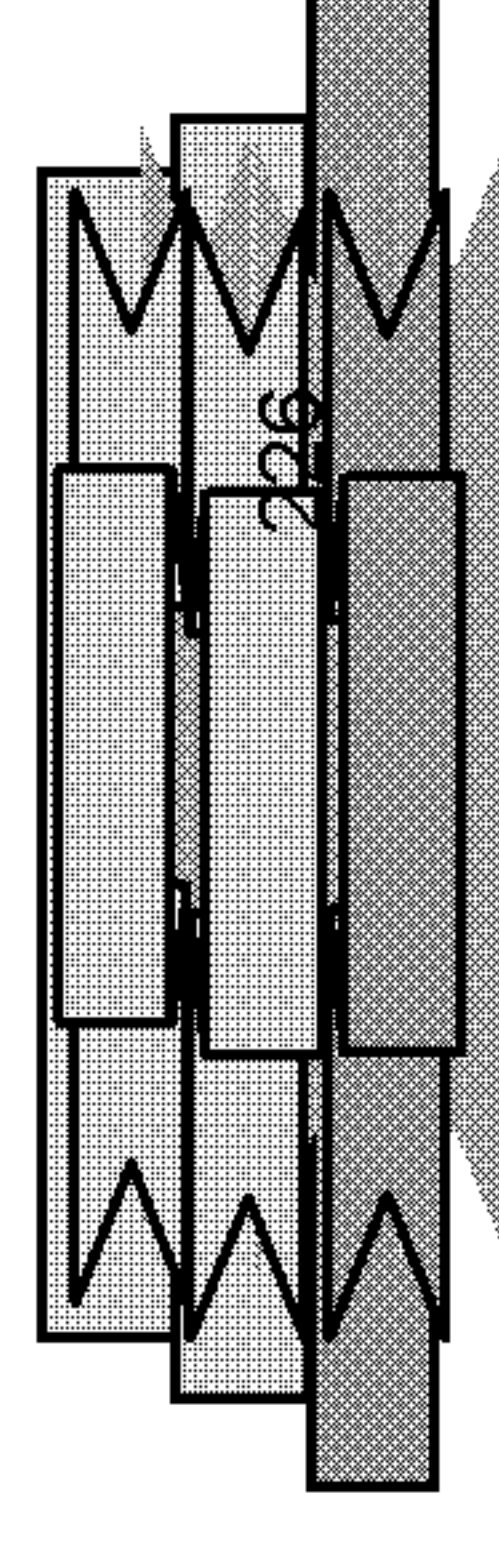




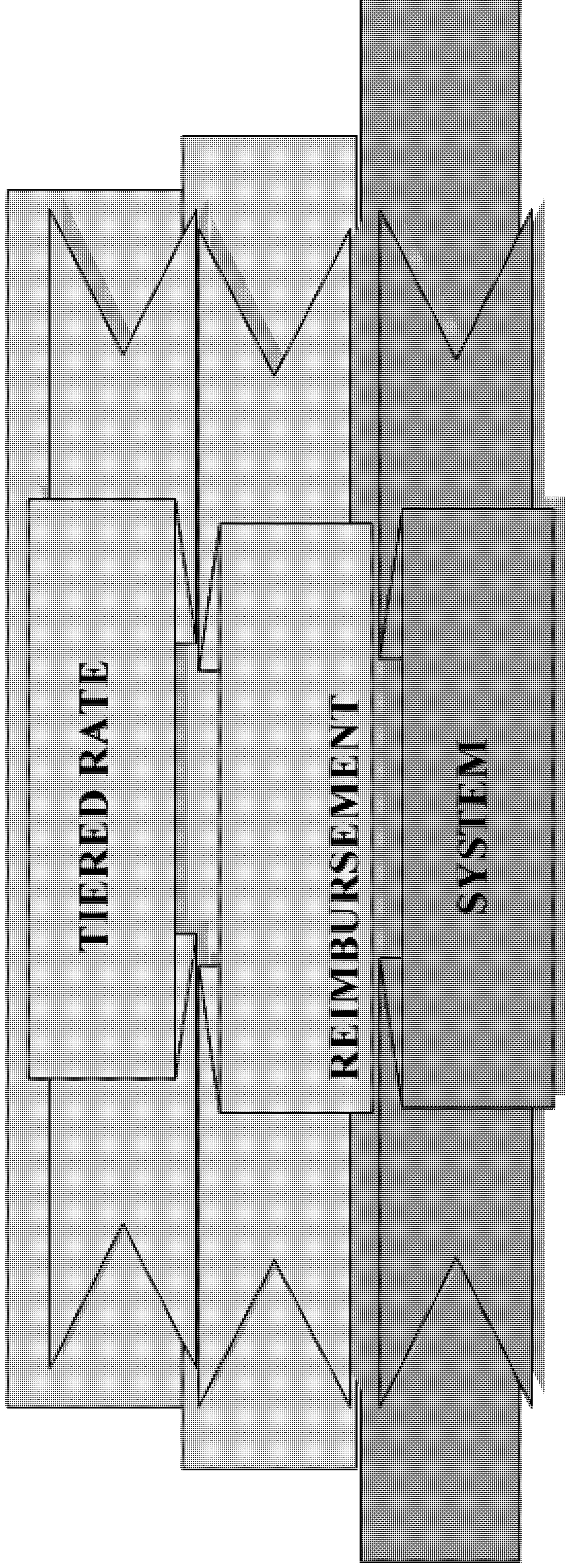
CRITERIA	BRONZE	SILVER	GOLD
<p><b>4.</b></p> <p><b>PARENT INVOLVEMENT AND CONSUMER EDUCATION</b></p>	<p>Licensing Regulations, plus Parent Involvement is provided to parents</p> <ul style="list-style-type: none"> <li>➤ Parent Policy is reviewed with parent participation a minimum of 2 times per year</li> </ul>	<p>All Bronze requirements, plus</p> <ul style="list-style-type: none"> <li>➤ Documentation of Parent/Provider Communication</li> <li>➤ Contract agreement signed and copy given to parent</li> <li>➤ Parent/consumer satisfaction measure is incorporated through different means (e.g. suggestion box, parent survey)</li> </ul>	<p>All Silver requirements, plus</p> <ul style="list-style-type: none"> <li>➤ Weekly children progress reports to parents</li> <li>➤ Parents volunteer a minimum of 3 times per year</li> <li>➤ List of resources shared with the parents</li> </ul>
<p><b>5.</b></p> <p><b>HOME ENVIRONMENT AND HOME EVALUATION</b></p>	<ul style="list-style-type: none"> <li>➤ A minimum average score of two (2) in The Family Day Care Rating Scale (FDCRS) (*) with built-in improvement plan</li> </ul>	<ul style="list-style-type: none"> <li>➤ A minimum average score of three (3) in The Family Day Care Rating Scale with built-in improvement plan</li> </ul>	<ul style="list-style-type: none"> <li>➤ A minimum average score of four (4) in The Family Day Care Rating Scale with built-in improvement plan</li> </ul>

(#) Training as defined by the DC Child Development Facilities Regulations

(\*) "The Family Day Care Rating Scale or FDCRS" refers to the Environment Rating Scale designed to assess family child care programs conducted in a provider's home by Thelma Harms, Richard Clifford and Debby Cryer from the Frank Porter Graham Child Development Center, The University of North Carolina at Chapel Hill.



# GOING FOR THE GOLD

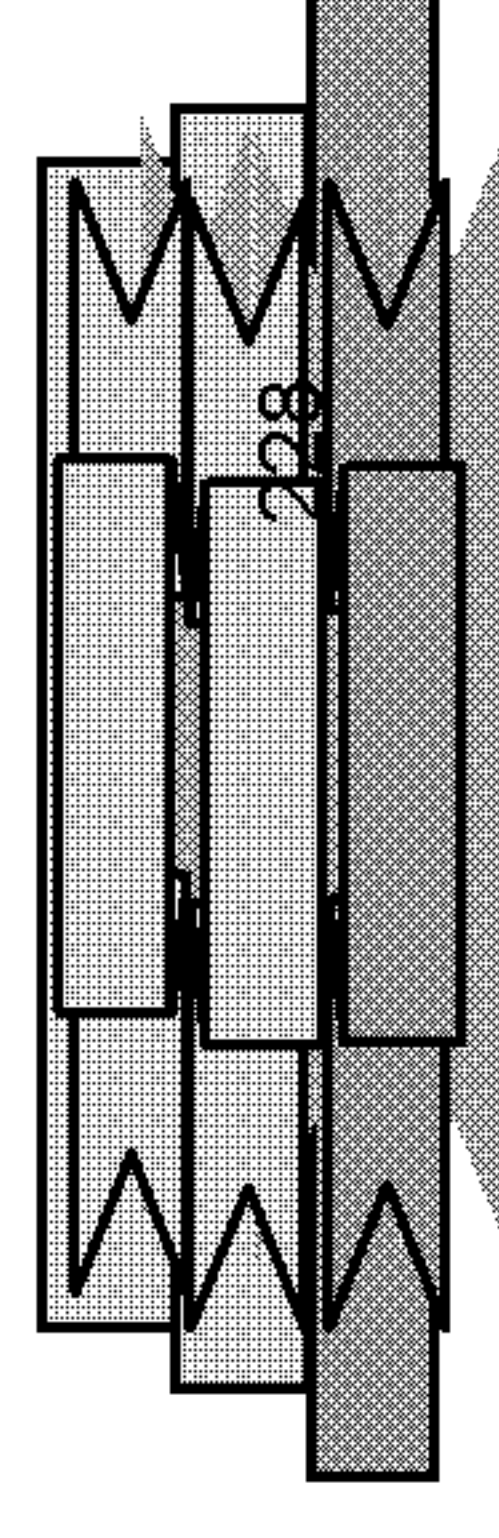


# QUALITY CRITERIA FOR CHILD DEVELOPMENT CENTERS

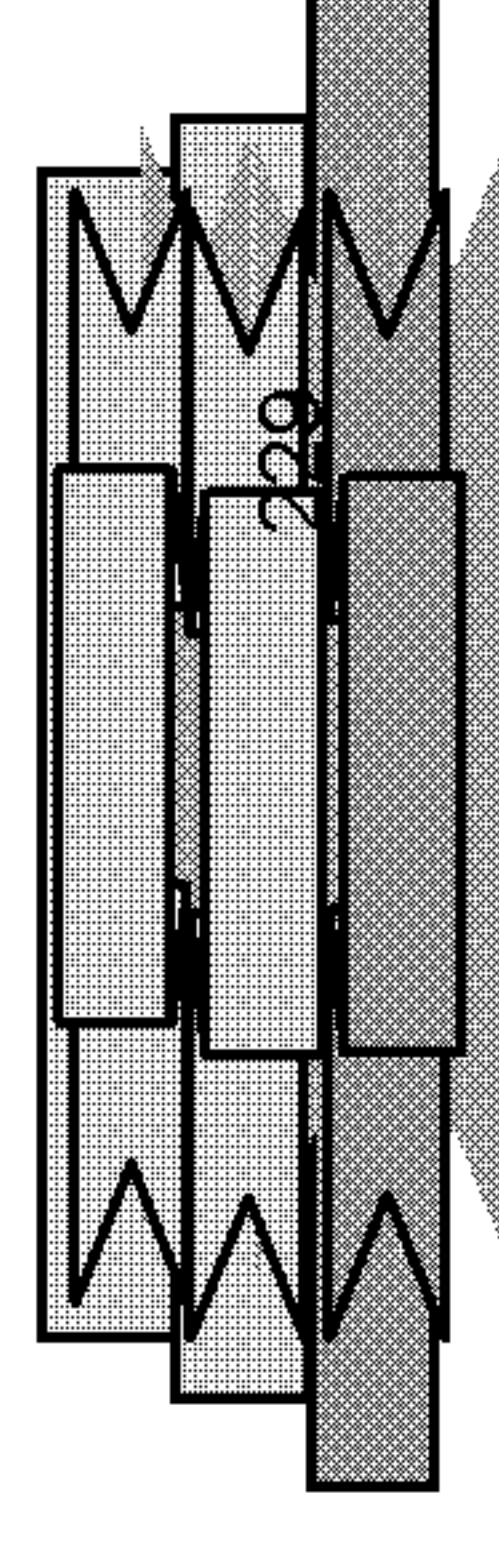


**DISTRICT OF COLUMBIA  
DEPARTMENT OF HUMAN SERVICES/OFFICE OF EARLY CHILDHOOD DEVELOPMENT  
TIERED RATE REIMBURSEMENT SYSTEM/ QUALITY CRITERIA FOR CHILD DEVELOPMENT CENTERS**

CRITERIA	BRONZE	SILVER	GOLD
<b>1. ACCREDITATION</b>	<ul style="list-style-type: none"> <li>➤ Application for accreditation from a national accrediting institution recognized by DHS/OECD</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evidence of self-study submitted for accreditation from a national accrediting institution recognized by DHS/OECD</li> </ul>	<ul style="list-style-type: none"> <li>➤ Accredited by a national accrediting institution recognized by DHS/OECD</li> </ul>
<b>2. COMPLIANCE WITH LICENSING REGULATIONS</b>	<ul style="list-style-type: none"> <li>➤ Current DC Regular License for Child Development Centers</li> </ul>	<p>All Bronze requirements. The Center has no citations from Licensing in the last year that jeopardize the health, safety and well-being of children under care</p>	<p>All Silver requirements. The Center has received plus no substantiated complaints</p>
<b>3. DIRECTOR QUALIFICATIONS AND TRAINING</b>	<ul style="list-style-type: none"> <li>➤ Meet the Regulation requirements for the position</li> <li>➤ A minimum of 18 clock hours of in-service training per year (#) for each staff person</li> <li>➤ 30% of staff must have or be enrolled in CDA program or higher education over a 12 month period</li> </ul>	<ul style="list-style-type: none"> <li>➤ Meet Regulation requirements for the position</li> <li>➤ A minimum of 24 clock hours of in-service training per year</li> <li>➤ Plus eight clock hours in in-service training per year in Administration, Management, and Supervision of child development programs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Meet Regulation requirements for the position</li> <li>➤ A minimum of one 3-credit hour courses (45 hours) in Administration, Management, and Supervision of child development programs</li> </ul>

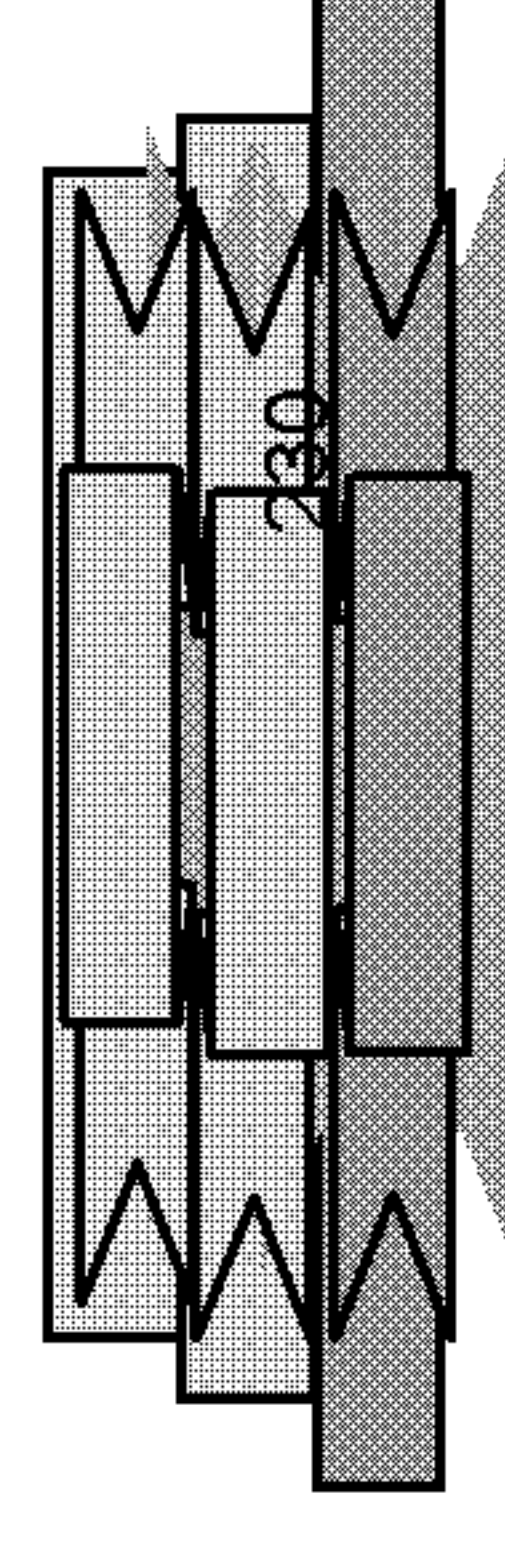


CRITERIA	BRONZE	SILVER	GOLD
<p><b>4.</b> <b>STAFF QUALIFICATIONS AND TRAINING</b></p>	<ul style="list-style-type: none"> <li>➤ Meet Regulation requirements for the position</li> <li>➤ A minimum of 18 clock hours of in-service training per year for each staff person</li> <li>➤ 30% of staff must have or be enrolled in CDA program or higher education over a 12 month period</li> </ul>	<ul style="list-style-type: none"> <li>➤ Meet Regulation requirements for the position</li> <li>➤ A minimum of 24 clock hours of in-service training per year for each staff person</li> <li>➤ 60% of staff must have a CDA, AA or Bachelor's degree; or be enrolled in CDA program or higher education over a 12 month period</li> </ul>	<ul style="list-style-type: none"> <li>➤ Meet Regulation requirements for the position</li> <li>➤ A minimum of 30 clock hours of in-service training per year</li> </ul>
<p><b>5.</b> <b>STAFF COMPENSATION</b></p>	<ul style="list-style-type: none"> <li>➤ Meet DHS Provider Agreement</li> </ul>	<p>All Bronze,</p> <ul style="list-style-type: none"> <li>➤ Percentage increase for staff: salary and/or benefits</li> <li>➤ Individual staff that completes advanced education or credential receive percentage or bonus contingent on funding</li> </ul>	<p>All Silver,</p> <p>plus</p> <ul style="list-style-type: none"> <li>➤ Higher salary and benefits percentage for all staff</li> <li>➤ Individual staff that completes advanced education receive percentage or bonus contingent on funding</li> </ul>





CRITERIA	BRONZE	SILVER	GOLD
<p>6.</p> <p><b>PARENT INVOLVEMENT AND CONSUMER SATISFACTION</b></p>	<p>Meet Licensing Regulations, plus</p> <ul style="list-style-type: none"> <li>➤ Parent bulletin board with daily schedule</li> <li>➤ Open door policy</li> <li>➤ Parent handbook</li> <li>➤ A minimum of two parent meetings per year</li> <li>➤ A minimum of three parent training sessions per year</li> </ul>	<p>All <del>Bronze</del> <b>Semi-annual individual conferences</b> as deemed necessary by parents/and providers</p> <ul style="list-style-type: none"> <li>➤ Parent handbook with developmental milestones and referral information</li> <li>➤ A minimum of four parent meetings per year</li> <li>➤ A minimum of four parent training sessions per year</li> <li>➤ Parent resources are available</li> <li>➤ Document parents' participation in program and policy development through broad involvement</li> <li>➤ Parents volunteerism is encouraged</li> <li>➤ Include consumer satisfaction in program through suggestion box, evaluations from parent surveys after workshops, consumer surveys, and administration of exit interviews</li> </ul>	<p>All <del>Silver</del> requirements, plus</p> <ul style="list-style-type: none"> <li>➤ Proof of parent and community involvement in accreditation process</li> <li>➤ A minimum of six parent training sessions per year</li> <li>➤ A minimum of six parent meetings per year</li> </ul>
<p>7.</p> <p><b>LEARNING ENVIRONMENT</b></p>	<p>➤ A minimum average score of two (2) in The <del>Environment Rating Scale/s (ITERS or/and ECERS-R) (*)</del> with built-in improvement plan</p>	<p>➤ A minimum average score of three (3) in The Environment Rating Scale/s (ITERS or/and ECERS-R) with built-in improvement plan</p>	<p>➤ A minimum average score of four (4) in The Environment Rating Scale/s (ITERS or/and ECERS-R) with built-in improvement plan</p>



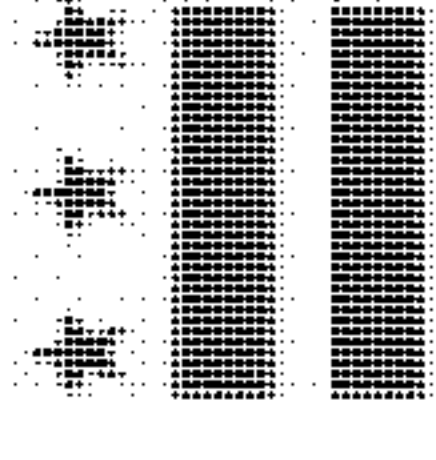
District of Columbia  
Office of State Superintendent of Education (OSSE)  
Division of Early Childhood Education (ECE)

# GOING FOR THE GOLD

Center Program Standards for the Enhanced Quality Rating and  
Improvement System (QRIS)

- Category 1 – Professional Development and Training
- Category 2 – Learning Environment
- Category 3 – Curriculum and Learning Opportunities
- Category 4 – Family Engagement
- Category 5 – Licensing Compliance
- Category 6 – Nutrition and Wellness
- Category 7 – Business and Administrative Practices
- Category 8 – National Accreditation
- Category 9 – Program Evaluation and Quality Improvement

FY 2012



Office of the  
State Superintendent of Education



### Category 1: Professional Development and Training

**Rationale:** Teacher education and training have the greatest potential impact on the level of quality in an early childhood education program. There is a substantial amount of evidence supporting that higher levels of teacher education and training are related to better developmental outcomes for children.

#### Bronze Standards

##### Director

- ✓ Director meets, at minimum, the "Level 6 Qualification Requirements" as stated in the "DC Early Childhood and Out of School Time Career Guide" **WITH** at least 15 professional development hours that specifically address program/business management, operation and evaluation.
  - ✓ Director has completed a minimum of 22 professional development/clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following:
    - Child Abuse & Neglect Reporting and Prevention
    - Inclusive Practices
    - Social-Emotional Development and Mental Health
    - Curriculum which must include
      - DC Early Learning Standards (minimum 4 hours)

*Note: Out of School Time programs can replace DC Early Learning Standards training with applicable grade level state standards*
  - Program/Business Management, Operation and Evaluation (minimum 4 hours)
  - Child Growth and Development which must include
    - Coursework that specifically address the age-group of children that are enrolled in the program (minimum 4 hours)
- ✓ Director is a member of a national early childhood professional organization (*Note: Out of School Time program directors may be a member of a National School Age professional organization*)
- ✓ Director is enrolled in the Professional Registry

##### Teachers

- ✓ 25% of all Teachers meet, at minimum, the "Level 5 Qualification Requirements" as stated in the "DC Early Childhood and Out of School Time Career Guide"
- AND**
- 50% of all Teachers meet, at minimum, the "Level 4 Qualification Requirements" as stated in the "DC Early Childhood and Out of School Time Career Guide"
- Note: College level credits must include coursework that specifically addresses the age-group of children teachers are assigned to work with*
- Note: CDA endorsement must align with the age-group of children teachers are assigned to work with*
- ✓ All Teachers have completed 22 clock hours of in-service training within the last 12 months. Training

	<p>hours must include training related to each of the following:</p> <ul style="list-style-type: none"> <li>○ Child Abuse &amp; Neglect Reporting and Prevention</li> <li>○ Inclusive Practices</li> <li>○ Social-Emotional Development and Mental Health</li> <li>○ Curriculum which must include <ul style="list-style-type: none"> <li>▪ DC Early Learning Standards (minimum 4 hours)</li> </ul> </li> </ul> <p><i>Note: Out of School Time programs can replace DC Early Learning Standards training with applicable grade level state standards</i></p> <ul style="list-style-type: none"> <li>○ Child Growth and Development which must include <ul style="list-style-type: none"> <li>▪ Coursework that specifically address the age-group of children that teachers are assigned to teach (minimum 4 hours)</li> </ul> </li> </ul> <p>✓ 25% of all Teachers, at minimum, must be enrolled in the Professional Registry</p> <p><b><u>Assistant Teachers</u></b></p> <ul style="list-style-type: none"> <li>✓ 50% of all <u>Assistant Teachers</u> meet, at minimum, the "Level 2 Qualification Requirements" as stated in the "DC Early Childhood and Out of School Time Career Guide"</li> </ul> <p><i>Note: College level credits must include coursework that specifically addresses the age-group of children teachers are assigned to work with</i></p> <p><i>Note: CDA endorsement must align with the age-group of children teachers are assigned to work with</i></p> <ul style="list-style-type: none"> <li>✓ All Assistant Teachers have completed 22 clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following: <ul style="list-style-type: none"> <li>○ Child Abuse &amp; Neglect Reporting and Prevention</li> <li>○ Inclusive Practices</li> <li>○ Social-Emotional Development and Mental Health</li> <li>○ Curriculum which must include <ul style="list-style-type: none"> <li>▪ DC Early Learning Standards (minimum 4 hours)</li> </ul> </li> </ul> </li> </ul> <p><i>Note: Out of School Time programs can replace DC Early Learning Standards training with applicable grade level state standards</i></p> <ul style="list-style-type: none"> <li>○ Child Growth and Development which must include <ul style="list-style-type: none"> <li>▪ Coursework that specifically address the age-group of children that teachers are assigned to teach (minimum 4 hours)</li> </ul> </li> </ul> <p>✓ 25% of all Assistant Teachers, at minimum, must be enrolled in the Professional Registry</p>
<p><b>Silver Standards</b></p>	<p><b><u>Director</u></b></p> <ul style="list-style-type: none"> <li>✓ Director meets, at minimum, the "Level 7 Qualification Requirements" as stated in the "DC Early Childhood and Out of School Time Career Guide".</li> </ul> <p><i>Note: College level credits must include coursework that specifically address program/business management, operation and evaluation</i></p> <ul style="list-style-type: none"> <li>✓ Director has completed a minimum of 26 professional development/clock hours of in-service training</li> </ul>



within the last 12 months. Training hours must include training related to each of the following:

- Child Abuse & Neglect Reporting and Prevention
  - Inclusive Practices
  - Social-Emotional Development and Mental Health
  - Curriculum which must include
    - DC Early Learning Standards (minimum 4 hours)  
*Note: Out of School Time programs can replace DC Early Learning Standards training with applicable grade level state standards*
  - Program/Business Management, Operation and Evaluation (minimum 4 hours)
  - Child Growth and Development which must include
    - Coursework that specifically address the age-group of children that are enrolled in the program (minimum 4 hours)
- ✓ Director is a member of a national early childhood professional organization (*Note: Out of School Time program directors may be a member of a National School Age professional organization*)
- ✓ Director is enrolled in the Professional Registry

### Teachers

- ✓ 50% of all Teachers meet, at minimum, the "Level 5 Qualification Requirements" as stated in the "DC Early Childhood and Out of School Time Career Guide"
- AND**
- 75% of all Teachers meet, at minimum, the "Level 4 Qualification Requirements" as stated in the "DC Early Childhood and Out of School Time Career Guide"
- Note: College level credits must include coursework that specifically addresses the age-group of children teachers are assigned to work with*
- Note: CDA endorsement must align with the age-group of children teachers are assigned to work with*
- ✓ All Teachers have completed 26 clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following:
- Child Abuse & Neglect Reporting and Prevention
  - Inclusive Practices
  - Social-Emotional Development and Mental Health
  - Curriculum which must include
    - DC Early Learning Standards (minimum 4 hours)  
*Note: Out of School Time programs can replace DC Early Learning Standards training with applicable grade level state standards*
  - Child Growth and Development which must include
    - Coursework that specifically address the age-group of children that teachers are assigned to teach (minimum 4 hours)
- ✓ 50% of all Teachers, at minimum, must be enrolled in the Professional Registry

	<p><b><u>Assistant Teachers</u></b></p> <ul style="list-style-type: none"> <li>✓ 75% of all Assistant Teachers meet, at minimum, the "Level 2 Qualification Requirements" as stated in the "DC Early Childhood and Out of School Time Career Guide"</li> <li>Note: College level credits must include coursework that specifically addresses the age-group of children teachers are assigned to work with</li> <li>Note: CDA endorsement must align with the age-group of children teachers are assigned to work with</li> <li>✓ All Teachers have completed 26 clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following: <ul style="list-style-type: none"> <li>○ Child Abuse &amp; Neglect Reporting and Prevention</li> <li>○ Inclusive Practices</li> <li>○ Social-Emotional Development and Mental Health</li> <li>○ Curriculum which must include <ul style="list-style-type: none"> <li>▪ DC Early Learning Standards (minimum 4 hours)</li> </ul> </li> </ul> </li> <li>Note: Out of School Time programs can replace DC Early Learning Standards training with applicable grade level state standards</li> <li>○ Child Growth and Development which must include <ul style="list-style-type: none"> <li>▪ Coursework that specifically address the age-group of children that teachers are assigned to teach (minimum 4 hours)</li> </ul> </li> <li>✓ 50% of all Assistant Teachers, at minimum, must be enrolled in the Professional Registry</li> </ul>
<p><b>Gold Standards</b></p>	<p><b><u>Director</u></b></p> <ul style="list-style-type: none"> <li>✓ Director meets, at minimum, the "Level 8 Qualification Requirements" as stated in the "DC Early Childhood and Out of School Time Career Guide".</li> <li>Note: College level credits must include coursework that specifically address program/business management, operation and evaluation</li> <li>✓ Director has completed a minimum of 30 professional development/clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following: <ul style="list-style-type: none"> <li>○ Child Abuse &amp; Neglect Reporting and Prevention</li> <li>○ Inclusive Practices</li> <li>○ Social-Emotional Development and Mental Health</li> <li>○ Curriculum which must include <ul style="list-style-type: none"> <li>▪ DC Early Learning Standards (minimum 4 hours)</li> </ul> </li> </ul> </li> <li>Note: Out of School Time programs can replace DC Early Learning Standards training with applicable grade level state standards</li> <li>○ Program/Business Management, Operation and Evaluation (minimum 4 hours)</li> <li>○ Child Growth and Development which must include <ul style="list-style-type: none"> <li>▪ Coursework that specifically address the age-group of children that are enrolled in the program (minimum 4 hours)</li> </ul> </li> </ul>



- ✓ Director is a member of a national early childhood professional organization (Note: Out of School Time program directors may be a member of a National School Age professional organization)
- ✓ Director is enrolled in the Professional Registry

**Teachers**

- ✓ 100% of all Teachers meet, at minimum, the "Level 5 Qualification Requirements" as stated in the "DC Early Childhood and Out of School Time Career Guide"  
 Note: College level credits must include coursework that specifically addresses the age-group of children teachers are assigned to work with
- ✓ All Teachers have completed 30 clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following:
  - Child Abuse & Neglect Reporting and Prevention
  - Inclusive Practices
  - Social-Emotional Development and Mental Health
  - Curriculum which must include
    - DC Early Learning Standards (minimum 4 hours)  
 Note: Out of School Time programs can replace DC Early Learning Standards training with applicable grade level state standards
  - Child Growth and Development which must include
    - Coursework that specifically address the age-group of children that teachers are assigned to teach (minimum 4 hours)
- ✓ 75% of all teachers, at minimum, must be enrolled in the Professional Registry

**Assistant Teachers**

- ✓ 100% of all Assistant Teachers meet, at minimum, the "Level 2 Qualification Requirements" as stated in the "DC Early Childhood and Out of School Time Career Guide"  
 Note: College level credits must include coursework that specifically addresses the age-group of children teachers are assigned to work with  
 Note: CDA endorsement must align with the age-group of children teachers are assigned to work with
- ✓ All Assistant Teachers have completed 30 clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following:
  - Child Abuse & Neglect Reporting and Prevention
  - Inclusive Practices
  - Social-Emotional Development and Mental Health
  - Curriculum which must include
    - DC Early Learning Standards (minimum 4 hours)  
 Note: Out of School Time programs can replace DC Early Learning Standards training with applicable grade level state standards

	<ul style="list-style-type: none"> <li>o Child Growth and Development which must include <ul style="list-style-type: none"> <li>▪ Coursework that specifically address the age-group of children that teachers are assigned to teach (minimum 4 hours)</li> </ul> </li> <li>✓ 75% of all Assistant Teachers , at minimum, must be enrolled in the Professional Registry</li> </ul> <p>Must meet all Gold standards, plus:</p> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>✓ 100% of all Teachers meet, at minimum, the "Level 8 Qualification Requirements" as stated in the "DC Early Childhood and Out of School Time Career Guide"</li> </ul> <p><i>Note: College level credits must include coursework that specifically addresses the age-group of children teachers are assigned to work with</i></p> <p><b>Assistant Teachers</b></p> <ul style="list-style-type: none"> <li>✓ 100% of all Assistant Teachers meet, at minimum, the "Level 5 Qualification Requirements" as stated in the "DC Early Childhood and Out of School Time Career Guide"</li> </ul> <p><i>Note: College level credits must include coursework that specifically addresses the age-group of children teachers are assigned to work with</i></p>
<b>Category 2: Learning Environment</b>	
<p><b>Rationale:</b> Children learn best when they are able to learn about the world through a variety of learning materials and experiences. Well planned activities with a variety of interest areas increase the chances that all children's needs can be met.</p> <p><b>Bronze Standards</b></p>	<ul style="list-style-type: none"> <li>✓ Classrooms are arranged to offer at least 5 physical areas of learning interest (e.g. literacy/language, gross and/or fine motor, dramatic play, art, blocks, music, science, sensory) to children on a daily basis.</li> <li>✓ Interest areas and classroom materials are designed to support the development of all domains included in the DC Early Learning Standards and movement of materials between interest areas are permitted within reason.</li> <li>✓ There are enough developmentally appropriate materials available in each area to invite exploration and to limit conflict between children. Materials are placed to allow for independent reach and use by all children.</li> <li>✓ Classroom materials reflect a variety of ethnicities, cultures, genders, age-groups and abilities.</li> <li>✓ Classrooms are arranged to support independent large group, small group and individual play.</li> <li>✓ Classrooms have work created by children displayed. These should reflect the children's individuality, developmental ability and a variety of learning domains.</li> <li>✓ Classroom environments are welcoming, nurturing, physically and emotionally safe.</li> <li>✓ Interactions between adults and children are positive and adults are highly responsive to the physical, socio-emotional and cognitive needs of children.</li> <li>✓ Classroom rules and expectations are age/developmentally appropriate, clear and consistently enforced</li> <li>✓ Classroom furniture is age-appropriate and arranged to allow for adult supervision at all time.</li> </ul>



	<p><u>Additional requirements for infant and toddler programs/classrooms:</u></p> <ul style="list-style-type: none"> <li>✓ Classroom furniture supports individual personal care routines of each infant and toddler (i.e. naps, diapering/toileting, meals/snacks). Furniture that is designed for group feeding is not permitted.</li> <li>✓ Classroom environments provide soft, washable elements such as toys, cushions and furniture</li> <li>✓ Classroom environments contain low, sturdy furniture adapted for infants and toddlers</li> </ul>
<b>Silver Standards</b>	<p>Must meet all Bronze standards, plus:</p> <ul style="list-style-type: none"> <li>✓ Different classroom materials are regularly introduced to add new experiences to children's play and keep children engaged in learning</li> <li>✓ Teachers bring in resources and materials to extend children's learning</li> <li>✓ Learning environment should include natural objects</li> </ul>
<b>Gold Standards</b>	<p>Must meet all Silver standards, plus:</p> <ul style="list-style-type: none"> <li>✓ Materials to support the development of mathematical thinking and language and literacy skills are integrated in all interest areas</li> <li>✓ Classrooms have work created by children displayed. These illustrate use of a wide variety of media.</li> </ul>
<b>Gold Plus Standards</b>	<p>Must meet all Gold standards.</p>
<b>Category 3: Curriculum and Learning Opportunities</b>	
<p><b>Rationale:</b> Strategic Implementation of an evidence-based curriculum is strongly linked to positive outcomes for all children. Children should be assessed on an ongoing basis to inform curriculum implementation, Children should be assessed on an ongoing basis to inform curriculum implementation, identify strengths and develop interventions for identified concerns.</p>	
<b>Bronze Standards</b>	<ul style="list-style-type: none"> <li>✓ Learning opportunities are intentionally designed to support the development of all domains included in the DC Early Learning Standards.</li> <li>✓ All learning opportunities have associated goals and objectives</li> <li>✓ Child observations are frequently conducted and documented to assess children's understanding of learning goals and objectives. These observations are shared with families.</li> <li>✓ Learning opportunities incorporate the individual needs, abilities and interests of the children</li> <li>✓ Transitions during the day are used as "teachable moments" that support the development of domains included in the DC Early Learning Standards</li> <li>✓ Majority of the learning opportunities are child-centered and child-led</li> <li>✓ The teacher serves as the facilitator to extend learning and expand involvement.</li> <li>✓ Learning opportunities allow children to engage in active and hands-on learning experiences</li> <li>✓ Learning opportunities support large group, small group and individual play.</li> <li>✓ The center maintains a copy of the DC Early Learning Standards on site. Standards must be easily accessible for all staff and families.</li> <li>✓ All classrooms post a written, daily schedule that provides ample time for child directed choices and for a variety of learning opportunities. The goal of each learning opportunity is included.</li> <li>✓ The center has a written philosophy and goals for children that support the development of all domains</li> </ul>

	<p>included in the DC Early Learning Standards</p> <ul style="list-style-type: none"> <li>✓ The center attests that the use of television and videos is: limited to 5 hours/week, developmentally appropriate and supervised, and (if used) is written into the daily activity plan</li> <li>✓ At least 4 field trips (out of classroom learning experiences) are facilitated a year to extend learning</li> </ul> <p><u>Additional requirements for infant and toddler programs/classrooms:</u></p> <ul style="list-style-type: none"> <li>✓ For infant/toddler classrooms, the schedule is structured and predictable but is flexible to support the individual needs of children (nap, diapering, feeding, play, etc.). Participation in large group activities is not forced.</li> </ul>
<p><b>Silver Standards</b></p>	<p>Must meet all Bronze standards, plus:</p> <ul style="list-style-type: none"> <li>✓ Learning opportunities are provided to support the development of higher order thinking skills</li> <li>✓ Each child has a portfolio of observation and assessment data that documents his/her growth and development over time</li> <li>✓ A system is developed and implemented to ensure that child observation and all available assessment data are used to plan learning opportunities and seek additional resources for children, if needed.</li> <li>✓ A system is developed and implemented to ensure that, when appropriate, child observation and assessment data are shared when each child transitions to another classroom, teacher or setting.</li> <li>✓ A system is developed to ensure that child observation and assessment data are shared with families on a consistent basis</li> <li>✓ At least 6 field trips (out of classroom learning experiences) are facilitated a year to extend learning</li> </ul>
<p><b>Gold Standards</b></p>	<p>Must meet all Silver standards, plus:</p> <ul style="list-style-type: none"> <li>✓ At least 8 field trips (out of classroom learning experiences) are facilitated a year to extend learning</li> </ul>
<p><b>Gold Plus Standards</b></p>	<p>Must meet all Gold standards, plus:</p> <ul style="list-style-type: none"> <li>✓ All children must be assessed using a linguistically, culturally and age-appropriate developmental screening tool. Findings should be used to refer families to additional resources if needed. Families must be involved in this process.</li> </ul>
<p><b>Category 4: Family Engagement</b></p>	
<p><b>Rationale:</b> Children benefit from parent and provider collaboration in planning for and supporting their developmental growth Research shows that parent involvement in their children's learning is positively related to better child development outcomes.</p>	
<p><b>Bronze Standards</b></p>	<ul style="list-style-type: none"> <li>✓ A family bulletin board is developed and implemented for each classroom and includes, but is not limited to a written schedule of daily activities</li> <li>✓ A system of communication is in place that allows each Child Development Center classroom and families to exchange observations, reports and concerns about <b>each child's</b> general activities and progress. Communication system must be routine and consistent.</li> <li>✓ A written Family Handbook is developed and shared with all families, and includes, but is not limited to: <ul style="list-style-type: none"> <li>• child care operating policies and rules</li> <li>• an Open Door Policy that allows families to visit their child(ren) at any time</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>• policy for the care of children with special needs</li> <li>• information about children's developmental milestones and family resources that are available in the community</li> </ul> <ul style="list-style-type: none"> <li>✓ Conferences are offered to individual parents at least one time per year to review written progress report about the developmental progress of each of their children</li> <li>✓ A parent satisfaction process is developed and implemented so that all parents may provide feedback about the services that their family receives</li> <li>✓ Facilitate at least 2 program-wide events each year (meetings, trainings, potlucks, family game night, etc.) to engage and support families</li> <li>✓ Ensure that families share information from their child's Individual Family Support Plan (IFSP) and Individual Education Plan (IEP) and goals stated on plans are used to inform curriculum planning</li> </ul> <p><u>Additional requirements for infant/toddler classrooms:</u></p> <ul style="list-style-type: none"> <li>✓ Parents of infants and toddlers are provided with daily, written communication about their child's daily personal care routine, which includes but is not limited to: feeding, diapering and naps. Teachers also discuss with parents other activities in which their infant or toddler may have participated in each day</li> <li>✓ Parents of infants and toddlers are offered conferences at least two times per year to review written developmental progress report</li> </ul>
<p><b>Silver Standards</b></p>	<p>Must meet all Bronze standards, plus:</p> <ul style="list-style-type: none"> <li>✓ All families are provided with opportunities to volunteer in the program at least 3 times in the last 12 months</li> <li>✓ Feedback from families satisfaction process are addressed</li> <li>✓ Families are provided with information about activities that can be performed in the family home and that support their child's ongoing learning and development</li> <li>✓ Meetings and interactions with families are respectful of each family's diversity and cultural and ethnic background.</li> <li>✓ Facilitate at least 4 program-wide events each year (meetings, trainings, potlucks, family game night, etc.) to engage and support families</li> <li>✓ Establish linkages and referral networks to other community resources and supports</li> </ul>
<p><b>Gold Standards</b></p>	<p>Must meet all Silver standards, plus:</p> <ul style="list-style-type: none"> <li>✓ Conferences are offered to individual parents at least 4 times per year to review a written progress report about the developmental progress of each of their children</li> <li>✓ A Parent Association or Council is established to support the program and is functioning with scheduled activities</li> <li>✓ Center provides education and information to parents that help prepare them for their child's transition to another classroom, teacher or setting.</li> <li>✓ Facilitate at least 6 program-wide events each year (meetings, trainings, potlucks, family game night, etc.) to engage and support families</li> </ul>

<b>Gold Plus Standards</b>	Must meet all Gold standards.
<b>Category 5: Licensing Compliance</b>	
<b>Rationale:</b> Licensing Standards ensure that the minimum health and safety needs of children are met. Children are more likely to have positive developmental outcomes when their basic needs are met.	
<b>Bronze Standards</b>	<ul style="list-style-type: none"> <li>✓ Current Child Development Center License is in good standing, without enforcement actions, with OSSE. (see Title 29 DCMR Chapter 3 – Section 317)</li> <li>✓ The Child Development Center has received no statements of deficiencies from OSSE Licensing within in the last 12 months that jeopardize the health, safety or well-being of children in care</li> <li>✓ FBI check is conducted for all paid staff. Results of FBI checks are in accordance with all applicable federal and District of Columbia laws and rules, including Title 29 DCMR Chapter 3.</li> </ul>
<b>Silver Standards</b>	Must meet all Bronze standards
<b>Gold Standards</b>	Must meet all Bronze standards
<b>Gold Plus Standards</b>	Must meet all Bronze standards
<b>Category 6: Nutrition and Wellness</b> (revised licensing standards address this category in greater detail)	
<b>Rationale:</b> Physical health and well-being are essential to a child's development and learning potential.	
<b>Bronze</b>	<ul style="list-style-type: none"> <li>✓ Daily physical activity must include at least 2 (5-10 minute) periods of structured physical activity or games that promote physical activity.</li> </ul>
<b>Silver Standards</b>	<p><u>Additional requirements for infant toddler classrooms:</u></p> <ul style="list-style-type: none"> <li>✓ At least 30 minutes of supervised "tummy time" for infants each day</li> </ul>
<b>Gold Standards</b>	<p>Must meet all Bronze standards, plus:</p> <ul style="list-style-type: none"> <li>✓ The Center shares written information with families information about nutrition and physical activity needs of children at least 2 times per year</li> </ul>
<b>Gold Plus Standards</b>	<p>Must meet all Silver standards, plus:</p> <ul style="list-style-type: none"> <li>✓ The Center facilitates at least three(3) family engagement activities to support healthy eating and active living at home</li> </ul>
<b>Category 7: Business and Administrative Practices</b>	
<b>Rationale:</b> Effective program policies and procedures establish mutual expectations between program administration, program staff and parents. Program policies and procedures are necessary for a program to set and achieve goals for the program as well for the children and families they serve.	
<b>Bronze Standards</b>	<ul style="list-style-type: none"> <li>✓ A staff orientation process is in place. Orientation must, at minimum, include overview of job description, staff roles and responsibilities for all positions and employee handbook.</li> <li>✓ Job descriptions must be aligned with the Center's goals and objectives</li> <li>✓ The Center develops and implements a written staffing plan, including an emergency backup plan and plan for use of substitutes</li> <li>✓ All staff meetings are held at least (2) two times a year. Minutes from each staff meeting is shared with all</li> </ul>



	<p>staff and filed in an accessible location.</p> <ul style="list-style-type: none"> <li>✓ The Center has a written system of financial record keeping in place that documents revenue, expenses, and parent account status</li> <li>✓ The Center maintains an active email account</li> <li>✓ The Center has parents sign a written contract that explains major policies and procedures</li> <li>✓ Individualized professional development plans are developed for all teaching staff</li> <li>✓ The Center develops and maintains an annual budget</li> <li>✓ The Center conducts annual evaluations of all teaching staff. Evaluation must be aligned with staff expectations and job descriptions. Staff observations and other assessment data are used to inform evaluation.</li> <li>✓ Staff observations are conducted at least one (1) time a year. Observation tools are shared with all teaching staff during orientation. Data from staff observations and other assessments are used to inform annual staff evaluation.</li> <li>✓ A system is in place to provide income and expense statements at least twice a year.</li> <li>✓ Professional development opportunities available to staff are shared with staff on a consistent basis</li> </ul>
<b>Silver Standards</b>	<p>Must meet all Bronze standards, plus:</p> <ul style="list-style-type: none"> <li>✓ Staff observations are conducted at least two (2) times a year. Observation tools are shared with all teaching staff during orientation. Data from staff observations and other assessments are used to inform annual staff evaluation.</li> <li>✓ All staff meetings are held at least three (3) times a year. Minutes from each staff meetings are shared with all staff and filed.</li> </ul>
<b>Gold Standards</b>	<p>Must meet all Silver standards, plus:</p> <ul style="list-style-type: none"> <li>✓ Staff observations are conducted at least three (3) times a year. Observation tools are shared with all teaching staff during orientation. Data from staff observations and other assessments are used to inform annual staff evaluation.</li> <li>✓ All staff meetings are held at least four (4) times a year. Minutes from each staff meetings are shared with all staff and filed.</li> </ul>
<b>Gold Plus Standards</b>	<p>Must meet all Gold standards.</p>
<b>Category 8: National Accreditation</b>	
<p><b>Rationale :</b> Nationally accredited programs participate in rigorous self-assessment and external program validation. Research shows that programs that meet national accreditation standards have a positive correlation with higher quality. Higher quality early care and education environments are shown to result in better outcomes for children.</p>	
<b>Bronze Standards</b>	<p>Director has completed an introductory session for accreditation by a national accrediting institution recognized by OSSE</p>
<b>Silver Standards</b>	<p>Must meet all Bronze standards, plus: Child Development Center has submitted an application for accreditation to a national accrediting institution recognized by OSSE.</p>

<b>Gold Standards</b>	<p>Must meet all Silver standards, plus:</p> <ul style="list-style-type: none"> <li>✓ Child Development Center has achieved and maintained accreditation by a national accrediting institution recognized by OSSE.</li> </ul>
<b>Gold Plus Standards</b>	<p>Must meet all Gold standards.</p>
<b>Category 9: Program Evaluation and Quality Improvement</b>	
<b>Rationale:</b> The use of reliable, valid evaluation instruments provides assessment data that can be used to inform continuous quality improvement efforts	
<b>Bronze Standards</b>	<ul style="list-style-type: none"> <li>✓ Obtain a minimum average score of 3 on the appropriate Environmental Rating Scale and a subscale score of 2. For subscales that score lower than 2, deficiencies must be addressed using the Annual Quality Improvement Plan.</li> </ul>
<b>Silver Standards</b>	<ul style="list-style-type: none"> <li>✓ Obtain a minimum average score of 4 on the appropriate Environmental Rating Scale and a subscale score of 3. For subscales that score lower than 3, deficiencies must be addressed using the Annual Quality Improvement Plan.</li> </ul>
<b>Gold Standards</b>	<ul style="list-style-type: none"> <li>✓ Obtain a minimum average score of 5 on the appropriate Environmental Rating Scale and a subscale score of 4. For subscales that score lower than 4, deficiencies must be addressed using the Annual Quality Improvement Plan.</li> <li>✓ Director/Administrator must complete a self-assessment for each classroom using the Classroom Assessment Scoring System (CLASS). For domains that score lower than 4, deficiencies must be addressed using the Annual Quality Improvement Plan.</li> </ul>
<b>Gold Plus Standards</b>	<ul style="list-style-type: none"> <li>✓ Obtain a minimum average score of 5 on the appropriate Environmental Rating Scale and a subscale score of 4. For subscales that score lower than 4, deficiencies must be addressed using the Annual Quality Improvement Plan.</li> <li>✓ Obtain a minimum score of 5 on all domains of the Classroom Assessment Scoring System (CLASS). For domains that score lower than 4, deficiencies must be addressed using the Annual Quality Improvement Plan.</li> </ul>



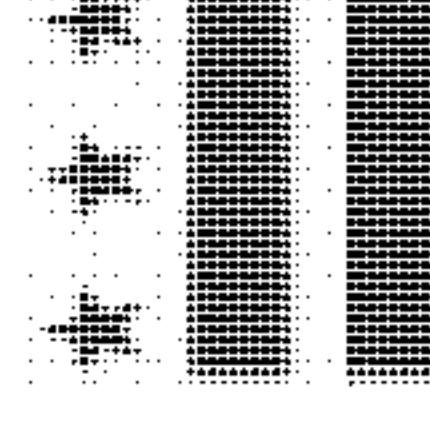
District of Columbia  
Office of State Superintendent of Education (OSSE)  
Division of Early Childhood Education (ECE)

# GOING FOR THE GOLD

Home Program Standards for the Enhanced Quality Rating and Improvement System (QRIS)

- Category 1 – Professional Development and Training
- Category 2 – Learning Environment
- Category 3 – Curriculum and Learning Opportunities
- Category 4 – Family Engagement
- Category 5 – Licensing Compliance
- Category 6 – Nutrition and Wellness
- Category 7 – Business and Administrative Practices
- Category 8 – National Accreditation
- Category 9 – Program Evaluation and Quality Improvement

FY 2012



Office of the  
State Superintendent of Education

**Category 1: Professional Development and Training**

**Rationale:** Teacher education and training have the greatest potential impact on the level of quality in an early childhood education program. There is a substantial amount of evidence supporting that higher levels of teacher education and training are related to better developmental outcomes for children.

**Bronze Standards**

**Caregiver/Primary Educator**

- ✓ Caregiver/Primary Educator meets, at minimum, the "Level 2 Qualification Requirements" as stated in the "DC Early Childhood and Out of School Time Career Guide" **WITH** at least 15 professional development hours that specifically address program/business management, operation and evaluation.
- ✓ Caregiver/Primary Educator has completed a minimum of 22 professional development/clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following:
  - Child Abuse & Neglect Reporting and Prevention
  - Inclusive Practices
  - Social-Emotional Development and Mental Health
  - Curriculum which must include
    - DC Early Learning Standards (minimum 4 hours)
  - Program/Business Management, Operation and Evaluation (minimum 4 hours)
  - Child Growth and Development which must include
    - Coursework that specifically address the age-group of children that are enrolled in the program (minimum 4 hours)
- ✓ Caregiver/Primary Educator is a member of a national early childhood professional organization (Note: Caregiver/Primary Educator is enrolled in the Professional Registry)

**Silver Standards**

**Caregiver/Primary Educator**

- ✓ Caregiver/Primary Educator meets, at minimum, the "Level 3 Qualification Requirements" as stated in the "DC Early Childhood and Out of School Time Career Guide".  
*Note: College level credits must include coursework that specifically address program/business management, operation and evaluation*
- ✓ Caregiver/Primary Educator has completed a minimum of 26 professional development/clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following:
  - Child Abuse & Neglect Reporting and Prevention
  - Inclusive Practices
  - Social-Emotional Development and Mental Health
  - Curriculum which must include
    - DC Early Learning Standards (minimum 4 hours)
  - Program/Business Management, Operation and Evaluation (minimum 4 hours)
  - Child Growth and Development which must include



	<ul style="list-style-type: none"> <li>▪ Coursework that specifically address the age-group of children that are enrolled in the program (minimum 4 hours)</li> <li>✓ Caregiver/Primary Educator is a member of a national early childhood professional organization</li> <li>✓ Caregiver/Primary Educator is enrolled in the Professional Registry</li> </ul>
<p><b>Gold Standards</b></p>	<p><b>Caregiver/Primary Educator</b></p> <ul style="list-style-type: none"> <li>✓ Caregiver/Primary Educator meets, at minimum, the "Level 4 Qualification Requirements" as stated in the "DC Early Childhood and Out of School Time Career Guide". <i>Note: College level credits must include coursework that specifically address program/business management, operation and evaluation</i></li> <li>✓ Caregiver/Primary Educator has completed a minimum of 30 professional development/clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following: <ul style="list-style-type: none"> <li>○ Child Abuse &amp; Neglect Reporting and Prevention</li> <li>○ Inclusive Practices</li> <li>○ Social-Emotional Development and Mental Health</li> <li>○ Curriculum which must include</li> <li>○ Program/Business Management, Operation and Evaluation (minimum 4 hours)</li> <li>○ Child Growth and Development which must include <ul style="list-style-type: none"> <li>▪ Coursework that specifically address the age-group of children that are enrolled in the program (minimum 4 hours)</li> </ul> </li> </ul> </li> <li>✓ Caregiver/Primary Educator is a member of a national early childhood professional organization</li> <li>✓ Caregiver/Primary Educator is enrolled in the Professional Registry</li> <li>✓ Caregiver/Primary Educator meets all Gold Standards, plus: <ul style="list-style-type: none"> <li>✓ Must meet, at minimum, the "Level 5 Qualification Requirements" as stated in the "DC Early Childhood and Out of School Time Career Guide". <i>Note: College level credits must include coursework that specifically address program/business management, operation and evaluation</i></li> </ul> </li> </ul>
<p><b>Gold Plus Standards</b></p>	<p><b>Category 2: Learning Environment</b></p> <ul style="list-style-type: none"> <li>✓ The Home is arranged to offer at least 3 physical areas of learning interest (e.g. literacy/language, gross and/or fine motor, dramatic play, art, blocks, music, science, sensory) to children on a daily basis.</li> <li>✓ Interest areas and materials are designed to support the development of all domains included in the DC Early Learning Standards and movement of materials between interest areas are permitted within reason.</li> <li>✓ There are enough developmentally appropriate materials available in each area to invite exploration</li> </ul>
<p><b>Rationale:</b> Children learn best when they are able to learn about the world through a variety of learning materials and experiences. Well planned activities with a variety of interest areas increase the chances that all children's needs can be met.</p>	
<p><b>Bronze Standards</b></p>	

	<p>and to limit conflict between children. Materials are placed to allow for independent reach and use by all children.</p> <ul style="list-style-type: none"> <li>✓ Classroom materials reflect a variety of ethnicities, cultures, genders, age-groups and abilities.</li> <li>✓ The Home is arranged to support independent large group, small group and individual play.</li> <li>✓ The Home has work created by children displayed. These should reflect the children's individuality, developmental ability and a variety of learning domains.</li> <li>✓ The Home environment is welcoming, nurturing, physically and emotionally safe.</li> <li>✓ Interactions between adults and children are positive and adults are highly responsive to the physical, socio-emotional and cognitive needs of children.</li> <li>✓ Rules and expectations are age/developmentally appropriate, clear and consistently enforced</li> <li>✓ Furniture is age-appropriate and arranged to allow for adult supervision at all time.</li> </ul> <p><u>Additional requirements for Homes serving infants and toddlers:</u></p> <ul style="list-style-type: none"> <li>✓ Furniture supports individual personal care routines of each infant and toddler (i.e. naps, diapering/toileting, meals/snacks). Furniture that is designed for group feeding is not permitted.</li> <li>✓ The Home environment provides soft, washable elements such as toys, cushions and furniture</li> <li>✓ The Home environment contains low, sturdy furniture adapted for infants and toddlers</li> </ul>
<b>Silver Standards</b>	<p>Must meet all Bronze standards, plus:</p> <ul style="list-style-type: none"> <li>✓ Different materials are regularly introduced to add new experiences to children's play and keep children engaged in learning</li> <li>✓ The Caregiver/Primary Educator brings in resources and materials to extend children's learning</li> <li>✓ Learning environment should include natural objects</li> </ul>
<b>Gold Standards</b>	<p>Must meet all Silver standards, plus:</p> <ul style="list-style-type: none"> <li>✓ Materials to support the development of mathematical thinking and language and literacy skills are integrated in all interest areas</li> <li>✓ The Home has work created by children displayed. These illustrate use of a wide variety of media.</li> </ul>
<b>Gold Plus Standards</b>	<p>Must meet all Gold standards.</p>
<b>Category 3: Curriculum and Learning Opportunities</b>	
<b>Rationale:</b> Strategic Implementation of an evidence-based curriculum is strongly linked to positive outcomes for all children. Children should be assessed on an ongoing basis to inform curriculum implementation, identify strengths and develop interventions for identified concerns.	
<b>Bronze Standards</b>	<ul style="list-style-type: none"> <li>✓ Learning opportunities are intentionally designed to support the development of all domains included in the DC Early Learning Standards.</li> <li>✓ All learning opportunities have associated goals and objectives</li> <li>✓ Child observations are frequently conducted and documented to assess children's understanding of learning goals and objectives. These observations are shared with families.</li> <li>✓ Learning opportunities incorporate the individual needs, abilities and interests of the children</li> <li>✓ Transitions during the day are used as "teachable moments" that support the development of domains</li> </ul>



	<p>included in the DC Early Learning Standards</p> <ul style="list-style-type: none"> <li>✓ Majority of the learning opportunities are child-centered and child-led</li> <li>✓ The Caregiver/Primary Educator serves as the facilitator to extend learning and expand involvement.</li> <li>✓ Learning opportunities allow children to engage in active and hands-on learning experiences</li> <li>✓ Learning opportunities support large group, small group and individual play.</li> <li>✓ The Home maintains a copy of the DC Early Learning Standards on site. Standards must be easily accessible for all families.</li> <li>✓ The Home posts a written, daily schedule that provides ample time for child directed choices and for a variety of learning opportunities. The goal of each learning opportunity is included.</li> <li>✓ The Home has a written philosophy and goals for children that support the development of all domains included in the DC Early Learning Standards</li> <li>✓ The Home attests that the use of television and videos is: limited to 5 hours/week, developmentally appropriate and supervised, and (if used) is written into the daily activity plan</li> <li>✓ At least 4 field trips (out of the Home learning experiences) are facilitated a year to extend learning</li> </ul> <p><u>Additional requirements for Homes serving infants and toddlers:</u></p> <ul style="list-style-type: none"> <li>✓ The schedule is structured and predictable but is flexible to support the individual needs of children (nap, diapering, feeding, play, etc.). Participation in large group activities is not forced.</li> </ul>
<b>Silver Standards</b>	<p>Must meet all Bronze standards, plus:</p> <ul style="list-style-type: none"> <li>✓ Learning opportunities are provided to support the development of higher order thinking skills</li> <li>✓ Each child has a portfolio of observation and assessment data that documents his/her growth and development over time</li> <li>✓ A system is developed and implemented to ensure that child observation and all available assessment data are used to plan learning opportunities and seek additional resources for children, if needed.</li> <li>✓ A system is developed and implemented to ensure that, when appropriate, child observation and assessment data are shared when each child transitions to another setting.</li> <li>✓ A system is developed to ensure that child observation and assessment data are shared with families on a consistent basis</li> <li>✓ At least 5 field trips (out of classroom learning experiences) are facilitated a year to extend learning</li> </ul>
<b>Gold Standards</b>	<p>Must meet all Silver standards, plus:</p> <ul style="list-style-type: none"> <li>✓ At least 6 field trips (out of classroom learning experiences) are facilitated a year to extend learning</li> </ul>
<b>Gold Plus Standards</b>	<p>Must meet all Gold standards.</p> <ul style="list-style-type: none"> <li>✓ All children must be assessed using a linguistically, culturally and age-appropriate developmental screening tool. Findings should be used to refer families to additional resources if needed. Families must be involved in this process.</li> </ul>

**Category 4: Family Engagement**

**Rationale:** Children benefit from parent and provider collaboration in planning for and supporting their developmental growth. Research shows that parent involvement in their children's learning is positively related to better child development outcomes.

**Bronze Standards**

- ✓ A family bulletin board is developed and implemented and includes, but is not limited to a written schedule of daily activities
- ✓ A system of communication is in place that allows the Caregiver/Primary Educator and families to exchange observations, reports and concerns about **each child's** general activities and progress. Communication system must be routine and consistent.
- ✓ A written Family Handbook is developed and shared with all families, and includes, but is not limited to:
  - child care operating policies and rules
  - an Open Door Policy that allows families to visit their child(ren) at any time
  - policy for the care of children with special needs
  - information about children's developmental milestones and family resources that are available in the community
- ✓ Conferences are offered to individual parents at least one time per year to review written progress report about the developmental progress of each of their children
- ✓ A parent satisfaction process is developed and implemented so that all parents may provide feedback about the services that their family receives
- ✓ Facilitate at least 2 program-wide events each year (meetings, trainings, potlucks, family game night, etc.) to engage and support families
- ✓ Ensure that families share information from their child's Individual Family Support Plan (IFSP) and Individual Education Plan (IEP) and goals stated on plans are used to inform curriculum planning

Additional requirements for Homes serving infants and toddlers:

- ✓ Parents of infants and toddlers are provided with daily, written communication about their child's daily personal care routine, which includes but is not limited to: feeding, diapering and naps. Caregiver/Primary Educator also discusses with parents other activities in which their infant or toddler may have participated in each day
- ✓ Parents of infants and toddlers are offered conferences at least two times per year to review written developmental progress report

**Silver Standards**

- Must meet all Bronze standards, plus:
- ✓ All families are provided with opportunities to volunteer in the program at least 3 times in the last 12 months
  - ✓ Feedback from families satisfaction process are addressed
  - ✓ Families are provided with information about activities that can be performed in the family home and that support their child's ongoing learning and development
  - ✓ Meetings and interactions with families are respectful of each family's diversity and cultural and ethnic



	<p>background.</p> <ul style="list-style-type: none"> <li>✓ Facilitate at least 3 program-wide events each year (meetings, trainings, potlucks, family game night, etc.) to engage and support families</li> <li>✓ Establish linkages and referral networks to other community resources and supports</li> </ul>
<b>Gold Standards</b>	<p>Must meet all Silver standards, plus:</p> <ul style="list-style-type: none"> <li>✓ Conferences are offered to individual parents at least 4 times per year to review a written progress report about the developmental progress of each of their children</li> <li>✓ A Parent Association or Council is established to support the program and is functioning with scheduled activities</li> <li>✓ Home provides education and information to parents that help prepare them for their child's transition to another setting</li> <li>✓ Facilitate at least 4 program-wide events each year (meetings, trainings, potlucks, family game night, etc.) to engage and support families</li> </ul>
<b>Gold Plus Standards</b>	<p>Must meet all Gold standards.</p>
<b>Category 5: Licensing Compliance</b>	
<b>Rationale:</b> Licensing Standards ensure that the minimum health and safety needs of children are met. Children are more likely to have positive developmental outcomes when their basic needs are met.	
<b>Bronze Standards</b>	<ul style="list-style-type: none"> <li>✓ Current Child Development Home License is in good standing, without enforcement actions, with OSSE. (see Title 29 DCMR Chapter 3 – Section 317)</li> <li>✓ The Child Development Home has received no statements of deficiencies from OSSE Licensing within in the last 12 months that jeopardize the health, safety or well-being of children in care</li> <li>✓ FBI check is conducted for all paid staff. Results of FBI checks are in accordance with all applicable federal and District of Columbia laws and rules, including Title 29 DCMR Chapter 3.</li> </ul>
<b>Silver Standards</b>	Must meet all Bronze standards
<b>Gold Standards</b>	Must meet all Bronze standards
<b>Gold Plus Standards</b>	Must meet all Bronze standards
<b>Category 6: Nutrition and Wellness (revised licensing standards address this category in greater detail)</b>	
<b>Rationale:</b> Physical health and well-being are essential to a child's development and learning potential.	
<b>Bronze</b>	<ul style="list-style-type: none"> <li>✓ Daily physical activity must include at least 2 (5-10 minute) periods of <u>structured</u> physical activity or games that promote physical activity.</li> </ul> <p><u>Additional requirements for Homes serving infants and toddlers:</u></p> <ul style="list-style-type: none"> <li>✓ At least 30 minutes of supervised "tummy time" for infants each day</li> </ul>
<b>Silver Standards</b>	<p>Must meet all Bronze standards, plus:</p> <ul style="list-style-type: none"> <li>✓ The Home shares written information with families information about nutrition and physical activity needs of children at least 2 times per year</li> </ul>
<b>Gold Standards</b>	<p>Must meet all Silver standards, plus:</p> <ul style="list-style-type: none"> <li>✓ The Home facilitates at least three(3) family engagement activities to support healthy eating and active</li> </ul>

	living at home
<b>Gold Plus Standards</b>	Must meet all Gold standards.
<b>Category 7: Business and Administrative Practices</b>	
<b>Rationale:</b> Effective program policies and procedures establish mutual expectations between program administration, program staff and parents. Program policies and procedures are necessary for a program to set and achieve goals for the program as well for the children and families they serve.	
<b>Bronze Standards</b>	<ul style="list-style-type: none"> <li>✓ The Home develops and maintains an annual budget</li> <li>✓ Job descriptions must be aligned with the Home's goals and objectives</li> <li>✓ The Home develops and implements a written staffing plan, including an emergency backup plan and plan for use of substitutes</li> <li>✓ The Home has a written system of financial record keeping in place that documents revenue, expenses, and parent account status</li> <li>✓ The Home maintains an active email account</li> <li>✓ The Home has parents sign a written contract that explains major policies and procedures</li> <li>✓ A system is in place to provide income and expense statements at least twice a year</li> <li>✓ The Caregiver/Primary Educator develops an annual professional development plan</li> <li>✓ The Caregiver/Primary Educator completes a self-review at least one time a year</li> </ul> <p><u>If staff are employed by the Home (in addition to the Caregiver/Primary Educator):</u></p> <ul style="list-style-type: none"> <li>✓ A staff orientation process is in place. Orientation must, at minimum, include overview of job description, staff roles and responsibilities for all positions and employee handbook.</li> <li>✓ Staff meetings are held at least (2) two times a year. Minutes from each staff meeting is shared with all staff and filed in an accessible location.</li> <li>✓ Individualized professional development plans are developed for all staff</li> <li>✓ Annual evaluations and conducted of all staff. Evaluation must be aligned with staff expectations and job descriptions. Staff observations and other assessment data are used to inform evaluation.</li> <li>✓ Staff observations are conducted at least one (1) time a year. Observation tools are shared with all teaching staff during orientation. Data from staff observations and other assessments are used to inform annual staff evaluation.</li> <li>✓ Professional development opportunities available to staff are shared with staff on a consistent basis</li> </ul> <p>Must meet all Bronze standards, plus:</p> <p><u>If staff are employed by the Home (in addition to the Caregiver/Primary Educator):</u></p> <ul style="list-style-type: none"> <li>✓ Staff observations are conducted at least two (2) times a year. Observation tools are shared with all staff during orientation. Data from staff observations and other assessments are used to inform annual staff evaluation.</li> <li>✓ Staff meetings are held at least three (3) times a year. Minutes from each staff meetings are shared with</li> </ul>
<b>Silver Standards</b>	



<b>Gold Standards</b>	<p>all staff and filed.</p> <p>Must meet all Silver standards, plus:</p> <p><u>If staff are employed by the Home (in addition to the Caregiver/Primary Educator):</u></p> <ul style="list-style-type: none"> <li>✓ Staff observations are conducted at least three (3) times a year. Observation tools are shared with all staff during orientation. Data from staff observations and other assessments are used to inform annual staff evaluation.</li> <li>✓ Staff meetings are held at least four (4) times a year. Minutes from each staff meetings are shared with all staff and filed.</li> </ul> <p>Must meet all Gold standards.</p>
<b>Gold Plus Standards</b>	<p>Must meet all Gold standards.</p>
<b>Category 8: National Accreditation</b>	
<b>Rationale :</b> Nationally accredited programs participate in rigorous self-assessment and external program validation. Research shows that programs that meet national accreditation standards have a positive correlation with higher quality. Higher quality early care and education environments are shown to result in better outcomes for children.	
<b>Bronze Standards</b>	Caregiver/Primary Educator has completed an introductory session for accreditation by a national accrediting institution recognized by OSSE
<b>Silver Standards</b>	Must meet all Bronze standards, plus: Child Development Home has submitted an application for accreditation to a national accrediting institution recognized by OSSE.
<b>Gold Standards</b>	Must meet all Silver standards, plus: ✓ Child Development Home has achieved and maintained accreditation by a national accrediting institution recognized by OSSE.
<b>Gold Plus Standards</b>	Must meet all Gold standards.
<b>Category 9: Program Evaluation and Quality Improvement</b>	
<b>Rationale:</b> The use of reliable, valid evaluation instruments provides programs and professionals with assessment data that can be used to inform continuous quality improvement efforts	
<b>Bronze Standards</b>	<ul style="list-style-type: none"> <li>✓ Obtain a minimum average score of 3 on the appropriate Environmental Rating Scale and a subscale score of 2. For subscales that score lower than 2, deficiencies must be addressed using the Annual Quality Improvement Plan.</li> </ul>
<b>Silver Standards</b>	<ul style="list-style-type: none"> <li>✓ Obtain a minimum average score of 4 on the appropriate Environmental Rating Scale and a subscale score of 3. For subscales that score lower than 3, deficiencies must be addressed using the Annual Quality Improvement Plan.</li> </ul>
<b>Gold Standards</b>	<ul style="list-style-type: none"> <li>✓ Obtain a minimum average score of 5 on the appropriate Environmental Rating Scale and a subscale score of 4. For subscales that score lower than 4, deficiencies must be addressed using the Annual Quality Improvement Plan.</li> </ul>
<b>Gold Plus Standards</b>	<ul style="list-style-type: none"> <li>✓ Obtain a minimum average score of 5 on the appropriate Environmental Rating Scale and a subscale score of 4. For subscales that score lower than 4, deficiencies must be addressed using the Annual Quality Improvement Plan.</li> </ul>

Quality Improvement Plan.



# Comparison of DC QRIS Standard to NAEYC Accreditation Standards<sup>1</sup>

DC QRIS Standards	NAEYC Accreditation Standards
<p><b>CATEGORY 1 – PROFESSIONAL DEVELOPMENT AND TRAINING</b></p>	
<p><b>Bronze Standards</b></p> <p><b><u>DIRECTOR</u></b></p> <p><b>Director</b> meets, at minimum, the “Level 6 Qualification Requirements” as stated in the “DC Early Childhood and Out of School Time Career Guide” <b>WITH</b> at least 15 professional development hours that specifically address program/business management, operation and evaluation.</p>	<p>NAEYC standards are close to DC’s Gold Standards for director qualifications. Both require a bachelor’s degree.</p> <p><b>10.A.02</b> - The administrator...</p> <ul style="list-style-type: none"> <li>▪ has at least a baccalaureate degree. [AND]</li> <li>▪ has at least 9 credit-bearing hours of specialized college-level course work in administration, leadership, and management (which can be in school administration, business management, communication, technology, early childhood management or administration, or some combination of these areas.) [AND]</li> </ul> <p>has at least 24 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education that encompasses child development and children’s learning from birth through kindergarten; family and community relationships; the practices of observing, documenting, and assessing young children; teaching and learning processes; and professional practices and development.</p>
<p><b>Director</b> has completed a minimum of 22 professional development/clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following:</p> <ul style="list-style-type: none"> <li>▪ Child Abuse &amp; Neglect Reporting and Prevention</li> <li>▪ Inclusive Practices</li> <li>▪ Social-Emotional Development and Mental Health</li> <li>▪ Curriculum which must include             <ul style="list-style-type: none"> <li>• DC Early Learning Standards (minimum 4 hours)</li> </ul> </li> <li>▪ Program/Business Management, Operation and Evaluation (minimum 4 hours)</li> <li>▪ Child Growth and Development which must include             <ul style="list-style-type: none"> <li>• Coursework that specifically address the age-group of children that are enrolled in the program (minimum 4 hours)</li> </ul> </li> </ul>	<p>NAEYC does not have in-service professional development standards for directors.</p>

<sup>1</sup> NAEYC Accreditation Standards All Criteria Document is available at <http://www.naeyc.org/files/academy/file/AllCriteriaDocument.pdf>

## DC QRIS Standards

## NAEYC Accreditation Standards

**Director** is a member of a national early childhood professional organization

NAEYC standards do not specify that the director must join a professional organization.

**8.C.01** - Program staff are encouraged to participate in local, state, or national early childhood education organizations by joining and attending meetings and conferences. Program staff are also encouraged to participate regularly in local, state, or regional public-awareness activities related to early care and education.

**Director** is enrolled in the Professional Registry

NAEYC does not have standards about registry enrollment.

### TEACHERS

25% of all **Teachers** meet, at minimum, the “Level 5 Qualification Requirements” as stated in the “DC Early Childhood and Out of School Time Career Guide”

**AND**

50% of all **Teachers** meet, at minimum, the “Level 4 Qualification Requirements” as stated in the “DC Early Childhood and Out of School Time Career Guide”

All teachers have a minimum of an associate’s degree or equivalent. At least 75% of teachers have a minimum of a baccalaureate degree or equivalent in early childhood education, child development, elementary education, or early childhood special education, and this training encompasses child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development.

All **Teachers** have completed 22 clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following:

- Child Abuse & Neglect Reporting and Prevention
- Inclusive Practices
- Social-Emotional Development and Mental Health
- Curriculum which must include
  - DC Early Learning Standards (minimum 4 hours)
- Child Growth and Development which must include
  - Coursework that specifically address the age-group of children that teachers are assigned to teach (minimum 4 hours)

**6.A. 07** - All teaching staff have specialized college-level course work and/or professional development training, that prepares them to work with children and families of diverse races, cultures, and languages. Specialized college-level course work may include core courses that cover these topics or courses that address these topics specifically. Teaching staff adapt their teaching in response to children’s differences.

**6.A. 08** - All teaching staff have specialized course work or professional development training in the program’s curriculum as well as in communication and collaboration skills that prepare them to participate as a member of a team.

**6.A. 10** - All teachers and assistant teachers–teacher aides have specialized college-level course work or professional development training in knowledge and skills relevant to the specific age (or ages) or to the special circumstances and specific needs of the children they teach. Specialized college-level course work may include core courses that cover these topics or courses that address these topics specifically.

**6.A. 11** - All teachers and assistant teachers–teacher aides have specialized professional development training in how to accurately use the program’s assessment procedures for assessment of child progress and program quality. Their training is used to adapt classroom practices and curriculum activities.

**6.A. 12** - All teachers and assistant teachers–teacher aides have specialized college-level course work or professional development training that prepares them to work with children who have special needs. The course work or training may include either core courses that cover these topics or courses that address these topics specifically.

NAEYC does not specify an amount of training required.



## DC QRIS Standards

## NAEYC Accreditation Standards

25% of all **Teachers**, at minimum, must be enrolled in the Professional Registry

NAEYC does not have standards about registry enrollment.

### ASSISTANT TEACHERS

50% of all **Assistant Teachers** meet, at minimum, the “Level 2 Qualification Requirements” as stated in the “DC Early Childhood and Out of School Time Career Guide”

Assistant teachers-teacher aides (staff who implement program activities under direct supervision) have a high school diploma or GED and

- 50% of assistant teachers-teacher aides have at least a Child Development Associate Credential (CDA) or equivalent.

- 100% of assistant teachers-teacher aides who do not have at least a CDA are enrolled in a program leading to a CDA or equivalent, are actively participating in the program, and are demonstrating progress toward the CDA or equivalent.

College-level course work is from regionally accredited institutions of higher education and may include distance learning or online coursework.

If there is only one assistant teacher-teacher aide, then either of the requirements can be met.

**6.A. 07** - All teaching staff have specialized college-level course work and/or professional development training, that prepares them to work with children and families of diverse races, cultures, and languages. Specialized college-level course work may include core courses that cover these topics or courses that address these topics specifically. Teaching staff adapt their teaching in response to children’s differences.

**6.A. 08** - All teaching staff have specialized course work or professional development training in the program’s curriculum as well as in communication and collaboration skills that prepare them to participate as a member of a team.

**6.A. 10** - All teachers and assistant teachers-teacher aides have specialized college-level course work or professional development training in knowledge and skills relevant to the specific age (or ages) or to the special circumstances and specific needs of the children they teach. Specialized college-level course work may include core courses that cover these topics or courses that address these topics specifically.

**6.A. 11** - All teachers and assistant teachers-teacher aides have specialized professional development training in how to accurately use the program’s assessment procedures for assessment of child progress and program quality. Their training is used to adapt classroom practices and curriculum activities.

**6.A. 12** - All teachers and assistant teachers-teacher aides have specialized college-level course work or professional development training that prepares them to work with children who have special needs. The course work or training may include either core courses that cover these topics or courses that address these topics specifically.

NAEYC does not specify an amount of training required.

All **Assistant Teachers** have completed 22 clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following:

- Child Abuse & Neglect Reporting and Prevention
- Inclusive Practices
- Social-Emotional Development and Mental Health
- Curriculum which must include
  - DC Early Learning Standards (minimum 4 hours)
- Child Growth and Development which must include
  - Coursework that specifically address the age-group of children that teachers are assigned to teach (minimum 4 hours)

25% of all **Assistant Teachers**, at minimum, must be enrolled in the Professional Registry

NAEYC does not have standards about registry enrollment.

DC QRIS Standards	NAEYC Accreditation Standards
<p><b>Silver Standards</b></p> <p><b><u>DIRECTOR</u></b></p> <p><b>Director</b> meets, at minimum, the “Level 7 Qualification Requirements” as stated in the “DC Early Childhood and Out of School Time Career Guide”.</p> <p><b>Director</b> has completed a minimum of 26 professional development/clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following:</p> <ul style="list-style-type: none"> <li>▪ Child Abuse &amp; Neglect Reporting and Prevention</li> <li>▪ Inclusive Practices</li> <li>▪ Social-Emotional Development and Mental Health</li> <li>▪ Curriculum which must include <ul style="list-style-type: none"> <li>• DC Early Learning Standards (minimum 4 hours)</li> </ul> </li> <li>▪ Program/Business Management, Operation and Evaluation (minimum 4 hours)</li> <li>▪ Child Growth and Development which must include <ul style="list-style-type: none"> <li>• Coursework that specifically address the age-group of children that are enrolled in the program (minimum 4 hours)</li> </ul> </li> </ul> <p><b>Director</b> is a member of a national early childhood professional organization</p> <p><b>Director</b> is enrolled in the Professional Registry</p>	<p>See Bronze Standards for director qualifications</p> <p>NAEYC does not have in-service professional development standards for directors.</p> <p>NAEYC standards do not specify that the director must join a professional organization.</p> <p><b>8.C.01</b> - Program staff are encouraged to participate in local, state, or national early childhood education organizations by joining and attending meetings and conferences. Program staff are also encouraged to participate regularly in local, state, or regional public-awareness activities related to early care and education.</p> <p>NAEYC does not have standards about registry enrollment.</p>
<p><b><u>TEACHERS</u></b></p> <p>50% of all <b>Teachers</b> meet, at minimum, the “Level 5 Qualification Requirements” as stated in the “DC Early Childhood and Out of School Time Career Guide”</p> <p><b>AND</b></p> <p>75% of all <b>Teachers</b> meet, at minimum, the “Level 4 Qualification Requirements” as stated in the “DC Early Childhood and Out of School Time Career Guide”</p>	<p>See Bronze Standards for teacher qualifications</p>



DC QRIS Standards	NAEYC Accreditation Standards
<p>All <b>Teachers</b> have completed 26 clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following:</p> <ul style="list-style-type: none"> <li>▪ Child Abuse &amp; Neglect Reporting and Prevention</li> <li>▪ Inclusive Practices</li> <li>▪ Social-Emotional Development and Mental Health Curriculum which must include <ul style="list-style-type: none"> <li>• DC Early Learning Standards (minimum 4 hours)</li> </ul> </li> <li>▪ Child Growth and Development which must include <ul style="list-style-type: none"> <li>• Coursework that specifically address the age-group of children that teachers are assigned to teach (minimum 4 hours)</li> </ul> </li> </ul>	<p>See Bronze Standards for in-service training</p>
<p>50% of all <b>Teachers</b>, at minimum, must be enrolled in the Professional Registry</p>	<p>NAEYC does not have standards about registry enrollment.</p>
<p><b><u>ASSISTANT TEACHERS</u></b></p>	<p>See Bronze Standards for assistant teacher qualifications</p>
<p>All <b>Assistant Teachers</b> have completed 26 clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following:</p> <ul style="list-style-type: none"> <li>▪ Child Abuse &amp; Neglect Reporting and Prevention</li> <li>▪ Inclusive Practices</li> <li>▪ Social-Emotional Development and Mental Health Curriculum which must include <ul style="list-style-type: none"> <li>• DC Early Learning Standards (minimum 4 hours)</li> </ul> </li> <li>▪ Child Growth and Development which must include <ul style="list-style-type: none"> <li>• Coursework that specifically address the age-group of children that teachers are assigned to teach (minimum 4 hours)</li> </ul> </li> </ul>	<p>See Bronze Standards for in-service training</p>
<p>50% of all <b>Assistant Teachers</b>, at minimum, must be enrolled in the Professional Registry</p>	<p>NAEYC does not have standards about registry enrollment.</p>

DC QRIS Standards	NAEYC Accreditation Standards
<p><b>Gold Standards</b></p> <p><b><u>DIRECTOR</u></b></p> <p><b>Director</b> meets, at minimum, the “Level 8 Qualification Requirements” as stated in the “DC Early Childhood and Out of School Time Career Guide”.</p> <p><b>Director</b> has completed a minimum of 30 professional development/clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following:</p> <ul style="list-style-type: none"> <li>▪ Child Abuse &amp; Neglect Reporting and Prevention</li> <li>▪ Inclusive Practices</li> <li>▪ Social-Emotional Development and Mental Health</li> <li>▪ Curriculum which must include <ul style="list-style-type: none"> <li>• DC Early Learning Standards (minimum 4 hours)</li> </ul> </li> <li>▪ Program/Business Management, Operation and Evaluation (minimum 4 hours)</li> <li>▪ Child Growth and Development which must include <ul style="list-style-type: none"> <li>• Coursework that specifically address the age-group of children that are enrolled in the program (minimum 4 hours)</li> </ul> </li> </ul> <p><b>Director</b> is a member of a national early childhood professional organization</p> <p><b>Director</b> is enrolled in the Professional Registry</p> <p><b><u>TEACHERS</u></b></p> <p>100% of <b>Teachers</b> meet, at minimum, the “Level 5 Qualification Requirements” as stated in the “DC Early Childhood and Out of School Time Career Guide”</p>	<p>See Bronze Standards for director qualifications</p> <p>NAEYC does not have in-service professional development standards for directors.</p> <p>NAEYC standards do not specify that the director must join a professional organization.</p> <p><b>8.C.01</b> - Program staff are encouraged to participate in local, state, or national early childhood education organizations by joining and attending meetings and conferences. Program staff are also encouraged to participate regularly in local, state, or regional public-awareness activities related to early care and education.</p> <p>NAEYC does not have standards about registry enrollment.</p> <p>See Bronze Standards for teacher qualifications</p>



DC QRIS Standards	NAEYC Accreditation Standards
<p>All <b>Teachers</b> have completed 30 clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following:</p> <ul style="list-style-type: none"> <li>▪ Child Abuse &amp; Neglect Reporting and Prevention</li> <li>▪ Inclusive Practices</li> <li>▪ Social-Emotional Development and Mental Health Curriculum which must include <ul style="list-style-type: none"> <li>• DC Early Learning Standards (minimum 4 hours)</li> </ul> </li> <li>▪ Child Growth and Development which must include <ul style="list-style-type: none"> <li>• Coursework that specifically address the age-group of children that teachers are assigned to teach (minimum 4 hours)</li> </ul> </li> </ul> <p>75% of all <b>Teachers</b>, at minimum, must be enrolled in the Professional Registry</p>	<p>See Bronze Standards for in-service training</p> <p>NAEYC does not have standards about registry enrollment.</p>
<p><b><u>ASSISTANT TEACHERS</u></b></p> <p>100% of <b>Assistant Teachers</b> meet, at minimum, the “Level 2 Qualification Requirements” as stated in the “DC Early Childhood and Out of School Time Career Guide”</p> <p>All <b>Assistant Teachers</b> have completed 30 clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following:</p> <ul style="list-style-type: none"> <li>▪ Child Abuse &amp; Neglect Reporting and Prevention</li> <li>▪ Inclusive Practices</li> <li>▪ Social-Emotional Development and Mental Health Curriculum which must include <ul style="list-style-type: none"> <li>• DC Early Learning Standards (minimum 4 hours)</li> </ul> </li> <li>▪ Child Growth and Development which must include <ul style="list-style-type: none"> <li>• Coursework that specifically address the age-group of children that teachers are assigned to teach (minimum 4 hours)</li> </ul> </li> </ul> <p>75% of all <b>Assistant Teachers</b>, at minimum, must be enrolled in the Professional Registry</p>	<p>See Bronze Standards for assistant teacher qualifications</p> <p>See Bronze Standards for in-service training</p> <p>NAEYC does not have standards about registry enrollment.</p>
<p><b>Gold Plus Standards</b></p> <p><b><u>TEACHERS</u></b></p> <p><b>Must meet all Gold standards, plus:</b></p> <p>100% of all Teachers meet, at minimum, the “Level 8 Qualification Requirements” as stated in the “DC Early Childhood and Out of School Time Career Guide”</p>	<p>See Bronze Standards for teacher qualifications</p>

## DC QRIS Standards

## NAEYC Accreditation Standards

### ASSISTANT TEACHERS

**Must meet all Gold standards, plus:**

100% of all Assistant Teachers meet, at minimum, the “Level 5 Qualification Requirements” as stated in the “DC Early Childhood and Out of School Time Career Guide”

See Bronze Standards for assistant teacher qualifications

### CATEGORY 2 – LEARNING ENVIRONMENT

#### **Bronze Standards**

Classrooms are arranged to offer at least 5 physical areas of learning interest (e.g. literacy/language, gross and/or fine motor, dramatic play, art, blocks, music, science, sensory) to children on a daily basis.

**3.A.04** - Teachers organize space and select materials in all content and developmental areas to stimulate

- exploration, experimentation, discovery, and
- conceptual learning.

Interest areas and classroom materials are designed to support the development of all domains included in the DC Early Learning Standards and movement of materials between interest areas are permitted within reason.

**9.A.04** - A variety of age- and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day. This equipment includes:

- dramatic play equipment;
- sensory materials such as sand, water, play dough, paint and blocks;
- materials that support curriculum goals and objectives in literacy, math, science, social studies, and other content areas; and
- gross-motor equipment for activities such as pulling up; walking; climbing in, on, and over;
- moving through, around, and under; pushing; pulling; and riding.

There are enough developmentally appropriate materials available in each area to invite exploration and to limit conflict between children. Materials are placed to allow for independent reach and use by all children.

#### **9.A.07**

- Staff organize and group materials on low, open shelves to encourage children to use them independently.
- Staff rotate and adapt materials to promote learning and extend children’s play opportunities.

**9.A.08** - Materials and equipment are available

- to facilitate focused individual play or play with peers.
- in sufficient quantities to occupy each child in activities that meet his or her interests.

Classroom materials reflect a variety of ethnicities, cultures, genders, age-groups and abilities.

**3.B.04** - Teaching staff are active in **identifying and countering** any teaching practices, curriculum approaches, or materials that are degrading with respect to gender, sexual orientation, age, language, ability, race, religion, family structure, background, or culture.



DC QRIS Standards	NAEYC Accreditation Standards
<p>Classrooms are arranged to support independent large group, small group and individual play.</p>	<p><b>9.A.12</b> - Indoor space is designed and arranged to...</p> <ul style="list-style-type: none"> <li>• accommodate children individually, in small groups and in a large group.</li> <li>• divide space into areas that are supplied with materials organized in a manner to support children's play and learning.</li> <li>• provide semiprivate areas where children can play or work alone or with a friend.</li> <li>• provide children with disabilities full access (making adaptations as necessary) to the curriculum and</li> <li>• activities in the indoor space.</li> </ul>
<p>Classrooms have work created by children displayed. These should reflect the children's individuality, developmental ability and a variety of learning domains.</p>	<p><b>3.A.06</b> - Teachers create classroom displays that help children reflect on and extend their learning.</p> <ul style="list-style-type: none"> <li>• They ensure that children's recent works predominate in classroom displays (e.g., art, emergent writing, graphic representation, and three-dimensional creations) and that</li> <li>• some displays are at children's eye level.</li> </ul>
<p>Classroom environments are welcoming, nurturing, physically and emotionally safe.</p>	<p><b>9.A.09</b> - Program staff arrange the environment to be <b>welcoming and accessible</b>. A welcoming and accessible environment contains elements such as:</p> <ul style="list-style-type: none"> <li>• multicultural materials that promote appreciation for diversity while being respectful of the cultural traditions, values, and beliefs of families being served;</li> <li>• clearly defined places where families can gather information regarding the daily schedule and upcoming events;</li> <li>• clearly defined places where families sign in, sign out, and gather information about their child's day;</li> <li>• places for displaying children's work; and</li> <li>• features that moderate visual and auditory stimulation.</li> </ul>
<p>Interactions between adults and children are positive and adults are highly responsive to the physical, socio-emotional and cognitive needs of children.</p>	<p><b>2.B.01</b> - Children have varied opportunities to engage throughout the day with teaching staff who</p> <ul style="list-style-type: none"> <li>• are attentive and responsive to them.</li> <li>• facilitate their social competence.</li> <li>• facilitate their ability to learn through interacting with others.</li> </ul>
<p>Classroom rules and expectations are age/developmentally appropriate, clear and consistently enforced.</p>	<p><b>3.B.06</b> - Teachers:</p> <ul style="list-style-type: none"> <li>• manage behavior and</li> <li>• implement classroom rules and expectations in a manner that is consistent and predictable.</li> </ul>

## DC QRIS Standards

## NAEYC Accreditation Standards

Classroom furniture is age-appropriate and arranged to allow for adult supervision at all time.

### 9.A.05

- The indoor environment is designed so staff can supervise children by sight and sound at all times without relying on artificial monitoring devices.
- In semiprivate areas, it is always possible for both children and adults to be observed by an adult from outside the area.

**Additional requirements for infant and toddler programs/classrooms:**  
Classroom furniture supports individual personal care routines of each infant and toddler (i.e. naps, diapering/toileting, meals/snacks). Furniture that is designed for group feeding is not permitted.

This NAEYC standard is not just about infants and toddlers

### 9.A.01 - The following furnishings are available:

- equipment and furnishings for diaper changing and changing soiled underwear or other clothing that are located away from food preparation areas;
- hand-washing sinks within arm's length of diaper changing tables;
- a chair with a back and a seating height that allows the child to sit with his or her feet on the floor or ground (for each child over the age of one year);
- tables at a height that allows a child to sit comfortably with the table between underarm and waist;
- at least one cot, crib, mat, sleeping bag, or pad for each child who spends more than four hours a day in the program (no child is allowed to sleep on the floor without using rest equipment);
- at least one cot or mat with a blanket for an ill child;
- adaptations that allow children with disabilities and other special needs to fully participate in the program's activities; and
- A solid barrier or at least three-foot spacing that separates sleeping children from one another.

Classroom environments provide soft, washable elements such as toys, cushions and furniture.

This NAEYC standard is not just about infants and toddlers

- ### 9.A.10 - The indoor environment includes washable, soft elements that allow groups of children or adults and children to sit in close proximity for conversations or comforting.



## DC QRIS Standards

## NAEYC Accreditation Standards

This NAEYC standard is not just about infants and toddlers

**9.A.01** - The following furnishings are available:

- equipment and furnishings for diaper changing and changing soiled underwear or other clothing that are located away from food preparation areas;
- hand-washing sinks within arm’s length of diaper changing tables;
- a chair with a back and a seating height that allows the child to sit with his or her feet on the floor or ground (for each child over the age of one year);
- tables at a height that allows a child to sit comfortably with the table between underarm and waist;
- at least one cot, crib, mat, sleeping bag, or pad for each child who spends more than four hours a day in the program (no child is allowed to sleep on the floor without using rest equipment);
- at least one cot or mat with a blanket for an ill child;
- adaptations that allow children with disabilities and other special needs to fully participate in the program’s activities; and
- A solid barrier or at least three-foot spacing that separates sleeping children from one another.

Classroom environments contain low, sturdy furniture adapted for infants and toddlers.

This NAEYC standard is not specifically about infants and toddlers

Classrooms are arranged to offer at least 5 physical areas of learning interest (e.g. literacy/language, gross and/or fine motor, dramatic play, art, blocks, music, science, sensory) to children on a daily basis.

**3.A. 04** - Teachers organize space and select materials in all content and developmental areas to stimulate

- exploration, experimentation, discovery, and
- conceptual learning.

### Silver Standards

**Must meet all Bronze standards, plus:**

Different classroom materials are regularly introduced to add new experiences to children’s play and keep children engaged in learning

**3.E.01** - Teaching staff reorganize the environment when necessary to help children explore new concepts and topics, sustain their activities, and extend their learning.

**9.A.07**

- Staff organize and group materials on low, open shelves to encourage children to use them independently.
- Staff rotate and adapt materials to promote learning and extend children’s play opportunities.

Teachers bring in resources and materials to extend children’s learning

**3.E.03** - Teachers use children’s interest in and curiosity about the world to engage them with new content and developmental skills.

Learning environment should include natural objects

Not sure what is meant by “natural objects”

DC QRIS Standards	NAEYC Accreditation Standards
<p><b>Gold Standards</b></p> <p><b>Must meet all Silver standards, plus:</b></p> <p>Materials to support the development of mathematical thinking and language and literacy skills are integrated in all interest areas</p>	<p><b>2.A.10</b> - The curriculum guides teachers to incorporate content, concepts, and activities that foster:</p> <ul style="list-style-type: none"> <li>● social [development],</li> <li>● emotional [development],</li> <li>● physical [development],</li> <li>● language [development], and</li> <li>● cognitive development and</li> <li>● integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health &amp; safety, and social studies.</li> </ul> <p><b>2.F.04</b> - Children are provided varied opportunities and materials that encourage them to integrate mathematical terms into everyday conversation.</p>
<p>Classrooms have work created by children displayed. These illustrate use of a wide variety of media.</p>	<p><b>3.A.06</b> - Teachers create classroom displays that help children reflect on and extend their learning.</p> <ul style="list-style-type: none"> <li>● They ensure that children’s recent works predominate in classroom displays (e.g., art, emergent writing, graphic representation, and three-dimensional creations) and that</li> <li>● some displays are at children’s eye level.</li> </ul>
<p><b>Gold Plus Standards</b></p> <p>Must meet all Gold standards.</p>	<p>See above</p>
<p><b>CATEGORY 3 – CURRICULUM AND LEARNING OPPORTUNITIES</b></p>	
<p><b>Bronze Standards</b></p> <p>Learning opportunities are intentionally designed to support the development of all domains included in the District of Columbia Infant and Toddler and Pre-Kindergarten Early Learning Standards.</p>	<p>The NAEYC Standards about Curriculum are written to convey what children are able to do, similar to early learning standards.</p>
<p>All learning opportunities have associated goals and objectives.</p>	<p><b>2.A.03</b> - The curriculum guides teachers’ development and intentional implementation of learning opportunities consistent with the program’s goals and objectives.</p> <p><b>2.A.05</b> - Curriculum goals and objectives guide teachers’ ongoing assessment of children’s progress.</p>



DC QRIS Standards	NAEYC Accreditation Standards
<p>Child observations are frequently conducted and documented to assess children’s understanding of learning goals and objectives. These observations are shared with families.</p>	<p><b>3.G.02</b> - Teachers use multiple sources (including results of informal and formal assessments as well as children’s</p> <ul style="list-style-type: none"> <li>• initiations, questions, interests, and misunderstandings) to identify what children have learned.</li> <li>• adapt curriculum and teaching to meet children’s needs and interests.</li> <li>• foster children’s curiosity.</li> <li>• extend children’s engagement.</li> <li>• support self-initiated learning.</li> </ul>
<p>Learning opportunities incorporate the individual needs, abilities and interests of the children.</p>	<p><b>3.E.03</b> - Teachers use children’s interest in and curiosity about the world to engage them with new content and developmental skills.</p>
<p>Transitions during the day are used as “teachable moments” that support the development of domains included in the DC Early Learning Standards.</p>	<p><b>3.D.09</b> - Teaching staff help children follow a predictable but flexible daily routine by providing:</p> <ul style="list-style-type: none"> <li>• time [for transitions] and</li> <li>• support for transitions.</li> </ul>
<p>Majority of the learning opportunities are child-centered and child-led.</p>	<p><b>2.B.11</b> - Teaching staff create a climate of mutual respect for children by being interested in their</p> <ul style="list-style-type: none"> <li>• ideas,</li> <li>• experiences, and</li> <li>• products.</li> </ul>
<p>The teacher serves as the facilitator to extend learning and expand involvement.</p>	<p><b>3.E.04</b> - Teachers use their knowledge of individual children to modify strategies and materials to enhance children’s learning.</p>
<p>Learning opportunities allow children to engage in active and hands-on learning experiences.</p>	<p><b>2.A.11</b> - The schedule provides children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for</p> <ul style="list-style-type: none"> <li>• play,</li> <li>• creative expression,</li> <li>• large-group,</li> <li>• small-group, and</li> <li>• child-initiated activity.</li> </ul>

DC QRIS Standards	NAEYC Accreditation Standards
<p>Learning opportunities support large group, small group and individual play.</p>	<p><b>2.A.11</b> - The schedule provides children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for</p> <ul style="list-style-type: none"> <li>• play,</li> <li>• creative expression,</li> <li>• large-group,</li> <li>• small-group, and</li> <li>• child-initiated activity.</li> </ul>
<p>The center maintains a copy of the DC Early Learning Standards on site. Standards must be easily accessible for all staff and families.</p>	<p>NAEYC does not address State early learning standards.</p>
<p>All classrooms post a written, daily schedule that provides ample time for child directed choices and for a variety of learning opportunities. The goal of each learning opportunity is included.</p>	<p><b>2.A.07</b> - The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule</p> <ul style="list-style-type: none"> <li>• provides time and support for transitions.</li> <li>• includes both indoor and outdoor experiences.</li> <li>• is responsive to a child's need to rest or be active.</li> </ul> <p><b>2.A.11</b> - The schedule provides children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for</p> <ul style="list-style-type: none"> <li>• play,</li> <li>• creative expression,</li> <li>• large-group,</li> <li>• small-group, and</li> <li>• child-initiated activity.</li> </ul>
<p>The center has a written philosophy and goals for children that support the development of all domains included in the DC Early Learning Standards.</p>	<p><b>2.A.01</b> - The program has a written statement of philosophy and uses one or more written curricula or curriculum frameworks consistent with its philosophy that address central aspects of child development.</p> <p><b>10.A.01</b> - The program has a well-articulated mission and philosophy of program excellence that guide its operation. The goals and objectives relate to the mission, philosophy, and all program operations and include child and family desired outcomes.</p>
<p>The center attests that the use of television and videos is: limited to 5 hours/week, developmentally appropriate and supervised, and (if used) is written into the daily activity plan.</p>	<p><b>2.H.01</b> - The use of passive media such as television, film, videotapes, and audiotapes is limited to developmentally appropriate programming.</p>
<p>At least 4 field trips (out of classroom learning experiences) are facilitated a year to extend learning.</p>	<p>NAEYC does not have standards about field trips. The occurrence of field trips can be used as evidence in several standards.</p>



## DC QRIS Standards

## NAEYC Accreditation Standards

**Additional requirements for infant and toddler programs/classrooms:**  
For infant/toddler classrooms, the schedule is structured and predictable but is flexible to support the individual needs of children (nap, diapering, feeding, play, etc.). Participation in large group activities is not forced.

- 2.C.01** - Infants and toddlers/twos are provided:
- an environment that allows them to move freely and achieve mastery of their bodies through self-initiated movement.
- They have multiple opportunities to practice emerging skills in:
- coordination, movement and balance, and
  - perceptual-motor integration.
- 3.D.06** - Teachers organize time and space on a daily basis to offer infants opportunities to play
- individually,
  - in pairs, and
  - in small groups.

### Silver Standards

#### Must meet all Bronze standards, plus:

Learning opportunities are provided to support the development of higher order thinking skills

Each child has a portfolio of observation and assessment data that documents his/her growth and development over time

**3.G.07** - Teachers use their knowledge of content to pose problems and ask questions that stimulate children's thinking. Teachers help children express their ideas and build on the meaning of their experiences.

**3.G.08** - Teachers help children identify and use prior knowledge. They provide experiences that extend and challenge children's current understandings.

**4.D.08** - Teachers observe and document children's work, play, behaviors, and interactions to assess progress. They use the information gathered to plan and modify the curriculum and their teaching.

A system is developed and implemented to ensure that child observation and all available assessment data are used to plan learning opportunities and seek additional resources for children, if needed.

**2.A.06** - The curriculum guides teachers to integrate assessment information with curriculum goals to support individualized learning.

**4.A.03** - The program's written assessment plan includes the multiple purposes and uses of assessment, including

- arranging for developmental screening and referral for diagnostic assessment when indicated,
- identifying children's interests and needs,
- describing the developmental progress and learning of children,
- improving curriculum and adapting teaching practices and the environment,
- planning program improvement, and
- communicating with families.

A system is developed and implemented to ensure that, when appropriate, child observation and assessment data are shared when each child transitions to another classroom, teacher or setting.

**10.B.14** - Procedures address transition planning by administrators, teachers, and families to facilitate children's transition from one teacher to another, from one group to another, from one classroom to another, and from one program to another.

## DC QRIS Standards

## NAEYC Accreditation Standards

A system is developed to ensure that child observation and assessment data are shared with families on a consistent basis

**4.E.02** - Family members are provided information, either verbally or in writing, about their child's development and learning on at least a quarterly basis, with written reports at least two times a year.

**4.E.03** - Teachers, families, and relevant specialists have regular opportunities to participate in two-way communication conferences to discuss each child's progress, accomplishments, difficulties in the classroom and at home as well as to plan learning activities.

At least 6 field trips (out of classroom learning experiences) are facilitated a year to extend learning

NAEYC does not have standards about field trips. The occurrence of field trips can be used as evidence in several standards.

### Gold Standards

**Must meet all Silver standards, plus:**

At least 8 field trips (out of classroom learning experiences) are facilitated a year to extend learning

NAEYC does not have standards about field trips. The occurrence of field trips can be used as evidence in several standards.

### Gold Plus Standards

**Must meet all Gold standards.**

All children must be assessed using a linguistically, culturally and age-appropriate developmental screening tool. Findings should be used to refer families to additional resources if needed. Families must be involved in this process.

**4.C.01** - All children receive developmental screening that includes:

- the timely screening of all children within three months of program entry;
- screening instruments that meet professional standards for standardization, reliability, and validity;
- screening instruments that have normative scores available on a population relevant for the child being screened;
- screening of children's health status and their sensory, language, cognitive, gross-motor, fine-motor, and social-emotional development;
- a plan for evaluating the effectiveness of the screening program; and
- using the results to make referrals to appropriate professionals, when needed, and ensuring that the referrals are followed.



CATEGORY 4 – FAMILY ENGAGEMENT

**Bronze Standards**

A family bulletin board is developed and implemented for each classroom and includes, but is not limited to a written schedule of daily activities

For some of the standards in NAEYC, a bulletin board is the source of evidence that the standard is met. There is no standard that requires the program have a bulletin board.

**7.B.06** - Program staff communicate with families on at least a **weekly basis** regarding children’s activities and developmental milestones, shared caregiving issues, and other information that affects the wellbeing and development of their children. Where in-person communication is not possible, program staff communicate through established alternative means.

**4.E.02** - Family members are provided information, either verbally or in writing, about their child’s development and learning on at least a quarterly basis, with written reports at least two times a year.

**Also similar:**

**7.A.08** - Program staff engage with families to learn from their knowledge of their child’s interests, approaches to learning, and the child’s developmental needs, and to learn about their concerns and goals for their children. This information is incorporated into ongoing classroom planning.

**7.A.10** - The program works with families on shared child caregiving issues, including routine separations, special needs, the food being served and consumed, and daily care issues.

A system of communication is in place that allows each Child Development Center classroom and families to exchange observations, reports and concerns about **each child’s** general activities and progress. Communication system must be routine and consistent.

A written Family Handbook is developed and shared with all families, and includes, but is not limited to:

- child care operating policies and rules
- an Open Door Policy that allows families to visit their child(ren) at any time
- policy for the care of children with special needs
- information about children’s developmental milestones and family resources that are available in the community

For many of the standards in NAEYC, a family handbook is the source of evidence that the standard is met. There is no standard that requires the program to have a handbook.

Conferences are offered to individual parents at least one time per year to review written progress report about the developmental progress of each of their children

**7.B.01** - Program staff use a variety of mechanisms such as family conferences or home visits to promote dialogue with families. The program staff asks adults to translate or interpret communications as needed.

## DC QRIS Standards

## NAEYC Accreditation Standards

A parent satisfaction process is developed and implemented so that all parents may provide feedback about the services that their family receives

**7.A.09** - Program staff use a variety of formal and informal methods to communicate with families about the program philosophy and curriculum objectives, including educational goals and effective strategies that can be used by families to promote their children's learning. Staff use a variety of methods such as new family orientations, small group meetings, individual conversations, and written questionnaires, which help staff get input from families about curriculum activities throughout the year.

**10.F.04** - The program offers staff and families opportunities to assist in making decisions to improve the program. Collaborative and shared decision making is used with all participants to build trust and enthusiasm for making program changes. Staff and families meet at least annually to consult on program planning and ongoing program operations.

**7.A.12** - The program facilitates opportunities for families to meet with one another on a formal and informal basis, work together on projects to support the program, and learn from and provide support for each other.

**7.A.14** - Program staff and families work together to plan events. Families' schedules and availability are considered as part of this planning.

Ensure that families share information from their child's Individual Family Support Plan (IFSP) and Individual Education Plan (IEP) and goals stated on plans are used to inform curriculum planning

**3.A.01** - Teaching staff, program staff or both **work as a team** to implement daily teaching and learning activities, included Individualized Family Service Plans (IFSPs), Individualized Education Programs (IEPs), and other individual plans as needed.

### **Additional requirements for infant/toddler classrooms:**

Parents of infants and toddlers are provided with daily, written communication about their child's daily personal care routine, which includes but is not limited to: feeding, diapering and naps. Teachers also discuss with parents other activities in which their infant or toddler may have participated in each day

**7.B.05** - Program staff communicate with families on a **daily basis** regarding infants' and toddlers'/'twos' activities and developmental milestones, shared caregiving issues, and other information that affects the well-being and development of their children. Where in-person communication is not possible, program staff communicate through established alternative means.

Parents of infants and toddlers are offered conferences at least two times per year to review written developmental progress report

**7.B.01** - Program staff use a variety of mechanisms such as family conferences or home visits to promote dialogue with families. The program staff asks adults to translate or interpret communications as needed.

### **Silver Standards**

Must meet all of bronze standards

### **AND**

All families are provided with opportunities to volunteer in the program at least 3 times in the last 12 months

**7.A.07** - Program staff ensure that all families, regardless of family structure; socioeconomic, racial, religious, and cultural backgrounds; gender; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities. These opportunities consider each family's interests and skills and the needs of program staff.



DC QRIS Standards	NAEYC Accreditation Standards
<p>Feedback from families satisfaction process are addressed</p>	<p><b>7.C.02</b> - Program staff encourage families to raise concerns and work collaboratively with them to find mutually satisfying solutions that staff then incorporate into classroom practice.</p>
<p>Families are provided with information about activities that can be performed in the family home and that support their child's ongoing learning and development</p>	<p><b>7.A.05</b> - Program staff provide support and information to family members legally responsible for the care and well-being of a child</p>
<p>Meetings and interactions with families are respectful of each family's diversity and cultural and ethnic background.</p>	<p><b>7.B.01</b> - Program staff use a variety of mechanisms such as family conferences or home visits to promote dialogue with families. The program staff asks adults to translate or interpret communications as needed.</p> <p><b>7.B.02</b> - The program compiles and provides program information to families in a language the family can understand. This information includes program policies and operating procedures.</p>
<p>Facilitate at least 4 program-wide events each year (meetings, trainings, potlucks, family game night, etc.) to engage and support families</p>	<p><b>7.A.12</b> - The program facilitates opportunities for families to meet with one another on a formal and informal basis, work together on projects to support the program, and learn from and provide support for each other.</p> <p><b>7.A.14</b> - Program staff and families work together to plan events. Families' schedules and availability are considered as part of this planning.</p>
<p>Establish linkages and referral networks to other community resources and supports</p>	<p><b>8.A.02</b> - Program staff develop partnerships and professional relationships with agencies, consultants, and organizations in the community that further the program's capacity to meet the needs and interests of the children and families that they serve.</p> <p><b>Also similar:</b></p> <p><b>7.C.05</b> - Program staff provide families with information about programs and services from other organizations. Staff support and encourage families' efforts to negotiate health, mental health, assessment, and educational services for their children.</p> <p><b>8.A.01</b> - Program staff maintain a current list of child and family support services available in the community based on the pattern of needs they observe among families and based on what families request (e.g., health, mental health, oral health, nutrition, child welfare, parenting programs, early intervention-special education screening and assessment services, and basic needs such as housing and child care subsidies). They share the list with families and assist them in locating, contacting, and using community resources that support children's and families' well-being and development.</p>

DC QRIS Standards	NAEYC Accreditation Standards
<p><b>Gold Standards</b></p> <p>Must meet all of bronze and silver standards</p> <p><b>AND</b></p> <p>Conferences are offered to individual parents at least 4 times per year to review a written progress report about the developmental progress of each of their children</p>	<p><b>7.B.01</b> - Program staff use a variety of mechanisms such as family conferences or home visits to promote dialogue with families. The program staff asks adults to translate or interpret communications as needed.</p> <p><b>4.E.02</b> - Family members are provided information, either verbally or in writing, about their child's development and learning on at least a quarterly basis, with written reports at least two times a year.</p>
<p>A Parent Association or Council is established to support the program and is functioning with scheduled activities</p>	<p><b>7.A.13</b> - The program's governing or advisory groups include families as members and active participants. Staff or other families in the program encourage and support family members in taking on leadership roles.</p>
<p>Center provides education and information to parents that help prepare them for their child's transition to another classroom, teacher or setting.</p>	<p><b>7.C.06</b> - Program staff use established linkages with other early education programs and local elementary schools to help families prepare for and manage their children's transitions between programs, including special education programs. Staff provide information to families that can assist them in communicating with other programs.</p> <p><b>7.C.07</b> - To help families with their transitions to other programs or schools, staff provide basic general information on enrollment procedures and practices, visiting opportunities, and program options.</p>
<p>Facilitate at least 6 program-wide events each year (meetings, trainings, potlucks, family game night, etc.) to engage and support families</p>	<p><b>7.A.12</b> - The program facilitates opportunities for families to meet with one another on a formal and informal basis, work together on projects to support the program, and learn from and provide support for each other.</p> <p><b>7.A.14</b> - Program staff and families work together to plan events. Families' schedules and availability are considered as part of this planning.</p>
<p><b>CATEGORY 5 – LICENSING COMPLIANCE</b></p>	
<p><b>Bronze Standards</b></p> <p>Current Child Development Center License is in good standing, without enforcement actions, with OSSE. (see Title 29 DCMR Chapter 3 – Section 317)</p>	<p>Program maintains good standing in its licensing or regulatory status within the last year or since its last inspection.</p>
<p>The Child Development Center has received no statements of deficiencies from OSSE Licensing within in the last 12 months that jeopardize the health, safety or well-being of children in care</p>	<p>A program is in good standing if in the past 12 months the program has not experienced the suspension/revocation of its license or regulatory status and has not experienced any critical incidents involving failure to adhere to NAEYC required criteria.</p>
<p>FBI check is conducted for all paid staff. Results of FBI checks are in accordance with all applicable federal and District of Columbia laws and rules.</p>	<p>NAEYC's standards about background checks say that the program must follow the State's laws.</p>



DC QRIS Standards	NAEYC Accreditation Standards
<p><b>Silver Standards</b> Must meet all of bronze standards</p>	See above
<p><b>Gold Standards</b> Must meet all of bronze standards</p>	See above
<b>CATEGORY 6 – NUTRITION AND WELLNESS</b>	
<p><b>Bronze Standards</b> Daily physical activity must include at least 2 (5-10 minute) periods of <u>structured</u> physical activity or games that promote physical activity.</p>	<p>NAEYC does not have standards about the amount of physical activity.</p> <p><b>2.C.04</b> - Children have varied opportunities and are provided equipment to engage in large motor experiences that:</p> <ul style="list-style-type: none"> <li>▪ stimulate a variety of skills.</li> <li>▪ enhance sensory-motor integration.</li> <li>▪ develop controlled movement (balance, strength, coordination).</li> <li>▪ enable children with varying abilities to have large-motor experiences similar to those of their peers.</li> <li>▪ range from familiar to new and challenging.</li> <li>▪ help them learn physical games with rules and structure.</li> </ul>
<p><b><u>Infant Toddler programs</u></b> At least 30 minutes of supervised “tummy time” for infants each day</p>	NAEYC does not have a standards about “tummy time” for infants.
<p><b>Silver Standards</b> Must meet all of bronze standards <b>AND</b> The Center shares written information with families information about nutrition and physical activity needs of children at least 2 times per year</p>	<p>NAEYC does not have a standard about sharing information with families about physical activity.</p> <p><b>5.B.08</b> - If the program provides food to infants, then the program staff work with families (who are informed by their child’s health care provider) to ensure that the food is based on the infants’ individual nutritional needs and developmental stage.</p>

DC QRIS Standards	NAEYC Accreditation Standards
<p><b>Gold Standards</b></p> <p>Must meet all of bronze and silver standards</p> <p><b>AND</b></p> <p>The Center facilitates at least three(3) family engagement activities to support healthy eating and active living at home</p>	<p>NAEYC does not have standards for family engagement activities specifically about supporting healthy eating and active living at home.</p> <p><b>7.A.12</b> - The program facilitates opportunities for families to meet with one another on a formal and informal basis, work together on projects to support the program, and learn from and provide support for each other.</p>
<p><b>CATEGORY 7 – BUSINESS AND ADMINISTRATIVE PRACTICES</b></p>	
<p><b>Bronze Standards</b></p> <p>A staff orientation process is in place. Orientation must, at minimum, include overview of job description, staff roles and responsibilities for all positions and employee handbook.</p> <p>Job descriptions must be aligned with the Center’s goals and objectives</p>	<p><b>6.A.03</b> - Before working alone with children, new teaching staff are given an initial orientation that introduces them to fundamental aspects of program operation including program philosophy, values, and goals; expectations for ethical conduct; health, Safety and emergency procedures; individual needs of children they will be teaching or caring for; accepted guidance and classroom management techniques; daily activities and routines of the program; program curriculum; child abuse and neglect reporting procedures; program policies and procedures; NAEYC Early Childhood Program Standards; regulatory requirements. Follow-up training expands on the initial orientation.</p> <p><b>10.E.01</b> - The program has written personnel policies that define the roles and responsibilities, qualifications, and specialized training required of staff and volunteer positions. The policies outline nondiscriminatory hiring procedures and policies for staff evaluation. Policies detail job descriptions for each position, including reporting relationships; salary scales with increments based on professional qualification, length of employment, and performance evaluation; benefits; and resignation, termination, and grievance procedures. Personnel policies provide for incentives based on participation in professional development opportunities. The policies are provided to each employee upon hiring.</p>



## DC QRIS Standards

## NAEYC Accreditation Standards

The Center develops and implements a written staffing plan, including an emergency backup plan and plan for use of substitutes

**10.B.11** - Policies prescribe that each group be assigned teaching staff who have primary responsibility for working with that group of children. These teaching staff provide ongoing personal contact, meaningful learning activities, supervision, and immediate care as needed to protect children's well-being.

**6.A.04** - Substitutes, volunteers, and other adults are given a preliminary orientation that introduces them to fundamental aspects of program operation before they begin working with children. The orientation includes

- health, safety, and emergency procedures;
- accepted guidance and classroom management techniques;
- child abuse and neglect reporting procedures; and
- regulatory requirements.

These adults work with children under the direct supervision of qualified teaching staff. Follow-up training expands on the initial orientation.

All staff meetings are held at least (2) two times a year. Minutes from each staff meeting is shared with all staff and filed in an accessible location.

NAEYC does not have standards about staff meetings.

The Center has a written system of financial record keeping in place that documents revenue, expenses, and parent account status

**10.C.01** - Financial policies and the procedures to implement them provide evidence of sound fiscal accountability using standard accounting practices. Financial policies and procedures are consistent with the program's vision, philosophy, mission, goals, and expected child outcomes. Operating budgets are prepared annually, and there is at least quarterly reconciliation of expenses to budget. A system exists to review or adjust the budget if circumstances change, and it includes a yearly audit. Budgets are reviewed and amended as needed. Fiscal records (such as revenue and expenditure statements, balance sheets, banking reconciliation, etc.) are kept as evidence of sound financial management.

The Center maintains an active email account

NAEYC does not have standards about maintaining active email accounts.

The Center has parents sign a written contract that explains major policies and procedures

NAEYC does not have standards about contracts with families.

Individualized professional development plans are developed for all teaching staff

**10.E.10** - An individual professional development plan is generated from the staff-evaluation process and is updated at least annually and ongoing as needed.

**6.B.01** - All teaching staff evaluate and improve their own performance based on ongoing reflection and feedback from supervisors, peers and families. They add to their knowledge and increase their ability to put knowledge into practice. They develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development.

## DC QRIS Standards

## NAEYC Accreditation Standards

**10.C.01** - Financial policies and the procedures to implement them provide evidence of sound fiscal accountability using standard accounting practices. Financial policies and procedures are consistent with the program’s vision, philosophy, mission, goals, and expected child outcomes. Operating budgets are prepared annually, and there is at least quarterly reconciliation of expenses to budget. A system exists to review or adjust the budget if circumstances change, and it includes a yearly audit. Budgets are reviewed and amended as needed. Fiscal records (such as revenue and expenditure statements, balance sheets, banking reconciliation, etc.) are kept as evidence of sound financial management.

The Center develops and maintains an annual budget

**10.E.09** - All staff are evaluated at least annually by an appropriate supervisor or, in the case of the program administrator, by the governing body.

NAEYC does not have a standard about staff observations.

The Center conducts annual evaluations of all teaching staff. Evaluation must be aligned with staff expectations and job descriptions. Staff observations and other assessment data are used to inform evaluation.

**6.B.01** - All teaching staff evaluate and improve their own performance based on ongoing reflection and feedback from supervisors, peers and families. They add to their knowledge and increase their ability to put knowledge into practice. They develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development.

Staff observations are conducted at least one (1) time a year. Observation tools are shared with all teaching staff during orientation. Data from staff observations and other assessments are used to inform annual staff evaluation.

**10.C.01** - Financial policies and the procedures to implement them provide evidence of sound fiscal accountability using standard accounting practices. Financial policies and procedures are consistent with the program’s vision, philosophy, mission, goals, and expected child outcomes. Operating budgets are prepared annually, and there is at least quarterly reconciliation of expenses to budget. A system exists to review or adjust the budget if circumstances change, and it includes a yearly audit. Budgets are reviewed and amended as needed. Fiscal records (such as revenue and expenditure statements, balance sheets, banking reconciliation, etc.) are kept as evidence of sound financial management.

A system is in place to provide income and expense statements at least twice a year.

**10.E.11** - The program has an implementation plan for professional development, including orientations for new staff. Credit-bearing course work is included in the professional development plan whenever possible. The plan improves staff credentials and competencies. It is updated at least annually or as needed based on the evaluation process, the need to keep staff’s knowledge current, or other identified needs.

Professional development opportunities available to staff are shared with staff on a consistent basis



DC QRIS Standards	NAEYC Accreditation Standards
<p><b>Silver Level</b></p> <p>Must meet all of bronze standards</p> <p><b>AND</b></p> <p>Staff observations are conducted at least two (2) times a year. Observation tools are shared with all teaching staff during orientation. Data from staff observations and other assessments are used to inform annual staff evaluation.</p>	<p>NAEYC does not have a standard about staff observations.</p> <p><b>6.B.01</b> - All teaching staff evaluate and improve their own performance based on ongoing reflection and feedback from supervisors, peers and families. They add to their knowledge and increase their ability to put knowledge into practice. They develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development.</p>
<p>All staff meetings are held at least three (3) times a year. Minutes from each staff meetings are shared with all staff and filed.</p>	<p>NAEYC does not have standards about staff meetings.</p>
<p><b>Gold Standards</b></p> <p>Must meet all of bronze and silver standards</p> <p><b>AND</b></p> <p>Staff observations are conducted at least three (3) times a year. Observation tools are shared with all teaching staff during orientation. Data from staff observations and other assessments are used to inform annual staff evaluation.</p>	<p>NAEYC does not have a standard about staff observations.</p> <p><b>6.B.01</b> - All teaching staff evaluate and improve their own performance based on ongoing reflection and feedback from supervisors, peers and families. They add to their knowledge and increase their ability to put knowledge into practice. They develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development.</p>
<p>All staff meetings are held at least four (4) times a year. Minutes from each staff meetings are shared with all staff and filed.</p>	<p>NAEYC does not have standards about staff meetings.</p>
<p><b>CATEGORY 8 – NATIONAL ACCREDITATION</b></p>	
<p><b>Bronze Standards</b></p> <p>Director has completed an introductory session for accreditation by a national accrediting institution recognized by OSSE</p>	<p>NAEYC's Web site does not mention introductory sessions about accreditation. Programs use a self-study kit to determine eligibility to apply.</p>
<p><b>Silver Standards</b></p> <p>Child Development Center has submitted an application for accreditation to a national accrediting institution recognized by OSSE. A date to submit the center's accreditation materials and a timeline for a site visit must be identified.</p>	<p>Programs submit an application and select a due date to submit Candidacy Materials. NAEYC chooses a 15-day window for a site visit after Candidacy Materials are submitted.</p>
<p><b>Gold Standards</b></p> <p>Child Development Center has achieved and maintained accreditation by a national accrediting institution recognized by OSSE. Application cannot expire within 6 months of the date the QRIS application is submitted.</p>	<p>Decisions about accreditation are made within 3 months of the site visit.</p>

- 380.1 Parents with a permanent residence in the District of Columbia may be eligible to receive part time and full time child care services funded by payments from the District of Columbia. Eligible parents shall provide a co-payment contribution based upon the income and size of the family.
- 380.2 The sliding fee scale for parent co-payments is based upon the Federal Poverty Guidelines (FPG) taking in to consideration the family size and income.
- 380.3 Parent(s) with an income equal to or less than fifty percent (50%) of the FPG shall not pay any co-payment.
- 380.4 Parent(s) with an income equal to or below two hundred fifty percent (250%) of the FPG are eligible for participation in the District of Columbia child care subsidy program.
- 380.5 Parents already receiving subsidized child day care services with an income at an amount equal to or below three hundred percent (300%) of the FPG may be eligible for continuation of child care co payments under the following circumstances:
- (a) Continuing employment during the child care hours;
  - (b) Continuing residency in the District of Columbia;
  - (c) Submission of all the required documentation for redetermination;
  - (d) Maintenance of routine attendance; and
  - (e) Appropriate family size.
- 380.6 Parents with children with medical disabilities or special health care needs may exclude from their income all medical expenses for that same year, related to a child with disabilities or special health care needs in determining eligibility for subsidized child day care services in this chapter, provided that the medical expenses are:
- (a) Performed by a licensed health care practitioner; and
  - (b) Substantiated with payment statements; payment receipts, and/or insurance statements identifying the health care service.
- 380.7 The parent co payment requirements in this chapter shall apply solely to the first two children in the family.
- 380.8 The co payment for the second child shall be seventy-five percent (75%) of the amount of the co payment for the first child.



380.9 Parents are responsible for paying copayments directly to a child development facility.

380.10 The co-payment fee schedule for purposes of this chapter shall be published annually.

380.11 The following schedule of co-payments shall apply to services provided by a child development facility, or duly authorized relative or in-home caregiver providing child care services subsidized by the District of Columbia.

SLIDING FEE SCALE 2009						DAILY CO-PAY			
ANNUAL INCOME BY FAMILY SIZE						CHILDREN IN CARE			
%FPL	1	2	3	4	5	FULL TIME		PART TIME	
						First	Second	First	Second
0-50%	\$5,415	\$7,285	\$9,155	\$11,025	\$12,895	\$0	\$0	\$0	\$0
51-60%	\$6,498	\$8,742	\$10,986	\$13,230	\$15,474	\$0.57	\$0.43	\$0.29	\$0.22
61-70%	\$7,581	\$10,199	\$12,817	\$15,435	\$18,053	\$0.75	\$0.57	\$0.38	\$0.29
71-80%	\$8,664	\$11,656	\$14,648	\$17,640	\$20,632	\$1.01	\$0.75	\$0.51	\$0.38
81-90%	\$9,747	\$13,113	\$16,479	\$19,845	\$23,211	\$1.27	\$0.95	\$0.64	\$0.48
91-100%	\$10,830	\$14,570	\$18,310	\$22,050	\$25,790	\$1.62	\$1.22	\$0.81	\$0.61
101-110%	\$11,913	\$16,027	\$20,141	\$24,255	\$28,369	\$2.02	\$1.51	\$1.01	\$0.76
111-120%	\$12,996	\$17,484	\$21,972	\$26,460	\$30,948	\$2.45	\$1.84	\$1.23	\$0.92
121-130%	\$14,079	\$18,941	\$23,803	\$28,665	\$33,527	\$2.93	\$2.20	\$1.47	\$1.10
131-140%	\$15,162	\$20,398	\$25,634	\$30,870	\$36,106	\$3.46	\$2.60	\$1.73	\$1.30
141-150%	\$16,245	\$21,855	\$27,465	\$33,075	\$38,685	\$4.07	\$3.05	\$2.04	\$1.53
151-160%	\$17,328	\$23,312	\$29,296	\$35,280	\$41,264	\$4.73	\$3.55	\$2.37	\$1.78
161-170%	\$18,411	\$24,769	\$31,127	\$37,485	\$43,843	\$5.43	\$4.08	\$2.72	\$2.04
171-180%	\$19,494	\$26,226	\$32,958	\$39,690	\$46,422	\$6.19	\$4.65	\$3.10	\$2.33
181-190%	\$20,577	\$27,683	\$34,789	\$41,895	\$49,001	\$7.00	\$5.25	\$3.50	\$2.63
191-200%	\$21,660	\$29,140	\$36,620	\$44,100	\$51,580	\$7.91	\$5.93	\$3.96	\$2.97
201-210%	\$22,743	\$30,597	\$38,451	\$46,305	\$54,159	\$8.88	\$6.66	\$4.44	\$3.33
211-220%	\$23,826	\$32,054	\$40,282	\$48,510	\$56,738	\$9.90	\$7.43	\$4.95	\$3.72
221-230%	\$24,909	\$33,511	\$42,113	\$50,715	\$59,317	\$10.91	\$8.19	\$5.46	\$4.10
231-240%	\$25,992	\$34,968	\$43,944	\$52,920	\$61,896	\$11.97	\$8.98	\$5.99	\$4.49
241-250%	\$27,075	\$36,425	\$45,775	\$55,125	\$64,475	\$13.08	\$9.81	\$6.54	\$4.91
251-260%	\$28,158	\$37,882	\$47,606	\$57,330	\$67,054	\$14.24	\$10.68	\$7.12	\$5.34
261-270%	\$29,241	\$39,339	\$49,437	\$59,535	\$69,633	\$15.44	\$11.58	\$7.72	\$5.79
271-280%	\$30,324	\$40,796	\$51,101	\$60,835	\$70,569	\$16.78	\$12.58	\$8.39	\$6.29
281-290%	\$31,407	\$41,368				\$18.08	\$13.56	\$9.04	\$6.78
291-300%	\$31,634					\$19.44	\$14.58	\$9.72	\$7.29

**SLIDING FEE SCALE 2009**

%FPL	ANNUAL INCOME BY FAMILY SIZE					DAILY CO-PAY			
						CHILDREN IN CARE			
	6	7	8	9	10	FULL TIME		PART TIME	
					First	Second	First	Second	
0-50%	\$14,765	\$16,635	\$18,505	\$20,375	\$22,245	\$0	\$0	\$0	\$0
51-60%	\$17,718	\$19,962	\$22,206	\$24,450	\$26,694	\$0.57	\$0.43	\$0.29	\$0.22
61-70%	\$20,671	\$23,289	\$25,907	\$28,525	\$31,143	\$0.75	\$0.57	\$0.38	\$0.29
71-80%	\$23,624	\$26,616	\$29,608	\$32,600	\$35,592	\$1.01	\$0.75	\$0.51	\$0.38
81-90%	\$26,577	\$29,943	\$33,309	\$36,675	\$40,041	\$1.27	\$0.95	\$0.64	\$0.48
91-100%	\$29,530	\$33,270	\$37,010	\$40,750	\$44,490	\$1.62	\$1.22	\$0.81	\$0.61
101-110%	\$32,483	\$36,597	\$40,711	\$44,825	\$48,939	\$2.02	\$1.51	\$1.01	\$0.76
111-120%	\$35,436	\$39,924	\$44,412	\$48,900	\$53,388	\$2.45	\$1.84	\$1.23	\$0.92
121-130%	\$38,389	\$43,251	\$48,113	\$52,975	\$57,837	\$2.93	\$2.20	\$1.47	\$1.10
131-140%	\$41,342	\$46,578	\$51,814	\$57,050	\$62,286	\$3.46	\$2.60	\$1.73	\$1.30
141-150%	\$44,295	\$49,905	\$55,515	\$61,125	\$66,735	\$4.07	\$3.05	\$2.04	\$1.53
151-160%	\$47,248	\$53,232	\$59,216	\$65,200	\$71,184	\$4.73	\$3.55	\$2.37	\$1.78
161-170%	\$50,201	\$56,559	\$62,917	\$69,275	\$75,633	\$5.43	\$4.08	\$2.72	\$2.04
171-180%	\$53,154	\$59,886	\$66,618	\$73,350	\$80,082	\$6.19	\$4.65	\$3.10	\$2.33
181-190%	\$56,107	\$63,213	\$70,319	\$77,425	\$84,531	\$7.00	\$5.25	\$3.50	\$2.63
191-200%	\$59,060	\$66,540	\$74,020	\$81,500	\$87,602	\$7.91	\$5.93	\$3.96	\$2.97
201-210%	\$62,013	\$69,867	\$77,721	\$85,575		\$8.88	\$6.66	\$4.44	\$3.33
211-220%	\$64,966	\$73,194	\$81,422	\$85,777		\$9.90	\$7.43	\$4.95	\$3.72
221-230%	\$67,919	\$76,521	\$83,952			\$10.91	\$8.19	\$5.46	\$4.10
231-240%	\$70,872	\$79,848				\$11.97	\$8.98	\$5.99	\$4.49
241-250%	\$73,825	\$82,127				\$13.08	\$9.81	\$6.54	\$4.91
251-260%	\$76,778					\$14.24	\$10.68	\$7.12	\$5.34
261-270%	\$79,731					\$15.44	\$11.58	\$7.72	\$5.79
271-280%	\$80,302					\$16.78	\$12.58	\$8.39	\$6.29
281-290%						\$18.08	\$13.56	\$9.04	\$6.78
291-300%						\$19.44	\$14.58	\$9.72	\$7.29

380.12

The sliding fee schedule may be revised periodically based on the annual FPG and shall be posted for a thirty (30) day comment period prior to the effective date of revisions to the schedule.





Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<ul style="list-style-type: none"> <li>▪ Inclusive Practices</li> <li>▪ Social-Emotional Development and Mental Health</li> <li>▪ Curriculum which must include <ul style="list-style-type: none"> <li>• DC Early Learning Standards (minimum 4 hours)</li> </ul> </li> <li>▪ Program/Business Management, Operation and Evaluation (minimum 4 hours)</li> <li>▪ Child Growth and Development which must include <ul style="list-style-type: none"> <li>• Coursework that specifically address the age-group of children that are enrolled in the program (minimum 4 hours)</li> </ul> </li> </ul>				<a href="http://osse.dc.gov/sites/default/files/dc/sites/oss/e/publication/attachments/521_Early_Learning_Standards.pdf">http://osse.dc.gov/sites/default/files/dc/sites/oss/e/publication/attachments/521_Early_Learning_Standards.pdf</a>  <i>DC Common Core Standards (K-12)</i> for out-of-school time programs <a href="http://www.corestandards.org/">http://www.corestandards.org/</a>
<p><b>Director is a member of a national early childhood professional organization</b></p>	X		Center provides documentation, current membership card and/or letter, indicating that director is a current member of a national early childhood professional organization	List of early childhood organizations from the Council for Professional Recognition: <a href="http://www.cdacouncil.org/the-resource-center/early-childhood-organizations">http://www.cdacouncil.org/the-resource-center/early-childhood-organizations</a>
<p><b>Director is enrolled in the Professional Registry</b></p>	X		Center provides documentation that the director is enrolled in the Professional Registry	DC Professional Registry Information not available on the Web
<p><b><u>TEACHERS</u></b>  25% of all Teachers meet, at minimum, the “Level 5 Qualification Requirements” as stated in the “DC Early Childhood and Out</p>	X		Center provides documentation that teachers have met qualifications	<i>DC Early Childhood and Out of School Time Career Guide</i> Not available on the Web



Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<p>of School Time Career Guide”</p> <p><u>AND</u></p> <p>50% of all Teachers meet, at minimum, the “Level 4 Qualification Requirements” as stated in the “DC Early Childhood and Out of School Time Career Guide”</p> <p>All Teachers have completed 22 clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following:</p> <ul style="list-style-type: none"> <li>▪ Child Abuse &amp; Neglect Reporting and Prevention</li> <li>▪ Inclusive Practices</li> <li>▪ Social-Emotional Development and Mental Health</li> <li>▪ Curriculum which must include <ul style="list-style-type: none"> <li>• DC Early Learning Standards (minimum 4 hours)</li> </ul> </li> <li>▪ Child Growth and Development which must include <ul style="list-style-type: none"> <li>• Coursework that specifically address the age-group of children that teachers are assigned to teach (minimum 4 hours)</li> </ul> </li> </ul> <p>25% of all Teachers, at minimum, must be enrolled in the Professional Registry</p> <p><u>ASSISTANT TEACHERS</u></p>	<p>X</p>	<p>Center provides documentation that teachers have met in-service training requirements</p>	<p>DC Child Care Connections Web site – Connecting Providers, includes monthly training calendar <a href="http://www.mychildcaresdc.com/content/training-and-professional-development-resources">http://www.mychildcaresdc.com/content/training-and-professional-development-resources</a></p> <p>DC OSSE Early Learning Standards: <i>Infants, Toddlers, and Pre-kindergarten</i> <a href="http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/521_Early_Learning_Standards.pdf">http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/521_Early_Learning_Standards.pdf</a></p> <p>DC Common Core Standards (K-12) for out-of-school time programs <a href="http://www.corestandards.org/">http://www.corestandards.org/</a></p> <p>DC Professional Registry Information not available on the Web</p> <p>DC Early Childhood and Out of School Time Career Guide</p>	

Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
50% of all Assistant Teachers meet, at minimum, the “Level 2 Qualification Requirements” as stated in the “DC Early Childhood and Out of School Time Career Guide”			assistant teachers have met qualifications	Not available on the Web
<p>All Assistant Teachers have completed 22 clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following:</p> <ul style="list-style-type: none"> <li>▪ Child Abuse &amp; Neglect Reporting and Prevention</li> <li>▪ Inclusive Practices</li> <li>▪ Social-Emotional Development and Mental Health</li> <li>▪ Curriculum which must include <ul style="list-style-type: none"> <li>• DC Early Learning Standards (minimum 4 hours)</li> </ul> </li> <li>▪ Child Growth and Development which must include <ul style="list-style-type: none"> <li>• Coursework that specifically address the age-group of children that teachers are assigned to teach (minimum 4 hours)</li> </ul> </li> </ul>	X	Center provides documentation that assistant teachers have met in-service training requirements	<p>DC Child Care Connections Web site – Connecting Providers, includes monthly training calendar <a href="http://www.mychildcaredc.com/content/training-and-professional-development-resources">http://www.mychildcaredc.com/content/training-and-professional-development-resources</a></p> <p>DC OSSE Early Learning Standards: <i>Infants, Toddlers, and Pre-kindergarten</i> <a href="http://osse.dc.gov/sites/default/files/dc/sites/loss/e/publication/attachments/521_Early_Learning_Standards.pdf">http://osse.dc.gov/sites/default/files/dc/sites/loss/e/publication/attachments/521_Early_Learning_Standards.pdf</a></p> <p>DC Common Core Standards (K-12) for out-of-school time programs <a href="http://www.corestandards.org/">http://www.corestandards.org/</a></p>	
25% of all Assistant Teachers, at minimum, must be enrolled in the Professional Registry	X		Center provides documentation that assistant teachers are enrolled in the Professional Registry	DC Professional Registry Information not available on the Web
<b>Silver Standards</b>				
<u><b>DIRECTOR</b></u>	X		Center provides documentation that	DC Early Childhood and Out of School Time Career Guide



Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<p>Director meets, at minimum, the “Level 7 Qualification Requirements” as stated in the “DC Early Childhood and Out of School Time Career Guide”.</p> <p>Director has completed a minimum of 26 professional development/clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following:</p> <ul style="list-style-type: none"> <li>▪ Child Abuse &amp; Neglect Reporting and Prevention</li> <li>▪ Inclusive Practices</li> <li>▪ Social-Emotional Development and Mental Health</li> <li>▪ Curriculum which must include <ul style="list-style-type: none"> <li>• DC Early Learning Standards (minimum 4 hours)</li> </ul> </li> <li>▪ Program/Business Management, Operation and Evaluation (minimum 4 hours)</li> <li>▪ Child Growth and Development which must include <ul style="list-style-type: none"> <li>• Coursework that specifically address the age-group of children that are enrolled in the program (minimum 4 hours)</li> </ul> </li> </ul> <p>Director is a member of a national early childhood professional organization</p>	X		<p>director has met qualifications</p> <p>Center provides documentation that director has met in-service training requirements</p>	<p>Not available on the Web</p> <p>DC Child Care Connections Web site – Connecting Providers, includes monthly training calendar <a href="http://www.mychildcaredc.com/content/training-and-professional-development-resources">http://www.mychildcaredc.com/content/training-and-professional-development-resources</a></p> <p>DC OSSE Early Learning Standards: <i>Infants, Toddlers, and Pre-kindergarten</i> <a href="http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/521_Early_Learning_Standards.pdf">http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/521_Early_Learning_Standards.pdf</a></p> <p>DC Common Core Standards (K-12) for out-of-school time programs <a href="http://www.corestandards.org/">http://www.corestandards.org/</a></p> <p>List of early childhood organizations from the Council for Professional Recognition: <a href="http://www.cdacouncil.org/the-resource-center/early-childhood-organizations">http://www.cdacouncil.org/the-resource-center/early-childhood-organizations</a></p>

Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
Director is enrolled in the Professional Registry	X		professional organization Center provides documentation that the director is enrolled in the Professional Registry	DC Professional Registry Information not available on the Web
<b><u>TEACHERS</u></b> 50% of all <b><u>Teachers</u></b> meet, at minimum, the “Level 5 Qualification Requirements” as stated in the “DC Early Childhood and Out of School Time Career Guide”	X		Center provides documentation that teachers have met qualifications	<i>DC Early Childhood and Out of School Time Career Guide</i> Not available on the Web
<b><u>AND</u></b> 75% of all <b><u>Teachers</u></b> meet, at minimum, the “Level 4 Qualification Requirements” as stated in the “DC Early Childhood and Out of School Time Career Guide”	X		Center provides documentation that teachers have met in-service training requirements	DC Child Care Connections Web site – Connecting Providers, includes monthly training calendar <a href="http://www.mychildcaredc.com/content/training-and-professional-development-resources">http://www.mychildcaredc.com/content/training-and-professional-development-resources</a> <i>DC OSSE Early Learning Standards: Infants, Toddlers, and Pre-kindergarten</i> <a href="http://osse.dc.gov/sites/default/files/dc/sites/oss/publication/attachments/521_Early_Learning_Standards.pdf">http://osse.dc.gov/sites/default/files/dc/sites/oss/publication/attachments/521_Early_Learning_Standards.pdf</a> <i>DC Common Core Standards (K-12)</i> for out-of-school time programs
All <b><u>Teachers</u></b> have completed 26 clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following:	X			
<ul style="list-style-type: none"> <li>▪ Child Abuse &amp; Neglect Reporting and Prevention</li> <li>▪ Inclusive Practices</li> <li>▪ Social-Emotional Development and Mental Health</li> <li>▪ Curriculum which must include <ul style="list-style-type: none"> <li>• DC Early Learning Standards (minimum 4 hours)</li> </ul> </li> <li>▪ Child Growth and Development which</li> </ul>				



Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<p>must include</p> <ul style="list-style-type: none"> <li>Coursework that specifically address the age-group of children that teachers are assigned to teach (minimum 4 hours)</li> </ul>				<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>
50% of all Teachers, at minimum, must be enrolled in the Professional Registry	X		Center provides documentation that teachers are enrolled in the Professional Registry	DC Professional Registry Information not available on the Web
<p><b><u>ASSISTANT TEACHERS</u></b></p> <p>75% of all <b><u>Assistant Teachers</u></b> meet, at minimum, the “Level 2 Qualification Requirements” as stated in the “DC Early Childhood and Out of School Time Career Guide”</p>	X		Center provides documentation that assistant teachers have met qualifications	DC <i>Early Childhood and Out of School Time Career Guide</i> Not available on the Web
<p>All <b><u>Assistant Teachers</u></b> have completed 26 clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following:</p> <ul style="list-style-type: none"> <li>Child Abuse &amp; Neglect Reporting and Prevention</li> <li>Inclusive Practices</li> <li>Social-Emotional Development and Mental Health</li> <li>Curriculum which must include <ul style="list-style-type: none"> <li>DC Early Learning Standards (minimum 4 hours)</li> </ul> </li> <li>Child Growth and Development which must include <ul style="list-style-type: none"> <li>Coursework that specifically address the age-group of children that</li> </ul> </li> </ul>	X		Center provides documentation that assistant teachers have met in-service training requirements	<p>DC Child Care Connections Web site – Connecting Providers, includes monthly training calendar <a href="http://www.mychildcaredc.com/content/training-and-professional-development-resources">http://www.mychildcaredc.com/content/training-and-professional-development-resources</a></p> <p>DC OSSE <i>Early Learning Standards: Infants, Toddlers, and Pre-kindergarten</i> <a href="http://osse.dc.gov/sites/default/files/dc/sites/loss/publication/attachments/521_Early_Learning_Standards.pdf">http://osse.dc.gov/sites/default/files/dc/sites/loss/publication/attachments/521_Early_Learning_Standards.pdf</a></p> <p>DC <i>Common Core Standards (K-12)</i> for out-of-school time programs <a href="http://www.corestandards.org/">http://www.corestandards.org/</a></p>

Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<p>teachers are assigned to teach (minimum 4 hours)</p> <p>50% of all Assistant Teachers, at minimum, must be enrolled in the Professional Registry</p>	X		Center provides documentation that assistant teachers are enrolled in the Professional Registry	DC Professional Registry Information not available on the Web



Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<b>Gold Standards</b>				
<p><b><u>DIRECTOR</u></b></p> <p>Director meets, at minimum, the “Level 8 Qualification Requirements” as stated in the “DC Early Childhood and Out of School Time Career Guide”.</p> <p>Director has completed a minimum of 30 professional development/clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following:</p> <ul style="list-style-type: none"> <li>▪ Child Abuse &amp; Neglect Reporting and Prevention</li> <li>▪ Inclusive Practices</li> <li>▪ Social-Emotional Development and Mental Health</li> <li>▪ Curriculum which must include <ul style="list-style-type: none"> <li>• DC Early Learning Standards (minimum 4 hours)</li> </ul> </li> <li>▪ Program/Business Management, Operation and Evaluation (minimum 4 hours)</li> <li>▪ Child Growth and Development which must include <ul style="list-style-type: none"> <li>• Coursework that specifically address the age-group of children that are enrolled in the program (minimum 4 hours)</li> </ul> </li> </ul>	X	Center provides documentation that director has met qualifications	<p><i>DC Early Childhood and Out of School Time Career Guide</i></p> <p>Not available on the Web</p>	
	X	Center provides documentation that director has met in-service training requirements	<p>DC Child Care Connections Web site – Connecting Providers, includes monthly training calendar <a href="http://www.mychildcaredc.com/content/training-and-professional-development-resources">http://www.mychildcaredc.com/content/training-and-professional-development-resources</a></p> <p><i>DC OSSE Early Learning Standards: Infants, Toddlers, and Pre-kindergarten</i> <a href="http://osse.dc.gov/sites/default/files/dc/sites/oss/publication/attachments/521_Early_Learning_Standards.pdf">http://osse.dc.gov/sites/default/files/dc/sites/oss/publication/attachments/521_Early_Learning_Standards.pdf</a></p> <p><i>DC Common Core Standards (K-12)</i> for out-of-school time programs <a href="http://www.corestandards.org/">http://www.corestandards.org/</a></p>	

Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
Director is a member of a national early childhood professional organization	X		Center provides documentation, current membership card and/or letter, indicating that director is a current member of a national early childhood professional organization	List of early childhood organizations from the Council for Professional Recognition: <a href="http://www.cdacouncil.org/the-resource-center/early-childhood-organizations">http://www.cdacouncil.org/the-resource-center/early-childhood-organizations</a>
Director is enrolled in the Professional Registry	X		Center provides documentation that the director is enrolled in the Professional Registry	DC Professional Registry Information not available on the Web
<b>TEACHERS</b> 100% of Teachers meet, at minimum, the “Level 5 Qualification Requirements” as stated in the “DC Early Childhood and Out of School Time Career Guide”	X		Center provides documentation that teachers have met qualifications	<i>DC Early Childhood and Out of School Time Career Guide</i> Not available on the Web
All Teachers have completed 30 clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following: <ul style="list-style-type: none"> <li>▪ Child Abuse &amp; Neglect Reporting and Prevention</li> <li>▪ Inclusive Practices</li> <li>▪ Social-Emotional Development and Mental Health</li> <li>▪ Curriculum which must include <ul style="list-style-type: none"> <li>• DC Early Learning Standards (minimum 4 hours)</li> </ul> </li> <li>▪ Child Growth and Development which must include</li> </ul>	X	Center provides documentation that teachers have met in-service training requirements	DC Child Care Connections Web site – Connecting Providers, includes monthly training calendar <a href="http://www.mychildcaredc.com/content/training-and-professional-development-resources">http://www.mychildcaredc.com/content/training-and-professional-development-resources</a>  <i>DC OSSE Early Learning Standards: Infants, Toddlers, and Pre-kindergarten</i> <a href="http://osse.dc.gov/sites/default/files/dc/sites/oss/publication/attachments/521_Early_Learning_Standards.pdf">http://osse.dc.gov/sites/default/files/dc/sites/oss/publication/attachments/521_Early_Learning_Standards.pdf</a>  <i>DC Common Core Standards (K-12)</i> for out-of-school time programs <a href="http://www.corestandards.org/">http://www.corestandards.org/</a>	



Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<ul style="list-style-type: none"> <li>Coursework that specifically address the age-group of children that teachers are assigned to teach (minimum 4 hours)</li> </ul>				
75% of all Teachers, at minimum, must be enrolled in the Professional Registry	X		Center provides documentation that teachers are enrolled in the Professional Registry	DC Professional Registry Information not available on the Web
<p><b><u>ASSISTANT TEACHERS</u></b></p> <p>100% of Assistant Teachers meet, at minimum, the “Level 2 Qualification Requirements” as stated in the “DC Early Childhood and Out of School Time Career Guide”</p>	X		Center provides documentation that assistant teachers have met qualifications	DC Early Childhood and Out of School Time Career Guide Not available on the Web
<p>All Assistant Teachers have completed 30 clock hours of in-service training within the last 12 months. Training hours must include training related to each of the following:</p> <ul style="list-style-type: none"> <li>Child Abuse &amp; Neglect Reporting and Prevention</li> <li>Inclusive Practices</li> <li>Social-Emotional Development and Mental Health</li> <li>Curriculum which must include <ul style="list-style-type: none"> <li>DC Early Learning Standards (minimum 4 hours)</li> <li>Child Growth and Development which must include <ul style="list-style-type: none"> <li>Coursework that specifically address the age-group of children that teachers are assigned to teach</li> </ul> </li> </ul> </li> </ul>	X		Center provides documentation that assistant teachers have met in-service training requirements	<p>DC Child Care Connections Web site – Connecting Providers, includes monthly training calendar <a href="http://www.mychildcaredc.com/content/training-and-professional-development-resources">http://www.mychildcaredc.com/content/training-and-professional-development-resources</a></p> <p>DC OSSE Early Learning Standards: Infants, Toddlers, and Pre-kindergarten <a href="http://osse.dc.gov/sites/default/files/dc/sites/oss/publication/attachments/521_Early_Learning_Standards.pdf">http://osse.dc.gov/sites/default/files/dc/sites/oss/publication/attachments/521_Early_Learning_Standards.pdf</a></p> <p>DC Common Core Standards (K-12) for out-of-school time programs <a href="http://www.corestandards.org/">http://www.corestandards.org/</a></p>

Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
(minimum 4 hours)				
75% of all Assistant Teachers, at minimum, must be enrolled in the Professional Registry	X		Center provides documentation that assistant teachers are enrolled in the Professional Registry	DC Professional Registry Information not available on the Web
<b>Gold Plus Standards</b>				
<b><u>TEACHERS</u></b>				
Must meet all Gold standards, plus: 100% of all Teachers meet, at minimum, the "Level 8 Qualification Requirements" as stated in the "DC Early Childhood and Out of School Time Career Guide"	X		Center provides documentation that teachers have met qualifications	DC Early Childhood and Out of School Time Career Guide Not available on the Web
<b><u>ASSISTANT TEACHERS</u></b>				
Must meet all Gold standards, plus: 100% of all Assistant Teachers meet, at minimum, the "Level 5 Qualification Requirements" as stated in the "DC Early Childhood and Out of School Time Career Guide"	X		Center provides documentation that assistant teachers have met qualifications	DC Early Childhood and Out of School Time Career Guide Not available on the Web



Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<b>CATEGORY 2 – LEARNING ENVIRONMENT</b>				
<b>General Resources</b>				
				<p><i>DC OSSE Early Learning Standards: Infants, Toddlers, and Pre-kindergarten</i>  <a href="http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/521_Early_Learning_Standards.pdf">http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/521_Early_Learning_Standards.pdf</a></p> <p><i>Early Childhood Environment Rating Scale - Revised</i>  <i>Infant Toddler Environment Rating Scale - Revised</i>  <a href="http://ers.fpg.unc.edu/">http://ers.fpg.unc.edu/</a></p>
<b>Bronze Standards</b>				
Classrooms are arranged to offer at least 5 physical areas of learning interest (e.g. literacy/language, gross and/or fine motor, dramatic play, art, blocks, music, science, sensory) to children on a daily basis.		X	Monitor uses checklist to verify that standards are met	<p><i>Developmentally Appropriate Practice in Early Childhood Programs</i>            Available for purchase from NAEYC  <a href="http://www.naeyc.org/store/node/162">http://www.naeyc.org/store/node/162</a></p> <p>National Association for the Education of Young Children (NAEYC) Web site  <a href="http://www.naeyc.org">http://www.naeyc.org</a></p>
Interest areas and classroom materials are designed to support the development of all domains included in the DC Early Learning Standards and movement of materials between interest areas are permitted within reason.		X	Monitor uses checklist to verify that standards are met	<p><i>DC OSSE Early Learning Standards: Infants, Toddlers, and Pre-kindergarten</i>  <a href="http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/521_Early_Learning_Standards.pdf">http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/521_Early Learning Standards.pdf</a></p> <p><i>NAEYC-NAECS/SDE position statement on early learning standards (2002)</i>  <a href="http://www.naeyc.org/files/naeyc/file/positions/position_statement.pdf">http://www.naeyc.org/files/naeyc/file/positions/position_statement.pdf</a></p> <p>Gebhard, B. (2010). <i>States' use of early learning guidelines for infants and toddlers.</i></p>

Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
				<a href="http://www.zerotothree.org/public-policy/webinars-conference-calls/states-use-of-elg-for-it-final.pdf">http://www.zerotothree.org/public-policy/webinars-conference-calls/states-use-of-elg-for-it-final.pdf</a> <i>Developmentally Appropriate Practice in Early Childhood Programs</i> Available for purchase from NAEYC <a href="http://www.naeyc.org/store/node/162">http://www.naeyc.org/store/node/162</a> National Association for the Education of Young Children (NAEYC) Web site <a href="http://www.naeyc.org">http://www.naeyc.org</a>
There are enough developmentally appropriate materials available in each area to invite exploration and to limit conflict between children. Materials are placed to allow for independent reach and use by all children.		X	Monitor uses checklist to verify that standards are met	<i>Developmentally Appropriate Practice in Early Childhood Programs</i> Available for purchase from NAEYC <a href="http://www.naeyc.org/store/node/162">http://www.naeyc.org/store/node/162</a> National Association for the Education of Young Children (NAEYC) Web site <a href="http://www.naeyc.org">http://www.naeyc.org</a>
Classroom materials reflect a variety of ethnicities, cultures, genders, age-groups and abilities.		X	Monitor uses checklist to verify that standards are met	<i>Developmentally Appropriate Practice in Early Childhood Programs</i> Available for purchase from NAEYC <a href="http://www.naeyc.org/store/node/162">http://www.naeyc.org/store/node/162</a> National Association for the Education of Young Children (NAEYC) Web site <a href="http://www.naeyc.org">http://www.naeyc.org</a>
Classrooms are arranged to support independent large group, small group and individual play.		X	Monitor uses checklist to verify that standards are met	<i>Developmentally Appropriate Practice in Early Childhood Programs</i> Available for purchase from NAEYC <a href="http://www.naeyc.org/store/node/162">http://www.naeyc.org/store/node/162</a> National Association for the Education of Young Children (NAEYC) Web site <a href="http://www.naeyc.org">http://www.naeyc.org</a>



Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
Classrooms have work created by children displayed. These should reflect the children's individuality, developmental ability and a variety of learning domains.		X	Monitor uses checklist to verify that standards are met	<p><i>Developmentally Appropriate Practice in Early Childhood Programs</i> Available for purchase from NAEYC <a href="http://www.naeyc.org/store/node/162">http://www.naeyc.org/store/node/162</a></p> <p>National Association for the Education of Young Children (NAEYC) Web site <a href="http://www.naeyc.org">http://www.naeyc.org</a></p>
Classroom environments are welcoming, nurturing, physically and emotionally safe.		X	Monitor uses checklist to verify that standards are met	<p><i>Developmentally Appropriate Practice in Early Childhood Programs</i> Available for purchase from NAEYC <a href="http://www.naeyc.org/store/node/162">http://www.naeyc.org/store/node/162</a></p> <p>National Association for the Education of Young Children (NAEYC) Web site <a href="http://www.naeyc.org">http://www.naeyc.org</a></p>
Interactions between adults and children are positive and adults are highly responsive to the physical, socio-emotional and cognitive needs of children.		X	Monitor uses checklist to verify that standards are met	<p><i>Developmentally Appropriate Practice in Early Childhood Programs</i> Available for purchase from NAEYC <a href="http://www.naeyc.org/store/node/162">http://www.naeyc.org/store/node/162</a></p> <p>National Association for the Education of Young Children (NAEYC) Web site <a href="http://www.naeyc.org">http://www.naeyc.org</a></p>
Classroom rules and expectations are age/developmentally appropriate, clear and consistently enforced.		X	Monitor uses checklist to verify that standards are met	<p><i>Developmentally Appropriate Practice in Early Childhood Programs</i> Available for purchase from NAEYC <a href="http://www.naeyc.org/store/node/162">http://www.naeyc.org/store/node/162</a></p> <p>National Association for the Education of Young Children (NAEYC) Web site <a href="http://www.naeyc.org">http://www.naeyc.org</a></p>

Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
				<p>Children (NAEYC) Web site <a href="http://www.naeyc.org">http://www.naeyc.org</a></p> <p><i>Developmentally Appropriate Practice in Early Childhood Programs</i> Available for purchase from NAEYC <a href="http://www.naeyc.org/store/node/162">http://www.naeyc.org/store/node/162</a></p> <p>National Association for the Education of Young Children (NAEYC) Web site <a href="http://www.naeyc.org">http://www.naeyc.org</a></p>
<p>Classroom furniture is age-appropriate and arranged to allow for adult supervision at all time.</p>		X	<p>Monitor uses checklist to verify that standards are met</p>	<p><i>Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice</i> (2008) by J. Ronald Lally. Available for purchase from ZERO TO THREE <a href="https://secure2.convio.net/zttcfn/site/Ecommerce?VIEW_PRODUCT=true&amp;product_id=1101&amp;store_id=1121">https://secure2.convio.net/zttcfn/site/Ecommerce?VIEW_PRODUCT=true&amp;product_id=1101&amp;store_id=1121</a></p> <p>ZERO TO THREE Web site <a href="http://www.zerotothree.org">http://www.zerotothree.org</a></p>
<p><u>Additional requirements for infant and toddler programs/classrooms:</u> Classroom furniture supports individual personal care routines of each infant and toddler (i.e. naps, diapering/toileting, meals/snacks). Furniture that is designed for group feeding is not permitted.</p>		X	<p>Monitor uses checklist to verify that standards are met</p>	



Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
Classroom environments provide soft, washable elements such as toys, cushions and furniture.		X	Monitor uses checklist to verify that standards are met	<p><i>Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice</i> (2008) by J. Ronald Lally. Available for purchase from ZERO TO THREE <a href="https://secure2.convio.net/zttcfh/site/Ecommerce?VIEW_PRODUCT=true&amp;product_id=1101&amp;store_id=1121">https://secure2.convio.net/zttcfh/site/Ecommerce?VIEW_PRODUCT=true&amp;product_id=1101&amp;store_id=1121</a></p> <p>ZERO TO THREE Web site <a href="http://www.zerotothree.org">http://www.zerotothree.org</a></p>
Classroom environments contain low, sturdy furniture adapted for infants and toddlers.		X	Monitor uses checklist to verify that standards are met	<p><i>Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice</i> (2008) by J. Ronald Lally. Available for purchase from ZERO TO THREE <a href="https://secure2.convio.net/zttcfh/site/Ecommerce?VIEW_PRODUCT=true&amp;product_id=1101&amp;store_id=1121">https://secure2.convio.net/zttcfh/site/Ecommerce?VIEW_PRODUCT=true&amp;product_id=1101&amp;store_id=1121</a></p> <p>ZERO TO THREE Web site <a href="http://www.zerotothree.org">http://www.zerotothree.org</a></p>
Classrooms are arranged to offer at least 5 physical areas of learning interest (e.g. literacy/language, gross and/or fine motor, dramatic play, art, blocks, music, science, sensory) to children on a daily basis.		X	Monitor uses checklist to verify that standards are met	<p><i>Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice</i> (2008) by J. Ronald Lally. Available for purchase from ZERO TO THREE <a href="https://secure2.convio.net/zttcfh/site/Ecommerce?VIEW_PRODUCT=true&amp;product_id=1101&amp;store_id=1121">https://secure2.convio.net/zttcfh/site/Ecommerce?VIEW_PRODUCT=true&amp;product_id=1101&amp;store_id=1121</a></p> <p>ZERO TO THREE Web site <a href="http://www.zerotothree.org">http://www.zerotothree.org</a></p>

Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<b>Silver Standards</b>				
<p><b>Must meet all Bronze standards, plus:</b> Different classroom materials are regularly introduced to add new experiences to children's play and keep children engaged in learning</p>		X	<p>Monitor uses checklist to verify that standards are met</p>	<p><i>Developmentally Appropriate Practice in Early Childhood Programs</i> Available for purchase from NAEYC <a href="http://www.naeyc.org/store/node/162">http://www.naeyc.org/store/node/162</a></p> <p>National Association for the Education of Young Children (NAEYC) Web site <a href="http://www.naeyc.org">http://www.naeyc.org</a></p>
<p>Teachers bring in resources and materials to extend children's learning</p>		X	<p>Monitor uses checklist to verify that standards are met</p>	<p><i>Developmentally Appropriate Practice in Early Childhood Programs</i> Available for purchase from NAEYC <a href="http://www.naeyc.org/store/node/162">http://www.naeyc.org/store/node/162</a></p> <p>National Association for the Education of Young Children (NAEYC) Web site <a href="http://www.naeyc.org">http://www.naeyc.org</a></p>
<p>Learning environment should include natural objects</p>		X	<p>Monitor uses checklist to verify that standards are met</p>	<p><i>Developmentally Appropriate Practice in Early Childhood Programs</i> Available for purchase from NAEYC <a href="http://www.naeyc.org/store/node/162">http://www.naeyc.org/store/node/162</a></p> <p>National Association for the Education of Young Children (NAEYC) Web site <a href="http://www.naeyc.org">http://www.naeyc.org</a></p>



Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<b>Gold Standards</b>				
<p><b>Must meet all Silver standards, plus:</b> Materials to support the development of mathematical thinking and language and literacy skills are integrated in all interest areas</p>		X	Monitor uses checklist to verify that standards are met	<p><i>Developmentally Appropriate Practice in Early Childhood Programs</i> Available for purchase from NAEYC <a href="http://www.naeyc.org/store/node/162">http://www.naeyc.org/store/node/162</a></p> <p>National Association for the Education of Young Children (NAEYC) Web site <a href="http://www.naeyc.org">http://www.naeyc.org</a></p>
		X	Monitor uses checklist to verify that standards are met	<p><i>Developmentally Appropriate Practice in Early Childhood Programs</i> Available for purchase from NAEYC <a href="http://www.naeyc.org/store/node/162">http://www.naeyc.org/store/node/162</a></p> <p>National Association for the Education of Young Children (NAEYC) Web site <a href="http://www.naeyc.org">http://www.naeyc.org</a></p>
<b>Gold Plus Standards</b>				
<p>Must meet all Gold standards.</p>		X	Monitor uses checklist to verify that standards are met	<p><i>Developmentally Appropriate Practice in Early Childhood Programs</i> Available for purchase from NAEYC <a href="http://www.naeyc.org/store/node/162">http://www.naeyc.org/store/node/162</a></p> <p>National Association for the Education of Young Children (NAEYC) Web site <a href="http://www.naeyc.org">http://www.naeyc.org</a></p>

Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<b>CATEGORY 3 – CURRICULUM AND LEARNING OPPORTUNITIES</b>				
<b>General Resources</b>				
				<p>DC OSSE Early Learning Standards: <i>Infants, Toddlers, and Pre-kindergarten</i>  <a href="http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/521_Early_Learning_Standards.pdf">http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/521_Early_Learning_Standards.pdf</a></p> <p>Early Childhood Curriculum, Assessment, and Program Evaluation – A Joint Position Statement of NAEYC and NAECS/SDE  <a href="http://www.naeyc.org/files/naeyc/file/positions/pscapse.pdf">http://www.naeyc.org/files/naeyc/file/positions/pscapse.pdf</a></p> <p>NAEYC-NAECS/SDE position statement on early learning standards (2002)  <a href="http://www.naeyc.org/files/naeyc/file/positions/position_statement.pdf">http://www.naeyc.org/files/naeyc/file/positions/position_statement.pdf</a></p>
<b>Bronze Standards</b>				
Learning opportunities are intentionally designed to support the development of all domains included in the District of Columbia Infant and Toddler and Pre-Kindergarten Early Learning Standards.	X	Center submits written curriculum plan integrated with early learning standards domains.		<p>DC OSSE Early Learning Standards: <i>Infants, Toddlers, and Pre-kindergarten</i>  <a href="http://osse.dc.gov/sites/default/files/dc/sites/oss/publication/attachments/521_Early_Learning_Standards.pdf">http://osse.dc.gov/sites/default/files/dc/sites/oss/publication/attachments/521_Early Learning Standards.pdf</a></p> <p>NAEYC-NAECS/SDE position statement on early learning standards (2002)  <a href="http://www.naeyc.org/files/naeyc/file/positions/position_statement.pdf">http://www.naeyc.org/files/naeyc/file/positions/position_statement.pdf</a></p> <p>Gebhard, B. (2010). <i>States' use of early learning guidelines for infants and toddlers.</i>  <a href="http://www.zerotothree.org/public-policy/webinars-conference-calls/states-use-of-elg-for-it-final.pdf">http://www.zerotothree.org/public-policy/webinars-conference-calls/states-use-of-elg-for-it-final.pdf</a></p>
All learning opportunities have associated goals and objectives.	X	Center submits written curriculum plan.		



Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
Child observations are frequently conducted and documented to assess children's understanding of learning goals and objectives. These observations are shared with families.	X		Center submits copies of child observation tools and samples of reports shared with parents.	See NCCIC document about preschool curricula at <a href="http://nccic.acf.hhs.gov/poptopics/curricula-ece.html">http://nccic.acf.hhs.gov/poptopics/curricula-ece.html</a>  Frede, E. and Ackerman, D. (2007). <i>Preschool curriculum decision-making: Dimensions to consider</i> . NJ: National Institute for Early Education Research. <a href="http://www.isbe.state.il.us/earlychi/pdf/preschoolcurriculum.pdf">http://www.isbe.state.il.us/earlychi/pdf/preschoolcurriculum.pdf</a>
Learning opportunities incorporate the individual needs, abilities and interests of the children.	X	X	<ul style="list-style-type: none"> <li>▪ Center submits copies of lesson plans.</li> <li>▪ Monitor uses checklist to verify that standards are met.</li> </ul>	DC OSSE <i>Early Learning Standards: Infants, Toddlers, and Pre-kindergarten</i> <a href="http://osse.dc.gov/sites/default/files/dc/sites/oss/e/publication/attachments/521_Early_Learning_Standards.pdf">http://osse.dc.gov/sites/default/files/dc/sites/oss/e/publication/attachments/521_Early_Learning_Standards.pdf</a>  See NCCIC document about preschool curricula at <a href="http://nccic.acf.hhs.gov/poptopics/curricula-ece.html">http://nccic.acf.hhs.gov/poptopics/curricula-ece.html</a>
Transitions during the day are used as "teachable moments" that support the development of domains included in the DC Early Learning Standards.		X	Monitor uses checklist to verify that standards are met.	Frede, E. and Ackerman, D. (2007). <i>Preschool curriculum decision-making: Dimensions to consider</i> . NJ: National Institute for Early Education Research. <a href="http://www.isbe.state.il.us/earlychi/pdf/preschoolcurriculum.pdf">http://www.isbe.state.il.us/earlychi/pdf/preschoolcurriculum.pdf</a>
Majority of the learning opportunities are child-centered and child-led.		X	Monitor uses checklist to verify that standards are met.	Frede, E. and Ackerman, D. (2007). <i>Preschool curriculum decision-making: Dimensions to consider</i> . NJ: National Institute for Early Education Research. <a href="http://www.isbe.state.il.us/earlychi/pdf/preschoolcurriculum.pdf">http://www.isbe.state.il.us/earlychi/pdf/preschoolcurriculum.pdf</a>

Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
The teacher serves as the facilitator to extend learning and expand involvement.		X	Monitor uses checklist to verify that standards are met.	See NCCIC document about preschool curricula at <a href="http://nccic.acf.hhs.gov/poptopics/curricula-ece.html">http://nccic.acf.hhs.gov/poptopics/curricula-ece.html</a>  Frede, E. and Ackerman, D. (2007). <i>Preschool curriculum decision-making: Dimensions to consider</i> . NJ: National Institute for Early Education Research. <a href="http://www.isbe.state.il.us/earlychi/pdf/preschool_curriculum.pdf">http://www.isbe.state.il.us/earlychi/pdf/preschool_curriculum.pdf</a>
Learning opportunities allow children to engage in active and hands-on learning experiences.		X	Monitor uses checklist to verify that standards are met.	See NCCIC document about preschool curricula at <a href="http://nccic.acf.hhs.gov/poptopics/curricula-ece.html">http://nccic.acf.hhs.gov/poptopics/curricula-ece.html</a>  Frede, E. and Ackerman, D. (2007). <i>Preschool curriculum decision-making: Dimensions to consider</i> . NJ: National Institute for Early Education Research. <a href="http://www.isbe.state.il.us/earlychi/pdf/preschool_curriculum.pdf">http://www.isbe.state.il.us/earlychi/pdf/preschool_curriculum.pdf</a>
Learning opportunities support large group, small group and individual play.	X	X	<ul style="list-style-type: none"> <li>▪ Center submits copies of daily schedules.</li> <li>▪ Monitor compares written schedules to observed activities.</li> </ul>	See NCCIC document about preschool curricula at <a href="http://nccic.acf.hhs.gov/poptopics/curricula-ece.html">http://nccic.acf.hhs.gov/poptopics/curricula-ece.html</a>  Frede, E. and Ackerman, D. (2007). <i>Preschool curriculum decision-making: Dimensions to consider</i> . NJ: National Institute for Early Education Research. <a href="http://www.isbe.state.il.us/earlychi/pdf/preschool_curriculum.pdf">http://www.isbe.state.il.us/earlychi/pdf/preschool_curriculum.pdf</a>



Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
The center maintains a copy of the DC Early Learning Standards on site. Standards must be easily accessible for all staff and families.		X	Monitor uses checklist to verify that standards are met.	DC OSSE Early Learning Standards: <i>Infants, Toddlers, and Pre-kindergarten</i> <a href="http://osse.dc.gov/sites/default/files/dc/sites/oss/publication/attachments/521_Early_Learning_Standards.pdf">http://osse.dc.gov/sites/default/files/dc/sites/oss/publication/attachments/521_Early_Learning_Standards.pdf</a> See NCCIC document about preschool curricula at <a href="http://nccic.acf.hhs.gov/poptopics/curricula-ece.html">http://nccic.acf.hhs.gov/poptopics/curricula-ece.html</a>
All classrooms post a written, daily schedule that provides ample time for child directed choices and for a variety of learning opportunities. The goal of each learning opportunity is included.	X		Center submits copies of daily schedules.	Frede, E. and Ackerman, D. (2007). <i>Preschool curriculum decision-making: Dimensions to consider</i> . NJ: National Institute for Early Education Research. <a href="http://www.isbe.state.il.us/earlychi/pdf/preschoolcurriculum.pdf">http://www.isbe.state.il.us/earlychi/pdf/preschoolcurriculum.pdf</a>
The center has a written philosophy and goals for children that support the development of all domains included in the DC Early Learning Standards.	X		Center submits copy of written philosophy and goals for children.	See NCCIC document about preschool curricula at <a href="http://nccic.acf.hhs.gov/poptopics/curricula-ece.html">http://nccic.acf.hhs.gov/poptopics/curricula-ece.html</a> Frede, E. and Ackerman, D. (2007). <i>Preschool curriculum decision-making: Dimensions to consider</i> . NJ: National Institute for Early Education Research. <a href="http://www.isbe.state.il.us/earlychi/pdf/preschoolcurriculum.pdf">http://www.isbe.state.il.us/earlychi/pdf/preschoolcurriculum.pdf</a>

Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
The center attests that the use of television and videos is: limited to 5 hours/week, developmentally appropriate and supervised, and (if used) is written into the daily activity plan.	X		Center submits copies of daily schedules showing limited use of TV and videos.	See NCCIC document about preschool curricula at <a href="http://nccic.acf.hhs.gov/poptopics/curricula-ece.html">http://nccic.acf.hhs.gov/poptopics/curricula-ece.html</a>  Frede, E. and Ackerman, D. (2007). <i>Preschool curriculum decision-making: Dimensions to consider</i> . NJ: National Institute for Early Education Research. <a href="http://www.isbe.state.il.us/earlychi/pdf/preschool_curriculum.pdf">http://www.isbe.state.il.us/earlychi/pdf/preschool_curriculum.pdf</a>
At least 4 field trips (out of classroom learning experiences) are facilitated a year to extend learning.	X		Center submits documentation, such as notices sent to parents and attendance logs, to verify that field trips were conducted.	See NCCIC document about preschool curricula at <a href="http://nccic.acf.hhs.gov/poptopics/curricula-ece.html">http://nccic.acf.hhs.gov/poptopics/curricula-ece.html</a>  Frede, E. and Ackerman, D. (2007). <i>Preschool curriculum decision-making: Dimensions to consider</i> . NJ: National Institute for Early Education Research. <a href="http://www.isbe.state.il.us/earlychi/pdf/preschool_curriculum.pdf">http://www.isbe.state.il.us/earlychi/pdf/preschool_curriculum.pdf</a>
<u>Additional requirements for infant and toddler programs/classrooms:</u> For infant/toddler classrooms, the schedule is structured and predictable but is flexible to support the individual needs of children (nap, diapering, feeding, play, etc.). Participation in large group activities is not forced.	X	X	<ul style="list-style-type: none"> <li>▪ Center submits copies of daily schedules for infant and toddler classrooms.</li> <li>▪ Monitor compares written schedules to observed activities.</li> </ul>	See NCCIC document about infant/toddler curricula at <a href="http://nccic.acf.hhs.gov/poptopics/itcurricula.htm">http://nccic.acf.hhs.gov/poptopics/itcurricula.htm</a>  ZERO TO THREE (Web site) <a href="http://www.zerotothree.org/">http://www.zerotothree.org/</a>



Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<b>Silver Standards</b>				
<p><b>Must meet all Bronze standards, plus:</b> Learning opportunities are provided to support the development of higher order thinking skills</p>		X	<p>Monitor uses checklist to verify that standards are met.</p>	<p>See NCCIC document about preschool curricula at <a href="http://nccic.acf.hhs.gov/poptopics/curricula-ece.html">http://nccic.acf.hhs.gov/poptopics/curricula-ece.html</a></p> <p>Frede, E. and Ackerman, D. (2007). <i>Preschool curriculum decision-making: Dimensions to consider</i>. NJ: National Institute for Early Education Research. <a href="http://www.isbe.state.il.us/earlychi/pdf/preschoolcurriculum.pdf">http://www.isbe.state.il.us/earlychi/pdf/preschoolcurriculum.pdf</a></p>
<p>Each child has a portfolio of observation and assessment data that documents his/her growth and development over time</p>	X		<p>Center submits sample copies of child portfolios and assessment data.</p>	<p>See NCCIC document about child assessment at <a href="http://nccic.acf.hhs.gov/resource/child-assessment">http://nccic.acf.hhs.gov/resource/child-assessment</a></p> <p><i>Early Childhood Assessment: Why, What, and How</i> (2008) by Catherine E. Snow and Susan B. Van Hemel, Editors, National Research Council of the National Academies <a href="http://www.nap.edu/catalog.php?record_id=12446">http://www.nap.edu/catalog.php?record_id=12446</a> (free PDF available)</p> <p>See NCCIC document about child assessment at <a href="http://nccic.acf.hhs.gov/resource/child-assessment">http://nccic.acf.hhs.gov/resource/child-assessment</a></p> <p><i>Early Childhood Assessment: Why, What, and How</i> (2008) by Catherine E. Snow and Susan B. Van Hemel, Editors, National Research Council of the National Academies <a href="http://www.nap.edu/catalog.php?record_id=12446">http://www.nap.edu/catalog.php?record_id=12446</a> (free PDF available)</p>
<p>A system is developed and implemented to ensure that child observation and all available assessment data are used to plan learning opportunities and seek additional resources for children, if needed.</p>	X		<p>Center submits written documentation of how child observation data are used to plan learning activities.</p>	

Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
A system is developed and implemented to ensure that, when appropriate, child observation and assessment data are shared when each child transitions to another classroom, teacher or setting.	X		Center submits written documentation of how child observation data are shared when children make transitions.	See NCCIC document about child assessment at <a href="http://nccic.acf.hhs.gov/resource/child-assessment">http://nccic.acf.hhs.gov/resource/child-assessment</a>  <i>Early Childhood Assessment: Why, What, and How</i> (2008) by Catherine E. Snow and Susan B. Van Hemel, Editors, National Research Council of the National Academies <a href="http://www.nap.edu/catalog.php?record_id=12446">http://www.nap.edu/catalog.php?record_id=12446</a> (free PDF available)
A system is developed to ensure that child observation and assessment data are shared with families on a consistent basis	X		Center submits samples of reports shared with parents.	See NCCIC document about child assessment at <a href="http://nccic.acf.hhs.gov/resource/child-assessment">http://nccic.acf.hhs.gov/resource/child-assessment</a>  <i>Early Childhood Assessment: Why, What, and How</i> (2008) by Catherine E. Snow and Susan B. Van Hemel, Editors, National Research Council of the National Academies <a href="http://www.nap.edu/catalog.php?record_id=12446">http://www.nap.edu/catalog.php?record_id=12446</a> (free PDF available)
At least 6 field trips (out of classroom learning experiences) are facilitated a year to extend learning	X		Center submits documentation, such as notices sent to parents and attendance logs, to verify that field trips were conducted.	See NCCIC document about preschool curricula at <a href="http://nccic.acf.hhs.gov/poptopics/curricula-ece.html">http://nccic.acf.hhs.gov/poptopics/curricula-ece.html</a>  Frede, E. and Ackerman, D. (2007). <i>Preschool curriculum decision-making: Dimensions to consider</i> . NJ: National Institute for Early Education Research. <a href="http://www.isbe.state.il.us/earlychi/pdf/preschool_curriculum.pdf">http://www.isbe.state.il.us/earlychi/pdf/preschool_curriculum.pdf</a>



Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<b>Gold Standards</b>				
<p><b>Must meet all Silver standards, plus:</b> At least 8 field trips (out of classroom learning experiences) are facilitated a year to extend learning</p>	X	Center submits documentation, such as notices sent to parents and attendance logs, to verify that field trips were conducted.	<p>See NCCIC document about preschool curricula at <a href="http://nccic.acf.hhs.gov/poptopics/curricula-ece.html">http://nccic.acf.hhs.gov/poptopics/curricula-ece.html</a></p> <p>Frede, E. and Ackerman, D. (2007). <i>Preschool curriculum decision-making: Dimensions to consider</i>. NJ: National Institute for Early Education Research. <a href="http://www.isbe.state.il.us/earlychi/pdf/preschoolcurriculum.pdf">http://www.isbe.state.il.us/earlychi/pdf/preschoolcurriculum.pdf</a></p>	
<b>Gold Plus Standards</b>				
<p><b>Must meet all Gold standards.</b> All children must be assessed using a linguistically, culturally and age-appropriate developmental screening tool. Findings should be used to refer families to additional resources if needed. Families must be involved in this process.</p>	X	Center submits copies of assessment tools and documentation of how assessment results are used to refer families to additional resources.	<p><i>Developmental Screening, Assessment, and Evaluation: Key Elements for Individualizing Curricula in Early Head Start Programs</i> (Head Start Technical Assistance Paper) <a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/FinalITAP%5B1%5D.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/FinalITAP%5B1%5D.pdf</a></p> <p>Centers for Disease Control and Prevention – Web site content about developmental screening <a href="http://www.cdc.gov/ncbddd/child/devtool.htm">http://www.cdc.gov/ncbddd/child/devtool.htm</a></p>	

Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<b>CATEGORY 4 – FAMILY ENGAGEMENT</b>				
<b>General Resources</b>				
				<p><i>Family Engagement, Diverse Families, and Early Childhood Education Programs: An Integrated Review of the Literature</i> (2009), by NAEYC and PreK Now  <a href="http://www.naeyc.org/files/naeyc/file/research/FamEngage.pdf">http://www.naeyc.org/files/naeyc/file/research/FamEngage.pdf</a></p> <p>Harvard Family Research Project. (2006). <i>Family involvement makes a difference: Evidence that family involvement promotes school success for every child of every age.</i>  <a href="http://www.hfrp.org/family-involvement/publications-resources/family-involvement-in-early-childhood-education">http://www.hfrp.org/family-involvement/publications-resources/family-involvement-in-early-childhood-education</a></p> <p>Zellman, G., &amp; Perlman, M. (2006). Parent Involvement in Child Care Settings: Conceptual and Measurement Issues. <i>Early Child Development and Care, 176</i>(5), 521–538.  <a href="http://www.qualistar.org/pdf/Parent_involvement_in_child_care_settings-conceptual_and_measurement_issues.pdf">http://www.qualistar.org/pdf/Parent_involvement_in_child_care_settings-conceptual_and_measurement_issues.pdf</a></p>
<b>Bronze Standards</b>				
A family bulletin board is developed and implemented for each classroom and includes, but is not limited to a written schedule of daily activities	X		Monitor verifies existence of bulletin board during site visit.	<i>Meaningful Family Engagement: Just Imagine the Possibilities</i> (May/June 2005), by Karen Stephens <a href="https://secure.ccie.com/library/5016318.pdf">https://secure.ccie.com/library/5016318.pdf</a>



Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<p>A system of communication is in place that allows each Child Development Center classroom and families to exchange observations, reports and concerns about <u>each child's</u> general activities and progress. Communication system must be routine and consistent.</p>	X	X	<ul style="list-style-type: none"> <li>Monitor observes communication between center staff and families during site visit.</li> <li>Center provides copies of logs used to document children's activities and progress.</li> </ul>	<p><i>Meaningful Family Engagement: Just Imagine the Possibilities</i> (May/June 2005), by Karen Stephens <a href="https://secure.ccie.com/library/5016318.pdf">https://secure.ccie.com/library/5016318.pdf</a></p> <p>Effective Communication with Parents by ZERO TO THREE <a href="http://www.zerotothree.org/early-care-education/family-friend-neighbor-care/effective-communication-with-parents.html">http://www.zerotothree.org/early-care-education/family-friend-neighbor-care/effective-communication-with-parents.html</a></p> <p>Caregiver-Parent Communication Tools by ZERO TO THREE <a href="http://www.zerotothree.org/early-care-education/family-friend-neighbor-care/caregiver-parent-communication-tools.html">http://www.zerotothree.org/early-care-education/family-friend-neighbor-care/caregiver-parent-communication-tools.html</a></p>
<p>A written Family Handbook is developed and shared with all families, and includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>child care operating policies and rules</li> <li>an Open Door Policy that allows families to visit their child(ren) at any time</li> <li>policy for the care of children with special needs</li> <li>information about children's developmental milestones and family resources that are available in the community</li> </ul>	X		Center submits copy of Family Handbook.	<p><i>Meaningful Family Engagement: Just Imagine the Possibilities</i> (May/June 2005), by Karen Stephens <a href="https://secure.ccie.com/library/5016318.pdf">https://secure.ccie.com/library/5016318.pdf</a></p> <p>Family Handbook template from Mississippi QRIS <a href="http://www.earlychildhood.msstate.edu/earnyoustars/handbook.pdf">http://www.earlychildhood.msstate.edu/earnyoustars/handbook.pdf</a></p>

Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<p>Conferences are offered to individual parents at least one time per year to review written progress report about the developmental progress of each of their children</p>	X		<ul style="list-style-type: none"> <li>▪ Center submits copy of parent conference notice dated within the last 12 months.</li> <li>▪ Center submits a form dated and signed by parents to verify that the conference occurred and they received a written progress report about their child.</li> </ul>	<p><i>Parent-Teacher Conference Tip Sheets for Principals, Teachers, and Parents</i> (2010), by Harvard Family Research Project.  <a href="http://www.hfrp.org/var/hfrp/storage/fckeditor/File/Parent-Teacher-ConferenceTipSheet-100610.pdf">http://www.hfrp.org/var/hfrp/storage/fckeditor/File/Parent-Teacher-ConferenceTipSheet-100610.pdf</a></p> <p><i>Meaningful Family Engagement: Just Imagine the Possibilities</i> (May/June 2005), by Karen Stephens  <a href="https://secure.ccie.com/library/5016318.pdf">https://secure.ccie.com/library/5016318.pdf</a></p> <p><i>The Art of Leadership: Managing Early Childhood Organizations</i> by Bonnie and Roger Neugebauer  Chapter 16 – Working with Parents includes: “Making the Most of Parent Conferences” by Katherine Koulouras, Mary Lynn Porter, and Sheri A. Senter  Available for purchase from Child Care Information Exchange  <a href="http://www.childcareexchange.com/catalog/product/info.php?products_id=4000447&amp;search=&amp;category">http://www.childcareexchange.com/catalog/product/info.php?products_id=4000447&amp;search=&amp;category</a></p>



Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<p>A parent satisfaction process is developed and implemented so that all parents may provide feedback about the services that their family receives</p> <p>Facilitate at least 2 program-wide events each year (meetings, trainings, potlucks, family game night, etc.) to engage and support families</p>	X		<p>Center submits a description of the parent satisfaction process, copies of tools used to collect feedback, and a summary of the results.</p>	<p><i>Meaningful Family Engagement: Just Imagine the Possibilities</i> (May/June 2005), by Karen Stephens <a href="https://secure.ccie.com/library/5016318.pdf">https://secure.ccie.com/library/5016318.pdf</a></p> <p><i>Parent Feedback - A Critical Element in Program Quality</i> by R. Eleanor Duff, Mark Tompkins, and Sally McClellan Available for purchase from Child Care Information Exchange <a href="http://www.childcareexchange.com/catalog/product_info.php?products_id=5010525">http://www.childcareexchange.com/catalog/product_info.php?products_id=5010525</a></p> <p><i>Involving Parents and Teachers in the Evaluation Process</i> by Suzanne Gellens Available for purchase from Child Care Information Exchange <a href="http://www.childcareexchange.com/catalog/product_info.php?products_id=5012392">http://www.childcareexchange.com/catalog/product_info.php?products_id=5012392</a></p>
	X		<p>Center submits dated documentation (newsletters, bulletins, flyers, invitations, etc.) showing that at least two events were offered and available in the past 12 months.</p>	<p><i>Meaningful Family Engagement: Just Imagine the Possibilities</i> (May/June 2005), by Karen Stephens <a href="https://secure.ccie.com/library/5016318.pdf">https://secure.ccie.com/library/5016318.pdf</a></p>

Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<p>Ensure that families share information from their child's Individual Family Support Plan (IFSP) and Individual Education Plan (IEP) and goals stated on plans are used to inform curriculum planning</p>	X	<ul style="list-style-type: none"> <li>Center submits written policy statement about requesting IFSP and IEPs from parents at enrollment.</li> <li>Center submits written curriculum plans.</li> </ul>	<p>Watson, A. &amp; McCathren, R. (2009). Including children with special needs: Are you and your program ready? <i>Young Children</i>, 64(2), 20-26. <a href="http://www.naeyc.org/files/yc/file/200903/BTJW_watson.pdf">http://www.naeyc.org/files/yc/file/200903/BTJW_watson.pdf</a></p> <p>Horn, E., Lieber, J., Li, S., Sandall, S., &amp; Schwartz, I. (2000). Supporting young children's IEP goals in inclusive settings through embedded learning opportunities. <i>Topics in Early Childhood Special Education</i>, 20(4), 208-223. <a href="https://depts.washington.edu/pdacent/Publications/Schwartz/Horn.pdf">https://depts.washington.edu/pdacent/Publications/Schwartz/Horn.pdf</a></p>	
<p>Additional requirements for infant/toddler classrooms:</p> <p>Parents of infants and toddlers are provided with daily, written communication about their child's daily personal care routine, which includes but is not limited to: feeding, diapering and naps. Teachers also discuss with parents other activities in which their infant or toddler may have participated in each day</p>	X	<ul style="list-style-type: none"> <li>Monitor observes communication between center staff and families of infants and toddlers during site visit.</li> <li>Center provides copies of logs/notes used to document infant and toddler's activities and progress.</li> </ul>	<p><i>Meaningful Family Engagement: Just Imagine the Possibilities</i> (May/June 2005), by Karen Stephens <a href="https://secure.ccie.com/library/5016318.pdf">https://secure.ccie.com/library/5016318.pdf</a></p> <p>Effective Communication with Parents by ZERO TO THREE <a href="http://www.zerotothree.org/early-care-education/family-friend-neighbor-care/effective-communication-with-parents.html">http://www.zerotothree.org/early-care-education/family-friend-neighbor-care/effective-communication-with-parents.html</a></p> <p>Caregiver-Parent Communication Tools by ZERO TO THREE <a href="http://www.zerotothree.org/early-care-education/family-friend-neighbor-care/caregiver-parent-communication-tools.html">http://www.zerotothree.org/early-care-education/family-friend-neighbor-care/caregiver-parent-communication-tools.html</a></p>	



Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
Parents of infants and toddlers are offered conferences at least two times per year to review written developmental progress report	X		<ul style="list-style-type: none"> <li>▪ Center submits copy of parent conference notice dated within the last 12 months.</li> <li>▪ Center submits a form dated and signed by parents to verify that the conference occurred and they received a written progress report about their child.</li> </ul>	<p><i>Conferring with Parents of Infants</i> by Kay Albrecht  <a href="http://www.childcareexchange.com/resources/view_article.php?article_id=5011651">http://www.childcareexchange.com/resources/view_article.php?article_id=5011651</a></p>
<b>Silver Standards</b>				
Must meet all of bronze standards <b>AND</b> All families are provided with opportunities to volunteer in the program at least 3 times in the last 12 months	X		Center submits dated documentation (newsletters, bulletins, flyers, invitations, etc.) showing that at least three opportunities to volunteer were offered and available in the past 12 months.	<p>“Welcoming Volunteers into Your Classroom” (May/June 2006) by Babs Sullivan  Available for purchase from Child Care Information Exchange  <a href="http://www.childcareexchange.com/catalog/product_info.php?products_id=5016953">http://www.childcareexchange.com/catalog/product_info.php?products_id=5016953</a></p>

Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
Feedback from families satisfaction process are address	X		Center submits summary of feedback and a report on how it addressed any issues raised by families.	<p><i>Meaningful Family Engagement: Just Imagine the Possibilities</i> (May/June 2005), by Karen Stephens  <a href="https://secure.ccie.com/library/5016318.pdf">https://secure.ccie.com/library/5016318.pdf</a></p> <p><i>Parent Feedback - A Critical Element in Program Quality</i> by R. Eleanor Duff, Mark Tompkins, and Sally McClellan            Available for purchase from Child Care Information Exchange  <a href="http://www.childcareexchange.com/catalog/product_info.php?products_id=5010525">http://www.childcareexchange.com/catalog/product_info.php?products_id=5010525</a></p> <p><i>Involving Parents and Teachers in the Evaluation Process</i> by Suzanne Gellens            Available for purchase from Child Care Information Exchange  <a href="http://www.childcareexchange.com/catalog/product_info.php?products_id=5012392">http://www.childcareexchange.com/catalog/product_info.php?products_id=5012392</a></p>



Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<p>Families are provided with information about activities that can be performed in the family home and that support their child's ongoing learning and development</p>	X	Center submits a written sample of the information shared with families.	<p>Meaningful Family Engagement: <i>Just Imagine the Possibilities</i> (May/June 2005), by Karen Stephens  <a href="https://secure.ccie.com/library/5016318.pdf">https://secure.ccie.com/library/5016318.pdf</a></p> <p>KidsHealth (web site)  <a href="http://kidshealth.org/parent/">http://kidshealth.org/parent/</a></p> <p>KidsHealth in the Classroom (web site)  <a href="http://kidshealth.org/classroom/">http://kidshealth.org/classroom/</a></p> <p>NCCIC Resource Guide: <i>Child Development Resources for Parents and Providers</i>  <a href="http://nccic.acf.hhs.gov/files/resources/childdev-res.pdf">http://nccic.acf.hhs.gov/files/resources/childdev-res.pdf</a></p>	
<p>Meetings and interactions with families are respectful of each family's diversity and cultural and ethnic background.</p>		<p>Monitor observes interactions between staff and families during site visit.</p> <p>X</p>	<p><i>Family Engagement, Diverse Families, and Early Childhood Education Programs: An Integrated Review of the Literature</i> (2009), by NAEYC and Prek Now  <a href="http://www.naeyc.org/files/naeyc/file/research/FamEngage.pdf">http://www.naeyc.org/files/naeyc/file/research/FamEngage.pdf</a></p> <p>Hepburn, K. (2004). <i>Building culturally and linguistically competent services for young children, their families, and school readiness</i>. Baltimore, MD: Annie E. Casey Foundation, Georgetown University Child and Human Development.  <a href="http://www.aecf.org/upload/publicationfiles/hs3622h325.pdf">http://www.aecf.org/upload/publicationfiles/hs3622h325.pdf</a></p>	

Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
Facilitate at least 4 program-wide events each year (meetings, trainings, potlucks, family game night, etc.) to engage and support families	X		Center submits dated documentation (newsletters, bulletins, flyers, invitations, etc.) showing that at least 4 events were offered and available in the past 12 months.	<i>Meaningful Family Engagement: Just Imagine the Possibilities</i> (May/June 2005), by Karen Stephens <a href="https://secure.ccie.com/library/5016318.pdf">https://secure.ccie.com/library/5016318.pdf</a>
Establish linkages and referral networks to other community resources and supports		X	<ul style="list-style-type: none"> <li>▪ Center submits written policy statement about how it refers families to appropriate community resources and supports.</li> <li>▪ Center submits documentation that it maintains a current list of community resources.</li> </ul>	<i>Meaningful Family Engagement: Just Imagine the Possibilities</i> (May/June 2005), by Karen Stephens <a href="https://secure.ccie.com/library/5016318.pdf">https://secure.ccie.com/library/5016318.pdf</a>



Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<b>Gold Standards</b>				
Must meet all of bronze and silver standards <b>AND</b> Conferences are offered to individual parents at least 4 times per year to review a written progress report about the developmental progress of each of their children	X		<ul style="list-style-type: none"> <li>Center submits copies of notices for at least 4 parent conferences dated within the last 12 months.</li> <li>Center submits forms dated and signed by parents to verify that the conferences occurred and they received written progress reports about their child.</li> </ul>	<p><i>Parent-Teacher Conference Tip Sheets for Principals, Teachers, and Parents</i> (2010), by Harvard Family Research Project. <a href="http://www.hfrp.org/var/hfrp/storage/fckeditor/File/Parent-Teacher-ConferenceTipSheet-100610.pdf">http://www.hfrp.org/var/hfrp/storage/fckeditor/File/Parent-Teacher-ConferenceTipSheet-100610.pdf</a></p> <p><i>Meaningful Family Engagement: Just Imagine the Possibilities</i> (May/June 2005), by Karen Stephens <a href="https://secure.ccie.com/library/5016318.pdf">https://secure.ccie.com/library/5016318.pdf</a></p> <p><i>The Art of Leadership: Managing Early Childhood Organizations</i> by Bonnie and Roger Neugebauer Chapter 16 – Working with Parents includes: “Making the Most of Parent Conferences” by Katherine Koulouras, Mary Lynn Porter, and Sheri A. Senter Available for purchase from Child Care Information Exchange <a href="http://www.childcareexchange.com/catalog/product/info.php?products_id=4000447&amp;search=&amp;category">http://www.childcareexchange.com/catalog/product/info.php?products_id=4000447&amp;search=&amp;category</a></p> <p><i>Meaningful Family Engagement: Just Imagine the Possibilities</i> (May/June 2005), by Karen Stephens <a href="https://secure.ccie.com/library/5016318.pdf">https://secure.ccie.com/library/5016318.pdf</a></p>
A Parent Association or Council is established to support the program and is functioning with scheduled activities	X		Center submits documentation of the parent group, including meeting agendas, flyers, etc.	

Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
Center provides education and information to parents that help prepare them for their child's transition to another classroom, teacher or setting.	X		<ul style="list-style-type: none"> <li>Center submits copies of information provided to families about transitions of their child to another classroom, teacher, or setting.</li> <li>Center submits dated documentation (newsletters, bulletins, flyers, invitations, etc.) for events related to educating parents about transitions of children to other classrooms, teachers, or settings.</li> </ul>	<p>Kreider, H. (2002). <i>Getting parents ready for kindergarten: The role of early childhood education</i>. Cambridge, Massachusetts: Harvard Graduate School of Education.  <a href="http://www.hfrp.org/publications-resources/browse-our-publications/getting-parents-ready-for-kindergarten-the-role-of-early-childhood-education">http://www.hfrp.org/publications-resources/browse-our-publications/getting-parents-ready-for-kindergarten-the-role-of-early-childhood-education</a></p> <p>Kraft-Sayre, M. E., &amp; Pianta, R.C. (2000). <i>Enhancing the transition to kindergarten</i>. Charlottesville, VA: University of Virginia, National Center for Early Development &amp; Learning.  <a href="http://www.cpicr.org/vertical/Sites/%7B95025A21-DD4C-45C2-AE37-D35CA63B7AD9%7D/uploads/%7BB2FC278E-5FC7-47FA-9039-E69743ABAF64%7D.PDF">http://www.cpicr.org/vertical/Sites/%7B95025A21-DD4C-45C2-AE37-D35CA63B7AD9%7D/uploads/%7BB2FC278E-5FC7-47FA-9039-E69743ABAF64%7D.PDF</a></p> <p>Terrific Transitions (website)  <a href="http://www.terrifictransitions.org/TT/pandk_pt.html">http://www.terrifictransitions.org/TT/pandk_pt.html</a></p>
Facilitate at least 6 program-wide events each year (meetings, trainings, potlucks, family game night, etc.) to engage and support families	X		Center submits dated documentation (newsletters, bulletins, flyers, invitations, etc.) showing that at least 6 events were offered and available in the past 12 months.	<p><i>Meaningful Family Engagement: Just Imagine the Possibilities</i> (May/June 2005), by Karen Stephens  <a href="https://secure.ccie.com/library/5016318.pdf">https://secure.ccie.com/library/5016318.pdf</a></p>



Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<b>CATEGORY 5 – LICENSING COMPLIANCE</b>				
<b>Bronze Standards</b>				
Current Child Development Center License is in good standing, without enforcement actions, with OSSE. (see Title 29 DCMR Chapter 3 – Section 317)	X		<ul style="list-style-type: none"> <li>Review center's licensing record for verification that license is in good standing.</li> <li>Review center's licensing record for notices of enforcement actions.</li> </ul>	DC licensing procedures and regulations <a href="http://osse.dc.gov/service/providerslicensing">http://osse.dc.gov/service/providerslicensing</a>
The Child Development Center has received no statements of deficiencies from OSSE Licensing within in the last 12 months that jeopardize the health, safety or well-being of children in care	X		Review center's licensing record for statements of deficiencies from inspections within the last 12 months.	DC licensing procedures and regulations <a href="http://osse.dc.gov/service/providerslicensing">http://osse.dc.gov/service/providerslicensing</a>
FBI check is conducted for all paid staff. Results of FBI checks are in accordance with all applicable federal and District of Columbia laws and rules.	X		Center submits documentation of staff background checks.	DC licensing procedures and regulations <a href="http://osse.dc.gov/service/providerslicensing">http://osse.dc.gov/service/providerslicensing</a>
<b>Silver Standards</b>				
Must meet all of bronze standards	X		See above	DC licensing procedures and regulations <a href="http://osse.dc.gov/service/providerslicensing">http://osse.dc.gov/service/providerslicensing</a>
<b>Gold Standards</b>				
Must meet all of bronze standards	X		See above	DC licensing procedures and regulations

Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<b>CATEGORY 6 – NUTRITION AND WELLNESS</b>				
<b>General Resources</b>				
<i>Caring for Our Children National Health and Safety Performance Standards, 3<sup>rd</sup> Edition (2011)</i> <a href="http://nrkids.org/CFOC3/index.html">http://nrkids.org/CFOC3/index.html</a>				
<b>Bronze Standards</b>				
Daily physical activity must include at least 2 (5-10 minute) periods of <u>structured</u> physical activity or games that promote physical activity.	X		Center submits copy of daily schedule that shows a least 2 periods of structured physical activity or games that promote physical activity.	<i>Preventing Childhood Obesity in Early Care and Education, Selected Standards from Caring for Our Children (2010)</i> , pp. 51-52 <a href="http://nrkids.org/CFOC3/PDFVersion/preventing_obesity.pdf">http://nrkids.org/CFOC3/PDFVersion/preventing_obesity.pdf</a>
<u>Infant Toddler programs</u> At least 30 minutes of supervised “tummy time” for infants each day		X	Monitor observes infant caregivers supervising infants for short periods of “tummy time.”	<i>Preventing Childhood Obesity in Early Care and Education, Selected Standards from Caring for Our Children (2010)</i> , pp. 51-52 <a href="http://nrkids.org/CFOC3/PDFVersion/preventing_obesity.pdf">http://nrkids.org/CFOC3/PDFVersion/preventing_obesity.pdf</a>
<b>Silver Standards</b>				
Must meet all of bronze standards <b>AND</b> The Center shares written information with families information about nutrition and physical activity needs of children at least 2 times per year	X		Center submits copies of information provided to families about nutrition and physical activity needs of children.	National Resource Center for Health and Safety in Child Care and Early Education (web site) <a href="http://nrkids.org/">http://nrkids.org/</a>  Let’s Move! Child Care <a href="http://healthykidshealthyfuture.org/welcome.html">http://healthykidshealthyfuture.org/welcome.html</a>  KidsHealth (web site) <a href="http://kidshealth.org/parent/">http://kidshealth.org/parent/</a>



Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
				KidsHealth in the Classroom (web site) <a href="http://kidshealth.org/classroom/">http://kidshealth.org/classroom/</a>
<b>Gold Standards</b>				
Must meet all of bronze and silver standards <b>AND</b> The Center facilitates at least three(3) family engagement activities to support healthy eating and active living at home	X		Center submits dated documentation (newsletters, bulletins, flyers, invitations, etc.) showing that at least 3 events were offered and available in the past 12 months.	Let's Move! Child Care <a href="http://healthykidshealthyfuture.org/welcome.html">http://healthykidshealthyfuture.org/welcome.html</a>  KidsHealth (web site) <a href="http://kidshealth.org/parent/">http://kidshealth.org/parent/</a>  KidsHealth in the Classroom (web site) <a href="http://kidshealth.org/classroom/">http://kidshealth.org/classroom/</a>  <i>Meaningful Family Engagement: Just Imagine the Possibilities</i> (May/June 2005), by Karen Stephens <a href="https://secure.ccie.com/library/5016318.pdf">https://secure.ccie.com/library/5016318.pdf</a>

Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<b>CATEGORY 7 – BUSINESS AND ADMINISTRATIVE PRACTICES</b>				
<b>General Resources</b>				
			<p><i>Program Administration Scale Documentation List</i>  <a href="http://cecl.nl.edu/evaluation/resources/docreview_long.pdf">http://cecl.nl.edu/evaluation/resources/docreview_long.pdf</a></p> <p>McCormick Center for Early Childhood Leadership. (2010). <i>Research Notes: A window on early childhood administrative practices.</i>  <a href="http://cecl.nl.edu/research/issues/rnsp10.pdf">http://cecl.nl.edu/research/issues/rnsp10.pdf</a></p>	
<b>Bronze Standards</b>				
A staff orientation process is in place. Orientation must, at minimum, include overview of job description, staff roles and responsibilities for all positions and employee handbook.			<ul style="list-style-type: none"> <li>Center submits a written description of orientation process for new staff.</li> <li>Center submits a copy of the employee handbook.</li> </ul>	<p><i>Ideas for Training Staff - Right From the Start: Changing Our Approach to Staff Orientation</i> (Sept/Oct 2001), by Margie Carter  Available for purchase from Child Care Information Exchange  <a href="http://www.childcareexchange.com/catalog/product_info.php?products_id=5014179&amp;search=&amp;category">http://www.childcareexchange.com/catalog/product_info.php?products_id=5014179&amp;search=&amp;category</a></p> <p><i>The Art of Leadership: Managing Early Childhood Organizations</i> by Bonnie and Roger Neugebauer  Chapter 9 – Personnel Policies includes: “A Ounce of Prevention: How to Write an Employee Handbook” by Joe Perreault and Roger Neugebauer  Available for purchase from Child Care Information Exchange  <a href="http://www.childcareexchange.com/catalog/product_info.php?products_id=4000447&amp;search=&amp;category">http://www.childcareexchange.com/catalog/product_info.php?products_id=4000447&amp;search=&amp;category</a></p>



Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<p>Job descriptions must be aligned with the Center's goals and objectives</p>	X	Center submits copies of written job descriptions for each paid position.	<p><i>Occupational Outlook Handbook, 2010-11 Edition – Child Care Workers</i>  <a href="http://www.bls.gov/oco/ocos170.htm">http://www.bls.gov/oco/ocos170.htm</a></p> <p><i>The Art of Leadership: Managing Early Childhood Organizations</i> by Bonnie and Roger Neugebauer            Chapter 9 – Personnel Policies includes:            “Developing Your Employee Handbook: Job Descriptions” by Joe Perreault and Roger Neugebauer            Available for purchase from Child Care Information Exchange  <a href="http://www.childcareexchange.com/catalog/product_info.php?products_id=4000447&amp;search=&amp;category=">http://www.childcareexchange.com/catalog/product_info.php?products_id=4000447&amp;search=&amp;category=</a></p>	
<p>The Center develops and implements a written staffing plan, including an emergency backup plan and plan for use of substitutes</p>	X	Center submits a copy of the written staffing plan.	<p>“Developing a Management Plan” in <i>How to Start a Quality Child Care Business</i> by US Small Business Administration  <a href="http://www.sbaonline.sba.gov/idc/groups/public/documents/sba_homepage/pub_mp29.pdf">http://www.sbaonline.sba.gov/idc/groups/public/documents/sba_homepage/pub_mp29.pdf</a></p> <p><i>Staffing at the Child Care Center</i> (Sept/Oct 2005) by Lori Harris            Available for purchase from Child Care Information Exchange  <a href="http://www.childcareexchange.com/catalog/product_info.php?products_id=5016570&amp;search=&amp;category=">http://www.childcareexchange.com/catalog/product_info.php?products_id=5016570&amp;search=&amp;category=</a></p>	

Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
All staff meetings are held at least (2) two times a year. Minutes from each staff meeting is shared with all staff and filed in an accessible location.	X	X	<ul style="list-style-type: none"> <li>▪ Center submits copies of agendas from at least 2 staff meetings held in the past 12 months.</li> <li>▪ Center submits copies of minutes from staff meetings.</li> <li>▪ During site visit, monitor verifies that minutes are filed in an accessible location.</li> </ul>	<p>“Planning Staff Meetings” by Margie Carter  <a href="http://www.childcareexchange.com/resources/view_article.php?article_id=5014427">http://www.childcareexchange.com/resources/view_article.php?article_id=5014427</a></p>
The Center has a written system of financial record keeping in place that documents revenue, expenses, and parent account status	X	X	<ul style="list-style-type: none"> <li>▪ Center submits a written summary of its financial record keeping systems.</li> <li>▪ During site visit, monitor reviews financial record keeping system.</li> </ul>	<p><i>Child Care Center Financial Planning and Facilities Development Manual</i> (n.d.), by the National Economic Development and Law Center.  <a href="http://www.buildingcc.org/uploads/pdfs/CCCManualFINAL07.pdf">http://www.buildingcc.org/uploads/pdfs/CCCManualFINAL07.pdf</a></p> <p>“Developing a Financial Management Plan” in <i>How to Start a Quality Child Care Business</i> by US Small Business Administration  <a href="http://www.sbaonline.sba.gov/idc/groups/public/documents/sba_homepage/pub_mp29.pdf">http://www.sbaonline.sba.gov/idc/groups/public/documents/sba_homepage/pub_mp29.pdf</a></p>
The Center maintains an active email account	X		Center submits written proof that it has an active email account.	



Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
The Center has parents sign a written contract that explains major policies and procedures	X	Center submits a copy of the written contract signed by parents.	<p>“Communicating Policies to Parents” in “Planning the Program” in <i>How to Start a Quality Child Care Business</i> by US Small Business Administration <a href="http://www.sbaonline.sba.gov/idc/groups/public/documents/sba_homepage/pub_mp29.pdf">http://www.sbaonline.sba.gov/idc/groups/public/documents/sba_homepage/pub_mp29.pdf</a></p> <p>Sample contracts found on the Web:  <a href="http://www.childdevelopmentcouncil.org/files/all/parent-provider_child_care_contract_cdc.pdf">http://www.childdevelopmentcouncil.org/files/all/parent-provider_child_care_contract_cdc.pdf</a>  <a href="http://www.childcarelink.org/Forms%20and%20contracts/Provider%20Contract%20Sample.pdf">http://www.childcarelink.org/Forms%20and%20contracts/Provider%20Contract%20Sample.pdf</a></p>	
Individualized professional development plans are developed for all teaching staff	X	<ul style="list-style-type: none"> <li>▪ Center submits a copy of one completed professional development plan with name removed.</li> <li>▪ Center submits written statement verifying that a plan is in place for each teaching position.</li> </ul>	<p>See NCCIC document for examples of PD plans from states.  <a href="http://nccic.acf.hhs.gov/resource/individual-professional-development-plans-early-childhood-professionals">http://nccic.acf.hhs.gov/resource/individual-professional-development-plans-early-childhood-professionals</a>  <i>Early Childhood Education Professional Development: Training and Technical Assistance Glossary</i> (2011) by NAEYC and NACRRRA  <a href="http://www.naeyc.org/GlossaryTraining_TA.pdf">http://www.naeyc.org/GlossaryTraining_TA.pdf</a>  Includes a definition of “Individual Professional Development Plans” (p. 5-6)</p>	
The Center develops and maintains an annual budget	X	Center submits copy of annual budget.	<p><i>Child Care Center Financial Planning and Facilities Development Manual</i> (n.d.), by the National Economic Development and Law Center.  <a href="http://www.buildingcc.org/uploads/pdfs/CCCMannualFINAL07.pdf">http://www.buildingcc.org/uploads/pdfs/CCCMannualFINAL07.pdf</a></p>	

Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
The Center conducts annual evaluations of all teaching staff. Evaluation must be aligned with staff expectations and job descriptions. Staff observations and other assessment data are used to inform evaluation.	X		<ul style="list-style-type: none"> <li>Center submits a signed statement verifying that annual performance evaluations have been completed within the past 12 months.</li> <li>Center submits a sample copy of performance evaluation form(s).</li> </ul>	<p>“Staff Appraisal” in <i>Taking Stock: Tools and Strategies for Evaluating Programs, Directors, Teachers and Children</i> by Child Care Information Exchange Available for purchase from Child Care Information Exchange <a href="https://secure.ccie.com/catalog/product_info.php?products_id=5400127">https://secure.ccie.com/catalog/product_info.php?products_id=5400127</a></p>
Staff observations are conducted at least one (1) time a year. Observation tools are shared with all teaching staff during orientation. Data from staff observations and other assessments are used to inform annual staff evaluation.	X		<ul style="list-style-type: none"> <li>Center submits a signed statement verifying that staff observations are conducted at least 1 time per year.</li> <li>Center submits a copy of the staff observation tool.</li> </ul>	<p>“Staff Appraisal” in <i>Taking Stock: Tools and Strategies for Evaluating Programs, Directors, Teachers and Children</i> by Child Care Information Exchange Available for purchase from Child Care Information Exchange <a href="https://secure.ccie.com/catalog/product_info.php?products_id=5400127">https://secure.ccie.com/catalog/product_info.php?products_id=5400127</a></p>
A system is in place to provide income and expense statements at least twice a year.	X		Center submits copies of 2 income and expense statements from previous year.	<p>“Developing a Financial Management Plan” in <i>How to Start a Quality Child Care Business</i> by US Small Business Administration <a href="http://www.sbaonline.sba.gov/idc/groups/public/documents/sba_homepage/pub_mp29.pdf">http://www.sbaonline.sba.gov/idc/groups/public/documents/sba_homepage/pub_mp29.pdf</a></p>
Professional development opportunities available to staff are shared with staff on a consistent basis	X		Center submits copies of information shared with staff about professional development opportunities.	<p>“Part 1: Creating a Program and Professional Development Plan” in <i>Consumer’s Guide to Professional Development Resources by the Early Head Start National Resource Center at Zero to Three</i> <a href="http://www.ehsrc.org/PDFfiles/ConsumerGuide-">http://www.ehsrc.org/PDFfiles/ConsumerGuide-</a></p>



Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
				Part1.pdf
<b>Silver Standards</b>				
Must meet all of bronze standards <b>AND</b> Staff observations are conducted at least two (2) times a year. Observation tools are shared with all teaching staff during orientation. Data from staff observations and other assessments are used to inform annual staff evaluation.	X		<ul style="list-style-type: none"> <li>▪ Center submits a signed statement verifying that staff observations are conducted at least 2 times per year.</li> <li>▪ Center submits a copy of the staff observation tool.</li> </ul>	<p>“Staff Appraisal” in <i>Taking Stock: Tools and Strategies for Evaluating Programs, Directors, Teachers and Children</i> by Child Care Information Exchange Available for purchase from Child Care Information Exchange <a href="https://secure.ccie.com/catalog/product_info.php?products_id=5400127">https://secure.ccie.com/catalog/product_info.php?products_id=5400127</a></p>
All staff meetings are held at least three (3) times a year. Minutes from each staff meetings are shared with all staff and filed.	X	X	<ul style="list-style-type: none"> <li>▪ Center submits copies of agendas from at least 3 staff meetings held in the past 12 months.</li> <li>▪ Center submits copies of minutes from staff meetings.</li> <li>▪ During site visit, monitor verifies that minutes are filed in an accessible location.</li> </ul>	<p>“Planning Staff Meetings” by Margie Carter <a href="http://www.childcareexchange.com/resources/view_article.php?article_id=5014427">http://www.childcareexchange.com/resources/view_article.php?article_id=5014427</a></p>

Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
<b>Gold Standards</b>				
Must meet all of bronze and silver standards <b>AND</b> Staff observations are conducted at least three (3) times a year. Observation tools are shared with all teaching staff during orientation. Data from staff observations and other assessments are used to inform annual staff evaluation.	X	<ul style="list-style-type: none"> <li>Center submits a signed statement verifying that staff observations are conducted at least 3 times per year.</li> <li>Center submits a copy of the staff observation tool.</li> </ul>	<ul style="list-style-type: none"> <li>Center submits copies of agendas from at least 4 staff meetings held in the past 12 months.</li> <li>Center submits copies of minutes from staff meetings.</li> <li>During site visit, monitor verifies that minutes are filed in an accessible location.</li> </ul>	<p>“Staff Appraisal” in <i>Taking Stock: Tools and Strategies for Evaluating Programs, Directors, Teachers and Children</i> by Child Care Information Exchange Available for purchase from Child Care Information Exchange <a href="https://secure.ccie.com/catalog/product_info.php?products_id=5400127">https://secure.ccie.com/catalog/product_info.php?products_id=5400127</a></p> <p>“Planning Staff Meetings” by Margie Carter <a href="http://www.childcareexchange.com/resources/view_article.php?article_id=5014427">http://www.childcareexchange.com/resources/view_article.php?article_id=5014427</a></p>
All staff meetings are held at least four (4) times a year. Minutes from each staff meetings are shared with all staff and filed.	X			
<b>CATEGORY 8 – NATIONAL ACCREDITATION</b>				
<b>Bronze Standards</b>				
Director has completed an introductory session for accreditation by a national accrediting institution recognized by OSSE	X		Director submits verification document from accrediting	NAEYC Accreditation procedures <a href="http://www.naeyc.org/academy/pursuing/overview">http://www.naeyc.org/academy/pursuing/overview</a>



Standards	Monitoring Methods			Resources
	Document Review	Observation	Evidence	
			institution that session was completed.	
<b>Silver Standards</b>				
Child Development Center has submitted an application for accreditation to a national accrediting institution recognized by OSSE. A date to submit the center's accreditation materials and a timeline for a site visit must be identified.	X		Center submits copy of completed application for accreditation and other documents that show the timeline for an accreditation site visit.	NAEYC Accreditation procedures <a href="http://www.naeyc.org/academy/pursuing/overview">http://www.naeyc.org/academy/pursuing/overview</a> w
<b>Gold Standards</b>				
Child Development Center has achieved and maintained accreditation by a national accrediting institution recognized by OSSE. Application cannot expire within 6 months of the date the QRIS application is submitted.	X		Center submits copy of accreditation certificate (document that shows that accreditation was achieved).	NAEYC Accreditation procedures <a href="http://www.naeyc.org/academy/pursuing/overview">http://www.naeyc.org/academy/pursuing/overview</a> w

C1.1 Early Learning and Development Standards

**Table C1.1.1 ELDS for Infants and Toddlers**

<b>SOCIAL AND EMOTIONAL DOMAIN (SED)</b>		
<b>Standard 1: Trusts and interacts comfortably with familiar adults</b>		
<b>Performance Indicator Birth – 12 Months</b>	<b>Performance Indicator 12 – 24 Months</b>	<b>Performance Indicator 24 – 36 Months</b>
SED.1.1 Distinguishes familiar adult from a stranger and seeks to remain close to familiar adults	SED.1.2 Seeks familiar adult as a secure base in new situations	SED.1.3 Relies less on immediate connection with familiar adult and engages with a wider range of people and situations
<b>Standard 2: Shows increasing ability to regulate own behavior</b>		
<b>Performance Indicator Birth – 12 Months</b>	<b>Performance Indicator 12 – 24 Months</b>	<b>Performance Indicator 24 – 36 Months</b>
SED.2.1 Develops own patterns for eating, sleeping, etc. with support from adults	SED.2.2 Responds to and begins to follow simple requests	SED.2.3 Understands what is expected of him or her but does not comply consistently
<b>Standard 3: Exhibits an emerging sense of competence and confidence in growing abilities</b>		
<b>Performance Indicator Birth – 12 Months</b>	<b>Performance Indicator 12 – 24 Months</b>	<b>Performance Indicator 24 – 36 Months</b>
SED.3.1 Shows beginning awareness of own abilities	SED.3.2 Demonstrates confidence in own abilities	SED.3.3 Begins to use verbal communication to describe abilities
<b>Standard 4: Manages a range of emotions</b>		
<b>Performance Indicator Birth – 12 Months</b>	<b>Performance Indicator 12 – 24 Months</b>	<b>Performance Indicator 24 – 36 Months</b>
SED.4.1 Responds with basic emotions, such as distress and contentment	SED.4.2 Expresses a range of primary emotions, such as interest and disgust	SED.4.3 Begins to use language to express more complex emotions, such as shame and guilt
<b>Standard 5: Begins to engage with others by using more complex social exchanges</b>		
<b>Performance Indicator Birth – 12 Months</b>	<b>Performance Indicator 12 – 24 Months</b>	<b>Performance Indicator 24 – 36 Months</b>
SED.5.1 Observes and responds to people	SED.5.2 Intentionally engages briefly with other people	SED.5.3 Participates in longer, more complex engagements with others
<b>Standard 6: Demonstrates an awareness of self in relationships to others in care, family, community, and cultural groups</b>		
<b>Performance Indicator Birth – 12 Months</b>	<b>Performance Indicator 12 – 24 Months</b>	<b>Performance Indicator 24 – 36 Months</b>
SED.6.1 Develops a sense of self as a person separate from others	SED.6.2 Identifies other people in his or her immediate world and their roles	SED.6.3 Focuses more attention on people outside his or her immediate world and their roles



<b>Standard 7: Expresses needs and participates in self-care routines</b>		
<b>Performance Indicator Birth – 12 Months</b>	<b>Performance Indicator 12 – 24 Months</b>	<b>Performance Indicator 24 – 36 Months</b>
SED.7.1 Demonstrates discomfort and begins to participate as an adult attends to his or her needs	SED.7.2 Expresses needs and engages in simple personal care tasks	SED.7.3 Attempts to complete more complex personal care tasks without adult assistance
<b>PHYSICAL DOMAIN (PD)</b>		
<b>Standard 8: Moves body with increasing purpose, focus, control, strength, coordination, balance, and skill</b>		
<b>Performance Indicator Birth – 12 Months</b>	<b>Performance Indicator 12 – 24 Months</b>	<b>Performance Indicator 24 – 36 Months</b>
PD.8.1 Begins to move purposefully and with control	PD.8.2 Gains control and balance as he or she coordinates movement from place to place	PD.8.3 Attempts a variety of more complex large-muscle activities that involve coordinated leg and arm movements
<b>Standard 9: Gains control of small muscles in hands</b>		
<b>Performance Indicator Birth – 12 Months</b>	<b>Performance Indicator 12 – 24 Months</b>	<b>Performance Indicator 24 – 36 Months</b>
PD.9.1 Uses whole hand and then thumb and index finger to grasp objects	PD.9.2 Uses hands together and then separately	PD.9.3 Gains ability to coordinate the use of arms, hands, and fingers
<b>COGNITIVE DOMAIN (CD)</b>		
<b>Standard 10: Remains focused on an object, person, or task</b>		
<b>Performance Indicator Birth – 12 Months</b>	<b>Performance Indicator 12 – 24 Months</b>	<b>Performance Indicator 24 – 36 Months</b>
CD.10.1 Demonstrates awareness of happenings in his surroundings and begins to focus on them	CD.10.2 Focuses on an activity but is easily distracted	CD.10.3 Continues an activity despite distractions
<b>Standard 11: Makes things happen and begins to understand the cause of some events</b>		
<b>Performance Indicator Birth – 12 Months</b>	<b>Performance Indicator 12 – 24 Months</b>	<b>Performance Indicator 24 – 36 Months</b>
CD.11.1 Tries simple actions and discovers immediate results	CD.11.2 Begins to act purposefully to make things happen	CD.11.3 Thinks of ways to solves problems without having to try various solutions
<b>Standard 12: Begins to group objects that have similar characteristics</b>		
<b>Performance Indicator Birth – 12 Months</b>	<b>Performance Indicator 12 – 24 Months</b>	<b>Performance Indicator 24 – 36 Months</b>
CD.12.1 Explores objects and begins to notice similarities and differences	CD.12.2 Matches objects by similar characteristics	CD.12.3 Groups objects with similar characteristics
<b>Standard 13: Gains a basic understanding of how things move and fit in space</b>		
<b>Performance Indicator Birth – 12 Months</b>	<b>Performance Indicator 12 – 24 Months</b>	<b>Performance Indicator 24 – 36 Months</b>
CD.13.1	CD.13.2	CD.13.3

Begins to learn properties of objects and spatial relations (e.g., near, far, big, little, etc.)	Uses trial-and-error to discover how things fit and move in space	Starts to predict and imagine how things fit and move in space
<b>Standard 14: Utilizes strategies for solving simple problems</b>		
<b>Performance Indicator Birth – 12 Months</b>	<b>Performance Indicator 12 – 24 Months</b>	<b>Performance Indicator 24 – 36 Months</b>
CD.14.1 Demonstrates awareness of a problem	CD.14.2 Tries to solve simple problems through trial and error	CD.14.3 Develops and carries out simple plans for solving basic problems
<b>Standard 15: Engages in imitation and various types of social play behavior</b>		
<b>Performance Indicator Birth – 12 Months</b>	<b>Performance Indicator 12 – 24 Months</b>	<b>Performance Indicator 24 – 36 Months</b>
CD.15.1 Imitates and repeats simple actions	CD.15.2 Imitates after observing activity, often using materials	CD.15.3 Participates in pretend play with peers
<b>LANGUAGE DOMAIN (LD)</b>		
<b>Standard 16: Understands verbal and nonverbal communication</b>		
<b>Performance Indicator Birth – 12 Months</b>	<b>Performance Indicator 12 – 24 Months</b>	<b>Performance Indicator 24 – 36 Months</b>
LD.16.1 Shows an interest in speech, facial expressions, and simple gestures	LD.16.2 Understands simple speech, including simple directions and questions	LD.16.3 Understands more abstract and complex language
<b>Standard 17: Uses vocalizations, gestures, and eventually words for a variety of purposes</b>		
<b>Performance Indicator Birth – 12 Months</b>	<b>Performance Indicator 12 – 24 Months</b>	<b>Performance Indicator 24 – 36 Months</b>
LD.17.1 Uses facial expressions, sounds, gestures, and body positions to communicate	LD.17.2 Produces single and multiword phrases	LD.17.3 Utilizes simple sentences and questions
<b>Standard 18: Exhibits an interest in pictures, storytelling, and book reading</b>		
<b>Performance Indicator Birth – 12 Months</b>	<b>Performance Indicator 12 – 24 Months</b>	<b>Performance Indicator 24 – 36 Months</b>
LD.18.1 Shows an interest in pictures, songs and simple books	LD.18.2 Recognizes that pictures have meaning and can tell a story	LD.18.3 Demonstrates an interest in print and its purposes
<b>Standard 19: Shows an interest in drawing and writing</b>		
<b>Performance Indicator Birth – 12 Months</b>	<b>Performance Indicator 12 – 24 Months</b>	<b>Performance Indicator 24 – 36 Months</b>
LD.19.1 Begins to develop the eye-hand coordination necessary for drawing and writing	LD.19.2 Shows interest in handling drawing and writing tools and scribbles spontaneously	LD.19.3 Experiments with scribbling and begins to connect it with communication
Source: Office of the State Superintendent of Education: <a href="http://seo.dc.gov/publication/early-learning-standards">http://seo.dc.gov/publication/early-learning-standards</a>		



**Table C1.1.2 ELDS for Preschoolers**

<b>DOMAIN 1: APPROACHES TO LEARNING (AL)</b>	
<b>Standard 1.0: Children exhibit curiosity, the ability to engage in and complete tasks, flexibility in solving problems, engaging in purposeful play, following direction, and both independence and interdependence.</b>	
<b>Standards</b>	<b>Performance Indicators <i>Children will...</i></b>
<b>AL.1.1</b> Children demonstrate curiosity and a willingness to learn	<p>AL.1.1.1 Explore the variety of rich objects and materials provided to discover how things work, what things do, and why things happen</p> <p>AL.1.1.2 Use adults as resources to answer questions, clarify information, demonstrate tasks</p>
<b>AL.1.2</b> Children engage in and complete tasks	<p>AL.1.2.1 Follow through on a plan made by self or others</p> <p>AL.1.2.2 Participate in group activities for increasing periods of time</p> <p>AL.1.2.3 Persist in and complete increasingly challenging tasks, seeking help when needed</p>
<b>AL.1.3</b> Children demonstrate problem-solving skills	<p>AL.1.3.1 Recognize and solve problems by trying one or more strategies</p> <p>AL.1.3.2 Apply knowledge and past experience to new situations or tasks</p>
<b>AL.1.4</b> Children engage in purposeful play	<p>AL.1.4.1 Take on pretend roles and situations for a sustained period of time</p> <p>AL.1.4.2 Use objects to represent real items in pretend play</p> <p>AL.1.4.3 Make and interpret representations</p>
<b>AL.1.5</b> Children demonstrate self-direction and independence	<p>AL.1.5.1 Select from a variety of choices and come up with own ideas of how to use the materials constructively</p> <p>AL.1.5.2 Work to complete tasks with increasing independence</p>
<b>AL.1.6</b> Children will follow direction and demonstrate interdependence	<p>AL.1.6.1 Respond positively to directions from the teacher</p> <p>AL.1.6.2 Value the contributions of others to</p>

	accomplish a task, and talk about the qualities we value in a person's character such as honesty, courage, courtesy, willingness to work hard, kindness, fairness, trustworthiness, self-discipline, loyalty and personal responsibility.
<b>DOMAIN 2: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)</b>	
<b>Standard 2.0: Children become confident and competent with a sense of self and can take responsibility for self and others.</b>	
<b>Standards</b>	<b>Performance Indicators</b> <i>Children will...</i>
<b>SED.2.1</b> Children demonstrate a strong, positive self-concept	<p>SED.2.1.1 Identify and value characteristics of self, family, and community.</p> <p>SED.2.1.2 Recognize abilities and accomplishments of self and others; talk about how people can be helpful/hurtful to one another.</p> <p>SED.2.1.3 Stand up for rights of self and others; communicate personal experiences or interests; practice independence and self-help skills.</p>
<b>SED.2.2</b> Children develop increasing capacity for self-control	<p>SED.2.2.1 Recognize, describe and express emotions such as happiness, surprise, anger, fear, and sadness, needs, and opinions appropriately</p> <p>SED.2.2.2 Demonstrate ability to cope with frustration and disappointment; talk about ways to solve or prevent problems and discuss situations that illustrate that actions have consequences.</p> <p>SED.2.2.3 Understand and follow classroom routines and rules, and know what to do during transitions</p> <p>SED.2.2.4 Respect and care for classroom environment and materials</p>
<b>SED.2.3</b> Children engage in positive interactions with others	<p>SED.2.3.1 Recognize the feelings and rights of others and respond appropriately</p> <p>SED.2.3.2 Play cooperatively with other children</p> <p>SED.2.3.3 Use negotiation to resolve conflicts</p>



	<p>SED.2.3.4 Observe and use appropriate ways of interacting in a group: Take turns in talking, listening to peers, waiting until someone is finished; asking questions and waiting for an answer; gaining the floor in appropriate ways.</p> <p>SED.2.3.5 Participate in group activities</p>
<p><b>SED.2.4</b> Children demonstrate resiliency skills</p>	<p>SED.2.4.1 Display a sense of humor at appropriate times</p> <p>SED.2.4.2 Adjust to new situations</p> <p>SED.2.4.3 Demonstrate appropriate trust in adults; discuss roles and responsibilities of family or community members who promote the welfare and safety of children and adults.</p> <p>SED.2.4.4 Is persistent, and displays problem solving skills.</p> <p>SED.2.4.5 Have a strong belief in self and can talk about self in the future</p>
<b>DOMAIN 3: LANGUAGE AND LITERACY (LL)</b>	
<b>Standard 3.0: Children communicate ideas and feelings, establish and maintain relationships with adults and other children through the literacy skills involved in I-Listening and Speaking, II-Reading, and III-Writing.</b>	
<b>Standards</b>	<b>Performance Indicators</b> <i>Children will...</i>
<b>I. Listening and Speaking</b>	
<p><b>LL.3.I.1</b> Children comprehend oral directions and explanations</p>	<p>LL.3.I.1.1 Follow directions of two or more steps</p> <p>LL.3.I.1.2 Demonstrate understanding of explanations</p>
<p><b>LL.3.I.2</b> Children hear and discriminate the various sounds of language to develop auditory discrimination and phonemic awareness</p>	<p>LL.3.I.2.1 Hear syllables in words</p> <p>LL.3.I.2.2 Identify words that rhyme in songs, nursery rhymes, poems, and stories</p> <p>LL.3.I.2.3 Produce (make up) rhymes</p> <p>LL.3.I.2.4 Discriminate sounds as being the same or different</p>
<p><b>LL.3.I.3</b> Children ask questions for a variety of purposes and answer questions of peers and adults</p>	<p>LL.3.I.3.1 Ask questions to get information, ask for help, clarify something that is not</p>

	<p>understood</p> <p>LL.3.I.3.2 Answer questions with increasing detail</p>
<p><b>LL.3.I.4</b> Children acquire and use increasingly rich vocabulary and language for a variety of purposes (receptive and expressive vocabulary)</p>	<p>LL.3.I.4.1 Use words to describe concrete objects, actions, and feelings</p> <p>LL.3.I.4.2 Integrate new vocabulary into conversations with peers and adult</p> <p>LL.3.I.4.3 Use complete and increasingly complex sentences</p> <p>LL.3.I.4.4 Describe concepts and past and future events</p> <p>LL.3.I.4.5 Add descriptive words to basic subject, verb, object sentences</p> <p>LL.3.I.4.6 Ask questions to acquire new vocabulary</p>
<p><b>LL.3.I.5</b> Children participate in conversations</p>	<p>LL.3.I.5.1 Engage in back-and-forth discussions about a topic with peers and adults</p> <p>LL.3.I.5.2 Initiate and/or extend conversations with peers and adults, using multiple exchanges</p>
<b>II. Reading</b>	
<p><b>LL.3.II.1</b> Children understand and value books and other print materials</p>	<p>LL.3.II.1.1 Listen to a wide variety of age appropriate literature read aloud</p> <p>LL.3.II.1.2 Initiate reading behaviors</p> <p>LL.3.II.1.3 Answer questions about stories and other print materials</p> <p>LL.3.II.1.4 Use books and other print materials to find information</p>
<p><b>LL.3.II.2</b> Children demonstrate knowledge of and appreciation for books</p>	<p>LL.3.II.2.1 Treat books with care</p> <p>LL.3.II.2.2 Hold books right side up and know that books are read from front to back, top to bottom</p> <p>LL.3.II.2.3 Understand the concept of title, author, and illustrator</p>



<b>LL.3.II.3</b> Children demonstrate understanding of print concepts	<p>LL.3.II.3.1 Know that spoken words can be written and read, and written words can be spoken aloud.</p> <p>LL.3.II.3.2 Know that print is read from left to right in English and many other languages</p>
<b>LL.3.II.4</b> Children develop familiarity with the forms of alphabet letters, awareness of print, and letter forms	<p>LL.3.II.4.1 Identify 10 or more letters</p> <p>LL.3.II.4.2 Name letters in own name and in familiar words</p> <p>LL.3.II.4.3 Find specific letters in words in the environment</p>
<b>LL.3.II.5</b> Children use emerging reading skills to make meaning from print	<p>LL.3.II.5.1 Use pictures as clues to the text</p> <p>LL.3.II.5.2 Use different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print</p>
<b>LL.3.II.6</b> Children comprehend stories and other texts	<p>LL.3.II.6.1 Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book.</p> <p>LL.3.II.6.2 Retell story events in sequence</p> <p>LL.3.II.6.3 Relate themes and information in books to personal experiences</p>
<b>III. Writing</b>	
<b>LL.3.III.1</b> Children understand the purposes of writing	<p>LL.3.III.1.1 Dictate ideas and stories</p> <p>LL.3.III.1.2 Write to convey meaning</p>
<b>LL.3.III.2</b> Children use emergent writing skills to make letters and words in many settings and for many purposes	<p>LL.3.III.2.1 Print own name</p> <p>LL.3.III.2.2 Make clear attempts to convey a message in writing</p> <p>LL.3.III.2.3 Begin to make letter-sound connections</p> <p>LL.3.III.2.4 Use letter(s) to represent an entire word; use letter strings to represent phrases and sentences</p>
<b>DOMAIN 4: MATHEMATICAL THINKING (MT)</b>	

<b>Standard 4.0: 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.</b>	
<b>Standards</b>	<b>Performance Indicators <i>Children will...</i></b>
<p><b>MT.4.1 Number Concepts</b></p> <p>Children demonstrate a beginning understanding of number and operations and how they relate to one another</p>	<p>MT.4.1.1 Use one-to-one correspondence</p> <p>MT.4.1.2 Count with understanding to at least 10</p> <p>MT.4.1.3 Use numbers to tell how many (number quantity)</p> <p>MT.4.1.4 Use numbers and counting as a means to solve problems, predict, and measure quantities</p> <p>MT.4.1.5 Recognize and name numerals up to 10</p> <p>MT.4.1.6 Quickly recognize quantity of small groups of objects up to 4</p> <p>MT.4.1.7 Construct sets of a given number using concrete objects (e.g., fingers, counters)</p> <p>MT.4.1.8 Use concrete objects to solve simple addition and subtraction problems using comparative language (more than, fewer than, same number of)</p> <p>MT.4.1.9 Use ordinal numbers and positional words in everyday activities</p>
<p><b>MT.4.2 Patterns, Functions, and Algebra</b></p> <p>Children demonstrate a beginning understanding of patterns and use mathematical representations to describe patterns</p>	<p>MT.4.2.1 Sort and classify objects by more than one attribute (color, shape, size, number, etc.)</p> <p>MT.4.2.2 Recognize, describe, and copy simple patterns</p>
<p><b>MT.4.3 Measurement</b></p> <p>Children use a variety of nonstandard and standard tools to measure and use appropriate language terms to describe size, length, weight, and volume</p>	<p>MT.4.3.1 Use non-standard and standard units to measure length, weight, and amount of content in familiar objects and to obtain information</p> <p>MT.4.3.2 Identify appropriate tools of measurement</p> <p>MT.4.3.3 Show awareness of time concepts</p>



	and sequence
<p><b>MT.4.4 Geometry and Spatial Sense</b></p> <p>Children begin to demonstrate an understanding of shape, size, position, direction, and movement, and they describe and classify real objects by shape</p>	<p>MT.4.4.1 Recognize, name, and describe simple two- and three-dimensional shapes</p> <p>MT.4.4.2 Match, sort, and classify shapes</p> <p>MT.4.4.3 Put together and take apart shapes to make new shapes</p> <p>MT.4.4.4 Create shapes using concrete materials, e.g., straws</p> <p>MT.4.4.5 Describe, name, and interpret distance and position in space; understand and use positional words</p>
<p><b>MT.4.5 Data Analysis and Probability</b></p> <p>Children question, collect, organize, represent, interpret, and analyze data to answer questions</p>	<p>MT.4.5.1 Graph real objects or pictures of objects (no more than three) as a way to organize information</p> <p>MT.4.5.2 Describe and analyze information from graphs</p>
<b>DOMAIN 5: SCIENTIFIC INQUIRY (SI)</b>	
<b>Standard 5.0: 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.</b>	
<b>Standards</b>	<b>Performance Indicators</b> <i>Children will...</i>
<p><b>SI.5.1 Scientific Inquiry</b></p> <p>Children develop inquiry and process skills</p>	<p>SI.5.1.1 Ask questions, make predictions, and test their predictions</p> <p>SI.5.1.2 Observe and describe cause and effect</p> <p>SI.5.1.3 Identify and use tools appropriately to explore and investigate</p> <p>SI.5.1.4 Collect, organize, and record information</p> <p>SI.5.1.5 Discuss and draw conclusions and form generalizations</p> <p>SI.5.1.6 Communicate observations and findings through a variety of method</p>
<b>SI.5.2 Physical Science</b>	SI.5.2.1 Observe and describe the physical properties of objects and materials

<p>Children develop an understanding of the physical properties and uses of materials and objects</p>	<p>SI.5.2.2 Observe, describe, compare, and categorize objects on the basis of qualities such as weight, shape, size, color, and temperature</p> <p>SI.5.2.3 Investigate, observe and describe or demonstrate various ways that objects can move how and change</p>
<p><b>SI.5.3 Life Science</b></p> <p>Children will develop an understanding of living things (plants and animals) and what they need to survive</p>	<p>SI.5.3.1 Observe and describe changes in plants, animals and insects as they go through predictable life cycles, and habitats</p> <p>SI.5.3.2 Observe, describe, compare, and categorize plants and animals</p> <p>SI.5.3.3 Observe and identify the characteristics and needs of living things: humans, animals and plants</p>
<p><b>SI.5.4 Earth Science</b></p> <p>Children develop an understanding of the Earth and the natural environment</p>	<p>SI.5.4.1 Observe and describe the natural world around them</p> <p>SI.5.4.2 Observe and describe how their actions can cause changes in the environment</p>
<p><b>DOMAIN 6: SOCIAL STUDIES (SS)</b></p>	
<p><b>Standard 6.0: 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.</b></p>	
<p><b>Standards</b></p>	<p><b>Performance Indicators</b> <i>Children will...</i></p>
<p><b>SS.6.1</b> Children demonstrate a sense of self within the context of family</p>	<p>SS.6.1.1 Demonstrate knowledge of personal information (e.g., name, birth date, gender phone number).</p> <p>SS.6.1.2 Identify family members and recognize that families vary.</p> <p>SS.6.1.3 Recognize the roles within the home.</p>
<p><b>SS.6.2</b> Children demonstrate an understanding of self within the context of community.</p>	<p>SS.6.2.1 Begin to demonstrate respect for others, cooperation, and fairness.</p> <p>SS.6.2.2 Describe or represent their home and other homes in their neighborhood.</p> <p>SS.6.2.3 Participate in group goals and planning.</p>



	<p>SS.6.2.4 Describe how people affect their environment in negative (e.g., litter, pollution) and positive ways (recycling, planting trees).</p>
<p><b>SS.6.3</b> Children begin to notice and acknowledge diversity</p>	<p>SS.6.3.1 Begin to identify similarities and differences among people (e.g., gender, race, culture, language, abilities)</p> <p>SS.6.3.2 Demonstrate an emerging respect for culture and ethnicity.</p> <p>SS.6.3.3 Demonstrate emerging awareness and respect for abilities.</p>
<p><b>SS.6.4</b> Children develop a basic understanding of economic concepts.</p>	<p>SS.6.4.1 Discuss or dramatize different jobs of people in their community and demonstrate awareness of their responsibilities.</p> <p>SS.6.4.2 Demonstrate understanding of beginning concepts of buying, selling, and trading.</p> <p>SS.6.4.3 Demonstrate understanding of how people, things, and ideas move from one place to another.</p>
<p><b>SS.6.5</b> Children begin to understand how people and things change over time.</p>	<p>SS.6.5.1 Demonstrate understanding that time and passage of time can be measured.</p> <p>SS.6.5.2 Distinguish the difference between past, present and future events.</p> <p>SS.6.5.3 Demonstrate awareness of changes over time.</p> <p>SS.6.5.4 Know and follow the established routines of the day.</p> <p>SS.6.5.5 Track and talk about changes that take place in their families.</p>
<p><b>SS.6.6</b> Children begin to demonstrate an understanding of basic geographic concepts.</p>	<p>SS.6.6.1 Identify geographic features of their immediate surroundings (e.g., river, hills, wetland, and stream).</p> <p>SS.6.6.2 Begin to learn personal geographic information (e.g., your street address, your neighborhood, your city, your country).</p>

	SS.6.6.3 Demonstrates understanding that maps are tools to help us find where we are and where we are going.
SS.6.7 Children begin to learn the basic civic and democratic principles.	<p>SS.6.7.1 Demonstrate appropriate social interactions that include sharing, compromise and respect for others.</p> <p>SS.6.7.2 Make choices and decisions.</p> <p>SS.6.7.3 Demonstrate an understanding of rules and the purposes they serve.</p> <p>SS.6.7.4 Identify symbols and practices identified with the United States.</p>
<b>DOMAIN 7: CREATIVE ARTS (CA)</b>	
<b>Standard 7.0: 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.</b>	
<b>Standards</b>	<b>Performance Indicators</b> <i>Children will...</i>
<p><b>CA.7.1 Movement</b></p> <p>Children move their bodies with increasing skill to express emotions and rhythms</p>	<p>CA.7.1.1 Move their bodies spontaneously to different musical tempos and styles</p> <p>CA.7.1.2 Participate in guided movement activities</p>
<p><b>CA.7.2 Dramatic Play</b></p> <p>Children use imaginative play as a vehicle to express life experiences and familiar stories</p>	<p>CA.7.2.1 Use dramatic play, costumes, and props to pretend to be someone else; create characters through physical movement, gesture, sound, speech, and facial expressions</p> <p>CA.7.2.2 Create scenarios, props and settings for original dramatizations and dramatic play.</p>
<p><b>CA.7.3 Art</b></p> <p>Children explore and gain increasing control over a variety of art media, using them to express their ideas</p>	<p>CA.7.3.1 Gain ability to use a variety of media (paint, play dough, clay, etc.)</p> <p>CA.7.3.2 Progress in abilities to create drawings, paintings, and models that are more detailed, organized, controlled, and/or realistic</p> <p>CA.7.3.3 Begin to notice and express opinions about artistic products and different techniques; choose artwork for display in the classroom, school or community or for a personal book, class book or portfolio, and explain why they chose it</p>



<p><b>CA.7.4 Music</b></p> <p>Children express themselves through music and develop an appreciation for different forms of music</p>	<p>CA.7.4.1 Listen to and enjoy a variety of music</p> <p>CA.7.4.2 Sing a variety of songs within children’s vocal range, independently and with others</p> <p>CA.7.4.3 Use a variety of instruments to create musical sounds</p>
<p><b>DOMAIN 8: PHYSICAL DEVELOPMENT, HEALTH AND SAFETY (PHS)</b></p>	
<p><b>Standard 8.0: Children develop gross motor coordination, fine motor control and master increasingly sophisticated tasks and gain personal responsibility for their own physical needs.</b></p>	
<p><b>Standards</b></p>	<p><b>Performance Indicators</b> <i>Children will...</i></p>
<p><b>PHS.8.1 Gross Motor</b></p> <p>Children move their bodies in ways that demonstrate increasing stamina, endurance, control, balance, and coordination</p>	<p>PHS.8.1.1 Demonstrate balance and coordination in large-muscle movement: running, hopping, jumping, galloping</p> <p>PHS.8.1.2 Perform activities that combine large-muscle movements with equipment: kicking, throwing, catching, riding a tricycle, climbing a ladder</p> <p>PHS.8.1.3 Combine and coordinate large-muscle movements</p>
<p><b>PHS.8.2 Fine Motor</b></p> <p>Children apply hand, finger, and wrist movements in ways that demonstrate increasing eye-hand coordination, strength, and control</p>	<p>PHS.8.2.1 Perform fine motor tasks that require small-muscle strength and control</p> <p>PHS.8.2.2 Use eye-hand coordination to perform fine motor tasks</p> <p>PHS.8.2.3 Use a pincer grip to grasp and manipulate writing, drawing, and painting tools</p>
<p><b>PHS.8.3 Sensorimotor</b></p> <p>Children use sensory information to guide motion</p>	<p>PHS.8.3.1 Use what they know about objects’ attributes to manipulate them</p> <p>PHS.8.3.2 Use their senses to plan and carry out movements</p>
<p><b>PHS.8.4 Health and Safety</b></p> <p>Children practice behaviors that promote their health and safety</p>	<p>PHS.8.4.1 Perform basic hygiene and self-help tasks with increasing skill</p> <p>PHS.8.4.2 Be aware of and follow health and safety rules</p> <p>PHS.8.4.3 Be aware of and follow emergency procedures</p>

	PHS.8.4.4 Begin to understand that foods have different nutritional values
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Source: Office of the State Superintendent of Education: <a href="http://seo.dc.gov/publication/early-learning-standards">http://seo.dc.gov/publication/early-learning-standards</a>	
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## C1.2 Resources and Acknowledgements for DC ELDS

### **State Early Learning Standards Consulted**

Connecticut Framework: Preschool Curricular Goals and Benchmarks

California Desired Results

Delaware Early Learning Foundations for School Success, March 2003

District of Columbia Public Schools, Standards for Teaching and Learning, Grade Pre-Kindergarten

Georgia Early Learning Standards: Birth Through Age 3, 2004

Hawaii Preschool Content Standards: Curriculum Guidelines for Programs for Four-Year-Olds

Illinois Early Learning Standards

Kentucky's Early Childhood Standards

Nebraska Early Learning Guidelines for Birth to 3, January 2005

New Jersey Preschool Teaching & Learning Expectations: Standards of Quality

Pennsylvania Learning Standards for Early Childhood, 2007

Rhode Island Early Learning Standards 2003

Wyoming Early Childhood Readiness Standards

### **Acknowledgements**

The District of Columbia State Board of Education (SBOE) and the Office of the State Superintendent of Education (OSSE) extend sincere appreciation to those who contributed expertise and time to the development and review of the Early Learning Standards for Infants and Toddlers and the Pre-Kindergarten Standards.

Early Learning Standards for Children Entering Kindergarten in the District of Columbia: Building a Strong Foundation for school Success and Lifelong Learning is the result of a year-long process that involved the input of a broad cross-section of individuals in the District of Columbia.

This collaborative effort was undertaken under the auspices of the federal Early Learning Opportunities Act Grant, Initiated and supported by the Department of Human Services, Early Care and Education Administration under the leadership of its Administrator, Barbara Ferguson Kamara, and convened by the Early Childhood Leadership Institute at the University of the District of Columbia through its Executive Director, Maurice Sykes. The Standards setting process was led by Diane Trister Dodge, President of Teaching Strategies, Inc. and a member of the Mayor's Advisory Committee on Early Childhood Development.

The following individuals served as members of the domain teams in the Standards setting process. They served in this capacity as early childhood practitioners, child and family advocates, and concerned citizens dedicated to enhancing the quality of early childhood programs in the District of Columbia. Their views do not represent their organizational affiliation or endorsement of their organizations:

Approaches to Learning: Bruce Boyden, Early Childhood Leadership Institute; Diane Trister Dodge, Teaching Strategies, Inc.; Nefertiri Smarr, SPARK DC, National Black Child Development Institute

Social and Emotional Development: Lindsey Allard, SPARK DC, National Black Child Development Institute, Marsha Boveja, El Centro Rosemont; Diane Trister Dodge, Teaching Strategies, Inc.; Andrea Young, SPARK DC, National Black Child Development Institute

Language and Literacy: Jan Greenberg, Teaching Strategies, Inc.; Csilla Lockett, Early Childhood Leadership Institute; Kevin McGowan, District of Columbia Public Schools Head Start; Sherrie Rudick, Teaching Strategies, Inc.; Nancy Snyder, Community Academy Public Charter School; Diana Zurer, Early Childhood Leadership Institute

Mathematical Thinking: Toni Bickart, Teaching Strategies, Inc.; Barbara Hailes-Payne, Early Childhood Leadership Institute; Mary Wade, District of Columbia Public Schools, Gibbs ES; Selma White, District of Columbia Public Schools, Watkins ES

Scientific Inquiry: Lisa Bryant, Commerce Kids; Lauren Jackson, District of Columbia Public Schools Head Start; Kathleen McKeon, Early Childhood Leadership Institute; Jennifer Park-Jadotte, Teaching Strategies, Inc.

Social Studies: Michelle Fobbs, District of Columbia Public Schools, Thurgood Marshall ES; Cate Heroman, Teaching Strategies, Inc.

Creative Arts: Brenda Clark, Community Academy Public Charter School; Sarah Kaufman, District of Columbia Public Schools, Watkins ES; Eileen Wasow, CentroNía

Physical Development, Health, and Safety: Jeffrey Keels, United Planning Organization Center #1; Peter Pizzolong, National Association for the Education of Young Children; Eulalia Ross, United Planning Organization

**The following individuals also participated in the Early Learning Standards development process:**

Tracee Billingsley, Arnold & Porter Children's Center

Marsha Boveja, EL Centro Rosemont

Bruce Boyden, ECLI/UDC

Lisa Bryant, Commerce Kids

Chanetta Denise DePugh, District of Columbia Department of Parks and Recreation

Sally D'Italia, Arnold & Porter Children's Center

Shirley Fields, Center for Applied Research and Urban Planning, University of the District of Columbia



Ida Fleming, Roots Activity Learning Center

Sara Fritel, Washington Child Development Council

Mary Gill, DCPS, Office of Citywide Early Childhood Initiatives

Cynthia Goldberg, CentroNía

Debbie Hall, Big Mama's Children's Center

Linda Harrison, Early Childhood Leadership Institute

Tashima Hawkins, District of Columbia Public Schools, Murch ES

Beverly Jackson, DHS/ECEA, Head Start State Collaboration Office

Lauren Jackson, DCPS/Head Start

Patricia Joyner, Early Childhood Leadership Institute

D. Renee Lewis, District of Columbia Public Schools Head Start

Shirley Nesbit, United Planning Organization Center #8

Gwendolyn Payton, District of Columbia Public Schools, Emery ES

Peter Pizzolongo, National Association for Education of Young Children

Tawana Ross-Culbreath, Springfield Child Development Center

Perri Silversmith, Temple Sinai Nursery School

Nancy Snyder, Community Academy Public Charter School

Appendix C1.3 Alignment of CCSS in English Language Arts with DC ELDS

CCSS: ELA (Kindergarten)	DC Standard: Listening & Speaking						DC Standard: Reading						DC Standard: Writing	
	LL.3.I.1	LL.3.I.2	LL.3.I.3	LL.3.I.4	LL.3.I.5	LL.3.II.1	LL.3.II.2	LL.3.II.3	LL.3.II.4	LL.3.II.5	LL.3.II.6	LL.3.III.1	LL.3.III.2	
SL.K.1	x				x									
SL.K.2														
SL.K.3			x											
SL.K.4			x											
SL.K.5														
SL.K.6				x										
L.K.1		x											x	
L.K.2		x											x	
L.K.3*														
L.K.4				x										
L.K.5				x										
L.K.6				x										
RF.K.1							x							
RF.K.2														
RF.K.3									x					
RF.K.4														
RL.K.1						x								
RL.K.2										x				
RL.K.3										x				
RL.K.4											x			
RL.K.5						x								
RL.K.6							x							
RL.K.7											x			
RL.K.8														
RL.K.9														
RL.K.10						x						x		





**DISTRICT OF COLUMBIA DEPARTMENT OF HEALTH  
AND  
DISTRICT OF COLUMBIA DEPARTMENT OF HUMAN SERVICES**

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**NOTICE OF FINAL RULEMAKING**

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The Directors of the Department of Health and the Department of Human Services, pursuant to the authority set forth in section 7 of the Child Development Facilities Regulation Act of 1998 (hereinafter "the Act"), effective April 13, 1999, D.C. Law 12-215, D.C. Official Code § 7-2036, and in accordance with Mayor's Order 2000-124, dated August 3, 2000, hereby give notice of their adoption of the following new Chapter 3 of Title 29 of the District of Columbia Municipal Regulations, governing the licensure and operating standards for child development facilities.

The purposes of this rulemaking are to protect the health, safety and well-being of children in licensed Child Development Facilities and to ensure the provision of developmentally appropriate programs to those children. These rules were developed by a community task force under the auspices of the Department of Human Services, and were then refined by the Department of Health. They were previously published as proposed rules on January 14, 2005, at 52 DCR 326, on October 6, 2006, at 53 DCR 8012, and on March 9, 2007, at 54 DCR 2155. In response to the first two publications, meritorious comments were received, whereupon the Department of Health, with the assistance of the Department of Human Services, engaged in successive periods of consultation and collaboration with stakeholders, and made amendments and revisions as suggested. In response to the third publication, no comments were received which necessitated any additional changes.

In accordance with section 20 of the Act, D.C. Official Code § 7-2049, the previously existing Chapter 3 of Title 29 of the District of Columbia Municipal Regulations (DCMR) is repealed and replaced by this rulemaking. Title 29 of the DCMR is hereby amended by substituting the following new Chapter 3:

**300            GENERAL PROVISIONS**

- 300.1            This Chapter is promulgated pursuant to the Child Development Facilities Regulation Act of 1998, effective April 13, 1999 (D.C. Law 12-215, D.C. Official Code §§ 7-2031 *et seq.*) (hereinafter "the Act").
- 300.2            The purpose of this Chapter is to protect the health, safety and well-being of children in licensed Child Development Facilities and to ensure the provision of developmentally appropriate programs to those children.
- 300.3            Unless specifically exempted, the provisions of the Act and of this Chapter shall apply to every Caregiver and Child Development Facility, regardless of the name by which the Facility is designated.



300.4 A listing of licensed Facilities shall be maintained by the Department of Health and shall be made available to the public upon request.

300.5 Except as otherwise specified herein, each Child Development Facility that is licensed on the effective date of these rules shall have a period of one (1) year from the effective date of these rules to comply with any requirement contained within this Chapter.

### **301 EXEMPTIONS FROM LICENSURE**

301.1 The provisions of this Chapter shall not apply to the following:

- (a) Occasional babysitting in a babysitter's home for the children of one family;
- (b) Informal parent-supervised neighborhood play groups;
- (c) Care provided in places of worship during religious services;
- (d) Care by a related person, as defined in section 399 of this Chapter; and
- (e) Facilities operated by the federal government on federal government property; except that a private entity utilizing space in or on federal government property is not exempt unless federal law specifically exempts the Facility from District of Columbia regulatory authority.

### **302 LICENSING**

302.1 Except as otherwise provided in this Chapter, no person shall either directly or indirectly operate a Child Development Facility without first obtaining a license from the Director of the Department of Health or its successor agency authorizing that operation.

302.2 A separate license shall be required for each Child Development Facility. When a Child Development Facility is located in separate buildings on the same grounds or premises and operated by only one licensee, separate licenses for each building shall not be required.

302.3 Each license shall be issued only for the premises and person(s) or entity(ies) named as applicants in the application, and shall not be valid for use by any other person(s) or entity(ies), or at any place other than that designated in the license.

302.4 Each license shall state: the name of the Facility; the license number and type; the address of the Facility; the name of the program; the license capacity for each age category of children; and the limitations, if any, on services authorized. Each Facility is required to comply with the provisions stated on its license unless otherwise authorized under this Chapter.

### **303 RIGHT OF ENTRY AND SUBPOENA POWERS**

303.1 The Director and any other duly authorized official of the Department of Health, or of another agency of the District of Columbia having jurisdiction over, or responsibilities pertaining to, Child Development Facilities, after presenting official credentials of identification and authority issued by the District of Columbia, shall have the right, either with or without prior notice, to enter upon and into the premises of any Child Development Facility licensed under this Chapter, or for which an application for license has been made, in order to determine compliance with the Act and with this Chapter, and/or to facilitate verification of information submitted on or in connection with an application for licensure pursuant to provisions of the Act or of this Chapter. The conduct of the authorized official shall be such that entry and inspection shall take place with the least possible disruption to the child development program.

303.2 The right of entry and inspection shall also extend to any premises that the Director, or other duly authorized official of an agency of the District of Columbia having jurisdiction over, or responsibilities pertaining to, Child Development Facilities, has reason to believe are being operated or maintained as a Child Development Facility without a valid license, provided that no entry or inspection of any unlicensed premises shall be made without the permission of the individual in charge of the premises or unless a warrant is first obtained from the D.C. Superior Court, pursuant to D.C. Official Code § 11-941, authorizing the entry or inspection for the purpose of determining compliance with the Act or with this Chapter.

303.3 The Director is authorized to utilize subpoena power pursuant to D.C. Official Code §§ 1-301.21 and 7-2036 to supervise, inspect, and investigate Child Development Facilities in order to determine compliance with the provisions of the Act or of this Chapter.

303.4 Authorized District of Columbia officials shall have access to all records of the Facility, including but not limited to: child, staff and administrative records; financial, tax and inspection records; policies and procedures; and any other information or documentation necessary to determine the Facility's compliance with applicable federal and District of Columbia laws and regulations.



**304 CERTIFICATE OF OCCUPANCY AND HOME OCCUPATION PERMIT**

- 304.1 Before applying for a license, each Child Development Facility shall secure a Certificate of Occupancy or Home Occupation Permit for the premises, or equivalent proof that the premises comply with all applicable federal and District of Columbia fire, safety, building, and zoning regulations and codes. The Certificate, Permit, or other proof shall include certification that the premises are fit and suitable for the operation of a Child Development Facility.
- 304.2 A new or revised Certificate of Occupancy, Home Occupation permit, or equivalent proof as noted in subsection 304.1 shall be required:
- (a) Upon initial application for a license;
  - (b) At the time of any major modification or alteration of any existing premises or structure used by the Facility, but prior to the continued use of the modified or altered portions of the premises or structure for child development purposes; and
  - (c) Prior to the use of any portion of the premises or structure that was not previously inspected and approved for use as a Child Development Facility.
- 304.3 In the case of a Facility providing out-of-school-time care only, located in a District of Columbia government building exempt from Certificate of Occupancy requirements, the requirements of this section may be met by providing, in lieu of the Certificate of Occupancy, a Building Use Agreement executed by the Facility and the District of Columbia government agency with responsibility for that building, including a certification from said government agency that it assumes responsibility for the maintenance and safety of the premises in which the Facility is located.

**305 APPROVAL FOR FIRE SAFETY**

- 305.1 Each Child Development Center shall undergo a fire safety inspection and shall obtain certification that the premises conform to all applicable fire safety and related codes, from the Department of Fire and Emergency Medical Services or from the Department of Consumer and Regulatory Affairs, under the following circumstances:
- (a) Upon initial application for a license;
  - (b) Upon each annual application for license renewal;
  - (c) At the time of any major modification or alteration of the existing premises or structure used by the Facility, but prior to the continued use of modified or altered portions of the premises or structure for child development purposes; and

- (d) Prior to the use of any portion of the premises or structure not previously inspected and certified as conforming to the applicable fire safety and related codes for use as a Child Development Facility.

305.2 Each Child Development Home shall undergo a fire safety inspection and shall obtain certification that the premises conform to all applicable fire safety and related codes, from the Department of Fire and Emergency Medical Services or from the Department of Consumer and Regulatory Affairs, under the following circumstances:

- (a) Upon initial application for a license;
- (b) At the time of any major modification or alteration of the existing premises or structure used by the Facility, but prior to the continued use of modified or altered portions of the premises or structure for child development purposes; and
- (c) Prior to the use of any portion of the premises or structure not previously inspected and certified as conforming to the applicable fire safety and related codes for use as a Child Development Facility.

### **306 APPLICATION FOR AN INITIAL LICENSE**

306.1 Each applicant, or person(s) designated by the applicant to represent the proposed Facility, shall attend an orientation program sponsored by the Director.

306.2 Each application, accompanied by the appropriate fee(s), if any, shall be submitted on a form approved by the Director at least ninety (90) days prior to the date of proposed initiation of operations.

306.3 Each application shall contain the following:

- (a) Certificate of Occupancy, Home Occupation Permit, or other proof pursuant to subsection 304.1;
- (b) The name(s) and address(es) of the person or persons making the application; or, in the case of a corporation or association, the tax identification number of the entity and the names and addresses of at least three primary officers, directors, or partners;
- (c) The name and address of the individual designated by the applicant to be the Caregiver or Center Director of the Facility;
- (d) The qualifications of the individual designated by the applicant to be the Caregiver or Center Director of the Facility, as described in sections 332 and 352 of this Chapter;



- (e) Proof that the applicant, or in the case of an entity, all principal owners or operators thereof, and that the person designated by the applicant to be the Caregiver or Center Director of the Facility, have undergone the required background checks and obtained the required clearances pursuant to section 328 of this Chapter;
- (f) The address of the premises to be used as the licensed Facility, plus a description of all structures and facilities making up the premises;
- (g) The name by which the Facility will be known;
- (h) The name(s) and address(es) of the owner(s) of the building(s) that will house the Facility;
- (i) The proposed capacity, hours of operation, ages of children served and services to be provided;
- (j) A program statement, which shall include the following:
  - (1) A description of the educational and developmental philosophy to be followed at the Facility;
  - (2) A description of the curriculum to be implemented;
  - (3) A description of the policy regarding discipline, including the policy regarding withdrawal and termination of children for disciplinary reasons;
  - (4) A typical daily schedule of activities for each age group of children to be served;
  - (5) A statement describing the provision of meals and snacks;
  - (6) A general contingency plan for emergencies; and
  - (7) Proof of compliance with the Clean Hands Before Receiving a License or Permit Act of 1996, effective May 11, 1996 (D.C. Law 11-118, D.C. Official Code §§ 47-2861 *et seq.*);
- (k) Certification that the Facility is free of lead-based paint hazards;
- (l) Proof of liability insurance, with additional coverage if the Facility provides transportation services to the enrolled children; and
- (m) Such other reasonable information that the Director may require in order to determine whether the applicant is qualified to operate a Child Development Facility that conforms to the provisions of the Act and of this Chapter.

**307 FEES**

- 307.1 License fees for Child Development Facilities shall vary in accordance with the Facility's license capacity.
- 307.2 Each applicant for a license to operate a Child Development Center shall pay an initial application/pre-licensure inspection fee, in the amount of \$75.00.
- 307.3 The initial license fee, annual renewal license fee, and license replacement fee for each Child Development Facility shall be as follows:
- |     |   |          |
|-----|---|----------|
| (a) | Child Development Homes                       | \$ 75.00 |
| (b) | Child Development Centers, 1 - 50 Children    | \$200.00 |
| (c) | Child Development Centers, 51 - 100 Children  | \$300.00 |
| (d) | Child Development Centers, 101 - 175 Children | \$400.00 |
| (e) | Child Development Centers, Over 175 Children  | \$500.00 |
| (f) | Replacement of License (all facilities)       | \$ 25.00 |
- 307.4 Facilities operated by the District of Columbia Government shall not be required to pay a fee.
- 307.5 The Director may make reasonable adjustment to license fees, as appropriate; a new fee schedule shall be published by the Director at least thirty (30) days before any new fee is implemented.
- 307.6 A fee shall be paid whenever there is a required amendment to a license, including a change of ownership or a change of address.
- 307.7 A fee payment submitted with an application shall not be transferred to any other application.
- 307.8 Fee payment is non-refundable.
- 307.9 A late fee, in the amount of \$25.00 for Child Development Homes and \$50.00 for Child Development Centers, shall be imposed if a license renewal application is not timely filed as specified in subsection 308.1 of this Chapter.



## **308 LICENSE RENEWAL**

- 308.1 Application for renewal of a Child Development Facility license shall be submitted on a form provided by the Director, with the appropriate documentation and fee, no later than ninety (90) days prior to the expiration date of the existing license.
- 308.2 When a licensee makes timely and complete application for license renewal, the existing license shall remain in effect until the Director makes a determination whether the license will be renewed.
- 308.3 The Director shall issue a license renewal for a period not to exceed one (1) year, when a Facility is in substantial compliance with the Act and with this Chapter.
- 308.4 The Director shall issue the renewal license no later than ten (10) business days after the Director determines that substantial compliance has been achieved.

## **309 INSPECTIONS AND LICENSE ISSUANCE**

- 309.1 Upon receipt of a complete application for an initial license or a license renewal, and prior to the issuance of the license, the Director may conduct an on-site inspection to determine compliance with the Act and with this Chapter.
- 309.2 In the case of an initial license or a license renewal, if the Director determines that a Facility does not comply with the Act or with this Chapter, the Director shall provide a written statement of deficiencies to the applicant no later than five (5) business days from the conclusion of the inspection or other determination.
- 309.3 In the case of an initial license, an applicant Facility shall have no less than forty-five (45) days after receipt of the statement of deficiencies within which to achieve compliance before adverse action may be taken on the application.
- 309.4 In the case of an initial license wherein the applicant has been given a statement of deficiencies, the Director shall conduct a follow-up inspection to determine compliance within ten (10) business days following the forty-five (45) day correction period, or within ten (10) business days after earlier notification from the Facility that compliance has been achieved.
- 309.5 In the case of a license renewal, the Director shall include in the statement of deficiencies a recommended plan of correction, including the designation of a time within which each cited deficiency must be corrected.

309.6 In the case of a license renewal wherein the Facility has been given a statement of deficiencies, the Director may conduct one or more additional on-site inspections, as needed, to verify compliance before a renewal license is issued. With respect to each cited deficiency, the on-site inspection shall take place after the completion of the recommended compliance period contained in the statement of deficiencies, as provided by this section.

### **310 LICENSE CAPACITY**

310.1 The Director shall determine limitations on the license capacity using the following criteria:

- (a) Occupancy limits established by the Department of Consumer and Regulatory Affairs and/or by the Department of Fire and Emergency Medical Services;
- (b) Program space requirements, as provided in sections 340, 341, 342, 350, 353 and 355 of this Chapter;
- (c) Lavatory requirements, as provided in section 361 of this Chapter; and
- (d) Maximum adult/child ratios and group size requirements, as established in section 343 of this Chapter.

310.2 Any Facility desiring a change in its license capacity shall submit a written request to the Director, accompanied by written documentation verifying that the Facility can maintain compliance with the requirements of this Chapter if the change is granted.

### **311 VARIANCES**

311.1 The Director may grant a variance from compliance with one or more physical or structural requirements of this Chapter if the Director determines that compliance with the requirement(s) would result in exceptional or undue hardship.

311.2 A Facility may apply for a variance by submitting a written request to the Director setting forth the following:

- (a) The specific requirement(s) from which the Facility seeks relief;
- (b) The exceptional or undue hardship that would result from compliance with the requirement(s);



- (c) The extent to which the Facility seeks to be exempt from the requirement(s); and
- (d) The Facility's proffer as to why granting the variance would not jeopardize the health, safety or welfare of any person and would be consistent with the intent of the Act and of this Chapter.

311.3 The Director shall respond to a request for a variance, in writing, within thirty (30) days of receipt of the request.

311.4 If a variance is granted, it shall be set forth in writing by the Director.

311.5 Any variance obtained by a Facility shall be posted in the Facility in the vicinity of the posted license.

311.6 Noncompliance with the terms of a variance may invalidate the variance and may be the basis of additional enforcement action.

## **312 COMPLAINT INVESTIGATIONS**

312.1 Upon receipt of a complaint alleging violation(s) of the provisions of the Act or this Chapter, the Director may conduct an on-site investigation, announced or unannounced, to determine the validity of the complaint.

312.2 The Director shall investigate an allegation of activity that is life-threatening or imminently dangerous within (24) twenty-four hours of receipt of the complaint.

312.3 The Director shall investigate complaints that do not allege life-threatening or imminently dangerous activity no later than thirty (30) days after receipt of the complaint.

312.4 Upon completion of a complaint investigation, the Director shall provide a written statement to the Facility no later than ten (10) business days after the conclusion of the investigation. The statement shall include the specific provision(s) of law or regulation alleged in the complaint to have been violated, as well as whether the Facility was found to be in compliance. If the Facility is found not to be in compliance with one or more provisions, the Director shall provide the Facility with a written statement of deficiencies.

312.5 If a Facility is provided with a statement of deficiencies as a result of a complaint investigation, the Director shall include in the statement of deficiencies a recommended plan of correction, including the designation of a time within which each cited deficiency must be corrected.

312.6 If a Facility is provided with a statement of deficiencies as a result of a complaint investigation, the Director may conduct one or more additional on-site inspections, as needed, to verify compliance. With respect to each cited deficiency, the on-site inspection shall take place after the completion of the recommended compliance period contained in the statement of deficiencies.

### **313 REVOCATION, DENIAL AND SUSPENSION**

313.1 The Director may deny, refuse to renew, revoke, or suspend a license on the basis of any of the following:

- (a) Failure to comply with the Act or with this Chapter;
- (b) Providing false or misleading information in an application for an initial license or for a license renewal;
- (c) Failure to allow entry to authorized officials to conduct an inspection or investigation, or to otherwise determine whether the applicant or licensee is in substantial compliance with the Act or with this Chapter;
- (d) Employing any method of discipline prohibited by this Chapter;
- (e) A determination that an applicant or licensee has been convicted of, or has admitted to committing, either in the District of Columbia or in another jurisdiction, any criminal offense which constitutes a bar to employment in an agency or entity that provides direct services to children and youth, or as a result of which a duly authorized District of Columbia Government official has determined that the applicant or licensee poses a danger to children or youth, as provided in the Child and Youth, Safety and Health Omnibus Amendment Act of 2004, effective April 13, 2005 (D.C. Law 15-353, D.C. Official Code §§ 4-1501.01 *et seq.*) or in subsequent amendments thereto, or in rules promulgated pursuant to that law, or as provided in any superseding District of Columbia or federal law, which offenses may include the following at the felony level unless otherwise indicated:
  - (1) Murder, attempted murder, manslaughter, or arson;
  - (2) Assault, assault with a dangerous weapon, mayhem, malicious disfigurement, or threats to do bodily harm;
  - (3) Burglary;
  - (4) Robbery;
  - (5) Kidnapping;



- (6) Illegal use or possession of a firearm;
- (7) Sexual offenses at the felony or misdemeanor level, including indecent exposure; promoting, procuring, compelling, soliciting, or engaging in prostitution; corrupting minors (sexual relations with children); molesting; voyeurism; committing sex acts in public; incest; rape; sexual assault; sexual battery; or sexual abuse; but excluding sodomy between consenting adults;
- (8) Child abuse or cruelty to children; or
- (9) Unlawful distribution or possession of, or possession with intent to distribute, a controlled substance;

- (f) A determination that any employee or volunteer who is reasonably expected to come into contact with one or more children has been convicted of, or has admitted to committing, any criminal offense which constitutes a bar to employment or as a result of which the person has been determined to pose a danger, as more fully described above at subsection 313.1(e);
- (g) In the case of a Child Development Home, a determination that any person living in the home that houses the Facility has been convicted of, or has admitted to committing, any criminal offense which constitutes a bar to employment or as a result of which the person has been determined to pose a danger, as more fully described above at subsection 313.1(e); or
- (h) A determination that an applicant or licensee, or any employee or volunteer who is reasonably expected to come into contact with one or more children, has admitted to or has been found to have abused or neglected a child in the District of Columbia or in any other jurisdiction.

313.2 A license suspension, other than a summary suspension, may be for a period not to exceed sixty (60) calendar days.

313.3 At or before the end of the suspension period, the Director shall either reinstate the license or initiate procedures for the revocation of the license.

313.4 Procedures for revocations, suspensions and denials of licenses shall be in accordance with sections 314, 317 and 318 of this Chapter.

## **314 SUMMARY SUSPENSION**

314.1 The Director may summarily and immediately suspend a license, for a period of not more than forty-five (45) calendar days, upon finding that the health, safety, or welfare of children, adults, or of the general public is in immediate danger.

- 314.2 A summary suspension of a license is effective upon the delivery to the Facility of a Notice of Summary Suspension, which Notice shall be hand-delivered to the licensee, or to an adult employee or family member of the licensee, at the licensed premises.
- 314.3 The Notice of Summary suspension shall state that the Facility may request an expedited hearing within five (5) business days of receipt of the Notice. The notice shall also comply with section 317 of this Chapter.
- 314.4 When a Facility's license is summarily suspended, the Director shall immediately repossess the license, and the Facility shall immediately cease providing child care.
- 314.5 When a Facility's license is summarily suspended, the Facility shall be responsible for providing parents with written notification of the suspension and for informing them of the need to make alternative child care arrangements. The Facility shall also provide the Director with a copy of the written notification.
- 314.6 Upon a timely request for an expedited hearing pursuant to this section, the Office of Administrative Hearings shall conduct the hearing within five (5) business days of the request, and the Office of Administrative Hearings shall issue a decision within five (5) business days after the hearing record is closed.
- 314.7 Upon completion of a hearing conducted pursuant to this section and closure of the hearing record, the Office of Administrative Hearings shall determine either that the summary suspension was warranted, in which case the suspension shall continue for a period not to exceed forty-five (45) days from the date of the decision, or that the summary suspension was unwarranted, in which case the suspension shall immediately cease and the license shall be immediately returned to the Facility.
- 314.8 At or before the end of the suspension period, the Director shall either reinstate the license or initiate procedures for the revocation of the license.
- 314.9 A license that has been summarily suspended may be reinstated before the end of the suspension period if the Director determines that the Facility is in substantial compliance with the Act and with this Chapter.

## **315 PROVISIONAL AND RESTRICTED LICENSES**

- 315.1 As an alternative to denial, suspension or revocation of a license, when a Facility has one or more deficiencies that jeopardize the health, safety or welfare of children, staff or the general public, the Director may:
- (a) Issue a provisional license if the Facility is taking appropriate ameliorative action in accordance with a timetable established by the Director; or



- (b) Issue a restricted license that prohibits the Facility from accepting new children or from delivering certain specified services that it would otherwise be authorized to deliver.

315.2 A provisional license may be issued to a new Facility in order to afford the Director sufficient time and evidence to evaluate whether a new Facility is capable of complying with the provisions of the Act, this Chapter, or any other applicable federal or District of Columbia law.

315.3 A provisional license may be granted for a period not to exceed ninety (90) days, and may be renewed no more than once.

315.4 The issuance of provisional and restricted licenses may be:

- (a) Summary actions implemented in accordance with procedures set out in section 314 of this Chapter; or
- (b) Non-summary enforcement actions implemented in accordance with procedures set out in sections 317 and 318 of this Chapter.

## **316 CEASE AND DESIST**

316.1 If the Director determines that a Facility, an entity, or a person has violated any provision of the Act or of this Chapter, and that the violation presents an imminent danger to children, adults, or to the general public, the Director may issue a written Order directing the Facility, entity or person to cease and desist from the violation.

316.2 The written Order to cease and desist shall be delivered in accordance with the procedures set forth in section 317 of this Chapter. The Order shall state that the Facility, entity or person may request an expedited hearing within five (5) business days of receipt of the Order. If no request for a hearing is made, the Order shall be final.

316.3 Upon a timely request for an expedited hearing pursuant to this section, the Office of Administrative Hearings shall conduct the hearing within five (5) business days of the request, and the Office of Administrative Hearings shall issue a decision within five (5) business days after the hearing record is closed.

316.4 Upon completion of a hearing conducted pursuant to this section and closure of the hearing record, the Office of Administrative Hearings shall determine whether the Order to cease and desist was warranted, and shall issue an Order to that effect.

**317 SERVICE OF NOTICE FOR ENFORCEMENT ACTIONS**

317.1 A Notice shall be provided by the Director to the Facility or applicant before the Director may take any of the following enforcement actions:

- (a) Denial of issuance of a license;
- (b) Denial of renewal of a license;
- (c) Suspension of a license;
- (d) Revocation of a license; or
- (e) Issuance of a provisional or restricted license.

317.2 A Notice required by this section may be served personally, or by certified mail, return receipt requested, directed to the applicant or Facility at the last known address as shown in the Department's records, or at the address of the Facility premises.

317.3 A copy of the Notice shall be delivered to the Office of Administrative Hearings within one day of service of the Notice.

317.4 A Notice served personally is deemed served when it is delivered to the applicant or licensee, or to an adult employee or family member of the applicant or licensee, at the licensed premises or at the last known address.

317.5 A Notice served by certified mail is deemed served on the date written or stamped upon the return receipt, indicating delivery of the Notice to the applicant or licensee or refusal of the applicant or licensee to accept delivery of the Notice.

317.6 In the event that the applicant or licensee is not found at the address of the Facility nor at the last known address as shown in the records of the Department, and no forwarding address is available, the Notice shall be deemed served on the date that the return receipt bearing such notification is returned to the Director.

317.7 A Notice of a proposed enforcement action shall include the following:

- (a) The nature of the proposed enforcement action;
- (b) The effective date of the proposed action;
- (c) A description of, and citation for, each violation alleged;
- (d) In the case of a license suspension, the time period of the proposed suspension;



- (e) A statement informing the applicant or Facility that it may make a request for a hearing by submitting a written request to the Office of Administrative Hearings within ten (10) days of receipt of the Notice, or, in a matter in which a different time period is prescribed by law, within the applicable time period;
- (f) A statement informing the applicant or Facility that the proposed action may become final without a hearing if the applicant or Facility fails to request a hearing within the time and in the manner specified; and
- (g) In the case of a license suspension, revocation, or conversion, a statement informing the Facility that it will be required to surrender its license upon final action to suspend, revoke, or convert the license to provisional or restricted status.

## **318 HEARINGS**

- 318.1 Hearings shall be conducted by the Office of Administrative Hearings in accordance with this Chapter and pursuant to rules and procedures established by that Office.
- 318.2 Parties may participate in settlement negotiations prior to a hearing, and may enter into a negotiated settlement agreement or consent decree in lieu of a hearing.
- 318.3 In each matter in which a hearing is requested, the Office of Administrative Hearings shall maintain an official record, and shall render its final decision in writing to all parties, accompanied by findings of fact and conclusions of law.
- 318.4 Each hearing shall be conducted in accordance with the requirements of section 10 of the District of Columbia Administrative Procedure Act, approved October 21, 1968 (82 Stat. 1208; D.C. Official Code § 2-509), unless otherwise provided in this Chapter or in rules established by the Office of Administrative Hearings.

## **319 JUDICIAL REVIEW**

- 319.1 Any person aggrieved by a final decision of the Director or of the Office of Administrative Hearings may appeal the decision to the District of Columbia Court of Appeals pursuant to section 11 of the District of Columbia Administrative Procedure Act, approved October 21, 1968 (82 Stat. 1209; D.C. Official Code § 2-510).

## **320 CIVIL FINES, CRIMINAL PROSECUTION AND INJUNCTIONS**

- 320.1 Civil fines and penalties may be imposed for any violation of the Act or of this Chapter, pursuant to the District of Columbia Department of Consumer and Regulatory Affairs Civil Infractions Act of 1985, effective October 5, 1985 (D.C. Law 6-42, D.C. Official Code §§ 2-1801.01 *et seq.*) (hereinafter “Civil Infractions Act”). Adjudication of all charged infractions shall be conducted pursuant to Titles I through III of the Civil Infractions Act. Hearings shall be conducted in accordance with section 318 of this Chapter.
- 320.2 Any violation of the Act may result in criminal prosecution, whereupon the violator shall, upon conviction, be subject to imprisonment not to exceed six (6) months, or a fine not to exceed \$300.00, or both. Each unlawful act shall constitute a separate violation of this Chapter. Prosecutions shall be brought by the Attorney General for the District of Columbia in the Superior Court of the District of Columbia.
- 320.3 Any person who has been previously convicted of an offense in violation of the Act shall, upon a subsequent conviction for the same offense, be subject to imprisonment not to exceed one (1) year, or a fine not to exceed \$5,000.00, or both.
- 320.4 In any prosecution conducted for violation of the Act, a Child Development Facility claiming an exemption from a licensing requirement shall have the burden of proving entitlement to the exemption.
- 320.5 The Attorney General may bring a civil action in the Superior Court of the District of Columbia to enjoin any violation of the Act.

## **321 NOTICE REQUIREMENTS FOR CHANGES IN OPERATION**

- 321.1 Each Facility shall inform the Director, in writing, of any of the following planned changes in operation no less than ten (10) days before implementation of the change(s):
- (a) Change of ownership;
  - (b) Change in location, name and/or telephone number of the Facility;
  - (c) Renovation or alteration of the premises that substantially changes the indoor or outdoor space of the Facility;
  - (d) In the case of a Child Development Home, the inclusion of an additional member in the household, including the new member’s criminal history, if any;
  - (e) In the case of a Child Development Home, a change in primary Caregiver(s);
  - (f) In the case of a Child Development Center, a change in Center Director; or



- (g) A significant change in the operation of the program, including, but not limited to, hours of operation, services provided, and capacity load.

321.2 If a Facility undergoes any of the changes in operation listed in subsection 321.1 without the change being planned in advance, the Facility shall notify the Director immediately.

321.3 Upon notification of the proposed change(s), the Director may inspect the Facility to evaluate the impact of the change(s) on the provision of child development services.

321.4 The Director shall issue an amended license, consistent with the approved change(s), as required by and subject to the provisions of this Chapter.

## **322 REPORTING UNUSUAL INCIDENTS**

322.1 Each Facility shall immediately report, to the Director, to the Department of Human Services for those providers that participate in the Child Care Subsidy Program, and to the parent(s)/guardian(s) of each affected child, any unusual incident that may adversely affect the health, safety or well-being of any child or children in the Facility. Unusual incidents include, but are not limited to, the following:

- (a) Death of a person occurring within the Facility;
- (b) Injury to, or illness of, any child that occurs during the hours the child is enrolled in care and that requires hospitalization or emergency medical treatment;
- (c) Damage to the Facility, or to any Facility vehicle or equipment, that interferes with the capability of the Facility to protect the health, safety and well-being of the children and adults in the Facility;
- (d) The presence of any individual in the Facility who has, or is suspected of having, a communicable disease that must be reported to the District of Columbia Department of Health in accordance with Title 22 of the District of Columbia Municipal Regulations;
- (e) The elopement of an enrolled child or any circumstances under which a child is deemed missing or unaccounted for;
- (f) A traffic accident involving a vehicle owned, maintained, or contracted for by the Facility and in which children are being transported at the time of the accident; and
- (g) Any other occurrence at the Facility that involves a response by police, fire, ambulance, or any other emergency service.

- 322.2 The Facility shall also submit to the Director, on a form approved by him or her, and to the Department of Human Services for those providers that participate in the Child Care Subsidy Program, a written report of the unusual incident, within twenty-four (24) hours of the incident.
- 322.3 In the case of a traffic accident or an incident involving actual or suspected criminal activity, the Facility shall also file a report with the appropriate law enforcement authorities.
- 322.4 Any Facility staff member who knows or has reasonable cause to suspect that an enrolled child is, has been, or is in immediate danger of being an abused or neglected child shall, as required by the District of Columbia Prevention of Child Abuse and Neglect Act of 1977, effective September 23, 1977 (D.C. Law 2-22, D.C. Official Code §§ 4-1321.01 *et seq.*), make or cause to be made an immediate oral report to:
- (a) The Child Protective Services Division of the Child and Family Services Agency, via the CFSA twenty-four (24) hour Child Abuse and Neglect Hotline (202-671-SAFE); or
  - (b) The Metropolitan Police Department.
- 322.5 The Facility staff member making an oral report pursuant to subsection 322.4 shall also make a written report if:
- (a) A written report is requested by the Child and Family Services Agency or the Metropolitan Police Department;
  - (b) The case is one of abuse involving drug-related activity; or
  - (c) As otherwise required by law.
- 322.6 In the reports required by subsections 322.4 and 322.5, the staff member shall include:
- (a) The name, age, sex and address of the child who is the subject of the report;
  - (b) That the child who is the subject of the report is enrolled at the Facility;
  - (c) The name, address and telephone number of the Facility;
  - (d) To the extent known, the name, age, and sex of each sibling or other child living in the same household;
  - (e) To the extent known, the name, age, and sex of each parent, guardian, or other caretaker of the child;



- (f) The nature and extent of the abuse or neglect, and of any previous abuse or neglect, as known to the reporting staff member;
- (g) Any other information which may be helpful in establishing the cause of the abuse or neglect and/or in establishing the identity of the person(s) responsible for it;
- (h) The name, title or occupation, and contact information of the staff member making the report;
- (i) Any actions taken by the staff member or the facility concerning the child in response to the situation; and
- (j) Any other information required by law.

322.7

Each Facility shall:

- (a) Provide training to all staff regarding the Facility's policies and procedures relating to child abuse, neglect, and risk to a child's health or safety, including how to report suspected abuse, neglect, or risk to a child's health or safety;
- (b) Require staff to immediately report, and to cooperate with officials investigating, alleged or actual child abuse or neglect, or alleged or actual risk to an enrolled child's health or safety;
- (c) If any Facility staff member is identified as allegedly responsible for the alleged or actual child abuse or neglect, or alleged or actual risk to an enrolled child's health or safety, place that staff member on administrative leave or reassignment to duties involving no contact with children until the investigation conducted by authorized government officials is complete; and
- (d) Ensure that staff may report incidents involving alleged or actual child abuse or neglect, or alleged or actual risk to an enrolled child's health or safety, without threat of discharge or other retaliation.

**323**

**ADMINISTRATIVE RECORDS ON OPERATIONS**

323.1

Each Facility shall maintain all required licenses and permits, and shall post in a conspicuous place the Certificate of Occupancy or Home Occupation Permit, all current fire, health and safety inspection approvals, and any variances received.

- 323.2 Each Facility shall maintain on the facility premises at all times, and shall make immediately available for review by any person upon request, the report(s) of each inspection of the Facility by the Director occurring within the preceding one (1) year period, including the statement(s) of deficiencies, if any, subject to the limitations contained in subsection 324.8 of this Chapter. If a period of more than one (1) year has passed since the most recent inspection of the Facility, the Facility shall maintain and make available the report of the most recent inspection.
- 323.3 Records of complaint investigations and fire and emergency evacuation drills shall be immediately accessible and available for inspection by government officials, and shall be made available for inspection by the public subject to the limitations contained in subsection 324.8 of this Chapter.
- 323.4 The Facility shall maintain a log of unusual incidents reported in accordance with section 322 of this Chapter.
- 323.5 The Facility shall maintain records documenting any adverse action the Facility takes against an employee, volunteer or household member related to any substantiated crimes against children. The adverse action shall be reported as an unusual incident in accordance with section 322 of this Chapter.
- 323.6 The Facility shall maintain service and repair records, in a single location on the licensed premises, for all motor vehicles that are owned or leased for purposes of transporting enrolled children. The Facility shall maintain each record for at least twelve (12) months after the date of the inspection or repair.

## **324 ADMINISTRATIVE RECORDS ON CHILDREN**

- 324.1 The Child Development Facility shall maintain a record for each enrolled child, and shall retain the record for three (3) years following the termination of that child's enrollment. All records required by this section shall be made available for inspection.
- 324.2 The Facility shall maintain current records and information on children, including:
- (a) Roster of enrolled children by age group;
  - (b) Daily attendance records by names of children, including first name, last name and middle initial of each child;
  - (c) Daily menu plan for feeding the children indicating the foods actually served on a daily basis;
  - (d) Daily schedule of activities; and



- (e) Health records on enrolled children pursuant to section 325 and as otherwise provided in this Chapter.

324.3

Each Facility shall maintain a register that shall include the following information for each child currently enrolled:

- (a) The child's full name;
- (b) The child's gender;
- (c) Date of birth;
- (d) Date of admission;
- (e) Home address and telephone number;
- (f) Full names of parents or guardians;
- (g) Business addresses and telephone numbers of parents or guardians;
- (h) Designation of individuals authorized to receive the child at the end of each session;
- (i) Name and telephone number of individual to be contacted in emergencies when the parents or guardians are not available;
- (j) Date and reasons for the child's withdrawal;
- (k) Language(s) spoken in the child's home;
- (l) Health information on each child as required by section 325 of this Chapter;
- (m) Written authorization(s) for the administration of medication as required by section 377 of this Chapter, if applicable;
- (n) For children in out-of-school-time care:
  - (1) The name of the school the child attends;
  - (2) The name and number of a contact person from that school; and
  - (3) If the child arrives at and leaves the Facility alone, the days and times at which the child should arrive and leave the Facility and the mode(s) of transportation that the child uses to travel to and from the Facility; and
- (o) A record of the child's developmental progress.

- 324.4 The Facility shall have a current Emergency Medical Treatment Authorization form on file for each child, granting permission to the Facility to obtain medical treatment in case of an emergency that occurs while the child is in the care of the Facility. The form shall be approved by the Director and shall include:
- (a) Signatures of the parent(s) or guardian(s);
  - (b) Information on the child's/family's health insurance coverage; and
  - (c) A list of the child's known illnesses and allergies; and
  - (d) In the event that any of this information changes, updated information and the date the updated information was added.
- 324.5 The Facility shall maintain on file a written, signed and dated statement from each child's parent(s) or guardian(s) authorizing the Facility to take the child on regularly scheduled trips from the Facility. The authorization shall include the child's name, and shall specify the mode of transportation, the frequency, and the destination of each such trip.
- 324.6 If the child is to be taken on a field trip that is not recorded as a routine trip, the Facility shall obtain a written authorization that includes the information required in subsection 324.5 in addition to the estimated time of departure and arrival.
- 324.7 Written permission shall be considered valid for all regularly scheduled trips as noted in the statement submitted pursuant to subsection 324.5 until withdrawn by the child's parent(s) or guardian(s).
- 324.8 The Facility shall not disclose information concerning an individual child or the child's parent(s) or guardian(s) to persons other than the Facility staff or government officials acting in the course of their duties, unless the parent(s) or guardian(s) grant written permission for the disclosure, or unless disclosure is necessary in an emergency situation.
- 324.9 The Facility shall inform the parent(s) or guardian(s) of all enrolled children, in writing, of the Facility's policy regarding disclosure of information.

## **325 CHILDREN'S HEALTH RECORDS**

- 325.1 Each child attending a Child Development Facility shall, upon enrollment and prior to admission, submit to the Facility, on forms approved by the Mayor, complete documentation of a comprehensive physical health examination, including age-appropriate screenings and up-to-date immunizations, and, for each child three (3) years of age or older, complete documentation of an oral health examination, each examination having been performed by a licensed health care professional within one (1) year prior to the date of admission.



- 325.2 Each child attending a Child Development Facility shall, at least annually, submit to the Facility, on forms approved by the Mayor, complete documentation of a comprehensive physical health examination, including age-appropriate screenings and up-to-date immunizations, and, for each child three (3) years of age or older, complete documentation of an oral health examination, each examination having been performed by a licensed health care professional within the preceding one (1) year period.
- 325.3 The Facility shall maintain, for each enrolled child, the initial and annual health record documentation required under subsections 325.1 and 325.2, including:
- (a) The full name, gender, date of birth, and home address of the child;
  - (b) The dates of the physical and oral health examinations;
  - (c) The child's height and weight at the time of the physical health examination;
  - (d) Each licensed health care practitioner's clinical findings, concerns, and recommendations;
  - (e) The child's significant health history, including allergies, health conditions, communicable illness, and restrictions;
  - (f) Specific immunizations received by month, day and year;
  - (g) Results of tuberculosis exposure risk assessment, and of testing where indicated;
  - (h) Results of lead exposure risk assessment, and of testing in accordance with subsections 325.4 and 325.5;
  - (i) Identification of long-term medications and special health care requirements or accommodations; and
  - (j) The name, address, phone number and signature of the examining licensed health care practitioner.
- 325.4 In addition to the information otherwise required under this section, each child under six (6) years of age attending a Child Development Facility shall submit, and the Facility shall maintain, documentation of the following with respect to blood tests for lead poisoning:
- (a) Proof that the child was tested between the ages of six (6) months and nine (9) months, and again between the ages of twenty-two (22) months and twenty-six (26) months; or

- (b) Proof that, if the child was not tested before the age of twenty-six (26) months, the child was or will be tested two (2) times before the age of six (6) years, having been or intending to be tested at intervals at least twelve (12) months apart, or according to a schedule determined by the child's licensed health care practitioner; or
- (c) Proof that lead testing for the child complies with any applicable Federal or District of Columbia law or rule that requires lead testing for children under the age of six (6) years.

325.5 Blood tests for lead poisoning shall be conducted, and results shall be disseminated and maintained, in accordance with the Childhood Lead Poisoning Screening and Reporting Act of 2002, effective October 1, 2002 (D.C. Law 14-190, D.C. Official Code §§ 7-1031 *et seq.*)

**326 EXCLUDING AND READMITTING CHILDREN WHO ARE ILL**

326.1 A child who exhibits one or more symptoms of illness identified in subsection 326.6 shall not attend the Facility.

326.2 When the Facility staff observes one or more symptoms of illness identified in subsection 326.6, the child's parent(s) or guardian(s) shall be notified immediately. The Facility shall require that the parent(s) or guardian(s) remove the child from the Facility.

326.3 The Facility shall isolate a child who becomes ill or is suspected of being ill. The child shall remain within sight and hearing of a staff member.

326.4 Facility staff shall carefully observe a child in isolation for the presence of, or change in, any symptoms identified in subsection 326.6.

326.5 Facility staff shall ensure that a child who is ill or suspected of being ill does not share any personal hygiene or grooming items.

326.6 Symptoms of illness requiring exclusion from the Facility include, but are not limited to, the following:

- (a) Diarrhea, *i.e.*, runny, watery or bloody stools;
- (b) Vomiting two (2) or more times in a twenty-four (24) hour period;
- (c) Body rash with fever;
- (d) Sore throat with fever or swollen glands;
- (e) Eye drainage with thick mucus or pus draining from the eye;



- (f) Pink eye, *i.e.*, colored drainage, eye pain and/or redness of the eye;
- (g) Yellowish skin or eyes;
- (h) Fever accompanied by rash, vomiting, diarrhea, earache, irritability or confusion;
- (i) Continuous irritable crying that requires more attention than the Facility can provide without compromising the health and safety of other children; or
- (j) Any other symptom indicative of a reportable communicable disease, as such is defined in Chapter 2 of Title 22 of the District of Columbia Municipal Regulations or in any superseding document.

326.7

The Facility shall observe each child for the presence of symptoms that may indicate a medical problem, which problem may require exclusion from the Facility, isolation from other children, and/or consultation with the child's parent(s), guardian(s) or licensed health care practitioner(s). The following are examples of conditions that may indicate the existence of a medical problem:

- (a) Fever;
- (b) Lethargy or inability to walk;
- (c) Respiratory problems, including: increased respiratory rate; retractions in the chest; excessive nasal flaring; audible persistent wheezing; persistent coughing, either productive or nonproductive; severe coughing causing redness or blueness in the face; or difficulty in breathing;
- (d) Abdominal and urinary system problems including: intestinal parasites, dark urine, white spots in the stool, increased urgency or frequency of urination, or no urination for an entire day;
- (e) Cardiac problems, including: choking, change in color of the skin, chest pain, or persistent sweating;
- (f) Ear problems, including discharge from the ear and/or ear pain;
- (g) Throat and mouth problems, including: sores on the lips or in the mouth, white patches in the mouth, throat pain, or a dental problem that needs immediate attention; and
- (h) Injuries, including: persistent bleeding, oozing wounds, apparent fracture, complaint of persistent bone pain or stiffness, or difficulty with the movement of any extremity.

326.8 A child who exhibits one or more symptoms of illness identified in subsection 326.6, and who has been treated for said symptom(s) by a licensed health care practitioner, may be readmitted to the Facility only with written permission, and written instructions for continuing care if needed, from that licensed health care practitioner.

326.9 If a child exhibits mild symptoms of illness and/or discomfort, the Center Director or his/her designee, or the Caregiver, in consultation with the child's parent(s) or guardian(s), shall decide whether the child should be immediately discharged or discharged at the end of the day.

**327 ADMINISTRATIVE RECORDS ON STAFF OF ALL FACILITIES AND ON PERSONS RESIDING IN HOME FACILITIES**

327.1 Each Facility shall maintain, on the Facility premises, the following information for each employee:

- (a) The full name, gender, social security number, date of birth and home address;
- (b) Position title and job description;
- (c) Documentation and results of criminal and background history checks in accordance with this Chapter and with all other applicable federal and District of Columbia laws and rules;
- (d) A copy of the employee's resume, required degrees, certificates, transcripts, and letters of reference;
- (e) Verification of the employee's orientation to his/her duties and responsibilities and to the Facility's policies and procedures;
- (f) An ongoing record of continuing education;
- (g) First Aid and CPR Certification for children, as required;
- (h) Date of appointment to, or withdrawal from, any position in the Facility;
- (i) Reason for withdrawal from a position; and
- (j) A copy of the employee's signature.

327.2 The Facility shall maintain a health record for each staff member, including paid employees and volunteers, which shall include the following:



- (a) Results of a pre-employment physical examination of the staff member by a licensed health care practitioner, not more than twelve (12) months prior to the start of employment or volunteer work;
- (b) Results of an annual physical examination of the staff member by a licensed health care practitioner;
- (c) Written and signed documentation from the examining licensed health care practitioner that the staff member, at the time of his or her examination, was free from tuberculosis and apparent communicable disease;
- (d) Written and signed documentation from the examining licensed health care practitioner that the staff member, if noted to have an identified medical problem, is capable of caring for children in a licensed Child Development Facility;
- (e) Health insurance information, if applicable; and
- (f) The names and phone numbers of the staff member's primary licensed health care practitioner and of an emergency contact person.

327.3 Each Child Development Home shall obtain and maintain documentation establishing that each person living in the home that houses the Facility has been, within the preceding one (1) year period, examined by a licensed health care professional and certified by that professional to be free of communicable disease.

## **328 CRIMINAL AND BACKGROUND HISTORY CHECKS**

328.1 The Child Development Facility shall inform every applicant for employment of the following requirements:

- (a) The applicant must satisfactorily complete a criminal background check, as required by the Child and Youth, Safety and Health Omnibus Amendment Act of 2004, effective April 13, 2005 (D.C. Law 15-353, D.C. Official Code §§ 4-1501.01 *et seq.*), and subsequent amendments thereto, and according to the rules promulgated pursuant to that law, or as required by any superseding District of Columbia or federal law, and must also satisfactorily complete a child protection register check, before he or she can be unconditionally employed;
- (b) Unless otherwise provided in rules promulgated pursuant to the Child and Youth, Safety and Health Omnibus Amendment Act or superseding law, the criminal background and child protection register checks must both be completed within the three (3) months preceding application;

- (c) Unless otherwise provided in rules promulgated pursuant to the Child and Youth, Safety and Health Omnibus Amendment Act or superseding law, the applicant must provide the Facility with the certified results of the criminal background and child protection register checks, or, at the Facility's discretion, with all information that will enable the Facility to promptly obtain the results of the criminal background and child protection register checks of the applicant, including each state in which the applicant has resided or worked, the applicant's social security number, and all names the applicant has used;
- (d) The applicant has the right to obtain copies of the criminal background and child protection register check reports and to challenge the accuracy and completeness of the reports;
- (e) The Facility shall deny employment to any person who has been convicted of an offense, in the District of Columbia or in any other jurisdiction, which constitutes a bar to employment in an agency or entity that provides direct services to children and youth, or as a result of which a duly authorized District of Columbia Government official has determined that the person poses a danger to children or youth, as provided in the Child and Youth, Safety and Health Omnibus Amendment Act, or in subsequent amendments thereto, or in rules promulgated pursuant to that law, or as provided in any superseding District of Columbia or federal law, as more fully described in subsection 313.1(e) of this Chapter, and shall deny employment to any person who has been adjudicated as a child abuser or neglecter, or who has been determined, following a proceeding in which due process rights were afforded, by the applicable child protection agency or authority to have been a child abuser or neglecter, in the District of Columbia or in any other jurisdiction; and
- (f) The Facility may deny employment to the applicant until the results of the criminal background and child protection register checks are final.

328.2 All records of criminal background checks and child protection register checks of applicants and employees shall be confidential.

328.3 The Facility shall require the applicant to provide the names of and contact information for at least three (3) references, who shall be unrelated to the applicant. The Facility shall check at least three (3) references for each applicant, and shall ascertain that the applicant is suitable for employment in a position of close interaction with children, prior to employment of the applicant.

328.4 The Facility shall maintain a record of the reference checks performed for each applicant. The record shall include either: a signed and dated letter of reference received by the Facility; or documentation of a reference check conducted by telephone, including the name of the Facility licensee, Caregiver, Center Director, or designee conducting the check, the name and telephone number of the reference, the date of the check, and written comments regarding the check.

- 328.5 The Facility may enter into a conditional employment agreement with an applicant pending the outcome of the criminal background and child protection register checks, provided that the applicant submits to the Facility a signed notarized statement affirming that he or she has not been convicted of any offense listed in section 313 of this Chapter nor has been placed on a child protection register, and that the reference checks indicate that the applicant is suitable for employment in a position of close interaction with children.
- 328.6 No Facility shall be subject to civil liability that, in good faith, relies on a criminal background check, a child protection register check, or a reference check to terminate, or to refuse to offer employment to, any individual.
- 328.7 Updated criminal background and child protection register checks shall be conducted as required by the Child and Youth, Safety and Health Omnibus Amendment Act or by superseding District of Columbia or federal law.

## **329 POLICIES AND PROCEDURES ON DISCIPLINE**

- 329.1 The Facility shall have a written policy describing the philosophy of discipline and the specific methods of discipline that the Facility uses. Discipline shall be constructive and developmentally appropriate, and shall include child guidance and management techniques using redirection, separation from the problem situation, talking with the child about the situation, and praise for appropriate behavior.
- 329.2 The methods of discipline described in the policies and procedures shall be utilized by all Facility staff, including employees and volunteers.
- 329.3 The following methods of discipline shall not be employed:
- (a) Physical harm, including punching, pinching, shaking, spanking, biting, yanking and poking;
  - (b) Fear and/or humiliation;
  - (c) Derogatory remarks and/or profane language;
  - (d) Confinement in a locked room or enclosed area;
  - (e) Forced feeding, or withholding of food, rest, toilet use or outdoor activities or play; and
  - (f) Physical and/or chemical restraints.



- 329.4 Separation, when used as discipline, shall be brief in duration and shall be appropriate to the child's age and developmental level and to the circumstances necessitating the discipline. Any child separated shall be placed in a safe, lighted, well-ventilated room, within the sight and hearing of an adult at all times.
- 329.5 Authority to discipline shall never be delegated to another child.
- 329.6 The parent or guardian of each child enrolled in the Facility shall receive a copy of the Facility's discipline policy.

### **330 POLICIES AND PROCEDURES ON FACILITY OPERATIONS**

- 330.1 The Facility shall develop and implement policies and procedures in the following areas:
- (a) Admissions and enrollments, including policies related to children with disabilities, illness or other special needs;
  - (b) Ages of children accepted;
  - (c) Days, hours, and periods of operation;
  - (d) Type(s) of child care services provided;
  - (e) Provision of meals and snacks;
  - (f) Fees and payment plans, including fees for different types of services and/or specific services, and refund policy;
  - (g) Transportation arrangements;
  - (h) Provisions for children with special needs, including arrangements that must be made by parent(s) or guardian(s);
  - (i) Emergency evacuation and sheltering in place;
  - (j) Emergency medical care;
  - (k) Administration of medication;
  - (l) Reporting unusual incidents;
  - (m) Reporting and responding to reportable communicable diseases;
  - (n) Staff qualifications;

- (o) Procedures regarding sanitation practices;
- (p) Animals and pets in the Facility;
- (q) Grievance procedures;
- (r) Parents' and guardians' participation in and access to the Facility, including opportunities to communicate with teachers concerning their child's development, and information parents and guardians should share with the Facility regarding their child's health status;
- (s) Periodic reporting of the child's progress to the parent(s) or guardian(s); and
- (t) Any other policies or procedures that may be required by this Chapter.

### **331 GENERAL PERSONNEL REQUIREMENTS FOR CENTERS**

- 331.1 In each Child Development Center, the program shall be managed by a Center Director. The Center Director shall be assisted by teachers, assistant teachers and aides, as further specified in this Chapter, in the case of a Center serving infants, toddlers, and preschoolers, and by group leaders and assistant group leaders, as further specified in this Chapter, in the case of a Center providing out-of-school-time care. In all Centers, the Center Director and staff may be assisted by volunteers if desired.
- 331.2 Each employee or volunteer shall be mentally and physically able to perform the duties assigned to him or her.
- 331.3 The Facility shall not permit a person with a reportable communicable disease to be on duty in program space, or in common indoor or outdoor spaces utilized by the children, or to have contact with a child in care, without the written approval of a licensed health care practitioner.
- 331.4 Staff and visitors to the Facility shall not smoke or use tobacco products in program areas while children are in care, and tobacco products shall be kept out of the reach of children in care.
- 331.5 When children are in the care of the Facility, either on the premises or off-site, no staff member shall be under the influence of, or consume, alcoholic beverages or illegal drugs.
- 331.6 All paid staff employed in a licensed Child Development Center on the effective date of these rules shall have two (2) years from that date within which to meet the specific qualification requirements, as provided by this Chapter, for their positions, unless otherwise specifically stated.

**332****CENTER DIRECTOR QUALIFICATIONS**

## 332.1

The Center Director in a Child Development Center that serves one or more infants, toddlers, and/or preschoolers shall meet one of the following qualification requirements:

- (a) A bachelor's or master's degree from an accredited college or university in early childhood education or early childhood development;
- (b) A bachelor's degree or higher from an accredited college or university, at least fifteen (15) credit hours from an accredited college or university in early childhood education or early childhood development, and at least one (1) year supervised experience working with children in a licensed District of Columbia Child Development Center or its equivalent in another jurisdiction;
- (c) An associate's degree from an accredited college or university in early childhood education or early childhood development, and at least three (3) years supervised experience working with children in a licensed District of Columbia Child Development Center or its equivalent in another jurisdiction;
- (d) At least forty-eight (48) credit hours from an accredited college or university, at least fifteen (15) credit hours from an accredited college or university in early childhood education or early childhood development, and at least four (4) years supervised experience working with children in a licensed District of Columbia Child Development Center or its equivalent in another jurisdiction;
- (e) A District of Columbia Director Credential as approved by the National Association for the Education of Young Children, or the equivalent Director Credential awarded by another jurisdiction, plus at least five (5) years supervised experience working with children in a licensed District of Columbia Child Development Center or its equivalent in another jurisdiction; or
- (f) Employment as a qualified Center Director in a licensed Child Development Center in the District of Columbia on the effective date of these rules, provided that the Center Director achieves compliance with (a), (b), (c), (d), or (e) within no more than five (5) years following said date.

## 332.2

Any person who is employed as a qualified Center Director in a licensed Child Development Center in the District of Columbia on the effective date of these rules, and who has been so employed continuously since July 1, 1975, or earlier, may apply to the Director of the Department of Health for a waiver of one or more of the qualification requirements contained within this section.

## 332.3

For the purposes of this section, early childhood development or early childhood education includes the following subject areas:

- (a) Growth and development of infants, toddlers, and/or children;



- (b) Care and education of children with special needs and/or exceptionality;
- (c) Health and physical education of infants, toddlers, and/or children;
- (d) Play therapy;
- (e) Language development and/or early literacy;
- (f) Children's literature;
- (g) Arts education;
- (h) Child, adolescent, educational and/or abnormal psychology;
- (i) Nutrition for children;
- (j) Family development;
- (k) Methods of teaching;
- (l) Classroom management;
- (m) Curriculum programs and activities for infants, toddlers, and/or children;
- (n) Educational evaluation and measurement;
- (o) Early Childhood Development or Youth Development administration;
- (p) Diversity; and
- (q) Any other area as determined by the Director.

332.4

Each Center Director shall successfully complete, prior to or within one (1) year of employment as a Center Director, a total of no less than twelve (12) hours of training, from an accredited college or university or from another source approved by the District of Columbia government, in the following subject areas:

- (a) Human resources;
- (b) Management and administration;
- (c) Financial management;
- (d) Planning, development, and evaluation of child development programs;
- (e) Curriculum of child development programs; and

(f) Evaluation and measurement of children.

332.5 Each Center Director shall attend, upon the request of the Department of Health, periodic regulatory compliance review sessions presented by or under the auspices of the Department.

### **333 DUTIES AND RESPONSIBILITIES OF CENTER DIRECTORS**

333.1 The Center Director shall be physically present in the Facility at least one-half (1/2) of the time during the Center's hours of operation. No less than one-half (1/2) of that time shall be during peak hours of operation.

333.2 The Center Director shall be responsible for the supervision, program planning and administration of the Child Development Center and its staff, consistent with the written operational policies and philosophy, and shall assume the following responsibilities:

- (a) Ensuring compliance with the requirements of this Chapter, and with all applicable federal and District of Columbia laws;
- (b) Selecting and supervising qualified staff;
- (c) Providing orientation and training to each staff member as required;
- (d) Designating a teacher or group leader to assume responsibility for the Facility's operation in the absence of the Center Director;
- (e) Ensuring that adult/child ratios are maintained in compliance with section 343 of this Chapter;
- (f) Ensuring parent involvement in the program and in the activities of the Center;
- (g) Reporting unusual incidents as defined in section 399 and in accordance with section 322 of this Chapter;
- (h) Ensuring that at least one (1) staff member with a current CPR and First Aid certification for children is present on the Facility premises at all times;
- (i) Attending in-service training programs and completing continuing education requirements as specified; and
- (j) Reporting evidence of child abuse and neglect that comes to the Facility staff's attention, in accordance with section 322 of this Chapter.

### **334 TEACHER QUALIFICATIONS**

334.1 A teacher shall be at least twenty (20) years of age and meet one of the following requirements:

- (a) An associate's degree or higher from an accredited college or university in early childhood education or early childhood development;
- (b) An associate's degree or higher from an accredited college or university, at least fifteen (15) credit hours from an accredited college or university in early childhood education or early childhood development, and at least one (1) year supervised experience working with children in a licensed District of Columbia Child Development Center or its equivalent in another jurisdiction;
- (c) At least forty-eight (48) credit hours from an accredited college or university, at least fifteen (15) credit hours from an accredited college or university in early childhood education or early childhood development, and at least two (2) years supervised experience working with children in a licensed District of Columbia Child Development Center or its equivalent in another jurisdiction;
- (d) A valid Child Development Associate (CDA) credential, specifying that the individual is qualified for the assigned age classification; or
- (e) Satisfactory completion of a child care certification course of no less than 90 hours from an accredited college or university, approved by the Director of the Department of Health or his/her designee, and at least three (3) years supervised experience working with children in a licensed District of Columbia Child Development Center or its equivalent in another jurisdiction.

334.2 For the purposes of this section, early childhood development and early childhood education shall include the courses listed in subsection 332.3 of this Chapter.

### **335 DUTIES AND RESPONSIBILITIES OF TEACHERS**

335.1 The duties of each teacher in a Child Development Center shall include the following:

- (a) Assisting the Center Director in ensuring compliance with this Chapter,
- (b) Providing, and/or overseeing the provision of, adequate supervision and appropriate care for all of the children in his or her class or group at all times;
- (c) Planning and initiating daily activities based on the assessed strengths, interests and needs of all of the children in his or her class or group;



- (d) Assisting the Center Director in implementing the Facility's policies and procedures;
- (e) Supervising subordinate staff;
- (f) Attending in-service training programs and completing continuing education requirements, as required;
- (g) Communicating regularly with the parent(s) or guardian(s) of each child in his or her class or group about the development of their children;
- (h) Assuming responsibility for the program of the Facility in the absence of the Center Director, if and when so designated; and
- (i) Performing other appropriate duties as requested by the Center Director.

**336 ASSISTANT TEACHER QUALIFICATIONS**

336.1 An assistant teacher in a Child Development Center shall be at least eighteen (18) years of age and shall meet one of the following qualification requirements:

- (a) At least twenty-four (24) credit hours from an accredited college or university, plus demonstrated skill and competence with young children as satisfactorily determined by the Center Director;
- (b) A high school diploma or General Education Development certificate, plus certification of training and competence in the field of early childhood education or early childhood development from an accredited vocational high school; or
- (c) A high school diploma or General Education Development certificate, plus one (1) year of supervised experience working with children in a licensed District of Columbia Child Development Center or its equivalent in another jurisdiction.

336.2 For the purposes of this section, early childhood development and early childhood education shall include the courses listed in subsection 332.3 of this Chapter.

**337 DUTIES AND RESPONSIBILITIES OF ASSISTANT TEACHERS**

337.1 The duties of each assistant teacher in a Child Development Center shall include the following:

- (a) Providing supervision and appropriate care to the children in his or her class or group, under the direct supervision of a teacher or the Center Director;
- (b) Assisting the teacher in planning the daily program of activities;

- (c) Assisting the teacher in regular communication with the parent(s) or guardian(s) of each child in his or her class or group about their children's development; and
- (d) Attending in-service training programs and completing continuing education requirements, as required.

**338 CONTINUING EDUCATION REQUIREMENTS FOR STAFF IN CENTERS**

338.1 Each paid employee of a Child Development Center serving infants, toddlers, and/or preschoolers whose duties and/or responsibilities include the care of enrolled children shall participate in at least eighteen (18) hours of training annually in the fields of child and youth development and/or early childhood education.

338.2 The required annual training shall include the following subject areas:

- (a) Child health, including standard health care precautions, and communicable diseases and appropriate responsive action thereto;
- (b) Child abuse and neglect prevention, detection and reporting, including mandatory reporting requirements;
- (c) Developmentally appropriate programming for infants, toddlers, preschool and/or school-age children, as applicable;
- (d) Permissible and developmentally appropriate methods of child discipline;
- (e) Inclusion of children with special needs, including the Americans with Disabilities Act; and
- (f) Precautions against Sudden Infant Death Syndrome; and
- (g) Any other area as determined by the Director.

338.3 Acceptable subject areas for continuing education and training, as required by this section, include the following:

- (a) Any area listed in subsection 332.3 of this Chapter;
- (b) Child abuse and neglect recognition, prevention, and mandatory reporting;
- (c) First aid and CPR for children;
- (d) Prevention, recognition, and management of communicable diseases;
- (e) Medication administration;

- (f) Use of physical space and play equipment;
- (g) Communication and collaboration with parents and families;
- (h) Community health and social services resources for children and families;
- (i) Planning programs and activities for children and families;
- (j) Enhancing self-control and self-esteem in children;
- (k) Developmentally appropriate discipline methods and techniques for infants, toddlers, and/or children; and
- (l) Any other area as determined by the Director.

338.4 In-service training that meets the requirements of this Chapter may occur in a variety of settings, including, but not limited to: seminars; courses held by colleges, universities or technical schools; workshops, conferences, and association meetings; and accredited distance education, including training via the Internet.

338.5 Each Facility shall obtain and maintain adequate documentation of each staff member's participation in continuing education. Acceptable documentation shall include one or more of the following:

- (a) Transcript from an accredited college, university or technical school;
- (b) Certification of participation from a training source approved by the Distance Education Training Council;
- (c) Written documentation verifying completion of training in First Aid for children, CPR for children, and/or common childhood illnesses, from acceptable sponsoring entities, including the American Red Cross, the American Heart Association, the National Safety Council, and other similarly recognized and accredited organizations; and
- (d) A signed and dated statement from the trainer, on a form approved by the Director, verifying the staff member's participation in a training program conducted by a trainer licensed, certified, or otherwise approved by the District of Columbia government.

338.6 Each volunteer serving a Child Development Center shall participate, at least annually, in a training seminar, which shall include a review of the subject areas listed in subsection 338.2.



**339 AIDES AND VOLUNTEERS**

- 339.1 Each aide or volunteer in a Child Development Center shall work under the direct supervision of a teacher, assistant teacher, group leader, assistant group leader, or Center Director at all times.
- 339.2 The duties of each aide or volunteer in a center shall include the following:
- (a) Assisting the teacher, assistant teacher, group leader, assistant group leader, and/or Center Director as directed;
  - (b) Providing supervision and appropriate care to the children in his or her assigned class or group, under the direct supervision of a teacher, assistant teacher, group leader, assistant group leader, or Center Director; and
  - (c) Attending in-service training programs and completing continuing education requirements, as required.
- 339.3 The Facility shall ensure that no aide or volunteer has sole responsibility for a group or classroom, or for the Center, at any time.

**340 INDOOR PROGRAM SPACE IN CENTERS**

- 340.1 For the purposes of this Chapter, "Program Space" is defined as space within the Facility, exclusive of: food preparation areas, kitchens, bathrooms, toilets, offices, staff rooms, corridors, hallways, stairways, closets, lockers, laundry rooms, furnace rooms, file cabinets, storage spaces, and non-movable furniture that is not designed for the use of enrolled children.
- 340.2 Each Facility shall provide adequate indoor space for the daily program of the Facility. The Director shall determine the licensed capacity of each Facility serving infants, toddlers, and/or preschoolers so that there is a minimum of thirty-five square feet (35 ft<sup>2</sup>) of program space per child. Each such Facility shall maintain a minimum of thirty-five square feet (35 ft<sup>2</sup>) of program space per child at all times.
- 340.3 The temperature within each room of program space shall be maintained at between sixty-five degrees Fahrenheit (65°F) and seventy-five degrees Fahrenheit (75°F) during the winter months, and between sixty-eight degrees Fahrenheit (68°F) and eighty-two degrees Fahrenheit (82°F) during the summer months.

340.4 Each Facility shall provide a separate room, or a separate designated area within a room, for the temporary or ongoing care of a child who needs to be separated from the group due to injury or illness. This room or area shall be located so that any child placed within it is within sight and hearing of the Facility staff at all times, and so that toilet and lavatory facilities are readily accessible. This room or area may be used for other purposes when not needed for such separation of a child.

340.5 If a Child Development Center is located in a building that also houses other entities or persons, the portion of the building to which the children from the Facility have access shall be for the exclusive use of children and staff of the Facility during the Facility's hours of operation, with the exception of entryways, hallways, and other common areas in the building normally available for use by the public.

**341 ADDITIONAL INDOOR PROGRAM SPACE REQUIREMENTS FOR INFANTS, TODDLERS, AND YOUNG CHILDREN IN CENTERS**

341.1 The indoor program space for infant and toddler activities shall contain a minimum of thirty-five square feet (35 ft<sup>2</sup>) per child of unencumbered instructional and/or play space, or a minimum of forty-five square feet (45 ft<sup>2</sup>) per child of encumbered instructional or play space measured on the inside wall-to-wall dimensions.

341.2 For the purposes of this section, “Unencumbered Instructional and/or Play Space” means program space that is free of permanent fixtures, architectural structures, equipment, bedding, and furniture that are unrelated to the program, and “Encumbered Instructional and/or Play Space” means program space that is restricted by permanent fixtures, architectural structures, equipment, bedding, or furniture that are unrelated to the program.

341.3 Children under the age of two (2) years six (6) months, as well as non-ambulatory children, may only occupy space on the street level, unless the Facility receives explicit written approval from the Department of Fire and Emergency Medical Services to care for such children on another level.

**342 OUTDOOR SPACE, EQUIPMENT AND SAFETY IN CENTERS**

342.1 Each Child Development Facility serving infants, toddlers, and preschoolers shall provide suitable space for outdoor play. This play space shall be in an enclosed yard on the Facility premises, in a nearby park or playground, or in a rooftop play space that meets the requirements of this Chapter.

342.2 The Facility shall maintain the outdoor play space so that it is free of conditions that are, or might be, hazardous to the health and/or safety of children.

- 342.3 Each Facility shall provide a minimum of sixty square feet (60 ft<sup>2</sup>) of outdoor play space per child, based on the maximum number of children scheduled to play outdoors at any one time.
- 342.4 All outdoor play spaces shall comply with the requirements of the District of Columbia Building Code, and with the Facility's Certificate of Occupancy.
- 342.5 The Facility shall comply with the adult/child ratios listed in section 343 of this Chapter at all times when children are going to, using, or leaving the outdoor play space.
- 342.6 The Facility shall ensure that staff, while supervising a group of children in the outdoor play space, are able to summon another adult staff member if the need arises, without leaving the children unsupervised at any time.
- 342.7 The Facility shall ensure that the outdoor play space is supervised by adult staff in sufficient quantity and appropriate placement to ensure that all children are within sight and hearing of at least one staff member at all times.

### **343 GROUP SIZE AND ADULT/CHILD RATIOS**

- 343.1 Each Child Development Center shall have at least two (2) staff persons caring for each group at all times. In Centers serving infants, toddlers, and/or preschoolers, there shall be a teacher, who may also be the Center Director, and an assistant teacher or aide for each group at all times, except as further specified herein.
- 343.2 During non-peak hours or during nap/rest periods, another adult staff member or adult volunteer may substitute for one of the staff members specified at subsection 343.1, provided that the group is supervised by at least one teacher or assistant teacher.
- 343.3 In part-day programs, operating no more than four (4) hours per day, the Child Development Center may substitute an adult volunteer for an assistant teacher or aide.
- 343.4 In Centers providing out-of-school-time care, the specific requirements of section 348 of this Chapter shall be deemed sufficient for the out-of-school-time program, to the extent that they may differ from the requirements contained in this section.
- 343.5 The Facility shall maintain the adult/child ratios and group sizes as specified herein:



(a) For Centers serving infants, toddlers, and preschoolers:

<b>AGE OF CHILDREN</b>	<b>ADULT/CHILD RATIO</b>	<b>MAXIMUM SIZE OF GROUP</b>
<b>0 – 12 months</b>	<b>1:3</b>	<b>9</b>
<b>0 – 12 months</b>	<b>1:4</b>	<b>8</b>
<b>12 – 24 months</b>	<b>1:3</b>	<b>9</b>
<b>12 – 24 months</b>	<b>1:4</b>	<b>8</b>
<b>24 – 30 months</b>	<b>1:4</b>	<b>12</b>
<b>30 months through 3 years</b>	<b>1:8</b>	<b>16</b>
<b>4 – 5 years</b>	<b>1:10</b>	<b>20</b>

(b) For Centers providing out-of-school-time care to children of legal school age:

<b>AGE OF CHILDREN</b>	<b>ADULT/CHILD RATIO</b>	<b>MAXIMUM SIZE OF GROUP</b>
<b>Under 6 years</b>	<b>1:12</b>	<b>24</b>
<b>6 years and older</b>	<b>1:15</b>	<b>30</b>

343.6 In determining adult/child ratios and maximum group sizes for children up to twenty-four (24) months old, the maximum group size may increase by one child when the adult/child ratio decreases by one child per adult, as shown in the table above at subsection 343.5(a).

343.7 When children of different ages are combined in one group, the adult/child ratio for the youngest child shall apply.

343.8 When children are swimming or playing in water, including “baby” pools, “wading” pools, and full-depth pools, the Facility shall maintain the following adult/child ratios in addition to complying with the water safety requirements contained in section 368 of this Chapter:

<b>AGE OF CHILDREN</b>	<b>ADULT/CHILD RATIO</b>
<b>0 – 24 months</b>	<b>1:1</b>
<b>24 months and above</b>	<b>Ratios in subsection 343.5 apply</b>

#### **344 GENERAL DAILY PROGRAM ACTIVITIES IN CENTERS**

344.1 Each Child Development Center serving infants, toddlers, and preschoolers shall provide time each day for both quiet and active play, suitable to the ages and abilities of the children enrolled at the Facility.

344.2 Each Center serving children in a full-day program shall ensure that each child, including infants, toddlers, and preschoolers, has a minimum of two (2) hours of outdoor play or outdoor activity each day.

- 344.3 The Facility shall devise and implement a program of activities suitable to the ages and abilities of all of the children enrolled at the Facility. A copy of the program schedule for each age group shall be furnished by the Facility to the Director for evaluation upon request.
- 344.4 The Director shall evaluate a Facility's program of activities, and shall approve it if the following requirements are met:
- (a) The program shall include outdoor play each day, except that in extremely inclement weather the program may substitute indoor gross motor play such as climbing, jumping, running, riding wheel toys, and sports;
  - (b) All play materials shall be arranged in an orderly fashion, at heights that allow young children to select, remove, and replace materials with a minimum of assistance during appropriate times throughout the daily program; and
  - (c) The program shall include a balance of both quiet and active play throughout the day.
- 344.5 The Facility shall ensure that its staff observe and follow the Facility's established program of activities.
- 344.6 The Facility shall develop a written activity plan for each group of children that implements the elements of the program of activities.
- 344.7 The Facility shall ensure that the daily activities for each group of children include both structured and unstructured times, and both staff-directed and child-initiated experiences.
- 344.8 The Facility shall ensure that its program of activities provides periods of rest, the duration and scheduling of which are appropriate to prevent fatigue and to meet the physical needs of the children enrolled at the Facility, taking into account the ages and developmental levels of the children. Each child in a full-day program shall have specific times designated for rest each day.
- 344.9 The Facility shall ensure that each child has a supply of clean, dry clothing in case of an emergency, and that staff promptly remove all wet or soiled clothing from a child and replace it with this clean and dry clothing.

**345 CENTER DIRECTOR QUALIFICATIONS AND RESPONSIBILITIES FOR OUT-OF-SCHOOL-TIME PROGRAMS**

- 345.1 Each Child Development Center that provides out-of-school-time care, either alone or in conjunction with infant, toddler, and/or preschool care, shall have a Center Director.

- 345.2 The Center Director for a Center that provides both out-of-school-time care and care for infants, toddlers, and/or preschoolers shall meet the qualification requirements for a Center Director in accordance with section 332 of this Chapter.
- 345.3 The Center Director in a Child Development Center that provides out-of-school-time care only shall be at least twenty-one (21) years of age and shall meet one of the following qualification requirements:
- (a) A bachelor's degree or higher from an accredited college or university in education or child and youth development;
  - (b) A bachelor's degree or higher from an accredited college or university, plus at least one (1) year supervised experience working with children of legal school age and under the age of fifteen (15) years, in an accredited school or camp, a licensed Child Development Center, or the equivalent;
  - (c) An associate's degree from an accredited college or university in education or child and youth development, plus at least one (1) year supervised experience working with children of legal school age and under the age of fifteen (15) years, in an accredited school or camp, a licensed Child Development Center, or the equivalent;
  - (d) At least forty-eight (48) credit hours from an accredited college or university, at least fifteen (15) credit hours from an accredited college or university in education or child and youth development, plus at least eighteen (18) months supervised experience working with children of legal school age and under the age of fifteen (15) years, in an accredited school or camp, a licensed Child Development Center, or the equivalent;
  - (e) A District of Columbia Director Credential, or the equivalent Director Credential awarded by another jurisdiction, plus at least two (2) years supervised experience working with children of legal school age and under the age of fifteen (15) years, in an accredited school or camp, a licensed Child Development Center, or the equivalent; or
  - (f) Employment as a qualified Center Director in a licensed Child Development Center providing out-of-school-time care in the District of Columbia on the effective date of these rules, provided that the Center Director achieves compliance with (a), (b), (c), (d), or (e) within no more than five (5) years following said date.
- 345.4 In order to qualify for the purpose of this section, a period of supervised work experience must include an average of no less than twenty (20) hours per week. One (1) year experience is equal to one thousand (1,000) hours. Multiple qualifying periods may be aggregated in order to achieve the required total.



- 345.5 The duties and responsibilities of the Center Director in a Center that provides out-of-school-time care shall include those contained in section 333 of this Chapter.
- 346 GROUP LEADER QUALIFICATIONS AND RESPONSIBILITIES FOR OUT-OF-SCHOOL-TIME PROGRAMS**
- 346.1 In a Child Development Center that provides both out-of-school-time care and care for infants, toddlers, and/or preschoolers, a qualified teacher shall be deemed to meet the qualification requirements for a group leader.
- 346.2 A group leader in a Child Development Center that provides out-of-school-time care only shall be at least eighteen (18) years of age and shall meet one of the following qualification requirements:
- (a) An associate's degree or higher from an accredited college or university in education or child and youth development;
  - (b) At least forty-eight (48) credit hours from an accredited college or university, at least nine (9) credit hours from an accredited college or university in education or child and youth development, plus at least six (6) months supervised experience working with children of legal school age and under the age of fifteen (15) years, in an accredited school or camp, a licensed Child Development Center, or the equivalent; or
  - (c) A high school diploma or its equivalent, plus at least one (1) year supervised experience working with children of legal school age and under the age of fifteen (15) years, in an accredited school or camp, a licensed Child Development Center, or the equivalent.
- 346.3 In order to qualify for the purpose of this section, a period of supervised work experience must include an average of no less than twenty (20) hours per week. One (1) year experience is equal to one thousand (1,000) hours. Multiple qualifying periods may be aggregated in order to achieve the required total.
- 346.4 The duties and responsibilities of each group leader shall include the following:
- (a) Supervising, assisting, and guiding the children in his or her assigned group;
  - (b) Assisting the Center Director in planning the program of care;
  - (c) Supervising subordinate staff; and
  - (d) Communicating regularly with the parent(s) or guardian(s) of each child in his or her group concerning their children.

**347 ASSISTANT GROUP LEADER QUALIFICATIONS AND RESPONSIBILITIES FOR OUT-OF-SCHOOL-TIME PROGRAMS**

- 347.1 In a Child Development Center that provides both out-of-school-time care and care for infants, toddlers, and/or preschoolers, a qualified assistant teacher shall be deemed to meet the qualification requirements for an assistant group leader.
- 347.2 An assistant group leader in a Child Development Center that provides out-of-school-time care only shall be at least eighteen (18) years of age, shall have at least a high school diploma or its equivalent, and shall have at least six (6) months supervised experience working with children of legal school age and under the age of fifteen (15) years, in an accredited school or camp, a licensed Child Development Center, or the equivalent.
- 347.3 In order to qualify for the purpose of this section, a period of supervised work experience must include an average of no less than twenty (20) hours per week. Six (6) months experience is equal to five hundred (500) hours. Multiple qualifying periods may be aggregated in order to achieve the required total.
- 347.4 Each assistant group leader shall work under the direct supervision of a group leader.
- 347.5 The duties and responsibilities of an assistant group leader shall be to aid the group leader in guiding the activities of the children.

**348 STAFFING AND GROUP SIZE FOR OUT-OF-SCHOOL-TIME PROGRAMS**

- 348.1 Each group in a Child Development Center that provides out-of-school-time care shall be supervised by at least two (2) adults at all times.
- 348.2 Each group containing one or more children eleven (11) years of age or younger shall be supervised by, at a minimum, a group leader and an assistant group leader. A group containing children all of whom are twelve (12) years of age and older may be occasionally supervised by a volunteer in addition to the group leader, provided that the volunteer is at least two (2) years older than the oldest child in the group.
- 348.3 The group sizes and adult/child ratios specified in section 343 of this Chapter shall apply to out-of-school-time care programs, except as specified further in this section. For the purpose of achieving the required ratio for any group, the Facility may count all staff members, including those who meet the qualifications of Center Director, group leader and assistant group leader, provided that each such staff member is so counted only for the time that he or she is directly caring for that group of children.
- 348.4 The Director may approve reasonable variations to the prescribed group size limitations for a facility, including flexible groupings and sub-groupings, taking into consideration the following areas:

- (a) Qualifications and numbers of staff and volunteers;
- (b) Program structure and focus;
- (c) Ages and developmental levels of children served;
- (d) Usable space; and
- (e) The Facility's past history of compliance.

348.5 The Facility shall have a written staffing plan to ensure the supervision of all enrolled children at all times. If written approval is obtained from the Director, the staffing plan may permit different levels of supervision at different times, consistent with the level of risk involved in each activity.

348.6 The Facility shall ensure that its staff members keep each enrolled child within continuous visual and hearing range at all times when the child is in the care of the facility, both on the facility premises and elsewhere. When a child uses the toilet, the staff shall supervise with appropriate respect for the child's privacy.

### **349 TRAINING FOR STAFF IN OUT-OF-SCHOOL-TIME PROGRAMS**

349.1 Each paid employee of a Child Development Center providing out-of-school-time care whose duties and/or responsibilities include the care of enrolled children shall participate in at least ten (10) hours of training annually in the fields of child and youth development and/or education.

349.2 The required annual training shall include the subject areas specified in subsection 338.2 of this Chapter, as applicable to school-age children.

349.3 Acceptable subject areas for continuing education and training include the subject areas specified in subsection 338.3 of this Chapter, as applicable to school-age-children, plus the following additional areas as applicable to the age range of the children served by the Facility:

- (a) Recreation;
- (b) Science and technology;
- (c) Music, visual, and performing arts;
- (d) Youth development; and
- (e) Guidance.



**350 INDOOR SPACE AND PROGRAMMING REQUIREMENTS FOR OUT-OF-SCHOOL-TIME PROGRAMS**

350.1 Each Child Development Center that provides out-of-school-time care shall comply with the program space requirements for Centers contained in section 340 of this Chapter, with the exception of subsection 340.2.

350.2 The Facility shall ensure that adequate room is provided for all program activities, and shall:

- (a) Arrange the space to permit the easy accommodation of the entire range of activities offered by the program;
- (b) Arrange the space so that various activities can occur simultaneously without disruption of one by another; and
- (c) Ensure that there is adequate and convenient storage space for equipment, materials, and the personal possessions of enrolled children and Facility staff.

350.3 Each Facility shall provide the enrolled children with an activity program which:

- (a) Is appropriate to the ages, developmental levels, abilities, and interests of the children enrolled;
- (b) Provides a balance among self-initiated, group-initiated, and staff-initiated activities;
- (c) Provides opportunities for learning, self-expression, and participation in a variety of stimulating activities;
- (d) Provides opportunities for civic engagement and community service; and
- (e) Fosters self-reliance, social responsibility, growth and development.

350.4 Each Facility shall develop a written activity plan for each group of children that implements the elements of the activity program. The plan shall include a daily schedule of activities and routines which offers reasonable regularity, and shall include snack and meal periods as applicable, quiet and active activities, and opportunities for learning and self-expression.

**351 CHILD DEVELOPMENT HOMES**

- 351.1 A Child Development Home may be licensed to provide care for up to six (6) children, with no more than two (2) children being non-ambulatory or under two (2) years of age. For the purposes of this Chapter, the number of children in the Child Development Home, and the number of children under two (2) years of age, shall include all children age four (4) and younger who reside in the home of the Caregiver.
- 351.2 The Caregiver shall be responsible for compliance with all District of Columbia laws and regulations applicable to a Facility, including all sections in this Chapter unless specified to be applicable only to Child Development Centers.

**352 CAREGIVER QUALIFICATIONS AND RESPONSIBILITIES**

- 352.1 Each Child Development Home Caregiver shall meet the following requirements:
- (a) Be at least eighteen (18) years of age;
  - (b) Have a high school diploma or a General Education Development certificate, with the exception that all Caregivers licensed on the effective date of these rules shall have four (4) years from that date within which to obtain the diploma or certificate;
  - (c) Attend an annual regulatory compliance review seminar presented by the Department of Health;
  - (d) Attend at least three (3) child development-related training courses, approved by the District of Columbia government, per year, for a total of no less than nine (9) hours of training per year;
  - (e) Successfully complete training, as approved by the District of Columbia government, on precautions against Sudden Infant Death Syndrome;
  - (f) Undergo a physical examination by a licensed health care practitioner at least annually, and obtain written and signed documentation, from the examining practitioner, that the Caregiver, at the time of the examination, is free of tuberculosis and other diseases in communicable form, and is physically capable of caring for children; and
  - (g) Undergo training and obtain certification in First Aid and CPR for children, and maintain documentation of current certification in both.
- 352.2 The duties of a Child Development Home Caregiver shall include, but shall not be limited to, the following:

- (a) Orienting each member of the Facility household to the standards and rules governing Child Development Homes;
- (b) Operating the home in compliance with all applicable laws and rules;
- (c) Supervising each enrolled child;
- (d) Ensuring that any other duties or activities performed on behalf of the household do not interfere with the supervision and care given to the enrolled children;
- (e) Ensuring that each person residing in the home has a physical examination by a licensed health care practitioner at least annually and that each is certified by the examining practitioner to be free of communicable disease;
- (f) Supervising and accompanying all visitors who are present in the home or on the grounds during the Facility's hours of operation;
- (g) Reporting to the Director, and to the parent(s) or guardian(s) of each affected child, any unusual incident or accident that occurs in the home, in accordance with the section 322 of this Chapter.
- (h) Ensuring that an adequate number of back-up personnel, qualified in accordance with the requirements set forth in this Chapter and registered with the Director, are engaged by the Facility and are available to be present at the Facility when needed, in accordance with this Chapter, at all times during the Facility's hours of operation;
- (i) Developing and implementing written contingency plans, including written instructions for all Facility personnel and for all responsible household members, for use in case of emergencies, both medical and non-medical; and
- (j) Being responsible for the overall supervision and administration of the program of care provided to the enrolled children.

**353 CHILD DEVELOPMENT HOME INDOOR SPACE REQUIREMENTS AND EQUIPMENT**

- 353.1 Each Child Development Home must obtain approval from the Director for the use of all program space, and may only offer child care in approved space.
- 353.2 The Caregiver and/or Facility staff shall arrange the play space and the furniture in the approved program space within the Child Development Home so as to allow adequate room for active and quiet play and for individual and group activities.



353.3 Program space does not include: the food preparation areas within the kitchen, bathrooms, hallways, stairways, closets, laundry rooms or areas, furnace rooms, and storage spaces.

353.4 Each Child Development Home shall provide a sufficient amount, as determined by the Director or his or her designee, of developmentally appropriate toys, games, equipment, materials, and books to meet the needs of the children enrolled at the Facility.

**354 CHILD DEVELOPMENT HOME GENERAL DAILY PROGRAM ACTIVITIES**

354.1 Each Child Development Home Caregiver shall establish a planned program of activities for the Facility, based on the stage of development of each enrolled child. The Facility must ensure that its daily program shall:

- (a) Motivate and stimulate each child's cognitive, physical, social, emotional and creative development;
- (b) Contain sufficient continuity and flexibility to meet the needs of each individual child as well as the needs of the group;
- (c) Provide a balance of active and quiet learning through play;
- (d) Provide both structured and unstructured times, and both Caregiver-directed and child-initiated experiences;
- (e) Provide periods of rest, appropriate to the age and developmental needs of each child, including specific designated times for rest each day; and
- (f) Provide a balance of indoor and outdoor activities, including a minimum of two (2) hours of outdoor play or outdoor activity each day for each infant, toddler, and preschool-age child in a full-day program.

354.2 If a Child Development Home provides out-of-school-time care to school-age children, the Facility shall develop a program of supervised activities that is designed for school-age children, and that includes, for each child:

- (a) Free choice of play;
- (b) Opportunities to run, jump and climb;
- (c) Opportunities for concentration, alone or in a group;
- (d) Time to read or to do homework;
- (e) Opportunities for creative activities; and

- (f) Opportunities for developing supportive relationships with the Caregiver and with peers.

**355 CHILD DEVELOPMENT HOME OUTDOOR SPACE, EQUIPMENT AND SAFETY**

- 355.1 In the absence of suitable outdoor space on the premises of the Child Development Home, such as a fenced yard, the Caregiver shall ensure that all enrolled children are given regular opportunities for safe play at one or more nearby parks or playgrounds.
- 355.2 Each outdoor play area in use by one or more enrolled children shall be visible to the Caregiver or other approved Facility staff at all times.
- 355.3 The Caregiver or other approved Facility staff shall supervise all children during all periods of outdoor play.
- 355.4 Each Child Development Home shall ensure that all outdoor play areas and equipment on the Facility premises are maintained in compliance with the applicable safety requirements of this Chapter, and that all play equipment conforms to the standards established by the U.S. Consumer Product Safety Commission and by the American Society for Testing and Materials.
- 355.5 If one or more enrolled children swim in a pool, lake or river while under the care of a Child Development Home, the Facility must adhere to the adult/child ratio requirements contained in section 343 of this Chapter, and to the requirements contained in section 368 of this Chapter concerning "Swimming and Water Safety."

**356 HEALTH AND SANITATION REQUIREMENTS FOR CHILD DEVELOPMENT HOMES**

- 356.1 Each Child Development Home shall comply with the health and sanitation requirements as set out in sections 370 and 371 of this Chapter, concerning "Handling Diapers, Training Pants and Toys" and "Hand Washing Practices".
- 356.2 The Facility shall maintain at all times, in a designated location that is readily available to staff and out of reach of children, an adequate quantity of first aid supplies for the number of children enrolled in the Facility.
- 356.3 The Facility shall ensure that no person, including the Caregiver, staff, residents, and visitors to the home, smokes or uses tobacco products within the program space when one or more children is in the care of the Facility.
- 356.4 The Facility shall ensure that all tobacco products that may be present in the Facility remain out of the reach of enrolled children at all times.

356.5 When children are in the care of the Facility, either on the premises or off-site, no Caregiver or other staff member shall be under the influence of, or consume, alcoholic beverages or illegal drugs.

356.6 Each Child Development Home shall comply with the infant sleep position requirements (precautions against Sudden Infant Death Syndrome) as set out in section 376 of this Chapter.

### **357 EXPANDED CHILD DEVELOPMENT HOMES**

357.1 Each Expanded Child Development Home may be licensed to provide care for more than six (6) children, up to a maximum of twelve (12) children.

357.2 Each Expanded Child Development Home shall comply with all of the requirements of this Chapter pertaining to Child Development Homes, and with the following additional requirements:

- (a) Each Expanded Child Development Home shall have at least two Caregivers; and
- (b) Each Expanded Child Development Home shall provide a minimum of thirty-five square feet (35 ft<sup>2</sup>) of program space per child.

357.3 No Caregiver in an Expanded Child Development Home is permitted to provide foster care, for either children or adults, on the same premises, without the prior written approval of the Director.

### **358 QUALIFICATIONS OF CAREGIVERS IN EXPANDED CHILD DEVELOPMENT HOMES**

358.1 Each Caregiver in an Expanded Child Development Home shall comply with the qualification requirements for Caregivers in Child Development Homes contained in this Chapter, except as specifically provided herein.

358.2 Each Primary Caregiver in an Expanded Child Development Home shall:

- (a) Be at least twenty-one (21) years of age;
- (b) Have obtained one of the following:
  - (1) An associate's degree or higher from an accredited college or university in early childhood education or early childhood development;



- (2) At least forty-eight (48) credit hours from an accredited college or university, including at least fifteen (15) credit hours from an accredited college or university in early childhood education or early childhood development;
  - (3) A current and valid Child Development Associate credential;
  - (4) A current and valid accreditation credential from the National Association for Family Child Care; or
  - (5) Subject to the approval of the Director, a current and valid family child care credential from another jurisdiction, obtained by successfully completing a state-approved course of training of at least ninety (90) hours in length; and
- (c) Have successfully completed one of the following:
- (1) At least one (1) year of operation as the Caregiver in a licensed Child Development Home, or its equivalent in another jurisdiction; or
  - (2) At least one (1) year of employment in a licensed Child Development Center, or its equivalent in another jurisdiction, as a Center Director, Teacher or Assistant Teacher.

358.3 For the purposes of this section, early childhood development and early childhood education shall include the courses listed in subsection 332.3 of this Chapter.

358.4 Each Associate Caregiver in an Expanded Child Development Home shall:

- (a) Be at least eighteen (18) years of age;
- (b) Have a high school diploma or a General Education Development certificate, with the exception that all Caregivers licensed on the effective date of these rules shall have four (4) years from that date within which to obtain the diploma or certificate; and
- (c) Have successfully completed one of the following:
  - (1) At least one (1) year of operation as the Caregiver in a licensed Child Development Home, or its equivalent in another jurisdiction; or
  - (2) At least one (1) year of employment in a licensed Child Development Center, or its equivalent in another jurisdiction, as a Center Director, Teacher or Assistant Teacher.

- 358.5 Each Caregiver shall be responsible for the performance of all duties listed in subsection 352.2 of this Chapter, concerning “Caregiver Responsibilities”.
- 358.6 The enrolled children shall be supervised at all times by one or both of the Caregivers, or by a substitute Caregiver who is certified in First Aid and CPR for children and has been previously approved by the Director.

**359 ADULT/CHILD RATIOS IN EXPANDED CHILD DEVELOPMENT HOMES**

- 359.1 Each Expanded Child Development Home shall comply with the adult/child ratio requirements contained within section 343 of this Chapter.
- 359.2 An Expanded Child Development Home may provide care for more than two (2) children who are non-ambulatory or under two (2) years of age, provided that the number of such children does not exceed the following:
- (a) Four (4) children if there are two (2) Caregivers present; or
  - (b) Six (6) children if there are three (3) or more Caregivers present.

**360 24-HOUR FACILITIES**

- 360.1 Each Child Development Facility that offers twenty-four (24) hour care shall comply with all applicable requirements contained in this Chapter, in addition to the specific requirements listed in this section.
- 360.2 The Facility shall ensure that each activity is appropriate both for the period of the day and for the age of each participating child.
- 360.3 The Facility shall obtain written consent from a child’s parent(s) or guardian(s) before Facility staff bathe and/or shower that child, with the exception that, in emergency situations such as regurgitation or bedwetting, Facility staff may take appropriate measures to clean an affected child.
- 360.4 Each Facility shall meet the following requirements for rest and sleep:
- (a) If a child is in the care of the Facility after 6:00 p.m. on a regular basis, the Facility shall establish a bedtime routine, in consultation with that child’s parent(s) or guardian(s) and taking into account the age and developmental needs of the child and the time of the child’s scheduled pick-up from the Facility, on the first day of enrollment, and the Facility shall document the routine in that child’s record;

- (b) If a child is in the care of the Facility after 6:00 p.m. on an occasional basis, the Facility shall establish a bedtime routine, in consultation with that child's parent(s) or guardian(s) and taking into account the age and developmental needs of the child and the time of the child's scheduled pick-up from the Facility, on each such occasion;
- (c) The Facility shall provide each enrolled child with an individual bed, cot, or crib that is appropriate for the child's age and size;
- (d) The Facility shall ensure that bed linens are changed before the bed, cot, or crib is used by a different child;
- (e) The Facility shall provide, or shall ensure that each enrolled child's parent(s) or guardian(s) provide, appropriate clothing for the child to wear while sleeping;
- (f) The Facility shall ensure that all cribs, cots, and beds are maintained in a clean and sanitary condition;
- (g) If a Facility provides one or more bunk beds for the use of enrolled children, the Facility shall ensure that no child under seven (7) years of age is placed in a top bunk;
- (h) The Facility shall ensure that all beds, cots, cribs and mattresses have firm surfaces and meet the standards established by the Consumer Product Safety Commission;
- (i) The Facility shall ensure that all beds, cots, and cribs, when in use, are placed at least two (2) feet apart, and that each is at least two (2) feet away from any radiator and/or window;
- (j) The Facility shall ensure that no bed, cot or crib blocks or impedes access to any exit;
- (k) The Facility shall ensure that no other person shares a bed, cot or crib with an enrolled child;
- (l) The Facility shall ensure that no enrolled child five (5) years of age or older shares a sleeping room with an adult;
- (m) The Facility shall ensure that staff monitor sleeping children at least once every three (3) hours, and maintain a written record of this monitoring; and
- (n) The Facility shall provide night-lights near the exit of each sleeping room, along each hallway adjacent to a sleeping room, and near each bathroom to be used by enrolled children during the overnight hours.



- 360.5 Each Facility that provides twenty-four (24) hour care to school-age children shall comply with the following additional requirements:
- (a) The Facility shall establish a homework routine for each school-age child, in consultation with the parent(s) or guardian(s) of that child, on the first day of enrollment, and shall document the routine in that child's record;
  - (b) The Facility shall ensure that each school-age child is afforded quiet time and is provided with a quiet area for doing homework, as needed;
  - (c) The Facility staff shall provide assistance with homework, when needed; and
  - (d) If an enrolled child is to go to school directly from the Facility, the Facility shall enter into a written agreement with that child's parent(s) or guardian(s), on or before the first day of enrollment, that specifies the means by which the child shall get to school and the person(s) responsible for accompanying the child to school, and the Facility shall maintain a copy of this agreement in the child's record.
- 360.6 Each Facility shall comply with all applicable requirements concerning nutrition that are contained elsewhere within this Chapter, in addition to the following special requirements:
- (a) The Facility shall provide or serve dinner and a snack to each child scheduled to remain in care overnight, unless the Facility and the child's parent(s) or guardian(s) enter into a written agreement specifying that the child will eat dinner before arriving at the Facility; and
  - (b) The Facility shall provide breakfast to each child who has been in care overnight at the Facility and is going directly from the Facility to school.
- 360.7 Each Facility providing twenty-four (24) hour care shall comply, at all times, with the adult/child ratio and staff qualifications requirements contained in this Chapter.
- 360.8 The Facility shall ensure that staff members are available at all times to attend to the needs of the children, and that at least one (1) adult staff member is awake and within sight and hearing range of the children at all times.
- 360.9 The Facility shall establish and implement emergency contingency plans, to address both medical and non-medical emergencies at all hours of the day during which care may be provided, including during natural and/or man-made emergencies that necessitate evacuation from the Facility, temporary displacement from the Facility, or confinement to the Facility.

**361 TOILETS AND SINKS**

- 361.1 Each Child Development Center serving preschoolers shall provide at least one (1) flush toilet and one (1) sink for every ten (10) occupants of the Facility, including staff.
- 361.2 Each Center providing out-of-school-time care to school-age children shall provide at least one (1) flush toilet and one (1) sink for every twenty (20) occupants of the Facility, including staff.
- 361.3 Urinals may be substituted for flush toilets in Centers in a ratio of two (2) urinals to (1) flush toilet, provided that at least two-thirds (2/3) of the required number of flush toilets are maintained.
- 361.4 Each Center shall provide bathroom facilities for use by adults separately from those for use by children and/or infants.
- 361.5 If any toilet or sink in a Child Development Facility is too high to be used by one or more enrolled children without assistance, the Facility shall provide a block or step for the child or children's use.
- 361.6 Each Facility shall provide toilet training chairs and/or seats, at the discretion of the Facility, for use by any child or children who require them. Training chairs shall be emptied promptly and sanitized after each use.
- 361.7 Each Facility shall provide soap and single-use paper towels in each bathroom.

**362 GENERAL FURNISHINGS, EQUIPMENT AND SUPPLIES**

- 362.1 Each Child Development Facility shall provide a variety and sufficient quantities of materials, equipment and supplies for indoor and outdoor activities, consistent with the numbers, ages and needs of the infants, toddlers, preschool and school-age children enrolled.
- 362.2 Materials, equipment and supplies accessible to children shall be age appropriate, safe, in good repair, clean, and non-toxic, and shall be accessible to and appropriate for children with special needs if the Facility provides care to such children.
- 362.3 The Facility shall ensure that there are sufficient quantities of materials and equipment to:
- (a) Avoid excessive competition among the children and long waits for use of the materials and equipment; and
  - (b) Provide for a variety of experiences and appeal to the individual interests of the children.

362.4 The Facility shall ensure that materials provided are culturally sensitive, culturally relevant and designed to promote:

- (a) Social development;
- (b) Communication skills;
- (c) Self-help skills;
- (d) Large and small muscle development; and
- (e) Creative expression.

362.5 Each Facility shall have available a sufficient number of strollers, or carriages with appropriate restraints, for the infants and non-ambulatory children enrolled.

### **363 GENERAL SAFETY AND MAINTENANCE**

363.1 All playthings, equipment, materials, and furnishings provided by a Child Development Facility for use by children shall meet the standards of the Consumer Product Safety Commission and the American Society for Testing and Materials, and shall:

- (a) Be sturdy enough that they will not splinter;
- (b) Not have sharp points or rough edges;
- (c) Have lead-free, non-toxic paint or finishes;
- (d) Be easily washable;
- (e) Be maintained in good repair; and
- (f) Comply with federal standards regarding small toys and objects for use by children.

363.2 In addition to the requirements contained within subsection 363.1, above, all playthings, equipment, materials, and furnishings provided by a Facility for use by children under the age of three (3) years shall:

- (a) Be large enough that they cannot be swallowed;
- (b) Not have small parts that may loosen and fall off, such as buttons on stuffed animals; and



- (c) Comply with federal standards regarding small toys and objects for use by young children.
- 363.3 All play equipment shall be constructed and installed to ensure its safe use by all enrolled children (*e.g.*, height shall not be excessive for infants and toddlers; the equipment shall not be a potential source of entrapment). There shall be no pinch, crush, or shear points on or underneath such equipment that may be accessible by children.
- 363.4 The Facility shall remove, repair, or discard all furniture, equipment, and materials that are not usable due to breakage or to hazardous conditions.
- 363.5 Projectile toys shall be prohibited.
- 363.6 Tricycles and other riding toys provided by a Facility shall be steerable, appropriate for the ages and sizes of the children enrolled, and shall not contain spokes.
- 363.7 The Facility shall maintain tricycles and other riding toys in good condition, free of sharp edges or protrusions that may injure children. When not in use, such toys shall be stored in a place where they will not present physical obstacles to the children and staff.
- 363.8 The Facility shall use only non-toxic arts and crafts materials.
- 363.9 Electrical outlets which are not in use and are within the reach of children shall be fitted with appropriate child-proof protective receptacle closures that meet the Underwriters Laboratories, Inc., standard for Safety of Receptacle Closures (UL 2255).
- 363.10 The Facility shall not use space heaters unless it has received explicit approval in writing from an official of the Department of Consumer and Regulatory Affairs and/or the Department of Fire and Emergency Medical Services.
- 363.11 The Facility shall ensure that no firearms or other weapons are on the Facility premises, with the exception of those in the possession and control of armed security guards authorized to protect the Facility premises.
- 363.12 The Facility shall maintain adequate storage space for play and teaching equipment, supplies, records, and children's possessions and clothing.
- 363.13 The Facility shall ensure that all toys and other objects or surfaces that are likely to be mouthed by children are sanitized daily with a bacterial disinfectant solution.
- 363.14 All cleaning and sanitizing supplies, toxic substances, paint, poisons, aerosol containers, and other items bearing warning labels shall be safely stored by the Facility and shall be kept inaccessible to the children at all times.

- 363.15 The Facility shall ensure that all appliances, sharp utensils, and other dangerous devices are kept inaccessible to the children at all times. To the extent that any firearm or other weapon may be lawfully permitted on the Facility premises, the Facility shall ensure that all such weapons are kept inaccessible to the children at all times.
- 363.16 The Facility shall keep protective coverings on all electrical fans, and shall ensure that fans are placed so that they will not easily topple or tip over. The Facility shall ensure that fans are kept out of reach of the children when in use.
- 363.17 The use of infant walkers, crib gyms, stacked cribs and playpens shall be prohibited.

## **364 PETS AND ANIMALS**

- 364.1 In the event that a Child Development Facility permits animals on the premises, it shall comply with the following requirements:
- (a) The Facility shall adhere to all local ordinances governing the keeping and maintenance of animals;
  - (b) The Facility shall advise the parent(s) or guardian(s) of the enrolled children of the presence of animals;
  - (c) The Facility shall ensure that all pets or animals permitted on the premises are in good health, show no evidence of carrying disease, are friendly toward children, and do not present a threat to the health, safety and well-being of children;
  - (d) The Facility shall maintain all animals or pets in a visibly clean manner;
  - (e) The Facility shall isolate any pet or animal showing evidence of disease, *e.g.*, diarrhea, skin infection, severe loss of appetite, weight loss, lethargy or any unusual behavior or symptoms. The Facility shall ensure that any animal suspected of being ill is promptly examined by a licensed veterinarian;
  - (f) The Facility shall maintain, on the Facility premises, proof of current compliance with all applicable vaccination requirements;
  - (g) The Facility shall prohibit the presence of any animal or pet whose species is a common carrier of rabies, without specific proof that the animal has been vaccinated against that disease;
  - (h) All pet reptiles shall be kept inaccessible to children;
  - (i) The Facility shall ensure that no animal, animal litter box, animal pen or cage is permitted in any area where food is stored, prepared or served; and

- (j) In the event that an animal bites a child and the child's skin is broken, the Facility shall immediately notify the child's parent(s) or guardian(s) and the Department of Health, and shall report it as an unusual incident pursuant to section 322 of this Chapter.

**365 COTS, CRIBS, AND INFANT PLAY**

- 365.1 Each child enrolled in a full-day program at a Child Development Facility child development program shall be provided by the Facility with an individual crib or cot, along with a blanket provided either by the child's family or by the Facility.
- 365.2 The Facility shall place cribs and cots at least two (2) feet apart from each other, and at least two (2) feet from all windows and radiators, when in use. This space shall be measured on all sides of each crib or cot.
- 365.3 The Facility shall label each crib or cot with the name of the child to whom it is assigned.
- 365.4 The Facility may only use cribs and cots that meet the standards established by the Consumer Product Safety Commission.
- 365.5 The Facility shall ensure that children do not share bedding.
- 365.6 The Facility shall provide each crib with a firm, fitted mattress, covered with a fitted sheet.
- 365.7 All cots shall have coverings that are easy to clean and nonabsorbent.
- 365.8 The Facility shall ensure that no child sleeps on a bare, uncovered surface.
- 365.9 The Facility shall ensure that seasonally appropriate coverings, such as sheets or blankets that are sufficient to maintain adequate warmth, are available and provided to children as needed.
- 365.10 The Facility shall ensure that pillows are not provided to or used by infants.
- 365.11 The Facility shall ensure that cribs, cots and bedding are kept clean and sanitary at all times.
- 365.12 The Facility shall ensure that a Facility staff member removes each infant from his or her crib for all feedings, and that no infant is fed by means of a propped bottle.
- 365.13 The Facility shall ensure that each infant is allowed to safely and comfortably sit, crawl, toddle, or walk, and to play according to his or her stage of development, in a designated play space apart from the infant's sleeping quarters, during each day.



365.14 The Facility shall sufficiently separate cot and crib areas from play space so as to prevent access to sleeping areas by children at play.

**366 ROOFTOP PLAY SPACE**

366.1 If a Child Development Facility chooses to utilize a rooftop play space, the Facility shall enclose the rooftop play space with a sturdy fence at least six (6) feet high and designed to discourage climbing.

366.2 The Facility shall provide a fire escape, which leads from the rooftop play space to an open space at the ground level of the Facility premises, and for which the Facility has received written approval from the Department of Consumer and Regulatory Affairs or the Department of Fire and Emergency Medical Services.

366.3 Before a Facility may utilize a rooftop play space, the Facility shall obtain written certification from a licensed structural engineer that the additional load presented by the children, staff, and play equipment on the roof is within the load capacity of the building structure.

366.4 Before a Facility may utilize a rooftop play space, the Facility shall obtain written certification from a licensed industrial or civil engineer of the safety of the fence, and shall submit this certification to the Director.

366.5 Each Facility utilizing a rooftop play space shall, at least annually: (1) obtain an annual inspection of the fence around the play space by a licensed industrial or civil engineer; (2) obtain a written certification from the inspecting engineer of the safety of the fence; and (3) submit this certification to the Director.

366.6 Each Facility utilizing a rooftop play space shall undergo and pass an annual safety inspection of the space by the Department of Fire and Emergency Medical Services.

366.7 Each Facility utilizing a rooftop play space shall post a copy of each current certification and/or safety report next to the Facility's license, in a conspicuous location on the Facility premises.

**367 SAFETY REQUIREMENTS FOR OUTDOOR PLAY SPACE AND EQUIPMENT IN ENCLOSED YARDS ON FACILITY PREMISES**

367.1 Each Child Development Facility utilizing an outdoor play space on the Facility premises shall enclose the outdoor play space with a fence or natural barrier, which shall be at least four (4) feet high, with a space no larger than 3-1/2 inches between its bottom edge and the ground, and designed to discourage climbing.

- 367.2 The Facility shall provide at least two exits from each outdoor play space; at least one of these exits shall be remote from the Facility building(s).
- 367.3 The Facility shall ensure that all outdoor gates have positive self-latching closure mechanisms, that shall be at least four and one-half (4-1/2) feet off the ground and/or constructed in a manner so that they cannot be opened by a preschool-age child.
- 367.4 The Facility shall ensure that the design, construction and installation of all outdoor play equipment is consistent with the guidelines published by the U.S. Consumer Product Safety Commission in its “Handbook for Public Playground Safety” and with the standards established by the American Society for Testing and Materials.
- 367.5 The Center Director, Caregiver, or designated Facility staff shall conduct a daily inspection of each outdoor play space. The inspection shall include, at a minimum, an inspection of the space itself, and of each piece of equipment, for obvious hazards, and the removal of all trash, debris, broken glass and other foreign or hazardous materials.
- 367.6 Each Facility serving both preschool and school-age children shall separate the outdoor play spaces used by infants, toddlers, and preschool children from the play spaces used by school-age children. The separation shall be accomplished so as not to limit the activities of either age group.
- 367.7 The Facility shall ensure that all surface areas beneath and in the fall zones of climbing equipment, slides, swings, and similar equipment are covered in resilient material that is designed to absorb falls.
- 367.8 The Facility shall ensure that all outdoor equipment is securely anchored and installed so as to prevent tipping or collapsing.
- 367.9 The Facility shall ensure that all outdoor play equipment is free of pinch, crush or shear points on all surfaces that are or may be accessible to children.
- 367.10 The Facility shall provide only swing seats constructed of durable, lightweight, relatively pliable material.
- 367.11 The Facility shall not provide trampolines, with the exception of small trampolines that have jumping surfaces no higher than twelve (12) inches off the ground. If a Facility chooses to provide such trampolines, the Facility shall ensure that all trampoline play is closely supervised and that children do not have unsupervised access to any trampoline.
- 367.12 The Facility shall maintain all outdoor sandboxes and play areas containing sand in a safe and sanitary condition.
- 367.13 In addition to the daily inspections required under subsection 367.5, the Center Director, Caregiver, or designated Facility staff shall thoroughly inspect each piece of playground equipment, at least monthly, for the following hazards:

- (a) Visible cracking, bending, warping, rusting or breaking;
- (b) Deformation of open hooks, shackles, rings, links, and the like;
- (c) Worn swing hangers and chains;
- (d) Missing, damaged or loose swing seats;
- (e) Broken supports or anchors;
- (f) Exposed, cracked or loose cement support footings;
- (g) Exposed tubing ends that require plugs or cap covers;
- (h) Accessible sharp edges or points;
- (i) Protruding bolt ends that require caps or covers;
- (j) Loose bolts, nuts or screws that require tightening;
- (k) Splintered, cracked or otherwise deteriorating wood;
- (l) Moving parts in need of lubrication;
- (m) Worn bearings or other worn mechanical parts;
- (n) Broken or missing rails, steps, rungs or seats;
- (o) Worn or scattered surfacing materials;
- (p) Exposed hard surfaces, especially under swings and slides;
- (q) Chipped and/or peeling paint;
- (r) Pinch or crush points; and
- (s) Exposed mechanisms, junctures, and moving components.

367.14 The Facility shall record each monthly inspection of playground equipment, shall maintain this record, and shall present it to the Director upon request.

367.15 If any hazard listed in this section is noted or observed, the Facility shall immediately correct the hazardous condition or shall remove the piece of equipment from use until it is corrected.



367.16 The Facility shall ensure that no lawn mowers, hedge clippers, shears and other similar items are used or stored unlocked in any outdoor play space when children are present.

### **368 SWIMMING AND WATER SAFETY**

368.1 Before an enrolled child may be permitted to swim or otherwise participate in any activity taking place in water two (2) or more feet in depth, the Child Development Facility shall obtain written permission from the child's parent(s) or guardian(s). The written permission shall be signed and dated, and shall include the following:

- (a) The child's name;
- (b) A statement indicating whether the child is a swimmer or a non-swimmer; and
- (c) A statement indicating that the parent(s) or guardian(s) grants permission for the child to participate in water activities.

368.2 If a Facility premises contains a swimming pool or other body of water two (2) or more feet in depth, the Facility shall enclose the pool or body of water behind a secure fence of at least four (4) feet in height, and shall ensure that the area containing the pool or body of water is inaccessible to children at all times unless qualified adults are present and supervising the children.

368.3 If a Facility chooses to utilize one or more wading pools, the Facility shall ensure that such pools are filtered, emptied, and drained daily, and that such pools are stored in a location that is inaccessible to the enrolled children.

368.4 If a Facility chooses to engage in a field trip to a swimming site, such as a public or private swimming pool, lake, or river, Facility staff shall accompany and supervise the children at all times, even when a lifeguard is present.

368.5 The Facility shall ensure that any swimming site utilized by the Facility that is at a location other than within the Facility premises is approved and supervised by the appropriate local authorities.

368.6 At least one adult certified in Emergency Water Safety and First Aid and CPR for children shall be in attendance at all times when children are swimming.

368.7 The Facility shall ensure that all activities of children taking place in water two (2) or more feet in depth are supervised by at least one adult currently certified as a lifeguard or water safety instructor by the American Red Cross or by an equivalent water safety instruction and testing program.

368.8 In addition to the requirements contained in this section, the Facility shall comply with the adult/child ratios and requirements for supervision of children contained in section 343 of this Chapter.

**369 EMERGENCY PREPAREDNESS AND FIRST AID**

369.1 Each Child Development Facility shall have, at all times, on the premises and readily available to administer aid, at least two (2) staff members who possess current certification in First Aid and CPR for children, and the prevention, recognition and management of communicable diseases, or who have satisfactorily completed courses, approved by the Director, in all of the above disciplines; except that in a Child Development Home wherein there are two (2) or fewer Caregivers, each Caregiver and his or her substitute shall possess the above-mentioned qualifications.

369.2 Each Facility shall obtain and shall maintain, on the Facility premises, a sufficient quantity of first aid supplies to meet the Facility's reasonably expected needs, based on the size of the Facility, the ages and developmental abilities of the enrolled children, and the Facility's program of activities. The Facility shall maintain these supplies in a designated location that is readily available to staff and inaccessible to the children.

369.3 Each Facility shall provide the following items among its first-aid supplies:

- (a) One (1) roll of one-half inch (1/2") non-allergenic adhesive tape;
- (b) One (1) roll of two-inch (2") gauze roller bandage;
- (c) Ten (10) individually wrapped sterile gauze squares in assorted sizes;
- (d) Twenty-five (25) adhesive (*e.g.*, band-aid) compresses in assorted sizes;
- (e) Three (3) clean cotton towels or sheeting pieces, approximately twenty-four by thirty-six inches (24" x 36") each;
- (f) One (1) pair of scissors;
- (g) Safety pins in assorted sizes;
- (h) One (1) flashlight;
- (i) One (1) thermometer;
- (j) One (1) measuring tablespoon or dosing spoon;
- (k) One (1) pair of tweezers;

- (l) One-third cup (1/3 c.) of powdered milk for dental first aid (for mixing to make a liquid solution);
- (m) A current First Aid text published by the American Academy of Pediatrics or the American Red Cross, or an equivalent community first aid guide;
- (n) The telephone number(s) of the local Poison Control Center;
- (o) Rubbing alcohol and alcohol swabs;
- (p) Cotton balls;
- (q) One (1) ice pack or gel pack;
- (r) Liquid sanitizer;
- (s) Disposable, nonabsorbent gloves;
- (t) All items needed for disposal of blood-borne pathogens;
- (u) Written Facility protocol for standard precautions and treatment of injuries; and
- (v) One-way valves for infants (if served), young children and adults.

369.4 The Facility shall inspect and take inventory of its first-aid supplies at least weekly, and shall:

- (a) Remove and replace sterile supplies if the package has been opened or damaged, or if the expiration date on the package has been reached; and
- (b) Replace all supplies as they are used up or if they become damaged.

369.5 Each Facility shall maintain at least one portable and complete first-aid kit, and shall ensure that such a kit is taken along by Facility staff on each outing, and when children under the care and supervision of the Facility are being transported.

369.6 The Facility shall ensure that at least one person currently certified in First Aid and CPR for children is present whenever one or more children are taken on an outing or otherwise transported away from the Facility.



- 369.7 Each Facility shall conduct practice evacuation drills, in accordance with guidelines and/or regulations adopted by the Department of Fire and Emergency Medical Services. The drills shall include all groups of children and all Facility staff, and shall be conducted at least every two (2) months, at varying times during the program day. The Facility shall document, on a form approved by the Director, the date, time and duration of each such evacuation drill, the number of children and staff participating, and the weather conditions.
- 369.8 Each Facility shall develop and implement specific procedures for the safe and prompt evacuation of infants, toddlers and non-ambulatory children.
- 369.9 Each Facility shall develop written emergency contingency plans and procedures to be followed in case of fire, natural or man-made disaster, loss of power, heat or water service, unsafe indoor temperatures, and any other dangerous environmental condition. These shall include procedures for evacuation as well as for sheltering in place, as deemed appropriate or as directed by authorized government officials.
- 369.10 Each Facility shall provide, in each Facility building, at least one working, non-pay, stationary telephone accessible to staff.

### **370 HANDLING DIAPERS, TRAINING PANTS AND TOYS**

- 370.1 Each Child Development Facility shall locate its diaper-changing area so that it is in close proximity to a source of warm running water and soap, and so that it is not in or near the Facility's kitchen and eating areas.
- 370.2 Each Facility shall store soiled diapers and training pants in designated and labeled containers, separate from all other waste, including soiled clothes and linens. The Facility shall provide a washable, plastic lined, tightly covered receptacle, which can be operated by a foot pedal, within arm's reach of each diaper changing table, for the disposal of soiled diapers.
- 370.3 No Facility may use cloth diapers for any child unless it has obtained a written statement, with supporting documentation, from a particular child's parent(s) or guardian(s) that cloth diapers are required by the special medical circumstances of that child.
- 370.4 The Facility shall provide one or more diaper-changing areas that have surfaces made of non-porous material.
- 370.5 The Facility shall ensure that, for each diaper-changing area, the diaper-changing surface is cleaned and sanitized with a bleach solution or other appropriate germicide after each diaper change.

- 370.6 The Facility shall ensure that the bleach solution or germicide used for cleaning and sanitizing the diaper-changing surface is kept inaccessible to the enrolled children at all times.
- 370.7 The Facility shall provide an area for the storage of clean diapers and training pants which is clean and designated exclusively for that use, with the exception that the clean diaper and training pants storage area and the storage area for enrolled children's clean clothes may be combined.
- 370.8 The Facility shall store and/or dispose of soiled diapers, diapering materials and training pants as follows:
- (a) Cloth diapers, training pants or clothing that are soiled with fecal matter and are to be sent home with a child shall be rinsed at the Facility at a location where food preparation does not occur, or shall be placed directly into a plastic container that is sealed tightly, and shall be stored away from the rest of the child's belongings and out of reach of all children, until sent home with the child at the end of the day;
  - (b) Cloth diapers, training pants or clothing that are soiled with fecal matter and are to be laundered by the Facility shall be placed in a non-porous covered container, containing an appropriate germicidal solution, until laundered;
  - (c) Cloth diapers, training pants or clothing that are soiled with fecal matter and are to be either laundered by the Facility or sent home with a child for laundering may be held for laundering no longer than one day;
  - (d) Soiled disposable diapers and training pants shall be placed in a plastic-lined, covered container that shall be emptied, cleaned, and sanitized with an appropriate germicidal agent at least daily;
  - (e) Soiled disposable diapers and training pants shall be discarded at least daily;
  - (f) The Facility shall ensure that only disposable diapering materials, including wipes and changing pads, are used, except as provided further herein, and that each such disposable item is discarded, after one use, in the container used for the discard of soiled disposable diapers described in subsection (d);
  - (g) In the case of emergency, or if special medical circumstances are documented in accordance with this section, a Facility may use washable cloth diapering materials. If cloth materials are used, the Facility shall ensure that each such material is used only once and then stored in the manner required for cloth diapers described in this section; and

- (h) The Facility shall ensure that all staff wear disposable gloves when changing diapers and training pants or when assisting children to remove soiled clothing, and that a new pair of gloves is worn for the diapering of or assistance with each successive child.

370.9 The Facility shall ensure that any toy that is mouthed is promptly removed from the play area, sanitized with an appropriate germicide, and air dried, before it is returned to the play area.

370.10 The Facility shall ensure that any toy that becomes soiled with blood, stool, urine or vomit is immediately removed and sanitized with an appropriate germicide.

### **371 HAND WASHING PRACTICES**

371.1 Each Child Development Facility shall establish and implement a written policy regarding hand washing, which addresses the following areas:

- (a) When hand washing is required for staff and for children;
- (b) Specific hand washing procedures; and
- (c) Ongoing monitoring by the Center Director or Caregiver to assure that proper hand washing procedures are followed.

371.2 Each Facility shall ensure that all staff wash their hands at the following times:

- (a) Before eating, drinking, or handling food;
- (b) Before handling clean utensils or equipment;
- (c) Before and after assisting or training a child in feeding or in toileting;
- (d) After personal toileting;
- (e) After contact with body secretions, *e.g.*, blood, urine, stool, mucus, saliva, or drainage from wounds;
- (f) After handling soiled diapers, clothes, equipment, menstrual pads or tampons;
- (g) After removing disposable gloves; and
- (h) After caring for a sick child.

371.3 Each Facility shall provide liquid soap, and cloth towels, disposable towels, or an air hand dryer, at each hand washing area at all times.



371.4 The Facility shall ensure that each child washes his or her hands:

- (a) Before the child eats;
- (b) Before the child participates in food-related activities; and
- (c) After the child's toileting.

## **372 FOOD AND NUTRITION REQUIREMENTS**

372.1 Each Child Development Facility shall ensure that its planned menus, and the foods that are actually served by the Facility, are: varied, suitable to the ages and developmental levels of the children, and consistent with the meal pattern requirements specified by the United States Department of Agriculture's Child and Adult Care Food Program.

372.2 Each Child Development Center shall have at least one staff member present at all times when meals are being prepared or served who is certified as a Food Protection Manager in accordance with the District of Columbia Food Code, Title 25 of the District of Columbia Municipal Regulations. In order to qualify under this section, the staff member must have a valid and current certification, including photographic identification.

372.3 Each Child Development Facility shall ensure that food is protected and stored as required by the District of Columbia Food Code, Title 25 of the District of Columbia Municipal Regulations.

372.4 Each Facility shall request, and shall obtain if applicable, all relevant information regarding dietary restrictions and food allergies for each enrolled child, upon the child's admission to the Facility, and the Facility shall record this information in the child's file.

372.5 At least annually, the Facility shall request, and shall obtain if applicable, updated information regarding each enrolled child's dietary restrictions and food allergies.

372.6 The Facility shall ensure that all staff responsible for food preparation and distribution are informed, in writing, of any dietary restrictions, food allergies, or other special dietary requirements that concern any children enrolled at the Facility.

372.7 If a Facility serves food provided by the parent(s) or guardian(s) of the enrolled children, the Facility shall establish and implement written policies and procedures to be followed if the food provided by the parent(s) or guardian(s) does not meet the requirements specified in this section.

372.8 Each Facility shall maintain a one (1) day supply of perishables and a three (3) day supply of staples at all times.

- 372.9 The Facility shall ensure that powdered milk or reconstituted evaporated milk is not served as a substitute for fluid milk for drinking. Powdered milk or reconstituted evaporated milk may be used for cooking.
- 372.10 The Facility shall ensure that staff responsibilities concerning food preparation and service do not reduce the adult/child ratios for staff actively supervising children below the levels specified in this Chapter or interfere with the implementation of the Facility's program of activities.
- 372.11 The Facility shall ensure that no person is involved in food preparation or service, or otherwise works in the food preparation and/or service area, if that person shows signs or symptoms of illness, including vomiting, diarrhea, or uncovered infectious skin sores, or if that person is actually or likely infected with any bacterium or virus that can be carried in food.
- 372.12 A Facility may only serve a special therapeutic diet to a child upon the written instruction of the child's licensed health care practitioner.

### **373 MENUS, MEALS AND SERVICE**

- 373.1 Each Child Development Facility shall ensure that its daily menus conform to the current United States Department of Agriculture dietary recommendations for sugar, salt and fat intake.
- 373.2 Each Facility shall plan and post menus for all foods served, including snacks, and shall modify the menus as necessary to reflect foods actually served. The Facility shall maintain the menus on file at the Facility premises for at least six (6) months.
- 373.3 The Facility shall ensure that appropriately timed meals and snacks that meet the nutritional requirements of the child are served to each child according to the following schedule, based on the number of hours a child is present at the Facility:
- (a) Two (2) to four (4) hours, child receives one (1) snack;
  - (b) Four (4) to six (6) hours, child receives one (1) meal and one (1) snack;
  - (c) Seven (7) to eleven (11) hours, child receives two (2) meals and one (1) snack or two (2) snacks and one (1) meal, depending on the time of arrival of the child; and
  - (d) Twelve (12) hours or more, child receives three (3) meals and two (2) snacks.

**REQUIREMENTS FOR INFANT FORMULA AND FEEDING**

374.1

Each Child Development Facility shall comply with the following requirements concerning infant formula and feeding:

- (a) Each feeding bottle for an infant or toddler shall be labeled with the name of the child to whom it belongs;
- (b) Each bottle of milk or formula shall be labeled with the date of preparation, and refrigerated at thirty-five to forty degrees Fahrenheit (35° F - 40° F);
- (c) Each open container of ready-to-feed or concentrated formula shall be used for only one child, and shall be labeled with that child's first and last name and the date on which the container is opened;
- (d) All infant formula given to a child shall be prepared according to written instructions obtained from the parent(s) or guardian(s) of that child or from the child's licensed health care practitioner;
- (e) All bottles and formula preparation equipment shall be washed with hot water and detergent;
- (f) Each bottle of reconstituted concentrated or powdered formula shall be refrigerated immediately after its preparation, or immediately upon its arrival at the Facility if it is prepared and brought to the Facility by the child's parent or guardian, and may be held for feeding for no longer than twenty-four (24) hours;
- (g) Each bottle of commercially prepared ready-to-feed formula shall be refrigerated promptly after it is opened;
- (h) All unused formula shall be discarded;
- (i) Each bottle or container of breast milk provided for a child by the parent or guardian of that child shall be labeled with the child's first and last name and the date of receipt, and refrigerated immediately upon its arrival at the Facility;
- (j) Fluid breast milk may be held for feeding for no more than twenty-four (24) hours, and frozen breast milk may be held in a frozen state for no more than two (2) months;
- (k) The Facility shall provide, or require the parent(s) or guardian(s) of each infant to provide, a sufficient supply of commercially prepared formula so that the child will be adequately fed in case of emergency;
- (l) Each child who is too young or otherwise developmentally unable to use a feeding chair or other appropriate seating apparatus shall be held while being fed;



- (m) Each child who is too young, too small, or otherwise developmentally unable to hold his or her bottle while feeding shall be held while being fed;
- (n) No child may be placed in a crib with a bottle for feeding, nor may a bottle be propped up to feed a child; and
- (o) The Facility shall provide a comfortable and secluded location on-site in which mothers can breast-feed their children.

## **375**

### **REQUIREMENTS FOR INFANT SOLID FOOD**

#### **375.1**

Each Child Development Facility shall comply with the following requirements concerning infant solid food:

- (a) Each solid food provided to an infant shall be served according to written instructions, which specify the amount(s) and type(s) of food and feeding times, that are requested and obtained by the Facility from the parent(s) or guardian(s) of that child or from the child's licensed health care practitioner.
- (b) Each container of infant food that is provided to the Facility by the parent(s) or guardian(s) of a child for feeding to that child shall be labeled with the child's first and last name and the date of receipt;
- (c) Each container of infant food shall be refrigerated immediately upon its arrival at the Facility, with the exception of unopened containers of commercially prepared bottled or canned food that may be stored at room temperature until opened;
- (d) The uneaten portion of any container of infant food shall be immediately refrigerated, and may not be held for further consumption for longer than two (2) days; and
- (e) If the Facility fails to obtain adequate written feeding instructions from the parent(s) or guardian(s) of a particular child, the Facility shall serve the infant breast milk, formula and/or food in sufficient amounts to meet the current Recommended Dietary Allowances ("RDA") or Dietary Reference Intakes ("DRI") as specified by the Food and Nutrition Board of the Institute of Medicine, National Academy of Sciences.

**376                    REQUIREMENTS FOR INFANT SLEEP AND PLAY POSITIONS  
(PRECAUTIONS AGAINST SIDS)**

376.1                Each Facility that provides care for one or more infants shall comply with the following requirements with regard to infant sleep and play positions:

- (a)            Unless otherwise ordered by a physician or other qualified health care practitioner, each infant shall be placed on his or her back for sleeping;
- (b)            Each infant shall be placed on his or her stomach for some part of the time during which he or she is awake and observed;
- (c)            No positioning device shall be used to restrict the movement of an infant unless such device is ordered by a physician or other qualified health care practitioner;
- (d)            No soft materials or objects, such as pillows, quilts, comforters, sheepskins, and stuffed toys, shall be permitted in an infant's sleep environment;
- (e)            If bumper pads are used in an infant's crib, they shall be thin, firm, well-secured and not pillow-like, and they shall not be placed under a sleeping infant; and
- (f)            No infant shall be put to sleep on a sofa, soft mattress, waterbed, chair, cushion or other soft surface.

376.2                Each Facility shall comply with the latest recommendations of the American Academy of Pediatrics with regard to reducing the risk of Sudden Infant Death Syndrome to the extent, if any, that such recommendations, made after the effective date of these rules, differ in significant part from the requirements contained in subsection 376.1.

**377                    ADMINISTRATION OF MEDICATION**

377.1                No Child Development Facility may provide medicine or treatment, with the exception of emergency first aid, to any child, unless the Facility has obtained a written medical order or prescription from the child's licensed health care practitioner and the written consent of the child's parent(s) or guardian(s).

377.2                The Facility shall ensure that each medication ordered or prescribed is maintained by the Facility in its original container, and clearly labeled with the name of the child for whom it has been ordered or prescribed, the name of the medicine, the dosage, the method of administration, and the name and telephone number of the child's licensed health care practitioner.

- 377.3 The Facility may not administer any medication for any period beyond the date indicated on the medical order or prescription.
- 377.4 The Facility shall maintain a medication log, on a form approved by the Director, on which the Facility shall record the date, time of day, medication, medication dosage, method of administration, and the name of the person administering the medication, each time any medication is administered to a child.
- 377.5 The Facility shall maintain all records pertaining to the administration of each medication to each child on file for a period of at least three (3) years after the administration of said medication, including the written instructions and authorization of the licensed health care practitioner, the written instructions and authorization of the parent(s) or guardian(s), and the medication log entries completed by the Facility. The Facility shall make these records available for review by the Director upon request.
- 377.6 The Facility shall ensure that each medication requiring refrigeration is maintained at a temperature between thirty-five and forty degrees Fahrenheit (35° F - 40° F), and that all refrigerated medications are kept in a separate storage container within the Facility's refrigerator so as to prevent potential cross-contamination with foods.
- 377.7 For each child for whom medication is administered at the Facility, the Facility shall obtain from the parent or guardian of the child, in writing, each day, a statement indicating when the last dose was administered prior to the child's arrival at the Facility, and the Facility shall add this information to the medication log.
- 377.8 In case of an emergency involving actual or potential poisoning, the Facility may administer emergency treatment without previous written instruction, as directed by an authorized poison control center;
- 377.9 The Facility may administer nonprescription topical ointments, including sun block, petroleum jelly, and diaper ointment, to a child, upon obtaining the permission of the child's parent(s) or guardian(s).
- 377.10 The Facility shall maintain each nonprescription topical ointment in its original container, and shall administer each such ointment in accordance with the manufacturer's instructions.
- 377.11 A Facility that provides out-of-school-time care to school-age children may permit a school-age child to administer his or her own medication, under the direct supervision of a staff member, upon receipt of written authorization for the child's self-administration of the medication from the child's parent(s) or guardian(s).



377.12 A Facility that provides out-of-school-time care to school-age children may permit a school-age child with asthma to carry his or her own inhaler and to self-administer medication from it as needed, and may permit a child with a chronic illness or disability to self-test for the appropriate medical indicator(s) and to self-administer medication as needed, upon receipt of written authorization from the child's licensed health care practitioner and written consent from the child's parent(s) or guardian(s). In each such case, the Facility shall ensure that all staff members are informed of the fact that the particular child is permitted to self-test and/or to self-administer his or her medication.

## **378 TRANSPORTATION REQUIREMENTS**

378.1 Each Child Development Facility that owns, operates or maintains one or more motor vehicles used for transporting children shall comply with all applicable federal and District of Columbia laws and regulations governing the maintenance and operation of motor vehicles and the transportation of children.

378.2 Each Facility that enters into a contract with another entity for the provision of transportation services shall obtain a signed attestation from the contractor entity that the transportation service complies with the requirements of this section and with all other applicable laws and regulations pertaining to the provision of transportation services.

378.3 Each Facility shall establish and implement policies and procedures intended to ensure the safe transportation of children, including policies and procedures for the training and monitoring of all staff responsible for the transportation of enrolled children.

378.4 The Facility's transportation policies and procedures shall address alternative transportation means to be employed if the Facility's primary vehicle breaks down or is otherwise unavailable for use.

378.5 Before any child may be transported while under the care of the Facility, the Facility shall obtain written and signed permission from the child's parent(s) or guardian(s).

378.6 Each Facility that owns, operates or maintains one or more motor vehicles used for transporting children shall label each such vehicle with the name and phone number of the Facility.

378.7 Each Facility that owns, operates or maintains one or more motor vehicles used for transporting children shall maintain proof of current motor vehicle insurance coverage for each such vehicle, both on the Facility premises and inside the vehicle.

378.8 Each Facility that owns, operates or maintains one or more motor vehicles used for transporting children shall ensure that only licensed drivers who are covered by the Facility's insurance policy operate any such vehicle when transporting enrolled children.

- 378.9 Each Facility shall immediately notify the Director of any traffic accident involving children being transported while under the care of the Facility. The Facility shall also submit a written report to the Director, on a form approved by him or her, within twenty-four (24) hours of the accident, and shall include a copy of the police report regarding the accident, if available. Facilities that participate in the Child Care Subsidy Program shall also notify the Department of Human Services, as required by subsections 322.1(f) and 322.2 of this Chapter.
- 378.10 Each Facility that owns, operates or maintains one or more motor vehicles used for transporting children shall ensure that each such vehicle is maintained in a clean and mechanically safe condition, as verified by a current inspection sticker from the District of Columbia Department of Motor Vehicles or the equivalent agency in another state and by the Facility's own maintenance records.
- 378.11 Each Child Development Facility that owns, operates or maintains one or more motor vehicles used for transporting children shall maintain inspection and repair records for each such vehicle on file for at least twelve (12) months from the date of each inspection or repair. A person or entity that operates multiple Child Development Facilities may maintain all such records in a single administrative office.
- 378.12 The Facility shall ensure that no staff member who has been convicted of Driving While Intoxicated (DWI), Driving Under the Influence of Alcohol or Drugs (DUI), or the equivalent, within the previous three (3) years, transports by motor vehicle any children enrolled at the Facility. The Facility shall also adopt and implement a policy prohibiting any other person, including a parent, guardian, and/or volunteer, who has been convicted of Driving While Intoxicated (DWI), Driving Under the Influence of Alcohol or Drugs (DUI), or the equivalent, within the previous three (3) years, from transporting by motor vehicle children enrolled at the facility, and shall advise all parents, guardians, and volunteers of this policy in writing.
- 378.13 If the primary driver identified by a Facility becomes unavailable, the Facility shall identify and utilize a substitute driver who meets the requirements of this section.
- 378.14 The Facility shall ensure that no driver smokes, wears headphones, uses a cellular phone or wears earphones while transporting enrolled children.
- 378.15 The Facility shall ensure that each child transported in a personal motor vehicle while under the care of the Facility is properly restrained in an approved child safety restraint system and/or a seat belt, as required by applicable District of Columbia laws and regulations. The Facility shall also ensure that: each child under three (3) years of age is properly restrained in a child restraint seat; each child under eight (8) years of age is properly seated in an installed infant, convertible (toddler) or booster child safety seat, according to the manufacturer's instructions; and each booster seat is used with both lap and shoulder belts.

- 378.16 The Facility shall ensure that no child or staff member stands or sits on the floor of a vehicle while the vehicle is in motion, and that no child is held on another person's lap while the vehicle is in motion.
- 378.17 The Facility shall ensure that all vehicle doors remain locked at all times except when staff and/or children are boarding or departing the vehicle.
- 378.18 The Facility shall ensure that no child is left unattended in a vehicle at any time.
- 378.19 The Facility shall maintain a safe vehicle loading and unloading area for children on or adjacent to the Facility premises.
- 378.20 The Facility shall ensure that identification is securely attached to the person of each child participating on a field trip, and that the identification contains the Facility name, address, telephone number, and emergency contact telephone number if applicable.
- 378.21 The Facility shall ensure that the following items are present in each vehicle when transporting children on field trips or other routine trips:
- (a) A first-aid kit that meets requirements specified in section 369 of this Chapter;
  - (b) A working fire extinguisher;
  - (c) A supply of drinking water sufficient for all of the children in the vehicle;
  - (d) A minimum of two (2) large clean towels or blankets;
  - (e) Emergency contact information, and telephone numbers of the parent(s) or guardian(s), for each child in the vehicle;
  - (f) A copy of the signed Emergency Medical Treatment Authorization form, as required by section 324 of this Chapter, for each child in the vehicle;
  - (g) A cellular phone or a two-way radio;
  - (h) A working flashlight; and
  - (i) In the case of buses, vans, or other large vehicles, a footstool or equivalent aid sufficient to enable small children to safely board and disembark from the vehicle.
- 378.22 The Facility shall ensure that at least one staff member trained and currently certified in First Aid and CPR for children is present in each vehicle when children are being transported.
- 378.23 When a child with special needs is being transported in a wheelchair while under the care of a Child Development Facility, the Facility shall comply with the following additional safety requirements:



- (a) The vehicle shall be equipped with a working wheelchair lift;
- (b) The child's wheelchair shall be secured in the motor vehicle, using a minimum of four (4) anchorages attached to the floor of the vehicle, and four (4) securing devices, such as straps or webbing that have buckles and fasteners, which attach the wheelchair to the anchorages;
- (c) The child shall be secured in the wheelchair by means of a wheelchair restraint that contains a combination of pelvic and upper body belts; and
- (d) The child's wheelchair shall be placed in a position in the vehicle that neither prevents access to the child nor passage to the front and rear of the motor vehicle.

**379 CHILDREN WITH SPECIAL NEEDS**

- 379.1 Each Child Development Facility that serves one or more children with special needs, including infants, toddlers, preschool-age children, and/or school-age children, shall comply with the specific additional requirements of this section.
- 379.2 Upon the admission of a child with a special need, or upon the identification of a special need in an enrolled child, the Facility shall promptly obtain informed written consent, from the parent(s) or guardian(s) of the child, for the implementation of any treatment or protocol ordered by the child's licensed health care practitioner.
- 379.3 The Facility shall ensure that the care of each child with special needs who is less than thirty-six (36) months of age is consistent with that child's Individual Family Services Plan (IFSP), and that the care of each child who is thirty-six (36) months of age or over is consistent with that child's Individual Education Plan (IEP). The Facility shall maintain a copy of the child's current IFSP or IEP on file at all times.
- 379.4 The Facility shall maintain a written individualized care plan, in accordance with the child's IFSP or IEP, for each enrolled child with special needs. This plan shall address the following areas, as needed and appropriate for the child:
- (a) Child development services to be provided by the Facility;
  - (b) Other services to be provided by or at the Facility;
  - (c) Special training or qualifications required of one or more staff members to properly care for the child in light of his or her special needs;
  - (d) Nutrition and feeding, including feeding schedule and special training or qualifications required of staff members who may feed the child;
  - (e) Administration of medication;

- (f) Use and maintenance of medical equipment and/or adaptive devices;
- (g) Toileting and personal hygiene;
- (h) Procedures and instructions for medical emergencies;
- (i) Procedures for other emergencies, including participation in emergency evacuation drills; and
- (j) Transportation requirements.

379.5 Before disclosing any information concerning the child to any person, including a licensed health care practitioner, who is not employed by the Facility, the Facility shall obtain written permission from the child's parent(s) or guardian(s).

379.6 The Facility shall provide each child with special needs with:

- (a) Developmentally appropriate toys and materials;
- (b) Developmentally appropriate play equipment which meets the requirements of the Americans with Disabilities Act;
- (c) Appropriate assistance and attention from staff members; and
- (d) Reasonable accommodations to enable the child to participate in the activities of the Facility, including field trips.

379.7 If health services or therapeutic services are provided at the Facility, the Facility shall ensure that these services are provided in accordance with the child's IFSP or IEP and by practitioners who are licensed or otherwise authorized by law to provide the applicable services in the District of Columbia.

## **399 DEFINITIONS**

For the purposes of this Chapter, the term:

"Act" means the Child Development Facilities Regulation Act of 1998, effective April 13, 1999, D.C. Law 12-215, D.C. Official Code §§ 7-2031 *et seq.*

"Abuse" means the physical or mental injury of a child by a parent, guardian or custodian, under circumstances that indicate that the child's health or welfare is significantly harmed or at risk of being significantly harmed. Abuse includes sexual abuse of a child, whether or not physical injuries are sustained.

"Adult" means a person who is eighteen (18) years of age or older.

"Americans with Disabilities Act" or "ADA" means the law that requires that persons with disabilities not be denied public accommodations that are designed to afford them the opportunity to participate in programs or activities that are not separate or different. (P.L. 101-336; 104 Stat. 327; 42 U.S.C. 12101 *et seq.*) .

“Associate Caregiver” means an individual who provides care in an Expanded Child Development Home and who is subordinate to the Primary Caregiver; this person need not reside in the dwelling where the Facility is located.

"CDA" means Child Development Associate, a credential obtained under the award system of the Council for Professional Recognition.

“CPR” means cardiopulmonary resuscitation.

“Care by a Related Person” means care of a child by that child’s parent, step-parent, grandparent, brother, sister, step-brother, step-sister, uncle, or aunt, said relationship having been established by blood, marriage, or adoption, or by that child’s legal guardian.

"Caregiver" means an individual who is in charge of, and responsible for the direct care, supervision, and guidance of, children in a Child Development Home or Expanded Child Development Home.

"Center Director" means a Child Development Center staff member who is in charge of the day-to-day operations of the Center.

“Change in Ownership” means a transfer of controlling legal or equitable interest and authority resulting from a sale or merger.

“Child” or “Children” means an individual or individuals from birth to fifteen (15) years of age, except when “infant/s” and/or “toddler/s” are specified within the same provision, in which case “child” or “children” means an individual or individuals from two (2) to fifteen (15) years of age.

“Child Development Center” or “Center" means a Child Development Facility located in premises other than a dwelling occupied by the operator of the Facility.

“Child Development Facility” or “Facility” means a center, home, or other structure that provides care and other services, supervision and guidance for children, infants, and toddlers on a regular basis, regardless of its designated name. "Child Development Facility" includes “Child Development Home,” “Expanded Child Development Home,” and “Child Development Center.” “Child Development Facility” does not include a public or private elementary or secondary school engaged in legally required educational and related functions.

“Child Development Home” means a Child Development Facility located in a private dwelling occupied by the operator of the Facility. “Child Development Home” also includes those Facilities classified as “Expanded Child Development Home”.



"Department", unless otherwise specified, means the Department of Health or its successor agency, acting by and through its Director or his or her designee.

"Director" means the Director of the Department of Health or of its successor agency.

"District of Columbia Director Credential" means a credential awarded by or under the auspices of the District of Columbia Department of Human Services Early Care and Education Administration, or its successor agency, upon satisfactory completion of a program of classroom study and practicum experience in fields of study directly related to the operation and administration of Child Development Facilities.

"Expanded Child Development Home" means a Child Development Home in which child care is provided by two (2) or more Caregivers for up to twelve (12) children.

"Facility" means Child Development Facility.

"Fever" means a temperature of one hundred degrees Fahrenheit (100° F) or higher if taken under the arm, one hundred and one degrees Fahrenheit (101° F) if taken orally, or one hundred and two degrees Fahrenheit (102 ° F) if taken rectally. For children under the age of four (4) months, a fever is a temperature of one hundred and one degrees Fahrenheit (101°) or higher taken by any method.

"Guardian" means a person, other than the child's parent, who has been granted legal authority over and responsibility for a child.

"Hour" means, when used in the context of training and/or continuing education, "clock hour" as that term is defined and used in the academic and educational fields.

"Infant" means a child younger than twelve (12) months of age.

"Licensed Health Care Practitioner" means a Physician, a Nurse-Practitioner (also known as an Advanced Practice Registered Nurse), or a Physician's Assistant licensed to practice health care by the D.C. Board of Medicine or Board of Nursing, or by a comparable body in another state.

"Licensee" means a Child Development Facility licensed pursuant to this Chapter, or the operator of such a Facility.

"Neglect" means the failure to provide care, services and supervision necessary to avoid physical harm or mental anguish.

"Non-Ambulatory Child" means a child who is: (1) unable to leave a building under emergency conditions without assistance; (2) unable to walk forward or backward without assistance; (3) unable to go up or down steps without assistance; or (4) dependent upon mechanical aids such as crutches, walkers or wheelchairs.

“Non-peak hours” means: for programs operating during traditional daytime hours, before 9:00 a.m. and after 4:00 p.m.; and for programs operating outside of traditional daytime hours, time periods as specified in writing to, and accepted by, the Director.

"Out-of-school-time Care" means care and other services, supervision and guidance provided to one or more children of legal school age and under the age of fifteen (15) years, who are enrolled in public, private, or charter schools, before and after normal school hours.

“Parent” means the mother or father of a child, by blood, adoption, foster care placement, or appointment as legal guardian or custodian of that child by a court of competent jurisdiction.

“Preschool” or “Preschooler” refers to a child older than twenty-four (24) months of age but younger than compulsory school attendance age, and who is not enrolled in a public, charter, or private school.

“Primary Caregiver” means an individual who operates an Expanded Child Development Home and who is in charge of the day-to-day operations of the Home; this person must reside in the dwelling where the Facility is located.

"Special Needs" means conditions or characteristics of a person that reflect a need for particular care, services or treatment, most commonly physical and/or mental disabilities and/or delays.

“Staff” or “Staff Member” means an adult who renders child care or related services directly to a Child Development Facility, whether compensated or uncompensated. “Staff” includes paid employees and volunteers.

“Toddler” means an individual older than twelve (12) months but younger than twenty-four (24) months of age.

“Unusual Incident” means any accident, injury, or other extraordinary event that involves a child in care, a staff member, or the operation of a Child Development Facility, including suspected child maltreatment or abuse.

“Volunteer” means a person rendering services to a Child Development Facility without compensation by the Facility, including a person so rendering services as part of an internship or otherwise under the auspices of an educational or training program.

## DEPARTMENT OF HEALTH

### NOTICE OF FINAL RULEMAKING

The Director of the Department of Health, pursuant to the authority set forth in An Act to enable the District of Columbia to receive federal financial assistance under Title XIX of the Social Security Act for a medical assistance program, and for other purposes, approved December 27, 1967 (81 Stat. 744; D. C. Official Code, § 1-307.02), Reorganization Plan No. 4 of 1996, and Mayor's Order 97-42, dated February 18, 1997 hereby gives notice of the adoption of the following new sections 950 and 951 of Chapter 9 of Title 29 of the District of Columbia Municipal Regulations (DCMR) entitled "Payment for Reserved Beds".

This rulemaking will authorize the Department of Health, Medical Assistance Administration (MAA) to amend the policy governing reserved bed days in intermediate care facilities for persons with mental retardation (ICFs/MR). Vendor payment for reserved bed days under the current policy is limited to 18 days per year. These rules will increase the number of reserved bed days for ICFs/MR by providing a maximum of 15 hospitalization and 45 therapeutic leave days during a 12 month period for which the provider would be paid the facility per diem rate, excluding the cost for one-to-one services. These rules shall also clarify that payment for reserved bed days in nursing facilities and ICFs/MR is to occur only after a Medicaid eligible individual resides in the facility for at least one day. Based on discussions with consumer advocates, family members and providers, MAA determined that an increase in the number of reserved bed days for therapeutic leaves of absence for persons residing in ICFs/MR would be in the best interests of both the individual receiving services and family. The increase in the number of days for therapeutic leave is adopted with the goal of enhancing the quality of life for ICF/MR residents.

On December 29, 2006 (53 DCR 10333) a notice of proposed rulemaking was published in the *D.C. Register*. Comments were received. No substantive changes have been made. Section 950.5 was amended to clarify when a leave day begins and ends for purposes of vendor payment.

The corresponding amendment to the District of Columbia State Plan for Medical Assistance ("State Plan") was approved by the Council of the District of Columbia. These rules shall become effective on May 1, 2007, if the corresponding State Plan amendment has been approved by the U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services (CMS) with an effective date of May 1, 2007 or the effective date established by CMS in its approval of the corresponding State Plan amendment. If approved, the Department of Health will publish a notice which sets forth the effective date of the rules.

Title 29 DCMR is amended by adding the following new sections 950 and 951 of Chapter 9 to read as follows:



**950 PAYMENT FOR RESERVED BEDS**

- 950.1 Vendor payment for reserved bed days for hospitalization or therapeutic leaves of absence, for a resident of a nursing facility, when provided in the resident's plan of care, shall not exceed eighteen (18) days during any fiscal year, if there is a reasonable expectation that the resident will return to the nursing facility.
- 950.2 Vendor payment for reserved bed days for hospitalization, for a resident of an intermediate care facility for persons with mental retardation (ICFs/MR) shall not exceed fifteen (15) days during any fiscal year, if there is a reasonable expectation that the resident will return to the facility.
- 950.3 Vendor payment for reserved bed days for therapeutic leaves of absence, for a resident of an ICF/MR, when provided in the resident's plan of care shall not exceed forty-five (45) days during any fiscal year, if there is a reasonable expectation that the resident will return to the facility.
- 950.4 Payment for reserved bed days authorized in accordance with section 950.1 shall equal 100 percent of the facility's per diem rate.
- 950.5 Payment for reserved bed days authorized in accordance with sections 950.2 and 950.3 shall equal the facility's per diem rate and shall not include reimbursement for one to one services. A reserved bed day for purposes of this section is a day in which an ICF/MR resident receives fewer than eight of hours of supports in an ICF/MR beginning at midnight (12:00 am) and ending at 11:59 p.m.
- 950.6 Each resident shall reside in the nursing facility or ICF/MR for at least one day as a condition of vendor payment for reserved bed days.
- 950.7 Each provider shall require the family member or caregiver to sign a leave and request form upon exit and return to the facility. The provider shall ensure that each family member or caregiver provide contact information.
- 950.8 Each provider shall discuss the resident's medical regimen with the family member or caregiver. The provider shall ensure that each family member or caregiver is provided a sufficient quantity of the resident's medication for the leave period.
- 950.9 Each provider shall report to MAA any unusual incident that occurred during any therapeutic leave of absence.

**951 MONTHLY REPORTING REQUIREMENTS FOR RESERVED BED DAYS**

951.1 Each provider shall submit to MAA on a monthly basis a status report reflecting the total number of reserved bed days used for each resident during the month and the cumulative total for the fiscal year, including the additional hospitalization days authorized pursuant to these rules. The report shall include the following information:

- (a) Resident's name;
- (b) Medicaid identification number;
- (c) Number of hospitalization reserved bed days used in previous months;
- (d) Number of therapeutic leave reserved bed days used in previous months;
- (e) Number of hospitalization reserved bed days used in the current month;
- (f) Number of therapeutic leave reserved bed days used in the current month;
- (g) Cumulative hospitalization reserved bed days used to date in the fiscal year; and
- (h) Cumulative therapeutic leave reserved bed days used to date in the fiscal year.

951.2 The monthly status report shall be submitted to MAA no later than the 10<sup>th</sup> day of each month unless the 10<sup>th</sup> day is on a weekend or a District of Columbia government holiday. In the case of a weekend or holiday, the report shall be submitted the first business day following the weekend or holiday.

951.3 The Medicaid Program shall seek repayment from the provider for any reserved bed days in excess of the limitations set forth in section 950.

**951.99 DEFINITIONS**

When used in sections 950 and 951 of this Chapter, the following terms and phrases shall have meanings ascribed:

**Fiscal Year (FY)** - Shall have the same meaning as the District of Columbia government fiscal year, October 1 through September 30.

**Therapeutic Leave**- Includes visits with relatives and friends as well as leave to participate in State-approved therapeutic and rehabilitative programs.

**District of Columbia Official Code, Title 38, Section 38-2652 (D.C. Code § 38-2652)  
(enacted 2007)**

**Functions of the Board**

(a) The Board shall:

...

(8) Approve state policies for parental involvement. District of Columbia Official Code, Title 38, Section 38-1801.01 (DC Code § 38-1801.01) (enacted 1996).

Summary: The Superintendent of Schools is required to submit an annual long-term reform plan. The long-term reform plan shall include a description of how the District of Columbia public schools will encourage parental involvement in all school activities, particularly parent teacher conferences.

**Long-Term Reform Plan**

(a) In general. –

(1) Plan. –

The Superintendent, with the approval of the Board of Education, shall submit to the Mayor, the District of Columbia Council, the Authority, the Consensus Commission, and the appropriate congressional committees, a long-term reform plan, not later than 90 days after April 26, 1996, and each February 15 thereafter.

The long-term reform plan shall be consistent with the financial plan and budget for the District of Columbia for fiscal year 1996, and each financial plan and budget for a subsequent fiscal year, as the case may be, required under § 47-392.01.

(2) Consultation. –

(A) In general. – In developing the long-term reform plan, the Superintendent:

- (i) Shall consult with the Board of Education, the Mayor, the District of Columbia Council, the Authority, and the Consensus Commission; and
- (ii) Shall afford the public, interested organizations, and groups an opportunity to present their views and make recommendations regarding the long-term reform plan.

(B) Summary of recommendations. – The Superintendent shall include in the long-term plan a summary of the recommendations made under subparagraph



(A)(ii) of this paragraph and the response of the Superintendent to the recommendations.

(b) Contents. –

(1) Areas to be addressed. – The long-term reform plan shall describe how the District of Columbia public schools will become a world-class education system that prepares students for lifetime learning in the 21st century and which is on a par with the best education systems of other cities, States, and nations. The long-term reform plan shall include a description of how the District of Columbia public schools will accomplish the following:

(A) Achievement at nationally and internationally competitive levels by students attending District of Columbia public schools;

(B) The preparation of students for the workforce, including:

(i) Providing special emphasis for students planning to obtain a postsecondary education; and

(ii) The development of individual career paths;

(C) The improvement of the health and safety of students in District of Columbia public schools;

(D) Local school governance, decentralization, autonomy, and parental choice among District of Columbia public schools;

(E) The implementation of a comprehensive and effective adult education and literacy program;

(F) The identification, beginning in grade 3, of each student who does not meet minimum standards of academic achievement in reading, writing, and mathematics in order to ensure that such student meets such standards prior to grade promotion;

(G) The achievement of literacy, and the possession of the knowledge and skills necessary to think critically, communicate effectively, and perform competently on districtwide assessments, by students attending District of Columbia public schools prior to such student's completion of grade 8;

(H) The establishment of after-school programs that promote self-confidence, self-discipline, self-respect, good citizenship, and respect for leaders, through such activities as arts classes, physical fitness programs, and community service;

(I) Steps necessary to establish an electronic data transfer system;

(J) Encourage parental involvement in all school activities, particularly parent teacher conferences;

(K) Expired.

(L) The establishment of classes, beginning not later than grade 3, to teach students how to use computers effectively;

(M) The development of community schools that enable District of Columbia public schools to collaborate with other public and nonprofit agencies and organizations, local businesses, recreational, cultural, and other community and human service entities, for the purpose of meeting the needs and expanding the opportunities available to residents of the communities served by such schools;

(N) The establishment of programs which provide counseling, mentoring (especially peer mentoring), academic support, outreach, and supportive services to elementary, middle, and secondary school students who are at risk of dropping out of school;

(O) The establishment of a comprehensive remedial education program to assist students who do not meet basic literacy standards, or the criteria of promotion gates established in § 38-1803.21;

(P) The establishment of leadership development projects for middle school principals, which projects shall increase student learning and achievement and strengthen such principals as instructional school leaders;

(Q) The implementation of a policy for performance based evaluation of principals and teachers, after consultation with the Superintendent and unions (including unions that represent teachers and unions that represent principals);

(R) The implementation of policies that require competitive appointments for all District of Columbia public school positions;

(S) The implementation of policies regarding alternative teacher certification requirements;

(T) The implementation of testing requirements for teacher licensing renewal;

(U) A review of the District of Columbia public school central office budget and staffing reductions for each fiscal year compared to the level of such budget and reductions at the end of fiscal year 1995; and

(V) The implementation of the discipline policy for the District of Columbia public schools in order to ensure a safe, disciplined environment conducive to learning.

(2) Other information. – For each of the items described in subparagraphs (A) through (V) of paragraph (1), the long-term reform plan shall include:

(A) A statement of measurable, objective performance goals;

(B) A description of the measures of performance to be used in determining whether the Superintendent and Board of Education have met the goals;

(C) Dates by which the goals shall be met;

(D) Plans for monitoring and reporting progress to District of Columbia residents, the Mayor, the District of Columbia Council, the Authority, the Consensus Commission, and the appropriate congressional committees regarding the carrying out of the long-term reform plan; and

(E) The title of the management employee of the District of Columbia public schools most directly responsible for the achievement of each goal and, with respect to each such employee, the title of the employee's immediate supervisor or superior.

(c) Amendments. –

The Superintendent, with the approval of the Board of Education, shall submit any amendment to the long-term reform plan to the Mayor, the District of Columbia Council, the Authority, the Consensus Commission, and the appropriate congressional committees. Any amendment to the long-term reform plan shall be consistent with the financial plan and budget for fiscal year 1996, and each financial plan and budget for a subsequent fiscal year, as the case may be, for the District of Columbia required under § 47-392.01.

**District of Columbia Official Code, Title 38, Section 38-1802.02 (DC Code § 38-1802.02)  
(enacted 1996)**

### **Contents of Petition**

A petition under § 38-1802.01 to establish a public charter school shall include the following:

...



(14) A description of how parents, teachers, and other members of the community have been involved in the design and will continue to be involved in the implementation of the proposed school;

(15) A description of how parents and teachers will be provided an orientation and other training to ensure their effective participation in the operation of the public charter school....

**District of Columbia Official Code, Title 38, Section 38-1802.04 (DC Code § 38-1802.04)  
(enacted 1996, last amended 2008).**

**Duties, Powers, and Other Requirements, of Public Charter Schools:**

...

(11) Annual report.

(A) In general. A public charter school shall submit an annual report to the eligible chartering authority that approved its charter. The school shall permit a member of the public to review any such report upon request.

(B) Contents. A report submitted under subparagraph (A) of this paragraph shall include the following data:

...

(v) Types and amounts of parental involvement....

**District of Columbia Official Code, Title 38, Section 38-1809.01 (D.C. Code § 38-1809.01)  
(enacted 1996)**

**Parent Attendance of Parent-Teacher Conferences – Policy**

Notwithstanding any other provision of law, the Mayor is authorized to develop and implement a policy encouraging all residents of the District of Columbia with children attending a District of Columbia public school to attend and participate in at least one parent-teacher conference every 90 days during the academic year.

**District of Columbia Official Code, Title 38, Section 38-1851.01-.11 (DC Code § 38-1851.01-.11)  
(enacted 2004)**

**Summary:** A program to provide tuition assistance to low-income students. Programs will be evaluated on, among other things, the reasons parents choose for their children to participate in the program. Up to 3% of funds can be used for administrative expenses, including providing information to parents about the program and schools involved. Grantees are required to report on parental satisfaction with the program and to report to parents at least once per year.

## **§ 38-1851.01**

### **Purpose**

The purpose of this chapter is to provide low-income parents residing in the District of Columbia, particularly parents of students who attend elementary schools or secondary schools identified for improvement, corrective action, or restructuring under section 1116 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6316), with expanded opportunities for enrolling their children in higher-performing schools in the District of Columbia.

## **§ 38-1851.06**

### **Use of funds**

(a) Scholarships. –

(1) In general. –

Subject to paragraphs (2) and (3) of this subsection, a grantee shall use the grant funds to provide eligible students with scholarships to pay the tuition, fees, and transportation expenses, if any, to enable them to attend the District of Columbia private elementary school or secondary school of their choice. Each grantee shall ensure that the amount of any tuition or fees charged by a school participating in the grantee's program under this chapter to an eligible student participating in the program does not exceed the amount of tuition or fees that the school customarily charges to students who do not participate in the program.

(2) Payments to parents. –

A grantee shall make scholarship payments under the program under this chapter to the parent of the eligible student participating in the program, in a manner which ensures that such payments will be used for the payment of tuition, fees, and transportation expenses (if any), in accordance with this chapter.

(3) Amount of assistance. –

(A) Varying amounts permitted. – Subject to the other requirements of this section, a grantee may award scholarships in larger amounts to those eligible students with the greatest need.

(B) Annual limit on amount. – The amount of assistance provided to any eligible student by a grantee under a program under this chapter may not exceed \$7,500 for any academic year.

(4) Continuation of scholarships. –

Notwithstanding § 38-1851.02(3)(B), an eligible entity receiving a grant under this chapter may award a scholarship, for the second or any succeeding year of an eligible student's participation in a program under this chapter, to a student who comes from a household whose income does not exceed 200 percent (or, in the case of an eligible student whose first year of participation in the program is an academic year ending in June 2005 or June 2006 and whose second or succeeding year is an academic year ending on or before June 2009, 300 percent) of the poverty line.

(b) Administrative expenses. –

A grantee may use not more than 3 percent of the amount provided under the grant each year for the administrative expenses of carrying out its program under this chapter during the year, including:

- (1) Determining the eligibility of students to participate;
- (2) Providing information about the program and the schools involved to parents of eligible students;
- (3) Selecting students to receive scholarships;
- (4) Determining the amount of scholarships and issuing the scholarships to eligible students;
- (5) Compiling and maintaining financial and programmatic records; and
- (6) Providing funds to assist parents in meeting expenses that might otherwise preclude the participation of their child in the program.

## **§ 38-1851.08**

### **Evaluations**

(a) In general. –

- (1) Duties of the Secretary and the Mayor. –



The Secretary and the Mayor of the District of Columbia shall jointly select an independent entity to evaluate annually the performance of students who received scholarships under the 5-year program under this chapter, and shall make the evaluations public in accordance with subsection (c) of this section.

(2) Duties of the secretary. –

The Secretary, through a grant, contract, or cooperative agreement, shall:

- (A) Ensure that the evaluation is conducted using the strongest possible research design for determining the effectiveness of the programs funded under this chapter that addresses the issues described in paragraph (4) of this subsection; and
- (B) Disseminate information on the impact of the programs in increasing the student academic achievement of participating students, and on the impact of the programs on students and schools in the District of Columbia.

(3) Duties of the independent entity. –

The independent entity shall:

- (A) Measure the academic achievement of all participating eligible students;
- (B) Use the same grade appropriate measurement every school year to assess participating eligible students as the measurement used by the District of Columbia Public Schools to assess District of Columbia Public School students in the first year of the program; and
- (C) Work with the eligible entities to ensure that the parents of each student who applies for a scholarship under this chapter (regardless of whether the student receives the scholarship) and the parents of each student participating in the scholarship program under this chapter, agree that the student will participate in the measurements given annually by the independent entity for the period for which the student applied for or received the scholarship, respectively.

(4) Issues to be evaluated. –

The issues to be evaluated include the following:

- (A) A comparison of the academic achievement of participating eligible students in the measurements described in this section to the achievement of:
  - (i) Students in the same grades in the District of Columbia public schools; and

(ii) The eligible students in the same grades in the District of Columbia public schools who sought to participate in the scholarship program but were not selected.

(B) The success of the programs in expanding choice options for parents.

(C) The reasons parents choose for their children to participate in the programs.

(D) A comparison of the retention rates, dropout rates, and (if appropriate) graduation and college admission rates, of students who participate in the programs funded under this chapter with the retention rates, dropout rates, and (if appropriate) graduation and college admission rates of students of similar backgrounds who do not participate in such programs.

(E) The impact of the program on students, and public elementary schools and secondary schools, in the District of Columbia.

(F) A comparison of the safety of the schools attended by students who participate in the programs and the schools attended by students who do not participate in the programs.

(G) Such other issues as the Secretary considers appropriate for inclusion in the evaluation.

(5) Prohibition. –

Personally identifiable information regarding the results of the measurements used for the evaluations may not be disclosed, except to the parents of the student to whom the information relates.

(b) Reports. –

The Secretary shall submit to the Committees on Appropriations, Education and the Workforce, and Government Reform of the House of Representatives and the Committees on Appropriations, Health, Education, Labor, and Pensions, and Governmental Affairs of the Senate:

(1) Annual interim reports, not later than December 1 of each year for which a grant is made under this chapter, on the progress and preliminary results of the evaluation of the programs funded under this chapter; and

(2) A final report, not later than 1 year after the final year for which a grant is made under this chapter, on the results of the evaluation of the programs funded under this chapter.

(c) Public availability. –

All reports and underlying data gathered pursuant to this section shall be made available to the public upon request, in a timely manner following submission of the applicable report under subsection (b) of this section, except that personally identifiable information shall not be disclosed or made available to the public.

(d) Limit on amount expended. –

The amount expended by the Secretary to carry out this section for any fiscal year may not exceed 3 percent of the total amount appropriated to carry out this chapter for the fiscal year.

## **§ 38-1851.09**

### **Reporting requirements**

(a) Activities reports. –

Each grantee receiving funds under this chapter during a year shall submit a report to the Secretary not later than July 30 of the following year regarding the activities carried out with the funds during the preceding year.

(b) Achievement reports. –

(1) In general. –

In addition to the reports required under subsection (a) of this section, each grantee shall, not later than September 1 of the year during which the second academic year of the grantee's program is completed and each of the next 2 years thereafter, submit a report to the Secretary regarding the data collected in the previous 2 academic years concerning:

(A) The academic achievement of students participating in the program;

(B) The graduation and college admission rates of students who participate in the program, where appropriate; and

(C) Parental satisfaction with the program.

(2) Prohibiting disclosure of personal information. –

No report under this subsection may contain any personally identifiable information.

(c) Reports to parent. –

(1) In general. –



Each grantee shall ensure that each school participating in the grantee's program under this chapter during a year reports at least once during the year to the parents of each of the school's students who are participating in the program on:

(A) The student's academic achievement, as measured by a comparison with the aggregate academic achievement of other participating students at the student's school in the same grade or level, as appropriate, and the aggregate academic achievement of the student's peers at the student's school in the same grade or level, as appropriate; and

(B) The safety of the school, including the incidence of school violence, student suspensions, and student expulsions.

(2) Prohibiting disclosure of personal information. –

No report under this subsection may contain any personally identifiable information, except as to the student who is the subject of the report to that student's parent.

(d) Report to Congress. –

The Secretary shall submit to the Committees on Appropriations, Education and the Workforce, and Government Reform of the House of Representatives and the Committees on Appropriations, Health, Education, Labor, and Pensions, and Governmental Affairs of the Senate an annual report on the findings of the reports submitted under subsections (a) and (b) of this section.

**District of Columbia Official Code, Title 32, Section 32-1202 (D.C. Code § 32-1202)  
(enacted 1994)**

**Amount of leave; denial; form; notice**

(a) Except as provided in this section, an employee who is a parent shall be entitled to a total of 24 hours leave during any 12 month period to attend or participate in a school-related event for his or her child.

...

(e) An employee shall notify the employer of the desire for leave to attend a school-related event or to celebrate the District of Columbia Emancipation Day at least 10 calendar days in advance, unless, in the case of a school event, the need to attend the school-related event cannot be reasonably foreseen.

**District of Columbia Official Code, Title 38, Section 38-272.01 (D.C. Code § 38-272.01)  
(enacted 2008)**

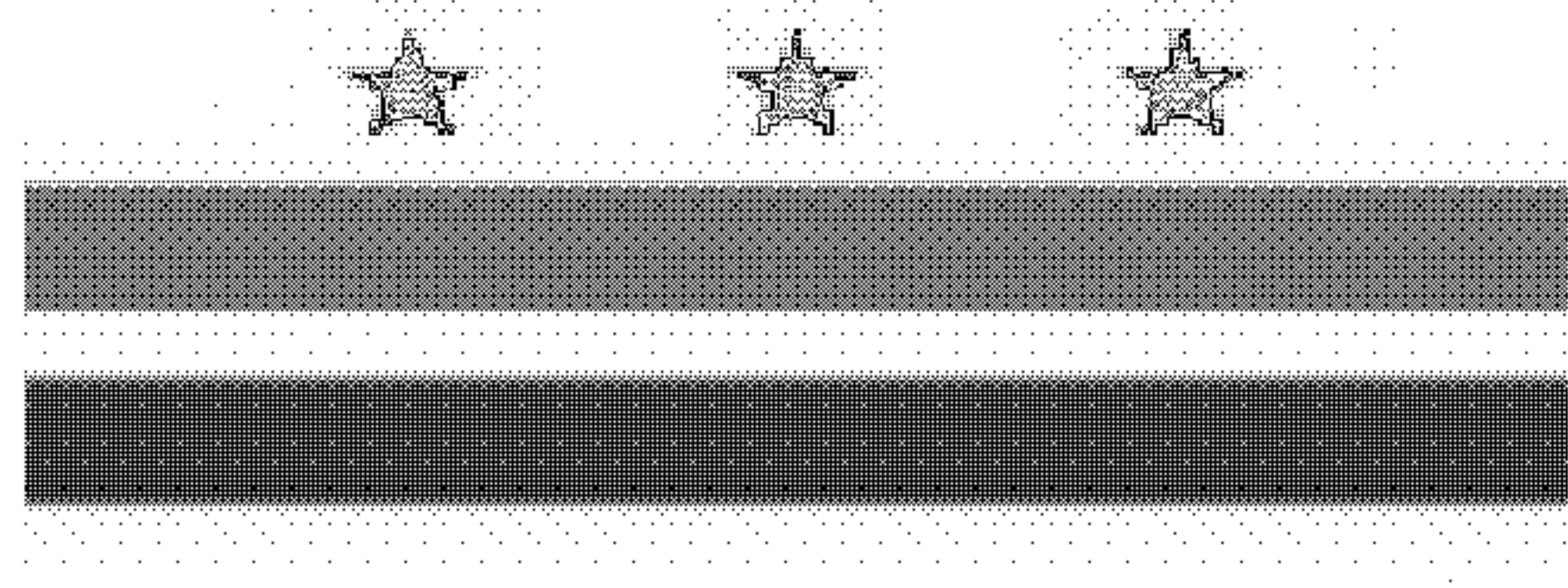
**Establishing High Quality Standards**

(a) Within 120 days of July 18, 2008, OSSE shall establish high-quality content standards and program requirements, which have been approved by the State Board of Education, that all pre-K programs are required to meet by September 1, 2014.

(b) The program requirements shall include:

...

(8) A plan to foster parental support and involvement....



DISTRICT OF COLUMBIA

**DC PROS**

PROFESSIONALS RECEIVING  
OPPORTUNITIES & SUPPORT

**The District of Columbia  
Early Childhood Professional Development Plan**



## ACKNOWLEDGEMENTS

The Office of the State Superintendent of Education, Division of Early Childhood Education (ECE) would like to recognize the following individuals and organizations for their invaluable contributions to the completion of DC PROS:

- The University of the District of Columbia Center for Applied Research and Urban Policy (CARUP) for conducting the extensive research necessary to ensure that this professional development plan reflects the early childhood and out-of-school time workforce. ECE team worked closely with Dr. Deborah Lyons, Director and Sarah J. Davidson, Senior Researcher.
- The ECE Professional Development Unit and all participants who are listed appendix A.
- The Former Mayor's Advisory Committee on Early Childhood Development (MACECD) who participated in numerous citywide professional development strategic planning meetings, provided technical support and an in-depth analysis of the research findings and recommendations.
- The National Child Care Information Center (NCCIC), a service of the Child Care Bureau of the Agency for Children and Families, U.S. Department of Health and Human Services was represented by Barbara L. Tayman and Sarah LeMoine, both of whom facilitated meetings and provided invaluable technical assistance and guidance during the professional development strategic planning process.

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## EXECUTIVE SUMMARY

### The Purpose

The District of Columbia Professionals Receiving Opportunities and Support (DC PROS) Professional Development (PD) Plan is designed to serve as a guide for the District of Columbia to solidify and expand professional development opportunities for the 6,300<sup>1</sup> early childhood practitioners working in employer supported and/or sponsored programs. These programs include Head Start and Early Head Start, Family Child Care, public schools, DC Public Charter Schools, child care programs, In-Home and Relative Care programs and Out-of-School Time (OST) programs. OST practitioners work with children from birth up to under age 15, and for those working with children with disabilities and children with special health care needs up to age 19.

The Division of Early Childhood Education (ECE) within the Office of the State Superintendent of Education (OSSE) is the lead agency responsible for coordinating early childhood programming and Out of School Time services for children and their families in the District of Columbia. OSSE sets proactive policies, exercises oversight, and directs resources that guarantee all residents of the District of Columbia at all levels receive an excellent education. ECE is committed to providing the leadership and facilitation of collaboration necessary to implement DC PROS.

DC PROS builds upon systems that were already in place and includes the goals and initiatives designed to accomplish all of these workforce development objectives. During the DC PROS planning process, we were constantly reminded that strategic planning is a dynamic process that is never really completed. In this regard, DC PROS will continue to be a work in progress with current issues addressed for congruence with best practices in the field and legislative or policy changes.

### The Alignment with Other Initiatives

DC PROS PD Plan is the vehicle that combines all PD programs, initiatives and efforts from a cross-sector of early childhood communities. This plan is aligned with key federal and local policies.

The Federal Head Start Reauthorization Act, Federal Child Care Development Fund Program and the District of Columbia Pre-K Enhancement and Expansion Act of 2008<sup>2</sup> all require ECE to create opportunities that increase the quality of the early childhood workforce.

On a local level, OSSE's 2009 – 2013 Strategic Plan requires training and technical assistance for providers to ensure that all children entering kindergarten are prepared for school. ECE's mission is to develop an effective early childhood education system by implementing high standards for programs and professionals, creating supports to meet standards, adhering to rigorous accountability measures, engaging community stakeholders and securing strong financial supports. Mayor Adrian Fenty's 2007 Transition Workgroup on Early Care and Education also highlighted the need for quality in early childhood education through an efficient, well-coordinated early childhood infrastructure capable of sustaining quality program for all children ages birth through five years and strong accountability measures to drive continuous quality improvements across all programs serving young children. DC PROS supports all of these objectives.

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<sup>1</sup> Ensuring a VIBRANT CITY - The Economic Impact of Early Care and Education Industry in the District of Columbia. National Economic Development and Law Center. Executive Summary April 2007.

<sup>2</sup> *ibid*



DC PROS is also aligned with the National Association for the Education of Young Children's (NAEYC) Conceptual Framework for Early Childhood Professional Development and their Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems.

### **The Data-Driven Process**

DC PROS is the culmination of over 15 months of intensive work and ongoing collaboration among a cross-sector of early childhood stakeholders. The University of the District of Columbia Center for Applied Research and Urban Policy held three citywide strategic stakeholders meetings, made presentations to the former Mayor's Advisory Committee on Early Childhood Development (MACECD) and its Professional Development Subcommittee, attended community forums and national PD conferences.

Stakeholders from a cross-sector of the early childhood community examined ways that qualifications can be raised within the overall existing workforce. They used a gap analysis process to examine expectations by analyzing the current level of professional development activities and to identify gaps in services. Ideas were presented for the development of an effective system to train and induct entry-level early childhood practitioners across public school, private, parochial and community-based programs in the city. In addition, they explored options and opportunities for professional development, its policies, funding and quality assurance at all levels in the DC professional development system. Discussions were passionate and engaging, but consistently centered on one critical focus: how best to develop a continually evolving, high quality, professional development plan for the District's early childhood practitioners, while ensuring positive child and family outcomes.

### **The Guiding Principles**

Stakeholders identified the following principles as key to an effective PD system. An effective professional development system:

1. Promotes life-long career progression and continually enhances the skills and knowledge of early care and education professionals
2. Provides training that is knowledge driven, based on quality standards, child development competencies and best practices
3. Encompasses systematic and multiple pathways to enhance knowledge, inspire and help practitioners soar
4. Empowers participants to feel ownership and become advocates for early care and education,
5. Helps practitioners facilitate the preparation of children for success in school and in life
6. Links theory, classroom behavior, mentoring and observations
7. Rewards increased knowledge and skills with incentives and fair compensation and has a retention plan for trained practitioners
8. Communicates training opportunities and has a career lattice

9. Has adequate funds and qualified staff to provide high-quality services to children and families
10. Includes a system of support for practitioners to participate in professional development programs
11. Meets practitioners where they are and provides intensive support and professional development
12. Practitioners must have an array of diverse supports to provide care for children with special needs
13. Promote continuous inquiry and improvements embedded in the daily life of early care and education practitioners

## **The Elements**

After a careful analysis of program needs, gaps in services and what is realistic within the constraints of available and expected resources, six goals were developed around the established interconnected elements of the professional development system:

### **■ Core Knowledge**

*Goal:* To ensure that all early childhood practitioners have interdisciplinary competencies based on core knowledge areas that define a set of professional standards that guide decisions and practices.

### **■ Access and Outreach**

*Goal:* To expand the outreach and access process so it is easy, efficient, linguistically and culturally relevant and user friendly, with a self-monitoring component.

### **■ Qualifications, Credentials, and Pathways**

*Goal:* To provide quality standards that define qualifications, credentials and multiple pathways, with appropriate compensation for all staff working in early childhood programs.

### **■ Funding**

*Goal:* To expand funding and the financial infrastructure that supports practitioners' training and program quality.

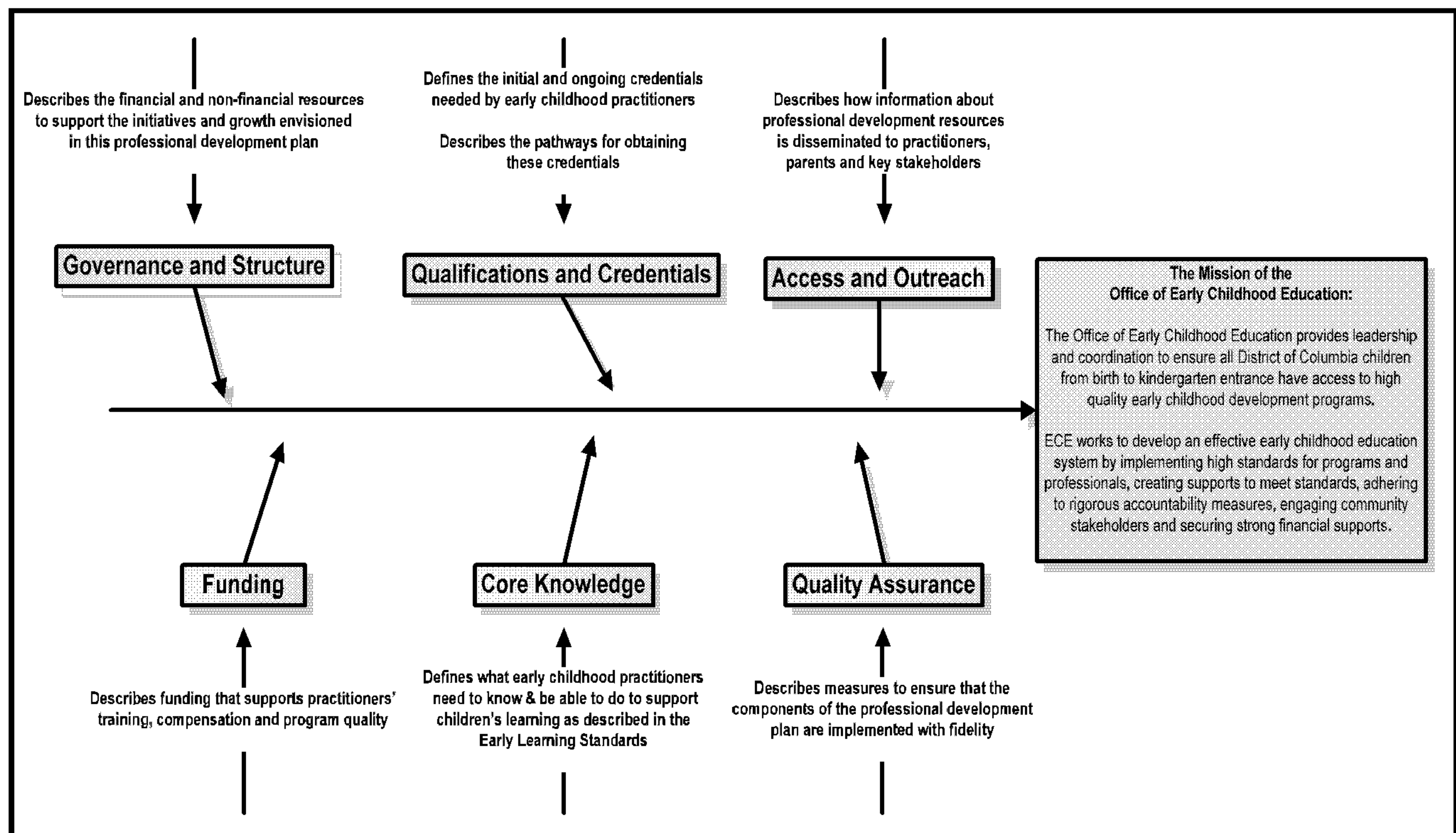
### **■ Quality Assurance**

*Goal:* To develop and report findings/outcomes of quality assurance mechanisms to ensure that training, education and technical assistance activities contribute to continuous improvements in the quality of child care.

### **■ Governance & System Financing**

*Goal:* To acquire stable, broad-based financial and non-financial resources to support the programs and growth envisioned in this strategic plan.

# THE PROFESSIONAL DEVELOPMENT PLAN: GOALS, COMPONENTS AND FUTURE DIRECTIONS



This section identifies the strategic goals and key program components germane to the successful implementation of the District of Columbia (DC) professional development system. It also provides the logic and thought behind DC PROS.

DC PROS is an organized, coherent, easily navigated professional development system that is culturally and linguistically sensitive, with goals and programs covering six established professional development **interconnected** elements: (1) Core Knowledge; (2) Access and Outreach; (3) Qualifications, Credentials and Pathways; (4) Funding; (5) Quality Assurance; and (6) Governance and System Financing.

Program functions are covered in the first four goals; with research and evaluation of the professional development system covered in goal five; and financial viability, management, infrastructure development and partnerships addressed in goal six.

It is from this section that the District of Columbia's professional development annual operating plans and long- and short-term goals will be developed.



## **ELEMENT I: CORE KNOWLEDGE**

### **What is Core Knowledge?**

Core Knowledge is defined as the specific knowledge and professional characteristics needed by early childhood practitioners to work effectively with all young children and families. It is the foundation for determining training content, course content, and competency standards for professional performance. Core Knowledge includes a career lattice, which provides opportunities and levels of mastery connected to a progression of direct career roles in different early childhood settings for all practitioners.

Most importantly, mastery in these areas enables the practitioners to plan and facilitate learning opportunities that are aligned to the Early Learning Standards.

ECE defined 11 core knowledge areas, with some examples of topics in each area, in terms of the knowledge and skills required for practitioners who provide care and education to young children to include:

1. Child Growth and Development
2. Observing, Documenting and Assessing to Support Young Children and Families
3. Health, Safety, and Nutrition
4. Curriculum
5. Inclusive Practices
6. Learning Environments
7. Building Family and Community Relationships
8. Diversity: Family, Language, Culture, and Society
9. Program Management, Operation and Evaluation
10. Professionalism and Advocacy
11. Social-Emotional Development and Mental Health

A more detailed description of each Core Knowledge Area is in Appendix B.

### **Feedback from Stakeholders**

During community hearings and stakeholder meetings, practitioners along with parents of children with special needs, cited the necessity for specific knowledge to further their learning about how to best promote quality inclusion to help children develop. Parents further stated that they felt the need to be included in all aspects of early childhood knowledge acquisition as related to their children. In this regard, the professional development needs of practitioners working with special needs children require that Core Knowledge be enhanced to ensure that the children are effectively identified and their families are supported. Hence, a stronger emphasis on specialized inclusion training for practitioners; and core knowledge necessary for parents of children with special needs and developmental disabilities have been added.

## Core Knowledge: Goals and Strategies

<b>Core Knowledge Goal:</b> To ensure that all early childhood practitioners have interdisciplinary competencies based on core knowledge areas that define a set of professional standards that guide decisions and practices.				
<b>Major Component/Initiative</b>	<b>Current Status</b>			<b>Future Direction</b>
	<i>Planning</i>	<i>Developing</i>	<i>Implementing</i>	
<p><i>ECE Career Pathways</i></p> <p>The ECE Career Pathways defines pathways for practitioners to reach various career levels. The lattice specifies <i>core knowledge</i> categories, training, education experiences and requirements for each of the six DC ECE professional levels framework, and leads to credentials and degrees.</p>			✓	Require higher education institutions receiving scholarship funding to align courses with core knowledge areas
<p><i>Early Learning Standards</i></p> <p>Mastery of the core knowledge areas allows practitioners to design learning opportunities that are aligned with the standards.</p>			✓	Develop resources to show the connection between the core knowledge areas and the early learning standards
<p><i>Child Care Licensing Regulation</i></p> <p>Child care licensing regulations identifies the minimum and continuing education requirements for practitioners working in licensed child development facilities. The <i>core knowledge</i> areas are embedded within these requirements.</p>			✓	Include a professional development presentation as part of the mandatory licensure orientation process
<p><i>Certified Trainers Process</i></p> <p>This program certifies and recertifies competent individuals and organizations to train practitioners in <i>core knowledge</i> areas.</p>			✓	<p>Ensure that all trainers specify the core knowledge area(s) their training is aligned with on training certificates</p> <p>Increase the quantity of trainers skilled to train families of &amp; practitioners working with our special needs, ELL and infant/toddler populations</p>
<p><i>Monthly Training Calendar</i></p> <p>This monthly calendar provides information on professional development training opportunities. This is distributed to parents, practitioners, organizations and key stakeholders. The calendar indicates the <i>core knowledge</i> area(s) the training is aligned to.</p>			✓	<p>Use program assessment data to identify areas that challenge practitioners</p> <p>Include more parent trainings and incorporate public and charter schools trainings</p>
<p><i>Higher Education and CDA Scholarships</i></p> <p>Scholarships are provided to practitioners pursuing Child Development Associates (CDA) credentials and associates, bachelors and masters degrees. The <i>core knowledge</i> areas are aligned with NAEYC professional standards and the CDA Core Competencies.</p>			✓	<p>Encourage higher education partners to pursue NAEYC/NCATE accreditation and align coursework with the core knowledge areas</p> <p>Create a resource to show the alignment between these standards and competencies</p>

## **ELEMENT II. ACCESS AND OUTREACH**

### **What is Access and Outreach?**

Access and Outreach is defined as the process of informing practitioners and other individuals about entry and continuing education requirements for professional roles in the early childhood field. It supports practitioners by helping them assess current qualifications, identify professional development resources, and plan their own career advancement. Access and Outreach also takes into consideration the importance of technology in the learning process.

### **Feedback from Stakeholders**

Input from stakeholders highlighted the need for more accessible community training and for ECE to serve as a clearinghouse for public information. In addition, feedback from community forums indicated a greater need for outreach to the English Language Learning community and to practitioners and families of children with special needs.



## Access and Outreach: Goals and Components

<b>Access and Outreach Goal:</b> To expand the outreach and access process so it is easy, efficient, linguistically and culturally relevant, and user friendly, with a self-monitoring component.				
<b>Major Component/Initiative</b>	<b>Current Status</b>			<b>Future Direction</b>
	<i>Planning</i>	<i>Developing</i>	<i>Implementing</i>	
<p><i>OSSE/ECE Website</i> <a href="http://osse.dc.gov">http://osse.dc.gov</a></p> <p>This website is the primary source for all ECE programs, policies, regulations, and professional development activities.</p>			✓	<p>Continue to explore ways the website can be updated in a more efficient and consistent manner</p> <p>Create a branding and marketing strategy that identifies this website as the main source of information</p>
<p><i>ECE E-News &amp; Listserv</i></p> <p>This electronic newsletter provides a listserv with information about professional development activities.</p>			✓	<p>Increase the number of practitioners, parents and stakeholders on the listserv</p> <p>Archive ECE E-News on OSSE's website</p> <p>Include organizations representing infant-toddler, special education, Spanish and Amharic speaking practitioners and parents and out-of-school time staff</p>
<p><i>Grantees Website</i></p> <p>The majority of professional development initiatives are delivered through grantees. Each grantee is required to post information about the professional development services they provide on their public websites.</p>			✓	<p>Include website review as part of a monthly (currently quarterly) grant monitoring process</p> <p>Ensure that grantees include strategies to target Spanish speaking practitioners in their work plan</p>
<p><i>Monthly Training Calendar</i></p> <p>This monthly calendar provides information on professional development training opportunities. This is distributed to parents, practitioners, organizations and key stakeholders.</p>			✓	<p>Include more evenings and weekend trainings</p> <p>Include more training targeting public and charter schools, infant-toddler, special education, Spanish and Amharic speaking practitioners and parents and out-of-school time staff</p> <p>Integrate technology in trainings</p>
<p><i>Training Calendar Information Line</i> ( 202) 310-2020</p> <p>The line provides information about training opportunities. This targets providers without internet access.</p>			✓	<p>Add a separate line for Spanish speaking providers – currently this is one shared line</p>

**Access and Outreach Goal:** To expand the outreach and access process so it is easy, efficient, linguistically and culturally relevant, and user friendly, with a self-monitoring component.

Major Component/Initiative	Current Status			Future Direction
	Planning	Developing	Implementing	
<p><i>Television Station - OCT TV-16</i></p> <p>OCT TV-16 provides information regarding the many programs, services, and opportunities made available by the District of Columbia government.</p>	✓			Brainstorm possible format and programs with stakeholders
<p><i>Professional Development Registry</i></p> <p>This registry is the District's tool to track ECE practitioners' training and professional growth. It also serves as the certified trainer database that practitioners can use to access approved training and trainers.</p>		✓		<p>Implement a seamless data transfer process between the registry and OSSE's centralized database.</p> <p>Provide incentives to encourage providers and trainers to register</p> <p>Include a career counseling component</p>
<p><i>Child Care Resource and Referral Agency</i></p> <p>Currently operated through the Washington Child Development Council (WCDC), this agency provides child care resources to providers, parents, government officials and community leaders.</p>			✓	<p>Create a more consistent communication system between WCDC and ECE</p> <p>Expand the current child care resource and referral services to align with ECE's new mission, national standards and best practices</p>
<p><i>DC Early Childhood Mentors</i></p> <p>This program would provide a stipend for current early childhood teachers to mentor and provide hands-on and in-service training to peers. This supports the linkage between training and practice.</p> <p>Mentor teachers will be selected through a formal application process that involves a professional qualifications review, observation and review of the mentor candidate's classroom</p>	✓			<p>Create a committee to support the design of this program</p> <p>Explore mentorship models used in other states</p>

## **ELEMENT III. QUALIFICATIONS, CREDENTIALS, AND PATHWAYS**

### **What are Qualifications, Credentials and Pathways?**

Qualifications, Credentials and Pathways include minimum pre-service requirements, ongoing continuing education requirements and a credentialing process certifying that individuals have met a defined set of requirements set forth by the grantor of the credential, and define pathways leading to qualifications, degrees, and credentials.

ECE has implemented multiple programs to improve the quality of practitioners in the District of Columbia. The Child Development Associate (CDA) Credential is a foundation for ECE practitioners leading to the AA degree, the BA degree, and beyond.

### **Feedback from Stakeholders**

Among the many concerns noted at workshops and stakeholders meetings were the limited provisions of training for ECE practitioners working with special needs population. Current programs need to be developed to strengthen this area.



## Qualifications, Credentials and Pathways: Goals and Strategies

<b>Qualifications, Credentials and Pathways Goal:</b> To provide quality standards that define qualifications, credentials and multiple pathways, with appropriate compensation for all staff working in early childhood programs.				
<b>Major Component/Initiative</b>	<b>Current Status</b>			<b>Future Direction</b>
	<i>Planning</i>	<i>Developing</i>	<i>Implementing</i>	
<p><i>Child Care Licensing Regulation</i></p> <p>Child care licensing regulations identifies the pre-service and continuing education requirements for staff working in licensed child development facilities.</p>			✓	<p>Revise the current regulation so that it specifies what level of accreditation higher education institutions must have</p>
<p><i>Early Childhood Credentialing</i></p> <p>This system issues various levels of credentials to practitioners based on the child care licensing staff qualification requirements. This credentialing system will be aligned with the professional development registry.</p> <p>Qualifications are currently reviewed and approved without a <i>systematic</i> credentialing process</p>		✓		<p>Identify the internal and external resources required to have this fully implemented and publicized</p> <p>Include credentialing for infant-toddler and out-of-school time providers</p>
<p><i>Early Childhood Career Lattice</i></p> <p>This lattice describes the qualifications and skills connected to each position within the field. While the framework is in place, the lattice needs to be revised to reflect current policies and regulations.</p>			✓	<p>Incorporate all positions and early childhood program settings</p> <p>Provide options for practitioners entering the field from alternative pathways</p> <p>Review to ensure alignment with current regulatory and policy changes</p>
<p><i>Professional Development Registry</i></p> <p>This registry is the District’s tool to track practitioners’ training, professional growth and other demographic data. It also serves as the certified trainer database.</p>		✓		<p>Implement a seamless data transfer process between the registry and OSSE’s centralized database</p> <p>Provide incentives to encourage providers and trainers to register</p>
<p><i>Early Childhood Career Counseling</i></p> <p>This program would provide support and guidance to practitioners as they progress through the career lattice.</p>	✓			<p>Create a taskforce to guide the creation and implementation of this initiative.</p> <p>Align with the professional development registry process</p>

## **ELEMENT IV. FUNDING**

### **What is Funding?**

This is the availability of funding for scholarships, professional development courses, degrees, and compensation for retention initiatives and quality program awards. This section looks at the integration of the professional development system with compensation and other funding necessary to support raising practitioner qualifications.

### **Feedback from Stakeholders**

Stakeholders noted a decrease in funding for professional development as a challenge.

## Funding: Goals and Strategies

<b>Funding Goal:</b> To expand funding and the financial infrastructure that supports practitioners' training, compensation and program quality.				
<b>Major Component/Initiative</b>	<b>Current Status</b>			<b>Future Direction</b>
	<i>Planning</i>	<i>Developing</i>	<i>Implementing</i>	
<p><i>Higher Education Scholarships</i></p> <p>Scholarships are provided to students taking early childhood courses via ECLI/UDC.</p>			✓	<p>Increase higher education partnerships including distance education programs</p> <p>Form partnerships with nationally recognized organization to implement higher education scholarship program.</p> <p>Increase funding for scholarships</p>
<p><i>Higher Education Cohort Scholarships</i></p> <p>Support and scholarships are provided to cohorts of students pursuing associates, bachelors and masters degree in early childhood or a closely related field ECLI/UDC.</p>			✓	<p>Specifically target infant-toddler and special education cohorts</p> <p>Increase the articulation agreements to allow seamless transfer between CDA, associates, bachelors and masters degree</p>
<p><i>Child Development Associates (CDA) Scholarship</i></p> <p>Partial scholarships are provided to candidates seeking initial, second endorsements and renewal credentials.</p>			✓	<p>Increase articulation agreements to allow seamless transfer between the CDA and associates degree</p>
<p><i>Child Development Associates (CDA) Training</i></p> <p>Partial scholarships are provided to candidates undergoing the training required to apply for this credential.</p>			✓	<p>Increase center director/administrator buy-in to allow more candidates to attend training</p>
<p><i>Advanced Management Institute for Directors</i></p> <p>This free program trains child care directors to utilize the Program Administration Scale to measure leadership and management in early childhood settings and positions them to obtain the director's credential.</p>			✓	<p>Incorporate technology in the training</p>



**Funding Goal:** To expand funding and the financial infrastructure that supports practitioners' training, compensation and program quality.

Major Component/Initiative	Current Status			Future Direction
	Planning	Developing	Implementing	
<p><i>CDA Bonus</i></p> <p>This incentive-based initiative encourages center directors to give a bonus of \$100 or more to practitioners who obtain the CDA Credential.</p>			✓	<p>Increase compensation initiatives and explore other national models like T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® and Child Care WAGES®</p>
<p><i>“Going for the Gold” Tiered Reimbursement Incentives (Quality Rating and Improvement System)</i></p> <p>This incentive-based program is a quality rating improvement system that allows programs in the District’s Child Care Subsidy System to move through three elevated payment tiers (Bronze, Silver, and Gold with Gold as the highest level). Tiers are based on a differential quality criterion that includes accreditation, compliance with licensing regulations, staff qualification and training, staff compensation, parent involvement and consumer education, and learning environment. The reimbursement rate is increased as programs move up the tiers.</p>			✓	<p>Provide targeted professional development that allow programs to move through the tiers</p> <p>Increase the incentives to encourage programs to move through the tiers</p> <p>Provide a time limit for how long providers can remain on a tier</p>
<p><i>Accreditation Facilitation Project</i></p> <p>Currently implemented by the local child care and referral organization, Washington Child Development Council, this program provides free support to centers and home providers actively seeking national accreditation through mentoring, assessments and technical assistance.</p>			✓	<p>Increase the incentives to encourage centers and home providers to pursue national accreditation</p>
<p><i>Director’s Credential</i></p> <p>The credential expands leadership opportunities for child care directors by requiring them to obtain 15 college credits. This credential is recognized by NAEYC as meeting national accreditation standards.</p>			✓	<p>Incorporate technology in the training</p> <p>Ensure that credits articulate into associates and bachelors degree programs</p>

## **ELEMENT V. QUALITY ASSURANCE**

### **What is Quality Assurance?**

Quality Assurance incorporates three levels of oversight related to the efficacy of programming: 1) trainer approval, 2) training approval, and 3) evaluation processes.

An essential feature of the DC PROS will be the continuous and systematic evaluation of the program initiatives. The focus of the evaluation will be on program outcomes.

### **Feedback from Stakeholders**

Stakeholders identified the lack of a defined accountability system and inconsistent training quality as challenges.

## Quality Assurance: Goals and Strategies

<b>Quality Assurance Goal:</b> To develop systems that ensure that training, education and technical assistance activities contribute to the continuous development of the early childhood workforce which in turn impacts the quality of child care.				
<b>Major Component/Initiative</b>	<b>Current Status</b>			<b>Future Direction</b>
	<i>Planning</i>	<i>Developing</i>	<i>Implementing</i>	
<p><i>Trainer Certification Process</i></p> <p>This process certifies competent individuals and organizations to train ECE practitioners in core knowledge areas. Trainers undergo a rigorous application process and must submit an annual report to document continuous quality.</p>			✓	<p>Increase the quantity of trainers skilled to train families of &amp; practitioners working with our special needs, ELL and infant/toddler populations</p> <p>Conduct site visits to observe certified trainers</p> <p>Explore best practices in trainer certification models to ensure alignment</p> <p>Partner with OSSE’s Adult Education Unit to ensure alignment with adult learning theories</p>
<p><i>Licensing Review</i></p> <p>A review of all licensed early childhood programs is conducted by the licensing unit three times a year to ensure compliance with licensing standards including staff qualification.</p>			✓	<p>Use data from licensing reviews to develop professional development activities</p> <p>Track licensing data to see the impact professional development has on programs – review trends</p>
<p><i>Subsidy Program Review</i></p> <p>The program quality division conducts monitoring visits to ensure that subsidy programs continue to meet the quality standards which include staff qualification and professional development guidelines.</p>			✓	<p>Use data from monitoring reviews to develop professional development activities</p> <p>Track monitoring data to see the impact professional development has on programs – review trends</p>
<p><i>DC PROS Evaluation and Impact Study</i></p> <p>This process will be conducted to determine the strengths, challenges and effectiveness of this professional development plan for quality assurance and continuous improvement purposes.</p>	✓			<p>Identify evaluation plan</p>



**Quality Assurance Goal:** To develop systems that ensure that training, education and technical assistance activities contribute to the continuous development of the early childhood workforce which in turn impacts the quality of child care.

Major Component/Initiative	Current Status			Future Direction
	<i>Planning</i>	<i>Developing</i>	<i>Implementing</i>	
<p><i>Training Evaluation</i></p> <p>All training evaluation is reviewed and archived to assure quality.</p>			✓	<p>Track training evaluations in real time</p> <p>Explore other methods of evaluating training in addition to the traditional end of the training evaluation form</p>
<p><i>Grant Monitoring</i></p> <p>The majority of professional development initiatives are delivered through grantees.</p> <p>Grant monitors conduct site visits, review work plan plans and ensure that grantees are meeting grant outcomes and objectives.</p>			✓	<p>Enhance the data collection system so that monitoring data is available in real time</p>
<p><i>Higher Education Partnership Approval Process</i></p> <p>This process ensures that scholarships are awarded to practitioners from higher education programs that meet high quality standards</p>	✓			<p>As higher education partnerships increase, develop eligibility requirements that include accreditation requirements, course alignments, course accessibility and use of technology</p>

## **ELEMENT VI. GOVERNANCE AND SYSTEM FINANCING**

### **What is Governance and System Financing?**

Governance and Financing is defined as the management operation function that supports the professional development infrastructure in order to ensure efficiency and effectiveness. This section focuses on obtaining funds to help the District of Columbia design a coherent system of professional development and includes partnerships and task forces along with identifying resources and enhancing funding to support the full implementation of DC PROS.

A significant strength of ECE's professional development system is the partnerships that have been instituted in the last 15 years with public and private entities. Community partnerships and collaborations have resulted in a cross-sector system that blends resources and assists practitioners in training, accreditation and higher education.

### **Feedback from Stakeholders**

Stakeholders noted the decrease in the FY 2008 budget as a challenge.

## Goals and Strategies: Governance and System Financing

<b>Governance and System Financing Goals:</b>				
A. To acquire stable, broad based, financial and non-financial resources to support the programs and growth envisioned in this strategic plan.				
B. To ensure that the PD System is goal oriented, accountable with a clear vision, and has delegated authority.				
<b>Major Component/Initiative</b>	<b>Current Status</b>			<b>Future Direction</b>
	<i>Planning</i>	<i>Developing</i>	<i>Implementing</i>	
<p><i>Early Childhood Advisory Council</i></p> <p>The Early Childhood Advisory Council is the advisory arm of ECE. This group of key stakeholders provides guidance on ECE policies and program.</p>			✓	Continue to ensure that this council represents a diverse cross-sector of stakeholders including teachers and parents
<p><i>OSSE Office of Higher Education Financial Services (HEFS)</i></p> <p>HEFS administers the District's higher education financial aid grants. Students may apply for all grants using one streamlined application called the DC OneApp.</p>			✓	Consider ways of linking early childhood higher education scholarships with the HEFS process
<p><i>Local Early Childhood Advocacy Agencies</i></p> <p>ECE partners with many local advocacy agencies to expand professional development offerings. These include, but are not limited to, DC Association for the Education of the Young Child, Washington Association for Child Care Centers, Universal School Readiness Stakeholders and New Family Child Care Providers Association.</p>			✓	Expand partnership opportunities
<p><i>The National Child Care Information and Technical Assistance Center (NCCIC)</i></p> <p>NCCIC, a service of the federal Child Care Bureau, is a national clearinghouse and technical assistance (TA) center that provides comprehensive child care information resources and TA services to Child Care and Development Fund (CCDF) Administrators and other key stakeholders.</p>			✓	Continue to use resources from NCCIC to guide policies and practice



**Governance and System Financing Goals:**

A. To acquire stable, broad based, financial and non-financial resources to support the programs and growth envisioned in this strategic plan.

B. To ensure that the PD System is goal oriented, accountable with a clear vision, and has delegated authority.

Major Component/Initiative	Current Status			Future Direction
	Planning	Developing	Implementing	
<p><i>National Association of Child Care Resources and Referral (NACCRA)</i></p> <p><i>Child Care Resources and Referral (CCR&amp;R)</i></p> <p>ECE contracts with a vendor to provide CCR&amp;R services to parents to help them make informed decisions about quality and child care resources. Services and activities include information on availability of public subsidies for ECE and Out-of-School Time programs; a searchable on-line data base of child care options; an on-line centralized calendar of local, state and national professional development events in English and Spanish; training opportunities for child care practitioners; and live and automated telephone assistance for parents, child care practitioners and other stakeholders.</p>			✓	Expand the parent and outreach services through targeted programs
<p><i>Washington DC Government Agencies</i></p> <p>Under the leadership of the City Council and Office of the Mayor, the DC government includes funding in its annual budget to support ECE's programs which includes professional development.</p> <p>Professional development trainings, outreach strategies and other services are also provided by other government agencies including Child and Family Services Agency, Fire and Emergency Medical Services Department, Office on Latino Affairs, Office on African Affairs and Office on Asian and Pacific Islander Affairs</p>			✓	Continue to increase inter-governmental partnerships

## A Selected Glossary

**Accreditation:** Approval or recognition granted to programs for meeting standards identified by an accrediting authority such as the National Association for the Education of Young Children and the National Association for Family Child Care (NAFCC).

**Articulation:** The transfer of professional development participants' credential, credit, degrees and so forth from one program or institution to another, ideally without a loss of credits.

**Best Practices:** Practices in early childhood programs based on knowledge and research to promote optimum development and learning for young children in cooperation with their families; characterized as family centered, high quality, comprehensive, inclusive, coordinated, and equitable.

**Career Lattice:** A career lattice allows for movement across roles, provides for multiple roles and settings within the ECE profession, and defines different pathways and/or career lattices for practitioners to reach various ECE levels.

**Caregiver:** An individual who is in care of, and responsible for the direct care, supervision, and guidance of children in a Child Development Home or Expanded Child Development Home.

**Center Director:** A child development center practitioner who is in charge of the day-to-day operations of the Center.

**Child Care:** The regular supervision of a child by a person (practitioner) other than their parents.

**Early Childhood Teacher:** An individual in charge of planning, implementing and supervising the daily activities of a group of children at a child care center.

**Child Development Associate (CDA):** A practitioner who meets the specific needs of children and who, with parents and other adults, nurtures child physical, social, emotional and intellectual development. Candidates are awarded the Child Development Associate Credential after demonstrating skills and competencies in early care and education set forth by the Council for Professional Recognition.

**Child Development Center:** A child development facility is defined as being located on premises other than a dwelling occupied by the operator of the Facility.

**Child Development Facility:** A child development facility is a center, home, or other structure that provides care and other services, supervision and guidance for children, infants, and toddlers on a regular basis, regardless of its designated name. Child development facility includes child development homes, expanded child development homes, and child development center. Child development facility does not include a public or private elementary or secondary school engaged in legally required educational and related functions.

**Child Development Home:** A child development home is defined as a child development facility located in a private dwelling occupied by the operator of the facility. Child development home also includes those facilities classified as expanded child development homes.

**Collaboration:** A process in which people from different agencies or groups join together to work toward a common goal, resulting in a highly shared effort with members eventually committing themselves to a common goal.

**Competence:** Competence is the range of specific skills, knowledge, and abilities needed to meet program standards.

**Core Knowledge:** Core Knowledge is defined as the specific knowledge and professional characteristics needed by ECE practitioners to work effectively with all young children and families.

**Credentialing:** A process of providing formal recognition of different levels of professional growth toward established standards that qualify persons for a credential, such as the Child Development Associate (CDA) credential granted by the National Council for Professional Recognition.

**Early Childhood:** Generally refers to the period of childhood encompassing birth to eight years of age, but for the purposes of DC PROS, early childhood is defined as encompassing birth to age 5, and under the age of 15 in Out-of-School programs, and children with disabilities and special needs care up to age 19.

**Early Care and Education (ECE):** The provision of purposeful experiences, public or private, aimed at guiding the physical, emotional, intellectual, and social development of young children starting from birth.

**Early Childhood Practitioners:** In DC PROS, “practitioner” is used to define a person who has knowledge and training in child development who works in a position of caring for and teaching young children. Practitioner refers to personnel in a broad spectrum of early childhood care and education settings, whether called teachers, caregivers, or providers in home or center, and preschool based programs.

**Family Child Care Home:** A child care program operating in the home of the provider/practitioner.

**Head Start:** The largest preschool program in the United States funded by the federal government to serve children ages three to five from low-income families, characterized by its comprehensive services, its emphasis on parental involvement and its Early Head Start component which funds programs for infant and toddlers and their families.

**Health Consultants:** Health professionals are individuals who have an interest in and experience with children, have knowledge of resources and regulations and are comfortable linking health resources and facilities that provide primary child care, educational and social services.

**Inclusion:** The practice in which all children, with a range of abilities and disabilities, including cognitive, social/emotional, health and mental health, physical, visual and hearing participate together and are regarded as equal members of the learning community.

**In-Service Training:** Training completed while working as a child care practitioner that can be in the form of workshops or courses and can be provided by an individual or specific training entity or organization.

**Licensure:** The process of granting formal permission to conduct an early childhood program based on meeting certain licensing standards.



**Out-of-School-Time (OST) Care:** OST care and services are defined as supervisions and guidance provided to one or more children of legal school age and under the age of 15 years, who are enrolled in public, private, or charter schools, before and after normal school hours.

**Pre-K:** Pre-K means children 3 or 4 years of age, and children who become 5 years of age after September 30<sup>th</sup> of the upcoming school year, and the educational gradation available to children of pre-kindergarten age for 2 years prior to their eligibility for enrollment in kindergarten.

**Professional Development:** Professional Development is a data-driven, continuous improvement process that provides a range of formal and informal experiences designed for ECE practitioners to increase their knowledge and understanding of research-based, developmentally appropriate content and teaching strategies.

**Quality:** Meeting high standards of best practices, which provide individually, culturally, and developmentally appropriate programs for young children and their families.

**Special Needs:** In the District of Columbia, special needs means providing child care services to a child who is under 19 years old who does not function according to age appropriate expectations in one or more of the following areas of development: social/emotional; cognitive; communication; perceptual-motor; physical or behavioral; or the child has chronic health issues.

**Registry:** A Registry is used to record all formal and informal training completed by ECE practitioners and is often used as a career record.

**Training Pathways:** Training pathways are defined as planned events and multiple activities that provide opportunities for professional growth and learning.

**Universal Pre-Kindergarten (Pre-K):** The Universal Pre-K initiative makes publicly funded preschool services available to all three and four year olds on a voluntary basis. In the District of Columbia, Pre-K is available to all children on a first come, first serve basis.

**Workforce Development:** Workforce development is defined in District of Columbia PreK legislation as a **range** of educational and training experiences that support and increase the capacity of individuals to enter and remain a part of the ECE labor market.

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# **APPENDIX**

## Appendix A

### LIST OF CROSS-SECTOR PARTICIPANTS DC PROS STRATEGIC PLANNING PROCESS 2007-2008

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ZERO TO THREE

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## Appendix B

### CORE KNOWLEDGE AREAS

The early childhood profession has defined the knowledge and skills required of professionals who provide care and education for young children. The certified trainers must have training and/or education in the Core Knowledge Area/s in which they plan to train. The Core Knowledge Areas are listed below with **some examples of topics** within each area:

1. Child Growth and Development
  - a) Principles of child growth and development
  - b) Domains and stages of development (motor, language, cognitive, social-emotional)
  - c) Links between various aspects of development and learning
2. Observing, Documenting and Assessing to Support Young Children and Families
  - a) Observation and assessment of children's behavior
  - b) Screening instruments for all domains (motor, language, cognitive, social-emotional)
  - c) Using observations and assessments in a effective way to support children and families
  - d) Recognize the types and signs of child mental health issues
3. Health, Safety, and Nutrition
  - a) Physical Development, Health and Safety
  - b) Nutrition
  - c) Types and signs of abuse, neglect, and violence; responsibilities and procedures for reporting abuse and neglect
  - d) Developmental consequences of abuse, neglect, stress and trauma
4. Curriculum
  - a) Planning and implementing a developmentally appropriate curriculum that advances all areas of children's learning and development
  - b) Approaches to Learning, Language and Literacy, Mathematical Thinking, Scientific Inquiry, Creative Arts
  - c) Considering culturally-valued content and home experiences
  - d) Strategies that offer choices and foster curiosity, problem solving and decision-making
  - e) Planning and implementing a curriculum that is aligned with DC's Early Learning Standards
5. Inclusive Practices
  - a) Characteristics of children with varied disabilities
  - b) Adaptations of curricula to include children with disabilities in all classroom activities
  - c) Interventions to enhance the growth and development of children with disabilities and development of the Individualized Family Service Plan (IFSP) or the Individualized Education Plan (IEP)
6. Learning Environments
  - a) Creates learning environments that are responsive to the diverse needs of the abilities and interests of young children
  - b) Strategies to implement learning environments that support developmentally appropriate practices (infants, preschoolers, school age)
  - c) Adaptations to fully include children with special needs
7. Building Family and Community Relationship
  - a) Principles and strategies that view families as functional and resilient with diverse values, cultures, unique temperaments and learning styles
  - b) Establishing relationships and communication with families and other community systems that are productive, supportive and pro-active
  - c) Issues, challenges, and services regarding mental health

8. Diversity: Family, Language, Culture, and Society
  - a) Culture, language and ethnicity as a positive influence on a child's development
  - b) Helping young children understand and appreciate different cultural traditions
  
9. Program Management, Operation and Evaluation
  - a) Approaches and techniques to plan, organize, and use available resources
  - b) Effective strategies for working productively with staff and community resource individuals and agencies
  - c) Techniques to conduct program evaluation and to implement program improvements
  - d) Interpersonal development and communication including team building, collaboration, and conflict management principles and skills.
  - e) Fiscal planning and management
  
10. Professionalism and Advocacy
  - a) Scope of the early childhood profession
  - b) Impact of federal, state, and local standards, policies, regulations, and laws which govern and impact on children, programs and early childhood professionals
  - c) Approaches to evaluate one's professional skills and need for professional development
  - d) Responsibility to work with other early care and education professionals, parents and the community to discuss and improve policies, laws, standards, practices that impact children, programs and the profession
  
11. Social-Emotional Development and Mental Health
  - a) Social and emotional development
  - b) Communication techniques for guiding young children toward self- direction and confidence
  - c) Guidance and management strategies that support developmentally appropriate practices
  - d) Approaches to provide supportive relationships with children and to foster positive peer-to-peer interactions
  - e) Approaches to meet the mental health needs of all children

## Appendix C

### CAREER LATTICE\*

Level	Credential
Level 1	<p>High School Diploma or GED AND 45 clock hours covering at least six of the core knowledge areas</p> <p><b>OR</b></p> <p>3 college level credits in early childhood education, child development or child and family studies which must together align with at least 6 of the core knowledge areas</p>
Level 2	<p>Child Development Associates Credential</p> <p><b>OR</b></p> <p>9 college level credits in early childhood education, child development or child and family studies which must together align with at least 9 of the core knowledge areas</p>
Level 3	<p>Associate degree in early childhood education, child development or child and family studies from an approved college with at least 18 credits in early childhood/child development</p> <p>At least one course must contain a supervised field experience component</p> <p><b>OR</b></p> <p>Successful completion of an approved credential program that includes a minimum of 15 academic credits that are aligned to each of the core knowledge areas</p> <p>Program must contain a supervised field experience component</p>
Level 4	<p>Associate degree in early childhood education, child development or child and family studies from an approved college with at least 18 credits in early childhood/child development</p> <p>At least one course must contain a supervised field experience component</p> <p>AND</p> <p>9 additional college level credits in early childhood in early childhood/child development</p> <p><b>OR</b></p> <p>A bachelor's degree in a <b>non-related</b> field with at least 18 credits in early childhood/child development</p> <p>At least one course must contain a supervised field experience component</p>
Level 5	<p>Bachelor's degree in early childhood education, child development or child and family studies from an approved college</p> <p><b>OR</b></p> <p>Bachelor's degree in a related field with at least 15 credits in early childhood education, child development or child and family studies</p>
Level 6	<p>Bachelor's degree in early childhood education, child development or child and family studies from an approved college</p> <p>AND</p> <p>OSSE Early Childhood Teacher Licensure Pre-K – Grade 3</p>
Level 7	<p>Master's degree in early childhood education, child development or child and family studies</p> <p><b>OR</b></p> <p>Master's degree in a related field with at least discipline with at least 18 graduate credits in early childhood/family studies</p>
Level 8	<p>Ph. D or Ed. D in early childhood education, child development or child and family studies</p>

\* Ongoing professional development required to maintain each credentialing level.



## Appendix D

### PROFESSIONAL DEVELOPMENT TIMELINE

#### DISTRICT OF COLUMBIA EARLY CARE AND EDUCATION PROFESSIONAL DEVELOPMENT TIMELINE

##### The Struggling Years:

- 1963 Change to DC child care licensing requirements limited to custodial care.
- 1967 Federal government creates Community Coordinated Child Care (4Cs) to coordinate public and private day care and preschool efforts in DC.
- 1969 District School Board voted to extend public schools downward to include 4 year-olds.
- 1971 Feeling threaten, forty-five early care providers from Nursery School Administrators form mutual protection society because of new staffing requirements developed in 1969.
- 1971 Washington Post reports that the only staff requirement for working in a DC child care center is “good moral character”.
- 1971 A proposal requiring center directors to have a MA degree or a BA degree and two years teaching experience, described as unrealistic by Kirschner Associates because the majority of child care staff has no formal training.
- 1973 Head Start and Model Cities join forces and establish the Washington Child Development Council (WCDC) established by Head Start and Model Cities to improve the quality of child care services for children and their families.
- 1974 Department of Health, Education and Welfare audit finds that hundred of District of Columbia children have been cared for in unlicensed private centers that violate federal, safety and sanitary standards.
- 1979 Mayor’s Advisory Committee on Early Childhood (MACECD) Development established.

##### The New Directions Years:

- 1984 Bobbi Blok, WCDC publishes position paper calling for quality child care in the District and legislative action.
- 1987 Office of Early Childhood Development (OECD) established by DC Law 6-169.
- 1987 Mayor’s Child Development Coordinating Council established.
- 1987 SMART (Single Mothers are Resources Too), a Department of Employment Services, DC Public Schools and private businesses provides training to AFDC persons interested in working in the childcare community.
- 1988 MACECD re-established through Mayor’s order 88-96 to advise the mayor on DC early childhood development programs.

## **DISTRICT OF COLUMBIA EARLY CARE AND EDUCATION PROFESSIONAL DEVELOPMENT TIMELINE**

- 1988 DC hosts first DC Conference on Children and Youth, with a focus on training and technical assistance for child care providers.
- 1988 A 24-hour training and information hotline established with weekly changes to messages.
- 1989 Early Childhood Development Training Summit convened, with focus on training opportunities and information dissemination.
- 1989 State Special Education office sponsors conferences for persons interested in working with infant and toddlers with developmental delays, with more than 100 providers participating.
- 1989 UDC agrees to establish a user-friendly program for early care practitioners that includes one-year certificate for which college credit hours will be available; building the CDA requirements into the two year program; and reducing fees for the weekend college.
- 1989 Howard University Small Business Development Center conducts five-week training institute for early care and education directors.
- 1990 The Howard University School of Continuing Education starts offering a workshop on school-age care providers, with focus on CDA Credentialing.
- 1990 The DCPS Early Childhood Institute held its first annual staff development and in-service training for practitioners.
- 1991 Early Childhood Collaborative of DC established.
- 1991 Child Care Development Block Grant uses funds to expand CDA scholarship program in DC.
- 1991 DC provides \$269,337 for DCPS/SMART to implement a program combining early childhood education training with employment.

## DISTRICT OF COLUMBIA EARLY CARE AND EDUCATION PROFESSIONAL DEVELOPMENT TIMELINE

### The Momentum Years:

- 1992 MACECD convenes Citywide Technical Assistance Day to focus on developing a vision and strategic plan for DC Professional Development System.
- 1992 DCPS implements the Early Childhood Teacher Collaborative for all early childhood practitioners, including support staff.
- 1993 MACECD co-sponsors with OECD and the National Academy of Early Childhood Program: A Center Accreditation Scholarship Fund.
- 1994 MACECD's Training Summit II, "Moving Forward to Create a System for Early Childhood Professional development in the District of Columbia", and the report, *Moving Forward* published.
- 1995 UDC recognizes and accepts child care workers experience obtained outside of the university, such as the CDA Credential.
- 1995 Metropolitan Washington Council of Governments launches Higher Education Scholarship Fund.
- 1998 MACECD formalizes system for certified training instituted, and includes a Trainer Certification packet.
- 1998 ECEA receives grant for ACYF to train Head Start staff for an AA degree; and awards grant to ECLI with instructions to make the AA degree available for early care and education practitioners. Project called Project Headway.
- 1998 ECEA starts providing \$1,500 CDA scholarships for early care workers pursuing the CDA credential.
- 1999 Trainer Certification process implements a system that certifies individuals and organizations to train others in CORE Knowledge Areas and Depth of Content critical to effective early care and education.
- 2000 Mayor Anthony Williams' Strategic Plan for DC cites quality early care and education as the cornerstone of DC's strategy on children and youth.
- 2000 ECEA establishes the Tier Rate Reimbursement System (TRRS), "Going for the Gold!" to provide fair and equitable reimbursement rates to child care providers participating in the District's Child care Subsidy System.
- 2000 MACECD establishes DC Early Care and Education Professional levels Framework, with six levels and CORE Knowledge related to each level as well as education, training and personal attributes.
- 2000 *Ladies Home Journal* national survey ranks the District 5<sup>th</sup> among cities in North America taking care of kids.
- 2000 ECEA partners with the Department of Employment Services/DC Apprenticeship Council and approves and publishes Child Development Specialist Apprenticeship Program Standards for Training Apprentices to work in the early care and professional program.
- 2004 MACECD Professional Development Subcommittee publishes a Trainer and Training Organization Directory.
- 2004 OECD receives a \$100,000 Head Start Collaboration Supplemental Grant to increase community development collaboration.



## **DISTRICT OF COLUMBIA EARLY CARE AND EDUCATION PROFESSIONAL DEVELOPMENT TIMELINE**

- 2005 ECLI conducts a 3-day training, “Early Learning and Literacy Academy”, with 275 early care and education teachers participating.
- 2005 CARUP at UDC, under contract with ECEA publishes findings from study on CDA Training Partners in DC and reports that DC training partners have out performed all CDA training programs in the DC Metro Area and Baltimore, MD, making DC the CDA capital of the nation.
- 2005 ECEA reports 1,656 individuals with CDA credentials.
- 2005 ECEA provides over \$2 million to the ECLI at the University of DC, Southeastern University and the Metropolitan Washington Council of governments for higher education scholarships.
- 2005 Universal School Readiness Conference held at UDC with more than 1,300 early care and education practitioners attending.
- 2005 Center for Applied Research and Urban Policy at UDC, under contract with ECEA, conducts evaluation of professional development training.
- 2005 W.K. Kellogg Foundation awarded DC one of its five national SPARK (Supporting Partnerships to Assure Ready Kids) grants, with funds used to enhance the professional development system through training, research and advocacy.
- 2006 DC Board of Education approves 2005 Early Learning for Children Entering Kindergarten in DC Standards and incorporates in Pre-K through 12 standards.
- 2006 MACECD Task Force on Strategic Planning for Infants and Toddler Development produces draft document on improving services and support for infants and toddlers in DC.
- 2006 ECEA funds Washington Child Development Council (WCDC) to provide accreditation support and family child care expansion for DC providers.
- 2007 Amended Title 29 of DC Municipal Regulations (DCMR), Regulating Child Development Facilities.

# District of Columbia Career Guide for Early Childhood & Out of School Time Professionals

Pathways to Professional Growth



Office of the  
State Superintendent of Education

Division of Early Childhood Education  
Office of the State Superintendent of Education (OSSE)  
Government of the District of Columbia  
810 First Street, NE, 4th Floor  
Washington, DC 20002

## The Goal & Purpose

The mission of the Office of the State Superintendent of Education, Division of Early Childhood Education (ECE) is to provide leadership and coordination to ensure all District of Columbia children from birth to kindergarten entrance have access to high quality early childhood development programs. ECE also monitors and supports before and after school programs. A highly qualified workforce is critical to fulfilling this mission.

Current research shows that when educators have higher levels of formal education and specialized training with support, they are much more likely to use evidence-based practices and possess an ongoing professional commitment to the field.

Using this research to drive policy, professional development standards and entry requirements for the workforce across all settings have stressed the need for professionals with higher education degrees and credit bearing credentials that have content specific coursework.

The goals of the District of Columbia Career Guide for Early Childhood and Out of School Time Professionals are to:

- To help professionals understand the range of positions and education needed to advance in the field
- To acknowledge and award professional growth and retention
- To increase higher education capacity to serve the workforce
- To streamline professional development reporting requirements and track workforce data

## The Need

Early childhood professionals work in many settings. These include licensed child development centers and homes, public schools, Head Start programs and private schools. The professional development standards and entry requirements across these settings may vary although they all emphasize the need for higher education degrees and credit bearing credentials. This guide provides a clearly articulated road map or pathway that helps the workforce understand and plan for entry, growth and retention in the field.

## Overview of Companion Resources

The following resources have been developed to support the use of the District of Columbia Career Guide for Early Childhood and Out of School Time Professionals:

- Career Counseling
- Higher Education Guide of Available Degrees and Credentials for Each Lattice Level
- Child Development Associate Credential Scholarships
- Early Childhood Leadership Institute at the University of the District of Columbia Higher Education Scholarships
- T.E.A.C.H. Early Childhood DC Higher Education Scholarships
- Achievement & Retention Recognition
- Professional Registry/Database



Career Lattice		Guidelines for Career Tracks			
Level 1 Qualification Requirements	Administrative and Leadership Track	Infant/Toddler Track	Pre-Kindergarten Track	Afterschool Track	
<p><b>Option 1</b> High School Diploma or GED <b>AND</b> 60 professional development hours (clock hours) that specifically address at least six of the core knowledge areas. Training must be from an OSSE/ECE approved training source.</p> <p><b>Option 2</b> 3 college level credits from a regionally accredited college in coursework related to early childhood education, child development or child and family studies. Course content should specifically address at least six of the core knowledge areas. <b>AND</b> 15 professional development (clock hours) from an OSSE/ECE approved training source.</p>	<p>Include at least 15 professional development hours that specifically address business management, leadership or program administration</p>	<p>Include at least 15 professional development hours that specifically address infant/toddler education</p>	<p>Include at least 15 professional development hours that specifically address pre-kindergarten education</p>	<p>Include at least 15 professional development hours that specifically address youth development, elementary education and recreation</p>	
	<b>Common Positions in the Field</b>				
	Child Development Home Owner/Director	Teacher Aide	Teacher Aide	Assistant Group Leader	
Level 2 Qualification Requirements	Administrative and Leadership Track	Infant/Toddler Track	Pre-Kindergarten Track	Afterschool Track	
<p><b>Option 1</b> <b>Child Development Associate Credential (CDA)</b> <b>Option 2</b> 9 college level credits from a regionally accredited college in coursework related to early childhood education, child development or child and family studies which must align with at least 9 of the core knowledge areas</p> <p><b>Option 3</b> Successful completion of an ECE approved credential program from a regionally accredited college that includes a minimum of 9 college level credits which must align with at least 9 of the core knowledge areas</p>	<p>Include at least 3 credit hours that specifically address business management, leadership or program administration For example – University of DC's Director's Credential</p>	<p>Select CDA Infant/Toddler Endorsement or Include at least 3 credit hours that specifically address infant/toddler education</p>	<p>CDA Preschool Endorsement or Include at least 3 credit hours that specifically address pre-kindergarten education</p>	<p>Include at least 3 credit hours that specifically address youth development, elementary education and recreation</p>	
	<b>Common Positions in the Field</b>				
	Child Development Home Owner/Director	Assistant Teacher	Assistant Teacher	Assistant Group Leader	

Career Lattice		Guidelines for Career Tracks			
Level 3 Qualification Requirements	Administrative and Leadership Track	Infant/Toddler Track	Pre-Kindergarten Track	Before/After-school Track	
<p><b>Option 1</b>  <b>Child Development Associate Credential</b>  <b>AND</b>  <b>12 college level credits</b> from a regionally accredited college in coursework related to early childhood education, child development or child and family studies which must align with all core knowledge areas.</p> <p><b>Option 2</b>  <b>24 college level credits</b> from a regionally accredited college that includes a minimum of 12 college level credits in coursework related to early childhood education, child development or child and family studies which must align with all core knowledge areas.</p>	<p>Include at least 6 credit hours that specifically address business management, leadership or program administration</p>	<p>Select CDA Infant/Toddler endorsement and            Include at least 3 credit hours that specifically address infant/toddler education</p>	<p>CDA Preschool endorsement and            Include at least 3 credit hours that specifically address pre-kindergarten education</p>	<p>Include at least 3 credit hours that specifically address youth development, elementary education and recreation</p>	
	<b>Common Positions in the Field</b>				
	Child Development Home Owner/Director	Assistant Teacher	Assistant Teacher	Assistant Group Leader	
Level 4 Qualification Requirements	Administrative and Leadership Track	Infant/Toddler Track	Pre-Kindergarten Track	Before/After-school Track	
<p><b>45 college level credits</b> from a regionally accredited college that includes a minimum of 15 college level credits in coursework related to early childhood education, child development or child and family studies which must align with all core knowledge areas.</p>	<p>Include at least 6 credit hours that specifically address business management, leadership or program administration</p>	<p>Include at least 6 credit hours that specifically address infant/toddler education</p>	<p>Include at least 6 credit hours that specifically address pre-kindergarten education</p>	<p>Include at least 6 credit hours that specifically address youth development, elementary education and recreation</p>	
	<b>Common Positions in the Field</b>				
	Assistant Director Child Development Center	Assistant Teacher	Assistant Teacher	Assistant Group Leader	



Guidelines for Career Tracks				
Administrative and Leadership Track	Infant/Toddler Track	Pre-Kindergarten Track	Before/After-school Track	
Include at least 6 credit hours that specifically address business management, leadership or program administration	Include at least 6 credit hours that specifically address infant/toddler education	Include at least 6 credit hours that specifically address pre-kindergarten education	Include at least 6 credit hours that specifically address youth development, elementary education and recreation *note Degree in Elementary Education acceptable	
Common Positions in the Field				
Child Development Center Assistant Director Child Development Home Owner/Director (expanded home)	Teacher (community based programs only)	Teacher (community based programs only)	Group Leader	
Guidelines for Career Tracks				
Administrative and Leadership Track	Infant/Toddler Track	Pre-Kindergarten Track	Before/After-school Track	
Include at least 6 credit hours that specifically address business management, leadership or program administration	Include at least 6 credit hours that specifically address infant/toddler education	Include at least 6 credit hours that specifically address pre-kindergarten education	Include at least 6 credit hours that specifically address youth development, elementary education and recreation	
Common Positions in the Field				
Child Development Center Assistant Director Child Development Home Owner/Director (expanded home)	Teacher (community based programs)	Teacher (community based programs)	Group Leader	
Career Lattice				
Level 5 - Qualification Requirements				
<p><b>Option 1</b> Associate degree in early childhood education, child development or child and family studies from a regionally accredited college that includes a minimum of 18 college level credits in coursework related to early childhood education, child development or child and family studies. At least one course must contain a supervised field experience component.</p> <p><b>Option 2</b> Associate degree in a <i>related field</i> from a regionally accredited college that includes a minimum of 18 college level credits in coursework related to early childhood education, child development or child and family studies. At least one course must contain a supervised field experience component.</p> <p><b>Option 3</b> 64 college level credits that include a minimum of 18 credits in coursework related to early childhood education, child development or child and family studies. At least one course must contain a supervised field experience component.</p>				
Career Lattice				
Level 6 - Qualification Requirements				
<p><b>Option 1</b> Meet the requirements in Level 5 <u>AND</u> 21 additional college level credits from a regionally accredited college</p> <p><b>Option 2</b> 87 college level credits from a regionally accredited college that include a minimum of 18 college level credits in coursework related to early childhood education, child development or child and family studies which together must align with all core knowledge areas.</p>				



Career Lattice Level 7 Qualification Requirements		Guidelines for Career Tracks			
		Administrative and Leadership Track	Infant/Toddler Track	Pre-Kindergarten Track	Before/After-school Track
<p><b>Meet the requirements in Level 5</b></p> <p><b>Option 1</b> 42 additional college level credits from a regionally accredited college</p> <p><b>Option 2</b> 108 college level credits from a regionally accredited college that include a minimum of 18 college level credits in coursework related to early childhood education, child development or child and family studies which together must align with all core knowledge areas.</p>	<p>Include at least 6 credit hours that specifically address business management, leadership or program administration</p>	<p>Include at least 6 credit hours that specifically address infant/toddler education</p>	<p>Include at least 6 credit hours that specifically address pre-kindergarten education</p>	<p>Include at least 6 credit hours that specifically address youth development, elementary education and recreation</p>	
	<b>Common Positions in the Field</b>				
	<p>Child Development Center Assistant Director</p> <p>Child Development Home Owner/Director (expanded home)</p>	<p>Teacher (community based programs)</p>	<p>Teacher (community based programs)</p>	<p>Group Leader</p>	
Career Lattice Level 8 Qualification Requirements		Guidelines for Career Tracks			
		Administrative and Leadership Track	Infant/Toddler Track	Pre-Kindergarten Track	Before/After-school Track
<p><b>Bachelor's degree</b> in early childhood education, child development or child and family studies from a regionally accredited college that includes a minimum of 21 college level credits in coursework related to early childhood education, child development or child and family studies. At least one course must contain a supervised field experience component.</p> <p><b>Option 1</b></p> <p><b>Option 2</b> Bachelor's degree in a related field from a regionally accredited college that includes a minimum of 21 college level credits in coursework related to early childhood education, child development or child and family studies. At least one course must contain a supervised field experience component.</p>	<p>Include at least 6 credit hours that specifically address business management, leadership or program administration</p>	<p>Include at least 9 credit hours that specifically address infant/toddler education</p>	<p>Include at least 9 credit hours that specifically address pre-kindergarten education</p>	<p>Include at least 9 credit hours that specifically address youth development, elementary education and recreation *note Degree in Elementary Education acceptable</p>	
	<b>Common Positions in the Field</b>				
	<p>Child Development Center Director</p> <p>Child Development Home Owner/Director (expanded home)</p>	<p>Teacher (community based programs)</p>	<p>Teacher (community based programs &amp; charter schools)</p>	<p>Afterschool facilitator</p> <p>Afterschool program coordinator</p>	

Guidelines for Career Tracks				
Administrative and Leadership Track	Infant/Toddler Track	Pre-Kindergarten Track	Before/Afterschool Track	
<b>Career Lattice</b> <b>Level 9 Qualification Requirements</b> OSSE Early Childhood Teacher Licensure Pre-K – Grade 3 obtained with a bachelor’s degree	Include at least 6 credit hours that specifically address business management, leadership or program administration	Include at least 9 credit hours that specifically address infant/toddler education	Include at least 9 credit hours that specifically address pre-kindergarten education	Include at least 9 credit hours that specifically address youth development, elementary education and recreation *note Licensure in Elementary Education acceptable
<b>Common Positions in the Field</b>				
Director Child Development Center Child Development Home Owner (expanded home)	Teacher	Teacher ( community based programs, DCPS & charter schools )	Afterschool facilitator Afterschool program coordinator	
Guidelines for Career Tracks				
Administrative and Leadership Track	Infant/Toddler Track	Pre-Kindergarten Track	Before/Afterschool Track	
<b>Career Lattice</b> <b>Level 10 Qualification Requirements</b> <b>Option 1</b> Master’s degree in early childhood education, child development or child and family studies. <b>Option 2</b> Master’s degree in a related field that includes a minimum of 9 graduate credits in coursework related to early childhood education, child development or child and family studies.	Include at least 6 graduate level credit hours that specifically address business management, leadership or program administration	Include at least 9 graduate level credit hours that specifically address infant/toddler education	Include at least 9 graduate level credit hours that specifically address youth development, elementary education and recreation *note Degree in Elementary Education acceptable	
<b>Common Positions in the Field</b>				
Principal Assistant Principal Instructional Coach Child Development Center Director Higher Education Faculty (Associate level) Education Coordinators (Head Start)	Principal Assistant Principal Instructional Coach Child Development Center Director	Principal Assistant Principal Instructional Coach Child Development Center Director	Principal Assistant Principal Instructional Coach Child Development Center Director	



Guidelines for Career Tracks				
Administrative and Leadership Track	Infant/Toddler Track	Pre-Kindergarten Track	Before/After-school Track	
<p>Include at least 3 graduate level credit hours that specifically address business management, leadership or program administration</p> <p>Include OSSE School Administrator Licensure</p>	<p>Include at least 6 graduate level credit hours that specifically address infant/toddler education</p>	<p>Include at least 6 graduate level credit hours that specifically address pre-kindergarten education</p>	<p>Include at least 6 graduate level credit hours that specifically address youth development, elementary education and recreation</p> <p>*note Licensure in Elementary Education acceptable</p>	
Common Positions in the Field				
<p>Principal</p> <p>Assistant Principal</p> <p>Instructional Coach</p> <p>Child Development Center Director</p>				
Common Positions in the Field				
<p>Higher Education Faculty</p> <p>Researcher</p> <p>Superintendent</p> <p>Program Administrator</p> <p>Child Development Center Director</p>				
<p><b>Career Lattice</b> Level 11 Qualification Requirements</p> <p>OSSE Early Childhood Teacher Licensure Pre-K – Grade 3 obtained with a master’s degree.</p>				
<p><b>Career Lattice</b> Level 12 Qualification Requirements</p> <p>Ph. D or Ed. D in early childhood education, child development or child and family studies.</p>				



## Overview of Minimum Professional Development Standards for Common Positions in the Field

<u>Minimum Professional Development Standards per Setting</u>				
Common Positions	DC Public Schools & DC Public Charter Schools*	Head Start & Early Head Start	Child Development Centers	Child Development Homes
<b>Teachers</b>	Minimum Level 9  *Requirements may vary per individual charter school	Minimum Level 2 (Early Head Start)  As of October 2011 Minimum Level 5  As of September 2013 50% Minimum Level 8	Licensed Only Minimum Level 2  Participating in QRIS ( <i>Going for the Gold</i> ) Bronze: 25% Minimum Level 5 Silver: 50% Minimum Level 5 Gold: Minimum Level 5 Gold Plus: Minimum Level 8	Licensed Only: Minimum Level 1  Participating in QRIS ( <i>Going for the Gold</i> ) Bronze: Minimum Level 2 Silver: Minimum Level 3 Gold: Minimum Level 4 Gold Plus: Minimum Level 5
<b>Assistant Teachers</b>	Minimum Level 5 recommended but other options available  *Requirements may vary per individual charter school	As of September 2013 Minimum Level 2	Licensed Only: Minimum Level 2  Participating in QRIS ( <i>Going for the Gold</i> ) Bronze: 50% Minimum Level 2 Silver: 75% Minimum Level 2 Gold: Minimum Level 2 Gold Plus: Minimum Level 5	Licensed Only: Minimum Level 1  Participating in QRIS ( <i>Going for the Gold</i> ) Bronze: Minimum Level 2 Silver: Minimum Level 3 Gold: Minimum Level 4 Gold Plus: Minimum Level 5
<b>Directors or Principals</b>	Minimum Level 10  *Requirements may vary per individual charter school	As of September 2013 Minimum Level 8	Licensed Only: Minimum Level 2  Participating in QRIS ( <i>Going for the Gold</i> ) Bronze: Minimum Level 6 Silver: Minimum Level 7 Gold: Minimum Level 8 Gold Plus: Minimum Level 8	Licensed Only: Minimum Level 1  Participating in QRIS ( <i>Going for the Gold</i> ) Bronze: Minimum Level 2 Silver: Minimum Level 3 Gold: Minimum Level 4 Gold Plus: Minimum Level 5

- This is a broad overview of minimum entry requirements, please contact each employer directly for specific details; employers may require more than the minimum requirements
- This does not include ongoing training requirements

## OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

NOTICE OF FINAL RULEMAKING

The State Superintendent of Education, pursuant to the authority set forth in section 3(b)(11) of the State Education Office Establishment Act of 2000, effective October 21, 2000 (D.C. Law 13-176) and amended by the Public Education Reform Amendment Act of 2007, (D.C. Law 17-9), D.C. Official Code § 38-2602(b)(11)) (2008 Supp), hereby gives notice of the adoption of a final rule to amend Chapter 16 of Title 5 of the *District of Columbia Municipal Regulations* (DCMR).

The final regulation amends portions of chapter 16, entitled "Professional Education Requirements," to establish Teacher Credentials that will be required of candidates seeking to qualify for a position as a teacher in the District of Columbia Public Schools system. The final regulation is being adopted substantially as proposed with cross references aligned to the appropriate subsections within chapter 16.

The regulation also establishes fees for this process and a hearing process with regard to denial, revocation and suspension of such credentials. As announced in the proposed revisions to this chapter, additional sections and subsections within Title 5 have been superseded by these amendments and will be deleted.

The revisions to these regulations were published for comment at 55 *D.C. Register* 8539 (August 8, 2008); and at 55 *D.C. Register* 11906 (November 14, 2008). The proposals were posted on the Office of the State Superintendent of Education website, and discussed at public hearings before the State Board of Education. All comments received have been considered.

**Section 1601 of Title 5 of the DCMR is amended to read as follows:**

**5-1601 TEACHING CREDENTIAL**

- 1601.1 An individual must have a license known as a Teaching Credential to serve as a teacher in the District of Columbia Public Schools for the subjects enumerated in this chapter. For any subjects not covered in this chapter, a substitute teaching credential must be obtained.
- 1601.2 The Office of the State Superintendent of Education (OSSE) shall issue a Teaching Credential in accordance with the provisions of this section.
- 1601.3 Regular I Teaching Credential. To qualify for a Regular I Teaching Credential, the candidate must:



- (a) Have earned a bachelor's degree from an accredited institution of higher education;
- (b) Be enrolled in a preparation program in the District of Columbia for practicing teachers approved by the OSSE, or in a program approved by another state and recognized by the OSSE in accordance with this chapter;
- (c) Have successfully completed the Praxis I examination, or other nationally recognized test as may be designated by the State Superintendent of Education, with a qualifying score determined by the State Superintendent of Education or met an equivalency score determined by the State Superintendent of Education on the SAT, ACT, or Graduate Record Examination (GRE);
- (d) Have successfully completed the Praxis II Content examination, or other nationally recognized test as may be designated by the State Superintendent of Education, with a qualifying score determined by the State Superintendent of Education, in the content area in which the candidate will practice; and
- (e) Be employed by a local education agency in the District of Columbia.

1601.4 Regular I Teaching Credential Upgrade. Candidates who hold a Regular I Teaching Credential shall receive an upgrade to a two-year Regular II Teaching Credential if the candidate successfully completes a state-approved preparation program for practicing teachers in which he or she was enrolled and where applicable, the Praxis II, Pedagogy examination, or other nationally recognized test as may be designated by the State Superintendent of Education, with a qualifying score determined by the State Superintendent of Education.

1601.5 Regular II Teaching Credential. To qualify for a Regular II Teaching Credential, a candidate must:

- (a) Have earned a bachelor's degree from an accredited institution of higher education;
- (b) Have successfully completed a preparation program for teachers approved by the OSSE in accordance with subsection 1601.11 this chapter or by another state and recognized by the OSSE;
- (c) Have successfully completed the Praxis I, Pre Professional Skills Test or other nationally recognized test as may be designated by the State Superintendent of Education, with a qualifying score



determined by the State Superintendent of Education or met an equivalency score determined by the State Superintendent of Education on the SAT, ACT or GRE; and

- (d) Have where applicable, successfully completed the appropriate Praxis II Content and Pedagogy examinations, or other nationally recognized test as may be designated by the State Superintendent of Education, with a qualifying score determined by the State Superintendent of Education.

1601.6 Transitional Teaching Credential. At the written request of a local education agency (LEA) located in the District of Columbia, the State Superintendent of Education may issue a one-year non-renewable Transitional Teaching Credential to a candidate if the candidate was never employed as a teacher by the District of Columbia Public Schools and has earned a bachelor's degree from an accredited institution of higher education and either the candidate's academic major qualifies the individual to teach in the content area in which the teacher shall practice, or the candidate completed a state-approved teacher preparation program. This Transitional Teaching Credential also includes qualifying candidates who hold a valid teaching license from another state or jurisdiction within the United States of America, and have not taken the examinations required for a Regular II Teaching Credential.

1601.7 The terms and renewal requirements for the Regular I and Regular II teaching credentials shall be as follows:

- (a) The term of the Regular I Teaching Credential shall be two calendar years from the date of issuance, unless a shorter term is prescribed by the State Superintendent of Education. The Regular I Teaching Credential is not renewable.
- (b) The term of the Regular II Teaching Credential shall be four calendar years from the date of issuance, and in the case of a Regular II Teaching Credential upgraded from a Regular I Teaching Credential, in accordance with the requirements of subsection 1601.4, for a term of two calendar years, unless a shorter term is prescribed by the State Superintendent of Education.
- (c) The Regular II Teaching Credential is renewable upon completion of six semester hours of coursework from an accredited institution of higher education; or 90 clock hours documenting professional development activities; or a combination thereof, one semester hour being equivalent to 15 clock hours, that contribute to

performance and effectiveness as a teacher.

- (d) The Regular II License will become non renewable upon development and promulgation of final regulations for an Advanced Teaching Credential described in subsection 1601.9.

1601.8 All Teaching Credentials current as of the effective date of final adoption of this regulation shall remain in effect until the expiration date for each license.

1601.9. The Advanced Teaching Credential. The State Superintendent of Education shall consider the development and promulgation of further regulations creating a new Advanced Teaching Credential that would require a candidate to demonstrate effectiveness to continue teaching in a District of Columbia Public School. Any effectiveness regulation will be developed using expert research and will be proposed and published for public comment prior to any final adoption.

1601.10 Substitute Teaching Credential. Applicants must have completed a Bachelor's degree at an accredited institution of higher education to qualify for a substitute teaching credential. The substitute teaching credential is valid for two years from the date of issuance.

1601.11 The State Superintendent of Education shall develop policies or directives setting forth objective and verifiable standards for the approval, renewal, and revocation of approval by the OSSE of teacher preparation and practicing teacher programs in the District of Columbia that qualify candidates to earn a Regular Teaching Credential pursuant to subsections 1601.3, 1601.4 or 1601.5 of this chapter and for purposes of interstate reciprocity.

- (a) Only programs sponsored by an accredited institution of higher education, a non-profit organization, or LEA may be considered for approval pursuant to this subsection by the OSSE.
- (b) Any approval granted by the OSSE pursuant to this subsection, shall specify the objective and verifiable standards that must be successfully completed to qualify a candidate for the Regular Teaching Credential pursuant to subsections 1601.3, 1601.4 or 1601.5 of this chapter.
- (c) Any such programs in existence as of the date of the final approval of this regulation, shall maintain their qualified status pursuant to this subsection, for the duration of the term of their current



approval as a qualified program. Programs approved by other states and recognized by the OSSE may also qualify candidates to earn a Regular II Teaching Credential.

- (d) Each application for the approval of a teacher preparation or practicing teacher program located in the District of Columbia under this Section shall at a minimum include industry recognized standards in child development, classroom management, and content knowledge.

1601.12 Each candidate for a Teaching Credential shall be required to undergo a criminal history record check prior to receiving the Credential, and may be required to submit to additional checks for purposes of renewing or continuing to hold the credential.

- (a) The State Superintendent of Education shall develop policies or directives setting forth objective and verifiable criteria for the review of such records in accordance with appropriate law.
- (b) Only criminal convictions and pending charges shall be taken into account with regard to criminal background information in determining whether or not an individual is qualified to hold the credential.

1601.13 To receive an endorsement in individual subject matter areas enumerated in Sections 1602 through Section 1665 of this chapter, a candidate must have a valid Regular II credential, successfully completed Praxis II Pedagogy examination, where applicable, or other nationally recognized tests, as designated by the State Superintendent of Education and one of the following:

- (a) Successful completion of the Praxis II Content exam; or
- (b) Meet the requirements for the subject matter area in Sections 1602 through Section 1665 of this chapter; or
- (c) Successful completion of an academic major or major equivalent of thirty semester hours of course work from an accredited institution of higher education in a given subject matter.
- (d) This section shall not apply to licenses requiring advanced degrees in Sections 1634; 1656; 1657; 1658; 1659; 1660; 1662; and Section 1663 of this chapter.

1601.14 Each application for a credential submitted to the OSSE for processing under Chapter 16 shall be accompanied by a fee established by the State Superintendent of Education.



- (a) The State Superintendent of Education shall determine the amount of revenue that shall be required to administer the teacher credentialing process, and shall establish an application processing fee in the amount deemed necessary for such purposes;
- (b) All revenue collected by the State Superintendent of Education under this subsection for the processing of Credentials shall be deposited in the Office of the State Superintendent of Education "Academic Certification and Testing Fund," which shall be separate from the Local Operating Funds of the District of Columbia. This State Fund does not revert to the General Fund Balance of the District of Columbia at the end of any fiscal year or at any other time, and is continually available for the uses and purposes set forth in this Chapter, subject to Congressional authorization.
- (c) All revenue collected by the OSSE under this subsection for the processing of a Teaching Credential shall be continuously available for the uses and purposes directly related to credentialing activities, including, but not limited to:
- (1) Travel;
  - (2) Professional training;
  - (3) Meetings;
  - (4) Stipends;
  - (5) Honorariums;
  - (6) Professional organization membership dues;
  - (7) Day-to-day office operational needs;
  - (8) Salaries of individuals who perform, manage, monitor or oversee the processing of credentials; and
  - (9) The maintenance of credentialing program records.
- (d) Fees shall be payable to the D.C. Treasurer by money order, certified check, cashiers check or electronic payment.
- (e) Teacher Credentialing Fee Schedule:

(1)	Initial Certification	\$ 50.00
(2)	Duplicate Certificates	\$ 20.00
(3)	Renewal Certification	\$ 50.00
(4)	Substitute Certification	\$ 50.00

- 1601.15 Interstate Agreement on Qualification of Educational Personnel. At the direction of the State Superintendent of Education, periodic reviews shall be conducted to determine whether any state has established teacher preparation standards that are at least comparable and equivalent to teacher preparation standards in the District of Columbia;
- (a) When the State Superintendent of Education determines that the teacher preparation standards established by any state are at least comparable and equivalent to teacher preparation standards in the District of Columbia, the State Superintendent of Education shall initiate negotiations with that state to provide reciprocity in teacher or educator credentialing;
  - (b) The State Superintendent of Education shall award a credential to any applicant who holds or qualifies for an equivalent credential awarded by a state that has established a reciprocity agreement with the District of Columbia pursuant to subsection (a);
  - (c) The State Superintendent of Education shall grant an appropriate credential to any applicant from another state that has completed teacher preparation that is at least comparable and equivalent to preparation that meets teacher preparation standards in the District of Columbia, as determined by the OSSE, if both of the following circumstances exist:
    - (1) A reciprocity agreement with the other states is pending completion, or the other state has declined to enter into a reciprocity agreement with the District of Columbia;
    - (2) The applicant has met the requirements of the District of Columbia for obtaining a certificate of eligibility in accordance with this Section; and
  - (d) No reciprocity agreement establishment pursuant to subsection 1601.15 (b) shall exempt an out-of-state applicant from being required to submit to, and or comply with a background or criminal history record check, in conjunction with obtaining a license under this chapter.



1601.16 The procedures for entering and executing "Interstate Agreements" shall be established by the State Superintendent of Education, or his or her designee.

**Section 1687 of Title 5 of the DCMR is amended to read as follows:**

**5-1687 LICENSE DENIAL, SUSPENSION OR REVOCATION**

1687.1 A license issued pursuant to this chapter may be denied, or suspended for a period determined by the State Superintendent of Education or revoked by the State Superintendent of Education if the license holder has:

- (a) Fraudulently or deceptively obtained, or attempted to obtain the license;
- (b) Pled guilty or nolo contendere with respect to, or received probation before judgment with respect to, or been convicted of one of the following crimes or been held liable in a private cause of action based upon the following:
  - (1) Murder;
  - (2) Child abuse;
  - (3) Rape;
  - (4) A sexual offense involving a minor or non-consenting adult;
  - (5) Child pornography;
  - (6) Kidnapping or abduction of a child;
  - (7) Illegal possession, use, sale, or distribution of controlled substances;
  - (8) Illegal possession or use of weapons; or
  - (9) A felony involving moral turpitude to be defined as one characterized by behavior or acts that gravely violate moral sentiments or accepted moral standards of this community and are of a morally culpable quality;
- (c) Knowingly failed to report suspected child abuse or neglect, as required by District of Columbia Official Code Section 4-1321.02;



or

- (c) Had his or her application for a license denied, suspended or revoked in this or another jurisdiction within the last five (5) years for a cause which would be grounds for denial, suspension, or revocation under Section 1687.1.

1687.2 The following reporting procedures shall govern this chapter with regard to conduct in Section 1687.1.

- (a) The following individuals shall notify the State Superintendent in writing in the event a person with a current license issued under this chapter or applicant for a license under this chapter falls within the terms of Section 1687.1 above:

- (1) The Certificate applicant or person with a current Certificate; and
- (2) The Administrator of the school or an official of the District of Columbia Public School system if the conduct occurs during current employment or during a background check;

- (b) The written report shall include the following information:

- (1) Name and current or last know address of the person being reported;
- (2) Type of Certification(s) held by the person or applied for; and
- (3) Specific grounds set forth in Section 1687.1 to support denial, suspension, revocation.

1687.3 Before denying, suspending, or revoking a license, including without limitation for reasons set forth in Section 1687.1, the State Superintendent of Education or his or her designee shall:

- A. Send the potential or current license holder a written notification of the intent to deny, suspend or revoke his or her license, specifying the basis for intended action;
- B. Advise the potential or current license holder of the right to a hearing and advise further that:

1. The decision shall not become final until the conclusion of hearing, unless otherwise provided by law; and a request for a hearing is filed within ten (10) days of the receipt of a written copy of circumstances in Section 1687.1 affecting the applicant or current license holder;
  2. Absent the timely filing of a request for a hearing, the decision shall become final on the eleventh (11th) day after receipt of a written copy of charges against the potential or current license holder; and
  3. Advise the applicant or current license holder that, the burden of proof shall rest upon:
    - (A) The State Superintendent of Education to sustain a decision to suspend or revoke a license;
    - (B) The applicant in order to reverse a decision to deny a license; and
    - (C) That in all cases the standard of proof shall be a preponderance of the evidence.
- 1687.3 The State Superintendent of Education or his or her designee shall notify all other states of denial, suspension, and revocation decisions as part of the interstate certification data exchange.
- 1687.4 If the decision of denial, suspension, or revocation is based on Section 1687.1 (b), and if the decision subsequently is overturned in an appeal or other post decision proceeding, an applicant may re-apply for a license, and a license suspension or revocation shall end on the date a conviction or plea of guilty is overturned.
- 1687.5 A license which has been suspended under this chapter shall be automatically reinstated at the end of a suspension period; provided that the license has not expired during the period of suspension.
- 1687.6. If a license expired during the period of suspension, a person may reapply and shall be required to meet the license requirements in effect at the time the application is submitted for a new license.

**The following Sections and Sub-sections of Title V of the DCMR are hereby deleted in their entirety:**

**Section 5-1001**

**Sub-Sections 5-1002.1, 5-1002.2, and 5-1002.3**

**Section 5-1003**  
**Section 5-1308**  
**Section 5-1310**  
**Section 5-1311**



ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
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	4. Key Word: Classroom staff qualifications	

**INFORMATION MEMORANDUM**

**TO:** Head Start and Early Head Start Grantees and Delegate Agencies

**SUBJECT:** Statutory Degree and Credentialing Requirements for Head Start Teaching Staff

**INFORMATION:**

Attached is a discussion of those statutory requirements related to the qualifications for center-based Head Start and Early Head Start teaching staff. Please direct any questions on this Information Memorandum to your OHS Regional Office.

/Patricia E. Brown/

Patricia E. Brown  
 Acting Director  
 Office of Head Start

**Head Start**

**What are the current requirements for Head Start teacher qualifications?**

Each Head Start classroom in center-based programs must have a teacher who has at least one of the following qualifications:

1. A Child Development Associate (CDA) credential that is appropriate to the age of the children being served;
2. A State-awarded certificate for preschool teachers that meets or exceeds the requirements for a Child Development Associate (CDA) credential; (Please contact your regional office to determine if your state's certificate meets the requirements for a CDA.)
3. An associate, baccalaureate or advanced degree in early childhood education;
4. An associate degree in a field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children;
5. A baccalaureate or advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children or;

6. A baccalaureate degree in any field and has been admitted into the Teach For America program, passed a rigorous early childhood content exam, such as the Praxis II, participated in a Teach For America summer training institute that includes teaching preschool children, and is receiving ongoing professional development and support from Teach For America's professional staff.

However, a 180-day waiver may be granted to the above requirement if a Head Start agency can demonstrate it has attempted unsuccessfully to recruit a qualified candidate and the individual for whom the waiver is being requested is enrolled in a program that will award that individual a qualifying credential, certificate or degree within 180 days of being hired as a teacher.

### **What will the requirements for Head Start Teachers be as of October 1, 2011?**

By October 1, 2011, each Head Start classroom in center-based programs must have a teacher who has at least one of the following:

1. An associate, baccalaureate or advanced degree in early childhood education;
2. An associate degree in a field related to early childhood education and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children;
3. A baccalaureate or advanced degree in any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children or;
4. A baccalaureate degree in any field and has been admitted into the Teach For America program, passed a rigorous early childhood content exam, such as the Praxis II, participated in a Teach For America summer training institute that includes teaching preschool children and is receiving ongoing professional development and support from Teach For America's professional staff.

However, a 3-year waiver can be granted to the above requirement if a Head Start agency can demonstrate it has attempted unsuccessfully to recruit a qualified candidate and the individual for whom the waiver is being requested is enrolled in a program that will grant that individual a qualifying degree in a reasonable time period. If such a waiver is granted, there must be, in that individual's classroom, a teacher with a CDA credential appropriate to the age of the children being served or an individual with a State awarded certificate for preschool teachers that meets or exceeds the requirements of a CDA credential.

### **What will the requirements for Head Start Teachers be as of September 30, 2013?**

By September 30, 2013 at least 50% of Head Start teachers nation-wide must have a baccalaureate or advanced degree in Early Childhood Education or a baccalaureate or advanced degree in any subject, and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children.

OHS expects every grantee to make reasonable progress in increasing its numbers of teachers with qualifying BA degrees but there is not a requirement for each grantee to assure that at least 50% of its teachers have such degrees. The requirements established in 2011 for every Head Start teacher will continue to apply.

### **What counts as "coursework equivalent to a major relating to early childhood education"?**

Coursework equivalent to a major relating to early childhood education includes but is not limited to courses that focus on child development, early childhood education and curriculum, early childhood teaching and assessment, psychology, family development, health and physical development, mathematics, science, and children's literature. Such courses may be offered in various departments, such as Education, Home Economics, Music, Art, Library Sciences, Physical Education and Recreation, Psychology, Family Studies, and others. It is up to each prospective employee to provide the Head Start program with information on the college credit courses taken and to demonstrate that the courses address early childhood education or child development with a focus on children ages 3 to 5. Programs must examine the college transcripts and review course descriptions or syllabi to determine the relevance of the courses to the Head Start program.

Head Start agencies in states that license or certify state Pre-K teachers may also choose to accept the type(s) and number(s) of courses recognized by the local school district or state education agency as qualifying teachers to teach pre-school aged children in that school district or state as "coursework equivalent to a major relating to early childhood education" as long as they also have experience teaching pre-school aged children.

**Does a person with an associate, baccalaureate, or advanced degree in a field other than early childhood education need experience teaching preschool-age children in addition to the courses equivalent to a major relating to early childhood education?**

Yes. An individual who has a degree in another field must have experience in an early childhood setting with children ages 3 to 5 in addition to courses equivalent to a major relating to early childhood education to meet the qualifications mandate for Head Start teachers. The Act does not prescribe either the kind or duration of qualifying experience; each grantee should establish its own criteria.

**Does a person with an early childhood degree need additional experience in working with children to be qualified as a Head Start teacher?**

No. A teacher who has an associate, baccalaureate or advanced degree does not need additional work experience with children to be qualified as a preschool Head Start teacher.

**What are the qualification requirements for Teacher aides/assistants?**

By September 30, 2013 all teaching assistants in center-based programs must:

- Have a child development associate (CDA) credential;
- Be enrolled in a CDA credential program that will be completed within 2 years; or
- Have an associate or baccalaureate degree (in any area) or be enrolled in a program leading to such a degree.

**What are the qualification requirements for education coordinators?**

By September 30, 2013 all education coordinators (including those that serve as curriculum specialists), nationwide in center-based programs must have:



- A baccalaureate or advanced degree in early childhood education; or
- A baccalaureate or advanced degree in any subject and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children.

## **Early Head Start**

### **What are the current requirements for Early Head Start teacher qualifications?**

Current Head Start regulations require Early Head Start teachers to have a CDA credential for Infant and Toddler Caregivers, or an equivalent credential that addresses comparable competencies within one year of hire as a teacher of infants and toddlers.

### **What will be the requirements for Early Head Start Teachers as of September 30, 2010?**

By September 30, 2010, all Early Head Start teachers must have, at a minimum, a CDA credential and have been trained (or have equivalent coursework) in early childhood development.

### **What will be the requirements for Early Head Start Teachers as of September 30, 2012?**

By September 30, 2012 all Early Head Start teachers must meet the above requirement and be trained (or have equivalent coursework) in early childhood development with a focus on infant and toddler development.

### **Additional Information**

Head Start agencies are encouraged to maintain—in the personnel files of all teachers, teaching assistants, and education coordinators—a statement identifying which documents were examined to determine that the relevant qualification requirements were met.

Each Head Start agency is required to submit an annual report on its progress in meeting the requirements discussed in this memorandum. OHS will provide more information on this report in the near future.

Section 648A(2)(C)(i)(III) precludes OHS from imposing any penalties or sanctions for any agency failing to meet either the requirement that all education coordinators must have a BA degree or the requirement that all teaching assistants must have a CDA. OHS will provide additional information on this in the future.

## **Appendix D1.5 Training Topics and Requirements as Outlined in DCMR**

Training or “clock hours” must be obtained in the following areas:

- (a) Child health, including standard health care precautions, and communicable diseases and appropriate responsive action thereto;
- (b) Child abuse and neglect prevention, detection and reporting, including mandatory reporting requirements;
- (c) Developmentally appropriate programming for infants, toddlers, preschool and/or school-age children, as applicable;
- (d) Permissible and developmentally appropriate methods of child discipline;
- (e) Inclusion of children with special needs, including the Americans with Disabilities Act; and
- (f) Precautions against Sudden Infant Death Syndrome; and
- (g) Any other area as determined by the Director.

Continuing education is required for staff in Child Development Centers (18 hours) and Out-of-School Time programs (10 hours). This continuing education and training may be in one or more of the following subject areas:

- (a) Any early childhood education area, including Growth and development of infants, toddlers, and/or children; Care and education of children with special needs and/or exceptionality; Health and physical education of infants, toddlers, and/or children; Play therapy; Language development and/or early literacy; Children's literature; Arts education; Child, adolescent, educational and/or abnormal psychology; Nutrition for children; Family development; Methods of teaching; Classroom management; Curriculum programs and activities for infants, toddlers, and/or children; Educational evaluation and measurement; Early Childhood Development or Youth Development administration; Diversity;
- (b) Child abuse and neglect recognition, prevention, and mandatory reporting;

- (c) First aid and CPR for children;
- (d) Prevention, recognition, and management of communicable diseases;
- (e) Medication administration;
- (f) Use of physical space and play equipment;
- (g) Communication and collaboration with parents and families;
- (h) Community health and social services resources for children and families;
- (i) Planning programs and activities for children and families;
- (j) Enhancing self-control and self-esteem in children;
- (k) Developmentally appropriate discipline methods and techniques for infants, toddlers, and/or children; and
- (l) Any other area as determined by the Director.

Staff in Out-of-School Time programs may also count continuing education in the following areas toward their required hours:

- (m) Recreation;
- (n) Science and technology;
- (o) Music, visual, and performing arts;
- (p) Youth development; and
- (q) Guidance.

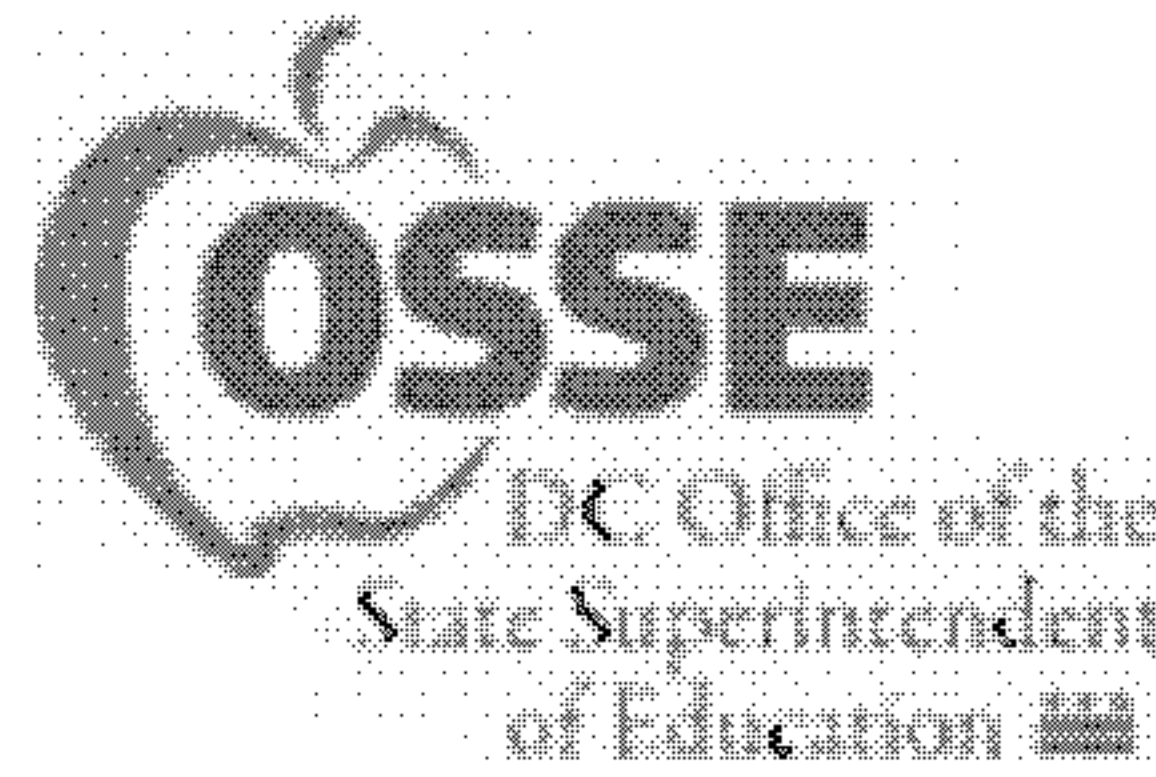
Home-based providers must complete at least 9 hours of training per year, with mandatory training in First Aid and CPR for Children.

Center Directors must complete 12 hours of training within one year of employment as Center Director in the following subject areas:



- (a) Human resources;
- (b) Management and administration;
- (c) Financial management;
- (d) Planning, development, and evaluation of child development programs;
- (e) Curriculum of child development programs; and
- (f) Evaluation and measurement of children.

# Trainer Approval Program Policy and Procedures Manual



## Division of Early Childhood Education

Revised May 11, 2010 \*

● ● ●  
“If teachers are to set up classrooms where inquiry is encouraged, then they must be educated in ways that encourage inquiry.”

Jacqueline Greenon Brooks  
Teachers and Students: Constructivists Forging New Connections



*Principle #5*

*“Providers of effective professional development experiences have an appropriate knowledge and experience base.*

*In addition to helping ensure the accuracy and quality of the material presented, meeting this principle is important for establishing credibility and legitimacy in the eyes of the participants.”*

Conceptual Framework for Early Childhood Professional Development  
National Association for the Education of Young Children (NAEYC)

*“Developmentally appropriate practice in early childhood education is also a good model for effective practice in teacher education. Adult learners, like children need to play – that is they need to take initiative, make choices among possibilities, act and interact. And, as adults, they need to engage in dialogue and reflection about their experience. I believe that this process should characterize both college classes and in-service experiences. In both settings, learners should be doing more talking than their instructors do, and their talk should be based in their concrete experience.”*

Elizabeth Jones  
Growing Teachers: Partnerships in Staff Development

*“Even when teachers are new to the job, seem naive, off-track, or inappropriate, they need to be respected.*

*Though as teacher trainers we may be called the expert, we should base our training on a belief that teacher learning will come more from what they know than from what we know.”*

Margie Carter and Deb Curtis  
Training Teachers: A Harvest of Theory and Practice



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## PROGRAM OVERVIEW:

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### The Goal & Purpose

The mission of the Office of the State Superintendent of Education, Division of Early Childhood Education (ECE) is to provide leadership and coordination to ensure all District of Columbia children from birth to kindergarten entrance have access to high quality early childhood development programs. A highly qualified workforce is critical to fulfilling this mission.

Current research shows that when early childhood practitioners have higher levels of formal education and specialized training with support; they are much more likely to use evidence-based practices and possess an ongoing professional commitment to the field. Title 29 of the District of Columbia Municipal Regulations (DCMR) Chapter 3 Child Development Facilities requires that all staff in licensed early childhood and afterschool programs must provide evidence that they are receiving specialized training via continuing education and professional development activities. *Only trainings delivered by OSSE/ECE approved trainers, accredited colleges/universities or other OSSE/ECE approved sources are acceptable.*

The goal of the Trainer Approval Program is to serve as a quality assurance mechanism that provides the workforce with access to high-quality training opportunities which in turn will have a positive impact on the quality of teaching and learning.

### The Need for Increased Quality

It is only natural that as the early childhood education field focuses its attention on increasing teacher quality, the need for high-quality trainers is also addressed. OSSE/ECE's Trainer Approval Program ensures that trainers have higher education credentials, prior training experience, and experience in the field. Approved trainers are well versed in specific Core Knowledge Area(s). Their education and experience are also aligned with their specific training content level. Additionally, OSSE/ECE will also provide ongoing professional development, monitoring and other supports for approved trainers.

### Guiding Principles

The Trainer Approval Program is guided by the following principles:

- The trainer respects early childhood education as a profession
- The trainer delivers content that is researched-based and reflects best practices in the field and is committed to his/her own professional development
- The trainer aligns training content with the Core Knowledge Area and supports the implementation of *District of Columbia (DC) Infant and Toddler and Pre-Kindergarten Early Learning Standards*. Click here to learn more about the standards: <http://osse.dc.gov/se0/frames.asp?doc=/se0/lib/se0/earlylearningstandards.pdf>
- The trainer uses practice-focused content and links theory to practice
- The trainer recognizes and respects the diverse cultures, perspectives, abilities and learning styles of the adult learner
- The trainer values the adult learner and uses adult learning principles to design and deliver training
- The trainer adheres to the National Association for the Education of Young Children – Code of Ethical Conduct, Supplement for Early Childhood Adult Educators. Click here to learn more about the codes: <http://www.naeyc.org/files/naeyc/file/positions/ethics04.pdf>

# APPROVAL CATEGORIES:

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## The Three (3) Approval Categories

### 1. Individual

- A person who provides early childhood/youth development training to the early childhood and afterschool workforce independent of an organization

#### *If Specialized Field -*

- A person who provides training to the early childhood and afterschool workforce on a specialized subject (i.e. Nurse, Firefighter, Accountant, etc.) independent of an organization

### 2. Organization

- A legal organization that provides early childhood/youth development training to the early childhood and afterschool workforce. There must be a minimum of (1) one current trainer that meets the OSSE/ECE training approval requirements. Organizations must demonstrate that their policy for hiring trainers is aligned with the trainer approval requirements.

#### *If Specialized Field -*

- A bona-fide organization that provides training to the early childhood and afterschool workforce on a specialized subject (i.e. Nurse, Firefighter, Accountant, etc.). There must be a minimum of (1) one current trainer that meets the OSSE/ECE training approval requirements. Organizations must demonstrate that their policy for hiring trainers is aligned with the trainer approval requirements.

### 3. Government Partners and National Advocacy Agencies

- This category may include specific OSSE/ECE Staff, DC Government Agencies, Approved Partners, or National Advocacy Organizations (For example, , Zero to Three, National Association of the Education of Young Children). If seeking exempt approval, please contact 202-727-8119.



# CORE KNOWLEDGE AREAS & CONTENT LEVELS:

## Core Knowledge Areas

The Core Knowledge Areas, as defined by the Division of Early Childhood Education, outlines the specific knowledge and skills professionals need to work effectively with all young children and families. The goals of the Core Knowledge Areas are to support the implementation of the *District of Columbia (DC) Infant and Toddler and Pre-Kindergarten Early Learning Standards* and create positive outcomes for young children and their families.

The Core Knowledge Areas are not isolated professional standards. They are aligned with the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation, the Child Development Associate (CDA) Competency Standards, DCPS Effective Schools Framework and the Federal Head Start Program Performance Standards.

Applicants must provide evidence that they have college credits aligned with the Core Knowledge Area(s) in which they plan to train and also meet other eligibility requirements. The Core Knowledge Areas are listed below with *some examples of topics* within each area:

### 1. Child Growth and Development

- a) Principles of child growth and development
- b) Domains and stages of development (motor, language, cognitive, social-emotional)
- c) Links between various aspects of development and learning

### 2. Observing, Documenting and Assessing to Support Young Children and Families

- a) Observation and assessment of children's behavior
- b) Screening instruments for all domains (motor, language, cognitive, social-emotional)
- c) Using observations and assessments in a effective way to support children and families
- d) Recognize the types and signs of child mental health issues

### 3. Health, Safety, and Nutrition

- a) Physical Development, Health and Safety
- b) Nutrition
- c) Types and signs of abuse, neglect, and violence; responsibilities and procedures for reporting abuse and neglect
- d) Developmental consequences of abuse, neglect, stress and trauma

### 4. Curriculum

- a) Planning and implementing a developmentally appropriate curriculum that advances all areas of children's learning and development
- b) Approaches to Learning, Language and Literacy, Mathematical Thinking, Scientific Inquiry, Creative Arts
- c) Considering culturally-valued content and home experiences
- d) Strategies that offer choices and foster curiosity, problem solving and decision-making
- e) Planning and implementing a curriculum that is aligned with DC's Early Learning Standards

### 5. Inclusive Practices

- a) Characteristics of children with varied disabilities
- b) Adaptations of curricula to include children with disabilities in all classroom activities
- c) Interventions to enhance the growth and development of children with disabilities and development of the Individualized Family Service Plan (IFSP) or the Individualized Education Plan (IEP)

## 6. Learning Environments

- a) Creates learning environments that are responsive to the diverse needs of the abilities and interests of young children
- b) Strategies to implement learning environments that support developmentally appropriate practices (infants, preschoolers, school age)
- c) Adaptations to fully include children with special needs

## 7. Building Family and Community Relationship

- a) Principles and strategies that view families as functional and resilient with diverse values, cultures, unique temperaments and learning styles
- b) Establishing relationships and communication with families and other community systems that are productive, supportive and pro-active
- c) Issues, challenges, and services regarding mental health

## 8. Diversity: Family, Language, Culture, and Society

- a) Culture, language and ethnicity as a positive influence on a child's development
- b) Helping young children understand and appreciate different cultural traditions
- c) Science of language acquisition, research-based language acquisition models, and best practices in teaching English Language Learners

## 9. Program Management, Operation and Evaluation

- a) Approaches and techniques to plan, organize, and use available resources
- b) Effective strategies for working productively with staff and community resource individuals and agencies
- c) Techniques to conduct program evaluation and to implement program improvements
- d) Interpersonal development and communication including team building, collaboration, and conflict management principles and skills
- e) Fiscal planning and management

## 10. Professionalism and Advocacy

- a) Scope of the early childhood profession
- b) Impact of federal, state, and local standards, policies, regulations, and laws which govern and impact on children, programs and early childhood professionals
- c) Approaches to evaluate one's professional skills and need for professional development
- d) Responsibility to work with other early care and education professionals, parents and the community to discuss and improve policies, laws, standards, practices that impact children, programs and the profession

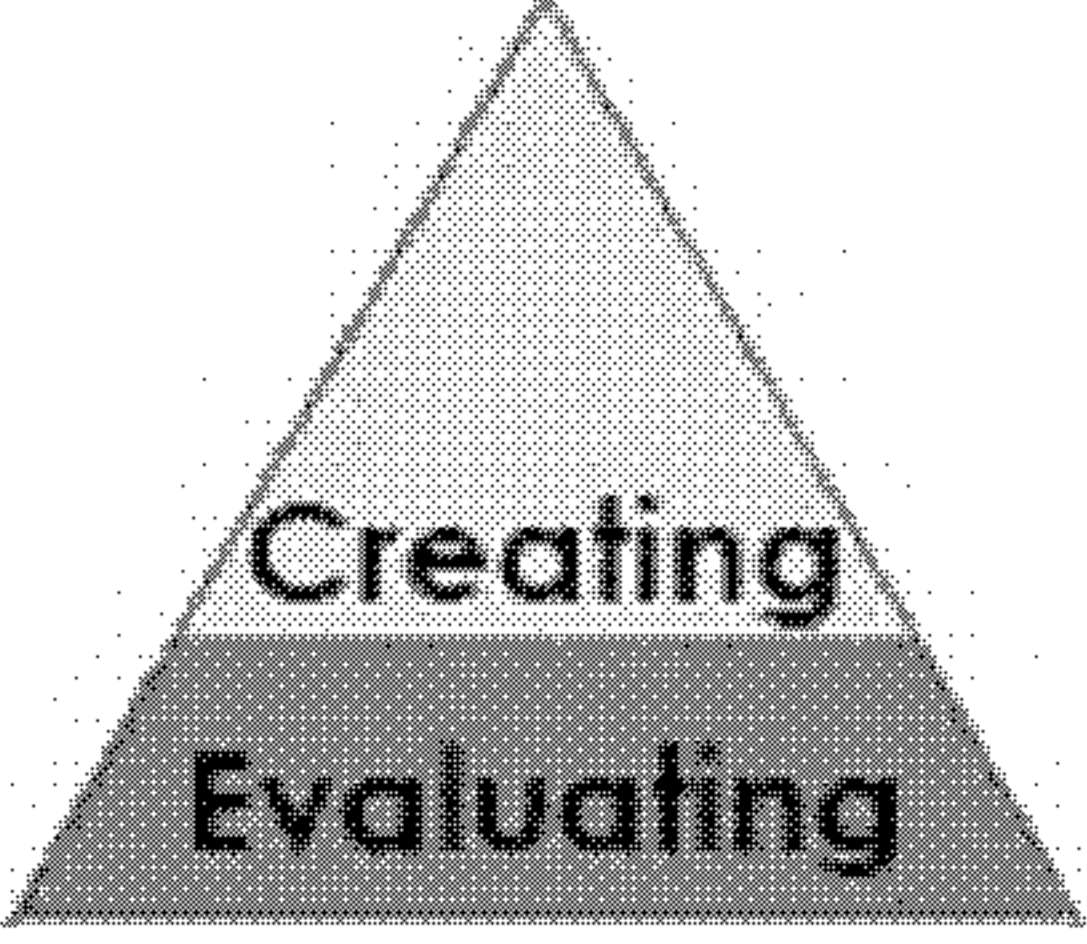
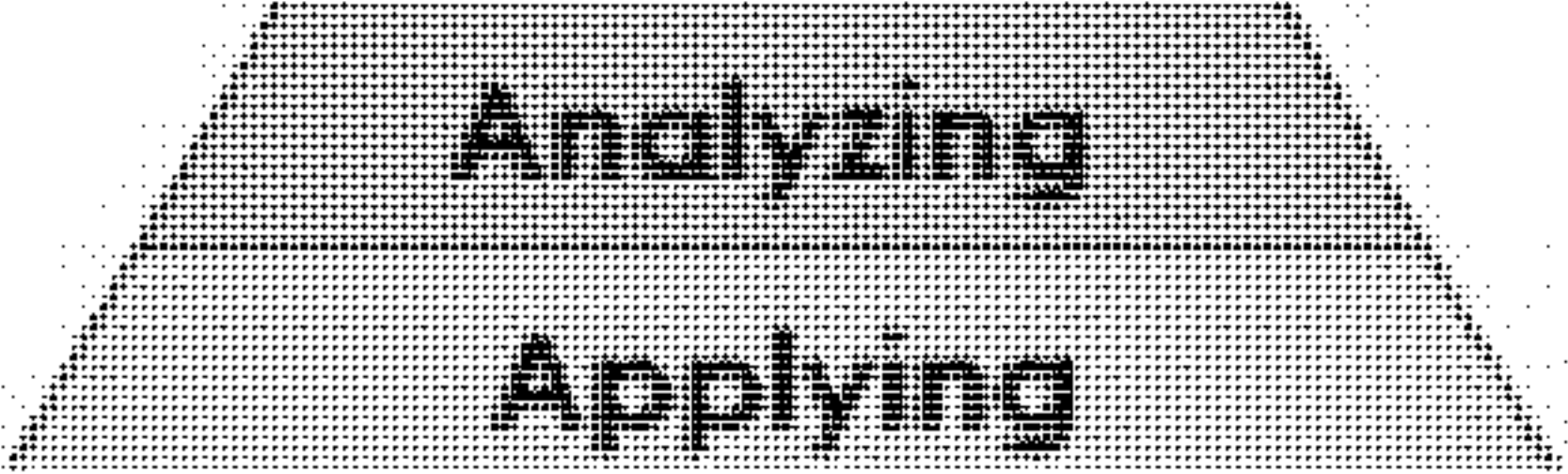
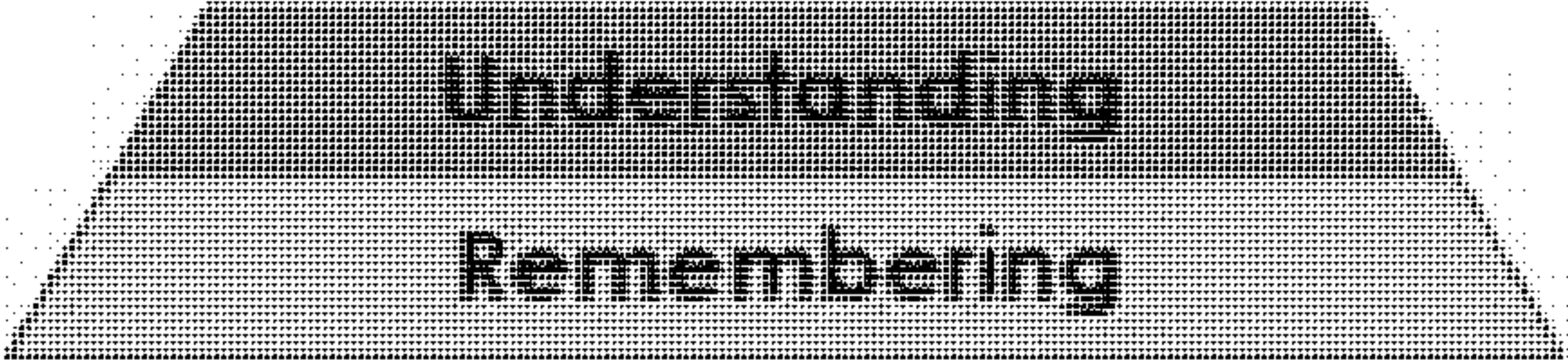
## 11. Social-Emotional Development and Mental Health

- a) Social and emotional development
- b) Communication techniques for guiding young children toward self-direction and confidence
- c) Guidance and management strategies that support developmentally appropriate practices
- d) Approaches to provide supportive relationships with children and to foster positive peer-to-peer interactions
- e) Approaches to meet the mental health needs of all children

### Training Content Level

The Trainer Approval Program recognizes that the workforce requires trainings at varying levels. Some practitioners need introductory level information while others understand the basics but need support applying the concepts they learn.

In addition to selecting a Core Knowledge Area(s), applicants must provide evidence that they meet the requirements to deliver trainings at a specific level.

Training Content Level	Alignment with Bloom's Taxonomy*	Training Goal
Advance		The training participant has applied the concepts and needs to understand how to evaluate and synthesize the effectiveness of implementation. Training participant is able to develop additional strategies to implement concepts learned.
Intermediate		The training participant understands the basics but needs to apply and analyze what is learned.
Basic		The concept is somewhat new and the training participant needs to identify and recall the basics.

\* References

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives: Complete edition*, New York: Longman.

Krathwohl, D. R. (2002). A revision of bloom's taxonomy: An overview. *Theory into Practice*, 41 (4), 212-218.



# INITIAL ELIGIBILITY REQUIREMENTS:

## Initial Eligibility Requirements Matrix\*

Training Content Level	Minimum Higher Education Requirement*	Experience in Field*	College <u>Early Childhood Credits</u> Aligned with <u>Each Core Knowledge Area</u> *	Prior Training Experience with <u>Adult Learners</u> * (within the last 3 years)
<b>Basic</b>	Associate Degree in Early Childhood or a Closely Related Field from a Regionally Accredited College	3 Years in Early Childhood/Youth Development Setting	9 college credits	26 clock hours
<b>Basic</b> <b><u>Specialized Field</u></b>  Example: Firefighter, Red Cross CPR and First Aid Trainer, etc.	Associate Degree in the Specialized Field from a Regionally Accredited College or Equally Valued Credential Recognized in the Specific Field	3 Years in specialized setting	9 college credits or 90 training/clock hours <i>credits must be relevant to specialized field</i>	
<b>Intermediate</b>  Trainer can also deliver training at the Basic Level	Bachelors Degree in Early Childhood or a Closely Related Field from a Regionally Accredited College	3 Years in Early Childhood/Youth Development Setting	12 college credits	36 clock hours
<b>Intermediate</b> <b><u>Specialized Field</u></b>  Examples: Nurse, Accountant, etc.  Trainer can also deliver training at the Basic Level	Bachelors Degree in a Specialized Field from a Regionally Accredited College	3 Years in specialized setting	12 college credits <i>credits must be relevant to specialized field</i>	36 clock hours
<b>Advanced</b>  Trainer can also deliver training at the Basic and Intermediate Levels	Masters Degree or Higher in Early Childhood or a Closely Related Field from a Regionally Accredited College	3 Years in Early Childhood/Youth Development Setting	15 college credits	60 clock hours
<b>Advanced</b> <b><u>Specialized Field</u></b>  Examples: Nutritionist, Social Worker, etc.  Trainer can also deliver training at the Basic and Intermediate Levels	Masters Degree or Higher in a Specialized Field from a Regionally Accredited College	3 Years in specialized setting	15 college credits <i>credits must be relevant to specialized field</i>	60 clock hours

\* See additional guidelines on page 10

## Guidelines for Initial Eligibility Requirements

- *Related Fields*

Related fields include:

Child Development, Elementary Education, Child and Family Studies, Youth Development, Human Development, Psychology, Child Psychology, Recreation, Social Work, Sociology, Education Leadership, Education Administration, Early Childhood Special Education and Special Education

- *College Early Childhood Credits Aligned with Each Core Knowledge Area*

These college-level credits can but do not have to be credits related to the higher education degree being submitted with the application. For example, an applicant who received an associates degree in child development in 1985 and took some additional college courses in 1990 can use any of the college credits accrued provided it is aligned with the core knowledge area(s) selected. The training content level will still be basic because the higher education degree is at the associates level.

- *Experience in Field*

Experience in the field includes:

Afterschool positions, administrative positions, higher education faculty, coaches, mentors, teachers, teacher assistants, practicum/internships or any other experiences that requires direct interaction with young children and/or teaching staff. Specialized trainers will need experience in their specialized field.

- *Foreign Credential Evaluation*

All individuals who have completed educational studies at accredited post-secondary institutions located outside of the US MUST have their credentials evaluated by an agency recognized by the OSSE to perform foreign credential evaluations.

The evaluation MUST include the following:

- A US equivalency summary statement that includes the type of degree(s) earned and the degree or program major.
- A course-by-course listing of all courses completed that includes the number of credit hours and grade(s) earned for each course completed.
- A statement of verification attesting to teaching credentials or licenses held abroad (if applicable).

The OSSE recognizes foreign credential evaluation agencies that are current members the National Association of Credential Evaluation Services (NACES). A list of these agencies and their contact information may be found by visiting the NACES website at: [www.naces.org](http://www.naces.org)

- *Regionally Accredited College*

There are six nationally recognized regional associations that accredit colleges in specific geographic regions. These regional agencies are recognized by both the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). These bodies also accredit online colleges and universities.

1. Middle States Association of Colleges and Schools - [www.msche.org](http://www.msche.org)
2. New England Association of Schools and Colleges - [www.neasc.org](http://www.neasc.org)
3. North Central Association of Colleges and Schools - [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)
4. Northwest Commission on Colleges and Universities - [www.nwccu.org](http://www.nwccu.org)
5. Southern Association of Colleges and Schools - [www.sacscoc.org](http://www.sacscoc.org)
6. Western Association of Schools and Colleges - [www.wascweb.org](http://www.wascweb.org) & [www.accjc.org](http://www.accjc.org)

- *Training Experience with Adult Learners*

Training experience submitted must be within the last three years. Only 50% of the training submitted can include those provided to your employees or colleagues as a part of your job function. The remaining 50% must include training delivered to external groups.

- *Distance Education Programs*

For distance education program, trainer refers to curriculum developer or training facilitator.

## OVERVIEW OF APPROVAL PROCESS:

### 1. Initial Approval Application

Initial Approval Applications will be accepted and reviewed by OSSE/ECE staff quarterly (winter, spring and fall cycles). Applications must be received (not postmarked) via mail or email by the due date. Incomplete applications will not be reviewed. Please scan application with all attachments as one (1) document via a single email as directed.

### 2. Annual Report

If approved, trainers are required to submit an Annual Report each year. The Annual Report documents the trainings delivered, identifies strengths and challenges, and provides other demographic data. Please note that random site visits will occur to gather additional performance information.

### 3. Renewal Application

All training approvals will remain active for a period of three (3) years provided that the individual/organization continues to demonstrate competence and adheres to the OSSE/ECE trainer approval policies. The Renewal Application documents that the trainer has conducted one (1) complimentary training for OSSE/ECE's Monthly Training Calendar, attended two (2) Train the Trainer Seminars and has accrued (30) continuing education clock hours.

1. Initial Approval Application			2. Annual Report	3. Renewal Application	
Application Due	ECE Review Period (45 days)	Applicant Notified about Application Status by	If Approved, Annual Report Due	Expiration Date	Renewal Application Due
Winter Cycle January 30 <sup>th</sup>	February 1-March 15	March 20 <sup>th</sup>	Winter Cycle January 30 <sup>th</sup>	March 20 <sup>th</sup> 3 years after acceptance	Winter Cycle January 30 <sup>th</sup>
Spring Cycle May 30 <sup>th</sup>	June 1-July 15	July 20 <sup>th</sup>	Spring Cycle May 30 <sup>th</sup>	July 20 <sup>th</sup> 3 years after acceptance	Spring Cycle May 30 <sup>th</sup>
Fall Cycle September 30 <sup>th</sup>	October 1-November 15	November 20 <sup>th</sup>	Fall Cycle September 30 <sup>th</sup>	November 20 <sup>th</sup> 3 years after acceptance	Fall Cycle Sep. 30 <sup>th</sup>

#### Note:

- All current trainers certified before May 2010 must reapply for trainer approval under the new system launched in May 2010. The expiration date for all previously approved trainers is September 1, 2011. Please reapply for approval on or before May 30, 2011 to prevent a gap in your approval status.
- When an application or report submission date falls on a weekend or Federal holiday, the application deadline is automatically extended to the next business day.



## THE INITIAL APPROVAL APPLICATION:

### Initial Approval Application for Individual Trainers Must Include -

1. Completed Initial Approval Application for Individuals which is signed, dated and includes all required attachments.
2. A current resume or curriculum vita summarizing professional experience.
3. A copy of transcript(s) listing each successfully completed college course that is aligned with the core knowledge area(s) selected
4. A copy of higher education degree diploma or pertinent certifications/licenses (for specialized fields at basic level only).
5. References from individuals who can attest to the ability of the applicant to design and deliver trainings in his/her selected core knowledge area(s) and level. All applicants are required to submit two (2) professional references.
6. Completed "Sample Training Module" demonstrating the applicant's ability to design *at least* a two-hour training for each core knowledge area and at the *highest level* applicant is seeking approval.  
Each module must:
  - include clear and concise objectives and an outline of content that is consistent with Core of Knowledge and the depth of training content/Bloom's Taxonomy
  - utilize training methodology, group process skills, presentation techniques consistent with adult learning principles
  - incorporate appropriate implementation strategies.

### Initial Approval Application for Organizations Must Include -

1. Completed Initial Approval Application for Training Organizations which is signed, dated and includes all required attachments.
2. A copy of the Business License or Tax Identification Number
3. References from individuals or organizations that can attest to the ability of the organization to provide training in the selected core knowledge area(s) and level. All applicants are required to submit two (2) professional references.
4. A copy of the organization's trainer policy and procedures for hiring trainers that demonstrates alignment with the trainer approval requirement
5. A copy of the organization's trainer application form (blank)
6. A copy of the organization's trainer application form (a completed copy from a current trainer's file)
7. A listing of current trainers that demonstrates your organization's capacity to train at the level and within each core knowledge area your organization is seeking approval in
8. "Sample Training Module" demonstrating the applicant's ability to design *at least* a two-hour training for each core knowledge area and at the *highest level* applicant is seeking approval.  
Each module must:
  - include clear and concise objectives and an outline of content that is consistent with Core of Knowledge and the depth of training content/Bloom's Taxonomy
  - utilize training methodology, group process skills, presentation techniques consistent with adult learning principles
  - incorporate appropriate implementation strategies.
9. Government Partners and National Advocacy Agencies seeking approval should contact 202-727-8119.

## THE ANNUAL REPORT & RENEWAL APPLICATION:

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### Annual Report -

The Annual Report provides OSSE/ECE with a summary of the trainings conducted by each trainer. This report includes a roster of trainings conducted and documents the trainer's strengths and challenges. Annual Reports must be submitted every year on the anniversary of the initial application submission date. To simplify this process, all reports and application deadlines are on the same cycle.

*For example:* If an Initial Approval Application is submitted on May 30, 2010 then Annual Report 1 is due on May 30, 2011, Annual Report 2 is due on May 30, 2012 and the Renewal Application is due on May 30, 2013. *See chart on page 11.*

Trainers who fail to submit Annual Reports will have their approval status revoked.

### Renewal Application -

All training approvals remain active for a period of three (3) years provided that the individual/organization continues to demonstrate competence and adheres to the OSSE/ECE trainer approval policies. The individual/organization must submit a completed Renewal Application during the cycle *before* the expiration date to prevent a gap in approval status. To simplify this process, all reports and application deadlines are on the same cycle.

*For example:* If an Initial Approval Application is submitted May 30, 2010 then the Renewal Application will be due on May 30, 2013 to prevent a gap in approval status. *See chart on page 11.*

As part of the renewal process, the trainer provides evidence that one (1) complimentary training was conducted for OSSE/ECE's Monthly Training Calendar, the trainer participated in two (2) Train the Trainer (T.O.T) seminars and has accrued thirty (30) continuing education clock hours.

All Annual Reports must be current at the time of renewal. Late submissions or failure to submit a Renewal Application will require resubmission of the Initial Approval Application.

## THE APPEAL PROCESS:

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### Appeal Process

- A. Applicants who are denied approval or renewal may informally try to resolve any dispute arising from, or related to, an approval decision based on the trainer approval requirements. If parties are unable to resolve their dispute, the applicant may submit a written statement outlining the applicant's position to the Director of OSSE/ECE School Preparedness Division for review and resolution. The written statement should describe each of the facts in dispute and include the necessary documentation to support the applicant's allegations. The Director shall review the statement and documents submitted by the applicant and attempt to resolve the dispute through informal conferences with the parties and mutual consent. If no resolution by the parties occurs within 30 calendar days of the date the Director receives the statement, the Director shall submit a written decision resolving the matter to the applicant with a copy to the Assistant Superintendent of Early Childhood Education.
- B. An applicant may appeal the School Preparedness Division Director's decision by submitting a written request for an appeal and reconsideration to the Assistant Superintendent within fifteen (15) calendar days of receipt of the decision. The Assistant Superintendent shall review the decision and any objections from the applicant, and issue a written decision that resolves the dispute within thirty (30) calendar days of the receipt of the applicant's appeal.
- C. If the applicant is not satisfied with the written decision by the Assistant Superintendent, the applicant may seek a review of that decision by submitting a written request for a review to the Superintendent within fifteen (15) calendar days after the receipt of the decision.



## FREQUENTLY ASKED QUESTIONS:

### *Why is the Training Approval Program necessary?*

All staff in licensed early childhood and afterschool programs must provide evidence that they are receiving specialized training via continuing education and professional development activities. The Training Approval Program is a quality assurance mechanism that supports the workforce in accessing to high-quality training opportunities.

### *How is the Initial Approval Application reviewed?*

Approval applications and required attachments are reviewed by OSSE/ECE staff and external review panels, when available. The approval decision is made by OSSE/ECE staff.

### *How do I market my services to programs in the District of Columbia?*

OSSE/ECE publishes and distributes the Approved Trainer Roster on a monthly basis. This roster not only lists the approved trainers but also provides instruction on how to plan for a training and select a trainer. Additionally, approved trainers can add their trainings to the OSSE/ECE's Monthly Training Calendar. Trainers will be notified before the calendar is published. Approval as a trainer through this application process does not guarantee employment as a trainer.

### *What is a Trainer Approval number? How is it tracked?*

Once approved, OSSE/ECE assigns each trainer a unique approval number. This number must appear on all training certificates.

### *How do I obtain an application or request additional information?*

Prospective applicants should contact OSSE/ECE at 202-727-8119 to request an application or additional information. OSSE/ECE will also schedule orientation sessions to walk applicants through the process. Attendance is optional.

### *I received my training approval prior to April 2010. Do I have to reapply?*

Yes. All current trainers certified before April 2010 must reapply for trainer approval under the new system launched in April 2010. The expiration date for all previously approved trainers is September 1, 2011. Please reapply for approval on or before May 30, 2011 to prevent a gap in your approval status. Here are some key dates to keep in mind.

May 11, 2010	New Application Process Open to Public
May 30, 2010	Spring 2010 Submission Deadline
September 30, 2010	Fall 2010 Submission Deadline
January 30, 2011	Winter 2011 Submission Deadline
May 30, 2011	Spring 2011 Submission Deadline (last date to apply to prevent a gap in status)
<b>September 1, 2011</b>	<b>Expiration Date for All <u>Current</u> Trainers Approved before May 2010 under the Old System</b>
September 30, 2011	Fall 2011 Deadline
January 30, 2012	Winter 2011 Deadline

### *Are there fees associated with this program?*

There are currently no fees required. However, this is subject to change.

### *I am a faculty at a regionally accredited college. Do I have to be an approved trainer under this program?*

Faculty will not need trainer approval if the training delivered by the faculty is conducted under the auspices of the college and the college name and logo appears on the participation certificate. Faculty will need trainer approval if the training delivered by the faculty is independent of the college.

### *What ongoing support and monitoring will OSSE/ECE provide to approved trainers?*

OSSE/ECE will host Train the Trainer (T.O.T) seminars, panel discussions, roundtables, networking events and other professional development activities for approved trainers. Data from annual reports and other monitoring measures will drive these activities.

## **Appendix A:**

### **Resources for Completing the Initial Approval Application**

## Initial Application Checklist

Before sending your application, check to make sure you have included all required information.

✓	ITEM	Required	Send
	Application (completed, signed and dated)	Yes	Original
	College Degree Diploma (foreign credential evaluation, if applicable)	Yes	Copy
	Professional Credential (specialized field & basic level only)	Yes	Copy
	Transcript(s)	Yes	Copy
	Current Resume	Yes	Copy
	Tax Identification Number or Business License (for organizations only)	Yes	Copy
	Organization's Hiring Policy and Procedures (policy for hiring trainers that is aligned with the requirements of the Training Approval Program)	Yes	Copy
	Organization's Trainer Application Form (blank)	Yes	Copy
	Organization's trainer application form (completed and copied from a current trainer's file)	Yes	Copy
	Completed Sample Training Module	Yes	Original



## Guidelines for Completing the Sample Training Module

The following are guidelines to support applicants completing the Sample Training Module. Modules must be complete and include sufficient detail for reviewers to assess the training content, sequence, and delivery.

### **Title of Training:**

Provide the title of the training. The title should clearly reflect the training content level and core knowledge area.

### **Length of Training:**

Indicate the length of the training by specifying the number of *clock hours* for the entire training

### **Level:**

Remember that this is the level of content the audience is seeking. See page 8.

### **Brief Description of Training:**

Provide a brief overview of the training and the benefits for participants.

### **Three Major Training Outcomes:**

List three major training outcomes or objectives that are specific, attainable and measurable. Outcomes highlight what participants should know and be able to do as a result of the training experience. These major training outcomes should be aligned with the training topic, content level and core knowledge area.

### **Training Sequence and Pace:**

Using the chart provided, briefly describe the activities/learning opportunities that you will facilitate during the training to ensure that the three major outcomes are met.

### **Engaging Learning Styles:**

Describe the opportunities you will provide during the training to help auditory, kinesthetic and visual learners understand the content.

### **Scholarly Resources:**

Using the chart provided, identify the scholarly references used to support the training content. A minimum of three (3) reputable sources within the past 10 years must be referenced. Sources can include journal, books, early childhood magazines, position statements.

### **Assessment**

Each Sample Training Module must include an assessment in order to meet the requirements for the Trainer Approval Process.

### **Intermediate and Advanced Level Training**

Include pre-test and post-test. These assessments measure the effectiveness of the training. The tests must also reflect the depth of training content and the training outcomes.

### **Advanced Level Training**

Include an action plan or follow-up activity that will help the participants implement the concepts learned.

### Training Module Evaluation Rubric

Sample training modules submitted will be evaluated using the following rubric. Approval status will be granted to applicants who receive a final score of 30 points and higher.

<b>Training Module Evaluation Rubric</b>					
<i>Criteria</i>	<i>2 points</i>	<i>3 points</i>	<i>4 points</i>	<i>5 points</i>	<i>Score</i>
1. Uses quality writing	The training module is poorly written and has several errors in grammar usage, mechanics or spelling (more than 5)	The training module has 3-5 errors in grammar usage, mechanics or spelling	The training module is satisfactory in that it only has 1-2 errors in grammar usage, mechanics or spelling	The training proposal is very clearly written with no errors in grammar usage, mechanics or spelling	
2. Specifies measurable learning outcomes	None of the learning outcomes are written in measurable terms	At least 1 of the learning outcomes is written in measurable terms	At least 2 of the learning outcomes are written in measurable terms	All of the learning outcomes are written in measurable terms	
3. References/resources cited are reputable, published within the last 10 years, and appropriate for use as foundation of training content	None of the sources cited are reputable, published within the last 10 years, and appropriate for training content	One (1) of the sources cited is reputable, published within the last 10 years, and appropriate for training content	Two (2) of the sources cited are reputable, published within the last 10 years, and appropriate for training content	All of the sources cited are reputable, published within the last 10 years, and appropriate for training content	
4. Pace of the training allots adequate time for events/activities	Pacing allotted for delivery of training is inadequate	Pacing allotted for delivery of training is poorly articulated	Pacing allotted for delivery of training is adequately articulated	Pacing allotted for delivery of training is fully articulated	
5. Methods of delivery	Methods used do not support a variety of learning styles	Methods used poorly support a variety of learning styles	Methods used adequately support a variety of learning styles	Methods used fully support a variety of learning styles	
6. Training description	The content, rationale, and benefits to the participants are not described	The content, rationale, and benefits to the participants are poorly described	The content, rationale, and benefits to the participants are adequately described	The content, rationale, and benefits to the participants are fully described	
7. Alignment between learning opportunities and targeted core knowledge area	Learning opportunities are not aligned with the targeted core knowledge area	Learning opportunities are poorly aligned with the targeted core knowledge area	Learning opportunities are adequately aligned with the targeted core knowledge area	Learning opportunities are fully aligned with the targeted core knowledge area	
8. Alignment between learning opportunities and targeted training level	Learning opportunities are not aligned with the targeted training level	Learning opportunities are poorly aligned with the targeted training level	Learning opportunities are adequately aligned with the targeted training level	Learning opportunities are fully aligned with the targeted training level	
<b>Final Score for Sample Training Module</b>					<b>/40</b>

### Example of a Sample Training Module

This is not intended to serve as a model. This is only to provide additional guidance.

**Title of Training:** Positive Guidance: Promotion Social Emotional Competence

**Length of Training:** 4 hours

**Core Knowledge Area:** Social-Emotional Development and Mental Health

Level:    Basic                       Intermediate                      Advanced

**Target Audience:**

*check all that apply*

- Before/After School Age Program Staff
- Staff Working with 0-2 Year Olds
- Staff Working with 2-4 Year Olds
- Staff Working with 4-6 Year Olds
- Staff Working with K – 3<sup>rd</sup> Graders
- Other (please specify) \_\_\_\_\_
- Early Intervention/Special Education Staff
- Program Administrators

**Brief Description of Training:** This training will review the importance of promoting social and emotional skills in the early childhood classroom. The training will also explore variety of guidance techniques and describe characteristics of positive interactions and supportive relationships. Participants will apply skills, strategies, and techniques to implement practices that will promote social emotional development.

**Three Major Training Outcomes:**

At the end of this training, the learner will be able to:
1. Participants will be able to describe the importance of building relationships with children, families and colleagues and list characteristics of positive interactions and supportive relationships
2. Participants will be able to describe the relationship between children’s social emotional development and their challenging behavior
3. Participants will be able to apply a variety of guidance techniques that support social-emotional development



**Training Sequence and Pace:***(must aligned with training outcomes, depth to content/Bloom's Taxonomy, core knowledge areas)*

Activity / Learning Opportunities	Length of Activity	Goal of this Activity
Building Relationships: Self Reflection	15 minutes	This activity will prompt participants to consider their current relationships, identify the characteristics of building strong relationships and transfer those characteristics to building relationships with children, families, and colleagues.
Small Group Activity	25 minutes	This activity will allow participants to collaboratively develop and share suggested strategies for building relationships with children, families, and colleagues
PowerPoint Presentation: Building Connections with Children and creating supportive environments	20 minutes	This activity will allow participants to learn why it is important to build relationships, identify specific strategies to build supportive relationships with children, and creating environments that support children's social-emotional development (schedule, routines, transitions, expectations).
Group Discussion: Positive Interactions and Communication	15 minutes	This activity will allow participants to discuss the importance of both verbal and non-verbal communication techniques
Small Group Activity: Communication-Children communicate in many ways	30 minutes	This activity will allow participants to discuss and share the ways in which children communicate and examine which of those communication methods makes them uncomfortable (i.e. tantrums, biting, aggressive behavior).
Group Discussion: Positive Interactions and Communication	20 minutes	This activity will allow participants to discuss the importance of both verbal and non-verbal communication techniques when dealing with children's behaviors that make them uncomfortable.
Self Reflection: Challenging Behaviors-Examining our Attitude	15 minutes	This will allow participants to further identify the behaviors that make them uncomfortable, their feelings when faced with those behaviors, and the impact that those feelings have on the relationship with children who exhibit those behaviors.
Role Play: Dealing with challenging behaviors	25 minutes	Participants will observe appropriate and inappropriate methods for dealing with challenging behaviors and through follow-up discussion learn a variety of guidance techniques based on developmental needs and abilities.
PowerPoint Presentation: What is Social Emotional Development?	15 minutes	This activity will allow participants to learn about social- emotional development and identify the key social emotional skills children need as they enter school, and how we can develop those skills in the early childhood program.
Skills Practice: Reframing Activity	20 minutes	This activity will teach participants how to manage the stress of challenging behavior through thought control. Participants will learn how to reframe their thinking about challenging behaviors. Participants will understand the meaning behind children's challenging behaviors (all behavior communicates a message).
DVD: Video Clips (View 3 clips approximately 4 minutes each)	20 minutes	This activity will allow participants to learn the importance of considering special needs when addressing challenging behaviors (children and families).
Group Discussion: Considering children with varying developmental needs and abilities	20 minutes	This activity will allow participants to further their understanding of considering varying developmental needs and abilities when addressing challenging behaviors and learn specific strategies for children who require additional support.

\* break times are not included

**Methods of Delivery:**

How will training engage auditory learners?

Auditory learners will be engaged by the many opportunities to participate in group discussions, small group activities, and interactive story telling. Information will be explained orally to allow auditory learner to process the strategies given.

How will training engage kinesthetic learners?

This workshop will engage kinesthetic learners by allowing them opportunities to use their bodies and minds to process information through activities such as role play, skills practice, and other activities that require a hands-on approach.

How will training engage visual learners?

This training will include a multi-media presentation using PowerPoint. Participants will be able to view written information that is enhanced by visual prompts including charts, graphs, and video clips. The written information provided will be designed to emphasize important concepts and strategies.

**References/Resources:**

What scholarly resources are used to support the training content? (minimum 3 within the past 10 years)

Title	Source		Author	Date
	Name of Source	Type of Source		
Developmentally Appropriate Practice in Early Childhood Programs (3 <sup>rd</sup> Edition)	Developmentally Appropriate Practice in Early Childhood Programs (3 <sup>rd</sup> Edition)	Book	S. Bredekamp and C. Copple	2009
Starting early: School-wide behavior support in a community preschool	Journal of Positive Behavior Interventions	Journal	L. Fox and N. Little	2001
Early intervention, positive behavior support, and transition to school	Journal of Emotional and Behavioral Disorders	Journal	L. Fox, G. Dunlap, and L. Cushing	2002
The teaching pyramid: A model for supporting social competence and preventing challenging behavior in young children	Young Children	Journal	L. Fox, G. Dunlap, M.L. Hemmeter, G.E. Joseph, and P.S. Strain	2003

If this is an **intermediate and advanced** level training, please include pre-test and post-test.  
See Attached

If this is an **advanced** level training, please include action plan or follow-up activity.  
Not applicable, intermediate training

Pre-Test and Post-Test\*  
Positive Guidance: Promoting Social Emotional Competence

*Directions: Please answer the questions and/or respond to the statements below*

1. What is social-emotional development?
2. Why is building positive relationships with children important?
3. List characteristics of positive interactions and supportive relationships
4. Name at least three positive guidance strategies
5. You are a teacher in a pre-k classroom. Describe some of the social-emotional skills children will need as they prepare to transition to kindergarten?
6. Describe some messages that might be conveyed through children's challenging behaviors

*\*Note: This serves as both a pre and post test.*



### Example of an Action Plan

*(required for advanced level training only, this is not a model)*

#### Action Plan for Promoting Social Emotional Competence

Date 1 Completed: \_\_\_\_\_

Date 2 Completed: \_\_\_\_\_

Building Positive Relationships		
Skills and Indicators	Strategies I will use to implement new practices or support current practices	Supports and Resources needed to accomplish these activities
<p><b>Develops meaningful relationships with children and families</b></p> <ul style="list-style-type: none"> <li>• Greets children on arrival; calls by name</li> <li>• Communicates with children at eye level</li> <li>• Shows respect, consideration and warmth to all children</li> <li>• Speaks calmly to children</li> </ul>		
<p><b>Examines personal, family, and cultural views of challenging behavior</b></p> <ul style="list-style-type: none"> <li>• Considers personal beliefs regarding the acceptability and unacceptability of specific types of challenging behaviors</li> <li>• Considers personal beliefs regarding the causes of specific types of unacceptable child behavior</li> </ul>		
<p><b>Examines own attitudes toward challenging behavior</b></p> <ul style="list-style-type: none"> <li>• Understands the relationship between social emotional development and challenging behaviors</li> <li>• Understand that challenging behaviors are conveying some type of message</li> <li>• Works together with a team to problem solve around issues related to challenging behaviors</li> </ul>		

Designing Supportive Environments		
<p><b>Designs the physical environment</b></p> <ul style="list-style-type: none"> <li>• Arranges traffic patterns in the classroom so that there are not wide open spaces for running</li> <li>• Arranges learning centers to allow room for multiple children</li> <li>• Considers children’s interests when deciding what to put in learning centers</li> </ul>		
<p><b>Develops schedules and routines</b></p> <ul style="list-style-type: none"> <li>• Designs schedule to include a balance of large group and small group activities</li> <li>• Schedule minimizes the amount of time children spend making transitions between activities.</li> <li>• Implements schedule consistently</li> </ul>		
<p><b>Establishes and Enforces clear rules, limits, and consequences for behaviors</b></p> <ul style="list-style-type: none"> <li>• Teachers rules in developmentally appropriate ways</li> <li>• Keeps rules to a manageable number (3-5)</li> <li>• Provides opportunities for children to practice rules</li> <li>• Frequently reinforces children for appropriate behaviors</li> </ul>		
<p><b>Uses positive feedback and encouragement</b></p> <ul style="list-style-type: none"> <li>• Uses positive feedback and encouragement contingent on appropriate behavior</li> <li>• Gives children time and attention when engaging in appropriate behavior</li> <li>• Provides descriptive feedback and encouragement</li> </ul>		

<ul style="list-style-type: none"> <li>• Uses positive feedback and encouragement contingent on child’s efforts.</li> <li>• Provides nonverbal cues of appreciation</li> </ul>		
<p><b>Social Emotional Teaching Strategies</b></p>		
<p><b>Interacts with children to develop their self-esteem</b></p> <ul style="list-style-type: none"> <li>• Demonstrates active listening with children</li> <li>• Avoids judgmental statements</li> <li>• Recognizes children efforts</li> <li>• Shows empathy and acceptance of children’s feelings</li> </ul>		
<p><b>Shows sensitivity to individual children’s needs</b></p> <ul style="list-style-type: none"> <li>• Respects and accommodates individual needs, personalities, and characteristics</li> <li>• Conveys acceptance of individual differences (culture, gender, sensory needs, language, abilities) through planning and material selection</li> </ul>		
<p><b>Encourages autonomy</b></p> <ul style="list-style-type: none"> <li>• Provides children with opportunities to make choices</li> <li>• Allows children time to respond and/or complete task independently before offering assistance</li> <li>• Creates opportunities for decision making, problem solving, and working together</li> <li>• Teaches strategies for self-regulating behaviors</li> </ul>		

Adapted from: The Center on the Social and Emotional Foundations for Early Learning @ The University of Illinois at Urbana-Champaign <http://www.csefel.uiuc.edu>



## **Appendix B:**

# **Resources for Approved Trainers**

### Training Certificate Checklist

Each certificate issued to a participant must include the following information:

- Title of the workshop or course
- Number of clock hours received
- Date of the workshop or course
- Identify the training level and core knowledge areas. If more than one core knowledge area, identify the number of clock hours covered in each specific area
- Name of the presenter
- Approval number assigned by the OSSE/ECE
- If organization, include name or logo

### Sample Certificate

Certificate of Participation Awarded to

*Name of Participant*

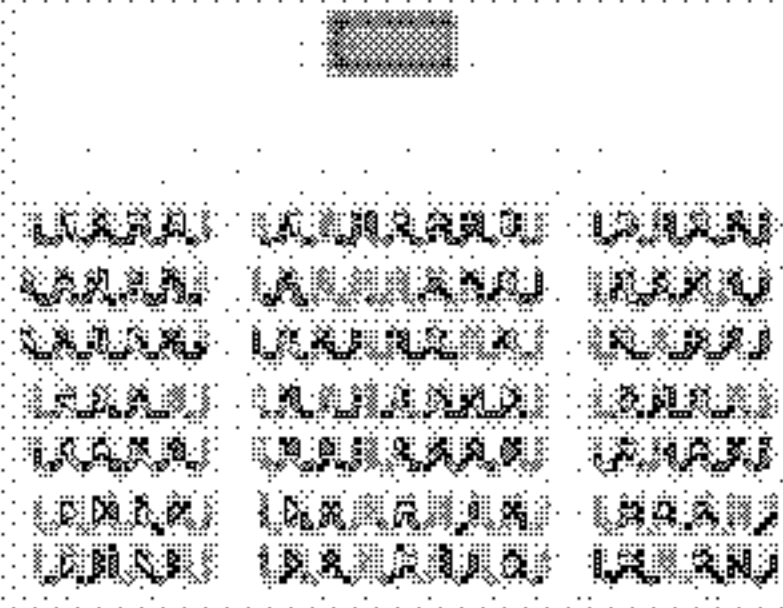
has completed # Clock Hours of Training  
in

Title of Workshop  
Date

Core Knowledge Area: _____	Presenter: _____
OSSE/ECE Trainer Approval Number: _____	Signature: _____
Training Content Level: _____	

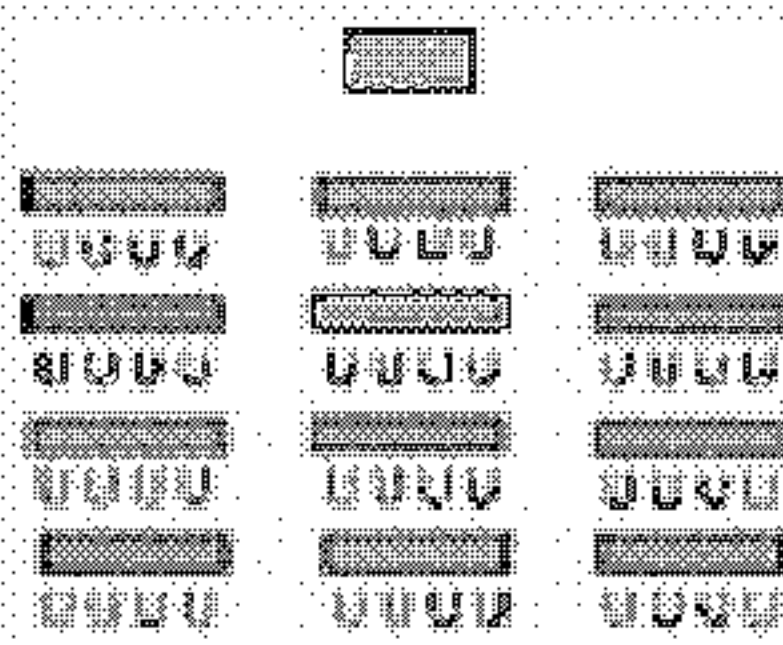
## Selecting Your Room Arrangement

### Theater Style



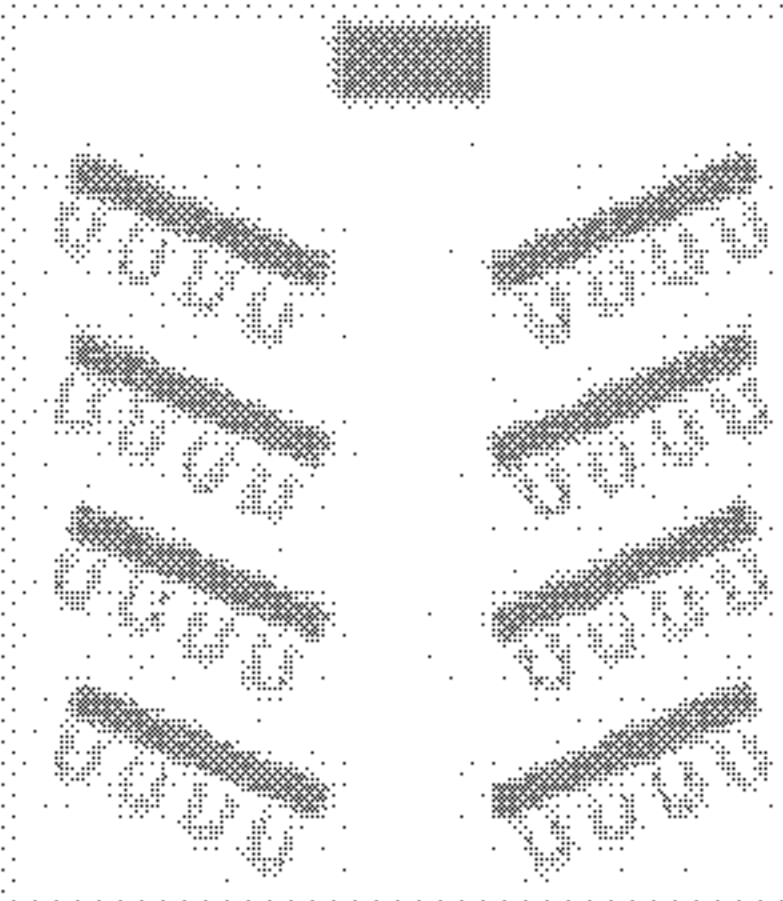
Accommodates the most people per area.  
 About 10-13 square feet per person.  
 Appropriate for lectures and keynoters.  
 Note taking cumbersome for audience.

### Classroom Style



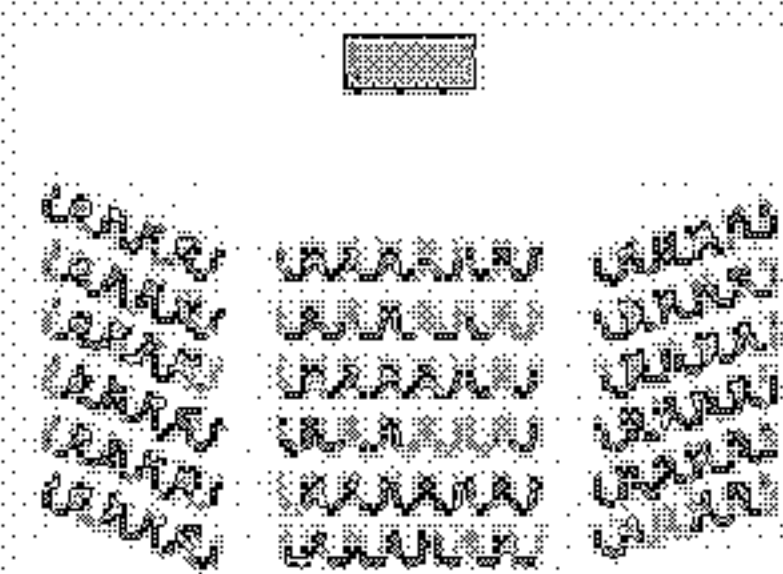
Same as Theater Style but with tables.  
 About 17-20 square feet per person.  
 Supports note taking and use of handout materials.

### Chevron Style



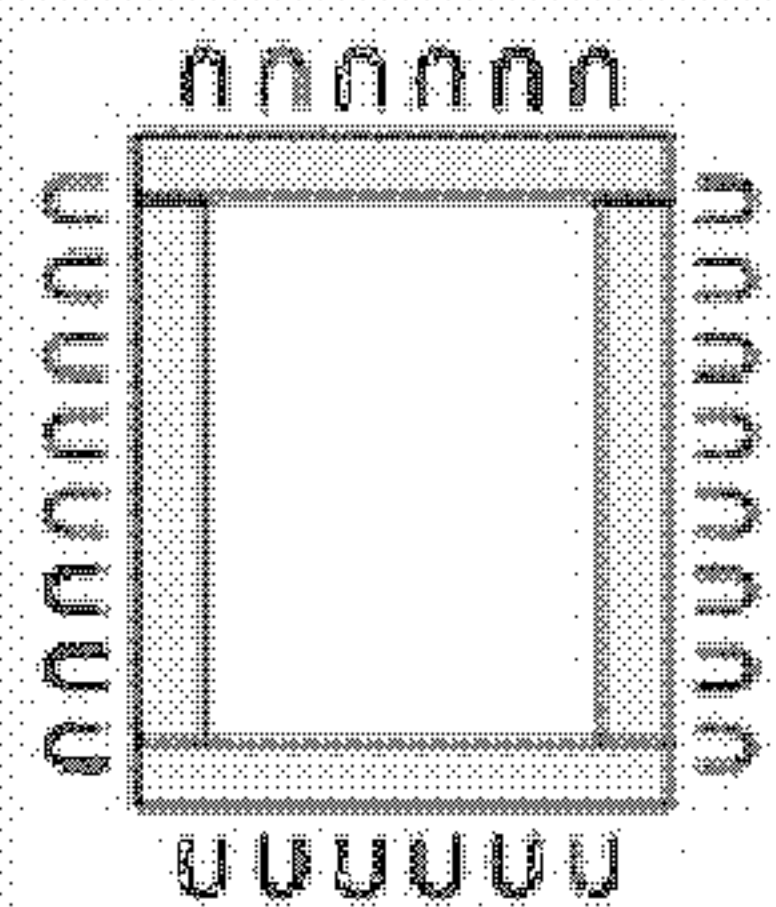
Provides place for beverages and elbows.  
 Most interactive of large group setups.  
 Promotes a sense of participation.  
 About 20-23 square feet per person.  
 Can be setup with or without tables.

### Modified Chevron



Can be setup with or without tables.  
 Improves visibility of speaker and visuals from side sections. More interactive than Theater or Classroom.

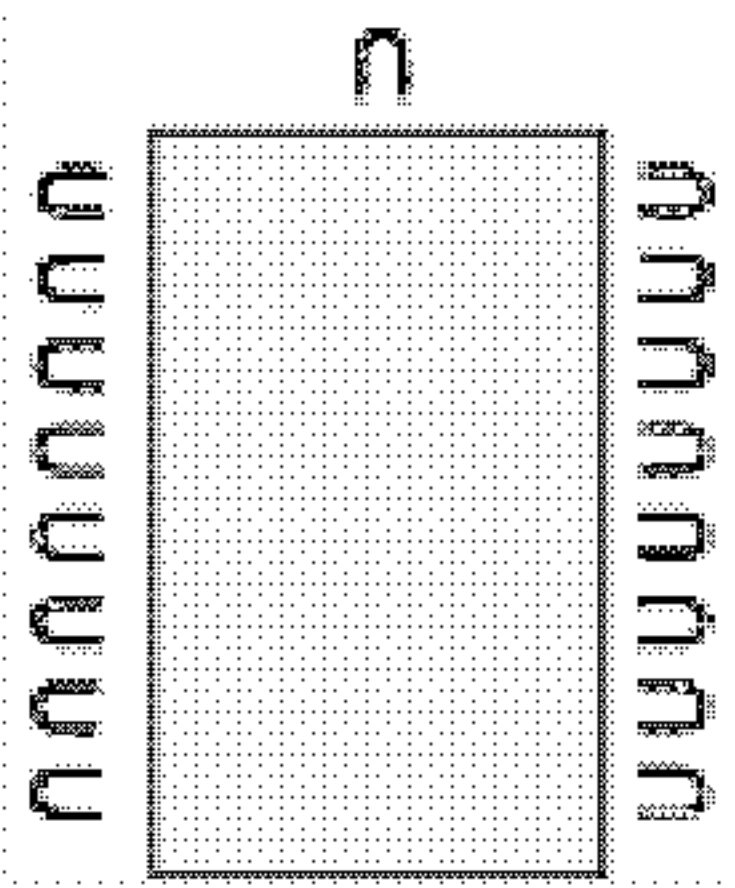
### Hollow square or rectangle



For meetings where hierarchy is not an issue.  
 Excellent for facilitator led meetings.  
 Encourages audience participation.  
 Awkward to use any visuals.

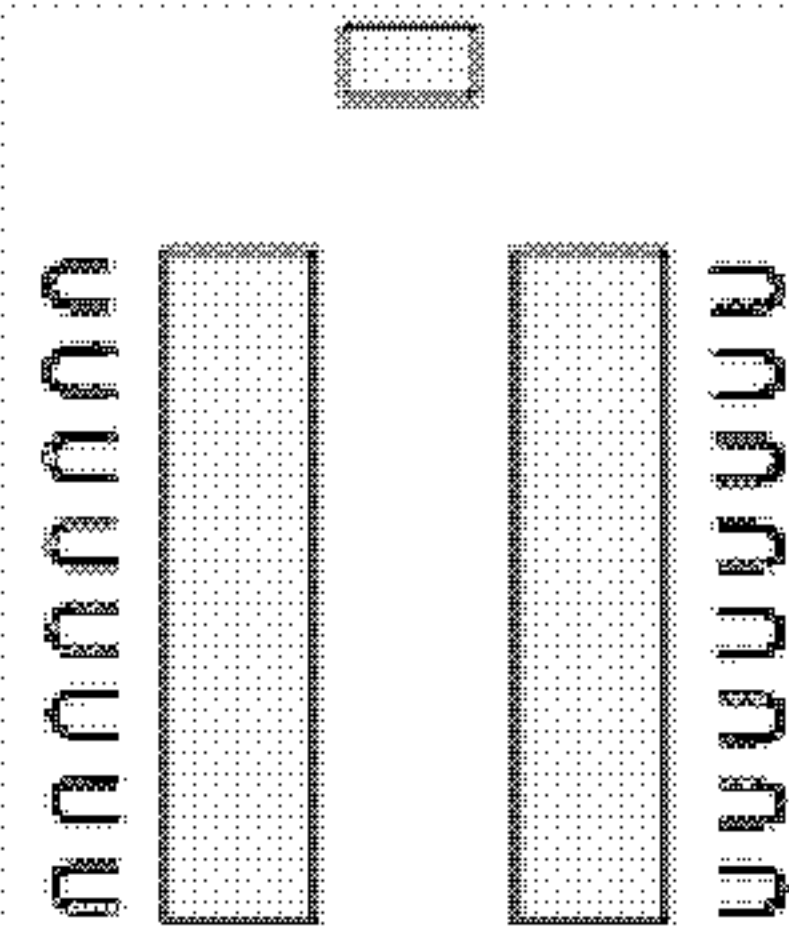


**Boardroom**



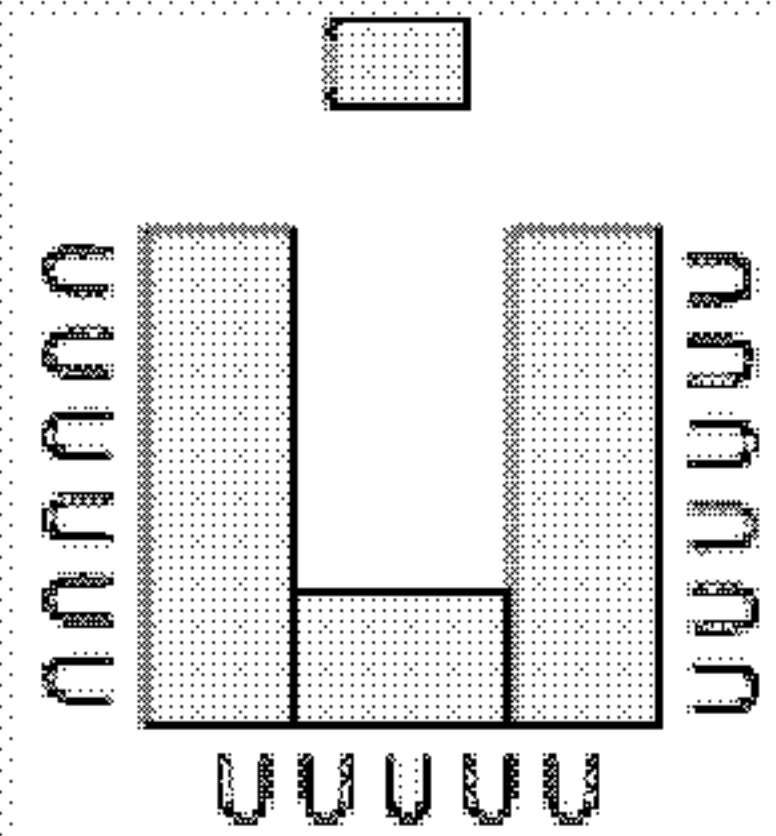
Very good for groups between 6 and 15.  
Suggests formality and hierarchy.  
Over 15, people at the far end table may feel left out and form a separate group.

**Perpendicular Style**



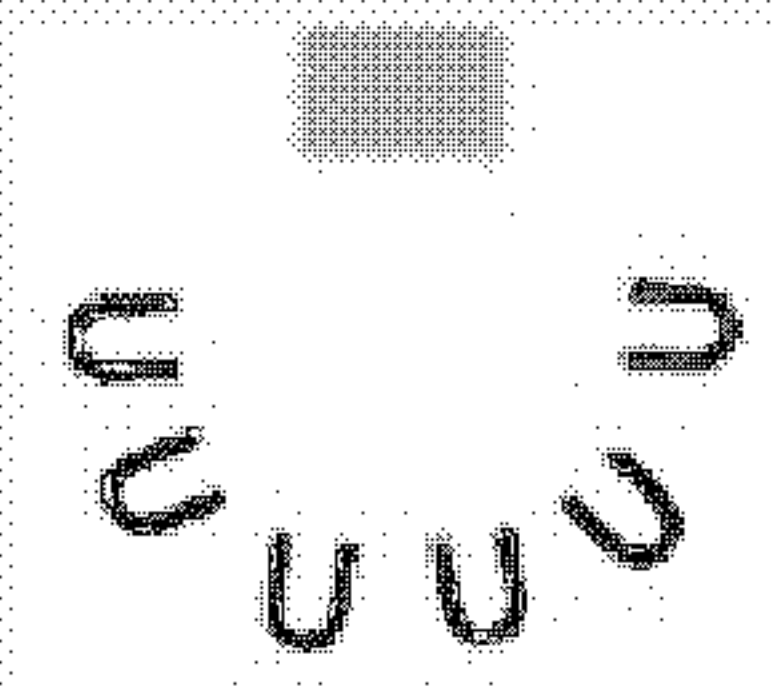
Seats can be on either outside or inside of tables.  
Instructor can survey students' work.  
Easy exchange between presenter and audience.  
Center usable for exhibits or demos.

**U-Shape**



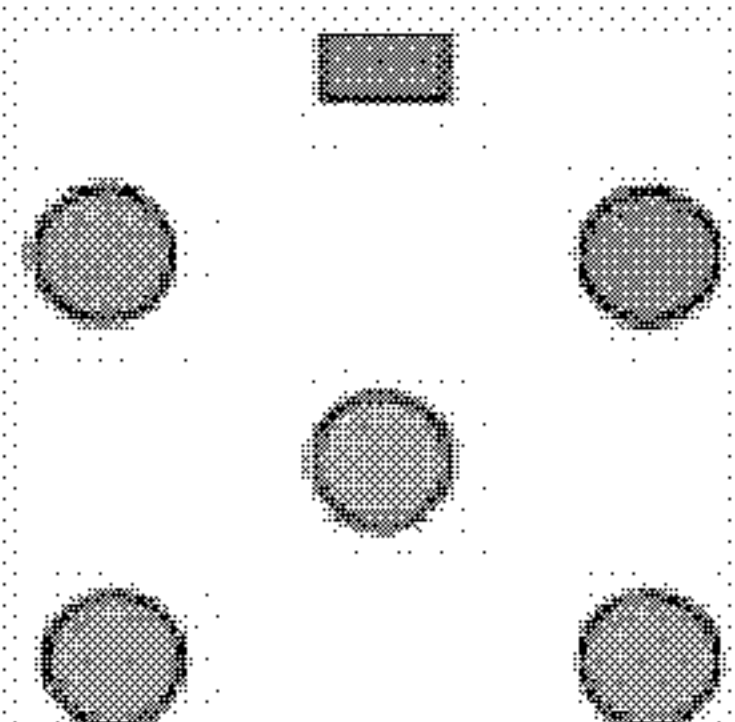
Encourages collaboration.  
Center area usable for simulations and role plays. Can be used with or without speaker table.

**Semi-circle or Circle**



Can be setup with or without tables.  
Presenter's role is minimal.  
Excellent for emotional sessions such as sharing grief.  
Encourages a sense of group and bonding.

**Cluster style**



Good for presentations with breakout groups. Clusters easily return to being a single group. Quick and easy to follow with a meal.  
Tables can be either round or small rectangles.

## Room Arrangement Checklist

- Select a seating arrangement to support the event and presenter's goals.
- Provide comfortable chairs.
- Arrange for adjustable chairs for day-long training.
- Provide surface for writing, using manuals, laptops, and placing beverages.
- Accommodate people with special hearing, seeing or mobility needs.
- Plan sufficient space for each person to avoid feeling cramped.
- Provide for easy access to seating with adequate number and width of aisles.
- Select space proportionate to the number of people attending.
- Ten people will feel lost in a room set up for 300, surmise the meeting is poorly attended even though everyone is there and tend to disperse to near the exits. If you must use a large room for a small group, cordon off the unused area with plastic emergency tape.
- Check for adequate air and comfortable air temperature.
- Avoid noxious odors or enticing aromas.
- Check room for exterior noise.
- Tape door latches to prevent them from making noise when people have to leave or arrive late.
- Arrange for adequate acoustics and acoustical support so people can hear (May require a variety of microphones).
- Arrange for adequate lighting for presenter, audience and activities planned
- Find out who to contact when problems occur.
- Raise the speaker with a podium or platform so those in back can see.
- Consider whether to use a lectern, it covers about 75% of the body and restricts the speaker's movement.
- Locate screens, projectors and related visual equipment so audience can see
- Determine which wall will be the front of the room.
- Place entrance at rear of room to minimize coming and going distractions.
- Check flip chart use and wall space for the display of filled pages.
- Find out if there is time and staff to change the setup in a room for subsequent speakers.
- Provide water, coffee, or other refreshments.
- Test equipment for working order (video, projectors, monitors, grease boards).
- Provide vanity curtain for speaker's table to hide their stuff.
- Note proximity to rest rooms and coat storage.
- See that exit doors are clearly marked.
- Provide signs on outside door(s) and inside identifying the event and time.
- Arrange for intuitive registration and program material distribution.

From: Guide on the Side - Room Setups for Presentations & Training - One Size Does NOT Fit All

By Marie Wallace, Published on January 1, 2002

Retrieved February 23, 2010 <http://www.llrx.com/columns/guide59.htm>

## Characteristics of High Quality Trainings

Approved trainers are expected to deliver high quality trainings. In delivering high quality training, a trainer must:

- Maintain an appropriate level of competence in the field including a broad knowledge of current trends, theory and practice in areas of expertise and seeks growth in areas of limited knowledge.
- Recognize the limits of her/his competence, culture, and experience in providing services and neither seeks nor accepts assignments outside those limits.
- Be aware of own personal values, biases, dispositions and the possible effects on others.
- Keep current with the changes in the early childhood education field.
- Base training delivery on accurate, current and job-related information consistent with sound theories and principles of adult learning (e.g., adults' desire practical application; adults learn best if they have control over the learning environment.)
- Assess and meet the professional development level and characteristics of the target audience.
- Choose instructional methods and materials that are appropriate for the learning objectives detailed in the outline (e.g., self-reflection, group discussions, demonstrations, multi-media presentations, visual aids).
- Possess extensive knowledge and practical experience in the outline topic area. Is familiar with a variety of early childhood settings and the professional development levels of training participants.
- Research the current trends in the topics to be presented and synthesizes these findings to support a comprehensive training.
- Base training content on accurate, current information consistent with research based theories and principles of child development, developmentally and culturally appropriate practice, accurate interpretation of quality standards and licensing regulation.
- Facilitate connections between theory and practice by integrating information that is comprehensive, meaningful and relevant to participants' needs.
- Include an awareness of the value of diversity, uniqueness and abilities of all children and families in trainings presented.
- Understand and apply basic principles of human cognition/learning and demonstrates sensitivity to the needs of the adult learner.
- Deliver training based on principles of adult learning using a variety of instructional methods and media appropriate for the training.

Adapted from: Connecticut Charts-A-Course Early Childhood Professional Development System and Registry  
<http://www.ctcharts-a-course.org>



## Tips for PowerPoint Presentations

### Fonts

- Select sans-serif fonts such as Arial or Helvetica. Avoid serif fonts such as Times New Roman or Palatino as they are sometimes more difficult to read.
- Use no font size smaller than 24 point.
- Clearly label each screen. Use a larger font (35-45 points) or different color for the title.
- Use a single sans-serif font for most of the presentation. Use different colors, sizes and styles (bold, underline) for impact.
- Avoid italicized fonts as they are difficult to read quickly.
- No more than 6-8 words per line
- For bullet points, use the 6 x 6 Rule. One thought per line with no more than 6 words per line and no more than 6 lines per slide
- Use dark text on light background or light text on dark background. However, dark backgrounds sometimes make it difficult for some people to read the text.
- Do not use all caps except for titles.

To test the font, stand back six feet from the monitor and see if you can read the slide.

### Graphics and Design

- Keep the background consistent and subtle.
- Use only enough text when using charts or graphs to explain clearly label the graphic.
- Keep the design clean and uncluttered. Leave empty space around the text and graphics
- Use quality clipart and use it sparingly. The graphic should relate to and enhance the topic of the slide.
- Try to use the same style graphics throughout the presentation (e.g. cartoon, photographs)
- Limit the number of graphics on each slide.
- Check all graphics on a projection screen before the actual presentation.
- Avoid flashy graphics and noisy animation effects unless they relate directly to the slide.
- Limit the number of transitions used. It is often better to use only one so the audience knows what to expect.

### Color

- Limit the number of colors on a single screen.
- Bright colors make small objects and thin lines stand out. However, some vibrant colors are difficult to read when projected.
- Use no more than four colors on one chart.
- Check all colors on a projection screen before the actual presentation. They may project differently than what appears on the monitor.

## Tips for PowerPoint Presentations (continued)

- Check the spelling and grammar.
- Do not read the presentation. Practice the presentation so you can speak from bullet points. The text should be a cue for the presenter rather than a message for the viewer.
- Give a brief overview at the start. Then present the information. Finally review important points.
- It is often more effective to have bulleted points appear one at a time so the audience listens to the presenter rather than reading the screen.
- Use a wireless mouse or pick up the wired mouse so you can move around as you speak.
- If sound effects are used, wait until the sound has finished before speaking.
- If the content is complex, print out the slides so the audience can take notes.
- Do not turn your back on the audience. Try to position the monitor so you can speak from it.

### Adapted from:

- Bankerd, Kathy. “How to Optimize Projection Technology: Using Fonts, Graphics, and Color to Maximize the Effectiveness of Your Presentation”. Syllabus. November/December 1997.
- Bird, Linda. “Avoid the Mistakes of PowerPoint Rookies.” Smart Computing. January 2001.
- Brown, David G. “PowerPoint-Induced Sleep.” Syllabus. January 2001.

Jumpstart benefits when college and university faculty members, external research organizations, and local site managers conduct studies on the Jumpstart model, child participants, and Corps members. The following information is intended to showcase the research that has been published and presented on the Jumpstart program and its impact on participating children and Corps members.

Jumpstart is committed to further engagement of faculty members as well as research organizations to design and carry out rigorous research and evaluation studies, including longitudinal studies, of the program's impact. By developing and supporting a research consortium, we anticipate that our ongoing partnerships and new collaborations will yield an even more significant program of research for Jumpstart in the years to come. We invite researchers to contact us to learn more about our program model and research questions, and discuss your ideas for researching and evaluating this exciting early childhood educational intervention.

### **Research on Jumpstart's Program Model**

Jumpstart has been highlighted as one of three nonprofit organizations that have succeeded in scaling up while reducing costs without sacrificing the quality of services. Read ***More Bang for the Buck***, published in the Spring 2008 edition of the *Stanford Social Innovation Review*, to learn more.

### **Impact of Jumpstart on Child Participants**

The studies of Jumpstart's impact on low-income preschool children include a randomized, experimental study conducted from 1999-2003 that found positive impacts on children's language, literacy, and social outcomes during their Jumpstart participation and beyond. In addition, a quasi-experimental study conducted by Jumpstart staff members focused on the enhanced outcomes for Jumpstart children working with Corps members enrolled in Service Learning coursework.

### **Publications**

#### **2000-2003 Follow-up Study of Jumpstart Children**

Daniel-Echols, M. & Xiang, Z. (2003). Ypsilanti, MI: High/Scope Educational Research Foundation.

This randomized, experimentally designed study was implemented at Boston and New York City Jumpstart sites beginning in the 1999-2000 program year. Children in Head Start programs only were randomized into Jumpstart or the comparison group. Significant Jumpstart group advantages were found for tested story and print concepts and letter and word identification at the end of year 1 and for observed language and literacy at the end of year 2; nearly significant Jumpstart group advantages were found for observed initiative skills at the end of years 1 and 2, observed social relations at the end of year 3, and vocabulary at the end of year 3.

#### **Jumpstart's Service Learning Initiative: Enhanced Outcomes for At-Risk Children**

Elson, D., Johns, L. & Petrie, J.T. (2007). In Shelly Billings (Ed.), *From Passion to Objectivity: International and Cross-Disciplinary Perspectives on Service Learning Research*. Information Age Publishing, pp. 65-87.

This study used a quasi-experimental design to measure the impact of Jumpstart children working with Corps members enrolled in Service-Learning (SL) courses compared to Corps members not enrolled in SL courses. The study helps fill the gap in the SL research literature about the impact of SL on community recipients of the service as opposed to the impact on the students or volunteers performing the service. Results indicated that gains in early language, literacy, and



social skills were significantly greater for children working with SL students than children not paired with SL students. [Click here](#) to go to the publisher's website.

### **Presentations**

Harris, S., & Berk, L.E. (2011, March). Impact of individualized, supplementary preschool intervention on literacy, school readiness, and socio-emotional skills. Poster presentation at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.

Petrie, J.T. & Elson, D. (2008, June 24). The Influence of the Jumpstart Intervention on Head Start Children's Language, Literacy, and Social-emotional Outcomes. Poster presentation at the Head Start 9th National Research Conference, Washington, D.C.

Verduzco, S. and Carey, K. (2008, February). School Success: Differences Between Jumpstart and Non-Jumpstart Children. Poster presentation at the National Association of School Psychologists 2008 Convention, New Orleans, LA.

Elson, D. & Petrie, J.T. (2007, April). The Impact of the Jumpstart Intervention in Closing the School Readiness Gap for Low-Income Preschoolers' Language, Literacy and Social Outcomes. Paper presented at the National Head Start Association 34th Annual Training Conference, Research-to-Practice Educational Track, San Antonio, TX.

Elson, D. and Johns, L. (October 2006). Jumpstart's service-learning initiative: Enhanced outcomes for at-risk children. Paper presented at the Seventh International Service Learning Research Conference. Portland, OR.

### **Impact of Jumpstart on Corps members & College Student Development**

The following studies focus on Jumpstart's impact on college student Corps members. They focus on the college students' beliefs about preschoolers' literacy development and the impact their mentoring has on the children with whom they work. In addition, studies have shown that Jumpstart Corps members decide to change their career paths as a result of working for Jumpstart.

### **Publications**

#### **College Students' Beliefs about Preschoolers' Literacy Development: Results from a National Study of Jumpstart**

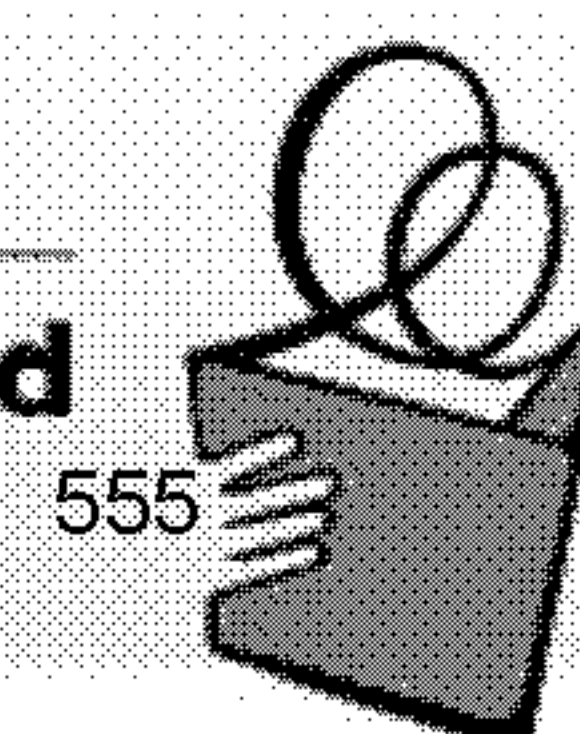
Adler, M.A., & Trepanier-Street, M. (2007). *Early Childhood Research and Practice*, 9, (2).

This study explored the beliefs of college students about literacy development in preschool children and if these beliefs change after their involvement in a yearlong, intensive mentoring program (Jumpstart) intended to facilitate at-risk preschoolers' literacy development. Results indicated that the yearlong Jumpstart program positively impacted college students' beliefs and understanding about developmentally appropriate literacy practices. The college students' responses indicated that, prior to their experience, the students held some beliefs consistent with recognized, research-based practices that promote literacy development among preschoolers. These beliefs were strengthened throughout their yearlong experiences with the preschoolers, with the greatest gains in understanding being on the practices of taking a child's lead in conversation and allowing children to pretend read to adults. This study is significant in that it is the first analysis of a national dataset of college student mentors working with at-risk preschoolers in an effort to facilitate their literacy development. [Click here](#) to read the full study.

#### **Civic Education in Multicultural Contexts: New Findings from a National Study**

Taylor, J., & Trepanier-Street, M. (2007). *Social Studies*, 98, (1), 14-18.

This study investigated the extent to which community service affects Jumpstart Corps members'



civic sensibilities. The results were that Corps members' preparedness for using developmentally appropriate activities and strategies with preschool children increased as a result of Jumpstart training and community-service experience with children. In addition, many participants decided during the course of the year to pursue careers in teaching and education. Further, the college students who participated in Jumpstart were more racially and ethnically diverse than the general population.

### **Impact of a Mentoring Experience on College Students' Beliefs about Early Childhood Development**

Trepanier-Street, M., Adler, M., & Taylor, J. (2007). *Journal of Early Childhood Education*, 34, (5), 337-343.

This study attempted to (a) understand the beliefs of college students about early childhood development and developmentally appropriate practices, and (b) if these beliefs changed after their yearlong involvement in Jumpstart. Surveys from Jumpstart investigated college students' beliefs about early childhood development and developmentally appropriate practices. The study findings indicated that the yearlong Jumpstart mentoring program positively impacted college students' beliefs. These beliefs became less skills-based and more child-centered and constructivist. On all of the questions there was a highly significant pre-survey to post-survey improvement. There was no significant difference in responses among Jumpstart Corps members enrolled in an education major/program compared to Corps members enrolled in other majors.

### **Testing Tutor Training Effectiveness: Jumpstart at Fresno State**

Lukianov, A. (2007). In Bowley, E. (Ed.) *Earn, Learn, and Serve: Getting the Most from Community Service Federal Work-Study*. Campus Compact.

**This dissertation** addressed the impacts of service-learning (SL) on college student development within the Jumpstart program, focusing on five sites in Jumpstart's Western region. Greater gains were found for Jumpstart SL students compared to non-SL students on change of major to education or human services, knowledge of early childhood best practices, leadership skills, awareness of issues facing their community, and confidence levels in speaking to groups.

### **Presentations**

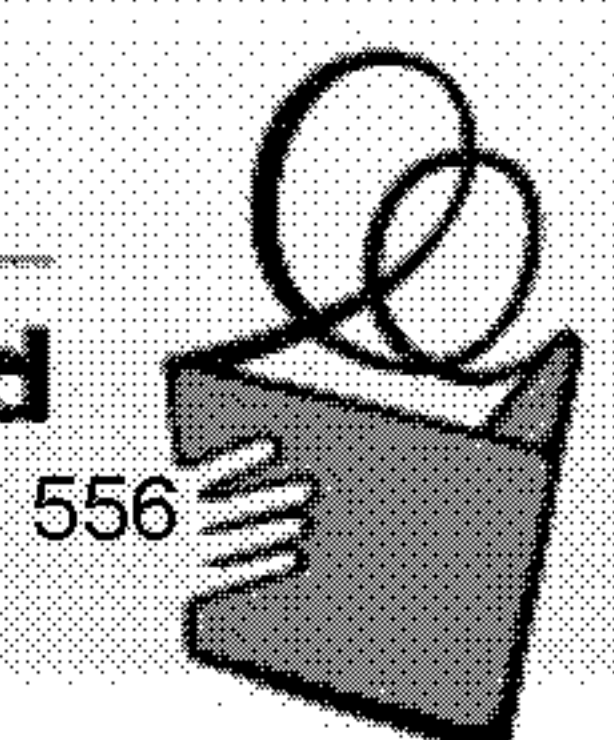
Adler, M.A., & Trepanier-Street, M. (2007, May). Impact of a mentoring program on college students' beliefs about preschoolers' literacy development. Paper presented at the Association of Childhood Education International Conference, Tampa, FL.

Perron, M. F., & Sylvia, M. R. (2007, May). It's storytime: An Examination of College Students' Child-directed Reading Styles. Poster presentation at the meeting of the Association for Psychological Science, Washington, D.C.

Trepanier-Street, M., & Taylor, J. (2007, May). Personal and professional growth of college mentors of young children. Paper presented at the Association of Childhood Education International Conference, Tampa, FL.

Trepanier-Street, M., Adler, M.A., & Taylor, J. (2007, April). Impact of a mentoring experience on college students' beliefs about early childhood development and practice. Paper presented at the American Educational Research Association Conference, Chicago, IL.

Adler, M.A., & Trepanier-Street, M. (2006, August). College student preschool literacy mentors: How and what do they learn about literacy development from their experience with preschoolers? Paper presented at the World Congress, International Association meeting, Budapest, Hungary.





## **2009 Pilot Study of a School Preparedness Information Study for the District of Columbia**

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**Submitted to: OSSE**

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### **Introduction**

This report presents findings from a 2009 Pilot Study that gathered data from a representative sample of 50 schools (33 DCPS, 17 public charters) in the District of Columbia about (a) districtwide activities to promote positive school transitions of young children and (b) the knowledge and skill sets of kindergarten students. This pilot study addressed aspects of the feasibility, the potential utility, and the estimated costs that would be associated with implementing a citywide information system to provide annual data about children, families, classrooms, schools, and communities. This pilot study was informed by the work of an advisory group to the Office of the State Superintendent of Education (OSSE), an earlier pilot study in spring of 2008, national investigations about school preparedness, and pressing questions about effective strategies to improve the school readiness of young children. This report is the first in a series presenting findings from the 2009 Pilot Study.

### **Background and Purpose of a School Preparedness Information System**

The District of Columbia has no systematic program to describe school preparedness activities or to assess children's entry level skills in kindergarten. In 2007, the Mayor asked the Office of the State Superintendent of Education (OSSE) to convene an advisory committee to address this topic. The committee reviewed activities nationwide related to kindergarten assessment systems and school preparedness surveys in order to make recommendations for the District of Columbia. The committee included early childhood pre-K and kindergarten teachers; early childhood administrators working with the public schools, the public charter schools, and the community pre-K programs; a representative from a community foundation; and faculty from multiple universities in the District. The committee sought to design a highly efficient and informative system that would have minimal costs and could be tested within the next 6 months.

The committee concluded that a districtwide School Preparedness Information System could serve to provide timely information on an annual basis that would assist the District of Columbia in the following areas: (1) describing the types of activities and supports available to ensure that young children come to kindergarten on time, well prepared, and with strong connections among their parents, classroom teachers, schools, and community social and health supports; (2) summarizing the profiles of each year's kindergarten children at the level of each classroom, each school, and each ward, as well as in terms of whether they attend DCPS or public charter schools and other child characteristics (such as the language spoken in the home, child gender, whether the child is in Special Education, the child's gender and age, and the type of pre-K program the child received); and (3) identifying strengths and weaknesses that warrant being addressed in a timely manner.



## Definitions of School Readiness and School Preparedness

The Mayor has an Interagency Collaboration and Services Integration Commission (ICSIC) that was charged with establishing a performance-based system related to education and comprehensive services. Goal #1 was worded as “Children Are Ready for School. The advisory group convened by OSSE was asked to “Obtain agreement and buy-in on a District-wide school readiness definition, indicators, and [assessment].” As summarized in the Progress Briefing on December 7, 2007, a general definition was adopted that included the following;

“A widely endorsed concept is that of “ready children, ready schools, ready families, and ready communities”—a framework that recognizes the importance of partnerships in preparing young children for the transition to school. As a result, the committee proposes a model for early success that emphasizes the centrality of resourceful schools, excellence in classroom instruction, healthy and well prepared children, supportive communities, and active sharing of information about children’s progress with the family. More specifically, the committee proposes the use of a multi-dimensional approach, which includes “Ready Children, Ready Schools, and Ready Families and Communities.”

The following text is incorporated from the report shared with the Mayor about the work of the committee regarding the Indicator Selection Process:

“In selecting the “Ready Children” indicators, the committee reviewed the District of Columbia Early Learning Standards to determine if additional indicators were needed. Following that process, the committee identified those indicators that met the evidence-informed criteria. The process for arriving at the “Ready Schools” indicators began with an ICSIC Goal 1 sub-committee’s review of the following documents:

- School Readiness in North Carolina, 2000
- School Readiness in Arkansas, 2007
- California Getting Ready for School, 2007
- California School Readiness Initiative Evaluation: Modified Desired Results Development Profile, 2006
- The High Scope Educational Research Foundation’s Ready School Assessment Questionnaire, 2006
- State Early Childhood Policy Technical Assistance Network (SECTAN) Indicators, 2003

As with the “Ready Children” indicators, the sub-committee sought to identify those indicators that were evidence-informed and have the highest predictability around school success. The comprehensive list of “Ready School” indicators includes many that reflect “Ready Families and Communities.” As a result, the committee suggests relying on these temporarily until an assessment of “Ready Children” and “Ready Schools” is conducted for feasibility.”

### School Readiness Definition

A school readiness definition for children in this proposed framework is: **The knowledge, skills and dispositions that children demonstrate in (1) Language and Literacy; (2) Mathematical Thinking; (3) Social and Emotional Development; (4) Approaches to Learning; (5) Social**



## **Studies; (6) Creative Arts; and (7) Physical Health Development, Health and Safety, as they enter Kindergarten.<sup>1</sup> Children’s degree of school readiness in these domains will be measured by the assessment tool outlined by the committee.**

The advisory group strongly recommended that the phrase “school preparedness” be substituted for “school readiness”, in large part because of the fact that the concept of “school readiness” has been judged to be inadequate in terms of focusing primarily on the child’s skills and not fully recognizing the role of families, communities, and schools in supporting the positive transitions of young children to school. That is, the phrase “school preparedness” is accepted as a broader-based idea that acknowledges the importance of partnerships in facilitating a child’s success in school and in life. Accordingly, the term “school preparedness” is used in this report.

### **Design of the Pilot Study**

The design of the pilot study was premised on research findings about what contributes to young children’s success in school. Contrary to earlier notions that school success depended almost entirely on a child’s academic skills at time of school entry, the research evidence confirms that a child’s school success is co-determined by the supports that the child’s family, community, and school provide, as well as the child’s own specific skills. The areas of child development that best predict later school success include the child’s language, early literacy, and early math skills, as well as aspects of social-emotional development. This emerging framework about successful school transitions has led to a variety of initiatives throughout the country to strengthen the quality and intensity of early childhood education supports, parent education programs and information campaigns, training and professional development supports for early childhood educators and administrators, and implementation of information systems to monitor progress and to identify potential problems so these may be addressed in a timely manner. The committee thus recommended that the SPIS to be piloted include measures of children, classrooms, schools, and school-community partnerships.

The committee’s design of the proposed pilot School Preparedness Information System (SPIS) was constrained by an awareness that the SPIS to be piloted would have to be a low-cost system, readily suited for citywide application, and capable of generating new and needed information. The committee judged that there were not adequate resources for the Pilot Study to include individualized standardized assessment of children, objective measures of classroom teacher behavior and classroom environments, or data from parents and community providers. Accordingly, the committee designed a Pilot Study that gathered data from teachers and principals. The Pilot Study design sought to build directly upon the District of Columbia Early Childhood Learning Standards and the Performance Indicators that already were adopted and applied to children in all pre-K settings (public pre-K, public charter pre-K, head start, private community child care centers). The rationale was that these Performance Indicators represented a broad and strong consensus locally about the important skills, knowledge, and propensities children needed upon entering kindergarten.

<sup>1</sup> The initial definition: school success depends on the capacity of families, communities and schools to understand the unique developmental characteristics of each child. Children who are ready for Kindergarten demonstrate an enthusiasm for learning and an ability to function successfully in a school setting. They exhibit age appropriate communication and problem solving skills, social/emotional and physical readiness and good health. Ready schools and communities have the knowledge of and the ability to respond to the needs of the whole child by allocating appropriate resources and support to ensure school success. A similar version to this definition was approved by the Universal School Readiness Stakeholders (200 individual and organizations); DCPS Early Childhood Teacher Team (100 teachers); and Former DCPS Superintendent’s Council on School Readiness and Childhood Education (20 members).



The committee advanced the recommendation that in the future, the perspectives of parents and community health and social service providers would be added to the SPIS. Further, the committee recommended including some standardized assessments of children and classrooms in order to provide data that could be compared to other states, as appropriate.

## **Study Methods**

**Selection of representative schools.** OSSE and the Early Care and Education Administration provided lists of all public schools (including public charter schools) with kindergarten classrooms in spring of 2008. From these lists, 50 kindergarten classrooms were selected randomly through a computerized process.

**Invitations to participate.** In spring of 2008, written invitations from OSSE were sent to the schools. In winter of 2009, the same 50 schools were invited to participate in the second pilot study. In 2009, the invitations to participate in the second pilot study were first made via telephone contact with the principals (calls were placed by senior individuals who had served on the advisory committee) with a follow-up letter that was co-signed by the State Superintendent and, as appropriate, the DCPS Chancellor or the Executive Director of the Public Charter Schools Board. In addition, an email was sent to each principal reminding them about the importance of participating in the study. (see Attachment #1)

All kindergarten teachers were invited in writing to attend a training session (scheduled on two different dates). The purpose of the training sessions was to provide teachers information about the District of Columbia Early Learning Standards, how to observe children and document their behavior and skills, and how to complete the rating forms about children. Teachers attending the training sessions were provided a stipend of \$240.00 for attending (consistent with the hourly rate provided for professional development activities that occur outside the regular work week).

**Study Tools.** The study tools included (1) a principal survey regarding school preparedness activities and supports; (2) a teacher survey concerning school preparedness activities and supports; and (3) a Student Assessment Instrument completed by the lead classroom teacher. See Attachments 2, 3, and 4 for copies of these tools.

The Principal and Teacher Surveys included items selected by members of the advisory committee from a longer survey tool in use by the Kellogg Foundation School Preparedness study. The Kellogg Foundation is monitoring seven states and their progress in providing strong supports and activities to facilitate positive transitions to school. The advisory committee concluded that the complete instrument was too long; and thus selected items considered among the most relevant for the District of Columbia. Principals and teachers were asked to provide some demographic and work history information about themselves. (See Attachments #2 and #3.)

The Child Rating Forms comprised a set of 75 items selected by the advisory committee from the District of Columbia Early Learning Standards. These items include some from of the 8 domains included in the standards. The advisory committee recognized that these items vary in terms of how predictive they are of children's later academic progress. The advisory committee members placed strong emphasis, however, on being sure to include those items that have been supported through multiple research studies as being important entry-level skills and behaviors. Information about individual children included information such as their age, gender, language spoken at home, whether the child started school on time or transferred into the class later in the year, and identification of any special needs. (See Attachment #4.)



Finally, a Feedback Form was distributed to classroom teachers to obtain data about how helpful they found the training session they received, the time it took to complete the ratings forms, how they perceived the child rating forms, and ideas they had to improve children's school preparedness in the District of Columbia. (See Attachment #5.)

### **Distribution and Return of Pilot Study Forms**

Each school received a single packet of materials that was delivered to the school principal (February 2, 2009) via an overnight carrier service. The sender required the overnight carrier service to obtain a signature upon delivery, along with the date and time of delivery. The principals had been told that they were responsible for having the teacher and child forms distributed to the kindergarten teacher who was specified by name in advance.

Each school was provided with a pre-addressed and pre-paid return envelope to be picked up by the same overnight carrier service. The forms were to be returned within 2 weeks (10 school days).

All schools were telephoned to remind key individuals about the due date one day prior to the final due date. When an individual did not answer the school telephone number, a message was left along with a request for a return call.

On the original due date (February 13, 2009), each school was telephoned to determine whether the forms had been completed and whether the pick-up had been arranged or already occurred. When forms were not yet completed, another call was made to each principal individually. Repeated telephone calls were made, if need be. When the principals could not be reached initially, the information about the importance of returning the completed forms was shared with the school's administrative representative who answered the telephone. A second final date for submitting data was set (February 23, 2009).

### **Data Entry and Data Analysis**

All data were entered into a computerized database and a representative sample of 10 percent of the data were verified by duplicative data entry. The initial planned data analyses for this first report focused on descriptive data about the process of participation and response rates; the ratings by teachers and principals about school preparedness; and the individual child ratings. Future data analyses will explore differences across types of schools and classrooms, and how child and school characteristics relate to the data about school preparedness and child kindergarten skills.

## **Study Findings**

### **Response rates from principals and teachers**

Of the 50 schools in the study sample, a total of 42 schools (84%) completed and returned at least one form; 37 (74%) of the schools completed all 3 types of forms. Note: 24 schools (48%) returned their forms on time (within 2 weeks). Only one form (a principal survey) was in doubt, because of a claimed submission but lack of receipt. (Note: this situation is being investigated and hopefully the form will be located and included in a revised report.)

The rate of return was generally comparable for the DCPS and public charter schools. (Note: two additional schools submitted data after February 24, 2009, bringing the final total of participating schools to 88%. The data from these schools will be included in a revised final report.)

### **Participation in training for teachers about the School Preparedness Information System**

Of the 50 teachers, 31 teachers attended one of the 2 training sessions in 2009. Some of the teachers who did not attend the 2009 training had participated in the training provided earlier in the Spring of 2008. (The number of teachers who previously received this training is now being obtained and will be included in the revised final report.)

Teachers attending the training session were asked to indicate the frequency with which they received previous training related to the District of Columbia Early Learning Standards for children entering kindergarten. A large majority of the teachers -- a total of 63% -- reported that they either had received no previous training (19%) or had rarely received such training (37%). None of the teachers reported receiving frequent training about the Early Learning Standards, while 37% reported that had occasionally received some training related to these standards.

Based on teacher feedback from the 2008 Pilot Study, more than 85% of the teachers who participated in the training that was provided related to assessing children on performance indicators from the Early Learning Standards rated this training as “very helpful.” In the 2008 Pilot Study, the vast majority of pre-K teachers as well as kindergarten teachers reported that they, like the 2009 participants, had not received adequate orientation to the adopted learning standards and had not received sufficient professional development to be confident about how to observe and assess children’s mastery of the performance indicators.

### **Characteristics of the schools and classrooms participating in the 2009 Pilot Study as reported by teachers and principals**

As Table 1 shows, most of the schools had at least two kindergarten classrooms and the majority also had pre-K classrooms. The total number of children enrolled in the school varied a bit as reported by teachers or principals.

**Table 1. School characteristics**

	Teacher Report			Principal Report		
	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>
Number of K classrooms in the school	1	4	2	1	16	3
Number of Pre-K classrooms in the school	0	7	2	0	7	2
Total number of students enrolled this year in the school	77	612	291	41	713	301
Number of years the school has been in current building	1	88	30	1	100	36



**Classroom characteristics.** The number of students enrolled in these classrooms ranged between 9 and 29 with a mean and median of 20 students. On average, 2 students per classroom started attendance after October 1, 2008. About nine of every ten classrooms (89.7%) had a full-time teacher plus at least one additional staff member (usually a designated teaching assistant) assigned to their classroom. Most of these additional staff members are full-time.

Reported classroom race/ethnicity was: 78.3% African American, 13.2% Hispanic/Latino, 6.3% White/non-Hispanic, and 2.2% Other. Of the total sample, 7.8% of the children were identified as Special Education students with an Individualized Education Plan (IEP) in place and another 1.6% were identified as pending the finalization of an IEP.

**Principal characteristics.** Principals had been in their current positions between 0 and 7 years, with an average tenure of 3.5 years. Overall, these principals have served as an assistant principal and/or principal for an average of 7.4 years (from less than 1 year to 34 years). Almost all of the principals (97%) have an advanced degree: 73% have a Master's degree as their highest degree; and 24% have a Ph.D. Table 2 (below) shows what principals identified as their areas of specialization, with nearly 90 percent indicating a specialization in educational administration or leadership. Note: principals typically had two or more areas of specialization.

**Table 2. Principal Specialty Areas**

Specialty Areas	N (%)
Administration/Leadership	36 (87.8)
Early childhoods education	14 (34.1)
Elementary education	30 (73.2)
Middle and/or secondary education	9 (22.0)
Physical education	3 (7.3)
Special education	6 (14.6)
School psychology/counseling	3 (7.3)
Other	14 (34.1)

**Teacher characteristics.** The kindergarten teachers have been teaching for an average of 16.0 years (S.D. = 10.0 years), with a range from 1 to 35 years. Their tenure as kindergarten teachers averaged 10.0 years (S.D. = 9.0 years) with a range from 1 to 30 years. Almost half of the teachers have earned a Master's degree (49%) as their highest degree while the others (51%) have earned the Bachelor's degree as their most advanced degree. Over half (56.4%) of these kindergarten teachers also have had experience teaching Pre-K classrooms. Table 3 summarizes the responses of kindergarten teachers about their areas of specialization (note: teachers could check all areas that applied). The vast majority (85%) indicated a specialty in early childhood education.

**Table 3. Teacher Specialty Areas**

Specialty Areas	N (%)
Administration/Leadership	3 (7.7)
Early childhoods education	33 (84.6)
Elementary education	13 (33.3)



Middle and/or secondary education	1 (2.6)
Physical education	0
Special education	3 (7.7)
School psychology/counseling	1 (2.6)
Other	4 (10.3)

### Supports for School Transitions and Family, School, and Community Partnerships

Table 4 (below) shows the responses of teachers and principals concerning 10 aspects related to enrolling a child in kindergarten, sharing information with classroom teachers and families prior to or at the start of the kindergarten year, and repeating kindergarten if judged necessary. An interesting pattern of differential knowledge about these 10 items occurred in terms of a much higher proportion of kindergarten teachers stating they did not know how to rate the item or did not think the item was applicable to their school. For example, more than 15% of the teachers could not report about whether there are planning activities related to the transition of incoming children, whether parents are informed about the registration process, whether the feeder community and school programs know about the registration process, or even whether children were enrolled one month prior to the first day of school. In marked contrast, principals were able to provide responses about all of these items. Further, a much smaller percentage of the teachers reported that the school held an orientation session for the parents of incoming children (35%) compared to 58% of the principals who reported parent orientation sessions were held. Similarly, 68% of the teachers reported that parents received welcome materials prior to the start of school, while 78% of principals said this occurred. Over 5% of the teachers said that informational materials were “never” or “seldom” given to parents, while none of the principals reported such infrequent sharing of information with parents.

One interpretation of these differences in the answers of teachers and principals is that the communication needs to be improved regarding what the school does to prepare children and families for the transition to kindergarten.

Another area of some concern is that only about two-thirds of the schools are reported to have a process for “always” identifying and supporting children who show social and emotional challenges” with prompt interventions for these children. For about 8% of the schools, teachers and principals respectively reported that there is seldom or only sometimes a process for timely recognition and support for these children.

**Table 4. Activities related to School Transitions: Rating from Teachers and Principals**

Indicators	Kindergarten Teachers (%) N= 39						Principals (%) N= 41						
	Never	Seldom	Sometimes	Often	Always	Not Know	Never	Seldom	Sometimes	Often	Always	Don't Know	Not Applicable

Indicators	Kindergarten Teachers (%) N= 39						Principals (%) N= 41							
	Never	Seldom	Sometimes	Often	Always	Don't Know	Not Applicable	Never	Seldom	Sometimes	Often	Always	Don't Know	Not Applicable
<b>Transitions</b>														
Before school starts, a committee (i.e., not just individual teachers) actively plans and coordinates transition activities for incoming children.	2.6	5.1	10.3	15.4	46.2	15.4	5.1	2.5	10.0	12.5	20.0	47.5	2.5	5.0
Parents of incoming children are informed about registration, by multiple means if necessary, 3-6 months before school starts.	0	2.6	0	17.9	61.5	17.9	0	0	0	7.9	13.2	78.9	0	0
Feeder early childhood programs are informed about registration before school starts.	0	0	2.6	10.3	46.2	41.0	0	0	0	15.8	13.2	63.2	2.6	5.3
Incoming children are registered for school at least 1 month before school starts.	0	5.3	5.3	26.3	42.1	21.1	0	0	0	20.0	30.0	50.0	0	0
Children registered at the last moment or after school starts are integrated quickly/smoothly.	0	0	0	21.1	73.7	5.3	0	2.5	0	2.5	17.5	77.5	0	0
Kindergarten teachers have access to detailed information (e.g., parent questionnaires, home visits, interviews) about incoming children that helps them get to know the children and their family settings.	5.3	7.9	28.9	18.4	31.6	7.9	0	0	12.8	25.6	17.9	41.0	0	2.6
For parents of incoming children, the school holds orientation session(s) at school prior to the first day.	13.5	5.4	18.9	13.5	35.1	13.5	0	5.0	7.5	10.0	20.0	57.5	0	0
Families of incoming children are sent welcome materials (e.g., individualized letters, list of probable supply and clothing needs) before school starts.	2.6	2.6	2.6	18.4	68.4	5.3	0	0	0	2.4	19.5	78.0	0	0
Retention of K-2 children or placement in transitional or extra year programs occurs.	8.1	13.5	29.7	13.5	13.5	13.5	8.1	10.0	27.5	25.0	12.5	15.0	0	10.0
<i>School has a process for identifying and supporting those children who show social and emotional challenges and promptly intervenes.</i>	0	5.3	2.6	23.7	65.8	2.6	0	0	0	7.5	25.0	67.5	0	0

Table 5 (below) summarizes the ratings by teachers and principals concerning the types of partnerships schools have in place to work closely with families and the community providers. The data support the conclusion that there are a number of areas that can be improved, as well as some specific issues requiring the principals and teachers to address in a timely manner. For examples, areas in need of improvement include parent-teacher conferences that focus of children's strengths and not just problems, engaging families that do not speak or read English well, and providing more opportunities for families to participate in developing policies for the school. One of the discrepancies in principal and teacher report concerned whether the teachers "always" have an open-door policy welcoming families' participation, which more than 80% of the teachers report is the case, while principals report this as occurring less



so (63% of principals judged this to be what happens). Another principal-teacher discrepancy addressed the extent to which the parent-teacher conferences was strengths-focused, and principals had a more favorable impression of this than did the teachers, who actively participate in these conferences.

**Table 5. Activities related to Family, School, and Community Partnerships: Ratings from Teachers and Principals**

Indicators	Kindergarten Teachers (%) N= 39							Kindergarten Principals (%) N= 41						
	Never	Seldom	Sometimes	Often	Always	Don't Know	Not Applicable	Never	Seldom	Sometimes	Often	Always	Don't Know	Not Applicable
Families participate in developing or have significant influence on school policies.	0	8.1	24.3	35.1	24.3	8.1	0	0	10.3	38.5	30.8	20.5	0	0
Teachers utilize an open-door policy that allows for, welcomes, and involves families' participation in classroom activities at all times of the day.	0	0	10.5	7.9	81.6	0	0	0	2.6	5.3	28.9	63.2	0	0
Parent teacher conferences focus on children's strengths, setting goals, and building a team with parents rather than dealing with problems.	0	0	5.3	28.9	65.8	0	0	0	0	2.6	17.9	79.5	0	0
Teachers consistently provide for and encourage the use of multiple methods of home-to-school communication so parents can provide ongoing information about children's home life, progress, and problems (e.g., notes, journals, telephone calls, e-mail, Web sites, voice mail).	0	2.6	5.3	13.2	78.9	0	0	0	7.7	2.6	23.1	66.7	0	0
Special consideration is given to families that do not speak or read English well and a system is in place to provide these families with opportunities to engage in school-to-home and home-to-school communication (e.g., voice mail, translators for verbal communication, translations of written communication into the primary language of family)	0	0	2.7	27.0	35.1	16.2	18.9	0	5.3	7.9	21.1	50.0	0	15.8



Tables 6 (below) indicates that nearly three-quarters of the teachers and principals report that there is a strong intent to provide evidence-informed strategies for supporting student achievement in the professional activities for teachers. Teachers, however, are not “always” provided an opportunity to evaluate the usefulness of the professional development activities: just over half report that this is always the case for them, while another 21% report that this never, sometimes, or only sometimes happens. An area for future improvement is providing mentoring opportunities for K-2 teachers. Increasingly, the mentoring process is one that is being affirmed as an effective mechanism for increasing the implementation of evidence-based strategies in the classroom. Less than half of the teachers and principals reported that such opportunities were always available, and nearly 20% of the teachers reported these opportunities were never, seldom, or sometimes available. Currently, the majority of K-2 teachers are described as definitely having academic training and classroom experience in early childhood education.

**Table 6. Activities related to Teacher Supports: Ratings from Teachers and Principals**

Indicators	Kindergarten Teachers (%) N= 39						Kindergarten Principals (%) N= 41							
	Never	Seldom	Sometimes	Often	Always	Not Know	Not Applicable	Never	Seldom	Sometimes	Often	Always	Don't Know	Not Applicable
<b>Teacher Supports</b>														
Professional development activities are designed to provide <i>evidence-informed</i> strategies for supporting student achievement.	0	0	10.5	15.8	73.7	0	0	0	0	5.0	17.5	77.5	0	0
Participating staff evaluate the utility of professional development activities.	2.6	2.6	15.8	26.3	52.6	0	0	0	2.5	15.0	25.0	57.5	0	0
The principal and teachers (in accordance with district policy, if applicable) participate actively in 2-way connections with institution(s) of higher education to gain expertise and improve teaching and learning (i.e., staff attend training sessions given by outside organizations and trainers/faculty from outside visit and work with staff in the school).	0	0	13.2	21.1	60.5	5.3	0	2.6	7.7	17.9	25.6	46.2	0	0
For K-2 teachers, opportunities for mentoring are available.	2.7	8.1	8.1	18.9	45.9	16.2	0	0	4.9	24.4	26.8	41.5	0	2.4
K-2 teachers have academic training and classroom experience in early childhood education	0	0	2.7	35.1	59.5	2.7	0	0	0	12.2	19.5	68.3	0	0

Closely related to professional development is the topic of classroom curricula. Table 7 (below) summarizes responses about activities to help with implementing “effective curricula.” More than one-third of the teachers report they are “sometimes” or “often” well informed or trained on language arts

methods and materials they are expected to use in their classroom, while 62% judge they are “always” well informed about the language-related curriculum. Teachers reported being somewhat less well prepared to implement the mathematic methods and materials they were expected to use, with nearly 8% stating they are “seldom” well informed and another 13% only “sometimes” so. Both the principals and teachers agree that the procedures to ensure adequate training for new teachers could be improved so they can become well informed and well trained on the curriculum methods and materials they are to employ. Similarly, procedures for monitoring the “fidelity of implementation” (that is, how completely the curriculum materials and approaches are applied in the classroom) are in place for approximately 60% (according to teachers) to 70% (according to principals) of the classrooms.

Note: the questions used in this survey tool developed by the Kellogg Foundation are worded so that the respondents are answering a general item, and are not necessarily referring to their own situation or their own classroom. One option for refinement of this tool in the future would be to differentiate more clearly whether a teacher, for example, is reporting whether he or she was well informed or whether he or she is sharing a general impression about all of the teachers at his or her school. Ambiguity in wording could be resolved prior to using this survey tool again; resolution is likely to lead to better clarity in interpreting the responses that the teachers and principals provide.

**Table 7. Activities related to Effective Curricula: Ratings from Teachers and Principals**

Indicators	Kindergarten Teachers (%) N= 39						Kindergarten Principals (%) N= 41							
	Never	Seldom	Sometimes	Often	Always	Don't Know	Not Applicable	Never	Seldom	Sometimes	Often	Always	Don't Know	Not Applicable
<b>Effective Curricula</b>														
Teachers are well informed/trained on language arts methods/materials they are to employ.	0	0	7.7	30.8	61.5	0	0	0	0	15.0	17.5	67.5	0	0
Procedures are in place for monitoring fidelity of implementation of language arts materials/methods.	0	5.1	2.6	28.2	64.1	0	0	0	0	10.0	20.0	70.0	0	0
Teachers are well informed and trained on mathematics methods/materials they are to employ.	0	7.7	12.8	17.9	59.0	2.6	0	0	5.0	12.5	25.0	57.5	0	0
Procedures are in place for monitoring fidelity of implementation of mathematics materials/methods.	0	7.7	10.3	23.1	56.4	2.6	0	0	5.0	5.0	20.0	70.0	0	0
<i>Procedures are in place to ensure training for new teachers so that they can become well informed and well trained on curriculum methods/materials they are to employ.</i>	0	10.3	2.6	17.9	53.8	15.4	0	0	2.5	10.0	22.5	65.0	0	0



Table 8 (below) indicates that the physical classroom environments are quite varied across the schools in this pilot study. Some are rated by teachers and principals as being in excellent condition on all items, while other classrooms have many limitations and challenges in terms of space, cleanliness and repair, and adequacy of the learning materials and supplies. A consistent and interesting finding is that teachers report far less ideal physical classroom conditions than do their principals. In contrast, teachers report more favorably about the behavioral and learning interactions and opportunities in their classrooms than do the principals.

**Table 8. Activities related to Engaging Environments: Ratings from Teachers and Principals**

Indicators	Kindergarten Teachers (%) N= 39						Kindergarten Principals (%) N= 41							
	Never	Seldom	Sometimes	Often	Always	Don't Know	Not Applicable	Never	Seldom	Sometimes	Often	Always	Don't Know	Not Applicable
<b>Engaging Environments</b>														
Classrooms are clean and in good repair.	0	0	13.5	43.2	43.2	0	0	0	0	2.4	31.7	65.9	0	0
Ample classroom space permits children to move, play, and work freely.	0	5.3	5.3	36.8	50.0	0	2.6	0	0	7.3	26.8	65.9	0	0
Classrooms have on hand 10 or more books per child intended for children's guided and/or independent use.	0	2.6	5.3	15.8	73.7	2.6	0	0	2.5	5.0	15.0	75.0	2.5	0
Classroom print materials include all of the following types: storybooks, nonfiction, picture, reference, magazines of various levels.	0	0	2.6	36.8	60.5	0	0	0	0	9.8	22.0	68.3	0	0
Classrooms have a variety of manipulative materials and supplies for art, building, music, and hands-on learning (e.g., puppets, scarves, play dough, envelopes, blank books, bean bags, shakers, blocks, large and small magnets, Cuisenaire rods).	0	7.9	13.2	31.6	44.7	2.6	0	0	5.1	5.1	25.6	64.1	0	0
Visual displays include a balance of teacher-made/commercial and child-made materials.	2.6	0	0	33.3	64.1	0	0	0	0	7.5	30.0	62.5	0	0
Classroom atmosphere is predominately positive (e.g., respectful, relaxed, happy).	0	0	5.1	23.1	71.8	0	0	0	0	2.5	25.0	72.5	0	0
Children are encouraged to use conflict-resolution strategies to deal with interpersonal issues that arise in the classroom.	2.6	0	0	20.5	74.4	2.6	0	0	0	5.0	30.0	65.0	0	0
Throughout the day children have opportunities to talk with one another while working.	0	2.6	7.7	10.3	79.5	0	0	0	0	0	27.5	72.5	0	0
Classroom activities provide all children structured opportunities to communicate their thoughts and feelings to others.	0	0	2.6	15.8	81.6	0	0	0	0	2.5	27.5	70.0	0	0



Indicators	Kindergarten Teachers (%) N= 39						Kindergarten Principals (%) N= 41							
	Never	Seldom	Sometimes	Often	Always	Don't Know	Not Applicable	Never	Seldom	Sometimes	Often	Always	Don't Know	Not Applicable
Classroom activities provide opportunities for all children to make open-ended content choices (e.g., choosing topics and subtopics within a given subject area as opposed to choosing from a list or a range of alternatives presented by the teacher, or having no choice at all).	0	2.7	13.5	29.7	54.1	0	0	0	0	15.0	27.5	57.5	0	0
Classrooms use a balance of group sizes: individual, small-group, and whole-group activities.	0	0	0	15.8	84.2	0	0	0	0	5.0	25.0	70.0	0	0

**Table 9. Activities related to Assessing Children’s Progress: Ratings from Teachers and Principals**

Indicators	Kindergarten Teachers (%) N= 39						Kindergarten Principals (%) N= 41							
	Never	Seldom	Sometimes	Often	Always	Don't Know	Not Applicable	Never	Seldom	Sometimes	Often	Always	Don't Know	Not Applicable
<b>Assessing Progress</b>														
Clearly defined <i>learning</i> goals have been developed and clearly stated for each group/subgroup of children.	0	0	0	20.5	79.5	0	0	0	0	7.3	24.4	68.3	0	0
School has in place standardized and systematic method(s) for assessing children’s progress toward curricular goals within and across K-2 grades.	0	2.6	0	15.4	82.1	0	0	0	0	2.4	19.5	78.0	0	0
Assessments address and are aligned with all areas of school curriculum.	0	2.6	5.1	25.6	64.1	2.6	0	0	0	7.5	20.0	72.5	0	0
Assessments cover a wide spectrum of behaviors and intellectual capacities (e.g., knowledge, skills, thinking and reasoning, problem solving).	0	2.6	12.8	20.5	64.1	0	0	0	0	4.9	26.8	68.3	0	0
<i>Reports are written for individual children and subgroups regarding progress on learning goals for the purpose of identifying needs and informing instruction.</i>	2.6	0	2.6	30.8	64.1	0	0	0	0	9.8	24.4	65.9	0	0

**Table 10. Activities related to Respecting Diversity: Ratings from Teachers and Principals**

Indicators	Kindergarten Teachers (%) N= 39						Kindergarten Principals (%) N= 41							
	Never	Seldom	Sometimes	Often	Always	Don't Know	Not Applicable	Never	Seldom	Sometimes	Often	Always	Don't Know	Not Applicable
<b>Respecting Diversity</b>														
Classroom materials and learning activities provide positive, authentic images which all children can either learn from or relate to.	0	0	0	26.3	71.1	0	2.6	0	0	2.6	28.2	69.2	0	0
Activities that refer to students' cultural backgrounds and experiences are integrated throughout the year into lesson plans.	0	0	10.5	31.6	55.3	0	2.6	0	0	2.6	35.9	59.0	0	2.6
Staff support the school's anti-discrimination and anti-harassment policies.	0	0	0	10.5	84.2	2.6	2.6	0	0	2.6	7.7	84.6	2.6	2.6
There is an effort to foster strong relationships between special education and classroom teachers, including collaborative curriculum development.	0	2.6	5.3	21.1	68.4	0	2.6	0	0	2.6	10.3	84.6	0	2.6
The majority of English language learners receive a challenging, age-appropriate curriculum.	0	0	2.7	18.9	51.4	2.7	24.3	0	5.1	2.6	15.4	53.8	0	23.1

**Table 11. Activities related to Leaders and Leadership: Ratings from Teachers and Principals**

Indicators	Kindergarten Teachers (%) N= 39						Kindergarten Principals (%) N= 41							
	Never	Seldom	Sometimes	Often	Always	Don't Know	Not Applicable	Never	Seldom	Sometimes	Often	Always	Don't Know	Not Applicable
<b>Leaders and Leadership</b>														



Indicators	Kindergarten Teachers (%) N= 39						Kindergarten Principals (%) N= 41							
	Never	Seldom	Sometimes	Often	Always	Don't Know	Not Applicable	Never	Seldom	Sometimes	Often	Always	Don't Know	Not Applicable
The principal encourages staff to take responsibility for and implement ready school strategies.	0	0	0	16.7	80.6	2.8	0	0	2.6	0	25.6	71.8	0	0
The principal has made a public commitment to an achievable set of instructional improvements.	0	0	0	13.5	83.8	2.7	0	0	0	0	10.0	90.0	0	0
The principal acts to ensure that students and families are connected to health and social services as needed (e.g., parent education courses, after-school latchkey services).	0	0	8.1	18.9	64.9	8.1	0	0	0	10.0	20.0	70.0	0	0
The principal acknowledges families as children's first teachers and offers strategies, ideas, and training opportunities that support them.	0	0	8.1	16.2	70.3	5.4	0	0	2.5	10.0	25.0	62.5	0	0
The principal is accessible to students, families, teachers, and members of the community. (For example, the principal warmly greets the children and parents as they arrive, visits classrooms, and is flexible about making time to meet with parents.)	0	0	0	21.1	78.9	0	0	0	0	0	12.5	85.0	2.5	0

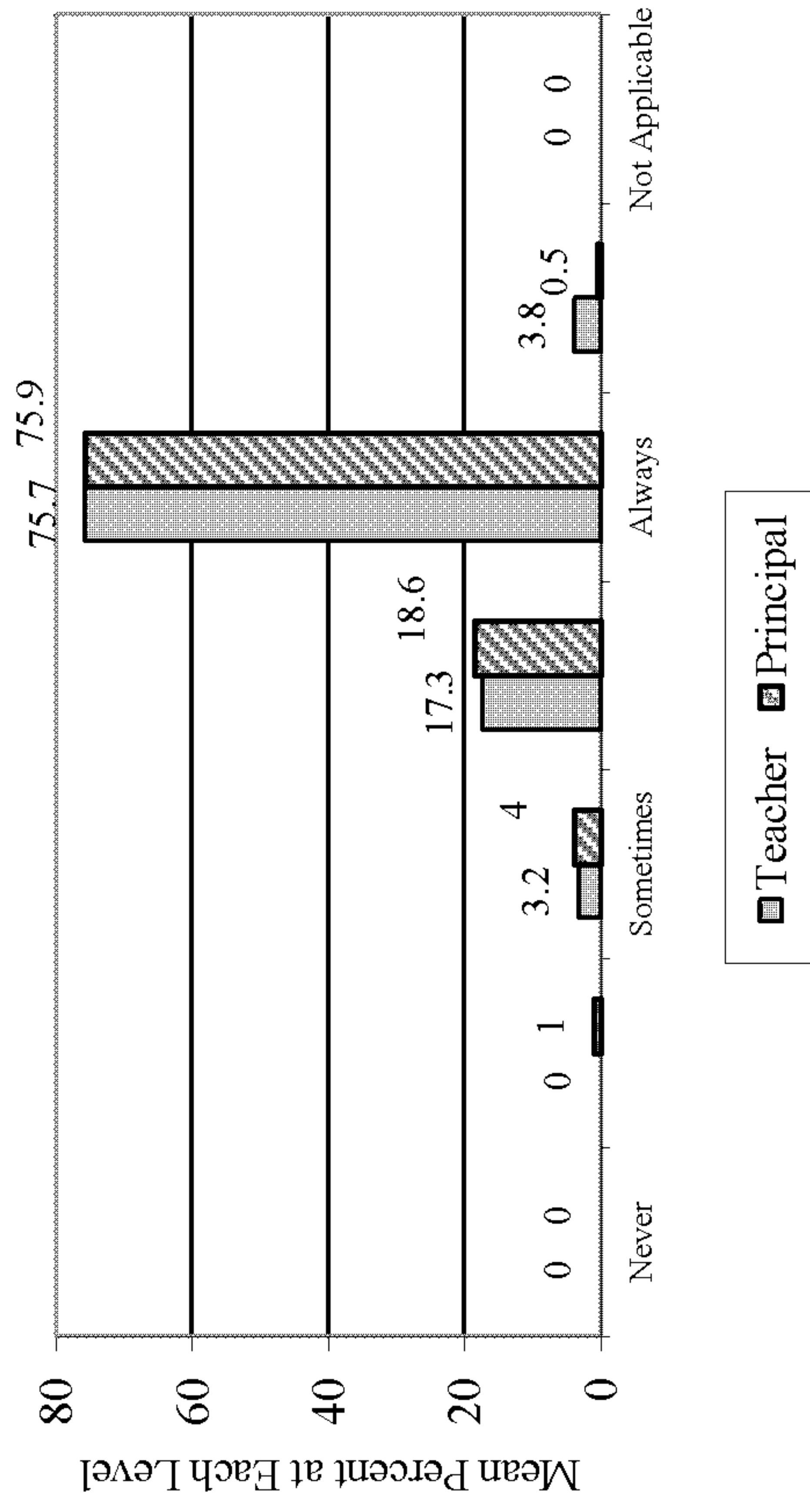
Overall, the information provided by the teachers and principals shows general agreement when averaging their responses to multiple items within the major areas related to school preparedness. Figure 1 (below) displays the average ratings from teachers and principals separately. One of the domains in which both principals and teachers agreed that the supports are low was that of “Transitions” which focused on the adequacy of preparing children, families, and community providers for the transition to school. The domain that received the highest rating highest was “Leaders and Leadership.” As noted above, some of the individual items within these domains, however, show marked differences between principals and teachers in how they answered the survey items. As noted above, some of these differences indicate a need for improved communication and sharing of information.

An interesting next step will be making direct comparisons of the transition supports in the District of Columbia and in the states participating in the Kellogg Foundation study. (Note: we are in the process of requesting information to permit this comparison.)

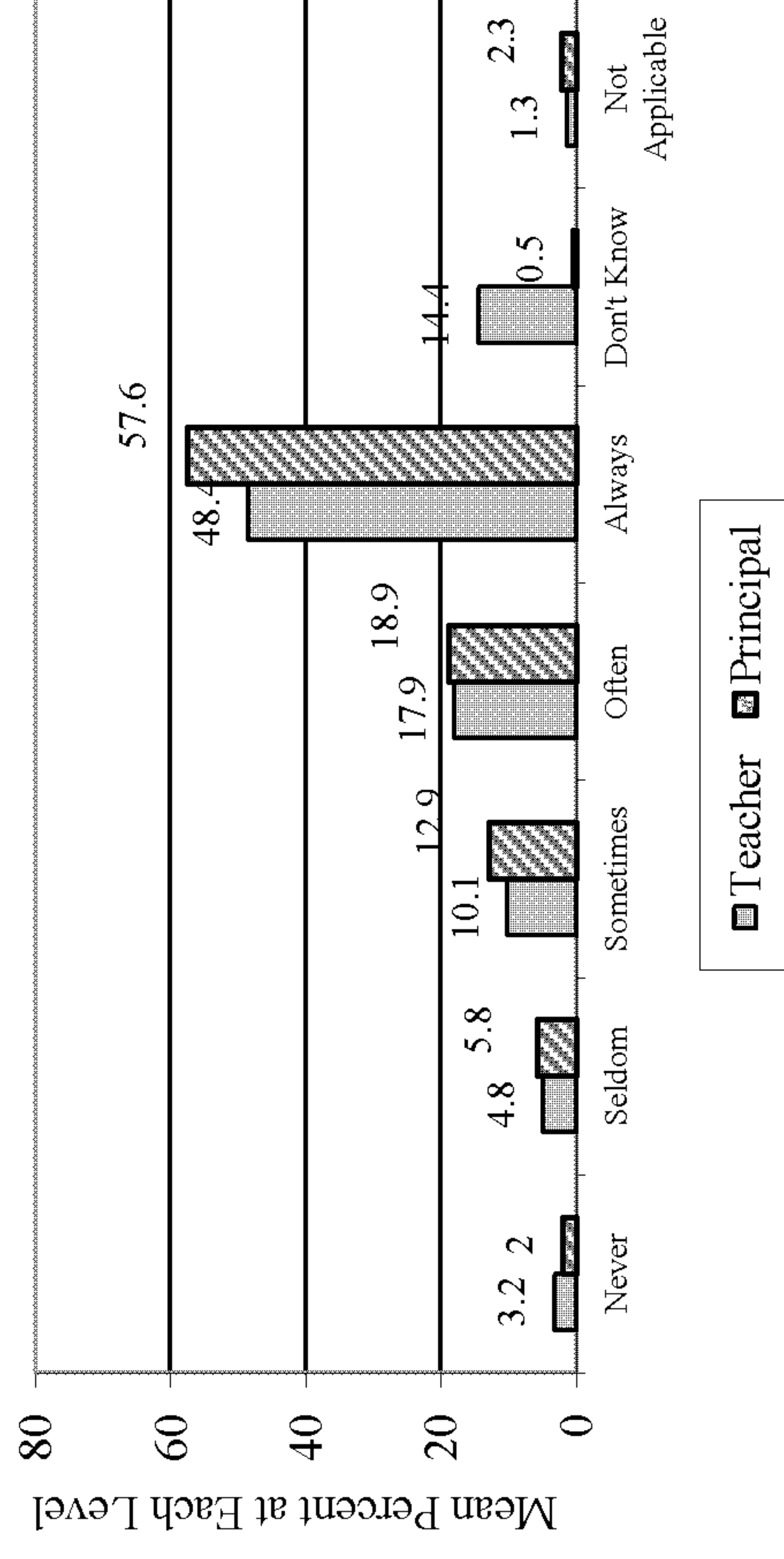
**Figure 1. School Preparedness Domains: Mean percentages for items in each domain, based on ratings by teachers and principals**



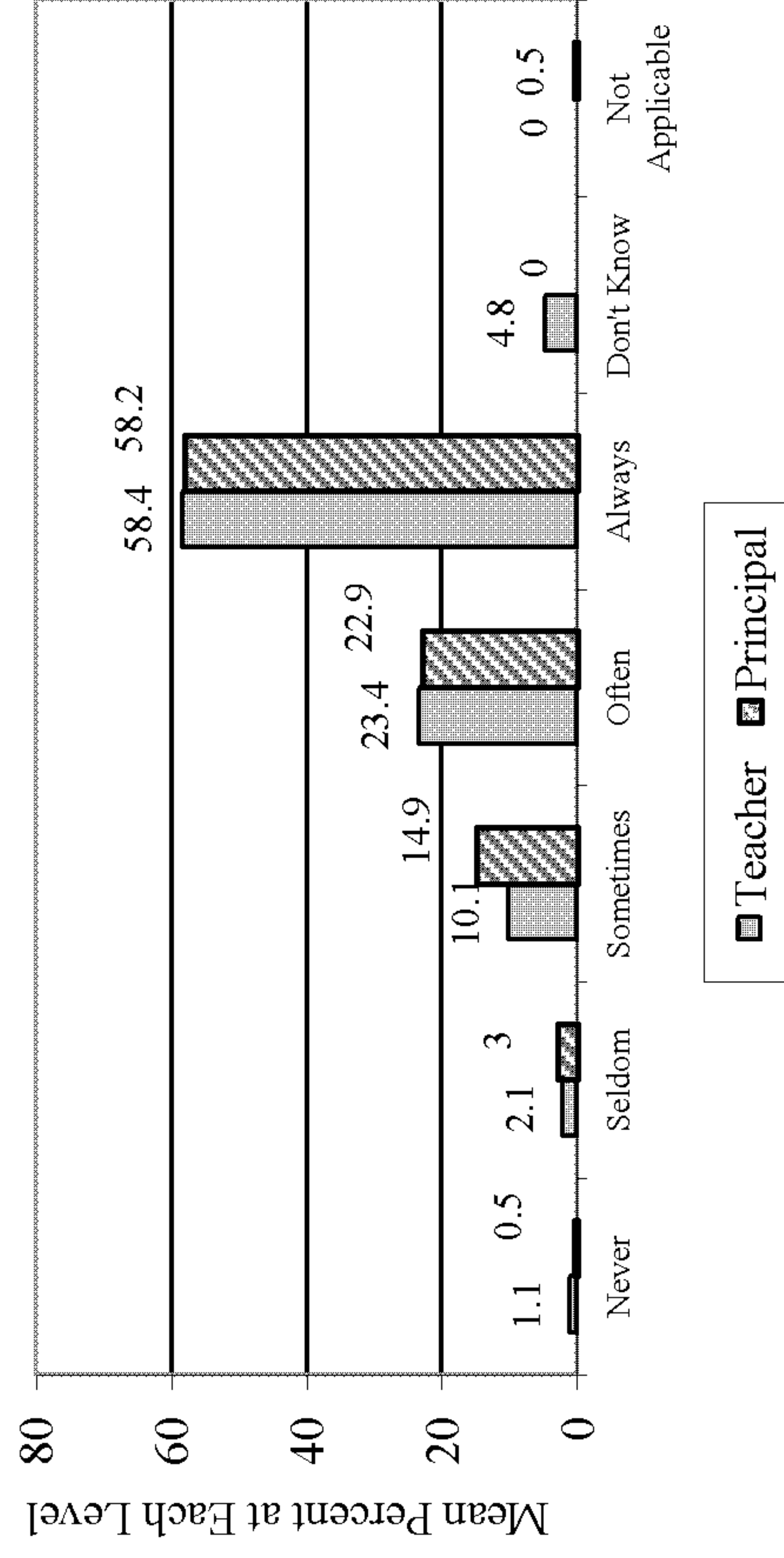
### 1. Leaders and Leadership



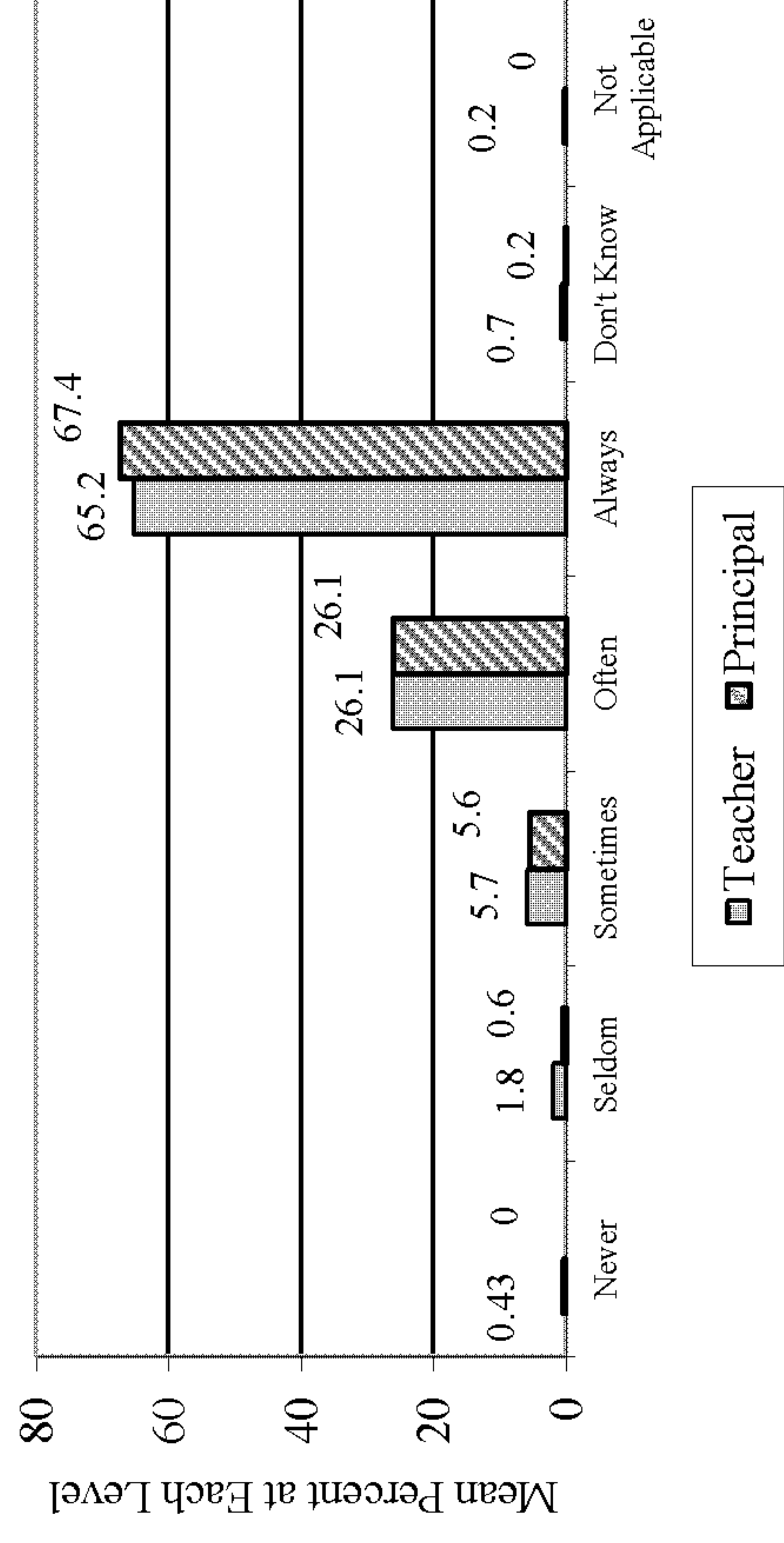
### 2. Transitions



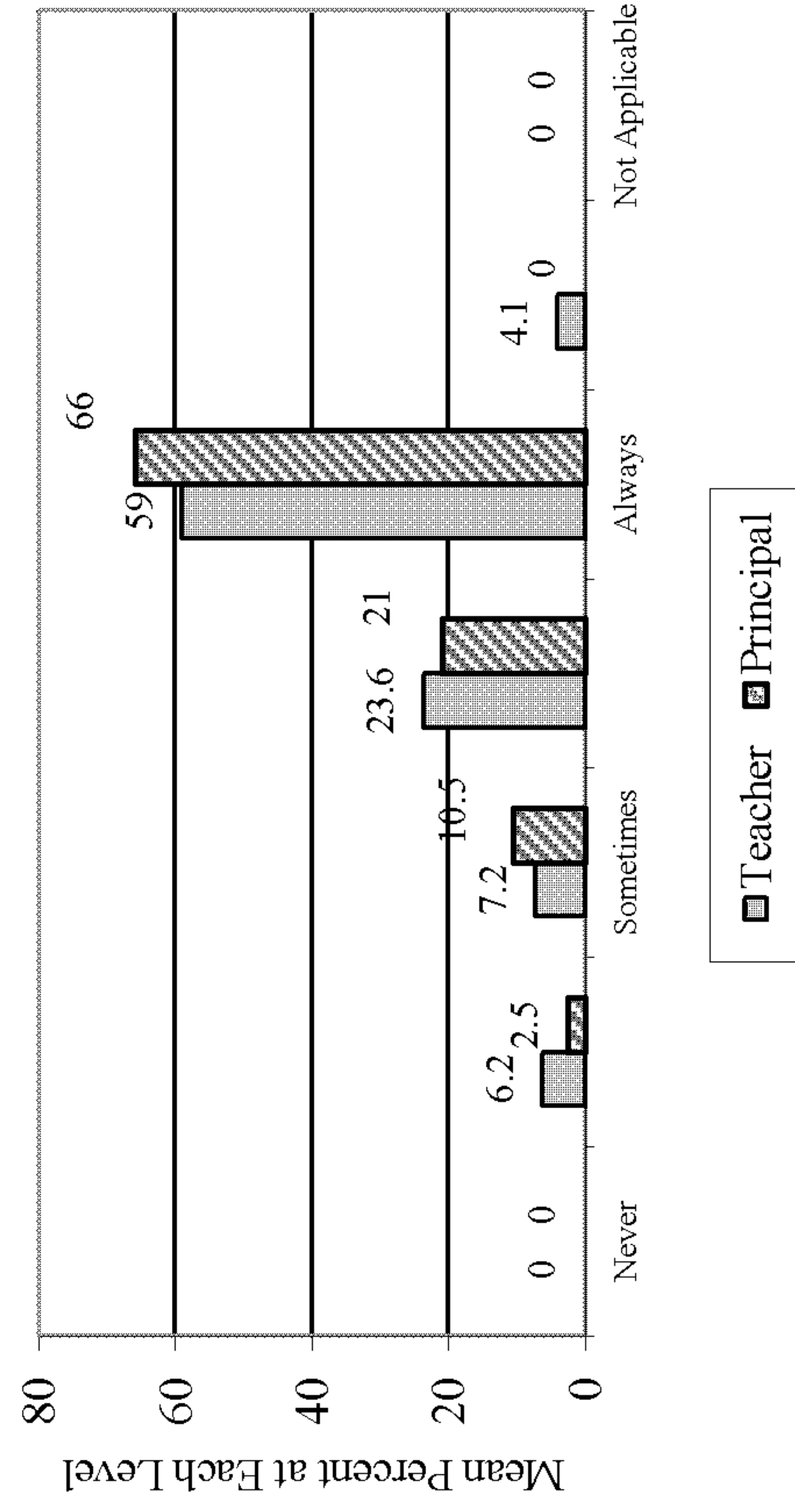
### 3. Teacher Supports



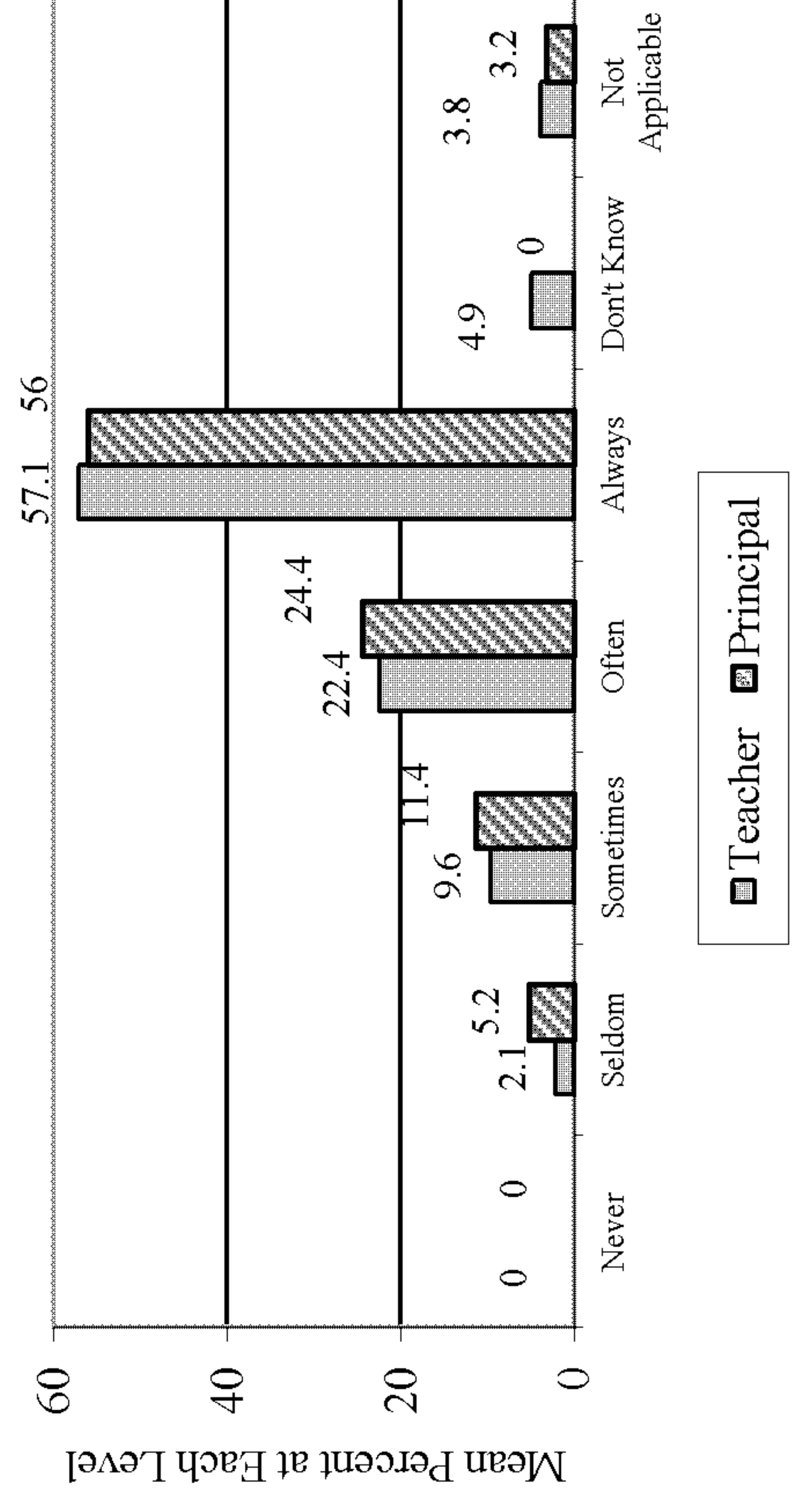
### 4. Engaging Environments



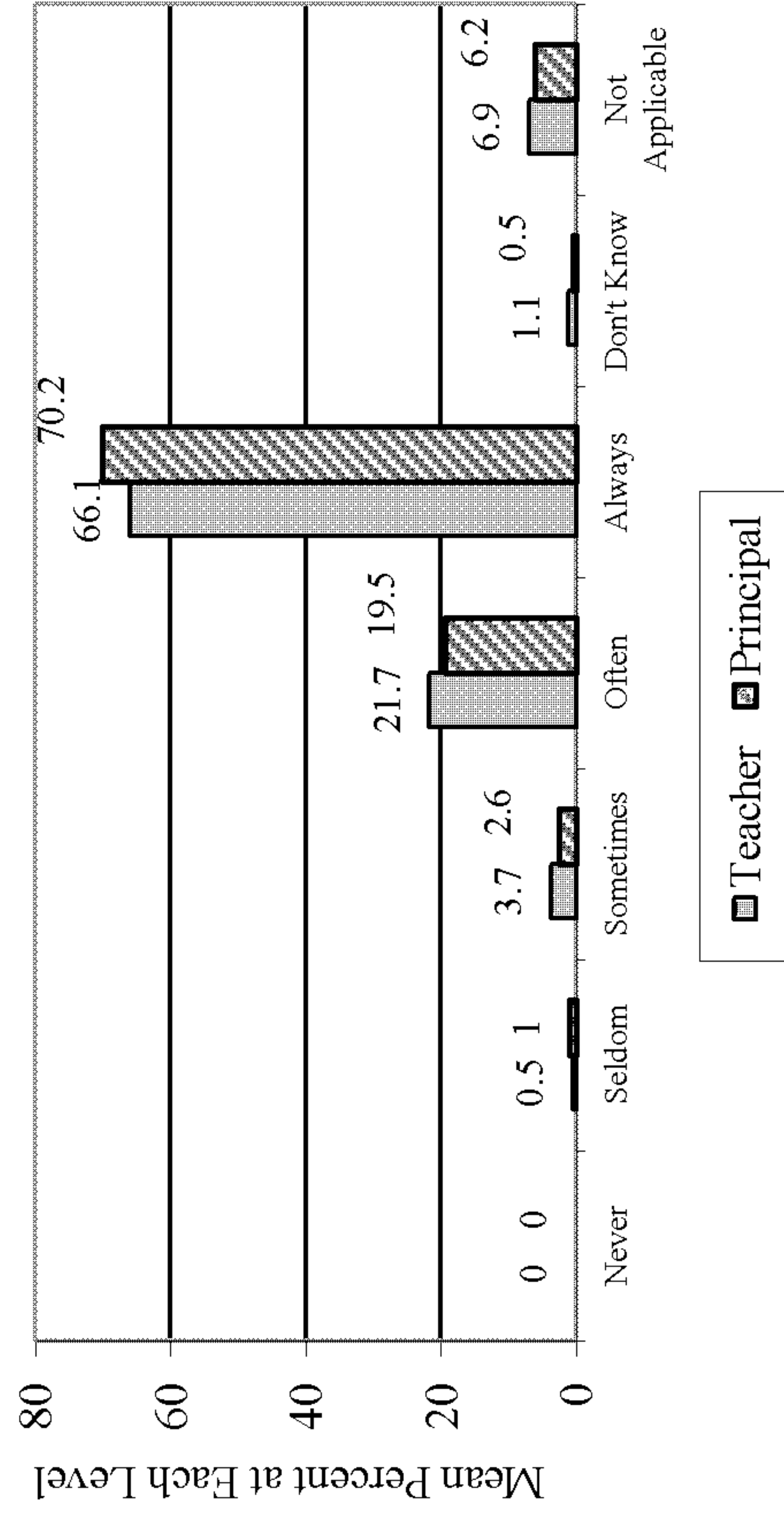
### 5. Effective Curricula



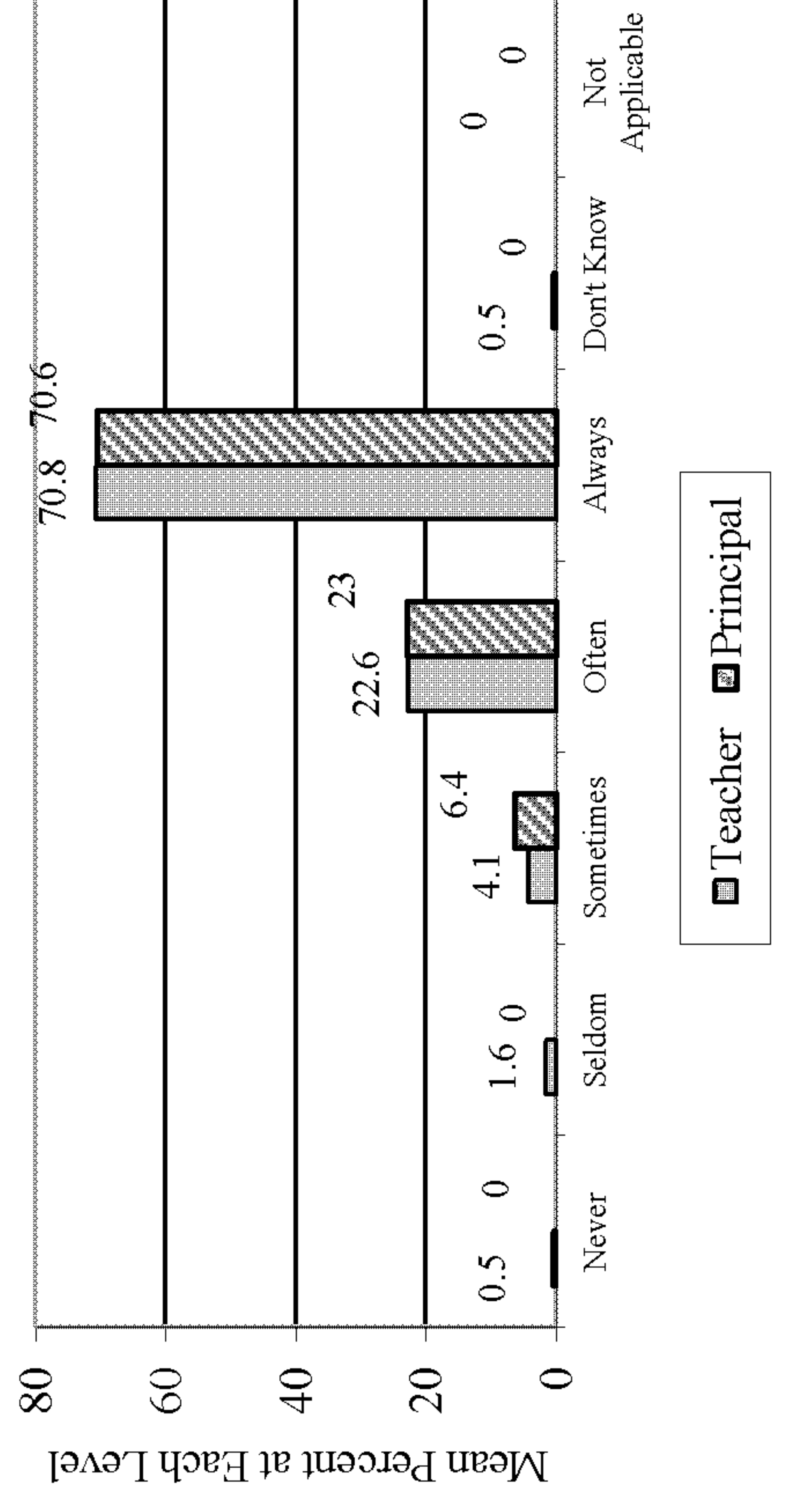
### 6. Family, School, and Community Partnership



### 7. Respecting Diversity



### 8. Assessing Progress

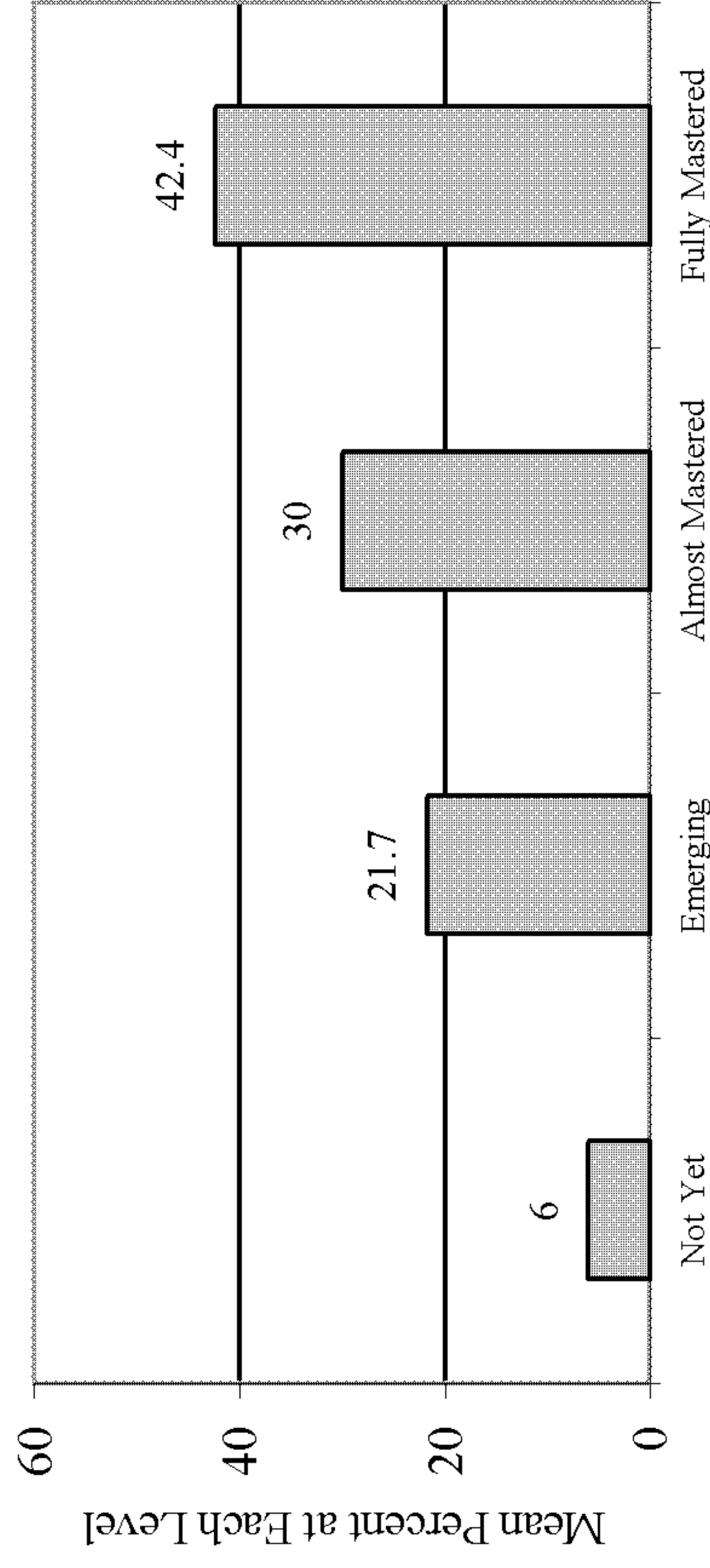


### Children's School Preparedness as Rated by Teachers

In this section, the teacher ratings of 643 children are summarized. The findings are presented for items selected from each of the 8 domains in the District of Columbia Early Learning Standards. In this report, we focus mostly on findings from the three domains that have been most closely associated with children's later academic achievement in school – namely, their language and early literacy skills, their early mathematical skills, and their social-emotional development. These three domains have been affirmed in many longitudinal studies that follow young children from school entry through third grade and beyond.

Figure 2 (below) summarizes the mean percentage of students whose teachers rated them at each of the four competency levels for the 33 indicators in the domain of Language and literacy. Across all items, an average of 42% were rated as “fully mastered;” in a contrast, the ratings of “not yet” plus “emerging” (which corresponds to having no demonstrated skills or displaying only very early stages of these performance indicators) represented almost 28% of the sample of 643 children

**Figure 2. Children’s School Preparedness: Mean percentages for items in Language and Literacy as Rated by Teachers**



In Table 12 (below the distribution of ratings for each of these 33 items is provided. A major impression is that many of the children are rated below the level of “fully mastered” on these indicators. That is, children are expected to have fully mastered these when they first entered kindergarten. In fact, only 7 of the 33 (21%) language and literacy items revealed that half or more of the children “fully mastered” these items. These 7 items fall into the categories of print awareness (knowing how to hold a book, that English is read from left to right, how to turn pages of a book, and that books have an author, title, and illustrator); alphabet knowledge (recognizing at least 10 letters of the alphabet, being able to locate letters in words, being able to find letters in their own name), and emergent writing (being able to print their own name). Of particular note is that on none of these items did more than 70% of the children achieve the expected “fully mastered” level.

**Table 12. : Language and Literacy Performance Indicators**

Standards	Performance Indicators			
	Not Yet	Emerging	Almost Mastered	Fully Mastered
<b>Domain 3: Language and Literacy</b>				

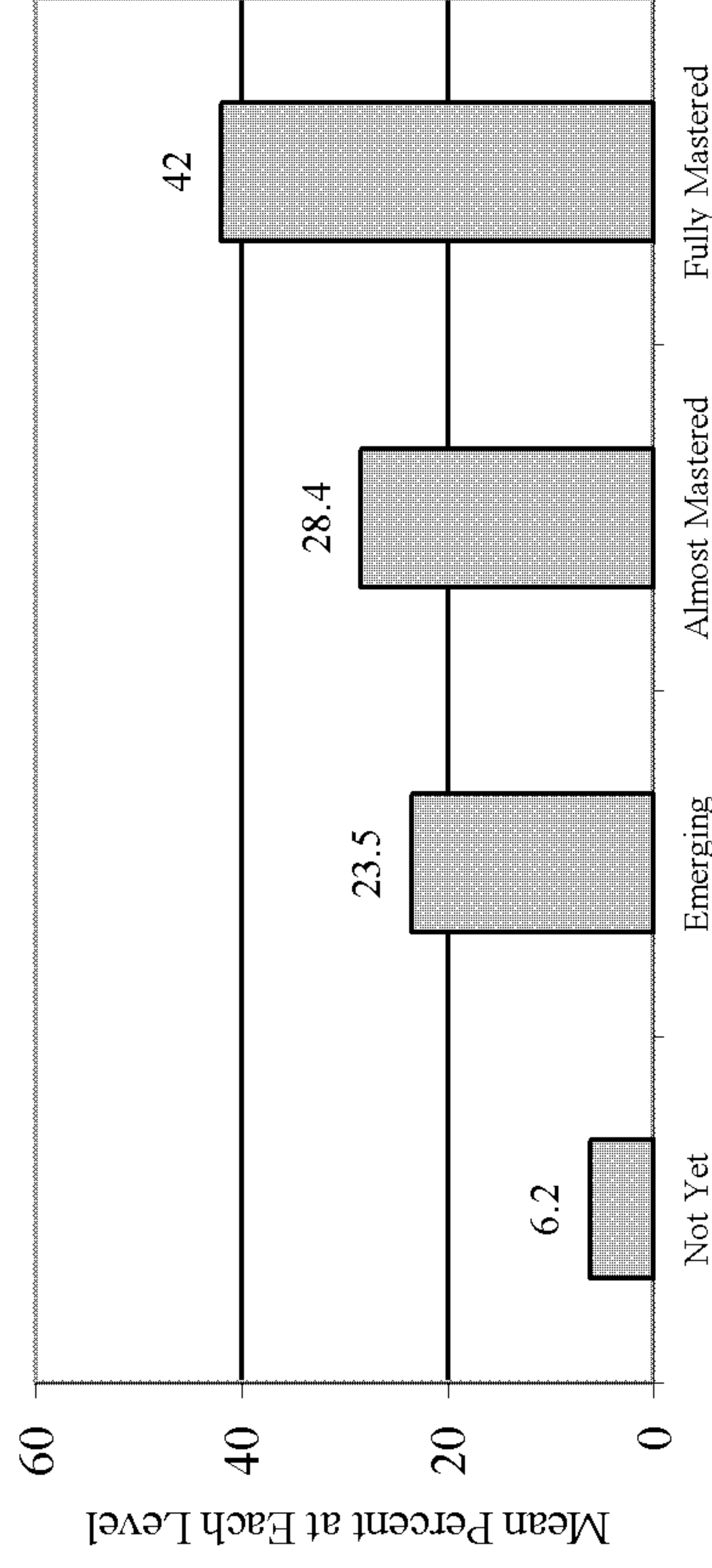


<b>Standards</b>	<b>Performance Indicators</b>	<b>Not Yet</b>	<b>Emerging</b>	<b>Almost Mastered</b>	<b>Fully Mastered</b>
<b>3.I.1</b> Comprehends oral directions and explanations	<b>3.I.1.1</b> Follows directions of two or more steps	5.3	19.0	28.9	46.8
	<b>3.I.1.2</b> Demonstrates understanding of explanations	5.7	21.9	32.1	40.3
<b>3.I.2</b> Hears and discriminates the various sounds of language to develop auditory discrimination and phonemic awareness	<b>3.I.2.1</b> Hears syllables in words	7.3	26.3	31.5	34.8
	<b>3.I.2.2</b> Identifies words that rhyme in songs, nursery rhymes, poems, stories	6.3	21.9	28.9	42.9
	<b>3.I.2.3</b> Produces (makes up) rhymes	6.0	23.1	31.4	39.5
	<b>3.I.2.4</b> Discriminates sounds as being the same or different	6.2	21.6	29.9	42.4
<b>3.I.3</b> Asks questions for a variety of purposes and answers questions of peers and adults	<b>3.I.3.1</b> Asks questions to get information, asks for help, clarifies something that is not understood	7.2	22.7	35.7	34.3
	<b>3.I.3.2</b> Answers questions with increasing detail	9.5	29.1	34.0	27.5
<b>3.I.4</b> Acquires and uses increasingly rich vocabulary and language for a variety of purposes (receptive and expressive vocabulary)	<b>3.I.4.1</b> Uses words to describe concrete objects, actions, and feelings	8.2	22.7	34.5	34.6
	<b>3.I.4.3</b> Uses complete and increasingly complex sentences	9.3	30.9	34.4	25.4
	<b>3.I.4.4</b> Describes concepts and past and future events	8.9	26.7	35.1	29.3
	<b>3.I.4.5</b> Adds descriptive words to basic subject, verb, object sentences	10.3	31.2	32.8	25.8
	<b>3.I.4.6</b> Asks questions to acquire new vocabulary	9.9	30.7	35.1	24.3
	<b>3.I.5.1</b> Engages in back-and-forth discussions about a topic with peers/adults	7.7	22.2	30.9	39.2
<b>3.I.5</b> Participates in conversations	<b>3.I.5.2</b> Initiates and/or extends conversations with peers and adults, using multiple exchanges	7.4	23.4	30.9	38.4
	<b>3.II.1.2</b> Initiates reading behaviors	3.9	25.0	29.0	42.0
<b>3.II.1</b> Understands and values books and other print materials	<b>3.II.1.3</b> Answers questions about stories and other print materials	5.4	23.8	29.2	41.7
	<b>3.II.2.2</b> Holds books right side up and knows that books are read from front to back, top to bottom	1.7	12.8	25.0	60.5
<b>3.II.3</b> Demonstrates understanding of print concepts	<b>3.II.2.3</b> Understands the concept of title, author, and illustrator	4.4	16.6	27.8	51.2
	<b>3.II.3.1</b> Knows that spoken words can be written and read, and written words can be spoken aloud	3.3	21.6	25.8	49.3
<b>3.II.4</b> Develops familiarity with the forms of alphabet letters, awareness of print, and letter forms	<b>3.II.3.2</b> Knows that print is read left to right in English and other languages	2.2	17.6	23.0	57.1
	<b>3.II.4.1</b> Identifies 10 or more letters	3.3	7.3	19.1	70.3
<b>3.II.5</b> Uses emerging reading skills to make meaning from print	<b>3.II.4.2</b> Names letters in own name and in familiar words	3.3	7.0	20.4	69.3
	<b>3.II.4.3</b> Finds specific letters in words in the environment	3.3	10.6	24.4	61.6
<b>3.II.6</b> Comprehends stories and other texts	<b>3.II.5.1</b> Uses pictures as clues to the text	4.9	17.9	33.8	43.3
	<b>3.II.5.2</b> Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print	7.4	24.2	34.8	33.6
<b>3.III.1</b> Understands the purposes of writing	<b>3.II.6.1</b> Engages actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book	6.7	23.7	33.7	36.0
	<b>3.II.6.2</b> Retells story events in sequence	8.2	27.0	33.6	31.2
<b>3.III.2</b> Uses emergent writing skills to make letters and words in many	<b>3.III.1.1</b> Dictates ideas and stories	8.4	24.6	31.7	35.2
	<b>3.III.2.1</b> Prints own name	1.1	10.8	18.4	69.8
	<b>3.III.2.2</b> Makes clear attempts to convey a message in writing	6.5	27.2	28.9	37.4

Standards	Performance Indicators	Not Yet	Emerging	Almost Mastered	Fully Mastered
settings and for many purposes	3.III.2.3 Begins to make letter-sound connections	3.9	19.5	31.9	44.7
	3.III.2.4 Uses letter(s) to represent an entire word; uses letter strings to represent phrases and sentences	6.2	24.6	30.9	38.4

Figure 3 (below) summarizes the average ratings on the 20 items related to mathematical thinking. Table 13 (next page) shows the ratings on individual items. On 6 of these items (30%), half or more of the children averaged ratings as “fully mastered.” These areas of higher mastery are primarily related to counting and knowing that numbers are symbols that correspond to quantity. The areas where children are rated as having the lowest levels of mastery concern measurement and simple addition and subtraction. Similar to the domain of language and literacy, a general impression is that the majority of children are not performing at the levels indicated in the District of Columbia Early Learning Standards.

**Figure 3. Children’s School Preparedness: Mean percentages for items in Mathematical Thinking as Rated by Teachers**



**Table 13. Mathematical Thinking.**

Standards	Performance Indicators	Not Yet	Emerging	Almost Mastered	Fully Mastered
<b>Domain 4:</b>					
4.1 Number Concepts	4.1.2 Counts with understanding to at least 10	1.7	9.6	17.8	70.9

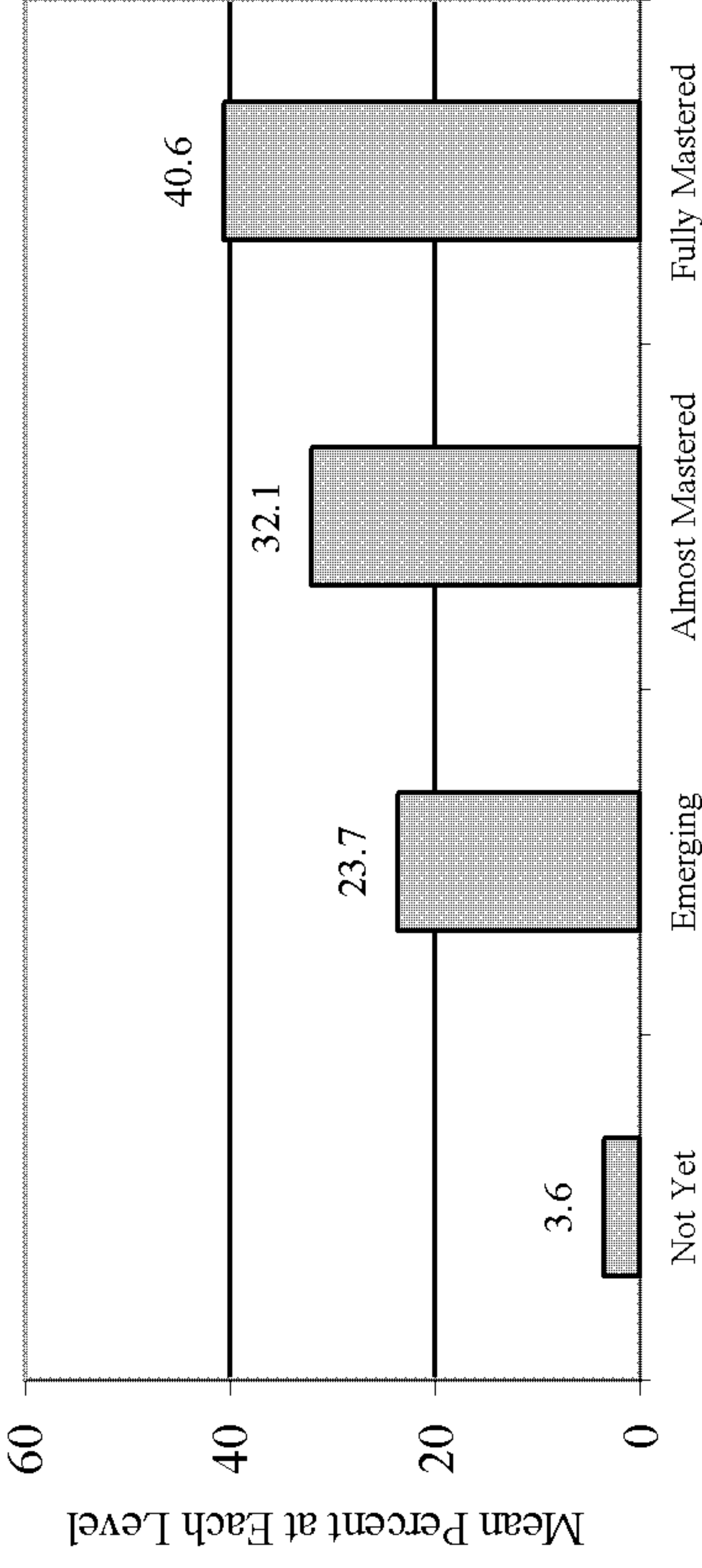


Standards	Performance Indicators	Not Yet	Emerging	Almost Mastered	Fully Mastered
Demonstrates a beginning understanding of numbers and operations and how they relate to one another	4.1.3 Uses numbers to tell how many (number quantity)	2.7	14.9	21.2	61.2
	4.1.4 Uses numbers and counting as a means to solve problems, predict, and measure quantities	5.5	23.0	29.3	42.2
	4.1.5 Recognizes and names numerals up to 10	2.5	10.4	20.8	66.3
	4.1.6 Quickly recognizes quantity of small groups of objects up to 4	2.4	14.3	21.2	62.1
	4.1.7 Constructs sets of a given number using concrete objects (e.g., fingers, counters)	2.7	19.7	24.3	53.4
	4.1.8 Uses concrete objects to solve simple addition and subtraction problems using comparative language (more than, fewer than, same number of)	8.2	30.5	35.1	26.3
	4.1.9 Uses ordinal numbers and positional words in everyday activities	6.6	29.3	32.3	31.8
	4.2.1 Sorts and classifies objects by more than one attribute (color, shape, size, number, etc.)	2.0	18.7	31.7	47.6
	4.2.2 Recognizes, describes, and copies simple patterns				
	2.7	18.3	31.5	47.5	
4.3 <i>Measurement</i> Uses a variety of nonstandard and standard tools to measure and uses appropriate language terms to describe size, length, weight, and volume	4.3.1 Uses non-standard and standard units to measure length, weight, and amount of content in familiar objects and to obtain information	12.6	36.7	32.0	18.6
	4.3.2 Identifies appropriate tools of measurement	13.4	37.9	30.4	18.3
	4.3.3 Shows awareness of time concepts and sequence	10.6	32.6	30.0	26.8
	4.4.1 Recognizes, names, and describes simple two- and three-dimensional shapes	7.6	21.0	30.2	41.2
	4.4.2 Matches, sorts, and classifies shapes	3.0	17.7	28.4	50.9
	4.4.3 Puts together and takes apart shapes to make new shapes	5.5	21.9	30.4	42.2
	4.4.4 Creates shapes using concrete materials, e.g., straws	6.5	22.8	28.3	42.3
	4.4.5 Describes, names, and interprets distance and position in space; understands and uses positional words	7.1	29.2	33.8	29.9
	4.5.1 Graphs real objects or pictures of objects (no more than three) as a way to organize information	10.2	29.7	30.0	30.1
	4.5.2 Describes and analyzes information from graphs	10.7	30.9	28.7	29.8

Figure 4 (below) displays the average ratings on the times in the domain of Social and Emotional Development, followed by ratings on individual items in Table 14 (next page). On only one item – respects for and cares for classroom environment and materials – were half of the children rated by their teachers as “fully mastered.” The items on which children were rated the lowest included their ability to cope with frustration and disappointment, and showing the resilience skills to persist to solve problems.

**Figure 4. Children’s School Preparedness: Mean percentages for items in Social and Emotional Development as Rated by Teachers**





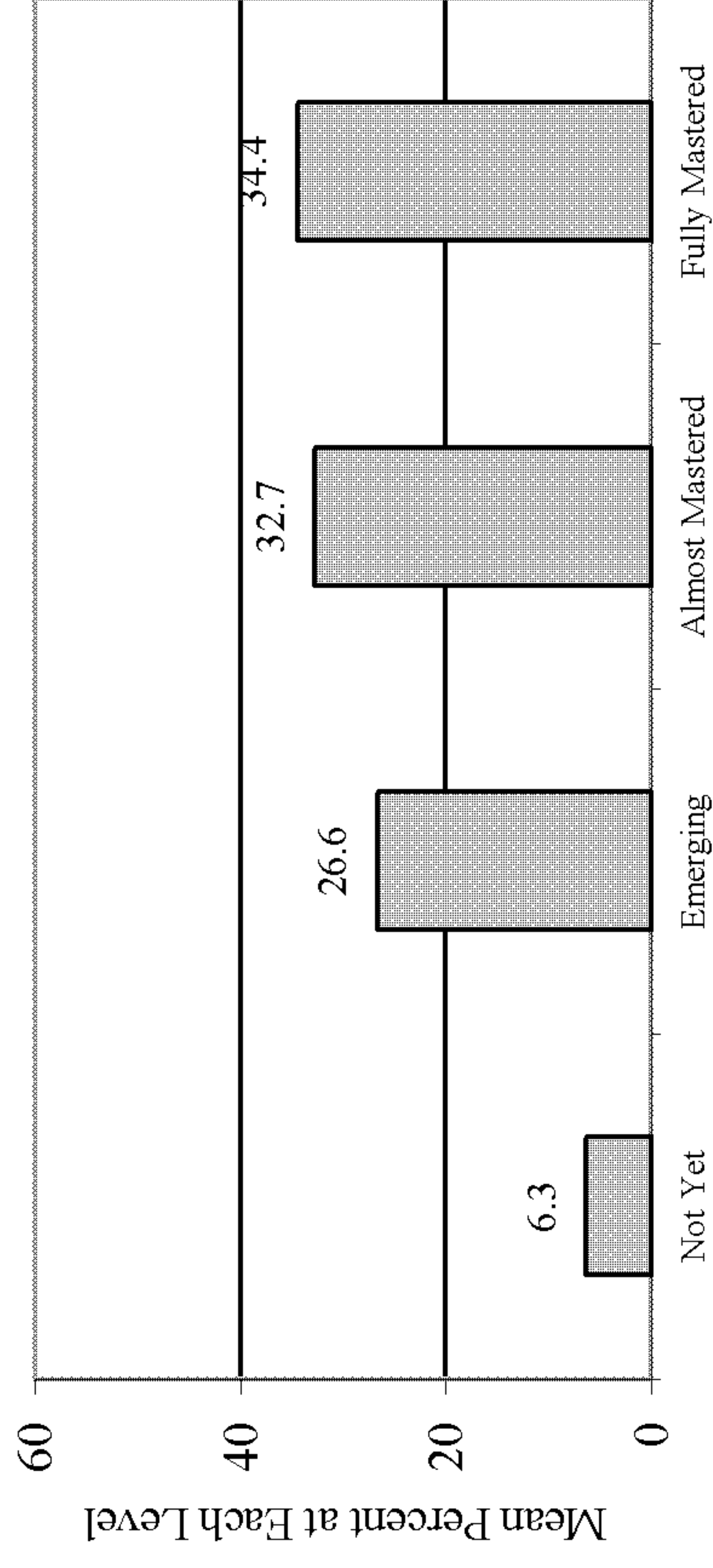
**Table 14. Social and Emotional Development**

Standards	Performance Indicators				Fully Mastered
	Not Yet	Emerging	Almost Mastered	Fully Mastered	
<b>Domain 2: Social and Emotional Development</b>					
2.2 Develops increasing capacity for self-control	2.2.1 Recognizes, describes, and expresses emotions such as happiness, surprise, anger, fear, and sadness, needs, and opinions appropriately	2.0	24.0	32.8	41.1
	2.2.2 Demonstrates ability to cope with frustration and disappointment; talks about ways to solve or prevent problems and discusses situations that illustrate that actions have consequences	5.3	29.8	34.8	30.1
2.3 Engages in positive interactions with others	2.2.4 Respects and cares for classroom environment and materials	1.7	17.5	30.2	50.6
	2.3.1 Recognizes the feelings and rights of others and responds appropriately	3.6	22.4	30.9	43.1
2.4 Demonstrates resiliency skills	2.4.2 Adjusts to new situations	2.2	23.5	29.7	44.6
	2.4.3 Demonstrates appropriate trust in adults; discusses roles and responsibilities of family or community members who promote the welfare and safety of children and adults	3.3	19.1	31.2	46.4
	2.4.4 Is persistent and displays problem solving skills	7.1	29.7	35.1	28.1

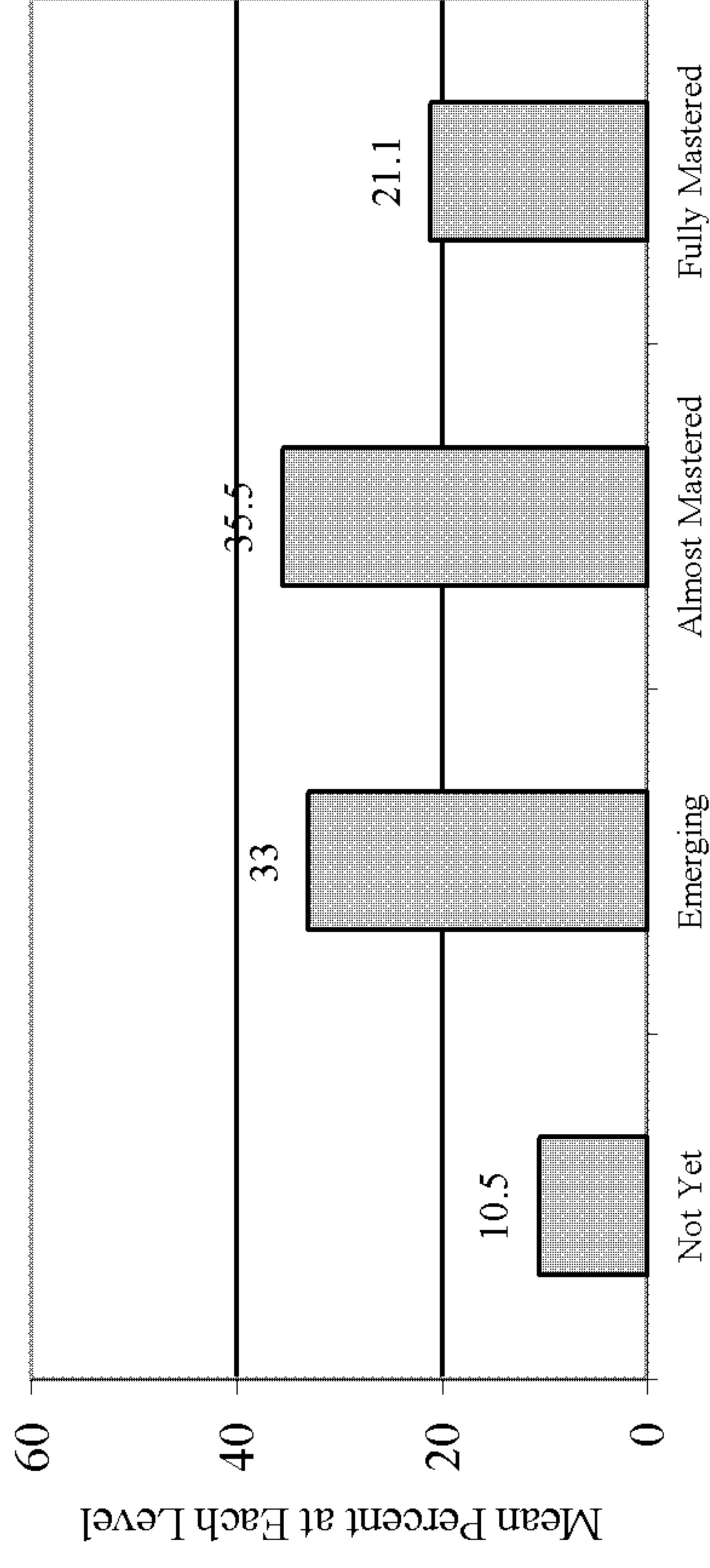
Figures 5, 6, 7, 8, and 9 provide a graphic display of the average ratings of children on 5 other domains included in the D.C. Standards of Early Learning. These figures are accompanied by Tables 15, 16, 17, and 18 that show individual item ratings for these domains. Similar to the domains described above, a large proportion of the children fall below the expected levels of performance. A reminder that these children were rated mid-way through their kindergarten school year serves to underscore the finding that many children are not arriving at school with the range and levels of skills, knowledge, and

propensities that have been established as important for their success in school. (For a history of the development and adoption of the District of Columbia Early Learning Standards, go to [osse.dc.gov](http://osse.dc.gov) and look under the section on Early Care and Education Administration.)

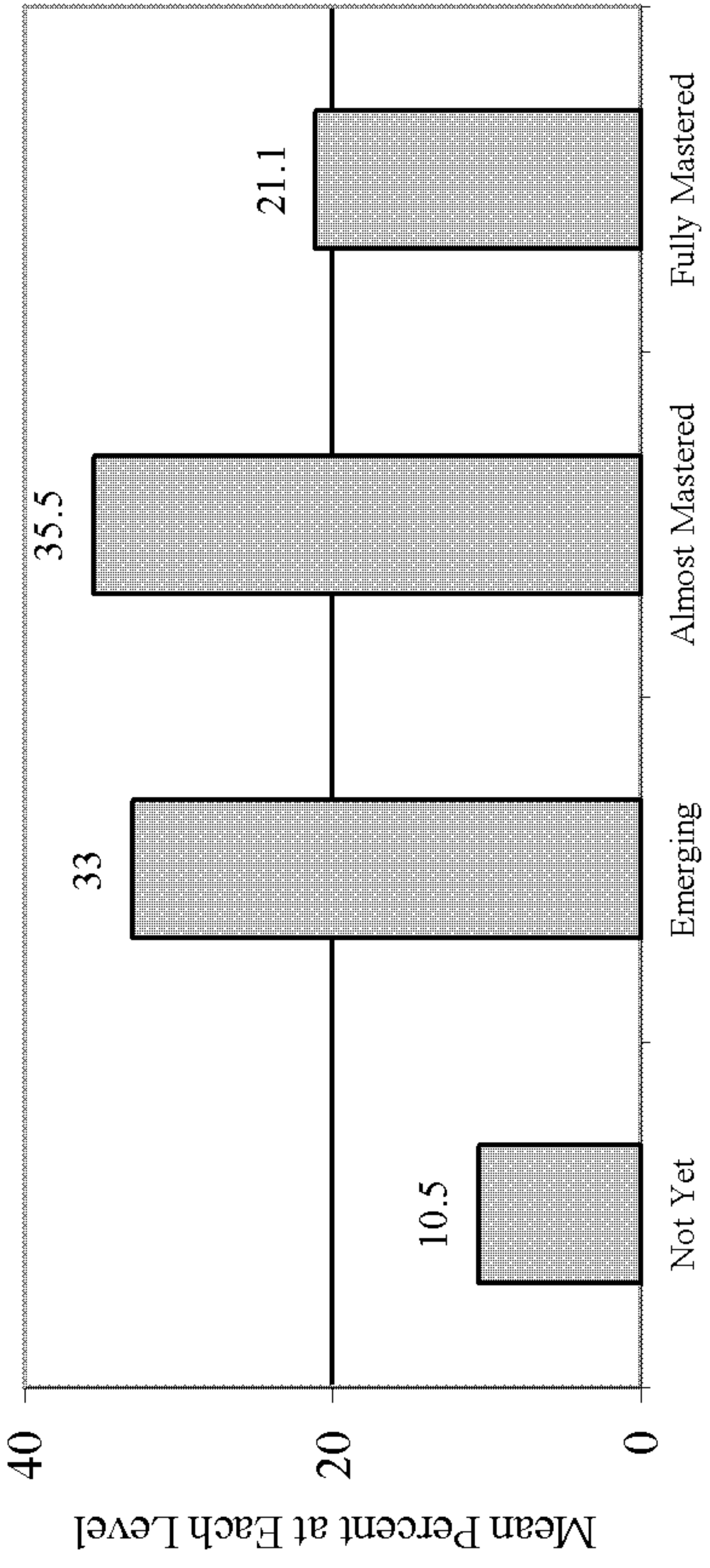
**Figure 5. Children’s School Preparedness: Mean percentages for items in Approaches to Learning as Rated by Teachers**



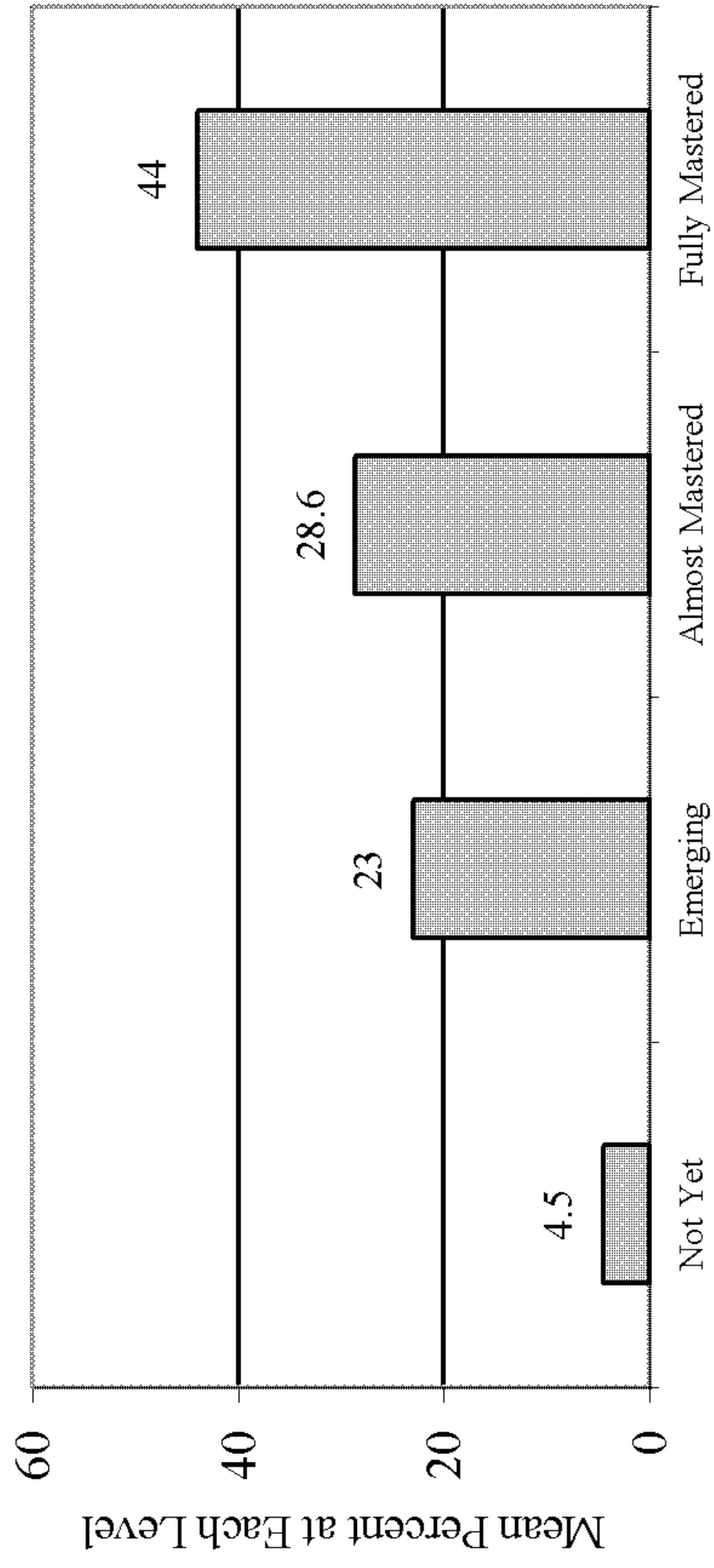
**Figure 6. Children’s School Preparedness: Mean percentages for items in Scientific Inquiry as Rated by Teachers**



**Figure 7. Children’s School Preparedness: Mean percentages for items in Social Studies as Rated by Teachers**

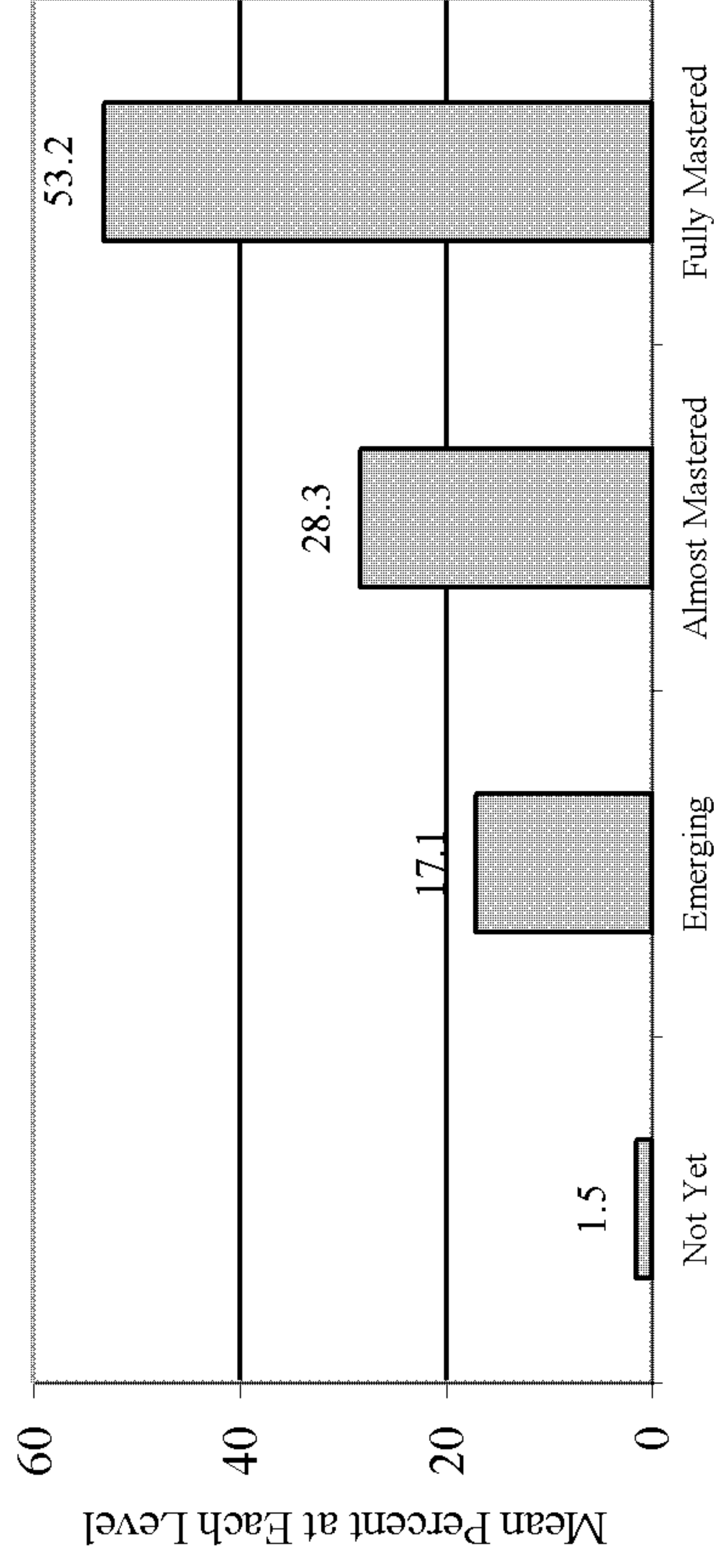


**Figure 8. Children's School Preparedness: Mean percentages for items in Creative Arts as Rated by Teachers**





**Figure 9. Children’s School Preparedness: Mean percentages for items in Physical Development, Health, and Safety as Rated by Teachers**



**Table 15. Social and Emotional Development**

Standards	Performance Indicators				
	Not Yet	Emerging	Almost Mastered	Fully Mastered	Fully Mastered
<b>Domain 1: Approaches to Learning</b>					
1.2 Engages in and completes tasks	1.2.1 Follows through on a plan made by self or others	5.2	26.2	34.2	34.4
	1.2.2 Participates in group activities for increasing periods of time	4.1	23.7	31.9	40.4
	1.2.3 Persists in and completes increasingly challenging tasks, seeking help when needed	6.3	27.9	31.7	34.1
1.3 Demonstrates problem solving skills	1.3.1 Recognizes and solves problems by trying one or more strategies	8.3	29.2	33.4	29.2
	1.3.2 Applies knowledge and past experience to new situations or tasks	7.8	26.0	32.5	33.8

**Table 16. Scientific Inquiry**

Standards	Performance Indicators				
	Not Yet	Emerging	Almost Mastered	Fully Mastered	Fully Mastered
<b>Domain 5: Scientific Inquiry</b>					
5.1 <i>Scientific Inquiry</i> Develops inquiry and process skills	5.1.1 Asks questions, makes predictions, and tests predictions	10.8	32.8	35.2	21.3
	5.1.5 Discusses and draws conclusions and forms generalizations	10.2	33.3	35.7	20.8

**Table 17. Social Studies**

Standards	Performance Indicators				
	Not Yet	Emerging	Almost Mastered	Fully Mastered	
<b>Domain 6: Social Studies</b>					
6.8 Begins to learn the basic civic and democratic principles	6.8.1 Demonstrates appropriate social interactions that include sharing, compromise, and respect for others	4.5	24.1	28.8	42.6
	6.8.3 Demonstrates an understanding of rules and the purposes they serve	4.4	22.0	28.3	45.3

**Table 18. Creative Arts**

Standards	Performance Indicators				
	Not Yet	Emerging	Almost Mastered	Fully Mastered	
<b>Domain 7: Creative Arts</b>					
7.2 <i>Dramatic Play</i> Uses imaginative play as a vehicle to express life experiences and familiar stories	7.2.1 Uses dramatic play, costumes, and props to pretend to be someone else; creates characters through physical movement, gesture, sound, speech, and facial expressions	3.5	17.2	30.4	48.9
	7.2.2 Uses language to pretend or create	4.4	20.4	27.3	48.0

**Table 19. Physical Development, Health, and Safety**

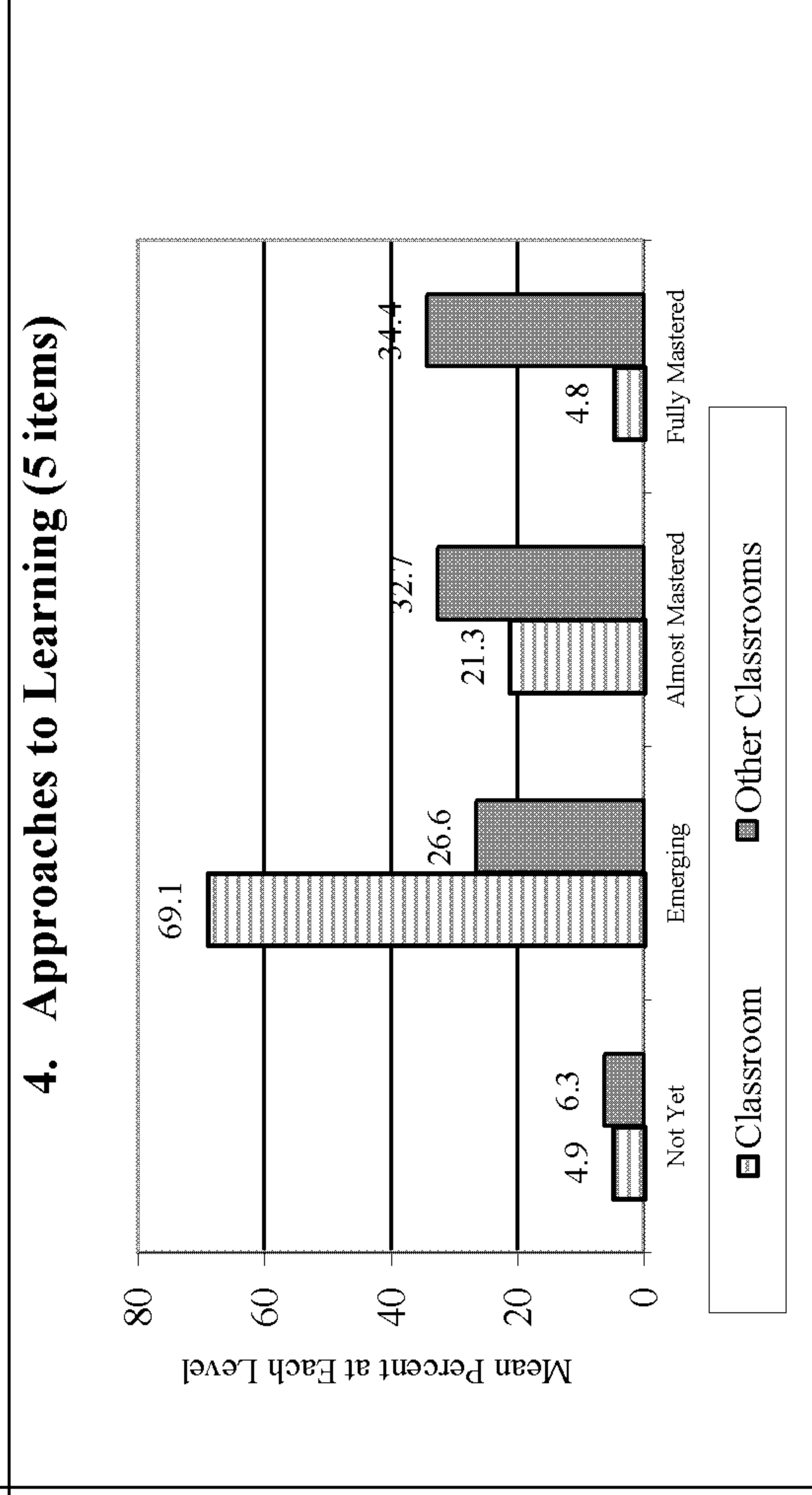
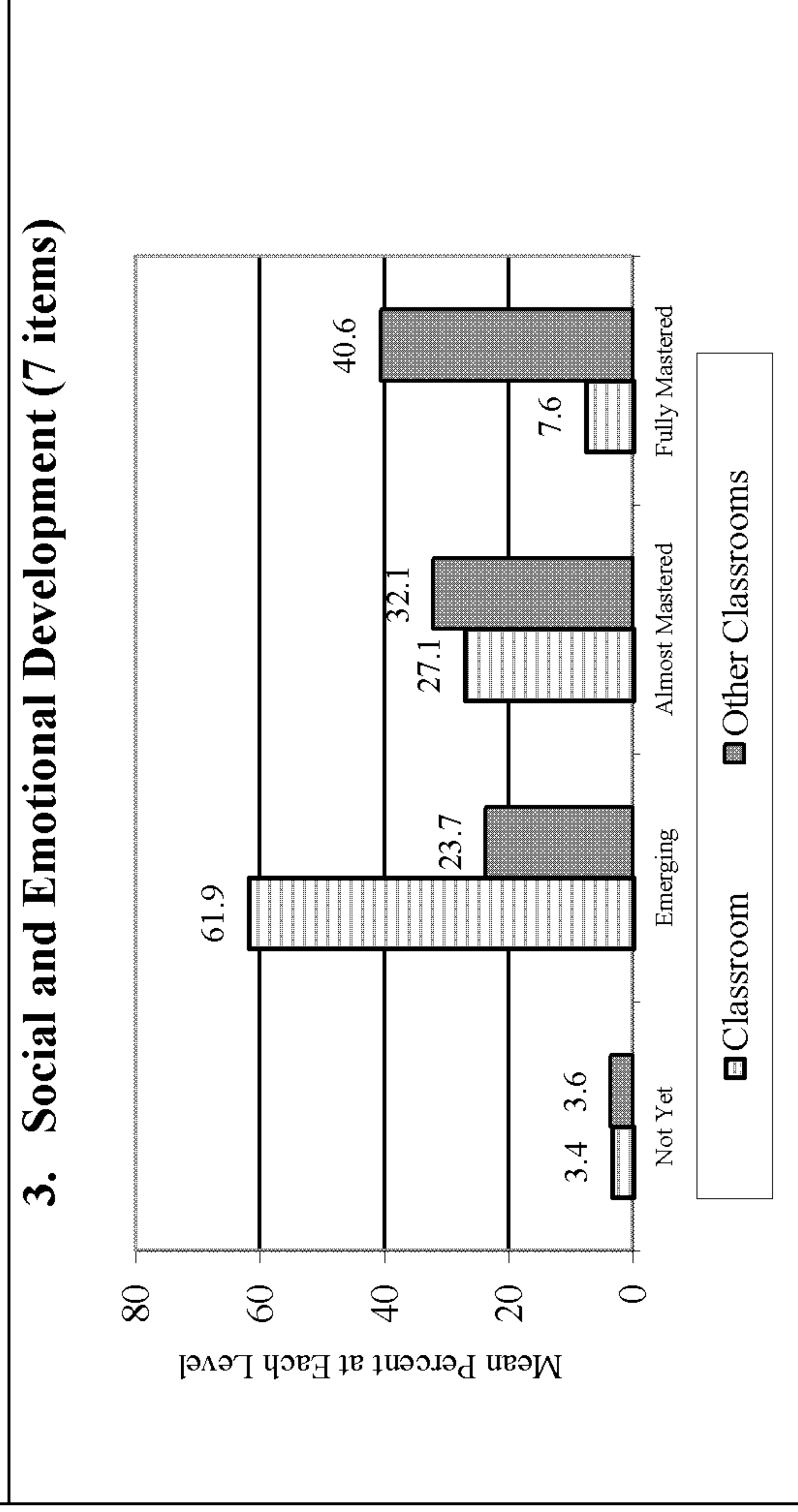
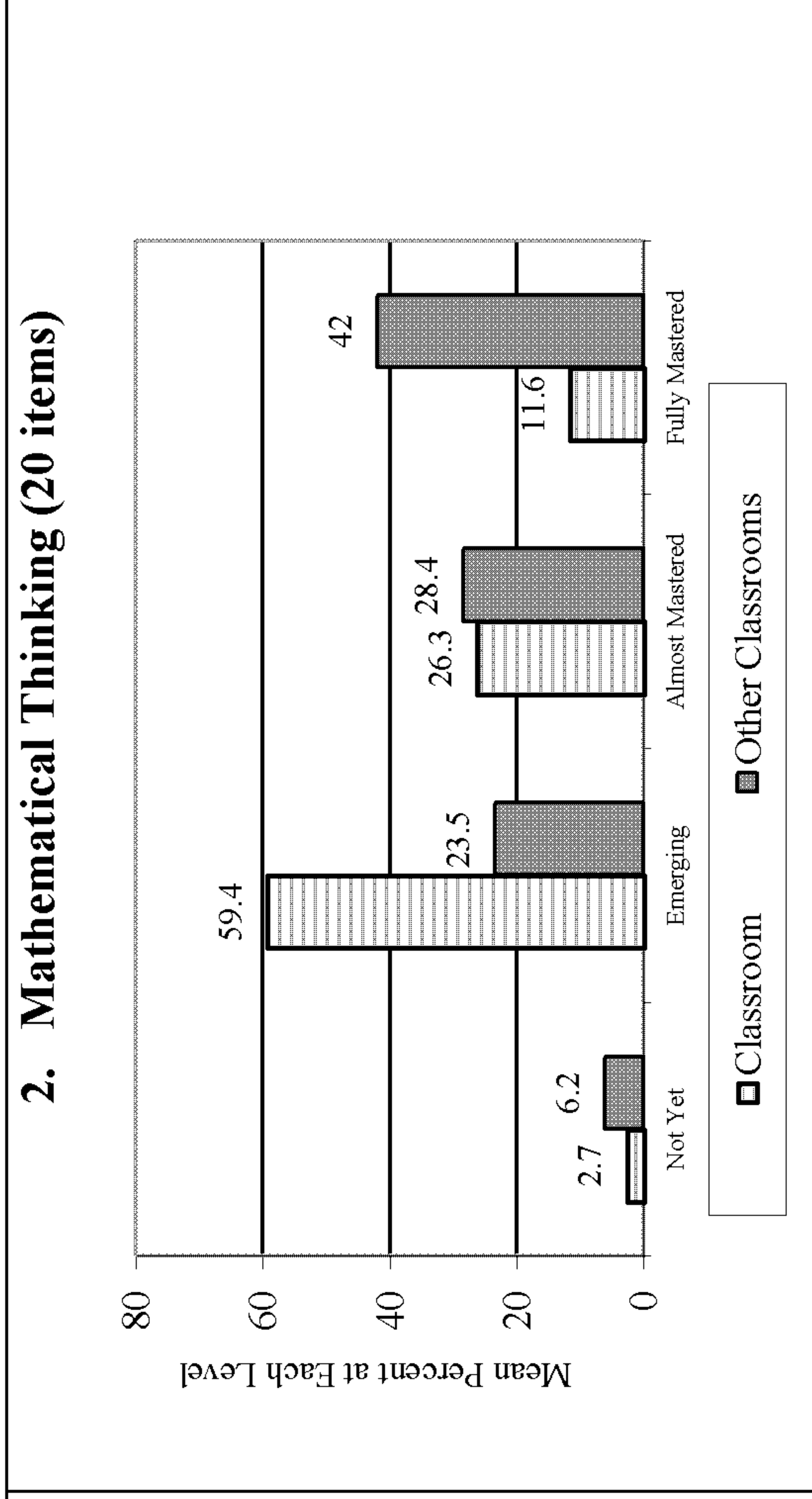
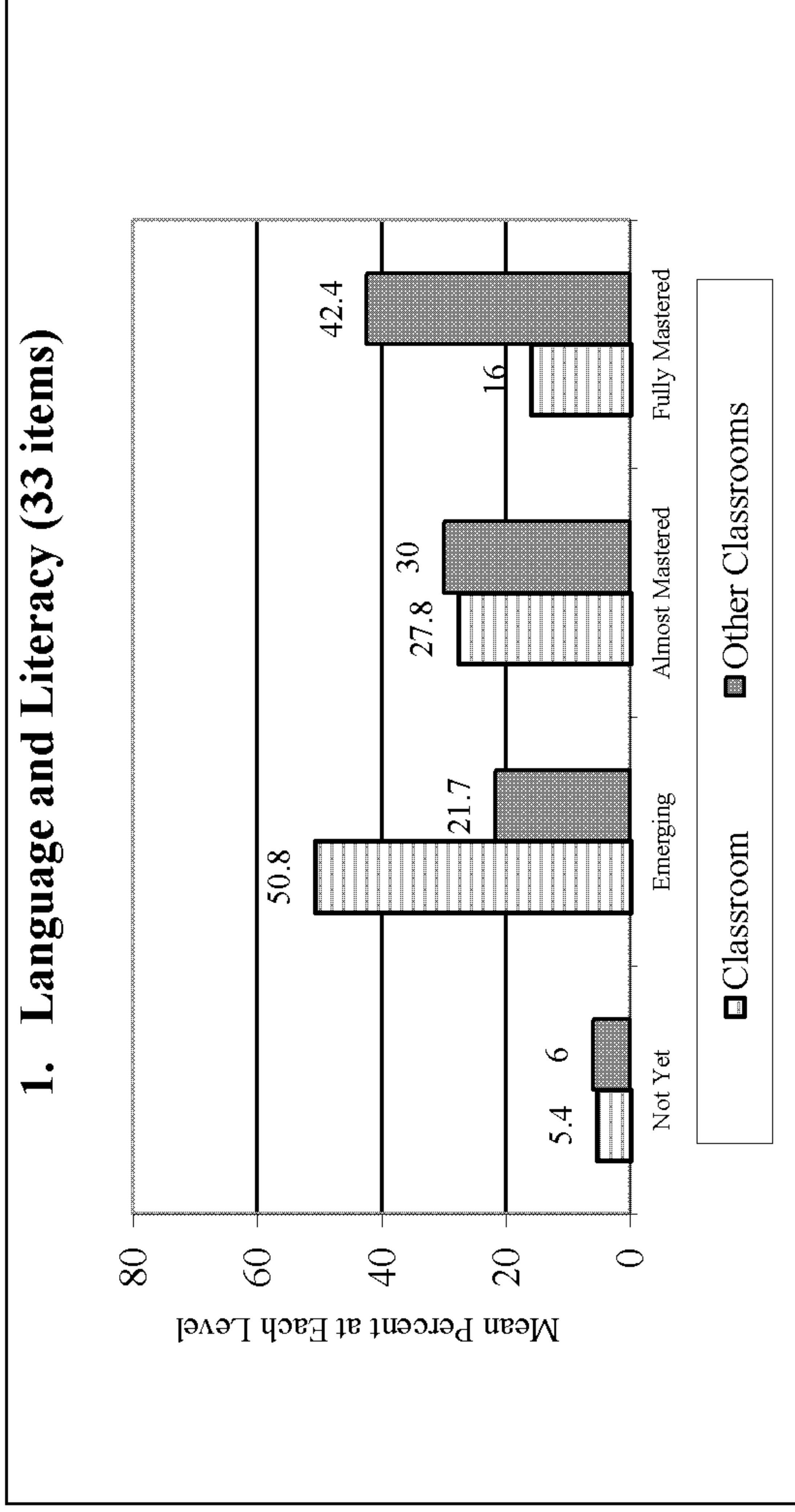
Standards	Performance Indicators				
	Not Yet	Emerging	Almost Mastered	Fully Mastered	
<b>Domain 8: Physical Development, Health, and Safety</b>					
8.4 <i>Health and Safety</i> Practices behaviors that promote health and safety	8.4.1 Performs basic hygiene and self-help tasks with increasing skill	0.5	10.6	27.0	61.9
	8.4.2 Is aware of and follows health and safety rules	0.8	15.3	26.6	57.3
	8.4.3 Is aware of and follows emergency procedures	0.6	16.4	26.8	56.2
	8.4.4 Begins to understand that foods have different nutritional values	4.1	25.9	32.7	37.3

### **Differences in children's ratings across classrooms and schools**

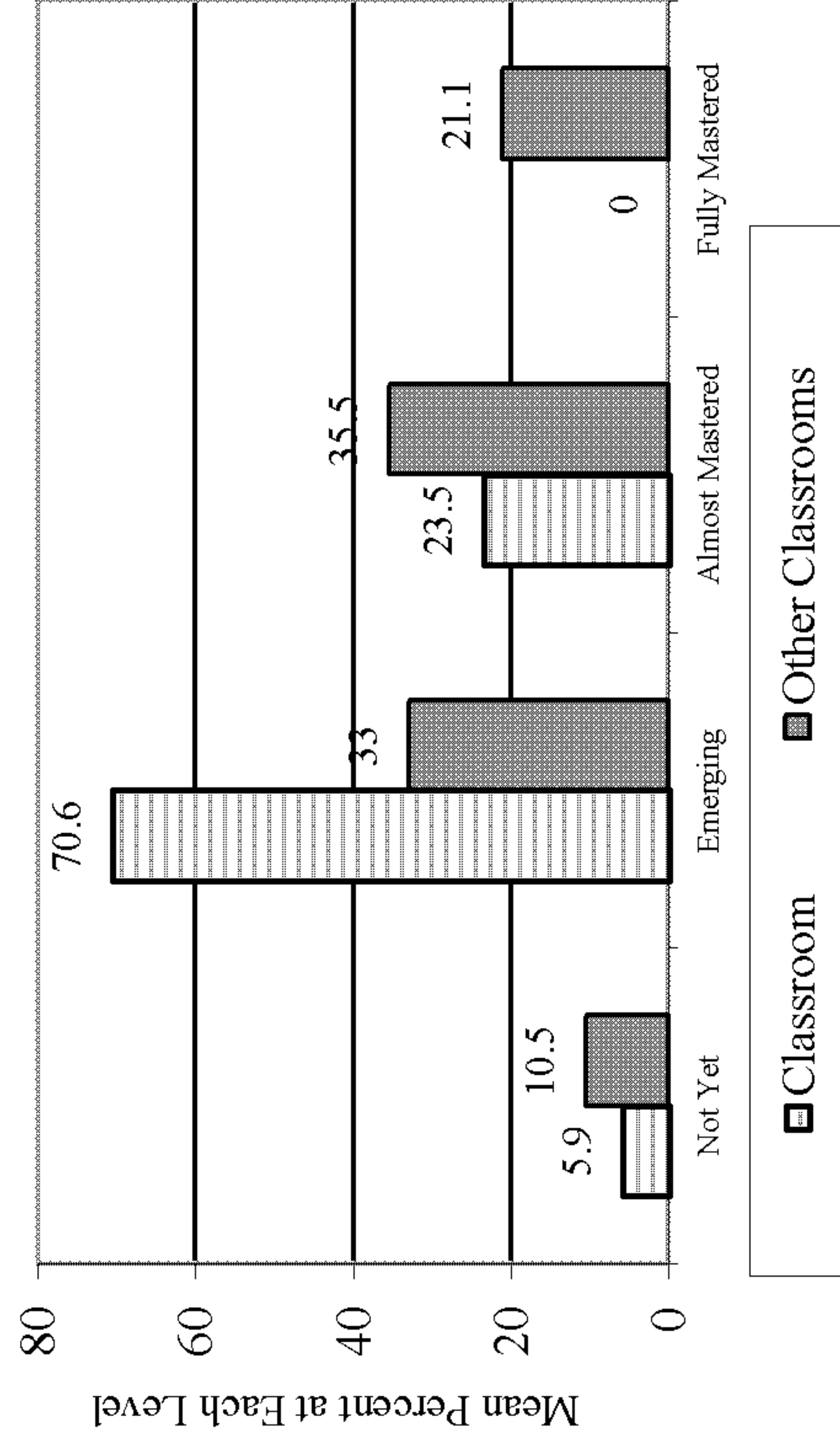
Preliminary analyses reveal there are substantial differences in the average rated performance of children in these classrooms. These differences raise major questions about what factors contribute to children being rated at higher versus lower levels of mastery. In this section, we provide a profile of one classroom that was randomly selected from the total of 42. Figure 10 (below) summarized the ratings of the 18 children in this classroom, compared to the districtwide averages. In each domain, the children in this classroom are at much lower levels of mastery on the performance indicators. In Attachment XX, the ratings of the children on the individual items within each domain are summarized, providing greater specificity as to the areas of relative strength and weakness for children in this classroom.



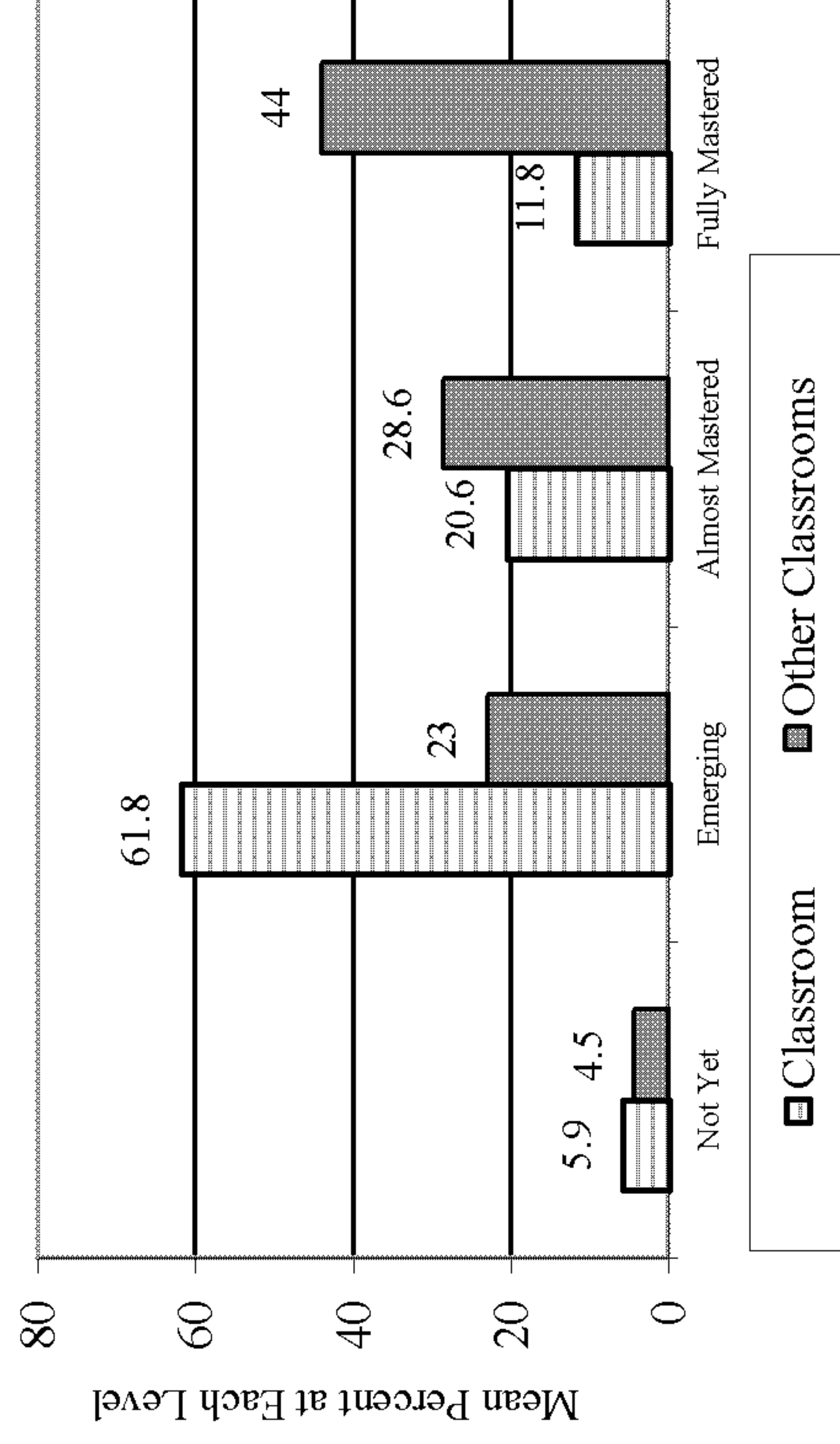
**Figure 10. Sample Profile of a Kindergarten Classroom compared to other schools**



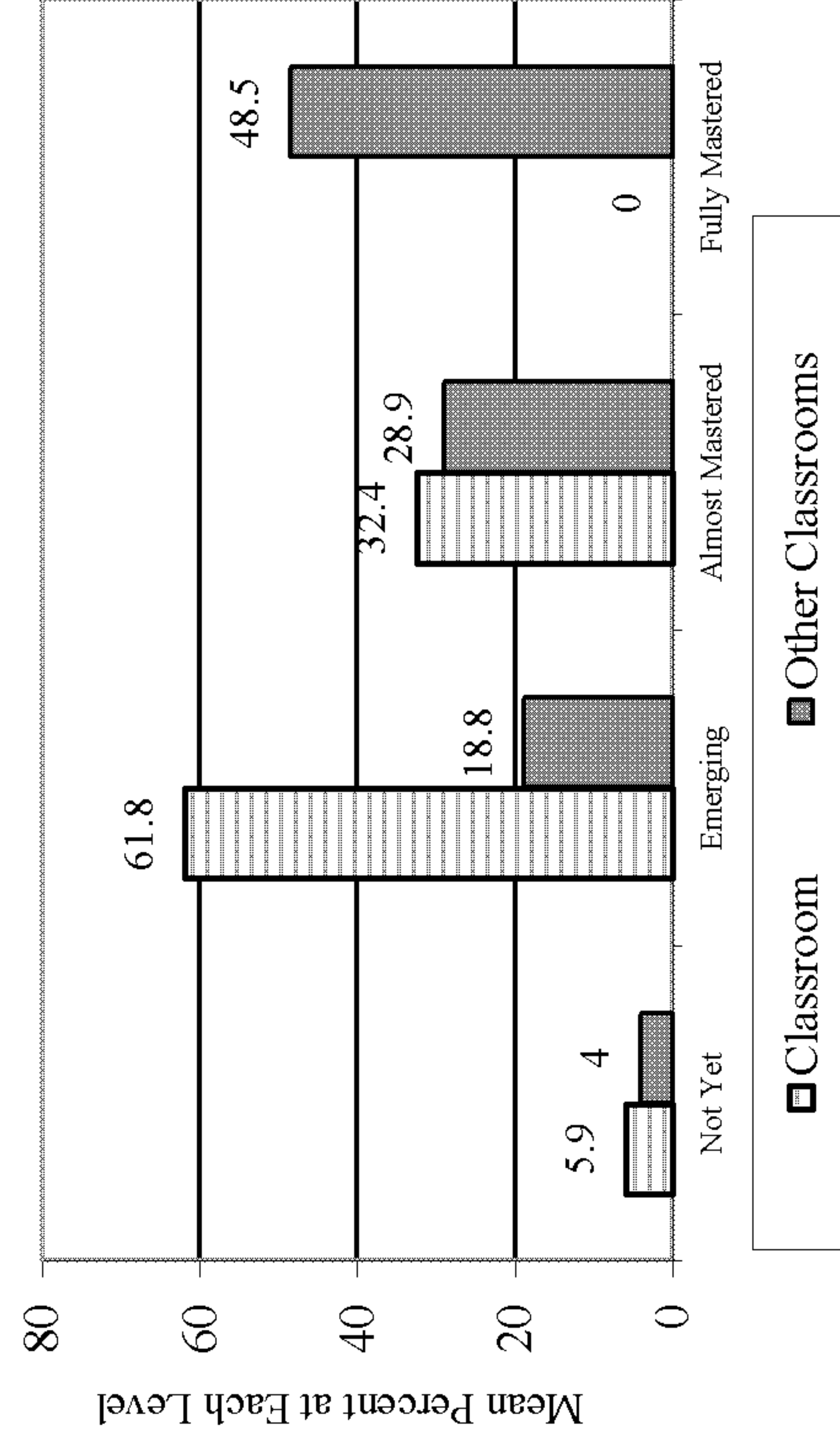
### 5. Scientific Inquiry (2 items)



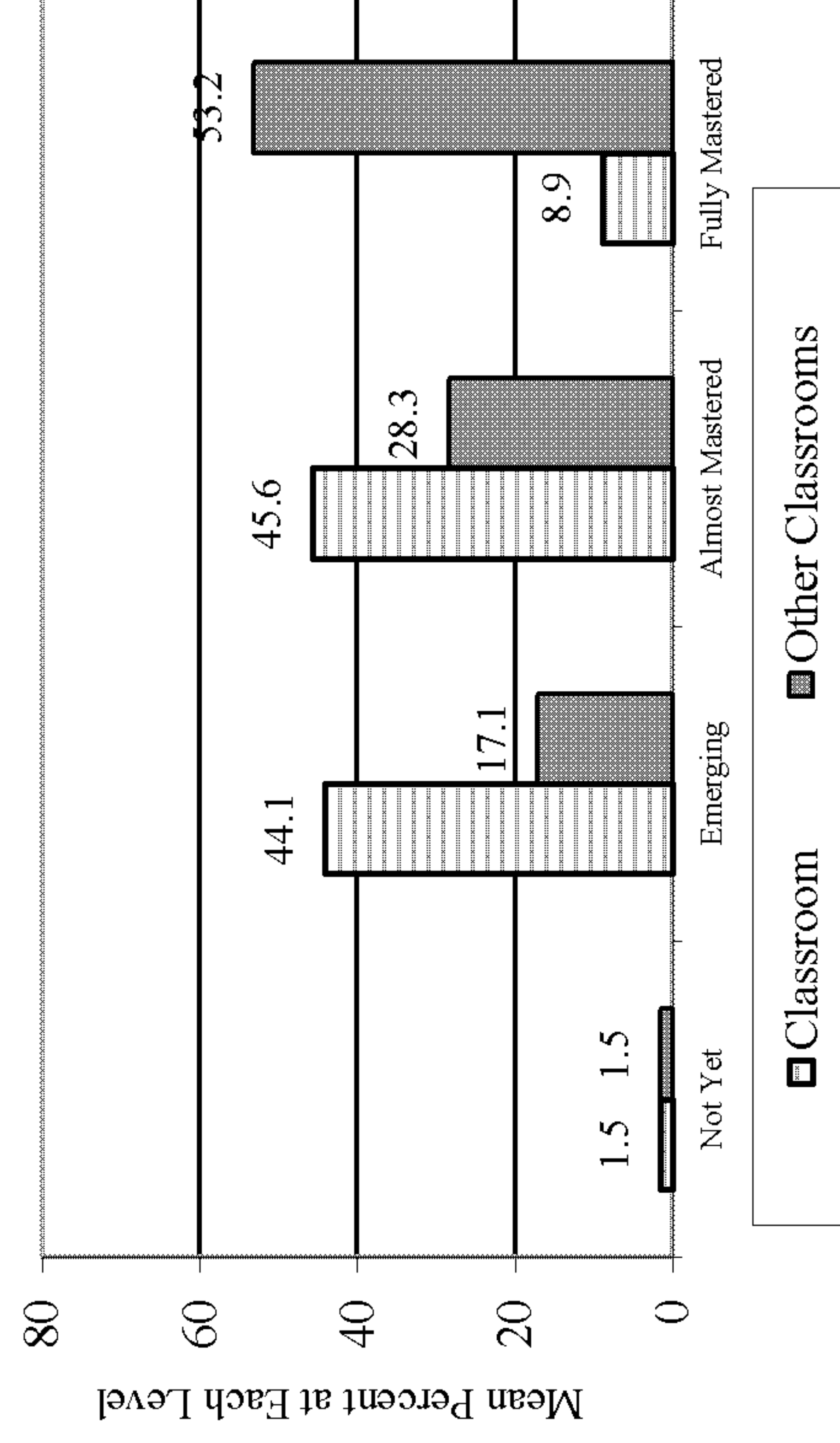
### 6. Social Studies (2 items)



### 7. Creative Arts (2 items)



### 8. Physical Development, Health, and Safety (4 items)



The extremely low average levels of proficiency among the children in this sample classroom profile might raise questions such as:

Is this a classroom with many children who are English language learners who speak another language at home?

Is this a classroom where the teacher is a new or relatively novice classroom teacher?

Does this teacher have specialization in terms of early childhood education?

Is this a school that has just been moved?

Is the principal of this school new?  
Are there many children who entered kindergarten late or who transferred into the classroom after October 1?

In fact, based on information collected in this Pilot Study, answers to these questions were readily available. In fact, 100% of the children in this classroom are families that speak English as their primary language at home; the teacher has a Master's degree with a major in early childhood education and has been teaching for more than 30 years with over 20 years experience as a kindergarten teacher. The school has not been recently re-located. The principal is not new to the school. Further, only 2 of the children transferred in after the beginning of the school year. Given that none of these first possible reasons about why children are performing at such low levels was affirmed, other possible explanations warrant investigation. For example, what types of classroom and school supports are in place in this school to promote positive transitions for the children? Are the families informed by the school in advance about school policies, opportunities for parent involvement, and school expectations? Do the teacher and principal have similar knowledge about school policies and practices and do they agree about how well things are going? Is this a teacher who welcomes parents into the classroom at all times? How many of these children received pre-K programs, and what types of pre-K programs did they attend?

In considering differences across classrooms, we identified the five highest performing classrooms. Interestingly, the first and fifth ranked classrooms were in DCPS schools, whereas those in ranks 2 through 4 were in public charter schools. In three of these classrooms, more than 90% of the children were reported to be performing at the "fully mastered" level, on average, for items in both language/literacy and mathematical thinking. What are the characteristics' of these children, classrooms, and schools? To what extent are parents and communities involved prior to kindergarten in preparing these children to succeed in school? Are there classroom curricula, professional development activities for teachers, or ways of monitoring children's individual progress that are implemented more frequently and consistently in these classrooms?

Seeking detailed answers to these types of questions is beyond the scope of this first report. But because the 2009 Pilot Study includes many relevant items that could provide likely explanations, a series of subsequent data analyses are planned. Indeed, one of the most compelling reasons advanced for designing and implementing a systemwide information system is providing information to look at the relationships among the types of supports and the type of children served in terms of children's early and later success in school. By including the multiple components of school preparedness -- ready children, ready families, ready teachers and schools, and ready communities -- the information system can provide systematic tracking of the impact of changes and areas targeted for improvement. In addition, a systemwide information system can help to increase the "shared knowledge" about what is expected to occur and the progress as reported by different key informants.

### **Summary of Findings and Recommendations**

The 2009 Pilot Study provided findings that support 5 major conclusions. These are:

1. A School Preparedness Information System similar to that pilot-tested -- which includes gathering, entering, and analyzing data from principals about their schools and teachers about their classrooms and ratings of every child in their classroom -- is feasible to implement at modest cost. The reported time

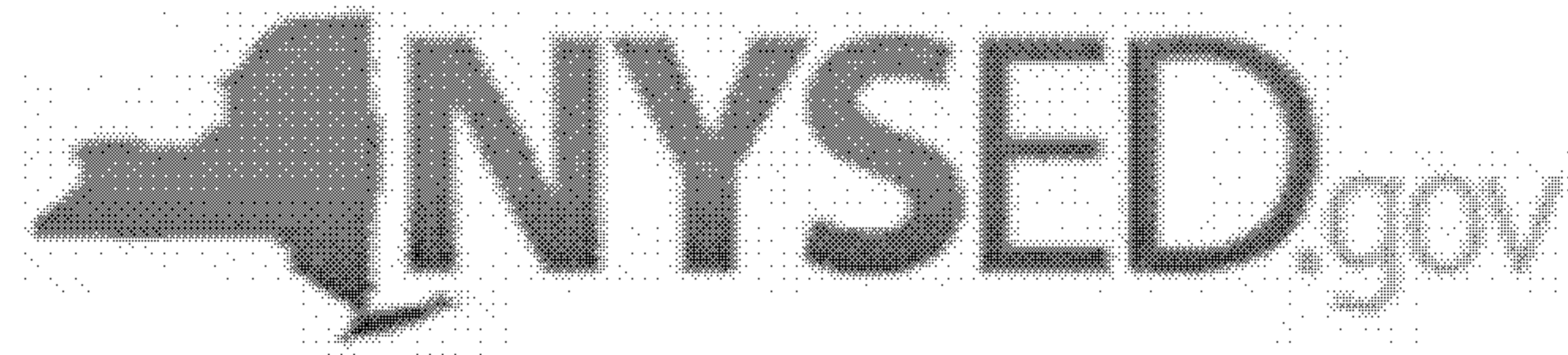


burden for teachers is about 3 to 4 hours to complete the rating forms for 20 children and less than 1 hour for principals. Data entry time averages about 3 to 4 hours per classroom, but could be eliminated if data were collected electronically. Conducting the descriptive data analysis involves several days to a week to generate citywide summary reports and individual classroom and school profiles. Additional data analyses, including comparative reports and future time trend analyses, can easily be conducted for the purposes of informing decisions about practices and policies.

2. The majority of kindergarten teachers have not received much or any professional development related to the formally adopted District of Columbia Early Learning Standards, which provide detailed expectations about the skills, knowledge, and propensities students are to have when they enter kindergarten. The Early Learning Standards were adopted in 2005. To promote higher levels of school preparedness, both pre-k and kindergarten teachers need to have adequate knowledge and in-depth training related to these standards and the criteria they should use to assess individual children's level of mastery.
3. In general, principals and teachers agree about many aspects of what is being done and what needs improvement to help prepare children, their families, and their schools for positive transitions into school. Areas in high need of improvement include: more effective and timely outreach efforts to communicate with parents as well as pre-k and community providers about children's school preparedness and enrollment in kindergarten; greater amounts of useful professional development for teachers to be able to implement the learning materials and curricula (especially related to language and mathematics) in their classrooms, assistance related to identifying and then helping children with emotional and behavioral problems, and providing adequate space and materials in the classrooms.
4. Overall, teacher appraisals of children's level of school preparedness indicate children in the District of Columbia are performing far below the expected standards of early learning. Less than 50% of the children -- by the middle of their kindergarten school year -- are judged to have the minimal skills and knowledge that were expected when they first entered kindergarten. In the critically important areas of language and literacy, mathematical thinking, and social and emotional development, more than one in four children were rated as being at the two lowest levels -- that is, their mastery levels were assessed as "not yet" or just "emerging."
5. The features of the piloted School Preparedness Information System generated data well-suited for providing feedback to teachers and principals about their classrooms and schools. (Pending review and approval, these individual classroom and school profiles will be distributed to teachers and principals. The perceived usefulness of these profiles will be evaluated, and specific plans for improvement based on this feedback will be documented.) Preliminary analyses reveal tremendous variation across kindergarten classrooms and schools concerning children's skills and the school preparedness activities and support in place. Frequent systematic assessment of individual children is widely endorsed as an effective strategy in early childhood education to help teachers and administrators design and then evaluate their plans to improve instructional strategies and other classroom and school practices

Ideally, a comprehensive School Preparedness Information System would include additional sources of data beyond what was gathered for the 2009 Pilot Study. Based on the committee's work and recommendation, additional features that could be added include: some standardized assessment of children (this could be conducted on a representative sample of children or all children), information from parents and from community providers, and direct assessments of classroom and school environments using objective measures. The ratings from principals and teachers can be considered as core elements of a SPIS, with supplemental information collected from other sources, based on identified priorities, needs, and resources available. Data about children from a SPIS could readily be linked to other school records and achievement scores gathered in later years. (Additional data analyses from the 2009 Pilot

Study will explore whether there are differences between public schools and public charter schools in their school preparedness activities and classroom profiles and whether certain types of children show consistently higher or lower levels of mastery on the early learning performance indicators. The degree to which teacher ratings can be considered reliable and valid measures of children's achievement also is being evaluated.)



**New York State  
Education Department**

**Request for Information (RFI)**

*for a*

**K-2 Assessment System**

September, 2011

**New York State Education Department  
89 Washington Avenue, Room  
Albany, NY 12234**



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DRAFT

# NEW YORK STATE EDUCATION DEPARTMENT

## K-2 Assessment System

### Request for Information

The New York State Education Department (NYSED) hereby issues this “Request for Information” (RFI) to determine capabilities with respect to assessment for students in kindergarten through second grade. This RFI is being issued in collaboration with several other states including Arizona, Arkansas, District of Columbia, Florida, Georgia, Illinois, Indiana, Louisiana, Maryland, Massachusetts, Mississippi, New Jersey, New Mexico, Ohio, Oklahoma, and, Rhode Island, and Tennessee. Participation in the RFI does not indicate that the states are committed to any type of procurement.

The intent of this RFI is to explore the spectrum of assessment solutions and capabilities that currently exist and new innovations that may be developed in the future. This process is part of the information-gathering phase of our project. Because multiple states are interested in developmentally appropriate summative assessment in the early grades, the information from this process will be shared with other states. The information garnered from the RFI process may enhance future procurement(s).

Specifically, this RFI seeks to:

1. Identify the range and types of services vendors (interested parties) can offer;
2. Facilitate understanding of the available or emerging tools, strategies, and practices;
3. Solicit research and data on best practices and successful approaches to early learning and assessment of early learning;
4. Ascertain key requirements and issues states must define and/or consider when developing an approach to assessing learning in the early grades;
5. Determine the benefits states can realistically expect to achieve in both the short- and long-term; and,
6. Increase understanding of the compensation mechanisms used by companies that offer such services.

This RFI is exploratory in nature. It is being conducted to solicit information about best practices, ideas, tools, and recommendations from interested parties concerning assessments in the early grades (K-2).

# 1. INTRODUCTION

## 1.1 ORGANIZATION BACKGROUND

The New York State Education Department (NYSED) is responsible for oversight of all educational institutions in the state, for operating certain educational and cultural institutions, for certifying teachers, and for registering and licensing practitioners of more than 40 professions. NYSED's supervisory activities include chartering all educational institutions in the state, including schools, libraries, museums, and historical societies; accrediting college and university programs; allocating state and federal financial aid to schools; and providing and coordinating vocational rehabilitation services.

A Board of Regents, consisting of 17 members elected by the state legislature, governs NYSED. The Board oversees the University of the State of New York (USNY), consisting of all public and private schools, colleges and universities, chartered libraries, museums, historical societies, and other educational institutions in the state. NYSED's chief executive officer is the Commissioner of Education and President of the University, who is appointed by the Board of Regents.

NYSED is composed of these major organizational areas:

- Office of P-12 Education
- Office of Higher Education
- Office of Cultural Education
- Office of Counsel
- Office of State Review
- Office of Professions
- Adult Career and Continuing Education Services
- Office of Operations and Management Services

The Office of P-12 Education has primary responsibility within NYSED for measuring student performance and implementing accountability measures in schools. This office plays a central role in the collection, management, and reporting of educational data. The P-12 website contains additional information on the programs, services, and organization of that office, including information about current educational data collection and reporting.

(<http://www.p12.nysed.gov/offices.html>).

Public school districts and charter schools are known as Local Educational Agencies (LEAs) in New York State. These LEAs are responsible for administering and operating the individual public schools within a district.

Below are key facts about the enrollment and entities for P-12 and Higher Education in New York:

- New York P-12 Education Facts
  - 697 school districts
  - 62 counties
  - 3.1M total students
    - 2.7M students enrolled in public, K-12 institutions
    - 0.4M students enrolled in non-public, K-12 institutions



- New York Higher Education Facts
  - 270 total colleges
  - 875K total student enrollment
  - The State University of New York (SUNY)
    - 64 colleges
    - 228K student enrollment
  - The City University of New York (CUNY)
    - 19 colleges
    - 160K student enrollment
  - Independent colleges
    - 148 colleges
    - 460K student enrollment
  - Proprietary colleges
    - 39 colleges
    - 25K student enrollment

A complete description of the University of the State of New York and the State Education Department can be found at <http://usny.nysed.gov/about/>.

## ***1.2 PROJECT CONTEXT***

Research confirms what teachers already know: learning in the early grades is critical to students' success in middle and high school. To support and promote the great work of teachers and students in the early grades, NYSED is seeking information on existing and emerging assessment solutions.

New York and other states have a strong interest in innovation in assessment of early learning. Currently, a dilemma exists in early childhood grades K - 2. To understand the trajectory of student learning, teachers must have access to an unobtrusive, developmentally appropriate assessment. At the same time, the assessment must be reliable and valid for understanding teacher contribution to student learning. Achieving this delicate balance may require a breakthrough in assessment of learning in the early grades.

Formative assessment has been a valuable part of teaching and learning in grades K-2 for many years. Assessments support teachers' understanding of student academic growth and learning needs in these important foundational years. However, these formative assessments, often administered by the teachers themselves, are not designed to provide reliable data for evaluating the effectiveness of programs, teachers, and schools. Ideally, summative assessments should also support teachers' understanding of their students' progress and mastery of critical foundational skills, but will likely look different from current commonly used K-2 assessments in order to balance the need for valid and reliable (non-subjective) information about student learning growth with developmental appropriateness. Innovative approaches would embed summative assessment into the classroom environment so that they would flow seamlessly with instruction and not be intrusive.

Recognizing these needs, New York State is seeking information on contemporary research and data regarding current best practices and emerging innovations in K-2 assessment.

### ***1.3 K-2 ASSESSMENT SYSTEM***

On behalf of several states, NYSED is seeking information on statewide, developmentally appropriate solution to assessing student learning and growth in kindergarten through second grade that also provides comparable, valid and reliable information for evaluating the effectiveness of programs, teachers, and schools. The system would be operational as early as the 2013-14 school year and would benefit from the most current thinking in measurement and assessment approaches for this unique group of students. Scores would be used for, among other things, instructional improvement and teacher / principal evaluation.

The objectives of implementing a K-2 Assessment System may include the ability to:

- Evaluate pre-K students for their readiness to enter kindergarten
- Improve student instruction from kindergarten through second grade
- Inform teacher and principal evaluations and serve as input data to states' growth / value added models.

More specific key principles that are guiding NYSED's thinking on this topic including the following:

- Assessments must be developmentally appropriate and take into account the most contemporary research on learning and assessment in the early grades. Alternatives to the standard paper-and-pencil multiple choice assessments are strongly preferred.
- Assessments provide timely information to inform instruction. Traditional testing procedures in which score reports arrive at schools weeks or months later are not acceptable for this assessment program.
- Assessments are designed to measure the Common Core State Standards.
- Assessments are preferably delivered by computer and ideally harness the power of Web 2.0 / innovation / gaming technology to ensure that students remain engaged in the assessment and that students provide responses from which valid inferences can be made.
- Assessments have sufficient security and validity evidence to be used evaluation of educators, programs, and schools.
- Assessment must be developed to be efficient and cost-effective to ensure sustainability in states such as New York with limited state budgets for assessment.
- Assessment should be developed to ensure all (census) K-2 students within the state are assessed.

#### **1.4 RFI CONTACT INFORMATION**

Interested Entities are encouraged to submit a written response by **XXXX, 2011**, including a cover letter on company letterhead, characterizing their interest and background. Information pertaining to ideas, concepts, design issues, and practical knowledge gained from relevant K-2 assessment experiences is being sought. Additionally, responses to the questions and inquiries listed in Section 2 are requested.

**Note: This IS NOT a Request for Proposals.** It is an invitation to provide the NYSED with information regarding current technologies and viable approaches to implementing a K-2 Assessment System. Information obtained may be used to develop a needs requirement upon which a future procurement might be based. If further discussion is required, or should questions arise, please contact the NYSED contact person listed below.

**Question and Answer Phase:** All questions regarding the K-2 Assessment System RFI must be submitted in writing, via e-mail to: **XXXX@mail.nysed.gov**. Questions may be asked through **XXXX, 2011**. A summary of all questions and answers will be posted to <http://usny.nysed.gov/rttt/docs/rfi/XXXXXXXXXX.html> by **XXXXXX, 2011**.

Participation in this RFI is voluntary, and NYSED will not pay for the preparation of any information submitted by a respondent or for NYSED's use of that information. Vendors may respond to some or all of the information requested in Section 2.

Vendors are advised that if any part of their response to this RFI contains trade secrets or is submitted to NYSED by a commercial enterprise or derived from information obtained from a commercial enterprise and which, if disclosed, would cause substantial injury to the competitive position of the subject enterprise, then vendors should identify such in their response.

#### **Mail or E-mail Responses To:**

*US Mail:*

New York State Education Department  
Attn: **XXXXXX**  
Room **XXXXX**  
89 Washington Avenue  
Albany, NY 12234  
Attention: K-2 Assessment System RFI

*E-mail:* **XXXXXXXXXXXXXXXXXXXX**

Respondents who mail their responses are requested to provide an electronic copy in MS Word or PDF Format. These formats are also required for E-mail submissions.

NYSED may issue announcements amending this RFI in response to vendor questions. SED reserves the right to request additional information from respondents and may be in the form of an oral presentation.



## 1.5 ADMINISTRATIVE GUIDANCE FOR RESPONDENTS

RFI schedule:

XXXXX, 2011	RFI published
XXXXX, 2011	Deadline for questions
XXXXX, 2011	Response to questions issued
XXXXX, 2011	Deadline for receipt of responses
Please Note: Responses received after XXXXX, 2011, may not be considered in this evaluation or in subsequent RFP development.	

## 2. RESPONSE REQUIREMENTS

### 2.1 RESPONSE OUTLINE AND ORGANIZATION

Responses should be organized as follows:

#### 2.1.1 Cover Letter

The respondent should provide a cover letter (limited to no more than two pages in length) that includes the following corporate information:

- Company Name
- Contact Name
- Title
- Phone #
- E-mail address
- Mailing address
- Fax #

**Note:** Provide additional contact persons as needed.

#### 2.1.2 Responder Information

The responder shall summarize its experience in K-2 learning, assessment or equivalent field(s). An indication of the extent and scope of the experience should be provided, including:

- Length of time your organization has been researching, evaluating or providing K-2 assessment solutions
- Prior K-2 research, evaluation, assessment design or implementation work you have performed with other educational entities, including the dates of this work
- Contacts in educational entities that you have worked with
- The role of your organization in these engagements (e.g., primary or sub-contractor)
- The project phases in which your organization participated
- The environments in which the systems were implemented
- Any partnerships or alliances your organization has that would provide benefits to the project

Based on the experience outlined above, responders should identify the following:

- Lessons learned from past research, evaluation, development or implementations related to assessment of early learning.
- Information on innovative assessment delivery methods (i.e., methods other than traditional paper-and-pencil multiple choice) which is of special interest for the purposes of this RFI.
- General implementation time frames from previous efforts
- What your organization believes is its competitive advantage

### 2.1.3 Research or Product Information

Organization reports, other literature and/or brochures describing K-2 solutions may be included as part of the response. Including links to information on the Internet is allowed, however please take care in ensuring the links direct NYSED to the specific information requested in this RFI.

Product information should include:

- Overview of the K-2 assessment system.** Response should provide an overview of the assessment solution, including context / history of the product, common uses, market penetration, competitive advantage, implementation timeline (i.e., from signing of contract to first operational administration and milestones in between), planned development of new, innovative assessment solutions and timeline for development phases. The research on early learning and assessment of early learning that informed your product should be cited, as well as evidence of program efficacy and assessment validity.
- Constructs measured by the assessment.** Responses could address the following: What construct or constructs does your assessment measure? How and why were these chosen? What additional constructs, if any, do you plan to assess in the future? If your chosen constructs differ from the prioritized focus areas listed below, please explain why and if your organization will be able to address the identified priority areas.

*Responses should include comments on NYSED's current thinking on the constructs to be measured as indicated below.*

#### **Required constructs:**

1. **Build on the Common Core State Standards (CCSS)** domains of English Language Arts & Literacy and Mathematics.
2. **Selection of assessment indicators** aligned to the CCSS that scaffold to, and are predictive of, achievement in meeting third grade Common Core standards.
3. These assessments, in order to be both unobtrusive and provide valuable information, should focus strongly on measuring the priority concepts in literacy and math:
  - In literacy, the assessment should evaluate students'
    - Decoding

- Fluency
- Vocabulary (research-based selection of critical words)
- Comprehension (including read aloud where appropriate) aligned with the standards
- In mathematics, the assessment should evaluate students' fluency, application of skills, and conceptual understanding in
  - Counting and cardinality
  - Place value
  - Addition and subtraction

**Desirable Constructs:**

- Assessment of science and social studies constructs that are age-and grade appropriate.
- An option to select separate “add-on” modules to measure other constructs such as executive functioning and study skills as well as socio-emotional development, to be used for the purpose of classroom instruction only. NYSED is very interested in knowing about the full range of domains that are commonly measured for K-2 and how these domains contribute to instructional improvement.
- Connections to pre-kindergarten and below and grades 3 and above. To what degree does your assessment system “connect to” curriculum and assessment from birth to pre-kindergarten and from grade three and up? For example, are there assessments available for these grades? Do these assessments predict performance in later grades?

- C. **Format of the assessment.** Responses should address the following: How is the assessment administered (including frequency, length/duration of assessment and method of administration)? What are the administration requirements (including technology requirements if applicable)? In what way(s) is this method appropriate for this age group? How many assessment items and what types of items are necessary to measure key concepts in each grade level? What unique assessment delivery methods (if any) will be used to maximize the value of assessment? In math, how does (or how can) the method, format, or technology enable fluency to be assessed? In what ways does it (or can it) objectively and inexpensively capture and score student work?

*Additionally, please comment on NYSED's current thinking on this topic.*

**Required components:**

- Standardized assessment using developmentally appropriate methods of direct assessment, (e.g., performance-based tasks)
- Meets recognized psychometric standards for the assessment of young children in terms of test construction (i.e., reliability and validity) and fairness in testing.



- Provides accommodations for English Language Learners and for children with disabilities.

**Desirable components:**

- Innovative approaches to assessment such as performance-based, portfolio, technology-enabled or observational assessment.
- Integration of multi-method assessment approaches into design.
- Use of computer adaptive testing or multi-stage / leveled assessments to effectively and efficiently measure student achievement as an integral part of K-2 assessment.
- Leverages game-based technologies in educational assessment that is engaging to students of this age group. (Assessment is ideally woven into computer-game-like experience in which the student may not even realize that he/she is being tested, but nonetheless yields valid inferences about student achievement.)

- D. **Requirements for growth / value-added modeling.** Responses could address the following: How has / will your system be used in conjunction with a state growth / value-added model (e.g., the Colorado Growth Model, EVAAS).

*Additionally, please comment on NYSED's current thinking on this topic.*

**Required components:**

- Structured to meet growth requirements of scaling for existing state models (data from assessments should have properties to meet value added growth requirements and continuous scaling)

**Desirable components:**

- Must yield inferences about student progress/growth over the course of the academic year. Investigate formative assessment models that can be used to effectively modify instruction
- Administration options could include pre- and posttests each year or growth being estimated based on the previous years' score(s).

- E. **Associated professional development and test administration training.** Responses should address the following: What additional support (e.g., products, services) could be provided that either aid in training test administrators on how to properly administer the assessment, or that aid teachers in understanding how the resulting test scores are actionable in the classroom for instructional improvement purposes.

*Additionally, please comment on NYSED's current thinking on this topic.*

**Required components:**

- Develop training for teachers or other appropriate personnel on how to administer the assessments

**Desirable components:**

- Develop training for teachers or other appropriate personnel on how to interpret the assessment information for instructional purposes.
- Develop training for principals, district, and state officials on how to use assessment information for teacher evaluation/accountability purposes.
- Development of a train-the-trainer model for state officials and districts on administration and use of assessment results.
- Development of a resource bank of classroom interventions based on assessment results (to fit Response to Intervention (RtI) strategies) and professional development for accommodations, ELLs and students with disabilities.

- F. **Reporting of results.** Responses could address the following: How are results reported? What do sample score reports / screenshots look like? What types of inferences can be made from scores, and how do reporting processes reinforce these inferences? What additional information is connected to scores that teachers can use to help students improve?

*Additionally, please comment on NYSED's current thinking on this topic.*

**Required components:**

- Report results at individual student level.

**Desirable components:**

- Development of customized student reports to inform instruction (e.g., provide options at various achievement levels for intervention strategies to meet learning objectives.)
- Reliable, instructionally-relevant subscores
- Report results at multiple levels (i.e., state, district, building, teacher, classroom, individual student, and disaggregated by subgroups).

- G. **Technology-related specifications.** Only applicable to those assessments that are delivered by computer. Responses should address the following:

- Whether the product has the ability to integrate with existing data systems or whether the system functions stand-alone. If the product integrates – what are the requirements for integration?
- How the product protects student records and complies with relevant privacy laws and regulations.
- What are the hardware, software and bandwidth requirements for using the product?
- What is the current version of the product? Are any major releases currently planned?
- Is the product proprietary or open source?
- Is the product typically hosted by the vendor (or a third party) or installed in-house?

H. **Other broad specifications.** Responses could address any other considerations NYSED should keep in mind if/when future procurements are pursued.

#### **2.1.4 Supporting Services (Applicable to Computer-Based Testing Only)**

Include information about how you typically provide support after implementation. Include information on the following:

- Hosting
- Service Level Agreements
- Training
- Knowledge transfer
- Help Desk Services
- Software upgrades and maintenance

Describe options on how independent a customer is after implementation:

- What aspects of support of the product are expected to be covered by the user of your product's functional and IT staff versus what is expected to be handled by your company?
- What are the business and IT resources required in our organization to support the product after implementation?

#### **2.1.5 Pricing Model**

Without indicating specific pricing, include information about your pricing model for the product. Response could address the following:

- Do you charge a licensing fee?
- Do you charge by test booklet, by student, by teacher, by school, by district?
- Do you negotiate state-wide agreements with state educational authorities?
- Do you offer a perpetual license agreement?
- How are ongoing maintenance charges assessed?
- Do you have additional charges that cover frequently-requested products and services, and if so, what are these products and services?
- How will the requirement that the test be secure impact pricing?

###



# CHILD CARE FAQs

<b>Q1. What programs are regulated by OSSE</b>
Anyone who intends to provide child care for children must obtain a license.
<b>Q2. What programs are exempt from licensing?</b>
The following programs and activities are exempt from licensing : a) Occasional babysitting in a babysitter's home b) for the children of one family; c) Informal parent-supervised neighborhood play groups; d) Care provided in places of worship during religious services; e) Care by a related person, as defined in section 399 of this Chapter; and f) (e) Facilities operated by the federal government on federal government property; except that a private entity utilizing space in or on federal government property is not exempt unless federal law specifically exempts the Facility from District of Columbia regulatory authority.
<b>Q3. Where can a child center or child care home operate?</b>
<ul style="list-style-type: none"><li>• <b>Child development homes</b> can operate within a residential property. The provider must reside in the home. You must obtain a Home Occupation Permit.</li><li>• <b>Child development centers</b> must be located in buildings approved by local zoning authorities for use as a child development program. You must obtain a Certificate of Occupancy.</li></ul>
<b>Q4. How do I get a license?</b>
<ol style="list-style-type: none"><li>1. Register for Child Development Center or Home Licensing Orientation (You will receive information about the licensing procedure and an application at the orientation)</li><li>2. Obtain a Home Occupation Permit or Certificate of Occupancy from The Department of Consumer Affairs (DCRA)</li></ol>
<b>Q5. How many children may I provide child care for?</b>
<ul style="list-style-type: none"><li>• A Child Development Home may be licensed to provide care for up to six (6) children depending upon the number of children residing in the home.</li><li>• An Expanded Child Development Home may be licensed to provide care for more than six (6) children, up to a maximum of twelve (12) children based on square footage.</li></ul>

- The number of children that you may be licensed for in a Child Development Center is based on square footage and floor level.

**Q6. What do I do after the orientation?**

1. Submit to the Child Care Licensing Unit (CCLU)
  - a completed application
  - the fee
  - Certificate of Occupancy or Home Occupation Permit
  - A copy of Orientation Certificate
2. A Child Care Licensing Specialist will call you within ten (10) business days of receiving the application to schedule an appointment to conduct the initial inspection.
3. Develop the following documents to submit to your Child Care Licensing Specialist:
  - Program Policy Statement
  - A sample 5-day menu
  - An Emergency Contingency Plan
5. After your first inspection, the Child Care Licensing Specialist will make a referral to the DCRA, Fire Protection Branch. A DCRA representative will call you to set up an appointment for the fire inspection and fire evacuation review. Also a referral will be made to the Department of the Environment for you lead inspection.
6. Call your Child Care Licensing Specialist when all requirements have been met for your final inspection.

**Q7. How much does it cost to become a licensed child care provider?**

- Initial Application Fee \$75.00
- Annual License Fee for Child Development Home - \$75.00
- Center fees are based on capacity:

Annual Fee:	
1 – 50 children	\$200.00
51-100 children	\$300.00
101-175 children	\$400.00
Over 175 children	\$500.00

**Q8. What are the adult/child ratios for centers?**



The adult/child ratios for centers, out of school time and in expanded child development homes are:

AGE OF CHILDREN	ADULT/CHILD RATIO	MAXIMUM SIZE OF GROUP
0 – 12 months	1:3	9
0 – 12 months	1:4	8
12 – 24 months	1:3	9
12 – 24 months	1:4	8
24 – 30 months	1:4	12
30 months through 3 years	1:8	16
4 – 5 years	1:10	20

(b)For Centers providing out-of-school-time care to children of legal school age:

AGE OF CHILDREN	ADULT/CHILD RATIO	MAXIMUM SIZE OF GROUP
Under 6 years	1:12	24
6 years and older	1:15	30

**Q9. Can a license be transferred to another address?**

The license or registration to operate a child development facility is non-transferable. If the provider moves to another address, he/she will have to notify the Child Care Licensing Unit no less than ten (10) days before the change, submit a new application and follow the instructions necessary for the location change. If a child development center or child development home changes location, the applicant must obtain a Home Occupation Permit or Certificate of Occupancy before submitting a new application.

**Q10. When do I have to renew my license?**

All Child development facility licenses must be renewed **annually**. You must submit your renewal application 90 days prior to the expiration of your current license with the application fee.

**Q11. I am a licensed Child Development Home provider and I will be moving into another home in a couple of months. What must I do in order to continue offering child care?**

Prior to your move you should contact your child care licensing specialist and let him or her know your plans. You will need to: submit a new application, a new home occupation permit and a new fire evacuation plan; get new lead and fire inspections; and provide the tentative moving date. As you move into your new location you need to make sure that all Child Development Home requirements are met so that when the pre-inspection visit is made, there will be no delays in processing your license.

**Q12. If the ownership of a child development facility changes, what documents are necessary?**

You must inform the Child Care Licensing Unit, in writing, of any changes no less than ten (10) days before implementation of the change. You must submit a change in operation application. You should keep your



licensing specialist up to date so that your current license is not terminated too soon. During the transition you need to make sure that all licensing requirements are met so that when the pre-inspection visit is made, there will be no delays in processing your license. The application form is available from the Child Care Licensing Unit.
<b>Q13. I would like to open a Summer Day Camp. Do I have to be licensed?</b>
Seasonal recreational programs are not regulated by the child care regulations at this time. However, if you want to receive payment through the Child Care Subsidy Program, then you will need to be licensed and enter an agreement with the OSSE ECE.
<b>Q14. What are the center staff qualifications?</b>
<u>Prior to licensure:</u> the following staff must qualify per the DCMR 29 §332 for Center director; 334 for Teacher; § 345 for Out of School Time Director; and §346.2 Group Leader. Please see the Qualification chart
Note: First Aid & CPR training are required prior to licensure.
<b>Q15. What are the home provider licensing qualifications?</b>
<b><u>Prior to licensure you must:</u></b>
<ul style="list-style-type: none"> <li>• be at least eighteen (18) years of age;</li> <li>• have a high school diploma or a General Education Development certificate and Sudden Infant Death Syndrome training and a First Aid and CPR for children certificate; and</li> <li>• a physical examination by a licensed health care practitioner; be free of tuberculosis and other diseases in communicable form, and is physically capable of caring for children;</li> </ul>
<b>Q16. How do providers find approved training?</b>
Approved trainers and training classes can be found on this website on the OSSE.dc.gov page.
<b>Q17. How and where can the Child Development Associate (CDA) credential be obtained?</b>
For information regarding the CDA credential, please refer to the Council on Professional Recognition website. <a href="http://www.cdacouncil.org/">http://www.cdacouncil.org/</a> or call 800-424-4310 202-265-9090
<b>Q18. Are all teachers at a child development facility required to have a Criminal Background Check (CBC) and Child Protection Register Check (CPRC)?</b>
All staff employed at a child development center must complete a criminal background check and must also satisfactorily complete a child protection registry check, before he or she can be unconditionally employed. Staff is defined as teachers, administrative staff, bus or van drivers and cooks. In a Child Development Home, the provider, as well as any household members over 15 who are present when children are in care, must also complete a criminal records check.

<p><b>Q19. Are annual TB tests required of all providers in a Child Care Center or Child Development Home?</b></p>	<p>TB tests are required of all providers at job entry or within one (1) year prior to job entry. Repeat every two (2) years, if previous test was negative. Staff with positive tests should have additional evaluation by a physician promptly and yearly. (A test performed within one (1) year is acceptable).</p>
<p><b>Q20. Are annual physical examinations required of all providers in a Child Care Center or Child Development Homes?</b></p>	<p>All child development facility staff and child development home providers, substitutes each person residing in the home is required to have a physical examination by a licensed health care practitioner at least annually and is certified to be free of communicable disease.</p>
<p><b>Q21. I am planning on buying new playground equipment for my program. Are there any guidelines?</b></p>	<p>The District of Columbia follows the guidelines established by the <b>Consumer Products Safety Commission</b> (<a href="http://www.cpsc.gov/cpscpub/pubs/playpubs.html">http://www.cpsc.gov/cpscpub/pubs/playpubs.html</a>) web site and the web site for <b>the National Program for Playground Safety</b> <a href="http://www.uni.edu/playground/">http://www.uni.edu/playground/</a> .</p>
<p><b>Q22. Does the "Americans with Disabilities Act" -- or "ADA" -- apply to child care facilities?</b></p>	<p>Privately-run child care facilities -- like other public accommodations such as private schools, recreation centers, restaurants, hotels, movie theaters, and banks -- must comply with title III of the ADA. Child care services provided by government agencies, such as Head Start, summer programs, and extended school day programs, must comply with title II of the ADA. Both titles apply to a child care center's interactions with the children, parents, guardians, and potential customers that it serves.</p> <p><b>For more information about the ADA and employment practices, please click on <a href="http://www.ada.gov/childq%26a.htm">http://www.ada.gov/childq%26a.htm</a></b></p>
<p><b>Q23. Where do I find information about participating in the Pre-K or Head Start programs?</b></p>	<p>For information about Pre-K and Head Start please call 202-727-1839. (Link to pre- K and head start on providers page <a href="http://osse.dc.gov/service/providers-pre-kindergarten">http://osse.dc.gov/service/providers-pre-kindergarten</a> )</p>
<p><b>Q24. Where do I find information about the Child and Adult Food Program and Summer Food Service Programs?</b></p>	<p>For information on applying for Child and Adult Food Program and Summer Food Service Program, please call</p>



202-442-4010. (Link to OSSE CACFP web site <http://osse.dc.gov/service/child-and-adult-care-food-program> )

**Q25. Our center specializes in "group child care." Can we reject a child just because she needs individualized attention?**

Most children will need individualized attention occasionally. If a child who needs one-to-one attention due to a disability can be integrated without fundamentally altering a child care program, the child cannot be excluded solely because the child needs one-to-one care.

**Q26. Our center has a policy that we will not give medication to any child. Can I refuse to give medication to a child with a disability?**

In some circumstances, it may be necessary to give medication to a child with a disability in order to make a program accessible to that child. While some state laws may differ, generally speaking, as long as reasonable care is used in following the doctors' and parents' or guardians written instructions about administering medication, centers should not be held liable for any resulting problems. Providers, parents, and guardians are urged to consult professionals in their state whenever liability questions arise.

**Q27. How often can I expect a visit from OSSE?**

- Initial Inspection
- Renewal Inspection (annually)
- Follow-up Inspection
- Monitoring Visit(every six months or as needed)
- Complaint Investigation

**Q28. How do I file a complaint?**

**Complaints and Unusual incidents can also be reported via the dedicated hotline at 202-727-2993; emailed to [OSSE.ChildcareComplaints@dc.gov](mailto:OSSE.ChildcareComplaints@dc.gov) or faxed to the Compliance and Integrity Division (CID) at 202 -727-7295.**

***Licensed facilities must be report Unusual incidents on the official UIR report form should be faxed to the Compliance and Integrity Division (CID) at 202-727-2993***

**Q29. Do I have to accept children with special needs?**

The ADA requires that child care providers not discriminate against persons with disabilities on the basis of disability, that is, that they provide children and parents with disabilities with an equal opportunity to participate in the child care center's programs and services. Specifically:

*Centers cannot exclude children with disabilities from their programs unless their presence*



*would pose a direct threat to the health or safety of others or require a fundamental alteration of the program.*

When a child with a special need is admitted to your program or identified as having a special need, the Facility shall promptly obtain informed written consent, from the parent(s) or guardian(s) of the child, for the implementation of any treatment or protocol ordered by the child's licensed health care practitioner.

Child development facilities have to make reasonable modifications to their policies and practices to integrate children, parents, and guardians with disabilities into their programs unless doing so would constitute a fundamental alteration

Under the federal law known as the Individuals with Disabilities Education Act, or IDEA, children with disabilities, birth through 21, are offered the right to access early intervention and special education services. Part C of IDEA addresses early intervention services, which are services and supports made available to infants and toddlers with disabilities from birth to age three. Early intervention services for infants and toddlers are provided within a natural environment for the child and services are family centered. Part B of IDEA relates to services for children with disabilities who are ages three through twenty-one. Beginning at age three, children who are eligible for special education services have the option to transition to Part B special education programs which are usually provided in a public school, Head Start center, or inclusive community early care and education center.

**For more information please contact:**

IDEA Part C services managed by the **OSSE Division of Special Education, Early Intervention.** (Link to URL: <http://osse.dc.gov/seo/cwp/view,a,1222,q,561151.asp>)

**Early Stages** (External link to URL: <http://www.earlystagesdc.org/for-professionals/links>) is a District of Columbia Public Schools initiative for children ages three through five years old. Early Stages is there to help families identify any delays children may have and provide appropriate services to help address those delays.

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