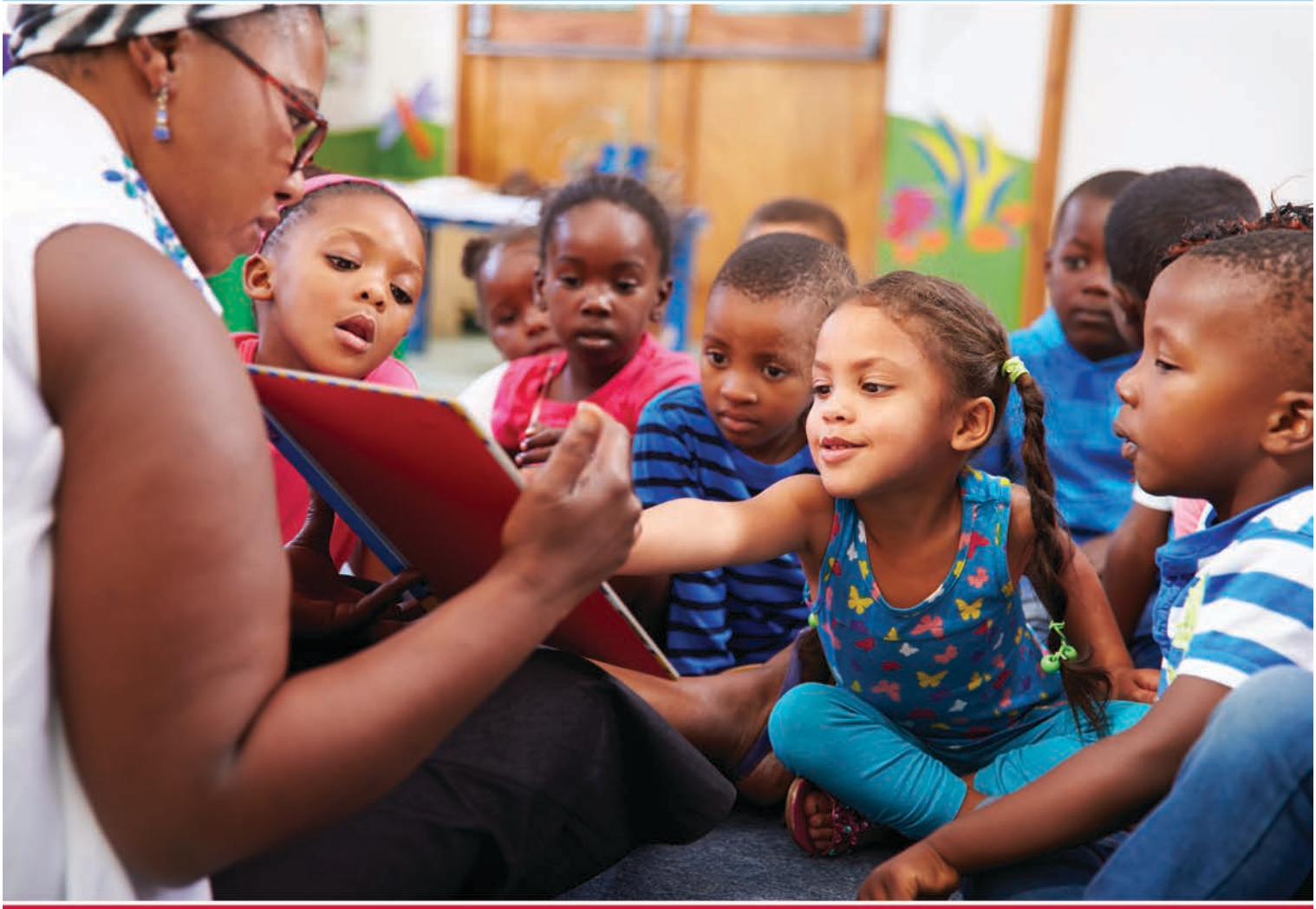
District of Columbia
Office of the State Superintendent of Education



The State of Pre-K in the District of Columbia

2016 PRE-K REPORT

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WE ARE WASHINGTON DC

MURIEL BOWSER
MAYOR

Dear Education Stakeholder and Partner,

Since the passage of the Pre-K Enhancement and Expansion Amendment Act (Pre-K Act) in 2008, the District has become a national leader in pre-K spending and access. I am proud that based on our continued investments and focus, DC outranks all other states in enrollment, with an estimated 70 percent of 3-year-olds and 84 percent of 4-year-olds enrolled in a pre-K program during the 2015-16 school year.

In addition to providing access, DC has also advanced its efforts to strengthen program quality in order to maximize the benefits of early care and education. As shown in this report, the District's pre-K programs are not only serving a great number of 3- and 4- year old residents but also providing high-quality environments that support children's social-emotional development and maximize learning time. These efforts have helped ensure that the District youngest residents have access to high-quality early learning programs and are well prepared for school.

Access to high-quality pre-K is critical to children's success in school and a key lever to enable a strong pathway to the middle class. There is no question that the District's economic future greatly depends on the investments we are making in our youngest residents and my administration will continue to work relentlessly to ensure that high-quality pre-K programs continue to be a high priority in the District of Columbia.

Sincerely,

Muriel Bowser

INTRODUCTION

Decades of research confirm that high-quality pre-K programming can significantly influence children's development, providing the solid foundation needed for school and lifelong success.[1] The District of Columbia (DC) recognizes the importance and impact of pre-K as a catalyst for promoting positive outcomes and closing the existing achievement gap for young learners. As a result, DC has continued to move forward with its agenda to establish early learning as an integral component of the public education offered to all children.

With passage of the Pre-K Enhancement and Expansion Amendment Act of 2008 (Pre-K Act), high-quality early education was elevated as the centerpiece of DC's education reform agenda. This historic legislation set a goal to making pre-K available to all 3- and 4-year old children residing in the District of Columbia by 2014. A significant investment in early education has enabled DC to realize this ambitious goal and become a national leader in pre-K access and spending. DC continues to outrank all other states in access to pre-K, with an estimated 70 percent of 3-year-olds and 84 percent of 4-year-olds enrolled.[2] DC also spends the most on pre-K per child in the United States – nearly $12,000 over the national average.[3]

Requirements set forth in the Pre-K Act additionally codified a commitment to a mixed service delivery system and mandated a focus on ensuring that all pre-K programming is of high-quality. As a result, DC's public pre-K program has been established to offer pre-K services across three sectors, including traditional public schools, public charter schools, and community-based organizations that receive supplemental funding through the Pre-K Enhancement and Expansion Program. Federal and local funds, consistent with the Uniform Per Student Funding Formula (UPSFF), are available to public schools and public charter schools. Community-based organizations in the Pre-K Enhancement and Expansion Programs receive supplemental funding up to the UPSFF rate to meet the high-quality standards set forth in the Pre-K Act.[4] In addition to public pre-K programming, pre-K aged children are also being served outside of DC's public pre-K program in community-based organizations that offer subsidized child care.

FIGURE 1. AT-A-GLANCE: PUBLICLY FUNDED PRE-K PROGRAMS

DC'S PUBLIC PRE-K PROGRAM

PUBLIC SCHOOLS	PUBLIC CHARTER SCHOOLS	COMMUNITY-BASED ORGANIZATIONS	
		Pre-K Enhancement & Expansion Program	*Subsidized Child Care*
The District of Columbia Public Schools (DCPS) provides publically-funded pre-K and is open to all DC residents. DCPS receives funding at the Uniform Per Student Formula Funding (UPSFF) level for students participating in pre-K classrooms. DCPS additionally receives Head Start funding which allows them to provide comprehensive child and family support services to all students enrolled in Title I schools through implementation of the Head Start School-Wide Model.	Public charter schools provide publically-funded pre-K programming and are open to all DC residents. While public charter schools receive funding at the UPSFF level from the DC government, they operate independently of the traditional public school system. Charter schools are authorized and monitored by the DC Public Charter School Board (PCSB). Through a partnership with the United Planning Organization, select charter schools also receive Head Start funding to support pre-K programming.	Community-based organizations that achieve and maintain a high-quality designation under the Pre-K Enhancement and Expansion Act provide publicly-funded pre-K and are open to all DC residents. These organizations receive an allocation of funding to supplement funds received through the District's subsidized child care program and the federal Head Start program up to the UPSFF level for each student served.	Community-based organizations that do not have the high-quality Pre-K designation but offer full-day, year-round early care and education services for pre-K aged children and their families, including before- and after-school services. These organizations receive public funding through the District's subsidized child care program, and some also receive funding through the federal Head Start program.

Given the substantial pre-K investment being made in a myriad of service delivery options, DC has advanced its efforts to strengthen program quality across sectors in order to ensure accountability and maximize the benefits of early childhood education. In Fiscal Year 2016 (FY16), public pre-K programs were seen to collectively improve in terms of quality, as demonstrated by a standard measure - the CLASS Pre-K®. DC has continued to develop and implement efforts to further boost pre-K quality, such as offering district-wide professional learning opportunities for early childhood educators and leaders, revising its existing Quality Rating and Improvement System (QRIS) to focus on continuous quality improvement, and allocating funding with the specific intent to support quality programming. DC has also continued to advance initiatives to improve alignment of high-quality early education from birth through pre-K age. These efforts contribute to realizing the vision where all DC children, from birth to kindergarten entry, have access to high-quality early learning programs and are well prepared for school.

Pursuant to the reporting requirements in the Pre-K Act, the Office of the State Superintendent of Education (OSSE) produces an annual report on the status of pre-K in DC. The following report highlights the progress made in FY16 and addresses the following:

(1) The quality of current pre-K programs across all sectors as determined through use of a common measure - CLASS Pre-K®;
(2) The capacity and utilization of public pre-K programs, including the manner in which the Head Start program is incorporated into the early learning system; and
(3) The progress made toward meeting set goals for pre-K education, including the status of monitoring, assessment, and quality improvement – all core components of a robust accountability process.

Overall, this report provides an opportunity to reflect on the significant achievements made over the last year and highlights future actions in order to ensure equitable access to high-quality early learning opportunities DC's youngest learners.

2016 PRE-K REPORT HIGHLIGHTS

- Of the estimated 16,753 3- and 4-year-old children in DC, 12,910 were enrolled in public pre-K programs in FY16– an increase of nearly 300 children since FY15. Additionally, 819 pre-K eligible children attended full-day subsidized child care in community-based organizations that were not part of the Pre-K Enhancement and Expansion program.
- Pre-K programs significantly improved across all measures of quality as measured by CLASS Pre-K® when compared to average scores from the previous two years. In FY16, most pre-K classrooms across DC improved providing high-quality environments that are supportive of children's social-emotional development, effectively communicate behavioral expectations, and maximize learning time.
- High-quality pre-K programs in DC were found to use data to inform classroom instruction and interactions, offer instructional coaching to help integrate effective practices, and create constructive and supportive work environments for teachers.
- The Head Start Birth-to-Five Pilot in DC impacted 6,398 children and families by providing comprehensive educational, nutritional, health, and social services supports.
- Data was collected on 4,465 children in 109 schools by 373 teachers via the Early Development Instrument (EDI) to provide a snapshot of children's health, development, and school readiness across the District of Columbia. The EDI data revealed that 73 percent of pre-K aged children are "ready" for Kindergarten.
- OSSE launched the pilot of the Enhanced Quality Rating and Improvement System (QRIS) - a common approach to measuring the quality of programs across educational sectors in DC - with a diverse set of 24 early education programs including DCPS schools.
- Nearly $8 million in funding was invested through the Pre-K Enhancement and Expansion Program to support community-based organizations in maintaining high-quality pre-K standards. Promulgation of new regulations allowed the expansion of pre-K programs in the CBO sector, increasing by 5 percent the number of children served.

QUALITY OF PUBLIC PRE-K PROGRAMS IN DC

For this year's annual report, an evaluation of the quality of classrooms and programs was conducted in each of the three sectors that comprise DC's public pre-K system (DCPS, public charter schools, and community-based organizations in the Pre-k Enhancement and Expansion Program), as well as community-based organizations that provide subsidized child care. A total of 802 pre-K classrooms were observed, See Figure 2 below for detail.

FIGURE 2. PRE-K CLASSROOMS OBSERVED BY SECTOR

	DCPS	PUBLIC CHARTER SCHOOLS	COMMUNITY-BASED ORGANIZATIONS		**TOTAL NUMBER OF CLASSROOMS OBSERVED**
			Pre-K Enhancement & Expansion Program	*Subsidized Child Care*	
NUMBER OF CLASSROOMS OBSERVED	334	325	43	100	**802**

The pre-K evaluation design for 2015-16 utilized the CLASS Pre-K® education tool as a measure of classroom quality. The tool is focused on interactions between adults and children; thus, it measures process quality rather than structural quality. Researchers find that process quality features—children's immediate experience of positive and stimulating interactions—are the most important contributors to children's gains in language, literacy, mathematics, and social skills[5]. Structural features of quality (those features of quality that can be changed by structuring the setting differently or enacting different requirements for staff in place, like group size, teacher to child ratio, and teacher qualifications) help to create the conditions for process quality, but do not ensure that it will occur."[6] Thus, the CLASS Pre-K® tool measures how a teacher uses the environment with children instead of evaluating how the environment is arranged. The CLASS Pre-K® tool was used because it allowed for a common measure of quality in all three settings. The CLASS Pre-K® scoring system is composed of ten dimensions organized into three domains of classroom experience – Emotional Support, Classroom Organization, and Instructional Support (See Figure 3).

FIGURE 3. CLASS PRE-K® DOMAINS AND DIMENSIONS

Emotional Support (Threshold of 5)	Classroom Organization (Threshold of 5)	Instructional Support (Threshold of 3)
•Positive Climate •Negative Climate •Teacher Sensitivity •Regard for Student Perspectives	•Behavior Management •Productivity •Instructional Learning Formats	•Concept Development •Quality of Feedback •Language Modeling

The Emotional Support domain captures teachers' attempts to support children's social and emotional functioning in the classroom.[7] A classroom that scored high on this domain is a classroom where a) connections between teachers and children are consistently warm and respectful, b) there are few to no instances of negativity, c) the teacher is frequently aware and responsive to the student's academic and emotional needs, and d) there is a consistent emphasis on the student's perspectives and encouragement of autonomy and responsibility.

The Classroom Organization domain measures classroom-level regulation processes that take place throughout the day.[8] A classroom that scored high on this domain is a classroom where a) teachers consistently provide clear behavioral expectations and use effective methods to prevent and misdirect misbehavior, b) teachers are consistently prepared, maximize instructional time and routines, and transitions are quick and efficient, and c) teachers frequently find ways to maximize student engagement and ability to learn.

The Instructional Support domain captures the ways in which teachers effectively support cognitive and language development in their classrooms.[9] A classroom that scored high on this domain is a classroom where a) teachers frequently use instructional discussion and activities to promote children's high-order thinking skills and cognition, b) there are many indications where the teacher provides feedback to expand learning and encourage continued engagement, and c) teachers often facilitate language opportunities for the children.

Classrooms are given a score ranging from one to seven for each dimension, with seven meeting the highest level of quality.[10] Figure 4 offers examples of language used to describe scores within each rating category (i.e. low, mid, high).

FIGURE 4. EXAMPLES OF CLASS PRE-K® RATING CATEGORY DESCRIPTIONS[11]

Low (1-2)	Mid (3-5)	High (6-7)
•There are few, if any, indications that... •There are no instances... •There are rarely... •The teacher does not...	•There are some indications... •There are some instances... •There are sometimes... •The teacher sometimes...	•There are many indications... •There are frequent... •The teacher consistently... •The teacher often... •The teacher repeatedly...

Within each dimension, there is a threshold that has been linked to higher child social and academic gains.[12] 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 these child outcomes. For this reason, several analyses in this report examine how DC's pre-K classrooms scored in comparison to threshold scores on the CLASS Pre-K® tool for each domain. However, threshold scores should not be understood as aspirational scores. Rather, these scores should be understood as the starting point at which instructional quality begins to have a relationship with positive learning outcomes for children. They provide a useful benchmark to consider the likely impact of a specific pre-K experience on a child's development and learning.

2016 CLASS PRE-K® OBSERVATION FINDINGS

External, independent evaluators conducted CLASS Pre-K® observations in all DCPS, public charter schools, and CBO classrooms. CLASS Pre-K® data for the entire sample across all sectors (802 classrooms across 217 programs/schools[13]) were analyzed and yielded the following findings:

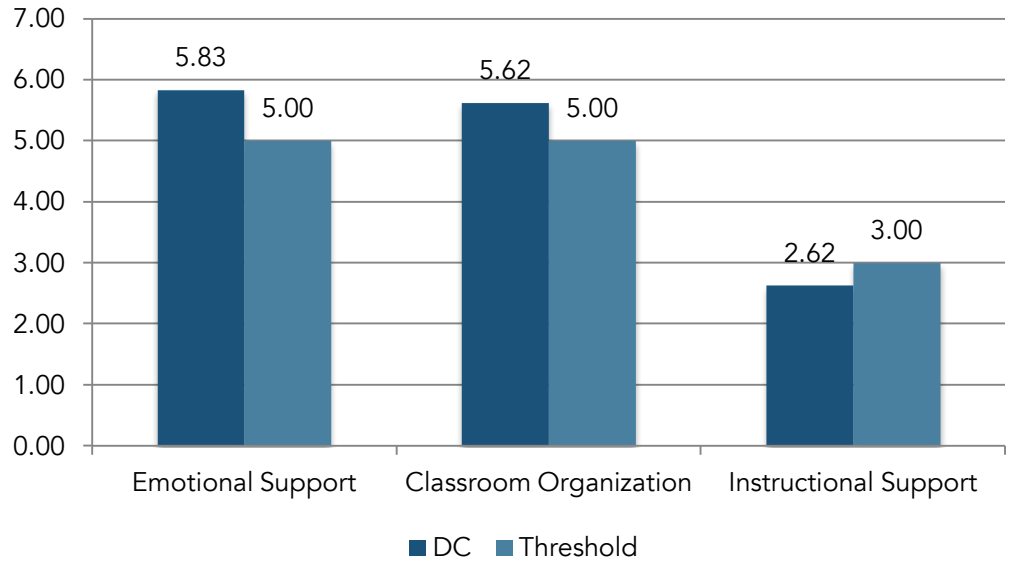
Finding 1: District-wide CLASS Pre-K® domain averages exceeded the threshold for CLASS Pre-K® in the Emotional Support and Classroom Organization domains, while average scores on the Instructional Support domain were below the threshold for CLASS Pre-K®[14]

Emotional Support and Classroom Organization are areas of strength for DC classrooms, with average scores for both of these CLASS Pre-K® domains above the threshold of five (See Figure 5). The Emotional Support domain measures teacher interactions with children that support the social and emotional functioning of children in their classrooms[15]. Programs in DC scored highest in the Emotional Support domain, with an average score of 5.83, which exceeds the threshold of 5 on this domain. This suggests that on average, warm, positive, and respectful relationships between teachers and children exist within programs in DC. On average teachers have some awareness of children's needs, and are sometimes responsive, and able to help children address problems that arise. In addition, on average, teachers consider children's interests and ideas to a certain degree, and at times provide support for children's independence and self-expression.

The Classroom Organization domain measures classroom-level regulation processes that take place throughout the day.[16] The average domain score for Classroom Organization was 5.62, which also exceeds the threshold of five on this domain. This finding suggests that on average, teachers sometimes communicate behavioral expectations to children, and sometimes use effective methods to manage misbehavior. On average, teachers are sometimes able to maximize the time allocated for learning and have established some routines that allow the classroom to run efficiently. Furthermore, teachers are sometimes able to facilitate lessons effectively while making learning objectives clear, providing children with a range of options, and sparking student interest.[17] This suggests that pre-K aged children in DC are experiencing programs with classroom environments that help maximize learning time and support their social-emotional development.

To the contrary, the district-wide average score in the Instructional Support domain fell below the threshold at 2.62. The Instructional Support domain measures the ways in which teachers effectively support cognitive and language development in their classrooms.[18] This finding suggests that in many programs in DC, teachers infrequently provide pre-K aged children with opportunities to use higher-order thinking skills, or feedback that expands learning, understanding, and participation. Additionally, on average, teachers in these programs rarely use language facilitation or modeling techniques.

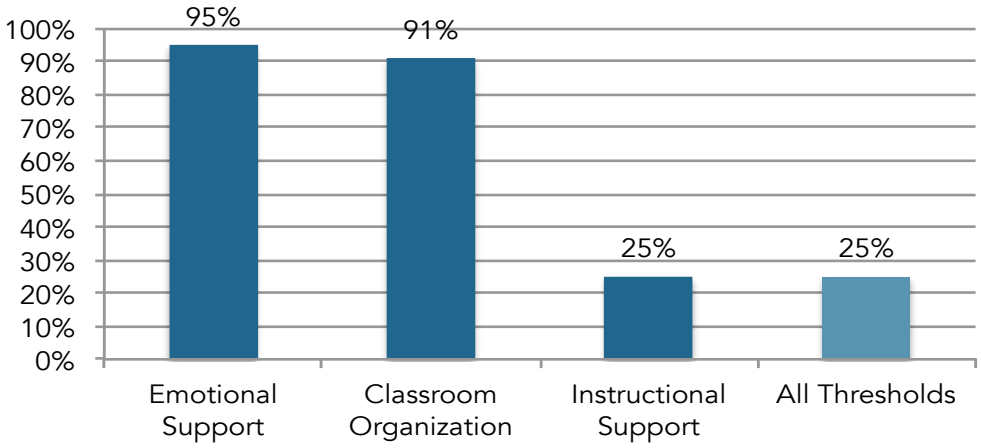
FIGURE 5. DISTRICT-WIDE CLASS PRE-K® PROGRAM-LEVEL AVERAGES AND THRESHOLD (N=217)



Finding 2: Over 90 percent of programs in DC met thresholds for Emotional Support and Classroom Organization domains of the CLASS Pre-K®, while 25 percent met the Instructional Support domain threshold.

Across DC, 95 percent of programs met the threshold for the Emotional Support domain and 91 percent met the threshold for the Classroom Organization domain. Instructional Support was a more challenging domain for programs with only 25 percent of programs meeting the Instructional Support threshold. Across the District of Columbia, only 54 (25 percent) of the 217 programs scored at or above the thresholds in all three CLASS Pre-K® domains. This finding suggests that there are some programs that are providing the high-quality early learning experiences and rich teacher-child interactions that have been shown by research to result in positive outcomes for children[19].

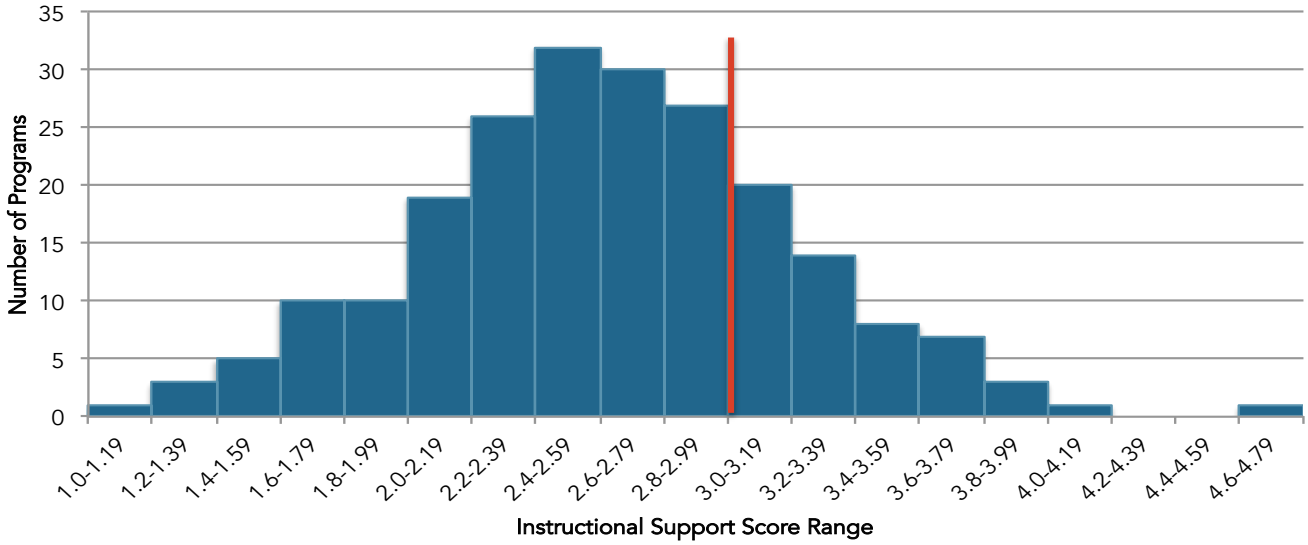
FIGURE 6. PROGRAMS MEETING ALL CLASS Pre-K® DOMAIN THRESHOLDS



Finding 3: Although relatively few programs met the Instructional Support threshold, a substantial number of programs were very close to meeting the threshold.

During SY 2015-16, the majority of programs did not meet the threshold of three points for the Instructional Support domain. However, a large number of programs (about 41 percent) had Instructional Support scores that clustered just below the threshold, between 2.4 and three. Thus, although relatively few programs have met this Instructional Support threshold to date, there are many programs that are approaching it.

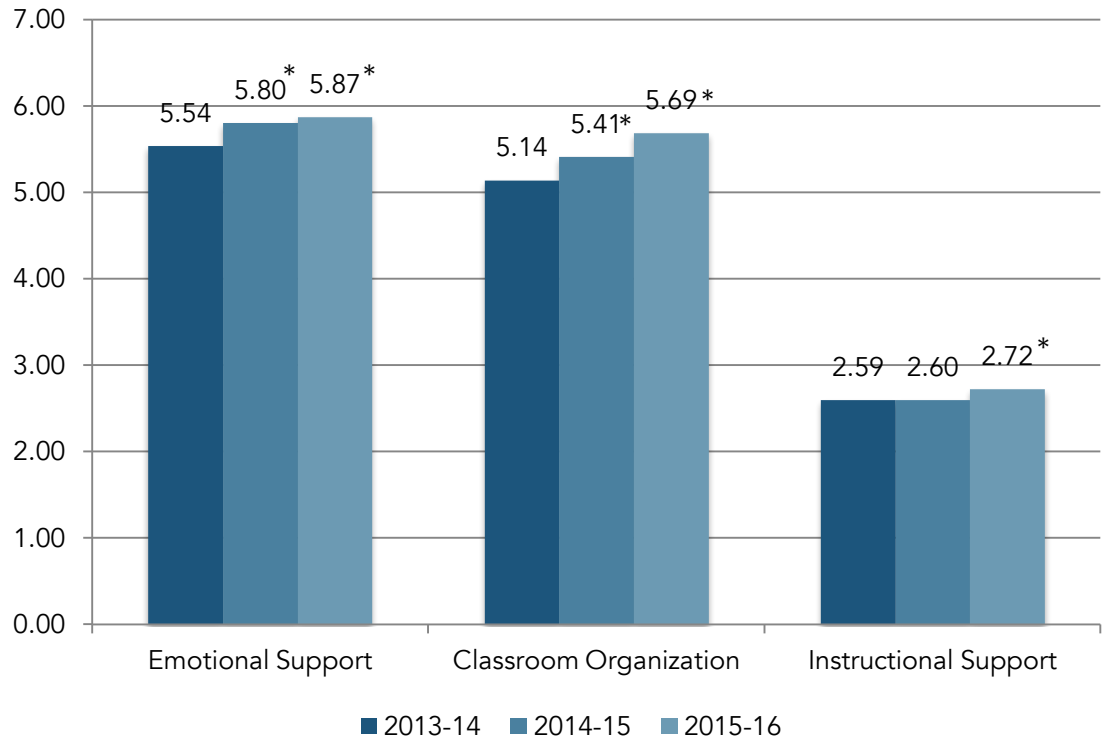
FIGURE 7. DISTRICT-WIDE DIMENSION SCORES IN INSTRUCTIONAL SUPPORT



Finding 4: Programs across DC experienced improvements on CLASS Pre-K® domains in each year of the study[20]

Across DC, average scores for programs improved each year of the study on all CLASS Pre-K® domains.[21] Statistically significant increases were observed between 2013-14 and 2014-15, and between 2014-15 and 2015-16 for Emotional Support and Classroom Organization scores (See Figure 8). For Instructional Support, only the change in scores between 2014-15 and 2015-16 was statistically significant. It is important to acknowledge that while these increases are statistically significant, they are small gains. It will require continued effort in achieving high-quality interactions across all three domains to realize the positive outcomes for children as indicated by the literature.[22]

FIGURE 8. AVERAGE PROGRAM CLASS® DOMAIN SCORES OVER THREE YEARS (N=148)

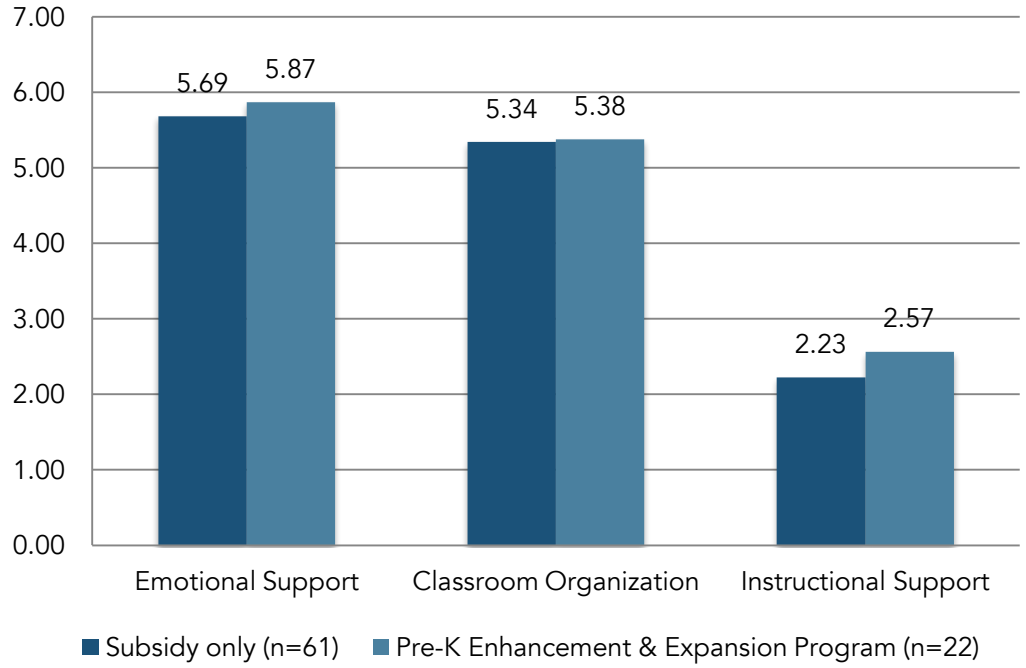


* indicate a statistically significant change from the previous program year.

Finding 5: CBO Programs with at least one classroom receiving Pre-K Enhancement and Expansion Program funding received significantly higher Instructional Support scores than Subsidy-only programs[23].

Among CBO programs with at least one classroom receiving Pre-K Enhancement and Expansion Program funding, scores across all domains were slightly higher than those among Subsidy-only CBO programs (See Figure 9). However, only scores on instructional support were significantly higher for Pre-K Enhancement & Expansion Programs. Although, the gains in Emotional Support and Classroom Organization domains were not statistically significant, previous years of evaluation showed that programs that had at least one Pre-K Enhancement and Expansion Program classroom yielded significant improvements in these arenas. Although the number of programs is small, and no causality can be attributed to these differences, policymakers may reason that investments made in Pre-K Enhancement and Expansion Program classrooms might indirectly benefit classrooms that are located within the same program, but are not recipients of the additional resources and supports.

FIGURE 9. PROGRAM-LEVEL CLASS® DOMAIN SCORES FOR SUBSIDY-ONLY AND PRE-K ENHANCEMENT & EXPANSION PROGRAMS



Overall, the findings from the analysis for the pre-K evaluation for the 2015-16 year provide an encouraging picture of pre-K quality in DC. In particular:

- Most programs across DC exceeded the quality thresholds for CLASS Pre-K® in the Emotional Support and Classroom Organization domains;
- Programs across DC have demonstrated steady growth in all three CLASS Pre-K® domains over the last three years; and
- Instructional Support scores were significantly higher in programs that received additional public funding to meet high-quality standards through the Pre-K Enhancement and Expansion Program.

The findings also suggest that there is room for improvement, particularly in Instructional Support, an area where most classrooms fell below the threshold for this domain. With continued investment in quality improvement efforts, OSSE will work with all three sectors to ensure that all early learning programs in DC provide high-quality learning experiences for our youngest learners so that they are prepared for kindergarten and able to thrive in school and beyond.

COMMON PRACTICES AMONG PRE-K PROGRAMS MEETING ALL THRESHOLDS

Since CLASS Pre-K® score thresholds provide a useful standard to consider the likely impact of specific pre-K experiences on children's development, researchers used a case study approach to better understand the practices of programs that consistently met thresholds of quality in all CLASS Pre-K® domains. The sample included six programs that met or exceeded all three thresholds for two years in a row, including two programs from each sector (DCPS, public charter schools, and CBOs). Researchers conducted one-on-one telephone interviews with 10 teachers and six administrators (principals and program directors) from these six programs, to collect information about program models, classroom practices, and efforts to support quality improvement in classrooms.

FINDINGS

Across programs with consistently strong CLASS Pre-K® scores, teachers and administrators reported engaging in classroom practices and continuous quality improvement efforts that align with research and practice guidelines for high-quality programs. Common themes are organized below.

Among Pre-K programs with consistently high CLASS Pre-K® scores, how do administrators and teachers engage in efforts to support high quality in the classroom?

- Programs consistently used data on classroom interactions and child outcomes for quality improvement purposes.
- All programs offered instructional coaching, which involved helping teachers integrate effective practices into their classrooms by providing direct feedback on areas of strength as well as areas needing improvement. Teachers and administrators indicated that instructional coaching is a key part of supporting quality improvement.
- All programs created a constructive environment for teachers by intentionally creating opportunities for peer collaboration. Administrators and teachers highlighted the value in having teachers working with one another and learning from each other

Among Pre-K programs with consistently high CLASS Pre-K® scores, which program models and classroom practices do administrators and teachers adhere to?

- Teachers and administrators described significant efforts to highlight positive behaviors in the classroom, and set up clear routines and expectations early in the school year.
- Programs used information about children's skill levels to individualize instructional approaches and materials in order to best support learning. Additionally, teachers and administrators described the foundational role of conversation and language, the physical setup of the classroom, and the quality of the materials and supplies as essential for successful instructional experiences.
- A universal theme described by teachers and administrators was the value of building strong, positive relationships with children, and the importance of child-directed or child-focused instruction.
- Most programs assessed by CLASS Pre-K® made efforts to develop high-quality teacher-parent interactions, but the specific strategies and activities used to engage parents varied from program to program.

While this analysis provides an illustration of programmatic elements and practices identified in high-quality programs, it is not designed to identify practices that cause gains in child developmental outcomes. Nonetheless, the specific characteristics and processes within these programs may serve as a worthwhile reference for learning and improvement for pre-K education throughout the District of Columbia.

CAPACITY OF PUBLIC PRE-K PROGRAMS IN DC

DC continues to be recognized as a national leader in the provision of pre-K programming. According to Census population estimates, nearly 17,000 3- and 4-year-old children were DC residents in 2015 - an increase of approximately 344 children from 2014. Even with the slight surge in population, DC was able to maintain the overall percentage of children served in FY16. This year DC served a total of 77 percent of young children, including 70 percent of 3-year-olds and 84 percent of 4-year-olds (See Figure 10). As outlined in the 2015 State Preschool Yearbook by the National Institute for Early Education Research (NIEER), the next closest state (Vermont) serves 55 percent of 3- and 4-year-old children, and the following state (Florida) serves 38 percent. This state-by-state comparison offers additional context for the significant investment made by DC to provide key early learning opportunities for its youngest learners.

FIGURE 10. THREE YEAR OLDS AND FOUR YEAR OLDS SERVED IN DC IN FY16*

	CENSUS DATA[24]	NUMBER ENROLLED	PERCENT SERVED
3 Year Olds	8,200	5,723	70%
4 Year Olds	8,553	7,187	84%
Total	**16,753**	**12,910**	**77%**

** Note that an additional 819 children attended full-day subsidized child care in FY16.*

PARTICIPATION IN PUBLIC PRE-K PROGRAMS IN DC

A core component of DC's public pre-K programming is the use of a mixed delivery system to leverage the capacity of all sectors to provide early education opportunities. Further, this delivery method supports family choice allowing parents and other caregivers to select the option that best meets their family's needs. In FY16, DC had 156 sites that provided public pre-K programming, including 77 sites in DCPS, 57 sites in public charter schools, and 22 CBO sites participating in the Pre-K Enhancement & Expansion Program (See Appendix for a complete list of pre-K sties).[25]

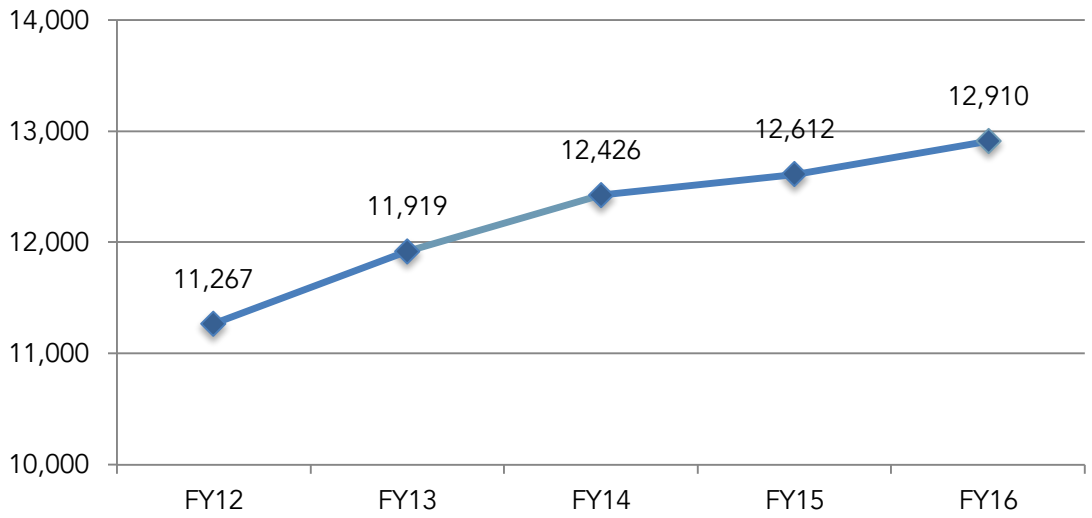
FIGURE 11. PUBLIC PRE-K PROGRAM ACCESS BY SECTOR IN FY16

SECTOR	SITES	ENROLLMENT	NUMBER OF CLASSROOMS	ESTIMATED CAPACITY	ESTIMATED UTILIZATION	ESTIMATED NUMBER OF AVAILABLE SLOTS
DCPS	77	5,832	396	7,128	81.8%	1,296
Public Charter Schools	57	6,477	353	7,060	91.7%	583
Pre-K Enhancement & Expansion Program in CBO Sites	22	601	44	704	85.4%	103
Total	**156**	**12,910**	**793**	**14,892**	**86.7%**	**1982**

The District of Columbia increased enrollment in pre-K programs from 12,612 in FY15 to 12,910 in FY16 – to serve nearly 300 more children through public pre-K programming. To estimate capacity for the purposes of this report, OSSE used classroom configuration data to determine an appropriate weight to calculate programmatic capacity. DCPS classrooms were weighted at 18 children, public charter schools were weighted at 20 children, and Pre-K Enhancement & Expansion Program classrooms were weighted at 16 children. Based on capacity estimates for FY16, DC has the capacity to serve 14,892 pre-K aged children. Of the estimated capacity, it is also important to note the high-levels of utilization averaging 87 percent across all three sectors (See Figure 11).

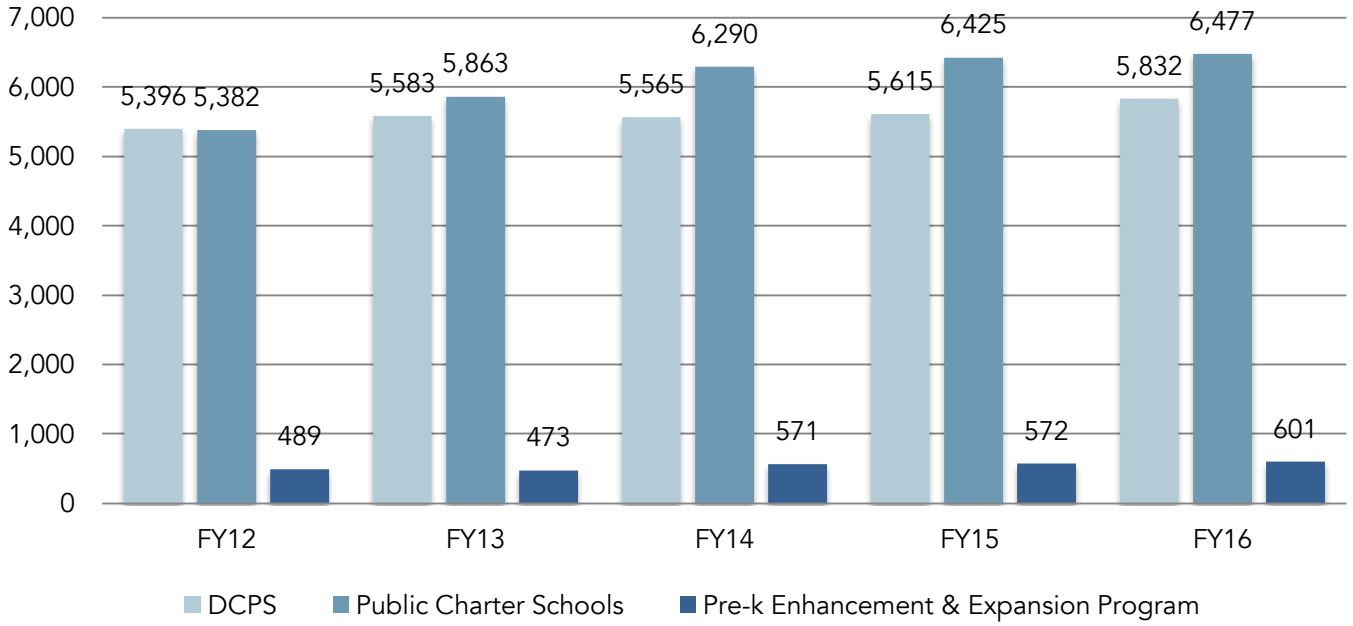
Over time, DC has worked to expand the total enrollment of public pre-K programming in order to meet growing population demands and to fulfill its commitment to universal access for all pre-K aged children. Over the last five years, the total enrollment in DC's public pre-K program has increased to serve approximately 1,643 additional children (See Figure 12).

FIGURE 12. GROWTH IN PUBLIC PRE-K PROGRAM ENROLLMENT FROM FY12 TO FY16



Efforts to increase enrollment were also driven by intentional support for a mixed delivery approach. As such, enrollment estimates from FY12 to FY16 portray the increased number of pre-K aged children served as a result of shared growth across all sectors in DC. Since FY12, DCPS has increased its enrollment by approximately 436 children, public charter schools by approximately 1,095 children, and the Pre-K Enhancement & Expansion Program by 112 children (See Figure 13).

FIGURE 13. PUBLIC PRE-K PROGRAM ENROLLMENT BY SECTOR FOR FISCAL YEARS 2012-2016



Furthermore, enrollment and capacity estimates for FY16 by ward reveal high-utilization of slots across the District of Columbia (See Figure 14). Across all DC wards, utilization rates range from 82 percent in Ward 2 to a high of 93 percent in Ward 3. This data suggests that the slots across the city are being accessed at high rates by young children and their families.

To complete the picture of overall pre-K aged children being served, it is also important to note that DC supports 819 full-day subsidized child care slots in community-based organizations in addition to the slots offered via public-pre-K programming. Although this information provides a relatively comprehensive understanding of capacity to serve pre-K children in DC, access to programming does not necessarily indicate that all families' needs are being met - specifically as it relates to quality. With significant progress made in expanding pre-K program capacity, DC is now shifting efforts to ensure every seat offered is not only accessible, but provides high-quality early learning opportunities for all young children and their families.

FIGURE 14. CAPACITY UTILIZATION OF PUBLIC PRE-K PROGRAMS BY WARD

	TOTAL SITES	ENROLLMENT	NUMBER OF DCPS CLASSROOMS	NUMBER OF PUBLIC CHARTER SCHOOL CLASSROOMS	NUMBER OF PRE-K ENHANCEMENT PROGRAM CLASSROOMS	ESTIMATED CAPACITY	ESTIMATED CAPACITY UTILIZATION
Ward 1	20	1,443	40	32	14	1,584	91.1%
Ward 2	9	564	22	14	1	692	81.5%
Ward 3	8	351	21	0	0	378	92.9%
Ward 4	26	2,331	64	78	6	2,808	83.0%
Ward 5	25	2,051	35	78	3	2,238	91.6%
Ward 6	24	2,201	87	49	4	2,610	84.3%
Ward 7	17	1,704	63	39	0	1,914	89.0%
Ward 8	27	2,265	64	63	16	2,668	84.9%
Total	**156**	**12,910**	**396**	**353**	**44**	**14,892**	**86.7%**

CHILDREN SERVED IN PUBLIC PRE-K PROGRAMS IN DC

As shared above, an estimated 12,910 children were enrolled in public pre-K programs, including children in DCPS, public charter schools, and community-based organizations in the Pre-K Enhancement and Expansion Program. Demographic data for FY16 provides additional and important descriptive information about the range of children being served in DC. For example, a majority of the children receiving early learning support through public pre-K programming are considered "economically disadvantaged." Of the total percentage of enrolled children, 10,661 (83 percent) were economically disadvantaged. Demographic data also reveal that DC is serving approximately the same number of children by gender – 6,338 (49 percent) female and 6,572 (51 percent) male. Additionally, a majority of the total enrolled children served by public pre-K programs are Black/African American (69 percent), followed by Hispanic/Latino children (14 percent), and White/Caucasian children (13 percent). Furthermore, 1,093 enrolled pre-K children (8 percent) are receiving special education services through the public pre-K program.

Figure 15 provides demographic characteristics of enrolled children by sector and district-wide across the District of Columbia.

FIGURE 15. DEMOGRAPHIC CHARACTERISTICS OF ENROLLED PRE-K CHILDREN BY SECTOR & DISTRICT-WIDE

	DCPS		PUBLIC CHARTER SCHOOLS		PRE-K ENHANCEMENT & EXPANSION PROGRAM		DISTRICT-WIDE	
DEMOGRAPHIC CHARACTERISTICS	*Number*	*Percentage*	*Number*	*Percentage*	*Number*	*Percentage*	*Number*	*Percentage*
Economic Disadvantage[26]								
Yes	4,818	83%	5,292	82%	551	92%	10,661	83%
No	1,014	17%	1,185	18%	50	8%	2,249	17%
Gender								
Female	2,837	49%	3,217	50%	284	47%	6,338	49%
Male	2,995	51%	3,260	50%	317	53%	6,572	51%
Race/Ethnicity								
American Indian/Alaskan Native	8	0.1%	13	0.2%	---	---	21	0.2%
Asian	115	2%	54	1%	2	0.3%	171	1%
Black/African American	3,355	58%	5,121	79%	390	65%	8,866	69%
Hispanic/Latino	1,091	19%	541	8%	192	32%	1,824	14%
Multiracial	172	3&	140	2%	2	0.3%	314	2%
Pacific Islander/Native Hawaiian	8	0.1%	5	0.1%	---	---	13	0.1%
White/Caucasian	1,083	19%	603	9%	15	2%	1,701	13%
Special Education Status								
Yes	630	11%	434	7%	29	5%	1,093	8%
No	5,202	89%	6,043	93%	572	95%	11,817	92%

HEAD START COORDINATION IN DC

The federally funded Head Start program is another integral component of DC's early learning system and is key to building capacity for public pre-K programming. Through coordination of Head Start resources, the District of Columbia offers comprehensive educational, nutritional, health, and family engagement and support. Designed to meet the needs of the whole child and family, Head Start programs are required to provide:

- High-quality early learning environments to help children grow intellectually, socially, and emotionally;
- Medical, dental, mental health, and nutritional services for children;
- Parent involvement opportunities to engage families as partners in promoting their children's learning; and
- Outreach to support parents in setting and achieving personal and family goals.[27]

Such efforts in DC are driven by Head Start's mission to promote the school readiness of young children through early, continuous, comprehensive, and high-quality support from birth to age five. As a result, DC has been able to leverage recent federal opportunities to improve program quality, strengthen accountability, and boost birth to five alignment for both Early Head Start programs (serving children from birth to age three) and Head Start programs (serving children ages three to five). Through implementation of the Birth to Five Pilot and Quality Improvement Network (QIN), DC continues to make significant progress in coordination of the Head Start program to ensure a continuum of high-quality services are available to young children from infancy through preschool age.

BIRTH TO FIVE PILOT

Initially announced in FY13, the U.S. Department of Health and Human Services (HHS), Office of Head Start (OHS) launched a pilot funding opportunity that gave Head Start grantees greater flexibility to design a comprehensive birth to five programmatic approach incorporating both Early Head Start and Head Start funding in order to help communities better meet the needs of young children and their families. Among the five communities selected nationwide, DC was given the opportunity to re-compete for $17 million of existing Head Start funding under the new flexible guidelines as part of this pilot. In FY14, OHS awarded grants to five organizations within the District of Columbia to implement coordinated resources for pregnant women and children birth to age five. As shown in Figure 16, these resources provide for the availability of Head Start services in all three sectors.

FIGURE 16. HEAD START PROGRAM PARTICIPATION FOR FY16

GRANTEES	HOME-BASED	EHS CENTER	HS CENTER	**TOTAL ENROLLMENT BY GRANTEE**
DC Public Schools			5,191	5,191
Bright Beginnings, Inc.	64	40	44	148
CentroNía	72			72
Rosemount	77	39		116
United Planning Organization (UPO)				671
Educare of Washington, DC[28]		72	85	
AppleTree Early Learning Center PCS Douglas Knolls			49	
AppleTree Early Learning Center PCS Savannah Place			49	
Azeeze		16		
Ballou		16		
Christian Tabernacle		48		
C.W. Harris Elementary School		16		
Dunbar		8		
Edgewood		24		
Fredrick Douglass		40		
Luke C. Moore		8		
Marie Reed		16		
Woodson		8		
Spanish Education Center (SED)		36		
Anacostia High School		24		
Paradise		16		
Atlantic Gardens		16		
Healthy Babies	52			
Home-Based Program	72			
OSSE Quality Improvement Network (QIN)		200		200
TOTAL ENROLLMENT BY MODEL	337	643	5,418	6,398

DCPS is the largest Head Start provider in the District of Columbia serving 5,191 children in FY16 – an increase of 140 children from FY15. Through implementation of the Head Start School-Wide Model (HSSWM), DCPS combines local dollars with federal Head Start dollars to offer early learning opportunities and comprehensive services consistent with the Head Start program model to all pre-K aged children enrolled in Title I schools.

In the CBO sector, the United Planning Organization (UPO) is the largest provider of both Early Head Start and Head Start services. UPO provides direct services to families with young children and partners with DCPS,

Appletree Public Charter School, and other community-based organizations to provide Early Head Start and Head Start slots. In FY16, UPO was able to support service delivery to 671 children through home-based and center-based Early Head Start and Head Start programming. This includes an additional 48 Early Head Start slots for this fiscal year through a contract with Christian Tabernacle Child Development Center.
Overall, the Birth to Five Head Start Pilot has contributed to strengthening partnerships and leveraging resources across sectors to improve the coordination and quality of services for DC's youngest learners. Through this pilot, DC has been able to expand and align efforts of both Early Head Start and Head Start programs to better meet the needs of children from infancy through preschool age. With this continuum of support, DC aims to provide more young children with increased access to the high-quality early learning opportunities needed to succeed in school and beyond.

UPDATE ON PUBLIC PRE-K PROGRAM GOALS

The following section provides a status update on goals to improve the provision of pre-K education across all sectors, specifically progress on efforts in DC to track the impact of public pre-K on student learning and development; to ensure that every pre-K seat in DC is a quality seat; and to ensure information about pre-K program quality is accessible to families.

GOAL 1: TRACKING STUDENT LEARNING AND DEVELOPMENT

Early Development Instrument (EDI)
In order to track student learning and development, DC adopted the Early Development Instrument (EDI) - a population-based measure that provides a snapshot of children's health, development, and school readiness. Results from the EDI present data on children's development across five key domains: 1) physical health and well-being; 2) social competence; 3) emotional maturity; 4) language and cognitive skills; and 5) communication skills and general knowledge. OSSE is working in partnership with the University of California, Los Angeles (UCLA) Center for Healthier Children, Families, and Communities to assist with the administration and analysis of the EDI data for pre-K 4 students enrolled in public pre-K programs in DC.

Data were successfully collected for 4,465 pre-K 4 children in the District in FY16. The data were analyzed by neighborhood cluster, and student level data were geocoded based on the child's primary residence. The majority of the District's 39 clusters reached the level of participation or saturation recommended by UCLA; for those that did not meet this threshold, additional assessments are planned in 2017 to further strengthen the dataset. Figure 17 summarizes EDI participation across the District.

FIGURE 17. SUMMARY OF EDI PARTICIPATION IN D.C.

SECTOR PARTICIPATION	
District of Columbia Public Schools	
Public Charter Local Education Agencies	
Community Based Organizations	
Total schools/centers	108
Total classrooms	333

COMMUNITY INFORMATION	
Children	4,423
Children who are English Language Learners (ELL)	14%
Children with disabilities who have an Individualized Education Program (IEP)	8%
Race/Ethnicity:	
African-American	67%
Asian, Native Hawaiian or other Pacific Islander	2%
Hispanic, Latino/a	15%
White	13%
Other	3%

EDI results are reported as the percentage of children who are "vulnerable," "at risk" and "on track" in each of the five areas. Children who score at or below the 10th percentile of the national EDI population in each area are considered developmentally vulnerable. Children who are developmentally at risk fall in between the 10th and 25th percentile, and those who score above the 25th percentile in each area are considered on track.

Figure 18 summarizes results from the EDI. These data show results from the District's 4-year-olds, compared to a national average for children enrolled in kindergarten. (EDI has been shown to be a valid and reliable instrument for measuring child development among children ages 4 to 6.

That said, since the vast majority of jurisdictions that participate in EDI do not yet have universal pre-K for four-year-olds, they are not able to conduct a population-level assessment until kindergarten.)

Despite the fact that the national sample includes children who are, on average, one year older than D.C.'s pre-K 4 population, the District shows many areas of relative strength. For example, in the domain of social competence, only 7 percent of children were developmentally vulnerable, compared to a national average of 11 percent. Moreover, the District's children met or exceeded national benchmarks in three out of four other developmental domains (including emotional maturity; physical health and well-being; and communication skills and general knowledge).

In the domain of language and cognitive development, the District showed greater percentages of children being vulnerable or at risk. Further analysis reveals that vulnerability in this area is being driven primarily by the subdomain of "advanced literacy skills." Items included in this subdomain (e.g. ability to read complex words; ability to write simple words; ability to write simple sentences) reflect DC's literacy standards for kindergarten, and are not skills expected of all four-year-old children. Nevertheless, it is useful to know that more than 40 percent of DC children were on track in this area of development.

FIGURE 18. COMPARISON OF EDI RESULTS BY DEVELOPMENTAL DOMAIN
National Kindergarten Averages (2015) vs. D.C. pre-K 4 Results (2016)

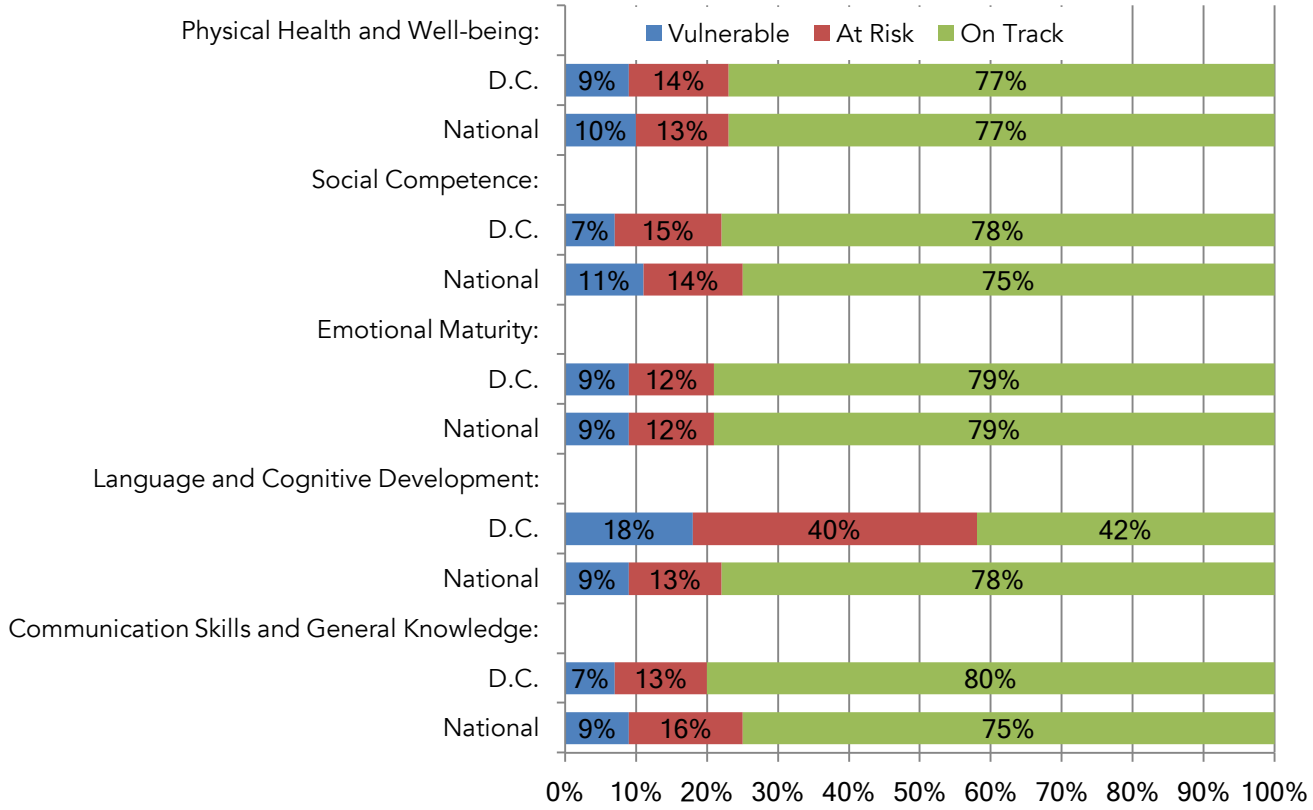
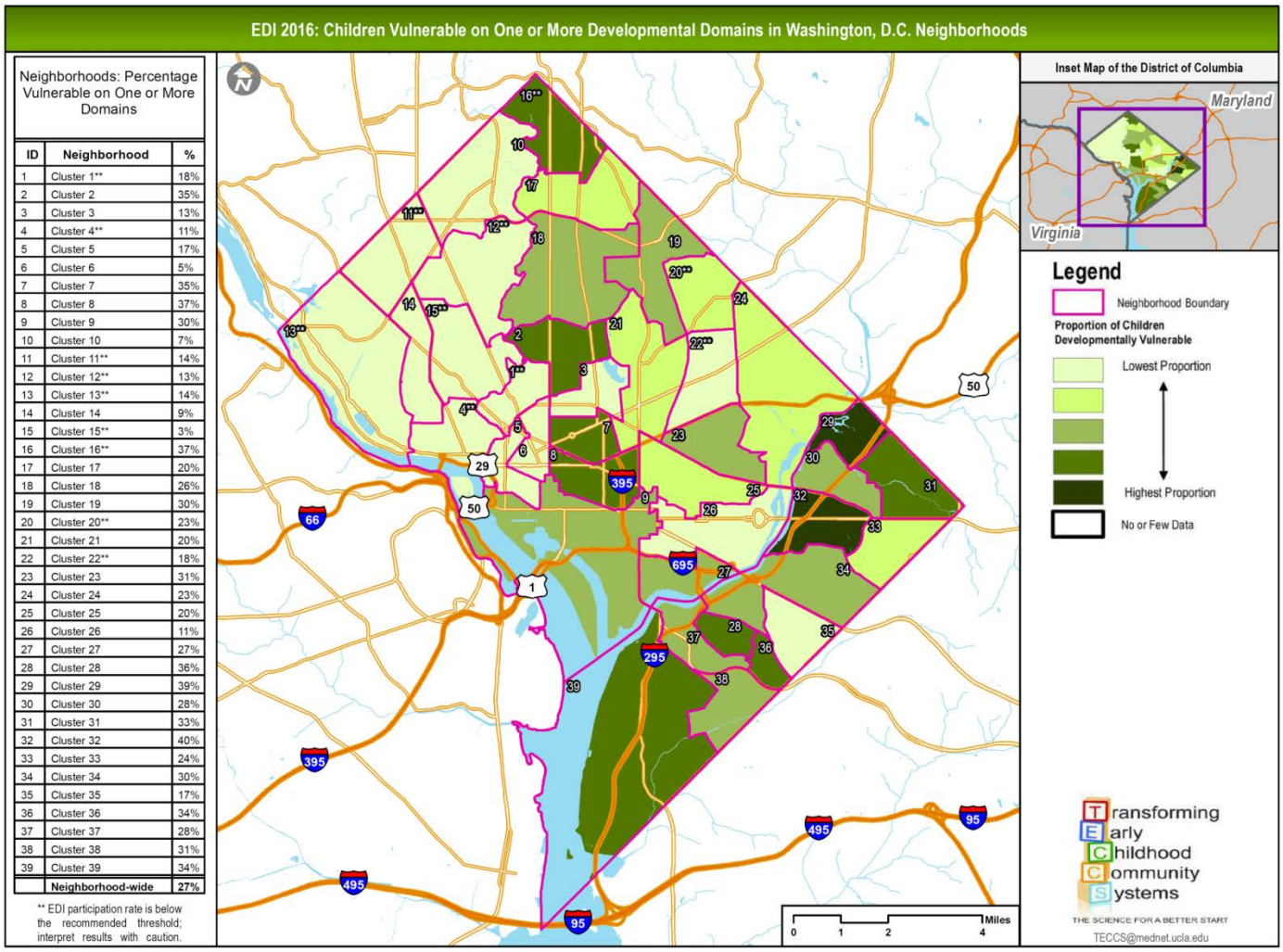


Figure 19 shows the proportion of children who are vulnerable in one or more developmental domain, mapped across the District of Columbia's neighborhood clusters. Clusters that are dark green had rates of vulnerability higher than the national average, whereas light green clusters had rates that were lower than the national average.

Analyzing EDI data in this way reveals that developmental vulnerabilities are unevenly distributed across the city**.** For example, in Cluster 6 (Dupont Circle/Connecticut Avenue/K Street), only 5 percent of children were vulnerable in one or more domains. Meanwhile, across the Anacostia River in Cluster 32 (River Terrace/Benning/Greenway/Dupont Park), 40 percent of four-year-olds were vulnerable.

FIGURE 19. PERCENTAGE OF CHILDREN VULNERABLE IN ONE OR MORE DOMAINS (Mapped by D.C. Neighborhood Cluster)



ID	Neighborhood	%
1	Cluster 1**	18%
2	Cluster 2	35%
3	Cluster 3	13%
4	Cluster 4**	11%
5	Cluster 5	17%
6	Cluster 6	5%
7	Cluster 7	35%
8	Cluster 8	37%
9	Cluster 9	30%
10	Cluster 10	7%
11	Cluster 11**	14%
12	Cluster 12**	13%
13	Cluster 13**	14%
14	Cluster 14	9%
15	Cluster 15**	3%
16	Cluster 16**	37%
17	Cluster 17	20%
18	Cluster 18	26%
19	Cluster 19	30%
20	Cluster 20**	23%
21	Cluster 21	20%
22	Cluster 22**	18%
23	Cluster 23	31%
24	Cluster 24	23%
25	Cluster 25	20%
26	Cluster 26	11%
27	Cluster 27	27%
28	Cluster 28	36%
29	Cluster 29	39%
30	Cluster 30	28%
31	Cluster 31	33%
32	Cluster 32	40%
33	Cluster 33	24%
34	Cluster 34	30%
35	Cluster 35	17%
36	Cluster 36	34%
37	Cluster 37	28%
38	Cluster 38	31%
39	Cluster 39	34%
	Neighborhood-wide	**27%**

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

STATUS OF THE ENHANCED QUALITY RATING AND IMPROVEMENT SYSTEM (QRIS)

With an increased demand for high-quality early childhood education programs in the District of Columbia, the Division of Early Learning (DEL) within OSSE has worked to develop, in collaboration with DC Public Schools, the DC Public Charter School Board (DC PCSB), and community-based organizations (CBOs), 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 improvement where it is most needed with the Enhanced QRIS. The Enhanced QRIS is a systemic approach to assess, improve, and communicate the level of quality in early care and education programs.

OSSE reached an important and exciting milestone in this work: OSSE successfully launched its Enhanced QRIS pilot program in April 2016 that will align and simplify quality standards across DC's three-sector system; align supports to quality standards and target areas of improvement through collaborative partnership between providers, OSSE, and other agencies; and provide meaningful consumer information. The pilot program represents a wide range of DC Public Schools, community-based organizations (CBOs), and family child care homes across DC. Leadership from 24 programs across a majority of the wards currently participate in the yearlong Enhanced QRIS pilot, intentional monthly meetings, and professional development with OSSE.

Providers receive on-site technical assistance to improve their level of service for children and families through the Continuous Quality Improvement (CQI) plan. The pilot sites provide insight and feedback into the quality standards; and are helping OSSE better understand the supports, interventions, technical assistance, and professional development required to improve quality. OSSE continues to inform the Enhanced QRIS pilot program to build a quality improvement system that works for our children, families, providers, schools, and the community.

STATUS ON PRE-K ENHANCEMENT & EXPANSION PROGRAM

In FY15, OSSE adopted regulations to further establish procedures to facilitate and distribute funding for the Pre-K Enhancement and Expansion Program.[29] As previously described through provision of this program, OSSE seeks to allocate funding, in an amount consistent with the UPSFF rate, to eligible CBOs to provide and maintain high-quality pre-K education services. The regulations defined eight eligibility requirements each pre-K program must meet and maintain in order to receive funding allocation through the program, including criteria related to eligibility for enrolled children; required class size; and program length and operating hours. Moreover, the regulations outlined the high-quality standards pre-K programs must meet and maintain to receive funding, which include:

- Maintenance of defined adult-to-child ratios;
- Consistent use of a comprehensive curriculum that is aligned with DC's early learning standards;
- Accreditation by a national accrediting body approved by OSSE;
- Utilization of assessment tools that are aligned with the program's chosen curriculum;
- Employment and retention of teachers and teacher assistants who meet or exceed minimum educational requirements;
- Equitable wages for educators comparable to the public school system in DC;
- Professional development and coaching support for educators;
- Opportunities for families to participate in and support the program's educational mission as active partners in their child's learning and development;
- Plans to ensure inclusion of children with disabilities, in accordance with federal-stated goals;
- Safe, secure, and developmentally appropriate space for use as classrooms;
- Daily active play for each pre-K age child;
- Acquisition of licensure according to the District of Columbia Municipal Regulations (DCMR29);
- Maintenance of a process for ongoing program assessment and continuous quality improvement;
- Provision of comprehensive health and support services for all children enrolled in the program (e.g., developmental, vision, and health screenings); and
- Compliance with program operation guidelines and reporting requirements.

In addition to the requirements guiding eligibility and program quality, the regulations also broadened access to high-quality early learning programs by maximizing the utilization of multiple funding sources. As such, CBOs are required to use funding allocated to supplement, and not supplant, existing federal and local funding sources, such as those available through subsidized child care and the Head Start program.

Initial implementation of this effort consisted of OSSE grandfathering in existing programs that were a part of the Pre-K Enhancement and Expansion Program prior to January 2015. OSSE also accepted applications from five new CBOs interested in qualifying for "high-quality designation" in order to be eligible for Pre-K Enhancement and Expansion Program funds. Out of the five programs that submitted applications, four met the standards outlined in the regulations. For FY16, OSSE first awarded funding to the grandfathered CBOs that received prior funding, and that were able to meet the eligibility requirements and high-quality standards set forth in the new regulations. OSSE then allocated the remaining funds to the four new CBOs designated high-

quality, consistent with the UPSFF for each student enrolled. OSSE also awarded technical assistance funds in the amount of $1,500 per child for programs that were designated high-quality.

Figure 20 provides a snapshot of Pre-K Enhancement and Expansion Program participation and funding for FY16.

FIGURE 20. PRE-K ENHANCEMENT & EXPANSION PROGRAM PARTICIPATION & FUNDING FOR FY16

PROGRAM NAME	NUMBER OF 3-YEAR OLDS	NUMBER OF 4-YEAR OLDS	TOTAL # OF UPSFF ELIGIBLE CHILDREN	AMOUNT FUNDED SUBSIDY AND PRE-K FUNDS COMBINED
Barbara Chambers	43	21	64	$1,192,361
Big Mama's	9	7	16	$274,747
Bright Start	8	3	11	$168,880
CentroNía	51	34	85	$1,431,601
Dawn To Dusk	14	2	16	$294,786
Easter Seals	14	1	15	$253,730
Gap Community Childcare Center Inc.	10	0	10	$187,550
Happy Faces	19	5	24	$463,303
Jubilee Jumpstart	10	6	16	$266,054
Kennedy Institute	9	7	16	$274,747
Kiddies Kollege	16	6	22	$364,744
Kids Are Us Learning Center	13	2	15	$276,031
Martha's Table	7	0	7	$126,749
Matthew's Memorial	12	8	20	$313,100
Edward C. Mazique	7	9	16	$269,453
National Children's Center	18	12	30	$521,814
Rosemount Center	12	2	14	$248,204
Spanish Education Development Center	32	16	48	$894,176
Sunshine	48	36	84	$1,407,552
Upo Azeeze Bates	17	6	23	$324,763
Zena's	11	5	16	$298,185
Bright Beginnings	17	16	33	$342,458
Total	**397**	**204**	**601**	**$10,194,988**

STATUS ON THE QUALITY IMPROVEMENT NETWORK (QIN)

The District of Columbia applied for and was awarded a federal Early Head Start-Child Care Partnership grant in FY15. Through the grant, DC will receive nearly $5 million in federal funding over five years to compliment nearly $10 million in local funding that is designated to expand and enhance services for infants and toddlers. With this funding, the Quality Improvement Network (QIN) was developed as a first step toward a multi-year effort to establish a neighborhood-based quality improvement system for early childhood providers in DC.

The QIN is an innovative initiative to improve the supply of high-quality child care in DC for infants and toddlers and their families. The QIN consists of three neighborhood-based "Hubs" that provide technical assistance and training to center- and home-based child care partners operating in some of DC's highest need neighborhoods. Through the Hub agencies, families are able to participate in trainings, and access community resources and services.

Through implementation of the QIN, the District of Columbia seeks to:

- Implement a community-based quality improvement system aligned to the comprehensive, quality standards of Early Head Start and DC's Quality Rating and Improvement System;
- Invest in adding new high-quality Early Head Start slots for children and families where the need is unmet;
- Leverage all available local and federal funding sources across the DC government to provide comprehensive support to children and families; and
- Ensure that children with high needs have access to these high-quality child care slots in their community.

The University of Maryland, Center for Early Childhood Education and Intervention secured funding from private philanthropy to conduct a five-year implementation and impact evaluation of the QIN. Initial results from these evaluations will be available in 2017 and will be shared with various stakeholders and used to inform practice and policy.

Overall, the QIN has harnessed the collective efforts of child care providers, neighborhood Hubs, and public and private agencies to strengthen and align the city's system of care for young children. Moving forward, DC will work to build upon identified areas of strength and address common challenges to ensure continuous and comprehensive services are available to more infants and toddlers and their families - ultimately helping to lay the strong foundation needed for future learning in pre-K and beyond.

ADDITIONAL EFFORTS TO ENHANCE PRE-K QUALITY

- As part of its efforts to support quality improvement in programs and classrooms throughout all sectors, OSSE provided in-depth program and classroom level CLASS Pre-K® reports for each program participating in the DC Pre-K Quality Evaluation. In total, 217 program and 802 classroom reports were

shared in FY16. These reports included average classroom scores for all 10 dimensions, and all three domains. In addition, classroom-level reports contained narratives of classroom practice observed on the day of the observation, which helped teachers better understand their scores and findings, and highlighted areas in need of improvement.

- OSSE held three data-sharing meetings for program leaders and administrators across DC. The meetings provided an opportunity for participants to learn about the CLASS Pre-K® tool, DC's evaluation and to understand the quality context throughout the city. In addition, program leaders were provided with tools to assist them in planning program-wide professional learning opportunities and to set goals for continuous quality improvement.
- OSSE continued to sponsor targeted teacher-child interaction professional learning sessions for early learning educators, directors, principals, and coaches across the District of Columbia. Aligned with the interactions measured in the Infant, Toddler, and the CLASS Pre-K® tools, the sessions offered interactive hands-on activities, self-reflection exercises, and goal-setting opportunities in order for participants to gain practical strategies for supporting positive teacher-child interactions. In FY16, 29 total sessions were facilitated, which were open to 70 to 100 educators. Surveys were used to collect participant feedback after all sessions, with the overall satisfaction rating of 4.7 out of five.
- A Community of Practice (CoP) was also offered to increase the capacity of DC's early childhood school leaders to provide supervision, evaluation, and instructional support to early childhood educators and programs. The CoP was developed with the specific focus to support leaders' understanding of the Instructional Support domain of the CLASS Pre-K® and the role they play in facilitating program quality improvement. Each session included a balance between content, collaborative activities, and reflection opportunities. A series of sessions were facilitated in FY16, with an average attendance of 33 school leaders per session. Surveys were used to collect participant feedback after all sessions, with the overall satisfaction rating of 4.6 out of five.

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

As OSSE continues to implement its 2015-18 strategic plan, one of the four primary goals of the plan is to focus on program quality and equity across DC for all children. One actionable approach to achieving this goal is the implementation of the enhanced QRIS pilot, which will allow families in DC to make more informed decisions about early learning opportunities by allowing them to access information about the program quality of all CBOs that receive public funding. Once the pilot concludes, a concerted effort will be made to alert families about this new resource to research and review the program quality of various early learning settings. While the enhanced QRIS pilot is underway, information about publicly funded pre-K is available on the OSSE and My School DC websites.

CONCLUSION

As a result of strategic efforts made over the last decade, the District of Columbia has positioned itself as a national leader in the provision of high-quality pre-K. By making early childhood a centerpiece of its education reform agenda, DC far outranks all other states in both access for 3- and 4-year-olds, and in per-child spending.[30] With significant achievements made in increasing the capacity to serve pre-K age children, DC has begun to shift its focus and resources to ensure high-quality programming is achieved and maintained across all educational sectors. OSSE will continue building upon current efforts and focusing on key quality improvement initiatives, including:

- Implementing a robust Enhanced QRIS that supports continuous quality improvement among programs and helps families to make informed choices about their child's experience;
- Collaborating with other agencies to integrate existing data systems in order to effectively develop, manage and use data to improve the quality of DC's early learning system and examine children's progress and outcomes over time;
- Supporting the expansion of a high-quality workforce through effectively defining career pathways and providing professional learning opportunities to build educator capacity and effective leadership; and
- Strengthening efforts supporting family-program partnerships to foster each child's learning and development.

In order for the District of Columbia to achieve its education reform goals, OSSE must continue to strengthen the continuum of early childhood services for children, birth to age eight. Through the QIN and Birth to Five Head Start Pilot, DC is building a comprehensive and aligned early learning system. OSSE is committed to advancing investments and ongoing efforts necessary to improve early childhood education and ensuring equitable access to high quality early learning for DC's youngest residents.

APPENDIX

FY16 Sites & Enrollment for Public Pre-K Programs

DC Public Schools

SCHOOL NAME	PREK-3 ENROLLMENT	PREK-4 ENROLLMENT	TOTAL PRE-K ENROLLMENT
Aiton ES	35	41	76
Amidon Bowen ES	26	38	64
Bancroft ES	44	67	111
Barnard ES	62	85	147
Beers ES	38	52	90
Brent ES	31	37	68
Brightwood EC	39	49	88
Browne EC	30	37	67
Bruce Monroe ES at Park View	41	49	90
Bunker Hill ES	12	16	28
Burroughs EC	37	39	76
Burrville ES	49	53	102
C W Harris ES	13	46	59
Capitol Hill Montessori School at Logan	61	55	116
Cleveland ES	33	48	81
Dorothy Height ES	63	70	133
Drew ES	25	27	52
Eaton ES	0	36	36
Garfield ES	22	26	48
Garrison ES	35	54	89
H D Cooke ES	30	53	83
Hearst ES	1	42	43
Hendley ES	11	46	57
Houston ES	25	33	58
Hyde Addison ES	15	19	34
J O Wilson ES	50	64	114
Janney ES	0	79	79
Ketcham ES	30	40	70
Key ES	0	39	39
Kimball ES	30	38	68
King, M L ES	31	50	81
Lafayette ES	0	80	80
Langdon EC	26	41	67
Langley EC	28	30	58
LaSalle Backus EC	17	29	46
Leckie ES	47	60	107
Ludlow Taylor ES	46	57	103
Malcolm X ES at Green	25	37	62

SCHOOL NAME	PREK-3 ENROLLMENT	PREK-4 ENROLLMENT	TOTAL PRE-K ENROLLMENT
Mann ES	0	40	40
Marie Reed ES	49	53	102
Maury ES	37	50	87
Miner ES	48	41	89
Moten ES	38	56	94
Murch ES	0	60	60
Nalle ES	46	59	105
Noyes EC	14	23	37
Orr ES	45	60	105
Oyster Adams Bilingual School	0	40	40
Patterson ES	33	43	76
Payne ES	35	47	82
Peabody ES (Capitol Hill Cluster)	61	79	140
Plummer ES	29	43	72
Powell ES	40	57	97
Randle Highlands ES	38	41	79
Raymond EC	45	60	105
Ross ES	15	20	35
Savoy ES	26	34	60
School Within School at Goding	29	49	78
School Without Walls at Francis Stevens	39	37	76
Seaton ES	40	49	89
Shepherd ES	15	36	51
Simon ES	20	29	49
Smothers ES	29	46	75
Stanton ES	30	58	88
Stoddert ES	0	14	14
Takoma EC	31	43	74
Thomas ES	26	59	85
Thomson ES	33	34	67
Truesdell EC	46	56	102
Tubman ES	31	36	67
Turner ES	29	50	79
Tyler ES	58	74	132
Van Ness ES	31	36	67
Walker Jones EC	36	49	85
West EC	25	37	62
Wheatley EC	32	30	62
Whittier EC	23	32	55
DCPS TOTAL	**2310**	**3522**	**5832**

Public Charter Schools

School Name	PREK-3 ENROLLMENT	PREK-4 ENROLLMENT	TOTAL PRE-K ENROLLMENT
AppleTree Early Learning Center PCS Columbia Heights	92	66	158
AppleTree Early Learning Center PCS Lincoln Park	43	17	60
AppleTree Early Learning Center PCS Oklahoma	75	81	156
AppleTree Early Learning Center PCS Southwest (Amidon)	51	51	102
AppleTree Early Learning PCS Southeast (Douglas Knoll)	88	89	177
Bridges PCS	70	62	132
Briya Public Charter School	31	14	45
Capital City Lower PCS	31	45	76
Cedar Tree Academy PCS	103	151	254
Center City Brightwood Campus PCS	0	25	25
Center City Capitol Hill Campus PCS	0	25	25
Center City Congress Heights Campus PCS	0	23	23
Center City Petworth Campus PCS	0	20	20
Center City Shaw Campus PCS	0	20	20
Center City Trinidad Campus PCS	0	20	20
Creative Minds International PCS	51	34	85
D C Bilingual PCS	36	61	97
D C Prep-Benning Elementary PCS	78	72	150
DC Prep PCS Edgewood Elementary	78	73	151
DC Preparatory Academy PCS Anacostia Elementary	76	65	141
DC Scholars PCS	69	66	135
Democracy Prep PCS-Congress Heights	43	67	110
E.L. Haynes PCS-Elementary School	44	44	88
Eagle Academy PCS - Eagle Center at McGogney	152	171	323
Eagle Academy PCS New Jersey Avenue Campus	28	34	62
Early Childhood Academy PCS	39	48	87
Elsie Whitlow Stokes Community Freedom PCS	37	38	75
Excel Academy PCS-DREAM	74	106	180
Friendship PCS Armstrong	61	72	133
Friendship PCS Blow Pierce Elementary	52	78	130
Friendship PCS Chamberlain Elementary	48	51	99
Friendship PCS Southeast Academy	66	72	138
Friendship PCS Woodridge Elementary	41	55	96
Hope Community PCS Lamond Campus	42	77	119
Hope Community PCS Tolson Campus	29	97	126
Ideal Academy PCS North Capitol Street Campus ES	46	39	85
Ingenuity Prep PCS	51	51	102
Inspired Teaching Demonstration PCS	46	43	89
KIPP DC Arts & Technology Academy PCS	81	68	149
KIPP DC Connect Academy	103	110	213
KIPP DC Discover PCS	105	121	226
KIPP DC GROW Academy PCS	113	110	223
KIPP DC LEAP Academy PCS	107	106	213

School Name	PREK-3 ENROLLMENT	PREK-4 ENROLLMENT	TOTAL PRE-K ENROLLMENT
Latin American Montessori Bilingual (LAMB) PCS	63	54	117
Lee Montessori PCS	37	34	71
Mary McLeod Bethune Day Academy PCS Slowe Campus	51	58	109
Meridian PCS	87	88	175
Mundo Verde Bilingual PCS	48	85	133
Perry Street Prep PCS	40	43	83
Potomac Preparatory PCS	47	49	96
Roots PCS	18	15	33
Sela PCS	37	22	59
Shining Stars Montessori Academy PCS	55	38	93
Two Rivers PCS - 4th Street	36	47	83
Two Rivers PCS — Young	36	48	84
Washington Yu Ying PCS	48	76	124
William E. Doar, Jr. PCS for the Performing Arts	40	59	99
PCS TOTAL	**3023**	**3454**	**6477**

Community-Based Organizations in Pre-K Enhancement & Expansion Program

SCHOOL NAME	PREK-3 ENROLLMENT	PREK-4 ENROLLMENT	TOTAL PRE-K ENROLLMENT
Barbara Chambers	43	21	64
Big Mama's	9	7	16
Bright Beginnings	17	16	33
Bright Start	8	3	11
CentroNía	51	34	85
Dawn to Dusk	14	2	16
Easter Seals	14	1	15
Gap Community Childcare Center Inc.	10	0	10
Happy Faces	19	5	24
Jubilee Jumpstart	10	6	16
Kennedy Institute	9	7	16
Kiddies Kollege	16	6	22
Kids Are Us Learning Center	13	2	15
Martha's Table	7	0	7
Matthew's Memorial	7	13	20
Edward C. Mazique	7	9	16
National Children’s Center	18	12	30
Rosemount Center	12	2	14
Spanish Education Development Center	31	17	48
Sunshine	48	36	84
United Planning Organization – Azeeze Bates	16	7	23
Zena's	11	5	16
PRE-K ENHANCEMENT PROGRAM TOTAL	**390**	**211**	**601**

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[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] The universe of children for this analysis is children enrolled in DCPS, PCS, and CBO Pre-K Enhancement and Expansion programs based on the SY2015-16 enrollment audit. The following assumptions were made to estimate capacity and capacity utilization: 18 seats per classroom for DCPS; 20 seats per classroom for PCS; and 16 seats per classroom for CBOs

[3] Barnett, W. S., Friedman-Krauss, A. H., Gomez, R., Horowitz, M., Weisenfield, G. G., Clarke Brown, K., & Squires, J. H. (2016). *The State of Preschool 2015: State Preschool Yearbook*. Retrieved from http://nieer.org/sites/nieer/files/2015%20Yearbook.pdf.

[4] The Pre-K Enhancement and Expansion Amendment Act of 2008 established the Pre-K Enhancement and Expansion Program, which provides supplemental funding to community-based organizations consistent with the UPSFF rate for pre-k in charter schools and DCPS. These resources help providers maintain 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.

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

[6] Yoshikawa et al, 2013, p. 6

[7] Pianta et al., 2008

[8] Pianta et al., 2008

[9] Pianta et al., 2008

[10] The "Negative Climate" dimension is an exception to this rule and is scaled opposite with higher scores indicating lower quality.

[11] Pianta et al., 2008

[12] 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.

[13] Programs are defined as schools or campuses who are under the purview of a single administrator/principal

[14] Emotional Support and Classroom Organization thresholds (i.e. 5) differ from the Instructional Support threshold (i.e. 3), and this may make sense anecdotally, as historically national averages have shown that across several cycles, programs can achieve higher average scores on Emotional Support and Classroom Organization than on Instructional Support. This may be because Emotional Support and Classroom Organization measure components that are more often observed throughout the day (e.g. classroom climate and relationships, behavior management), whereas Instructional Support measures components typically scored higher during more traditional instructional times (i.e. large and small group instruction, choice time) and, naturally, scored a bit lower during less structured times of the day (i.e. routines, transition).

[15] Pianta et al, 2008

[16] Pianta et al, 2008

[17] Pianta et al, 2008

[18] Pianta et al, 2008

[19] Pianta et al, 2008

[20] Only programs (n-148) that had data available in all three years were included in this analysis

[21] The year-to-year change was analyzed at the program level by comparing average program CLASS® domain scores for 2013-14, 2014-15, and 2015-16

[22] Pianta et al, 2008

[23] While these sample sizes were small, they were suitable for the type of analysis (Kruskall-Wallis test) used to test the significance between program level averages ($X^2 = 4.368$, $p = 0.037$) It is also important to note that these analyses do not reveal causal relationships.

[24] U.S. Census Bureau, Population Division. (2016). Annual Estimates of the Resident Population by Single Year of Age and Sex for

the United States, States, and Puerto Rico Commonwealth: April 1, 2010 to July 1, 2015. Retrieved from http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF

[25] The universe of children for this analysis is children enrolled in DCPS, PCS, and CBO Pre-K Enhancement and Expansion programs based on the SY2015-16 enrollment audit. The following assumptions were made to estimate capacity and capacity utilization: 18 seats per classroom for DCPS; 20 seats per classroom for PCS; and 16 seats per classroom for CBOs

[26] Economically Disadvantage is defined as students who qualified for free and reduced price lunch. Status includes Community Eligibility Provision (National School Lunch Program that allows schools with greater than 40% Direct Certified students to provide free school meals to all of their students in order to reduce the burden of paperwork on the schools) and/or Direct Certification (received TANF or SNAP benefits, was a ward of the state, foster care, or was homeless).

[27] National Head Start Association. (2015). Why Head Start: The Head Start Model. Retrieved from https://www.nhsa.org/why-head-start/head-start-model

[28] Educare of Washington, DC is a delegate of UPO

[29] On September 24, 2015, OSSE adopted a new Chapter 35 (Pre-k Enhancement and Expansion Funding) of Title 5 (Education), Subtitle A (Office of the State Superintendent of Education) of the District of Columbia Municipal Regulations (DCMR)

[30] Barnett, W. S., Friedman-Krauss, A. H., Gomez, R., Horowitz, M., Weisenfield, G. G., Clarke Brown, K., & Squires, J. H. (2016). *The State of Preschool 2015: State Preschool Yearbook*. Retrieved from http://nieer.org/sites/nieer/files/2015%20Yearbook.pdf.