



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Pre-K Enhancement and Expansion Funding

High-Quality Designation Application

Fiscal Year (FY) 2019-20

SECTION I - GENERAL INFORMATION

Introduction

The Office of the State Superintendent of Education (OSSE), Division of Early Learning (DEL) is responsible for coordinating early childhood education services for children and families living in the District of Columbia (District). OSSE works to develop an effective early care and education system by implementing high-quality standards for programs and professionals; providing supports to meet these quality standards; monitoring program adherence to local and federal accountability measures; engaging community stakeholders; and securing strong financial supports.

OSSE manages the Pre-Kindergarten Enhancement and Expansion Funding program (PKEEP), pursuant to the Pre-K Enhancement and Expansion Amendment Act of 2008 (the Act), effective July 18, 2008 (D.C. Law 17-202; D.C. Official Code §§ 38-271.01 *et seq.*) and its implementing regulations, 5-A DCMR Chapter 35. The Pre-K Enhancement and Expansion Funding program is a multi-pronged initiative aimed at creating and supporting high-quality universally available pre-kindergarten (pre-K) education services in the District of Columbia. Universal pre-K is offered through a mixed delivery system, including community-based organizations (CBOs), District of Columbia Public Schools, and public charter schools. Implementation of the Act is a central part of OSSE's mission and goal to ensure that all children are prepared for school and that our youngest learners receive an excellent education.

OSSE seeks to enhance funding for high-quality pre-K education services offered by CBOs to ensure program quality is maintained by maximizing multiple funding sources. For the purpose of this application, a CBO is defined as a Head Start or early childhood education program operated by a non-profit, for-profit, faith-based organization, or an organization that participates in local or federally funded early childhood programs, including the Child Care and Development Fund subsidized child care program.

Target Populations

All age-eligible children with verified residency in the District of Columbia are eligible to be served by the Pre-K Enhancement and Expansion Funding program regardless of race, ethnicity, income, religion, or membership in other protected groups. The Pre-K Enhancement and Expansion Funding program target population is children who:

- (1) Reside in the District of Columbia; and
- (2) Children who are:

- (i) three (3) years of age on or before September 30 of the program year for which the child is being enrolled;
- (ii) four (4) years of age; or
- (iii) five (5) years of age after September 30 of the program year for which the child is being enrolled.

General Eligibility Criteria

To receive and maintain an allocation of Pre-K Enhancement and Expansion (PKEEP) funding, each high-quality pre-K program shall meet and maintain the following eligibility criteria:

1. Be a community-based organization;
2. Operate a pre-K education service in the District of Columbia;
3. Prior to the provision of high-quality PKEEP services to a child, the high-quality pre-K program shall determine if the child:
 - a. Is a resident of the District of Columbia, based on the residency requirements for District of Columbia public school students pursuant to Section 12 of the Student Residency Requirement Act (D.C. Official Code § 38-309);
 - b. Is or will be three (3) years of age or four (4) years of age on or before September 30 of the program year for which the child is being enrolled¹; and
 - c. Is eligible for subsidized child care;
4. Provide the support necessary to help families apply for or maintain subsidized child care if they are eligible;
5. Enroll and maintain a class size of no fewer than fifteen (15) and no more than sixteen (16) children in classrooms where the youngest child is three (3) years old or a class size of no fewer than sixteen (16) and no more than twenty (20) in classrooms where the youngest child is four (4) years old;
6. Participate in the Child and Adult Care Food Program (CACFP), as authorized by Section 17 of the National School Lunch Act, approved October 7, 1975 (89 Stat. 522; 42 U.S.C. § 1766), unless exempted from participation through a waiver from OSSE;
7. Operate Monday through Friday, beginning no earlier than 7:00 a.m.; provide at least six and a half (6.5) hours of pre-K education services, at least thirty-nine (39) weeks a year, for a total of at least one hundred eighty (180) days. Programs must also follow the holiday and closing calendar schedule of the District of Columbia Public Schools; and
8. Meet any other eligibility criteria established by OSSE.

¹ Additionally, a child five (5) years of age after September 30 of the program year for which the child is being enrolled may be eligible.

Allocation of Pre-K Enhancement and Expansion Funding²

Pre-K Enhancement and Expansion Funding allocations shall provide an amount not to exceed the District of Columbia Uniform Per Student Funding Formula (UPSFF) for pre-K education services provided for a six and half (6.5) hour day. The UPSFF³ is the amount of funding provided for each student attending a public school in the District of Columbia, pursuant to section 2401 of the District of Columbia School Reform Act of 1995, approved April 26, 1996 (110 Stat. 1321-107; D.C Official Code § 38-1804.01).

The actual amount of funding allocated to each high-quality pre-K program will be based on the number of pre-K age children served by the high-quality pre-K program, as verified by OSSE's annual enrollment audit pursuant to D.C. Code § 38-1804.02(d)(2). OSSE will also take into account any other local or federal funding sources available for education services for pre-K age children in the District of Columbia. OSSE shall ensure that funding allocated to CBOs providing high-quality pre-K education services supplements and does not supplant existing federal and local funding sources available for education services for pre-K age children in the District of Columbia, including but not limited to funding available through the subsidized child care⁴ and Head Start⁵ programs, as appropriate.

Use of Funding

High-quality pre-K programs receiving Pre-K Enhancement and Expansion Funding shall only use the funding provided to maintain the pre-K high-quality standards as defined in the Act and its implementing regulations.

SECTION II - PROGRAM SCOPE

High-Quality Standards

Designation as a high-quality pre-K program is solely for obtaining Pre-K Enhancement and Expansion Funding.

A CBO providing pre-K education services shall be designated as a high-quality pre-K program and be eligible for Pre-K Enhancement and Expansion Funding, if the CBO meets each of the following high-quality standards:

1. Compliance with the required adult-to-child ratios:
 - a. one-to-eight (1:8) for children thirty (30) months to three (3) years of age; and
 - b. one-to-ten (1:10) for children four (4) years of age or older.

² Although the allocation of the Pre-K Enhancement and Expansion funding is currently not a competitive grant process, if the amount appropriated to OSSE is insufficient to fund all high-quality pre-K programs that meet the eligibility requirements and the high-quality standards, OSSE may distribute the funds through a competitive grant process. If funds are allocated through a competitive grant process, a Request for Application (RFA) will be released on Monday, April 29, 2019 on OSSE's website, <http://osse.dc.gov/>, and by contacting Christina Crayton at Christina.Crayton@dc.gov.

³ Rates will be final upon the legislative enactment of the Fiscal Year 2020 Budget Support Act of 2019.

⁴ Subsidized child care means part-time or full-time child care services, subsidized in whole or in part to eligible families pursuant to local and federal law, including but not limited to Sections 5a and 6 of the Day Care Policy Act of 1979, effective September 19, 1979 (D.C. Law 3-16; D.C. Official Code §§ 4-404.01 and 4-405), 5-A DCMR § 200 *et seq.* ("Direct-Subsidized Child Care Services"), and the Child Care and Development Block Grant Act of 2014, approved November 19, 2014 (P.L. 113-186, 42 U.S.C. § 9858 *et seq.*), and its implementing regulations.

⁵ Head Start means the federal program for children ages three (3) to five (5) years old that promotes the school readiness of young children from low-income families pursuant to the Improving Head Start for School Readiness Act of 2007, approved December 12, 2007 (121 Stat. 1363, 42 U.S.C. §§ 9801 *et seq.*), and its implementing regulations.

- When children of different ages are combined in one group, the adult-to-child ratio for the youngest child shall apply;
- 2. Consistent use of a comprehensive curriculum that is aligned with the District of Columbia’s early learning standards. High quality pre-K programs shall provide a comprehensive educational program and use age-appropriate instructional practices in the implementation of that program. Programs shall use, as the basis of their education programs, one of the following curriculum models:
 - a. Creative Curriculum®;
 - b. HighScope®;
 - c. Tools of the Mind®;
 - d. Core Knowledge®;
 - e. Opening the World of Learning®;
 - f. Houghton Mifflin Pre-K®;
 - g. Frog Street®;
 - h. Montessori®; or
 - i. Another curriculum approved by OSSE that is both research-based and nationally recognized;
- 3. Accreditation by a national accrediting body approved by OSSE;
- 4. Utilization of child assessment tools that align with the curriculum selected by the program. Children enrolled in the program shall be assessed using the selected tool at least three (3) times during the program year and the assessments shall be shared with families at least two (2) times during the program year. The program shall ensure that child assessment procedures reflect appropriate practices for young children. The program shall provide the results of the assessment for each child to OSSE within a month after conducting the assessment;
- 5. Compliance with staffing requirements to ensure each high-quality pre-K program classroom employs, at a minimum, one (1) teacher and one (1) teacher assistant who meet the following minimum educational requirements:
 - a. Teacher:
 - i. Hold at least a bachelor’s degree in child development, early childhood education, early childhood special education or child and family studies; or
 - ii. Hold a bachelor’s degree in a field other than child development, early childhood education, early childhood special education, or child and family studies and have earned eighteen (18) credits in early childhood education; or
 - iii. Hold a bachelor’s degree in a field other than child development, early childhood education, early childhood special education or child and family studies and successful completion of applicable Early Childhood Praxis Exams;

11. Ensure that the daily active play for each pre-K age child includes, at a minimum, two (2) hours of active play time, including a minimum of forty-five (45) minutes of outdoor play time, weather permitting. In inclement weather, active play shall be encouraged and supported in a safe indoor play area;
12. Be licensed according to Chapter 1 of Title 5-A of the District of Columbia Municipal Regulations (5-A DCMR Chapter 1), prior to the receipt of funding. All participating sites shall remain in compliance with the licensing requirements as defined by 5-A DCMR, Chapter 1;
13. Maintain a process for continuous improvement, ongoing classroom assessments, and the collection of authentic child assessment data at least three (3) times a year; and
14. Provide comprehensive health and supportive services for all children enrolled in the program. High quality pre-K programs shall ensure all children receive a developmental screening that includes assessments of social and emotional development, within forty-five (45) days of enrollment. High quality pre-K programs shall also ensure children receive vision and hearing screenings.

Monitoring

OSSE has the authority to monitor high-quality pre-K programs at any time during the program year to verify their continued eligibility, and may revoke the high-quality designation based upon a finding that the CBO has not maintained one or more of the eligibility criteria. OSSE's monitoring may include, but is not limited to, scheduled and unscheduled visits to the high-quality pre-K program's facility or principal place of business. A high-quality pre-K program shall cooperate with monitoring visits conducted by OSSE and with other authorized representatives of the Government of the District of Columbia, and upon request, shall provide them access to facilities, staff, and records related to the allocation of Pre-K Enhancement and Expansion Funding. Failure to adhere to these monitoring requirements may result in loss of the high-quality designation.

A high-quality pre-K program that receives Pre-K Enhancement and Expansion funding shall submit monthly reports (using a template provided by OSSE) no later than ten (10) business days after the end of each month during the funding period. Programs shall also submit a final report to OSSE, in a format and manner as determined by OSSE no later than fifteen (15) business days after the end of the funding period. Monthly and final reports shall include copies of all invoices for all expenditures made with Pre-K Enhancement and Expansion Funding, enrollment and attendance reports, and specific measurable activities and program outcomes reports.

A high-quality pre-K program that receives Pre-K Enhancement and Expansion Program (PKEEP) funding shall submit individual child outcome assessment data for all enrolled PKEEP children on November 30, February 28, and May 31 of each program year.

A high-quality pre-K program that receives Pre-K Enhancement and Expansion funding shall also:

1. Submit budget amendment and modification requests to OSSE and obtain approval from OSSE before expending Pre-K Enhancement and Expansion funds for a purpose that was not included in the original approved budget;
2. Maintain accurate and complete records of all activities supported by the grant for three (3) years after the end of the funding period or for a longer period that may otherwise be specified by OSSE;

3. Maintain records that document initial and periodic child assessments, initial and periodic plans, and the ongoing progress of program activities; and
4. Ensure confidentiality by preventing unauthorized access to records. Programs shall maintain all records, including required reports, documents, and files on-site, in a properly secured cabinet or location and ensure records are accessed by authorized personnel only.

Performance Standards and Quality Assurance

OSSE expects that the performance of high-quality pre-K programs receiving Pre-K Enhancement and Expansion funding will result in the delivery of high-quality early care and education services that result in positive program outcomes as measured by the Classroom Assessment Scoring System (CLASS®) or other evaluation tool(s) used by OSSE or its designee.

High-quality pre-K programs shall regularly meet with OSSE, collectively and/or individually, to share information, review reports, and engage in professional development activities.

Non-Compliance

If a high-quality designated Pre-K Enhancement and Expansion program fails to comply with the terms of distribution through OSSE's Enterprise Grants Management System or applicable federal or District of Columbia laws or regulations, OSSE may, after giving reasonable written notice to the recipient, terminate the funding in whole or in part and/or, in its discretion, place the high-quality pre-K program on probation to ensure compliance.

SECTION III - GENERAL PROVISIONS

Audits

An applicant for Pre-K Enhancement and Expansion funding shall provide a copy of its most recent and complete set of audited or certified financial statements. If audited financial statements have never been prepared due to the size or newness of an organization, the applicant must provide, at a minimum:

- a. An Organizational Budget;
- b. An Income Statement (or Profit and Loss Statement);
- c. A Balance Sheet certified by an authorized representative of the organization; and
- d. Any letters, filings, etc., submitted to the IRS within the three (3) years before the date of the application.

The applicant shall also submit evidence of being a legally authorized entity (e.g., 501(c)(3)-determination letter), a current business license, if relevant for the applicant's business status and any correspondence or other communication received from the IRS within the three (3) years before submission of the application that relates to the CBO's tax status. At any time before OSSE issues the final payment for the program year, and up to five (5) years thereafter, the District of Columbia may audit a high-quality pre-K program's expenditure statements and source documentation.

SECTION IV - APPLICATION SUBMISSION

Submission Date and Time

Please submit the completed high-quality designation application, including all supporting documentation, to Christina Crayton, early childhood education policy officer via e-mail at Christina.Crayton@dc.gov. The completed application package must be received by OSSE no later than **Friday, April 5, 2019** at **5:00 pm EDT**. OSSE reserves the right to not consider incomplete or late submissions.

Application Questions

For questions regarding the high-quality application, please contact:

Christina Crayton
Early Childhood Education Policy Officer
Policy, Planning, and Research Unit
Division of Early Learning
Office of the State Superintendent of Education (OSSE)
Government of the District of Columbia
1050 First St. NE, Sixth Floor
Washington, DC 20002
Office: (202) 442-4716
Christina.Crayton@dc.gov

City: State: Zip:

Telephone Number: Fax Number:

Email Address:

Ownership Information

Under what legal entity is the CBO operating? (check one)

Non-profit corporation S corporation C corporation Partnership

Sole proprietorship Other

If other, please explain:

What is the name of the legal entity that owns the CBO?

Funding Sources Information

Does the CBO participate in the subsidized child care program? (check one)

Yes No

Does the CBO participate in the Head Start program? (check one)

Yes No

Does the CBO participate in the Child and Adult Care Food Program? (check one)

Yes No

If the CBO does not participate in the Child and Adult Care Food Program, does it possess a waiver from OSSE? (check one)

Yes No Not Applicable

Accreditation Information

Is the CBO accredited by a national accrediting body approved by OSSE? (check one)

Yes No

By which agency is the CBO accredited? Provide the agency's full name, address, telephone number, and website address.

Has the CBO ever been denied accreditation, removed from accreditation, or voluntarily withdrawn its accreditation from any accreditation agency? (check one)

Yes No

If yes, please explain and attach supporting documentation:

Are any adverse or negative actions pending against the CBO from any regulatory agency (e.g., local, federal, accrediting agency, certification agency, etc.)? (check one)

Yes

No

If yes, please explain and attach supporting documentation:

School Year 2018-19 Enrollment Information

How many District of Columbia 3-year-olds were served by the pre-K program during 2018-19? (provide exact unduplicated number)

Of the 3-year-olds served, how many children participated at any point during the program year in subsidized child care? (provide exact unduplicated number)

Of the 3-year-olds served, how many children participated at any point during the program year in the Head Start program? (provide exact unduplicated number)

How many District of Columbia 4-year-olds were served by the pre-K program during 2018-19? (provide exact unduplicated number)

Of the 4-year-olds served, how many children participated at any point during the program year in subsidized child care? (provide exact unduplicated number)

Of the 4-year-olds served, how many children participated at any point during the program year in the Head Start program? (provide exact unduplicated number)

How many District of Columbia 5-year-olds were served by the pre-K program during 2018-19? (provide exact unduplicated number)

Of the 5-year-olds served, how many children participated at any point during the program year in subsidized child care? (provide exact unduplicated number)

Of the 5-year-olds served, how many children participated at any point during the program year in the Head Start program? (provide exact unduplicated number)

School Year 2019-20 Enrollment Projection Information⁷

How many District of Columbia 3-year-olds do you project to serve in the pre-K program during 2019-20?

Of the 3-year-olds that you project to serve, how many are projected to participate at any point during the program year in subsidized child care?

Of the 3-year-olds you project to serve, how many are projected to participate at any point during the program year in the Head Start program?

⁷ A child must be (i) three (3) years of age on or before September 30 of the program year for which the child is being enrolled; (ii) four years of age; or (iii) five years of age after September 30 of the program year for which the child is being enrolled.

Of the 3-year-olds you project to serve, how many are projected to be eligible to receive the supplemental at-risk⁸ funding?

How many pre-K 3 classrooms do you project?

How many District of Columbia 4-year-olds do you project to serve in the pre-K program during 2019-20?

Of the 4-year-olds you project to serve, how many are projected to participate at any point during the program year in subsidized child care?

Of the 4-year-olds you project to serve, how many are projected to participate at any point during the program year in the Head Start program?

Of the 4-year-olds you project to serve, how many do you project will be eligible to receive the supplemental at-risk funding?

How many pre-K 4 classrooms do you project?

How many mixed age (e.g., pre-K 3 and pre-K 4) classrooms do you project?

How many District of Columbia 5 year olds, that turned 5 years old after September 30 of the program year, will be served by the pre-K program?

How many projected total classrooms is the CBO applying to use Pre-K Enhancement and Expansion Funding?

Will the CBO serve children receiving early intervention or early stages services during 2019-20? (check one)

Yes

No

If yes, describe in detail how the organization will ensure the inclusion of children with disabilities, in accordance with federal law.

Describe in detail how the CBO will recruit and select children to participate in its pre-K program.

School Year 2019-20 Operating Data

For purposes of the Pre-K Enhancement and Expansion Funding program, when will the CBO start its 2019-20 pre-K program? (provide month/day/year)

For purposes of the Pre-K Enhancement and Expansion Funding program, when will the CBO end its 2019-20 pre-K program? (provide month/day/year)

For purposes of the Pre-K Enhancement and Expansion Funding program, how many total instructional days is the 2019-20 pre-K program?

⁸ To be eligible for at-risk funding, a pre-K age student must be in foster care, homeless, or on TANF or SNAP.

For purposes of the Pre-K Enhancement and Expansion Funding program, how many total weeks is the 2019-20 pre-K program?

For purposes of the Pre-K Enhancement and Expansion Funding program, at what time each day will the CBO start its 2019-20 pre-K program (provide hour and minute)?

For purposes of the Pre-K Enhancement and Expansion Funding program, at what time each day will the CBO end its 2019-20 pre-K program (provide hour and minute)?

Curriculum Information

Which curriculum does the CBO currently use in its pre-K program? (check all that apply)

- Creative Curriculum®
- HighScope®
- Core Knowledge®
- Opening the World of Learning®
- Houghton Mifflin Pre-K®
- Frog Street®
- Montessori®
- Other (please specify)

Describe in detail how the CBO selected its pre-K curriculum.

Does the pre-K program currently utilize child assessment tools that are aligned with the curriculum selected by the program? (check one)

- Yes
- No

If yes, how many times during the program year are children assessed?

If yes, how many times during the program year are child assessments shared with families?

Does the pre-K program provide for active play time for each pre-K child? (check one)

- Yes
- No

Does the pre-K program provide for outdoor play time (weather permitting) for each pre-K child? (check one)

- Yes
- No

How many parent teacher conferences does the pre-K program hold each year?

Technical Assistance

Does the CBO engage in technical assistance to improve the quality of its pre-K program? (check one)

- Yes
- No

If yes, list all organizations that provide technical assistance to the CBO's pre-K program. (list all that apply)

Comprehensive Services

Does the CBO currently provide comprehensive health and support services for all children enrolled in the pre-K program? (check one)

Yes No

If yes, list all organizations that provide comprehensive health and support services for all children enrolled in the pre-K program. (list all that apply)

If yes, describe in detail how the CBO ensures that all pre-K children receive a developmental screening within 45 days of enrollment that includes assessments of social and emotional development and vision and hearing screening.

Teaching and Learning

How many pre-K teachers are currently employed by the CBO?

How many pre-K teachers hold at least a bachelor’s degree in child development, early childhood education, early childhood special education, or child and family studies?

How many pre-K teachers hold a bachelor’s degree in a field other than child development, early childhood education, early childhood special education, or child and family studies and have earned eighteen (18) credits in early childhood education?

How many pre-K teachers hold a bachelor’s degree in a field other than child development, early childhood education, early childhood special education, or child and family studies and have successfully completed an applicable Early Childhood Praxis Exams?

For pre-K teachers that hold a bachelor’s degree in early child development, early childhood education, or child and family studies, or who have a bachelor’s degree and have completed eighteen (18) credits in child development, early childhood education, or child and family studies, does the CBO currently pay wages equivalent to District of Columbia Public School pre-K teachers? (check one)

Yes No

How many pre-K assistant teachers are currently employed by the CBO?

How many pre-K assistant teachers hold an associate’s degree in early childhood education, child development, early childhood special education, or child and family studies?

How many pre-K assistant teachers hold an associate’s degree in a field other than child development, early childhood education, early childhood special education, or child and family studies and have earned nine (9) credits in early childhood education?

For pre-K assistant teachers that hold an associate’s degree in early childhood education or who have completed nine (9) credits in child development, early childhood education, or child and family studies,

does the CBO currently pay wages equivalent to District of Columbia Public School pre-K assistant teachers? (check one)

Yes No

How many days each year does the pre-K program offer to teachers in order to engage in activities such as professional growth?

Does the CBO have a professional development and training plan for pre-K teachers and assistant teachers? (check one)

Yes No

Narrative Information

Describe in detail the qualifications and experience of the staff assigned to the pre-K program. Provide a biographical sketch and resume for each key staff person and include job descriptions for each vacant position. As part of its response, the CBO must also include a list of organizations, cooperating entities, consultants, and other key individuals who will work with the pre-K program and a description of the nature of their effort or contribution to maintain or enhance the quality of the program.

Appendix - Supporting Documents

The following supporting documents must be submitted with the Pre-K Enhancement and Expansion High-Quality Designation Application. **An application package that does not include all supporting documents is considered incomplete.** All documents must be clearly labeled (corresponding to the below list) and legible (easy to read) to facilitate an easy and intuitive navigation and review.

1. Cover letter identifying the CBO by name, address, license number; and a name, phone number, and e-mail address for a point of contact at the organization for questions regarding the application.
2. Table of Contents.
3. Signed Certification Statement signed by the CBO's Owner or On-site Administrator attesting to the accuracy of the information contained in the application.
4. Evidence the CBO is currently accredited.
5. Evidence the CBO participates in the Head Start program, if applicable.
6. Documentation of legal status (e.g., articles of incorporation, tax exemption letter, business license).
7. Most recently filed audited financial statements, or statements from a Certified Public Accountant or Licensed Public Accountant, if audited financial statements are not available.
8. Organizational budget (as opposed to program budget) for FY 2019-20.
9. Current organizational chart.
10. Evidence of all degrees (official or unofficial transcripts), other education, and/or certifications for all pre-K teachers and assistant teachers.
 - All foreign credentials must be translated into English by an independent foreign educational credentials evaluation service.
11. Signed job descriptions for all employees involved in administering the pre-K program.
 - If a position is vacant, provide the unsigned job description and the projected hire date.
12. Copy of all curriculum subscription contact(s)/agreement(s).
13. Copy of all comprehensive services contracts/agreements.
14. Copy of all technical assistance contracts/agreements.
15. Copy of the professional development and training plan for pre-K teachers and assistant teachers, including the date it was last revised.
16. Copy of the CBO's family engagement plan, including the date it was last revised.
17. Copy of the CBO's plan for continuous improvement, ongoing classroom assessments, and the collection of authentic child assessment data at least three (3) times a year.
18. FY 2019-20 projected enrollment roster for pre-K children.