



Modeling the Cost of Child Care in the District of Columbia

March 11, 2016



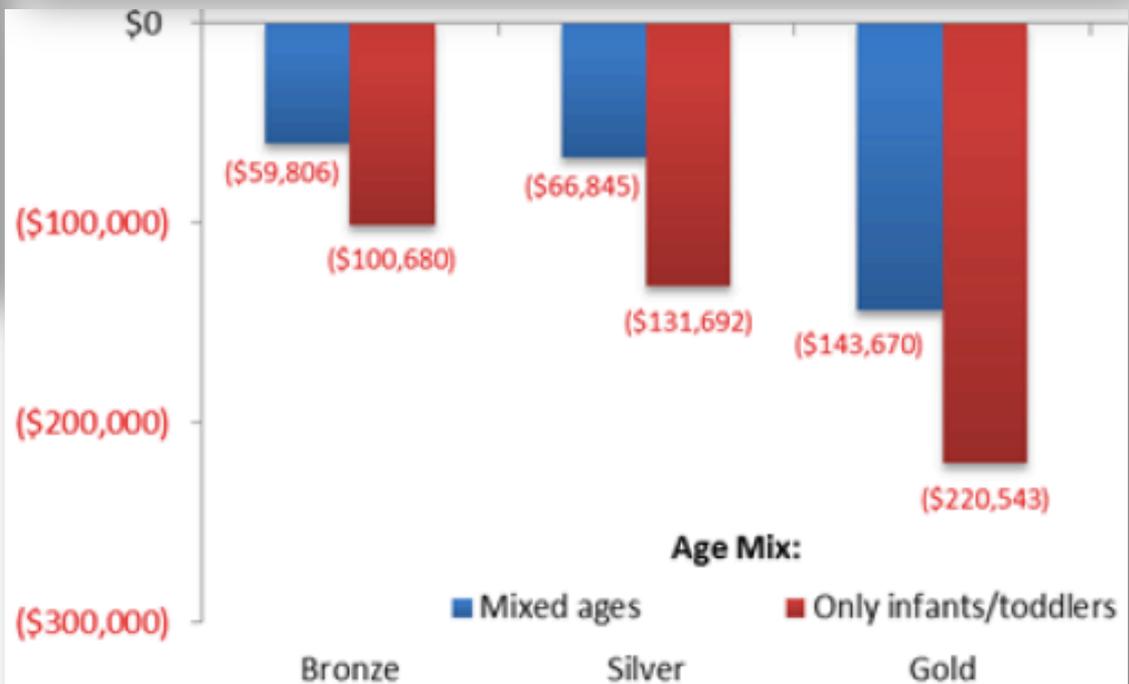
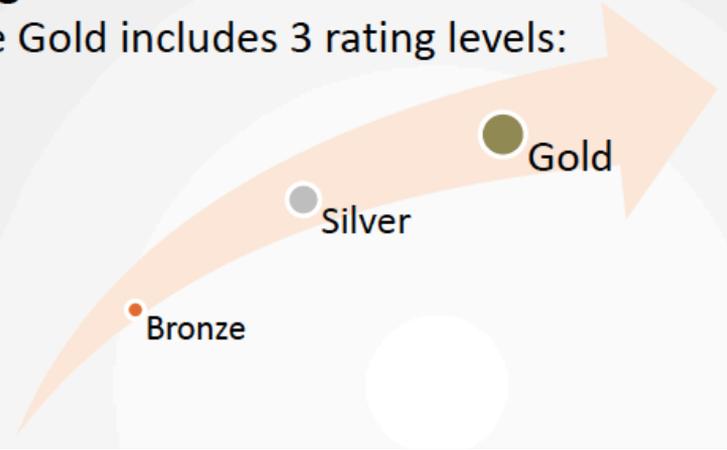
Rev. 3/24/2016



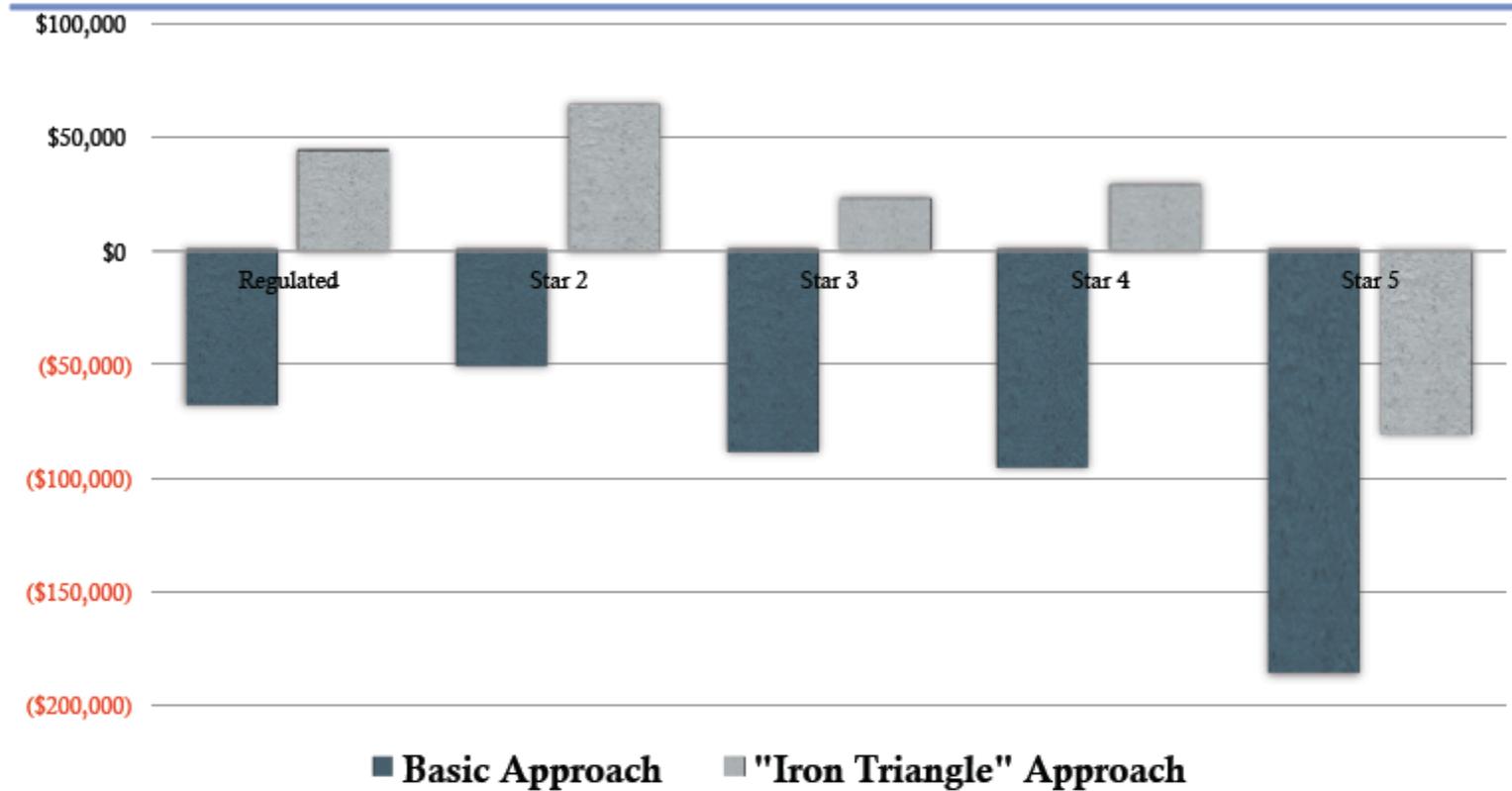
Capital Quality

Enhanced Rating

- Going for the Gold includes 3 rating levels:



State Example: Modeling the Impact of the Iron Triangle



Note: Iron Triangle approach boosts enrollment to 95% and lowers bad debt to 2%

EARLY CARE AND EDUCATION
COST MODELING

Libbie Poppick
Louise Stoney
Opportunities Exchange



SIMPLE INTERACTIONS

A STRENGTHS-BASED, PRACTICE-BASED, AND COMMUNITY-BASED APPROACH TO IMPROVE PROGRAM QUALITY
WITH HELPERS WHO SERVE CHILDREN, YOUTH, AND FAMILIES.

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... at least ONE ...

Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience

Decades of research (about resilience) ... the single most common finding is that children who end up doing well have had *at least one stable and committed relationship* with a supportive parent, caregiver, or other adult.

Young Children Develop in an Environment of Relationships

Stated simply, *relationships* are the “active ingredients” of the environment’s influence on healthy human development.

... active ingredient ...



Resources

Resourceful-ness

INFANT/TODDLER ENVIRONMENT RATING SCALE®

THIRD EDITION

The logo for ITERS-3 is a white sunburst shape with a black outline, containing the text "ITERS-3" in black. It is positioned in the upper right corner of the blue banner, with a thin black line extending from its base towards the center of the banner.

ITERS-3

What Is Substantially Different in the ITERS-3 (2017)
from the ITERS-R Updated (2006)?

ITERS-R requires close attention to **the number and quality of accessible materials.**

ITERS-3 requires less attention to accessible materials and **more attention to how the teachers use the materials** to foster children's learning.

What counts cannot always be
counted,

What can be counted does not
always count.

Attributed to Albert Einstein

Coaching and Quality Assistance in Quality Rating Improvement Systems

Approaches Used by TA Providers to Improve Quality in Early Care and Education Programs and Home-based Settings

Sheila Smith | Taylor Robbins | Will Schneider | J. Lee Kreder | Christine Ong

January 2012

Participating States

Colorado	Kentucky	Ohio
Delaware	Louisiana	Oklahoma
Idaho	Maine	Pennsylvania
Illinois	Mississippi	Tennessee
Indiana	New Mexico	Vermont
Iowa	North Carolina	

National Center for Children in Poverty
Mailman School of Public Health
Columbia University



NCCP

National Center for Children in Poverty
Mailman School of Public Health
Columbia University

Percentage of TA providers reporting each areas

as a “frequent focus” of TA and coaching

Area of TA/coaching	Centers	Homes
Improving the classroom/home-based setting environment	90%	88%
Improving specific features that will help the center/home-based setting move up in a QRIS rating	87%	76%

Move Up QRIS Rating (90%)

Observe the teacher/provider interact with children and provide feedback	55%	61%
Observe a teaching assistant or an assistant provider interact with children and provide feedback	50%	42%

Observe *Staff-Child* Interactions (50%)

Teach director how to conduct coaching to help them improve teacher practices

11%

Coaching the Coach (11%)

“helpful appreciator”

The greatest thing we can do is to find what is healthy and laudable about somebody else and reflect that to them. I really think that's the greatest weapon against any kind of bigotry and racism.

“helpful appreciator”

It's a large assignment, to be able to help people look deep within themselves and find what is wonderful there, because at the core of everyone is someone wonderful.

Fred Rogers



innovation is
finding something new
inside something known

Melissa Butler



INVESTMENT
IN **EARLY
LEARNING**

\$1

=

\$13

IN RETURN

INVESTMENT
IN **EARLY**
LEARNING

\$1

**How
did
we
invest?**

“The Big 3”

- **Perry Preschool** (1962)
- Abecedarian Project (1972)
- Chicago Child-Parent
Centers (1967 - now)

Louise Derman-Sparks and Evelyn Moore



| Our Proud Heritage |

Two Teachers Look Back The Ypsilanti Perry Preschool, Part I

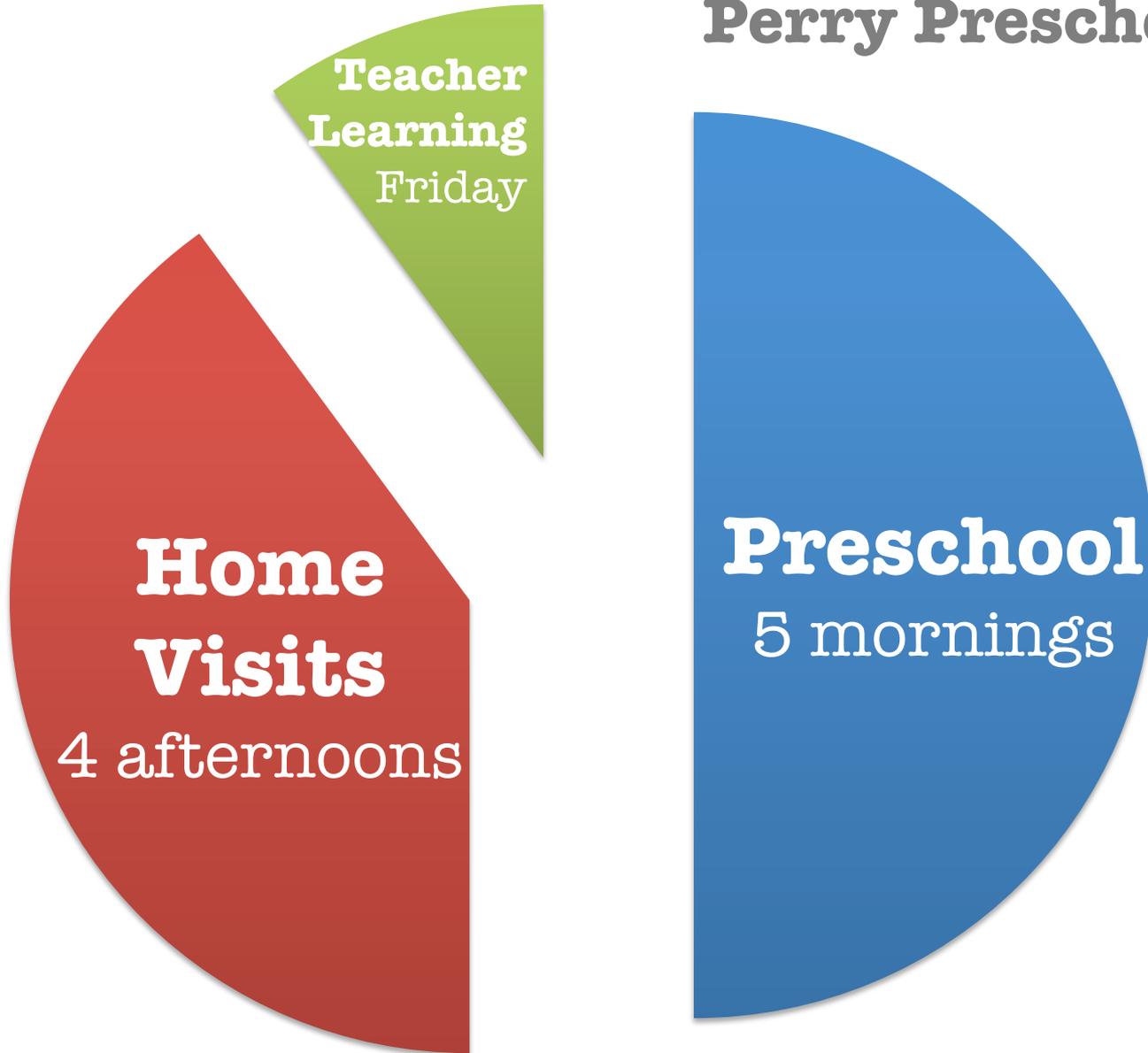


Louise Derman-Sparks and Evelyn Moore

Young Children

September 2016

Perry Preschool

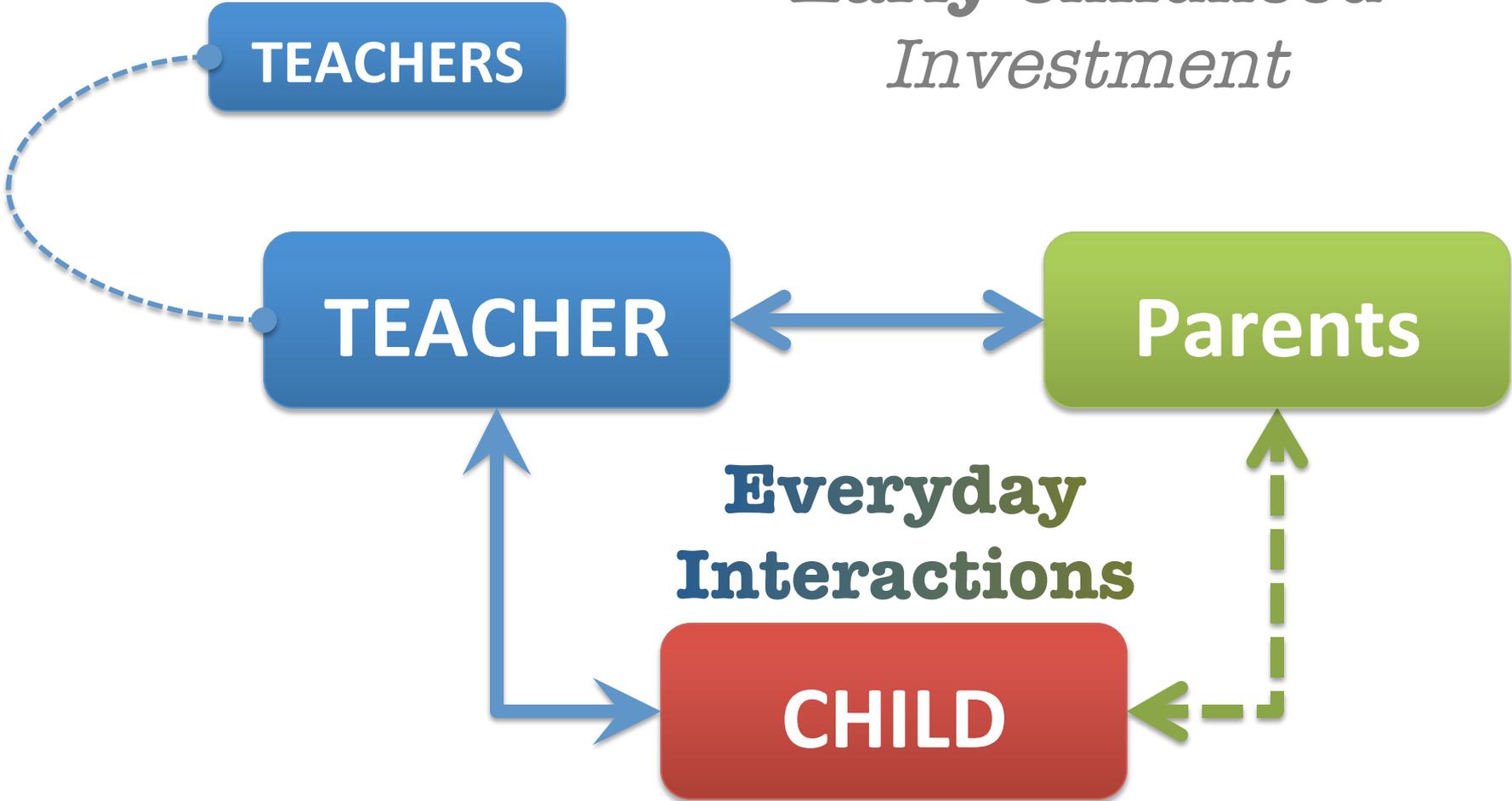


Preschool
5 mornings

Home Visits
4 afternoons

Teacher Learning
Friday

**Early Childhood
Investment**



INVESTMENT
IN **EARLY**
LEARNING

\$**1**

**How
much
did we
invest?**

Perry Preschool Teacher Salary

1962

\$6,500
(Entry Level)

INVESTMENT
IN **EARLY
LEARNING**

\$1

**Perry Preschool
Teacher Salary**

2017

\$65,000
(Career Avg.)

INVESTMENT
IN **EARLY**
LEARNING

\$1

**PA Head Start
Teacher Salary**

2015

\$27,000
(Median Salary)

60%

College Graduate

86%

Non-Hispanic White

62%

Married

96%

Health Insured

**PA Head Start
Teacher Salary**

2015

\$27,000
(Median Salary)

1 out of 5
Poor Physical Health
(2x)

1 out of 4
Clinical Depression
(1.3 x)

2 out of 7
Feeling unhealthy
mentally or
physically
50% of the time
(2x)

“For the staff to function well
in their work with children
and families,

They must be well.”

Whitaker et. al. (2012). The Physical and Mental Health of
Head Start Staff: Pennsylvania. *Center for Disease
Control and Prevention.*

ECE Investment

Be as invested in the helpers as the helpers are invested in our children.
We cannot make a lasting impact on children by skipping the adults in the middle.

Nonie Lesaux
Stephanie Jones



