



District of Columbia
Office of the State Superintendent of Education

The State of Pre-K in the District of Columbia

2014 Pre-K Report



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State Superintendent of Education

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WELCOME

Dear Education Stakeholder and Partner,

Since the passage of the “Pre-K Enhancement and Expansion Act of 2008” (Pre-K Act), the District of Columbia has seen substantial growth in the area of pre-kindergarten education and has been noted for both its investments and achievements in national conversations. This year marks a significant point in the Pre-K Act – to have “universal” access to pre-k education for all D.C. children by School Year 2013-2014. I am pleased to share that the goal has been realized. Pre-K educational services are available to all D.C. children. Now the attention must turn to the investments needed to ensure the quality of programming across all educational programs for children in the District of Columbia.

As the District’s population continues to grow each year and student enrollment in the public education system is steadily increasing, there is a call for an increased percentage of early childhood development programs that meet high quality standards and increased school-readiness rates for kindergarten-aged children. The District of Columbia continues its commitment to improve and expand early childhood education across all sectors to prepare its youngest citizens for success in the 21st century. Evidence of this commitment is demonstrated through the highest participation rates of state-funded Pre-K across the country and through the pilot of a birth to five continuum of care initiative. The Early Learning Quality Improvement Network (QIN) will provide critical resources to help subsidized child care providers meet the rigorous federal Early Head Start standards further increasing the health, learning, and development of infants and toddlers throughout the District. This initiative directly addresses the need to increase school-readiness rates for kindergarten-aged children and to provide a holistic implementation of services for children and their families.

A few key findings related to the capacity of D.C.’s pre-kindergarten programs shows:

- The District has sufficient capacity to educate three- and four-year-old children in the District.
- Approximately 86 percent of all three- and four-year-olds in D.C. were enrolled in publicly funded pre-k programs with 12,426 children attending Uniform Per Student Funding Formula programs and another 1,263 pre-school aged children attending full day subsidized programs.
- 5,280 pre-k-aged children benefited from Early Head Start and Head Start programming at either Community Based Organizations or in Title 1 DC Public Schools.
- Fifteen pre-k Assistance Grants were awarded to programs to improve quality in all pre-k sectors; with each grantee awarded, up to \$25,000 for two years, to enhance teacher training opportunities; receive accreditation; purchase curriculum and assessment materials; and increase parent involvement.

As the District’s State Education Agency, OSSE’s mission is to remove barriers and create pathways for District residents to receive a great education and prepare them for success in college, careers, and life. OSSE remains committed to working directly with our community partners to provide high-quality education for the resident students of the District of Columbia. We look forward to continuing our work on behalf of children and families

Sincerely,
Hanseul Kang
Acting State Superintendent of Education

INTRODUCTION

High quality pre-k education can significantly influence a child's cognitive, linguistic, physical, and social-emotional development, providing a solid foundation for school success and improved outcomes later in life.¹

Furthermore, investments in pre-k programs have been found to yield a rate of return of roughly \$8.60 for every dollar invested as a result of improved education, health, and societal outcomes and a reduced need for social spending, due to reduction in rates of special education, incarceration and public assistance.²



The District of Columbia has made early childhood a centerpiece within its education reform agenda, and now outranks all other states in both access for 3- and 4- year olds and in per-child spending. As a result of these investments in early education, the District of Columbia has positioned itself as a national leader in the provision of high quality pre-k. The next closest state only serves a total of 46% of 3- and 4- year olds, while the District of

Columbia has exceeded a service delivery rate of 80%. The District also spends the most on pre-k per child in the United States – more than \$10,000 over the national average to ensure that the program is high-quality.³

Passage of the historic “Pre-K Enhancement and Expansion Act of 2008” (Pre-K Act) has been the major driver behind this effort.⁴ The legislation set a goal for making high-quality pre-k available to all 3- and 4- year old children residing within DC by 2014. Additionally, the Pre-K Act codified a mixed-delivery approach to pre-k and set requirements for program quality. This legislation has also guided the development of the public pre-k program in DC. The oversight of over the Act's implementation, tasked to the District of Columbia Office of the State Superintendent of Education (OSSE), has made pre-k a central component of OSSE's efforts to ensure that all children in the District of Columbia are college and career ready.

Pursuant to the reporting requirements of the Pre-K Act, OSSE produces an annual report on the status of pre-k in the District addressing the following: (1) the quality of current public pre-k programs; (2) the capacity of public pre-k programs and the manner in which Head Start programs are incorporated into the early learning system; and (3) the current status of pre-k education in all sectors, including the status of monitoring, assessment, and quality improvement – all core components of a robust accountability processes. In addition, this report outlines key Fiscal Year 2014 (FY14) performance and service delivery trends and concludes with recommendations for ensuring the District continues its investments in pre-k and build upon what works, in order to realize its goals for all residents.

This year's pre-k annual report is particularly significant as FY14, which aligns with the 2013-2014 School Year (SY), is the benchmark year, as established in the Pre-K Act, for the District to implement a universally-accessible, high-quality pre-k program for all children in the District of Columbia. “Universal” pre-k is defined as pre-k that is available for any child, regardless of the child's abilities and family income.⁵ OSSE is pleased to report that the District of Columbia met the FY14 requirement of the Pre-K Act, thereby providing “universal” access to pre-k in FY14 for its residents.

QUALITY OF PUBLIC PRE-K PROGRAMS IN DC

The public pre-k programs in the District are administered through a mixed delivery system, so that families have a range of options in both public schools and community-based settings. The mixed delivery system allows families to choose a pre-k program that best meets their needs. Local funds, consistent with the Uniform Per Student Funding Formula (UPSFF) are available to D.C. Public Schools (DCPS), public charter schools (PCS), and community-based organizations (CBOs) that receive a Pre-K Incentive Program grant and meet the standards set forth in the Pre-K Act.⁶

For this year's annual report, data was collected and an assessment of quality environments and instruction was conducted in each of the three sectors that comprise the District's mixed delivery system, DCPS, PCS, and Pre-K Incentive CBO classrooms, as well as CBOs that serve pre-k aged children but do not participate in the Pre-K Incentive Program:

- DCPS offers pre-k in all of their elementary schools. Observation data from a sample of 109 DCPS classrooms in Title I schools were included in these analyses. The 109 classrooms were randomly selected, and all 57 Title I schools had at least one classroom in the sample. The sample includes approximately 38% of all early childhood education classrooms in DCPS.
- PCS are independent, local education agencies (LEAs) that receive public education funding and are chartered and monitored by the District of Columbia Public Charter School Board (PCSB). The partnership between PCSB, OSSE, and PCS allowed for pre-k classrooms in charter schools (a total of 300 classrooms) to be included as part of this year's evaluation of pre-k quality.
- CBOs are independent entities that typically provide full-day, year-round child care or Head Start services and other family supports. This year, OSSE included all community-based programs that receive public funds to serve pre-k aged children in the sample. In total, 82 classrooms serving pre-k aged children in CBOs were observed, all of which received public funding through the Child Care Subsidy Program. Of these, 39 classrooms received UPSFF funding through the Pre-K Incentive Program.

FY14 Service Delivery Trends

- The District of Columbia has sufficient pre-k capacity to serve an estimated 95% of 3- and 4-year old children.
- In FY14, 12,426 children were enrolled in the District of Columbia's public pre-k program, per OSSE enrollment audits. This accounts for 86% of the 14,450 3- and 4- year olds estimated to live in the District. The remaining 14% represent children whose families chose not to enroll their children in public pre-k.
- The majority of pre-k classrooms evaluated in FY14 had teachers who tailored environments to foster social-emotional development and maximized learning time.
- Pre-K classrooms in community-based organizations that received additional public funding to meet higher quality standards were more likely to have teachers that supported children's cognitive and language development than pre-k classrooms in community-based organizations that did not benefit from these additional resources.

Assessing Pre-K Classroom Quality through the CLASS Pre-K™ Evaluation Tool

The Classroom Assessment Scoring System (CLASS) is composed of dimensions organized into three domains of classroom experience – Emotional Support, Classroom Organization, and Instructional Support. The Emotional Support domain is designed to capture teachers’ support of children’s social and emotional functioning in the classroom. The Classroom Organization domain measures classroom-level interactions that regulate children’s behavior and ensure a productive learning environment throughout the day, and the Instructional Support domain captures the ways in which teachers effectively support children’s cognitive and language development.⁷

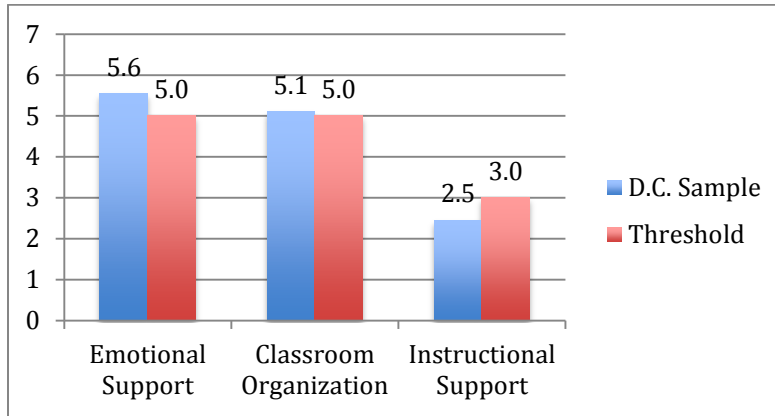
The CLASS Pre-K™ tool was used as a measure of pre-k classroom quality for this year’s evaluation. The tool is focused on interactions between adults and children; thus, it measures process quality rather than structural quality. For example, the tool measures how a teacher uses the environment with children instead of evaluating how the environment is arranged. Additionally, the CLASS Pre-K™ tool allowed for a seamless analysis across sectors, as both DCPS and PCS pre-k classrooms were already using it. The CLASS Pre-K™ scoring system is a scale between one and seven for each dimension, with higher scores indicating higher quality.⁸ Researchers have found that “threshold” scores of five or more in Emotional Support and Classroom Organization, and scores of three or more in Instructional Support, are associated with higher child social and academic gains.⁹ For this reason, several of the findings presented in this report examined how the District of Columbia’s pre-k classrooms scored in comparison to threshold scores on the CLASS Pre-K™ tool for each domain. Threshold scores provided a useful benchmark to consider the likely impact of a specific pre-k experience on a child’s development and learning.

External, independent evaluators conducted CLASS Pre-K™ observations in all CBOs and PCS. These classroom observations were pre-arranged, lasted approximately two to three hours, and took place over the course of one morning during a typical instructional day. In DCPS, the CLASS Pre-K™ observations were conducted on a sample of Title I classrooms by a different external, independent evaluator than CBOs and PCS. Although the CLASS Pre-K™ observations in DCPS were conducted by a different evaluator, national research and evaluation studies have affirmed the tool’s high rate of inter-rater reliability. Analyses across a number of studies indicate that levels of inter-rater agreement (within 1) across all CLASS Pre-K™ dimensions is about 87%, providing support for the reliability of the tool, even when observations are completed by different entities.¹⁰ CLASS Pre-K™ data for the entire sample (491 classrooms) across all sectors were analyzed and yielded the following findings:

Finding 1: Overall, Classrooms Exceeded the Thresholds for Emotional Support and Classroom Organization, but Fell Short of the Threshold for Instructional Support.

Classrooms in the sample had mean scores above 5 for the Emotional Support and Classroom Organization domains, meaning that classrooms met thresholds for these domains. This suggests that teachers are offering experiences in the classroom that are supportive of children’s social-emotional development and maximize learning time. However, in the Instructional Support domain, the sample of classrooms did not meet the threshold score of 3. The average score for this domain was a 2.5 for the sample. These findings suggest a need for additional professional learning opportunities specific to supporting children’s higher-order thinking skills and language development.

Figure 1: CLASS Pre-K™ Average Scores vs Threshold Scores by Domain



	Emotional Support	Classroom Organization	Instructional Support
Mean	5.55	5.10	2.45
Median	5.63	5.22	2.33
Mode	6.00	5.33	1.67

Classrooms in the sample had median Emotional Support, Classroom Organization, and Instructional Support scores of 5.63, 5.22, and 2.33, respectively. These statistics suggest that the sample did not have many outlying scores, as the median and mean scores were similar. The mode for Emotional Support was 6.00, suggesting that many classrooms received scores in the high range for this domain, and that Emotional Support is an area of strength for the District. The mode for Instructional Support was 1.67, which was lower than the District average. This suggests that many classrooms received a lower-than-average score in this domain, and that early learning professionals in the District may benefit from targeted professional development around teacher interactions and early learning instructional models.

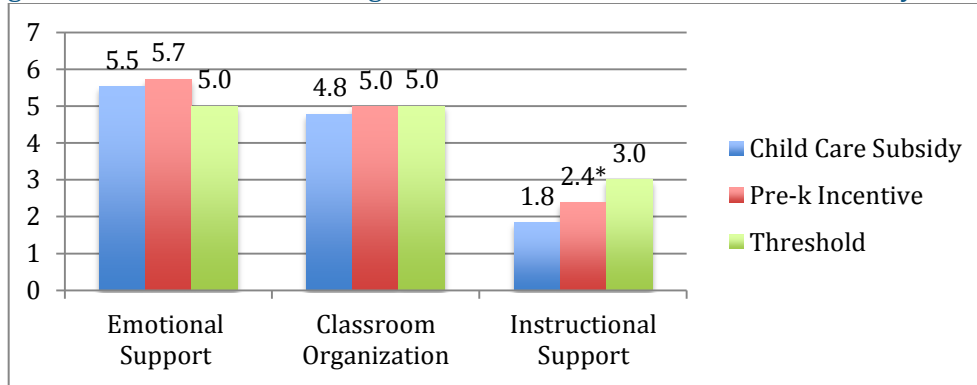
Finding 2: A Total of 104 Classrooms in the Sample Met or Exceeded CLASS Pre-K™ Thresholds in All Three Domains.

Across all sectors, 104 of the 491 classrooms scored at or above thresholds in the Emotional Support, Classroom Organization, and Instructional Support domains. This finding suggests that each sector has a subset of classrooms that could potentially be leveraged as models for best practice and professional learning. It is important to note that only a random sample of DCPS classrooms in Title I schools were included in the analysis. In addition, the CBO sector includes a mix of classrooms that receive Pre-K Incentive Program grants and classrooms that only receive child care subsidy funding, which are not required to comply with the quality standards in the Pre-K Act.

Finding 3: Classrooms Participating in the Pre-K Incentive Program had Higher Instructional Support Scores than Classrooms Participating in Only the Child Care Subsidy Program.

Classrooms in the sample that received Pre-K Incentive Program grants scored on average 2.4 in Instructional Support, whereas classrooms that only received child care subsidy funds had a threshold score of 1.8 on average. These findings, as presented in Figure 3, suggest that classrooms that receive Pre-K Incentive Grants are surpassing child care subsidy-only funded classrooms on aspects of program quality that are positively correlated with higher student achievement. Despite the fact that the Pre-K Incentive classrooms did not meet threshold scores in Instructional Support, more Pre-K Incentive Program classrooms outperformed classrooms in subsidy-only programs in all domains, and they also scored significantly higher in Instructional Support. These findings suggest further analysis is needed to better understand the impact of additional resources and higher program standards associated with the Pre-K Incentive Program.

Figure 3: CLASS Pre-K™ Average Scores for CBOs and Threshold Scores by Domain



*=Statistically significant at the $p < 0.05$ level

Finding 4: Ward 7 had Significantly Lower Emotional Support and Classroom Organization Scores.

Ward 7 was the only ward that had significantly lower Emotional Support and Classroom Organization scores in PCS, CBOs, and DCPS when compared to any other ward. Two statistically significant differences were found in relation to Ward 7’s performance in Emotional Support and Classroom Organization (see Figures 4 & 5 below). Ward 7 was significantly lower than Ward 1 in Emotional Support and significantly lower than Ward 8 in Classroom Organization. No other significant differences were found between any other wards or in any other CLASS Pre-K™ domain. While this tool is only one aspect of program quality, the data call for a closer and more robust examination of program quality in Ward 7 pre-k classrooms and the development of a cross sector strategy that helps better understand the types of technical assistance and supports needed to improve quality.

Figure 4: CLASS Pre-K™ Average Emotional Support Domain Scores by Ward

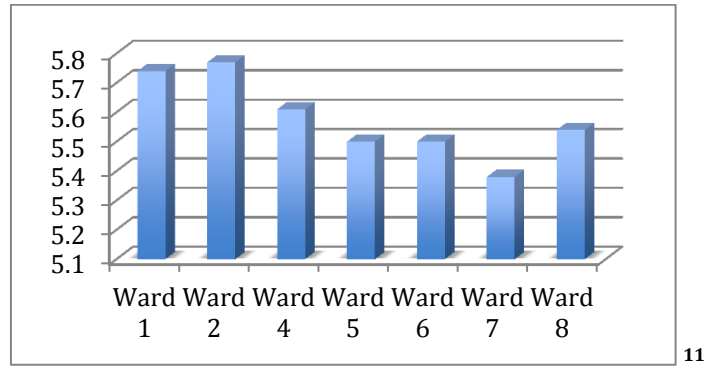
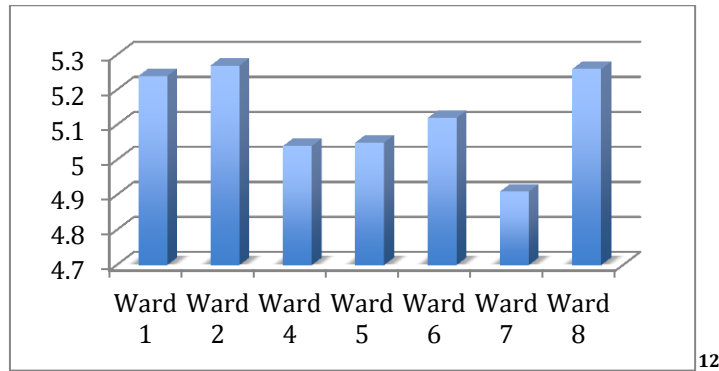


Figure 5: CLASS Pre-K™ Average Classroom Organization Domain Scores by Ward



The CLASS Pre-K™ tool provides one important lens through which to understand and analyze the quality of pre-k learning environments across the District. Overall, the findings from this year’s evaluation revealed that there are classrooms across all three sectors currently providing rich experiences to support the healthy development of young children. Findings also highlighted several important ways to build upon classroom quality in the District of Columbia indicating key areas to focus professional learning support. Moving forward, a more enhanced Quality Rating and Improvement System (QRIS) will allow the District to look at a broader set of indicators of program quality, which will further inform a more robust understanding of pre-k quality in the District.

CAPACITY OF PUBLIC PRE-K PROGRAMS IN DC

As previously discussed, the Pre-K Act requires a mixed delivery approach to public pre-k education. Through the mixed delivery approach, the District is able to leverage the capacity of all sectors to provide early education opportunities, while providing families with options to choose a pre-k program that best meet their needs. In FY14, parents could select among 154 different sites: DCPS had 75 sites, PCS had 58 sites, and CBOs had 21 Pre-K Incentive Program sites (See *Appendix A* for a complete list of all public pre-k sites).¹³ DCPS and PCS have the authority to decide on an annual basis how many pre-k 3-and 4-classrooms it wants to operate and where the classrooms will be located. Both receive the respective PK3 and PK4 USPPF rates for all 3-and 4-year old students enrolled. However, CBOs are required to compete for the Pre-K Incentive Grants, a targeted and fixed allocation of funding appropriated annually by the Council of the District of Columbia.

While a variety of class sizes have been observed a rough estimation of programmatic capacity is based on classroom configurations provided by each sector. Public school classrooms were weighted at 18 seats and CBO classrooms were weighted at 16 seats, which is the maximum number of children that can be served in a Pre-K Incentive CBO classroom. Across the District, there were 1,232 unfilled pre-k slots, and there were no children for whom pre-k was not available (see *Appendix B* and table below for capacity and utilization).¹⁴

Sector	Funding Source	Sites	Enrollment	Estimated Capacity ¹⁵	Utilization	Available Slots
DCPS	UPSFF	75	5,565	6,336	88% ¹⁶	771
PCS	UPSFF	58	6,290	6,714	94%	424
Pre-K Incentive Program	UPSFF ¹⁷	21	571	608	94%	37

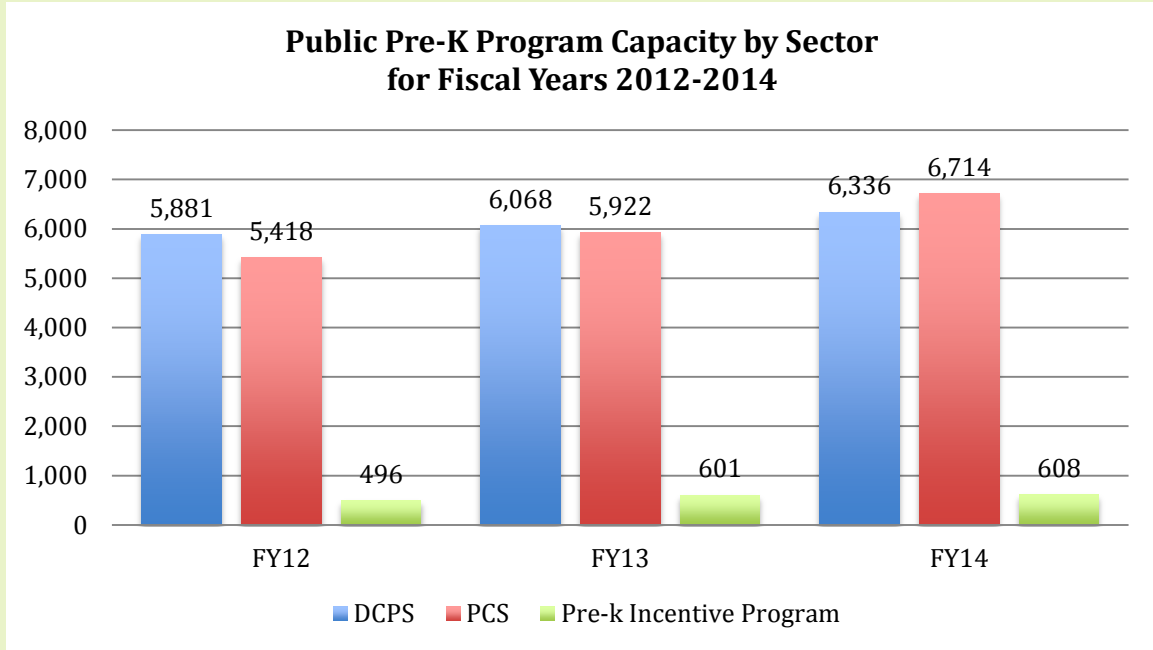
	Total Sites	Enrollment	Estimated Capacity	Estimated Capacity Utilization
Ward 1	18	1352	1538	88%
Ward 2	9	462	538	86%
Ward 3	8	340	342	99%
Ward 4	23	1785	1924	93%
Ward 5	25	1928	2132	90%
Ward 6	22	1931	2080	93%
Ward 7	19	1929	2322	83%
Ward 8	30	2699	2782	97%
Total	154	12426	13658	91%

It is important to note that while parents have many choices parents are not always guaranteed a pre-k slot for their child at the program of first choice. DCPS has neighborhood zoned elementary schools, which means that students living within the boundary have a right to attend their neighborhood elementary school at any time during the school year. However, since pre-k is not compulsory, pre-k students living in the boundary have a preference in an early child lottery. DCPS is able to elect, and has elected, to provide preference for siblings. Starting in the 2015—2016 SY, DCPS is piloting an approach that provides guaranteed pre-k seats in six DCPS Title I schools.

By law, PCS may only admit students by lottery and provide preference for siblings. In FY14-15, the Office of the Deputy Mayor of Education (DME) launched My School DC, a common application and lottery for public education.¹⁸ This new system further simplified the application process for parents, as previously parents had to submit separate applications to DCPS and PCS under the same timeline. In some cases demand for a certain program exceeds supply, and not all programs are able to accommodate the demand for their services.

Program Capacity in the District of Columbia

The District’s capacity (slots in schools and community-based organizations) to serve 3- and 4-year old children in all three sectors has steadily increased for the past three years. In FY14 alone, there has been an estimated 8% increase in capacity, which equates to approximately 1,067 additional pre-k slots. Capacity in the CBO sector is calculated by determining the number of funded slots in the Pre-K Incentive Program. It’s important to note that the licensed capacity for pre-k aged slots in CBOs is much greater than 608.



*Capacity counts are generated from classroom/slot projections by respective sectors

Participation in Public Pre-K Programs in DC

The share of children that are served in a state’s pre-k program is another commonly used standard for determining whether or not a state provides “universal” access to public pre-k. As shown in Table 1, a total of 12,426 children were enrolled in the public pre-k program in FY14 (2013—2014 SY), per OSSE enrollment audits conducted in October 2013. This accounts for 86% of the 14,450 3- and 4- year olds estimated to live in the District.¹⁹ This far exceeds any other state in terms of the share of children served in public pre-k, particularly when considering enrollment for 3-year olds.²⁰

Table 1: Public Pre-K Program Access by Sector for FY14

Sector	Funding Source	Sites	Enrollment	Estimated Capacity ²¹	Utilization	Available Slots
DCPS	UPSFF	75	5,565	6,336	88%	771
PCS	UPSFF	58	6,290	6,714	94%	424

Pre-K Incentive Program	UPSFF ²²	21	571	608	94%	37
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The public pre-k program overall had a 91% utilization rate, calculated by comparing total enrollment and total capacity (see Table 1 above) at the time of the OSSE enrollment audit. This percentage fluctuates throughout the year, however, as children transition from programs across sectors. Moreover, participation in public pre-k is non-compulsory; as such children enroll and withdraw on a rolling basis. It is also important to note that enrollment and capacity in the CBO sector is greater than what is shown in Table 1 for the Pre-K Incentive CBO classrooms, as noted above. Table 2, shows 1,263 pre-k aged children are served outside of the District’s public pre-k program in child care centers and homes that receive public funds through the Child Care Subsidy Program. However, these classrooms are not required to meet all of the quality standards in the Pre-K Act and the reimbursement rates for the subsidy program are lower than the rate for pre-k stipulated in the UPSFF (\$12,480 for 3 year olds and \$12,098 for 4 year olds). Even at the highest rate of reimbursement, \$7,560 for 180 days (the required number of days for the pre-k incentive program) within the Child Care Subsidy Program, providers receive \$4,920 less per child for each 3 year old and \$4,538 less per child for each 4 year old when compared to the UPSFF allocations.²³ Pre-K Incentive classrooms also receive additional funds for technical assistance and professional development.



Table 2: Child Care Subsidy Program Access for Three and Four Year Olds - FY14

Sector	Funding Source	Sites	Enrollment	Licensed Capacity*
Subsidized CBOs & Homes	CCDF	152	1,263	3,924

Head Start Coordination in DC

Head Start is a federal program that promotes school readiness of low income children through agencies in local communities. In addition to early education services, Head Start programs are required to provide:

- Physical, oral, and mental health services for children;
- Nutritious meals and snacks and nutrition education for children and their families;
- Parent involvement and engagement including two home visits, two parent-teacher conferences, and regular parent meetings; and
- Family partnership agreements that support parents in setting and achieving personal and family goals.

The federal government allocates approximately \$25 million annually in Head Start funding for the District of Columbia. As shown in Table 3, these resources provide for the availability of Head Start services in all sectors – PCS, DCPS, and CBOs. DCPS is the single largest Head Start provider in the District of Columbia. Moreover, DCPS is in its fourth year of implementation of its innovative Head Start School-Wide Model, which leverages local dollars along with federal Head Start dollars to guarantee a pre-k experience consistent with the Head Start Program Performance Standards for all children enrolled in all Title I schools. In this manner, DCPS is able to ensure an efficient use of its available funding sources, consistently meet rigorous standards for program quality, and provide children and families with a range of comprehensive health, nutrition, mental health, and family engagement services. The largest provider of Head Start services in the CBO sector is the United Planning Organization (UPO). UPO partners with DCPS, PCS, and other CBOS to expand Head Start and Early Head Start in the city. For example, UPO provides Early Head Start services (serving pregnant women and children birth to age three) in several DCPS elementary and high schools. Additionally, UPO partners with PCS and CBOs to either increase the number of pre-k slots in their programs and/or ensure that these programs are able to leverage federal resources to provide Head Start comprehensive services.

DC’s Birth to Five Head Start Pilot Initiative

In Fiscal Year 2013, the federal government selected the District as one of five cities to participate in a new, Birth to Five Pilot Initiative, which aims to give communities greater flexibility in designing Head Start and Early Head Start programs to better meet the needs of young children and communities from birth until they enter pre-k or kindergarten. Approximately \$17 million in

* This number represents preschool licensed capacity in child development centers which is defined in the DCMR 29 as 24 months – five years of age. The Pre-K Incentive and Head Start students are served in these licensed slots as well.

existing Head Start funding was competitively bid and applicants were encouraged to submit a single, comprehensive proposal for both Head Start and Early Head Start funding that ensured a continuum of care for children from birth to five, including services for expectant families. Table 3 shows the District of Columbia’s Head Start and Early Head Start grantees, both prior to and post the Obama Administration’s funding announcement. A key outcome of the Birth to Five Pilot in the District is that additional Head Start resources are being used to expand the supply of Early Head Start services, in both home-based and center-based program models, and new partnerships across sectors are leveraging federal Head Start resources to better address transitions from infant and toddler care to pre-k.

Table 3: Head Start Program Participation for FY14

September 2013 - July 2014				August 2014		
Grantees	Home-based ²⁴	Early Head Start center	Head Start center	Home-based	Early Head Start center	Head Start center
DCPS ²⁵			4,293			5,029
Bright Beginnings, Inc.		13	44	10** 63*	33	51
CentroNia	-	-	-	72*		
Educare of Washington, DC ²⁶		56	85		64	102
Edward C. Mazique Parent Child Center	10*	72	93	-	-	-
Kennedy Institute	62**		2	-		-
Rosemount	120** 77*	39	63	77*	39	
UPO - AppleTree Early Learning Center PCS Oklahoma			112			-
UPO - AppleTree Early Learning Center PCS – Douglas Knolls			67			49
UPO Apple TREE Early Learning Center PCS Savannah Place			67			49
UPO – Azeeze		16			16	
UPO - Ballou		16			16	
UPO – C.W. Harris		16			16	
UPO - Dunbar		8			8	
UPO – Edgewood		24			24	
UPO – Fredrick Douglass		40			40	
UPO – Luke C. Moore		7			8	
UPO – Marie Reed		16			16	
UPO – Woodson		8			8	
UPO – Anacostia High School		24			24	
UPO – Home Base	40*			72*		

September 2013 - July 2014				August 2014		
Grantees	Home-based ²⁴	Early Head Start center	Head Start center	Home-based	Early Head Start center	Head Start center
Spanish Education Center			21		36	
Eagle Academy Charter School			17			-
Healthy Babies				52*		
UPO-Atlantic Gardens					24	
UPO-Paradise					16	
Christian Academy					40	
Total	309	355	4,864	346	428	5,280
<i>*Early Head Start</i>		<i>**Head Start</i>				

UPDATE ON PUBLIC PRE-K PROGRAM GOALS AND BENCHMARKS

The following section provides a status update on goals included in the FY13 annual pre-k report, namely progress on activities that will 1) ensure the District is able to track the impact of public pre-k on students learning and development; 2) ensure that every pre-k seat in the District is a quality seat; and 3) information about pre-k program quality is accessible to families.

GOAL 1: TRACKING STUDENT LEARNING AND DEVELOPMENT

Status of District of Columbia’s Kindergarten Readiness Assessment

The District of Columbia is moving forward with plans to administer the Early Development Instrument (EDI), a population-based measure that covers five domains of early childhood development (physical health and well-being, social competence, emotional maturity, language and cognitive skills, communication skills, and general knowledge), which describes how children are developing and has predictive validity in reading and math up to sixth grade. OSSE is contracting with the University of California, Los Angeles (UCLA), Center for Healthier Children, Families, and Communities to assist with implementation of the EDI in the 2014—2015 SY for all classrooms serving 4-year olds across all sectors. The EDI results will present population level data of children’s kindergarten readiness across all domains of development overlaid with community assets and other data, including Temporary Assistance for Needy Families (TANF) participation, Supplemental Nutrition Assistance Program (SNAP) certification, and homeless data, all of which are factors used to determine the number of students at-risk for academic failure. OSSE will use the 39 neighborhood clusters in the District of Columbia as the geographic boundaries for displaying the data to inform both local and District-wide planning efforts, to make evidence-based decisions when targeting early childhood resources, and to track the impact of early learning policies on child outcomes over time.

OSSE will incentivize participation in this data collection process in order to ensure full participation across all neighborhood clusters. This collection will provide a much more robust picture of school readiness than the limited Teaching Strategies GOLD™ pilot OSSE conducted in

2013 that resulted in a non-representative sample of schools and students. Additionally, as noted in the FY13 pre-k annual report, the District joined the K-3 Formative Assessment Consortium, a North Carolina led, 10 state consortium funded through a grant from the U.S. Department of Education to develop a new K-3 formative assessment system. The tools and all related teacher professional development resources will be available to District LEAs free of charge. In FY15, OSSE will work with a committee of the State Early Childhood Development Coordinating Council (SECDCC), which includes LEA representatives, to participate in the Consortium activities including the design and development of an implementation and communication plan that ensures key District stakeholders are informed and engaged in the work.

GOAL 2: ENSURE EVERY PRE-K SEAT IS A QUALITY SEAT

Status of the Enhanced Quality Rating and Improvement System (QRIS)

Since the development of “Going for the Gold” in 2004, the District has expanded to a multi-sector, mixed delivery system, which now includes DCPS, PCS, CBOs in the Pre-K Incentive Program, and subsidized child development centers and homes. With this expansion, OSSE is working to revise the current QRIS to develop a common approach to assessing the quality of programs serving children birth to school entry, and align a quality improvement approach that concentrates resources for quality improvement where it is most needed. The intended outcome of the District’s QRIS strategy is to establish a singular system that (1) rates all early learning programs across all sectors; (2) serves as a guide for programs to continuously improve children’s learning and development outcomes; (3) assists families in making the most informed decisions about early learning programs for their children; and (4) targets quality improvement resources to the programs with the least capacity and most in need of assistance. A draft framework for rating program quality has been developed in collaboration with national experts in QRIS development. Additionally, this past year, as discussed above, OSSE collected data using the CLASS Pre-K™ measure in all pre-k programs in the PCS and CBO sectors, and analyzed data on a sample of pre-k programs in DCPS. This is important because an early learning program’s scores on the CLASS Pre-K™ will factor into the rating of a programs’ quality.

During FY15, OSSE expects to finalize the QRIS framework and rate a representative sample of programs across all sectors. Further, OSSE will collect and analyze CLASS Pre-K™ data in all early learning and development programs in FY15, including 205 infant and toddler classrooms. The CLASS Pre-K™ scores from the pre-k programs collected in FY14 will be used to set baseline scores that will be used to develop realistic targets for programs to advance on progressively higher levels of quality. OSSE has convened representatives from the PCS, DCPS, and CBO sectors to provide initial feedback on the draft quality rating framework and the SECDCC has formed a committee focused on the District’s QRIS framework. This SECDCC committee will help inform OSSE’s strategy for communicating information about quality ratings to families and the public.

GOAL 3: ENSURE INFORMATION ABOUT PRE-K PROGRAM QUALITY IS ACCESSIBLE TO FAMILIES

An equitable, accessible, and transparent QRIS will allow families to make informed choices about their child’s pre-k experience. OSSE will partner with the District of Columbia’s child care resource and referral agency to ensure parents understand the components and value of the QRIS. Information about quality early learning and the newly revised QRIS will be shared with parents through websites, bulletins, newsletters, and parent focused events and publications.

Pre-K Incentive Program Grants to CBOs

Since 2008, OSSE has awarded grants to eligible CBOs to establish classrooms that provide high-quality early educational services that meet both the academic and social needs of all children, and help programs meet quality requirements included in the Pre-K Act. Such requirements include: maintaining small class sizes; providing technical assistance and coaching support for educators; hiring and retaining teachers with a minimum qualification of a bachelor's degree in early childhood education; and offering comprehensive health and family support services for all enrolled children. In FY14, OSSE awarded nearly \$7.8 million to support 39 high-quality pre-k classrooms (see Table 4 for a list of Pre-K Incentive classrooms). OSSE also provided additional resources in the amount of \$307,092 in FY14 to Pre-K Incentive grantees in order to keep pace with increases in the UPSFF pre-k rate. As previously noted, available data on program quality suggest that this policy of providing additional resources to the CBO sector to meet higher quality standards has made an impact in classroom environmental and instructional quality.

Table 4: Pre-K Incentive Program Participation for FY14

Pre-K Incentive Grantees	Number of Classrooms	FY14 Enrollment
Associates in Renewal in Education	2	28
Barbara Chambers Child Development Center	4	60
Big Mama's Children's Center	1	14
Bright Beginnings, Inc.	2	46
Bright Start	1	16
CentroNía	5	80
Dawn to Dusk	1	16
Easter Seals Child Development Center	1	11
Edward Mazique Parent and Child Center	1	15
Happy Faces Learning Center	1	16
Jubilee Jumpstart	1	15
Kiddies Kollege	2	31
Lt. Joseph P. Kennedy Institute	1	4
Martha's Table	2	23
Matthews Memorial Child Development Center	2	29
National Children's Center	2	30
Sunshine Early Learning Center	5	80
The Geneva Ivey Day School	1	16
United Planning Organization	3	25
Zena's Child Development Center	1	16
Total	39	571

Pre-K Incentive Technical Assistance Funding for CBOs

Included as an important quality improvement component of the Pre-K Incentive Program, grantees are required to obtain technical assistance and coaching support in order to provide enhanced professional learning opportunities for educators to reflect and improve upon on practices in sustained and meaningful ways. Required training and technical assistance must be provided by OSSE-approved training and technical assistance specialists, and can be focused on supporting implementation of curricula, classroom instruction, evaluation design, parent involvement, marketing and community outreach, and use of computers and other equipment. Training must also be aligned with the District of Columbia Professionals Receiving Opportunities and Support (DC-PROS) for new teachers and program leaders. The total amount spent on training and technical assistance must not exceed \$2,253 per child for these professional development opportunities.

Pre-K Facilities Improvement Grants for CBOs

The Pre-K Facilities Improvement Grants provide one year grants, up to \$25,000, to support quality improvement efforts in community-based child care programs, including center-based settings and homes. This grant presented providers across the District of Columbia with an opportunity to address the quality of environments and facilities. Allowable grant activities included, among others, minor facility renovation projects, playground improvements, and purchase of curricular materials. Applicants were required to submit a program needs assessment and cost analysis. Applications were scored and awarded based on the criteria as outlined in Appendix C. OSSE received 30 grant applications, 19 of which were awarded totaling \$492,340. Projects spanned from August 2013 to August 2014 with a total of \$179,387 of the awarded amount spent in FY14. See Appendix D for a complete list of Pre-K Facilities Improvement Grant awards and information about associated projects.

Additional Efforts to Ensure Program Quality

Additional key activities that further the District of Columbia's goals to ensure pre-k program quality include the following:

- OSSE is in the process of revising child care licensing standards to comply with new local and federal requirements and align to new research regarding the quality of child care. These will serve as the foundation for program quality requirements within the CBO sector, including programs that do not receive public funds. A draft of the revised child care licensing standards will be published for public comment in the FY15. In the coming year, OSSE will finalize new licensing standards, train all child care providers on the new expectations, and revise its monitoring process to align to the new requirements.
- The District has also embarked on a new quality improvement strategy aligned to the quality rating framework—the neighborhood-based Early Learning Quality Improvement Network (QIN) - to support child care programs in CBOs to implement an evidenced-based model of infant and toddler care aligned to Early Head Start standards. The District of Columbia received \$5 million in federal funding over five years to compliment nearly \$8 million in local funding for this initiative. OSSE has awarded grants to UPO, Mary's Center, and CentroNia to serve as the hub leaders in the QIN. OSSE announced the hub leaders at a launch for the initiative in December 2014. In the coming year, OSSE will work with the hub leaders and child care partners to successfully implement the initiative as well as document the work of this effort to inform future scale of additional networks.

CONCLUSION

This FY14 pre-k annual report documents the results of the District of Columbia's five year strategy to ensure access to higher quality pre-k for all 3- and 4-year old children in the city. The District is the national leader in access and funding for public pre-k and has achieved this status well before the required timelines included in the Pre-K Act.

While we have many points of pride in this arena, there is still more work to be done. The focus for the next five years should include:

- Maintaining and sustaining the availability of pre-k slots;
- Addressing compensation equity across sectors;
- Ensuring quality across all sectors; and
- Implementing a robust QRIS that supports families in making informed choices about their child's pre-k program and helps the District actively incubate effective programs.

Additionally, while expanding the Pre-K Incentive Program to child care sites serving low-income, pre-k aged children in full-day, full-year care will support parent choice and improve the quality of early learning in the District, OSSE must set goals around how to document the impact of these investments on child outcomes. In order for the District to achieve its education reform goals, OSSE must ensure a continuum of early childhood services that provide high-quality educational experiences for children from birth through the third grade.



APPENDICES

Appendix A: FY14 Sites & Enrollment for Public Pre-K Program in District

DC Public Schools (DCPS)

School Name	Pre-K 3	Pre-K 4	Total
AITON Elementary School (ES)	39	44	83
AMIDON BOWEN ES	30	42	72
BANCROFT ES	47	59	106
BARNARD ES	64	84	148
BEERS ES	44	55	99
BRENT ES	39	48	87
BRIGHTWOOD Education Campus (EC)	38	47	85
BROOKLAND EC AT BUNKER HILL	15	18	33
BROWNE EC	27	42	69
BRUCE MONROE ES AT PARK VIEW	48	53	101
BURROUGHS EC	28	29	57
BURRVILLE ES	46	60	106
C W HARRIS ES	17	36	53
CAPITOL HILL MONTESSORI SCHOOL AT LOGAN	63	60	123
CLEVELAND ES	37	40	77
DREW ES	23	27	50
EATON ES	0	36	36
GARFIELD ES	19	31	50
GARRISON ES	42	48	90
H D COOKE ES	30	56	86
HEARST ES	2	43	45
HENDLEY ES	26	36	62
HOUSTON ES	24	35	59
HYDE ADDISON ES	0	21	21
J O WILSON ES	46	61	107
JANNEY ES	0	60	60
KETCHAM ES	30	40	70
KEY ES	0	39	39
KIMBALL ES	30	39	69
KING, M L ES	30	48	78
LAFAYETTE ES	0	79	79
LANGDON EC	26	42	68
LANGLEY EC	31	36	67
LASALLE BACKUS EC	20	33	53
LECKIE ES	42	57	99
LUDLOW TAYLOR ES	48	55	103
MALCOLM X ES AT GREEN	34	34	68

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School Name	Pre-K 3	Pre-K 4	Total
MANN ES	0	38	38
MARIE REED ES	52	43	95
MAURY ES	35	50	85
MINER ES	50	57	107
MOTEN ES	25	36	61
MURCH ES	0	59	59
NALLE ES	40	44	84
NOYES EC	18	28	46
ORR ES	45	56	101
OYSTER ADAMS BILINGUAL SCHOOL (OYSTER)	5	39	44
PATTERSON ES	34	43	77
PAYNE ES	26	44	70
PEABODY ES (CAPITOL HILL CLUSTER)	60	81	141
PLUMMER ES	36	50	86
POWELL ES	33	56	89
RANDLE HIGHLANDS ES	38	43	81
RAYMOND EC	45	59	104
ROSS ES	16	20	36
SAVOY ES	27	38	65
SCHOOL WITHIN SCHOOL AT GODING	32	46	78
SCHOOL WITHOUT WALLS AT FRANCIS STEVENS	24	38	62
SEATON ES	27	42	69
SHEPHERD ES	0	33	33
SIMON ES	21	31	52
SMOTHERS ES	29	43	72
STANTON ES	30	57	87
STODDERT ES	0	19	19
TAKOMA EC	30	44	74
THOMAS ES	34	61	95
THOMSON ES	30	36	66
TRUESDELL EC	31	50	81
TUBMAN ES	29	39	68
TURNER ES	38	46	84
TYLER ES	57	79	136
WALKER JONES EC	37	45	82
WEST EC	28	36	64
WHEATLEY EC	28	37	65
WHITTIER EC	22	29	51
TOTAL	2,197	3,368	5,565

Public Charter Schools (PCS)

School Name	Pre-K 3	Pre-K 4	Total
APPLETREE EARLY LEARNING CENTER PCS COLUMBIA HEIGHTS	98	63	161
APPLETREE EARLY LEARNING CENTER PCS LINCOLN PARK	46	17	63
APPLETREE EARLY LEARNING CENTER PCS OKLAHOMA	84	88	172
APPLETREE EARLY LEARNING CENTER PCS SOUTHWEST	45	34	79
APPLETREE EARLY LEARNING PCS SOUTHEAST	81	91	172
ARTS AND TECHNOLOGY PCS	107	99	206
BRIDGES PCS	55	74	129
BRIYA PUBLIC CHARTER SCHOOL	38	6	44
CAPITAL CITY LOWER PCS	32	40	72
CEDAR TREE ACADEMY PCS	115	139	254
CENTER CITY BRIGHTWOOD CAMPUS PCS	0	21	21
CENTER CITY CAPITOL HILL CAMPUS PCS	0	20	20
CENTER CITY CONGRESS HEIGHTS CAMPUS PCS	0	22	22
CENTER CITY PETWORTH CAMPUS PCS	0	23	23
CENTER CITY SHAW CAMPUS PCS	0	18	18
CENTER CITY TRINIDAD CAMPUS PCS	0	19	19
COMMUNITY ACADEMY AMOS I	82	86	168
COMMUNITY ACADEMY AMOS II	94	98	192
COMMUNITY ACADEMY AMOS III ARMSTRONG	44	56	100
COMMUNITY ACADEMY BUTLER GLOBAL	42	49	91
CREATIVE MINDS INTERNATIONAL PCS	32	34	66
DC BILINGUAL PCS	40	46	86
DC PREPARATORY BENNING CAMPUS PCS	75	73	148
DC PREPARATORY EDGEWOOD ELEMENTARY CAMPUS PCS	75	70	145
DC SCHOLARS PCS	63	64	127
E.L. HAYNES PCS KANSAS AVENUE (ELEMENTARY SCHOOL)	41	44	85
EAGLE ACADEMY PCS - EAGLE CENTER AT MCGOGNEY	126	181	307
EAGLE ACADEMY PCS NEW JERSEY AVENUE CAMPUS	35	41	76
EARLY CHILDHOOD ACADEMY PCS	39	61	100
ELSIE WHITLOW STOKES COMMUNITY FREEDOM PCS	24	22	46

School Name	Pre-K 3	Pre-K 4	Total
EXCEL ACADEMY PCS	89	110	199
FRIENDSHIP PCS BLOW PIERCE	64	72	136
FRIENDSHIP PCS CHAMBERLAIN	35	53	88
FRIENDSHIP PCS SOUTHEAST ACADEMY	55	62	117
FRIENDSHIP PCS WOODRIDGE CAMPUS	49	54	103
HOPE COMMUNITY PCS LAMOND CAMPUS	69	75	144
HOPE COMMUNITY PCS TOLSON CAMPUS	67	71	138
IDEAL ACADEMY PCS NORTH CAPITOL STREET CAMPUS ES	24	41	65
IMAGINE SOUTHEAST PCS	53	53	106
INGENUITY PREP PCS	24	25	49
INSPIRED TEACHING DEMONSTRATION PCS	45	44	89
KIPP DC CONNECT ACADEMY	102	101	203
KIPP DC DISCOVER PCS	100	103	203
KIPP DC GROW ACADEMY PCS	101	101	202
KIPP DC LEAP ACADEMY PCS	103	100	203
LATIN AMERICAN MONTESSORI BILINGUAL (LAMB) PCS	69	59	128
MARY MCLEOD BETHUNE DAY ACADEMY PCS SLOWE CAMPUS	46	39	85
MERIDIAN PCS	44	67	111
MUNDO VERDE BILINGUAL PCS	20	43	63
PERRY STREET PREP PCS	20	36	56
POTOMAC LIGHTHOUSE PCS	47	55	102
ROOTS PCS	16	18	34
SELA PCS	0	39	39
SHINING STARS MONTESSORI PCS	57	16	73
TREE OF LIFE COMMUNITY PCS	37	42	79
TWO RIVERS PCS	36	47	83
WASHINGTON YU YING PCS	0	80	80
WILLIAM E. DOAR JR PCS	49	51	100
TOTAL	2,934	3,356	6,290

Community-Based Organization (CBO)

Program Name	Total
Associates in Renewal in Education	28
Barbara Chambers Child Development Center	60
Big Mama's Children's Center	14
Bright Beginnings, Inc.	46
Bright Start	16
CentroNía	80
Dawn to Dusk	16
Easter Seals Child Development Center	11
Edward Mazique Parent and Child Center	15
Happy Faces Learning Center	16
Jubilee Jumpstart	15
Kiddies Kollege	31
Lt. Joseph P. Kennedy Institute	4
Martha's Table	23
Matthews Memorial Child Development Center	29
National Children's Center	30
Sunshine Early Learning Center	80
The Geneva Ivey Day School	16
United Planning Organization	25
Zena's Child Development Center	16
Total	571

Appendix B: Capacity Utilization of UPSFF Funded Pre-K Programs by Ward and Sector

	Total Sites	Enrollment	Estimate Capacity	Estimated Capacity Utilization
Ward 1	18	1352	1538	88%
Ward 2	9	462	538	86%
Ward 3	8	340	342	99%
Ward 4	23	1785	1924	93%
Ward 5	25	1928	2132	90%
Ward 6	22	1931	2080	93%
Ward 7	19	1929	2322	83%
Ward 8	30	2699	2782	97%
Total	154	12426	13658	91%

Sector	Funding Source	Sites	Enrollment	Estimated Capacity ²⁷	Utilization	Available Slots
DCPS	UPSFF	75	5,565	6,336	88%	771
PCS	UPSFF	58	6,290	6,714	94%	424
Pre-K Incentive Program	UPSFF ²⁸	21	571	608	94%	37

Appendix C: Grant Scoring Criteria for Pre-K Facilities Improvement Grants

Area	Maximum Points
Location Identification	10
Reasonableness of Project Scope	30
Public Benefit	5
Project	45
Financial Feasibility	10

Appendix D: Pre-K Facilities Improvement Grant Awards

Grantee	Amount	Rationale	Progress
IDEAL Child Development Center	\$25,000	To install 2 ramps to first floor and a new staircase to the second floor for easier mobility.	<ul style="list-style-type: none"> Installed 2 ramps to first floor and new staircase to the second floor.
Barbara Chambers	\$25,000	To create an outdoor play space.	<ul style="list-style-type: none"> Outdoor play space for infants and toddlers installed; and Safety flooring installed.
Bright Beginnings	\$25,000	To install additional playground and upgrade the existing playground to ensure children are provided a safe and a nurturing environment.	<ul style="list-style-type: none"> Installed playground.
Eagle Academy	\$25,000	To install playground.	<ul style="list-style-type: none"> Installed of playground.
Easter Seals	\$25,000	To install new windows; repaint all classrooms; install toddler friendly sinks; create a professional development room for teachers; and purchase a printer, computers (Macbooks); and replace water fountains.	<ul style="list-style-type: none"> Installed new windows; Repainted all classrooms; Installed toddler friendly sinks; Created a professional development room for teachers (resource Room); Purchased a printer, computers (Macbooks); and Replaced water fountains.
Happy Faces Learning Center	\$25,000	To install a new playground.	<ul style="list-style-type: none"> Installation of playground.
Jubilee Jumpstart	\$25,000	To install playground.	<ul style="list-style-type: none"> Installation of playground.
National Children's Center	\$25,000	To replace the flooring in all eighteen early childhood education classrooms. Remove carpeting and replace it with vinyl composite tile (VCT) which is much easier to maintain.	<ul style="list-style-type: none"> Updated flooring.
Southeast Children's Fund	\$25,000	To replace the roof and install solar panels; to improve the playground structure.	<ul style="list-style-type: none"> Replaced the roof; and Updated playground structure.
CentroNia	\$15,000	To purchase equipment and	<ul style="list-style-type: none"> Purchased classroom

Grantee	Amount	Rationale	Progress
		supplies with their funding. Classroom kitchen equipment (kitchen unit, step-up changing tables, lockers, freezer, refrigerator stove).	kitchen equipment (kitchen unite, step-up changing tables, lockers, freezer, refrigerator stove).
Community Educational Research Group	\$25,000	To install new toddler friendly sinks, an updated plumbing system and fixtures as well as to add a drop ceiling; this includes all ceiling anchors, framing work, installation of panels and new light switches. Lastly two gas furnaces.	<ul style="list-style-type: none"> • Installed new toddler friendly sinks; • New plumbing system and fixtures; • Add drop ceiling, including all ceiling anchors, framing work, installation of panels and new light switches); and • Two gas furnaces.
Dawn to Dusk	\$25,000	To purchase play units, chairs, storage shelves, sand and water table, step stools, rugs, teaching supplies. Additionally, the funds will be used to paint classrooms and hallways.	<ul style="list-style-type: none"> • Purchased play units, chairs, storage shelves, sand and water table, step stools, rugs, teaching supplies; • Replaced furnished; and • Painted classrooms and hallways.
Emergent Preparatory Academy –42nd Street	\$25,000	To refurbish classrooms, paint the facility, and replace flooring.	<ul style="list-style-type: none"> • Refurbished classrooms; • Purchased playground equipment; • Painted facility (interior); and • Replaced flooring.
Emergent Preparatory Academy – Stanton Street	\$25,000	To refurbish classrooms, paint the facility, and replace flooring.	<ul style="list-style-type: none"> • Refurbished classrooms; • Purchased playground equipment; • Painted facility (interior); and • Replaced flooring.
Shirley Cox (Faces of Hope)	\$6,869	To update the central heating and air, add a fence in the yard for the safety and security of the children when they play outdoors, and purchase classroom equipment.	<ul style="list-style-type: none"> • Updated central heating and air; • Added a fence for yard; and • Purchased equipment (classroom).

Grantee	Amount	Rationale	Progress
Angelique Speight (Ms. P's Unique Daycare)	\$16,640.00	To install security cameras, add a counter space for additional room, recess lighting, a portable ramp, and paint the facility.	<ul style="list-style-type: none"> • Installed security cameras; • Added counter space; • Installed recess lighting; • Installed portable ramp; and • Painted the inside of facility.
St. Philips CDC	\$25,000.00	To paint, plaster and repair the entire Pre-K floor; purchase and mount bulletin and white boards; repair restrooms and corridor entry, increase the capacity of the playground, enhance the "Pre-K" grow garden; purchase materials for green houses, science projects and reading center, Media Center, audio, visual equipment, iPads, computers, and printers.	<ul style="list-style-type: none"> • All Pre-K classrooms painted; • Mounted a bulletin and white boards; • Restrooms repaired; • Added mulch to playground; • Created a garden; and • Purchased new iPads and computers.
Supreme Learning Center	\$25,000.00	To renovate the basement; replace the bathroom sinks, fix the existing lighting; paint hallway/classroom; renovate the kitchen.	<ul style="list-style-type: none"> • Renovated basement; • Bathroom sinks replaced; • Exit lighting fixed; • Painted hallway/classroom; and • Renovated kitchen and replaced light fixtures.
Little Samaritan Child Development Center	\$25,000.00	To improve/recreate playground. Current playground isn't suitable for the center's population and age range.	<ul style="list-style-type: none"> • Improved playground by adding a bike track; • Removed tree; • Repaired basketball court; • Installed soft surface; and • Provided wood chipped areas.
Edward Mazique Parent and Child Center	\$25,000.00	To install a surveillance system to assure safety, protection, and accountability for all children and staff.	<ul style="list-style-type: none"> • Installed surveillance security system throughout the center.
Kids Corner Daycare Center	\$25,000.00	To update equipment to be in compliant with OSSE's regulation and safety	<ul style="list-style-type: none"> • Installed 8 compliant infant cribs, 3 emergency evacuation

Grantee	Amount	Rationale	Progress
		precautions. Also to upgrade and repair the classrooms throughout.	kits, patrician Plexiglas wall system, and carpeting/rug in classrooms; <ul style="list-style-type: none"> • Ordered multi-cultural anti-bias supplies; and • Painted walls.

¹ Yoshikawa, H., Weiland, C., Brooks-Gunn, J. Burchinal, M.R., Espinosa, L.M., Gormley, W.T., Ludwig, J., Magnuson, K.A., Phillips, D., & Zaslow, M.J. (2013). *Investing in our future: The evidence base on preschool education*. Retrieved from <http://fcd-us.org/sites/default/files/Evidence%20Base%20on%20Preschool%20Education%20FINAL.pdf>

² Council of Economic Advisers. (2014). *The economics of early childhood investment*. Retrieved from http://www.whitehouse.gov/sites/default/files/docs/early_childhood_report1.pdf

³ Barnett, W.S., Carolan, M.E., Squires, J.H., Clarke Brown, K. (2013). *The state of preschool 2013: State preschool yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

⁴ Pre-K Enhancement and Expansion Amendment Act of 2008, D.C. Law 17-202, D.C. Official Code § 38-272.05.

⁵ Colker, L. J. (2009). Pre-K (What exactly is it?). *Teaching Young Children*, 2 (1). 22-24.

⁶ The Pre-K Enhancement and Expansion Amendment Act of 2008 established the Pre-K Incentive Program, which provides grants to community-based organizations consistent with the UPSFF rate for pre-k in charters and DCPS. These resources help providers meet the high quality standards in the Pre-K Act, such as hiring teachers with Bachelor’s degrees in early childhood, family engagement requirements, research-based curricula, and on-going provision of teacher professional development.

⁷ Pianta, R.C., LaParo, K.M., & Hamre, B. K. (2008). *Classroom Assessment Scoring System Manual: Pre-K*. Baltimore: Brookes.

⁸ The “Negative Climate” dimension is an exception to this rule and is scaled opposite with higher scores indicating lower quality.

⁹ Burchinal, M., Vandergrift, N., Pianta, R. C., & Mashburn, A. J. (2010). Threshold analysis of association between child care quality and child outcomes for low-income children in prekindergarten programs. *Early Childhood Research Quarterly*, 25(2), 166-176.

¹⁰ Pianta, R.C., LaParo, K.M., & Hamre, B. K. (2008). *Classroom Assessment Scoring System Manual: Pre-K*. Baltimore: Brookes.

¹¹ Ward 7 was significantly lower in Emotional Support than Ward 1.

¹² Ward 7 was significantly lower in Classroom Organization than Ward 8.

¹³ For the purpose of this section, the term “site” will refer to schools or CBOs where early care and education services are provided and may include multiple classrooms.

¹⁴ The Pre-K Act requires OSSE to publicly report on the number of children for whom pre-k is not available each year.

¹⁵ Estimated capacity is calculated using the number of Pre-K classrooms DCPS and public charter schools projected for SY2013-14 and the number of CBO classrooms. Public school classrooms were weighted at 18 students and CBO classrooms were weighted at 16.

¹⁶ DCPS self-reported a 97.5% utilization rate in FY13-14.

¹⁷ These classrooms are funded by an annual grant calculated at the UPSFF level. In the SY14-15 school year, funding will be determined by the OSSE Enrollment Audit, as in DCPS and PCS LEAs.

¹⁸ See <http://www.myschooldc.org> for additional information.

¹⁹ Internal OSSE calculations using Census Single Year of Age 2013 estimates for the number of pre-k aged children in the District

²⁰ Barnett, W.S., Carolan, M.E., Squires, J.H., Clarke Brown, K. (2013). *The state of preschool 2013: State preschool yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

²¹ Estimated Capacity is calculated using the number of Pre-K classrooms DCPS and public charter schools projected for SY2013-14 and the number of CBO classrooms. Public school classrooms were weighted at 18 students and CBO classrooms were weighted at 16.

²² These classrooms are funded by an annual grant calculated at the UPSFF level. In the SY14-15 school year, funding will be determined by the OSSE Enrollment Audit, as in DCPS and PCS LEAs.

²³ UPSFF for FY14 as defined in Fiscal Year 2014 Budget Support Act of 2013, D.C. Law 20-61, D.C. Official Code § 38-2901 *et seq.*

²⁴ “Home-based program option means Head Start [or Early Head Start] services provided to children, primarily in the child’s home, through intensive work with the child’s parents and family as the primary factor in the growth and development of the child.” A “Center-based program option means Head Start [or Early Head Start] services provided to

children primarily in classroom settings.” *Head Start Program Performance Standards and Other Regulations*, 45 C.F.R. § 1306.3 (2006), available at <http://eclkc.ohs.acf.hhs.gov/hslc/standards/hspps/1306/1306.3%20%20Definitions.htm>.

²⁵ Includes all Title 1 schools for a total of 58 sites

²⁶ Educare of Washington, DC is a delegate of UPO

²⁷ Estimated capacity is calculated using the number of Pre-K classrooms DCPS and public charter schools projected for SY2013-14 and the number of CBO classrooms. Public school classrooms were weighted at 18 students and CBO classrooms were weighted at 16.

²⁸ These classrooms are funded by an annual grant calculated at the UPSFF level. In the SY14-15 school year, funding will be determined by the OSSE Enrollment Audit, as in DCPS and PCS LEAs.