Early Childhood Equity Grants: Round 1 Summary

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Today

1. Early Childhood Equity Grant Purpose and Design
2. Round 1 Results and Observations
3. Round 2 Refinement Discussion and Next Steps

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Early Childhood Equity Grant (ECEG) Purpose

- DCYF Round 1 purpose statement: to direct funding to the early care and education community and parent support programs, with a priority placed on BIPOC providers and providers serving BIPOC children, **to advance and inspire practices that promote inclusive and culturally responsive learning, environments, and enhanced language access**.

- Fair Start for Kids Act purpose: To serve as a step toward **expanding access to early learning** statewide and transforming Washington's early learning system to make it **more inclusive and equitable**

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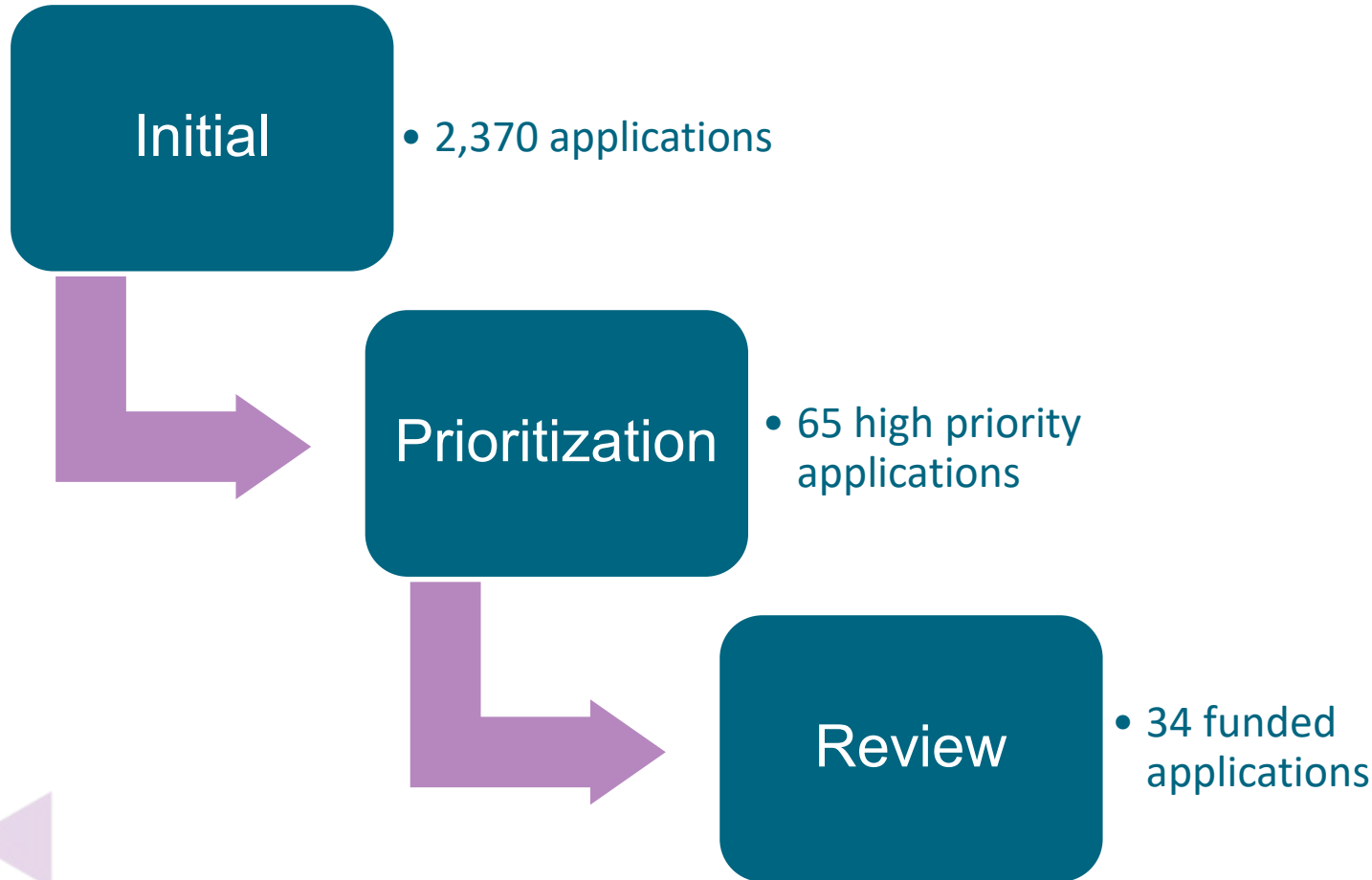CHILDREN, YOUTH & FAMILIES

Early Childhood Equity Grant Design

- DCYF utilized Liberatory Design Principles, coordinating with Ally Organizations to design the approach and facilitate design sessions with design-team members, who were eligible providers for Early Childhood Equity Grants.
- The sessions took place in April 2022
- The design team:
  - Defined an approach to prioritize grant applications, leading with racial equity.
    - This included an emphasis on programs serving BIPOC children, families receiving child care subsidy, and additional indicators that advance equity and inclusion.
 - Outlined a simple application

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Early Childhood Equity Grant Process: Round 1

Initial
- 2,370 applications

Prioritization
- 65 high priority applications

Review
- 34 funded applications

- DCYF used prioritization factors to pick the 65 highest priority projects out of the 2,370 applications submitted

- A community review panel rated the 65 applications

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Grantees: Who and Where

DCYF funded facilities in 9 different counties, and from all provider types.
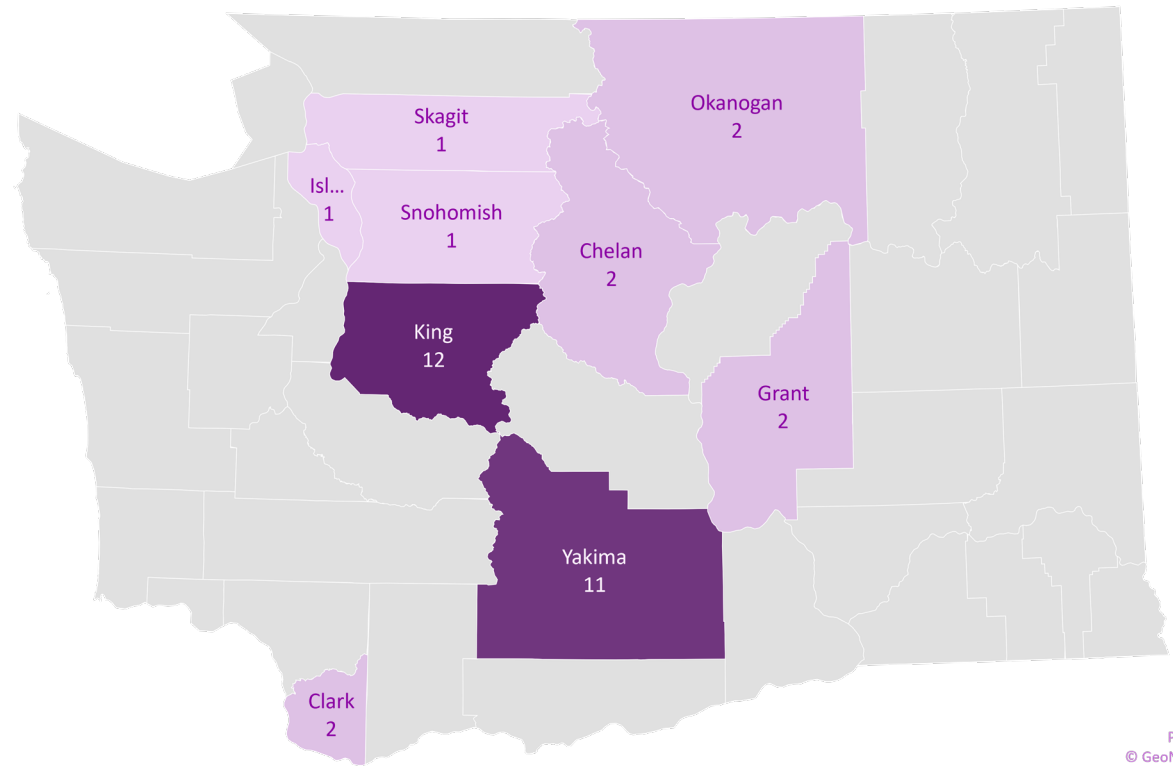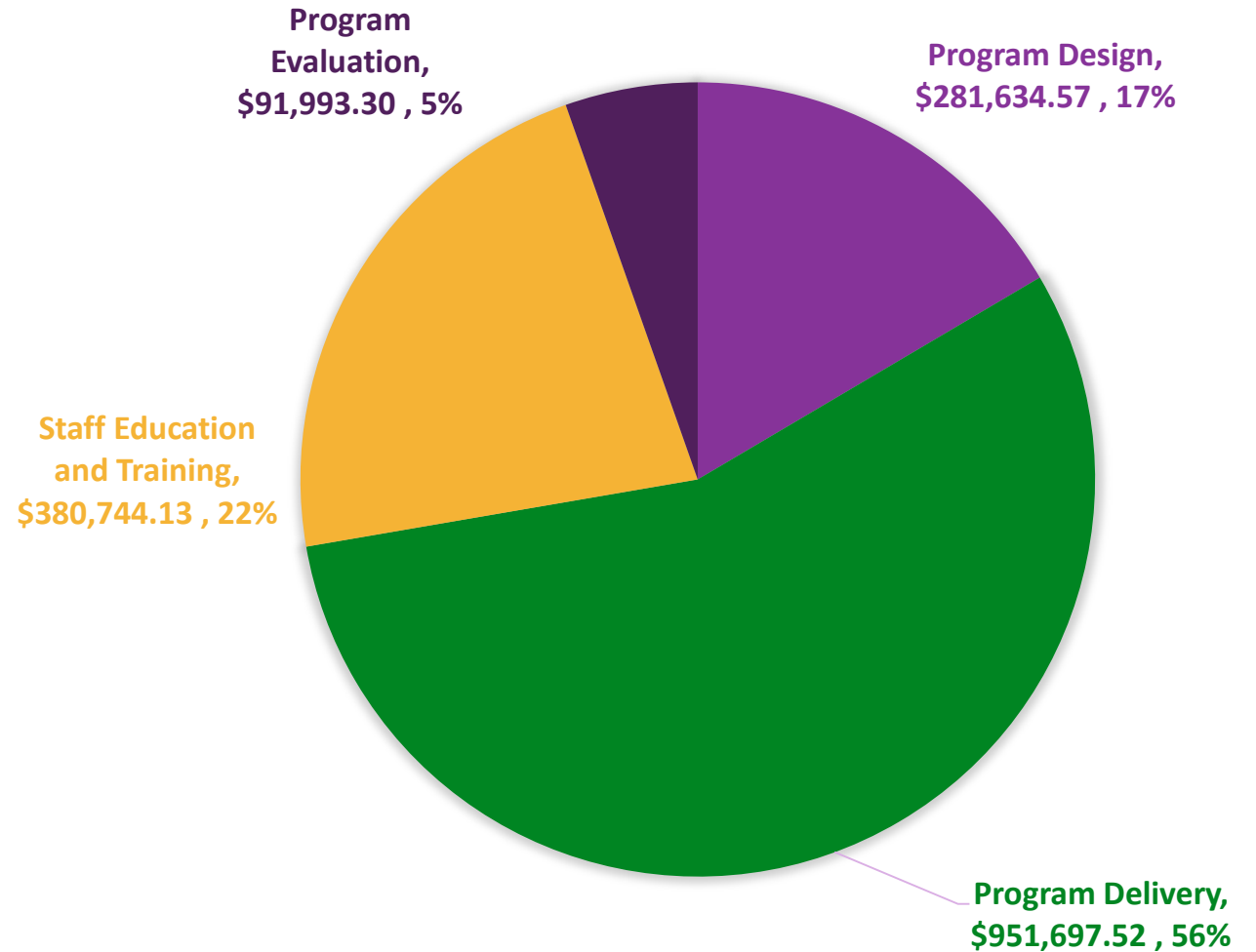
Types of Funded Activities

DCYF funded activities in the following categories:

- Program Design

- Program Delivery

- Staff Education and Training

- Program Evaluation

Program Evaluation, $91,993.30 , 5%

Program Design, $281,634.57 , 17%

Staff Education and Training, $380,744.13 , 22%

Program Delivery, $951,697.52 , 56%

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Priority Score Factors

- Facilities serving a large percentage of BIPOC children.
- Facilities serving a large percentage of children receiving state subsidies.
- Facilities serving children experiencing houselessness or homelessness.
- Facilities serving children in out-of-home care due to child welfare involvement.
- Facilities serving children who speak languages other than English at home.
- Facilities with a BIPOC licensee or license-exempt program owner.
- Facilities with BIPOC staff.
- Facilities that use a language other than English in the care environment.
- Facilities that provide care during non-standard hours, or 24-hour care.

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Priority Factors by Program Size

Licensed Capacity	Average percent BIPOC children	Total number of BIPOC children	Average percent receiving subsidy	Percent with child experiencing houselessness	Child in out-of-home-care	Children who speak language other than English at home	Licensee or license-exempt owner BIPOC	BIPOC staff	Language other than English used in care environment	Non-standard or 24 hour care
0 to 12	56%	4,754	64%	16%	14%	84%	78%	70% (20% N/A)	78%	59%
13 to 25	49%	504	34%	37%	32%	84%	50%	89%	61%	10%
26 to 50	46%	2,934	33%	23%	32%	90%	40%	90%	67%	12%
Over 50	46%	15,534	29%	29%	48%	94%	27%	96%	78%	10%

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Round 1: Current Observations

- Around 50% of grant applications requested funding for costs that did not fall within the allowable spend categories (hygiene work, international trips, rent costs)

- DCYF received many applications with very similar requests, including similar or identical wording that had been copy/pasted across applications that were not individualized for any specific site

- Priority scores seemed to unintentionally favor facilities with smaller licensed capacities

- Reviewers commented that providers were spending a lot of money on materials (using tens of thousands of dollars for toys and dramatic play) that might be more effectively used elsewhere

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Example Requests

- Play and Learn Group hiring developmental team from within cultural community, who speak the languages of the caregivers in their program, to conduct screenings to identify children in need of early intervention

- FFN caregiver in Skagit County, using funds to travel to events specific to the culture of the child she cares for that take place in a more populous area, and to purchase materials highlighting his culture

- LFH in Yakima County, using funds to purchase a bilingual curriculum that has take-home handouts so parents can follow along with what their children are learning

- Center in Clack County, using funds to hire a Diversity, Equity, and Inclusion consultant to evaluate their facility

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Preparing for Round 2

How can we continue to improve?

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Round 2

o What questions should DCYF be asking ourselves and providers related to the Early Childhood Equity Grant?

o How do we increase the number of strong applications? (50% of grant applicants applied for funding for costs that are not allowable)

o Would you do anything to improve the scoring and priority criteria?

o A subtitle to the grant could be added to better signal to providers what funds are for and what proposals should include. Do you have any proposed subtitles? Two examples are below.

- "Early Childhood Equity Grant
  to Fund New Ideas for Cultural and Linguistic Supports to Children"
- "Early Childhood Equity Grant
  for Projects that Expand Access to Inclusive and Culturally Responsive Learning"

Next Steps

Meet with Early Childhood Equity Grant Ally Organizations, and government-to-government, to gather their feedback

Send survey to providers to gather their input on what revisions should be implemented for Round 2

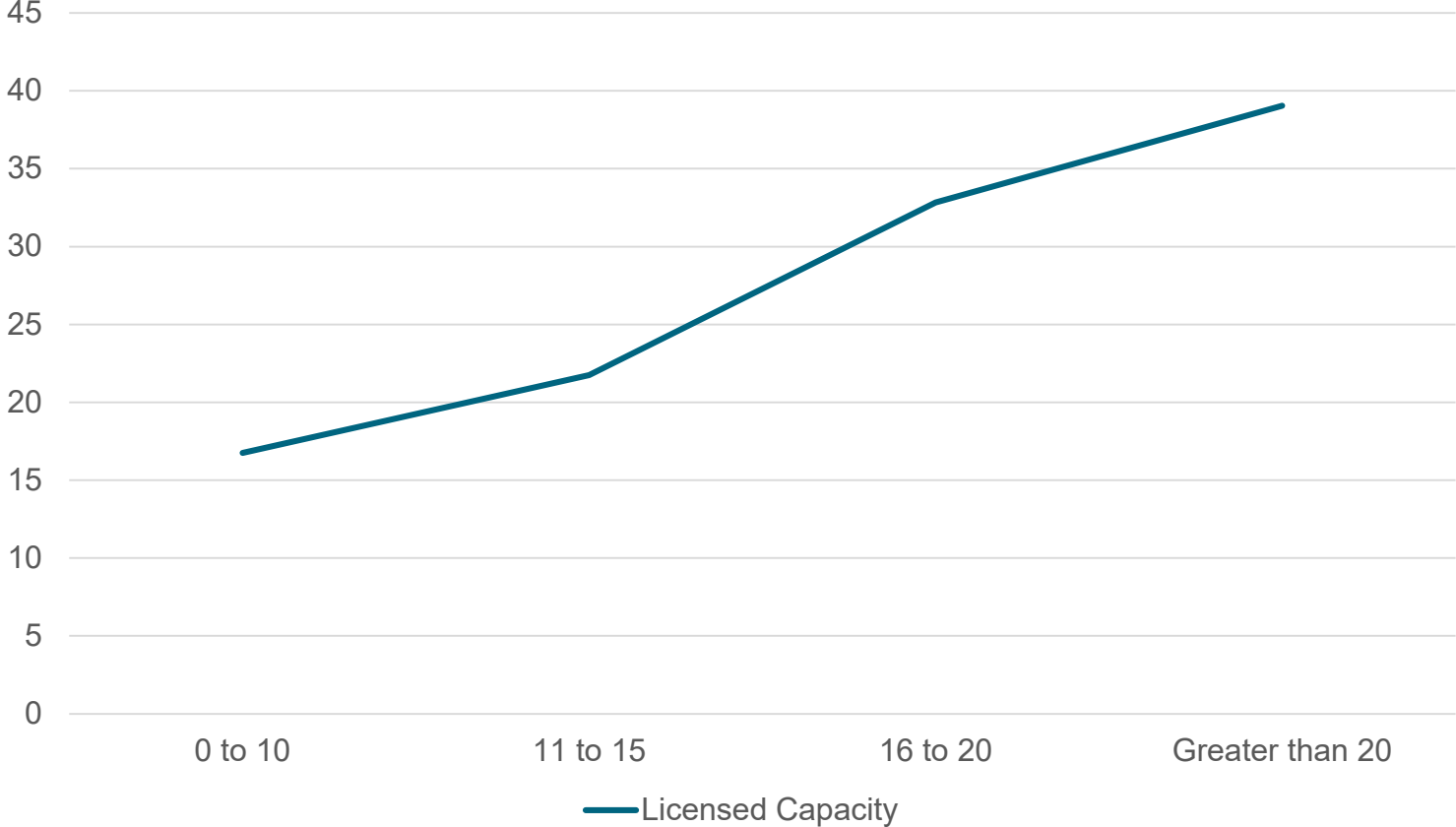**Share what DCYF has learned and what refinements will be implemented for Round 2**

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Priority Score

Average Licensed Capacity by Priority Score

Round 1 Approach: Priority Score and Project Quality

Mean Reviewer Score by Priority Score
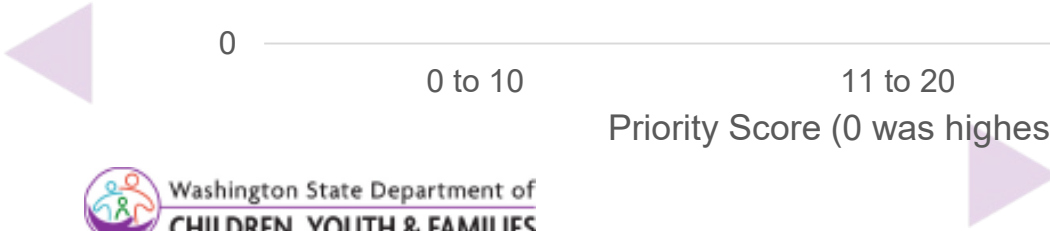

Mean Reviewer Score (y-axis): 0 to 3.5

Priority Score (0 was highest priority) (x-axis): 0 to 10, 11 to 20, 21 to 30
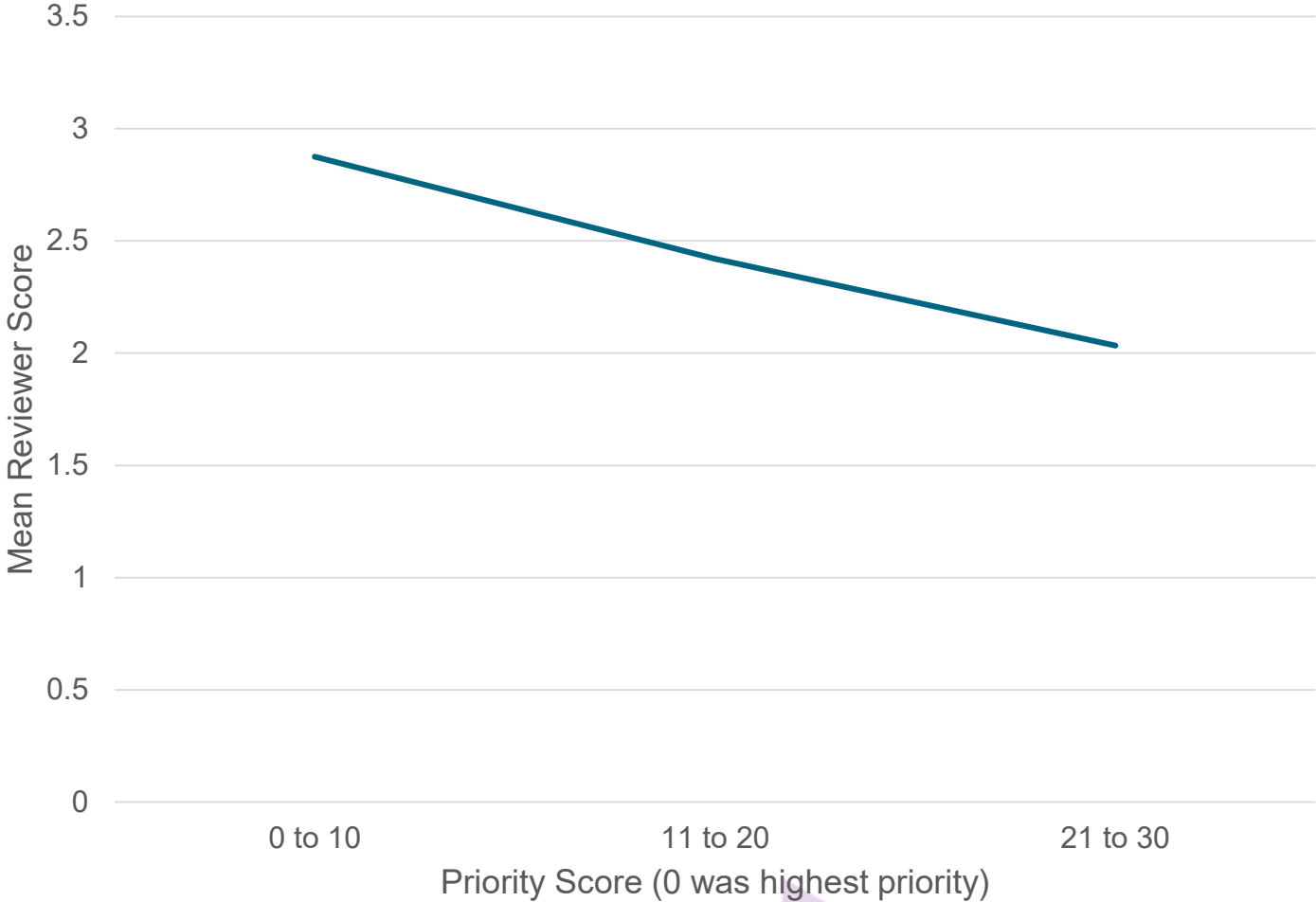
Community review panel members were more enthusiastic about funding lower priority projects

When should we consider project quality in the grants process, if at all?

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Spend Category Examples

- **Program Design**
  - **Curriculum**
  - **Develop Policies and Procedures**

- **Program Delivery**
  - **Hiring Specialized Staff**
  - **Classroom materials**
  - **Experiences for students and/or families: cultural experiences or field trips**
  - Other requests, such as developmental, hearing, and speech screenings for children in program.

- **Staff Education and Training**
  - **Conference registrations**
  - **Training on- or off-site**
  - **College courses related to inclusive/equitable, culturally/linguistically supportive practices**
  - **Education supports** (example, textbooks, laptops to attend trainings/courses)

- **Program Evaluation**
  - **Consultation** to complete evaluations
  - **Administering assessments** focused on equity
  - **Assessment tools** (example, ECEAP GOLD bundle to be used alongside Creative Curriculum)

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