District of Columbia
Office of the State Superintendent of Education

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OFFICE OF THE
SECRETARY

Fiscal Year 2018 Pre-K Report

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Message from the Mayor

Dear Washingtonians,

High-quality pre-K education can significantly influence a child's cognitive, linguistic, physical, and social-emotional development, providing a solid foundation for school success and improved outcomes later in life. For the seventh year in a row, Washington, DC ranks number one in the nation for both access and funding. Currently, we serve 72 percent of our 3-year-olds and 86 percent of our 4-year-olds in classrooms in our DC Public Schools, public charter schools, and community-based organizations (CBOs). Comparatively, nationwide, the average government-funded preschool program serves only five percent of 3-year-olds and 32 percent of 4-year-olds.

In addition to providing access, Washington, DC has also advanced our efforts to strengthen program quality in order to maximize the benefits of early care and education. As shown in this report, not only has pre-K enrollment increased by three percent in the 2017-18 school year, pre-K classroom quality has also improved across all sectors—DCPS, public charter schools, and CBOs. This report outlines our progress in ensuring every child enters kindergarten with a strong foundation that promotes opportunities for growth and improvement as they continue through their educational journey. We are focused on both increasing the number of students enrolled in pre-K and the quality of education they receive in early learning classrooms.

My Administration is focused on creating pathways to the middle-class for residents all across our city. Access to high-quality pre-K is critical to children's success in school and is a key lever for promoting economic mobility. Indeed, since 2008, when Washington, DC began offering two years of universal preschool, the city's maternal labor force participation rate has increased by about 12 percentage points, and a recent analysis by the Center for American Progress (2018)[1] shows that approximately 10 percentage points can be directly attributed to expansion of universal preschool. Our pre-K programs have already strengthened our economy and women's quest for economic equality, and our economic future depends upon the investments we are making in our youngest residents and their families. My Administration will continue to work relentlessly to ensure that high-quality pre-K programs remain a priority in the District of Columbia.

Sincerely,
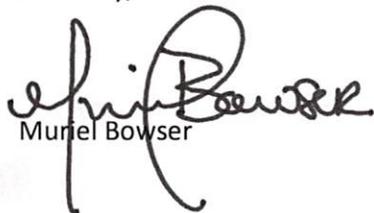
Muriel Bowser

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[1] The Effects of Universal Preschool in Washington, D.C. Children's Learning and Mothers' Earnings, Rasheed Malik, Center for American Progress, 2018; https://cdn.americanprogress.org/content/uploads/2018/09/14125635/Children-Learning-Mothers-Earning-report.pdf

Executive Summary

The District has positioned itself as a national leader in the provision of early learning opportunities for young children by making early childhood the centerpiece of its education reform agenda. The District continues to outrank other states in both access and spending for publicly-funded pre-K (i.e., pre-K 3 and pre-K 4).[2] In fiscal year 2018 (FY18), enrollment in public pre-K in the District increased by three percent compared with the prior fiscal year with a total of 13,505 students (6,187 in pre-K 3 and 7,318 in pre-K 4) in 160 public pre-K sites.

Research indicates that high-quality early care and educational experiences for young children can improve the odds of success in nearly every aspect of life, from better social and working relationships to higher earnings and better health outcomes. That is why this investment is so important for economically disadvantaged children and families. We are pleased to see that pre-K continues to serve a substantial number of disadvantaged children; in FY18, 47 percent of children were identified as at-risk.[3]

Access is important, but to realize the full benefits of our investment in pre-K, we must continue to focus on high-quality instruction and care. The District has invested in several continuous quality improvement efforts to enhance pre-K quality, including: offering professional development opportunities for early childhood educators and leaders; redesigning the quality rating and improvement system to focus on outcomes and continuous quality improvement; and allocating funding to improve access to and support for quality programing. These efforts have led to improved quality programming for young children.

To measure classroom quality, OSSE collects data from The Classroom Assessment Scoring System (CLASS®), a research-based observational measure. The measure captures the quality of teacher-child interactions in preschool classrooms across three domains: emotional support, classroom organization, and instructional support. Based on the data from that measure, more classrooms across the District demonstrated higher-quality environments. Specifically, these classrooms supported social-emotional development, communicated behavioral expectations, and maximized learning time compared to the year prior. In addition, for the third consecutive year, the vast majority of DC's pre-K classrooms exceeded the threshold for quality in Emotional Support (94 percent) and Classroom Organization (83 percent) domains; though the majority of classrooms scored below the threshold for Instructional Support (44 percent). Further, classroom quality tends to remain stable year-to-year. Programs across the District experienced a trend of largely stable scores for Emotional Support and Classroom Organization domains over the past three years. Importantly, however, the Instructional Support domain increased by 21 percent in the 2017-18 school year from the previous year.

Fiscal Year 2018 Pre-K Report Highlights

- Of the estimated 17,113 3- and 4-year-olds in the District of Columbia, 13,505 students were enrolled in the public pre-K program (i.e., DC Public Schools, public charter schools, and the Pre-K Enhancement and Expansion program) and an additional 515 attended full-day subsidized

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[2] Friedman-Krauss, Barnett, Weisenfeld, Kasmin, DiCrecchio, & Horowitz, 2018.
[3] D.C. Code § 38-2901 defines the term "at risk" as a DCPS student or a public charter school student who is identified as one or more of the following: homeless, in the District's foster care system; qualifies for the Temporary Assistance for Needy Families program or the Supplemental Nutrition Assistance Program, or a high school student that is one year older, or more, than the expected age for the grade in which the student is enrolled.

child care.

- The District of Columbia's Birth to Five Head Start Pilot initiative helped 6,676 children and their families through early learning and comprehensive services (e.g., health, mental health, family engagement, and social services).
- In the 2018-19 school year, most pre-K classrooms across the District provided high-quality environments that were supportive of children's social-emotional development and effectively maximized learning time. Each sector—DCPS, public charter schools, and high quality pre-K CBOs—has programs that are providing high-quality early learning experiences for children.
- The Instructional Support domain increased by 21 percent in 2017-18 school year from the previous year
- CBO teachers with a bachelor's or master's degree had, on average, higher CLASS® scores across all domains than CBO teachers with no degree. The association with classroom quality is even greater when a teacher's degree is specialized in early childhood education.
- Pre-K classrooms in CBOs that received additional public funding to meet higher quality standards were more likely to have teachers who supported children's cognitive and language development than pre-K classrooms in CBOs that did not benefit from these additional resources.
- Classrooms with higher percentages of dual language learner (DLL) students had, on average, higher Emotional Support, Classroom Organization and Instructional Support scores. DLLs are defined as children who are learning two (or more) languages at the same time or learning a second language while continuing to develop their first language.[4]

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[4] The DLL data for this report was collected by the vendor, SRC. Trained data collectors conducted a short teacher interview to gather information on the percentage of children in the classroom who were dual language learners at the time of the CLASS® observation.

The District of Columbia has positioned itself as a national leader in the provision of early learning opportunities for young children. The District has made early childhood the centerpiece of its education reform agenda and now outranks other states in both access and funding. In May 2008, the Council of the District of Columbia approved the Pre-K Enhancement Expansion Amendment Act of 2008 (D.C. Official Code 38-271.01 *et seq.*), which provides free, universal pre-K to all 3- and 4-year-olds residing within the District. To be eligible for pre-K 3, children must be three years old by September 30 of that school year and be DC Residents. To eligible for pre-K 4 children must be four years old by September 30th of that school year and be DC Residents. Currently, the District serves 72 percent of all 3-year-olds and 86 percent of all 4-year-olds in contrast to the national average of 5 percent for 3-year-olds and 33 percent for 4-year-olds. In terms of spending, while the national average expenditure is $5,008 per child[5], the District's investment now stands at $13,334-$13,744 per child. More information about the District's public pre-K enrollment is found in the Capacity of Public Pre-K programs in DC section of this report.

The District utilizes a mixed-delivery system offering pre-K services in traditional public schools, charter schools, and publicly-funded CBOs that participate in OSSE's Pre-K Enhancement and Expansion Program and the child care subsidy program. Head Start services are available in Title I public schools, some charter schools, and CBOs. Child care subsidies in some cases represent the sole source of funding for CBOs or may be used to support wrap-around services to extend the day or program year.

District of Columbia's Publicly-Funded Pre-K Delivery Systems

Public Charter Schools: In the District, charter schools are authorized by the Public Charter School Board (PCSB). In DC, charter schools are public, taxpayer-funded, and open to all DC residents. Most charter schools participate in the District's lottery system, My School DC, which determines placement for new students at all participating schools. Charter schools receive Uniform Per Student Funding Formula (UPSFF) as well as additional funding for facilities.

Public Schools: District of Columbia Public Schools (DCPS) offers pre-K for 4-year-olds in all of its elementary schools. Many elementary schools also offer pre-K for 3-year-olds. Local Education Agencies (LEAs) receive funding at the UPSFF rate for children participating in the pre-K programs. As part of a school-wide Head Start model, DCPS provides comprehensive child and family support services in all of its Title I schools in accordance with Head Start requirements.

Community-Based Organizations (CBOs) - Pre-K Enhancement and Expansion Programs: Pursuant to the Pre-K Enhancement and Expansion Amendment Act of 2008, OSSE established the Pre-K Enhancement and Expansion Program, which allocates funding at the UPSFF levels to CBOs to enhance high-quality standards of programs already offering preschool programs. Pre-K Enhancement and Expansion grantees must meet several requirements, including: providing teacher training opportunities; achieving accreditation; maintaining a low adult-to-child ratio; implementing a comprehensive curriculum that is aligned with the DC Common Core Early Learning Standards; implementing valid and reliable assessments; meeting teacher qualification requirements; and increasing parent involvement, as well as providing coordinated services to families. These grantees are reimbursed for enrolled children at the same Uniform Per Student Funding Formula (UPSFF) rate as DCPS and public charter schools and

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[5] Friedman-Krauss, A. H., Barnett, W. S., Weisenfeld, G. G., Kasmin, R., DiCrecchio, N., & Horowitz, M. (2018). *The State of Preschool 2017: State Preschool Yearbook.* New Brunswick, NJ: National Institute for Early Education Research.

also receive funding for eligible children through the child care subsidy program to provide year-round, extended-day services.

Community-Based Organizations (CBOs) – Non-Pre-K Enhancement and Expansion Programs: Private non-profit and for-profit businesses provide full-day child care and before- and after-school services. CBOs receive federal and local funds to provide child care services to working families through the Child Care Development Block Grant (CCDBG), via receipt of child care subsidy voucher payments. Funds are allocated to every state and the District of Columbia. Subsidies can be used for child care services including before- and after-care.

Head Start

The Head Start program provides a federal-to-local early childhood funding stream. The District of Columbia has several grantees and delegate agencies providing Head Start services to eligible children and families living below poverty levels as determined by the Poverty Guidelines published by the federal government (in 2018, $25,100 for a family of four). Children are also eligible if they are in foster care, are experiencing homelessness, or their families receive Temporary Assistance for Needy Families (TANF) or Supplemental Security Income (SSI).

DCPS is the largest Head Start provider in the District of Columbia serving 5,224 children in FY18 – a decrease of 25 children from FY17. Through implementation of the Head Start School-Wide Model[6] (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. A school is eligible to become a Title I school-wide program if 40 percent of the students qualify for free or reduced-price meals. DCPS Head Start programs implement one of two high-quality, research-based curricula, *Tools of the Mind* or *The Creative Curriculum*, in classrooms serving students enrolled in pre-K 3 and pre-K 4. Head Start teachers assess children three times annually using a gold-standard, developmentally appropriate assessment, *Teaching Strategies GOLD.*

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 CBOs to provide Early Head Start and Head Start slots. In FY18, UPO was able to support service delivery to 671 children through home-based and center-based Early Head Start and Head Start programming.

The District of Columbia has expanded and aligned efforts of both Early Head Start and Head Start programs to better meet the needs of children from infancy through preschool age. Through this continuum of support, DC is focused on providing more young children access to high-quality early learning opportunities needed to succeed in school and beyond. Head Start Program participation for FY18 is included in the Appendix. Figure 1 provides an illustration of the District of Columbia's mixed-delivery system.

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[6] District of Columbia Public Schools Early Childhood Education, http://www.dcpsschoolbudgetguide.com/changes/ece.html

Figure 1. At-a-Glance Publicly-Funded Pre-K Programs

	Delivery System Overview	Funding Source	Number of Children Served in FY18
Public Schools	District of Columbia Public Schools (DCPS) provides publicly-funded pre-K open to all DC residents.	• Uniform Per Student Funding Formula (UPSFF) for students enrolled in pre-K classrooms. • Federal Head Start funding for Title I schools.	5,797
Public Charter Schools	Public charter schools provide publicly-funded pre-K open to all DC residents. Public charter schools operate independently of the traditional public school system. Charter schools are authorized and monitored by the DC Public Charter School Board (PCSB).	• Uniform Per Student Funding Formula (UPSFF) for students enrolled in pre-K classrooms. • Through a partnership with the United Planning Organization, select charter schools also receive federal Head Start funding to support pre-K programming.	6,920
Community-Based Organizations: Pre-K Enhancement and Expansion Programs	Community-based organizations (CBOs) that achieve and maintain a high-quality designation under the Pre-K Enhancement and Expansion Act provide publicly-funded pre-K open to all DC residents.	• Uniform Per Student Funding Formula (UPSFF) for students enrolled in pre-K classrooms. • Some programs receive Head Start funding from the federal government • Public funding for eligible children through the District's subsidized child care program.	788
Community-Based Organization: Non-pre-K Enhancement and Expansion Programs	CBOs that are not designated as a high-quality pre-K by OSSE can offer full-day, year-round early care and education services for pre-K-aged children, including before- and after-school.	• Public funding for eligible children through the District's subsidized child care program. • Some also receive funding through the federal Head Start program.	515

With this increased investment and myriad of service delivery options, a commitment to quality is critical to fully realize the benefits of early childhood education in the District. The District's leadership is committed to keeping with the national movement toward increased investment and public support for pre-K.

At the federal level, the Head Start Reauthorization, the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) and the CCDBG mandate the implementation of program quality assessments and evaluations that expand the focus of state systems to include instructional quality. Thus, the District's focus on measuring classroom quality is critical for ensuring that programs are implementing high-quality pre-K in all sectors. The Office of the State Superintendent of Education (OSSE) has oversight responsibility for monitoring and evaluating the quality of pre-K programs in the District.

In August 2017 the US Department of Education approved DC's ESSA Consolidated Plan under ESSA (20 U.S.C. § 6301 *et seq.*). For the first time, the District established its School Transparency and Reporting (STAR) Framework, a common system of school accountability and transparency across all public schools. Families, educators and the public are able to view comparable, consistent information about all public schools in DC on the DC School Report Card. The STAR Framework uses CLASS® Pre-K as one of the measures of quality for programs serving pre-K-age children. OSSE released the DC School Report Card in early December 2018.

In the 2017-2018 year, OSSE contracted with School Readiness Consulting (SRC), an educational consulting company, to conduct classroom quality evaluations in all publicly-funded pre-K programs in the District. In the 2017-18 school year, a total of 851 pre-K classrooms in 238 programs were observed using CLASS®. The 2017-18 school year CLASS® observation findings are discussed in the Quality of Public Pre-K Programs in DC section of this report.

Pursuant to the reporting requirements in the Pre-K Enhancement and Expansion Act of 2008, OSSE produces an annual report on the status of pre-K education in the District. This year's report highlights the District's achievements and progress made in FY18 by presenting:

- The quality of current pre-K programs across all sectors as determined through use of a common measure - CLASS® Pre-K;
- The capacity and utilization of public pre-K programs by sector and ward; and
- The progress made in meeting the goals for pre-K education, including the status of monitoring, assessment and quality improvement.

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

Capacity of Public Pre-K Programs in DC

Enrollment
The District of Columbia continues to be a national leader in access to and funding for public pre-K programming. According to 2017 census population estimates, approximately 17,113 3- and 4-year-old

children resided in the District, which represents an increase of approximately 326 children from 2016. In FY18, the District served 86 percent (7,318) of its 4-year-old children in public pre-K, down 3 percent from the previous school year, and 72 percent (6,187) of its 3-year-old children in public pre-K, up 3 percent from the previous school year. A total of 13,505 children were served in public pre-K programs in the District in FY18 (see Figure 2). An additional 515 children, who were not enrolled in public pre-K, received subsidized care in FY18.

Figure 2. 3-Year-Olds and 4-Year-Olds Served In DC In FY18

	Census Data[7]	Number Enrolled	Percent Served
Pre-K 3	8,563	6,187	72%
Pre-k 4	8,550	7,318	86%
Total	17,113	13,505	79%

The District continues to support the use of a mixed-delivery system for its public pre-K program. The mixed-delivery approach allows for choice and flexibility both among families and providers. In FY18, 160 sites provided public pre-K. Of these, 77 were public schools, 60 were public charter schools and 23 were CBOs (see Figure 3).

As stated above, enrollment in public pre-K in the District increased from 13,166 in FY17 to 13,505 in FY18, which represents a 3 percent increase in enrollment. This growth was driven by continued enrollment increases in public charter schools and CBOs participating in the Pre-K Enhancement and Expansion Program. Public charter school enrollment rose from 6,700 in FY17 to 6,920 in FY18, a 3.3 percent increase. Enrollment in CBOs grew from 637 to 788, a 23 percent increase. As shown in Figure 6, enrollment in DCPS pre-K declined slightly from 5,829 in FY17 to 5,797 in FY18, less than one percent increase.

Capacity

Actual classroom capacity may vary by age, sector and school. However, for the purpose of this report, capacity was estimated using classroom configuration data to determine an appropriate weight to calculate capacity for public charter schools and CBO sites. Public charter schools were weighted at 20 children per classroom and CBO Pre-K Enhancement and Expansion Program classrooms were weighted at 16 children per classroom. For DCPS classrooms, capacity was calculated using the number of general education seats in both general and inclusion classrooms.[8] In FY18, the District's public pre-K program had a total capacity of 13,612. Just under half of the total capacity was in public charter schools with 6,800 seats. DCPS had 5,900 seats, and CBO sites had the remaining 912 seats (see Figure 4).

Utilization

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[7] U.S. Census Bureau, Population Division. (June 2018). 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, 2017. Retrieved from https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=PEP_2017_PEPSYASEX&prodType=table

[8] Self-contained classrooms were not included in either the classroom count or in calculating capacity for DCPS. Inclusion classroom is a classroom where students with disabilities and students without disabilities learn together.

Estimated utilization ("utilization") is the number of enrolled children divided by the estimated capacity. In other words, utilization is defined as the percent of capacity that is filled by enrolled children. It is possible for utilization to be a negative number due to the methodology employed to determine capacity (i.e., overestimating or underestimating classroom capacity). Thus, the estimated number of available slots indicated for public charter schools (i.e., -120) represents an estimation that public charter schools are oversubscribed by 120 slots in the public charter school pre-K program. Utilization across all three sectors and district-wide is high. As shown in Figure 3, more than 99 percent of public pre-K slots are filled by children across the District.

Figure 3. Public Pre-K Program Access by Sector in FY18

Sector	Sites	Enrollment	Number of Classrooms	Estimated Capacity	Estimated Utilization	Estimated Number of Available Slots
DCPS	77	5,797	353	5,900	98.3%	103
Public Charter Schools	60	6,920	340	6,800	101.8%	-120
Pre-K Enhancement & Expansion Program in CBO Sites	23	788	57	912	86.4%	124
Total	160	13,505	750	13,612	99.2%	107

Utilization is also high across all eight wards. Utilization ranges from 96 percent in Ward 1 to more than 100 percent in Wards 2, 3, 6 and 7. It is possible for utilization to exceed 100 percent due to student mobility. Utilization that exceeds 100 percent is an indication that all available pre-K slots are being filled (see Figure 4).

Figure 4. Public Pre-K Program Access by Ward in FY18

	Total Sites	Enrollment	Number of DCPS Classrooms	Number of Public Charter Classrooms	Number of CBO Classrooms	Estimated Capacity	Estimated Utilization
Ward 1	16	1,190	32	18	22	1,236	96.3%
Ward 2	6	344	19	0	1	316	108.9%
Ward 3	9	383	17	0	3	375	102.1%
Ward 4	26	2,086	63	50	3	2,119	98.4%
Ward 5	29	2,524	29	102	5	2,587	97.6%
Ward 6	22	2,003	81	31	2	1,985	100.9%
Ward 7	20	1,964	54	49	5	1,960	100.2%

Ward 8	32	3,011	58	90	16	3,034	99.2%
Total	160	13,505	353	340	57	13,612	99.2%

Historic Enrollment in Public Pre-K

The District of Columbia continues to increase enrollment in public pre-K programs. Over the past seven years, enrollment in public pre-K has increased from 11,267 in FY12 to 13,505 in FY18, representing a 20 percent increase (see Figure 5).

Figure 5. Public Pre-K Enrollment from FY12 to FY18
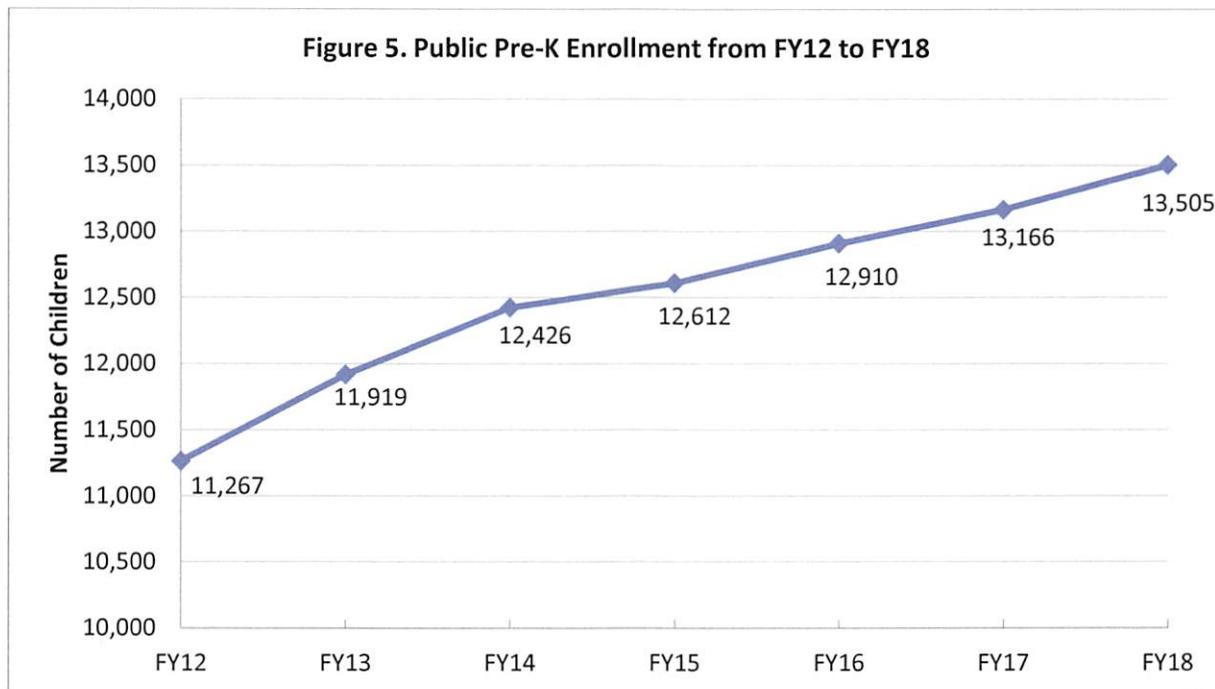
Over time, all three sectors have experienced growth in public pre-K enrollment as shown in Figure 6. From FY12 to FY18, enrollment in DCPS pre-K programs increased by 401 children. During the same time period, pre-K enrollment increased by 1,538 children in public charter schools, and 299 children in CBO Pre-K Enhancement and Expansion programs. However, in the most recent years, growth was concentrated in public charter schools and CBOs. While the increase in the absolute number of enrolled children from FY17 to FY18 was greater for public charter schools than CBOs, CBOs experienced the largest percent increase in the number of children enrolled in pre-K. There was a 23.7 percent enrollment increase in CBOs compared to the 3.2 percent enrollment increase in public charter schools.

FIGURE 6. PUBLIC PRE-K ENROLLMENT BY SECTOR FROM FY12 TO FY18

	Pre-K Enhancement and Expansion Program	Public Charter Schools	DCPS
FY18	788	6,920	5,797
FY17	637	6,700	5,829
FY16	601	6,477	5,832
FY15	572	6,425	5,615
FY14	571	6,290	5,565
FY13	473	5,863	5,583
FY12	489	5,382	5,396

NUMBER OF CHILDREN

■ Pre-K Enhancement and Expansion Program   ■ Public Charter Schools   ■ DCPS
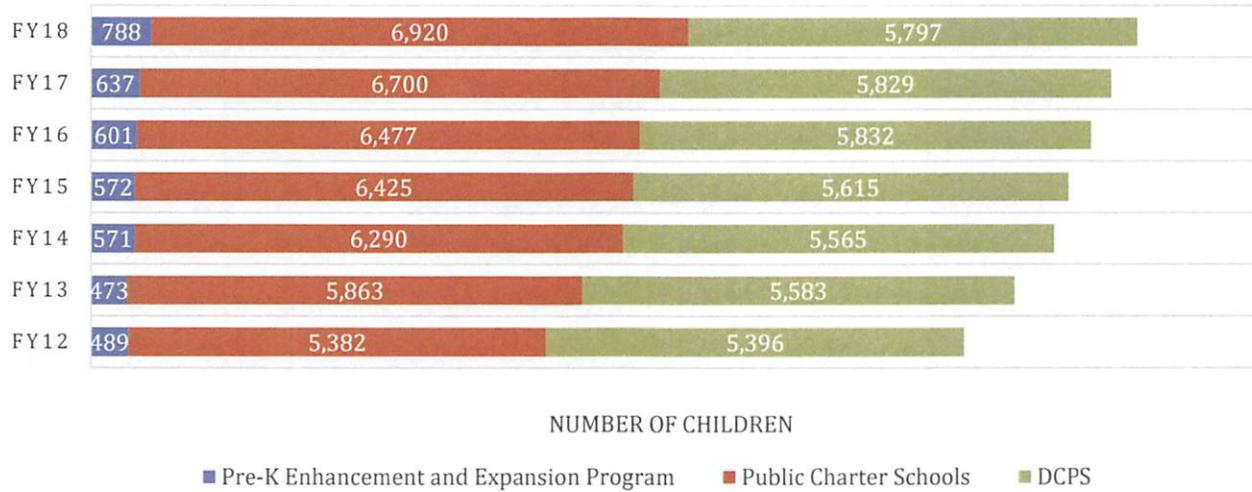
Demographics of Children Served in Public Pre-K Programs in DC

As previously noted, public pre-K programs in the District served 13,505 children in FY18. Across the District, 47 percent of children participating in public pre-K were identified as at-risk.[9,10] In Pre-K Enhancement and Expansion programs (CBOs), 52 percent of children (409) were identified as at-risk, compared to 44 percent (2,545) in public schools and 49 percent (3,395) in public charter schools. Approximately equal numbers of males and females were enrolled in public pre-K programs across the District—51 percent and 49 percent, respectively. The majority of children enrolled in public pre-K were Black/African American (67 percent), followed by 16 percent White/Caucasian, 12 percent Hispanic/Latino and less than 5 percent each who were American Indian/Alaskan Native, Asian, Multiracial, or Pacific Islander/Native Hawaiian. Finally, 10 percent of children (1,323) received special education services in public pre-K in the District. Demographic breakdowns are shown in Figure7.

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[9] Previous pre-K reports have used the student characteristic of economically disadvantaged. This year's report is the first to report on at-risk students. Because these two student characteristics are defined differently, readers should be cautious in making comparisons between at-risk and economically disadvantaged across years.

[10] A student is identified as at-risk for academic failure if the student is identified as any one of the following: (1) whether a student is identified as having received (or is currently receiving) support from a number of assistance programs, including the Temporary Assistance for Needy Families (TANF) or Supplemental Nutrition Assistance Program (SNAP); (2) whether a student is (or ever was) a ward of the state under the Child and Family Services Agency (CFSA); or (3) whether a student was ever identified as experiencing homelessness.

Figure 7. Demographic Characteristics of Children Enrolled in Public Pre-K by Sector

	DCPS		PCS		CBO		District-Wide	
	Number	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*
At-Risk								
Yes	2,545	44%	3,395	49%	409	52%	6,349	47%
No	3,252	56%	3,525	51%	379	48%	7,156	53%
Gender								
Female	2,781	48%	3,471	50%	381	48%	6,633	49%
Male	3,016	52%	3,449	50%	407	52%	6,872	51%
Race/Ethnicity								
American Indian/Alaskan Native	n<10	n<10	19	<1%	n<10	n<10	34	<1%
Asian	142	2%	83	1%	12	2%	237	2%
Black/African American	3,150	54%	5,357	77%	479	61%	8,986	67%
Hispanic/Latino	1,098	19%	557	8%	n<10	n<10	1,659	12%
Multiracial	189	3%	193	3%	13	2%	395	3%
Pacific Islander/Native Hawaiian	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
White/Caucasian	1,208	21%	705	10%	273	35%	2,186	16%
Special Education								
Yes	793	14%	511	7%	19	2%	1,323	10%
No	5,004	86%	6,409	93%	769	98%	12,182	90%

Quality of Public Pre-K Programs in DC

For the fifth consecutive year, OSSE elected to use CLASS® Pre-K to measure classroom quality in all sectors across the District. CLASS® is a research-based observational measure that captures the quality of teacher-child interactions in preschool classrooms. In DC, OSSE collected data by observing instruction in preschool and pre-K classrooms using CLASS®. Research on teacher-child relationships, classroom environments, and teaching practices provided the rationale for constructing a system for observing and assessing emotional and instructional elements of quality in early childhood educational environments. CLASS® provides a framework for observing key dimensions of classroom process, such as emotional and instructional support, that contribute to a quality classroom setting from preschool through third grade.[11] At the broadest level, CLASS® Pre-K describes three domains of classroom quality that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support. Within each domain, there are more specific dimensions of teacher-child interactions. These dimensions include more specific ways of capturing features of teacher-child interactions within these

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

broader domains and provide teachers and program leaders with more specific and actionable information for targeting professional development.

Figure 8 describes how each CLASS® domain is organized into dimensions.

Figure 8. CLASS® Pre-K Domains, Dimensions and Descriptions

CLASS® Domain	CLASS® Dimensions	Description
Emotional Support	Positive Climate	Relationships, respect, and positive affect
	Negative Climate	Irritability, anger, and disrespect
	Teacher Sensitivity	Awareness of and responsiveness to students' needs
	Regard for Student Perspectives	Going along with students' ideas and encouraging student expression
Classroom Organization	Behavior Management	Effectively monitoring, preventing, and redirecting behavior
	Productivity	Maximizing time spent in learning activities
	Instructional Learning Formats	Facilitating activities and providing interesting materials
Instructional Support	Concept Development	Promoting students' higher-order thinking skills
	Quality of Feedback	Extending students' learning through teacher responses
	Language Modeling	Facilitating and encouraging growth of students' language

Each dimension is scored on a scale of one to seven, with higher scores indicating higher quality, except the Negative Climate dimension, in which a lower score indicates higher quality. The dimension scores are then averaged to create a domain score. Some research has shown that "threshold" scores of five or more in Emotional Support and Classroom Organization and three or more in Instructional Support are associated with better social and academic gains for children.[12] Threshold scores can provide a useful benchmark of the pre-K experience on a student's development and learning. For this reason, several of the findings presented in this report show how the District's pre-K classrooms scored in comparison to threshold scores on the CLASS® for each domain.

An external, independent evaluator conducted CLASS® observations across all sectors (DCPS, public charter schools and CBOs). The classroom observations were pre-scheduled, lasted approximately three hours, and took place over the course of one morning during a typical instructional day.

Observed Classrooms

All public pre-K classrooms in each of the three sectors in the mixed-delivery system (DCPS, public charter school, and Pre-K Enhancement and Expansion CBOs) were observed using the CLASS® measure.

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[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 pre-Kindergarten programs. Early Childhood Research Quarterly, 25 (2), 166-176.

Additionally, CBO classrooms that serve pre-K-aged children but do not participate in the Pre-K Enhancement and Expansion program were also observed using the CLASS® measure. Although the measure has been validated in classrooms with students from diverse cultural backgrounds, it has not been validated in self-contained special education classrooms.[13] As a result, self-contained special education classrooms were not observed.

In addition, the external independent evaluator collected self-reported classroom characteristics data for CBOs through a brief teacher interview, conducted before or after the CLASS® observation. Data collected through teacher interviews included: percentage of dual language learners (DLL) enrolled in the classroom; percentage of children in the classroom with special needs; teacher education; teacher specializations in the early childhood field; teacher experience in an early childhood classroom; and language proficiency of the teacher. Similarly, DCPS collected its own classroom characteristics data through a teacher survey and provided the information to OSSE. Since public charter schools maintain an autonomous governance structure, OSSE did not obtain classroom characteristics data for this sector. The next section of the report describes the experiences of the 13,505 children in the District's pre-K 3 and pre-K 4 programs in 851 classrooms across all three sectors, during the 2017-18 school year.

Figure 9 shows the number of pre-K classrooms observed in FY18 by sector.

Figure 9. Pre-K Classrooms Observed by Sector

NUMBER Observed	DCPS	PUBLIC CHARTER SCHOOLS	COMMUNITY-BASED ORGANIZATIONS		TOTAL
			Pre-K Enhancement and Expansion Program	Non-Pre-K Enhancement and Expansion Program	
Classrooms	341	340	55	115	851
Programs	77	58	23	80	238

2017-18 CLASS® Observation Findings

Finding 1: *District-wide, the vast majority of Pre-K classrooms met or exceeded thresholds for Emotional Support and Classroom Organization. Additionally, nearly half (44 percent) of the District's pre-K classrooms met or exceeded thresholds for Instructional Support.*

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[13] Self-contained special education classrooms are determined by each LEA. It is, however, defined as classrooms specifically designated for children with more severe disabilities who may not be able to participate in general education programs.

Figure 10: 2017-18 Pre-K Programs CLASS® Scores

CLASS® Domain	District Average	Number of Classrooms meeting/exceeding threshold	Percent of classrooms meeting/exceeding threshold
Emotional Support	5.93	799	94%
Classroom Organization	5.62	706	83%
Instructional Support	2.92	374	44%
All Domains	-	366	43%

As shown in Figure 10, 94 percent of pre-K classrooms exceeded the threshold[14] for quality in Emotional Support, with an average score of 5.93. For the Classroom Organization domain, 83 percent of pre-K classrooms exceeded the threshold for quality, with an average score of 5.62. Nearly half (44 percent) of pre-K classrooms in the District met or exceeded the threshold for quality in Instructional Support, with an average score of 2.92. Additionally, 43 percent of classrooms met all three CLASS® domain thresholds. Although only 44 percent of classrooms met or exceeded the threshold for quality in Instructional Support domain, Figure 12 shows the District-wide CLASS® Pre-K domain scores compared to the threshold for quality (indicated by the orange line in each column).

Figure 12. District-Wide CLASS® Pre-K Average Scores and Threshold for Quality (n=851)

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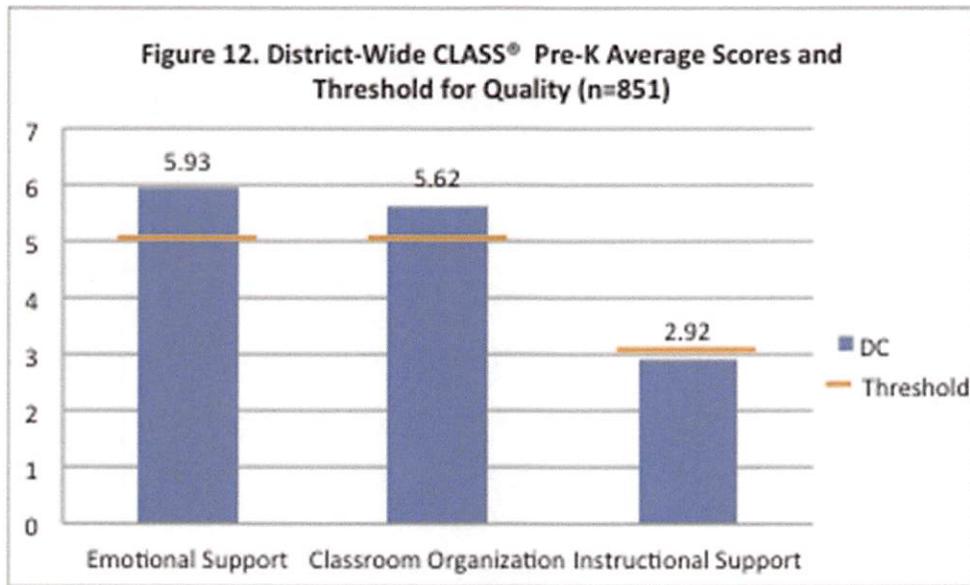
[14] As noted previously, "threshold" scores of 5 or higher in Emotional Support and Classroom Organization and "threshold" scores of 3 or higher in Instructional Support are associated with better social and academic gains for children.

Figure 13. Percentage of Classrooms Meeting CLASS® Pre-K Domain Thresholds (N=851)

| Domain	Percentage
Emotional Support	94%
Classroom Organization	83%
Instructional Support	44%
All Threshold	43%
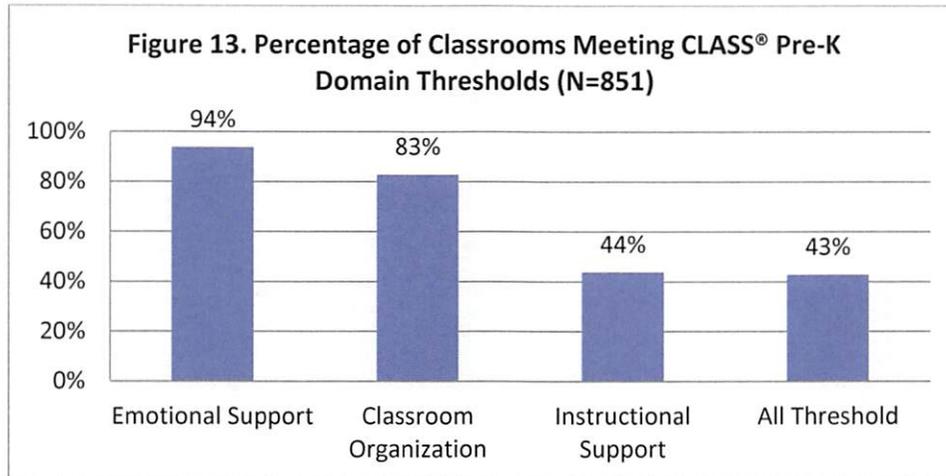
Consistent with national averages, Emotional Support and Classroom Organization were areas of strength for District classrooms, with average scores for both of these CLASS® domains above five. The Emotional Support domain measures teacher interactions with children that support the social and emotional functioning of children in their classrooms.[15] Classrooms scoring at threshold in this domain are those that typically exhibit warm, positive and respectful relationships between teachers and children (Positive Climate = 5.98). There is also an absence of irritability, anger, and disrespect among teachers and children in these classrooms (Negative Climate= 1.12).[16] Teachers in these classrooms are sometimes aware of children's needs and are sometimes responsive and able to help children address problems that arise (Teacher Sensitivity = 5.74). In addition, teachers may be somewhat flexible to children's interests and ideas and at times provide support for children's independence and expression though other times they may not be (Regard for Student Perspectives = 5.10). Figure 11 shows average dimension scores for the Emotional Support domain at the classroom-level.

Figure 11. Classroom-Level CLASS® Pre-K Emotional Support Domain Dimension Average Scores (n=851)

Dimension	Score
Positive Climate	5.98
Negative Climate	1.12
Teacher Sensitivity	5.74
Regard for Student Perspectives	5.1

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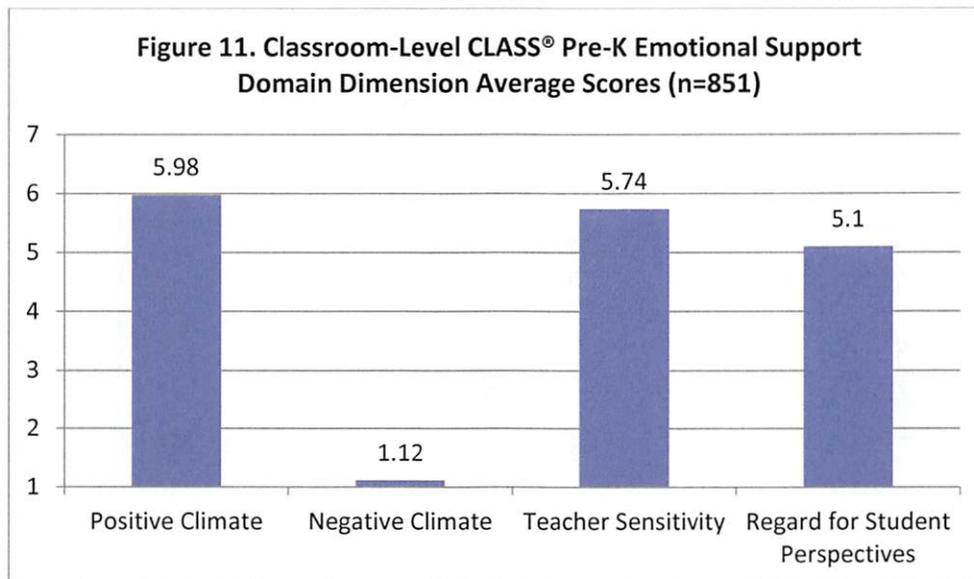
[15] Pianta, R.C., LaParo, K.M., & Hamre, B. K. (2008). Classroom Assessment Scoring System Manual: Pre-K. Baltimore: Paul H. Brookes Publishing Co.

[16] Negative Climate is scored in reverse. Lower scores for Negative Climate indicate higher quality.

The Classroom Organization domain measures classroom-level regulation processes that take place throughout the day.[17] For this domain, 83 percent of the classrooms observed met or exceeded the threshold, with an average score of 5.62. Classrooms at or above the threshold are classrooms where behavioral expectations are communicated somewhat clearly and methods used to manage challenging behavior are often effective (Behavioral Management= 5.81). In these classrooms, teachers maximize learning time most of the time and have established some routines that allow the classroom to run efficiently (Productivity= 5.91). Furthermore, in these classrooms, teachers generally make learning objectives clear and provide children with a range of modalities that enhance learning opportunities (Instructional Learning Formats= 5.15).[18] Taken together, these findings suggest that children in the District are experiencing classroom environments and interactions with their teachers that support their social-emotional development and maximize learning time. Figure 12 shows average dimension scores for the Classroom Organization domain at the classroom-level.

Figure 12. Classroom-Level CLASS® Pre-K Classroom Organization Domain Dimension Average Scores (n=851)
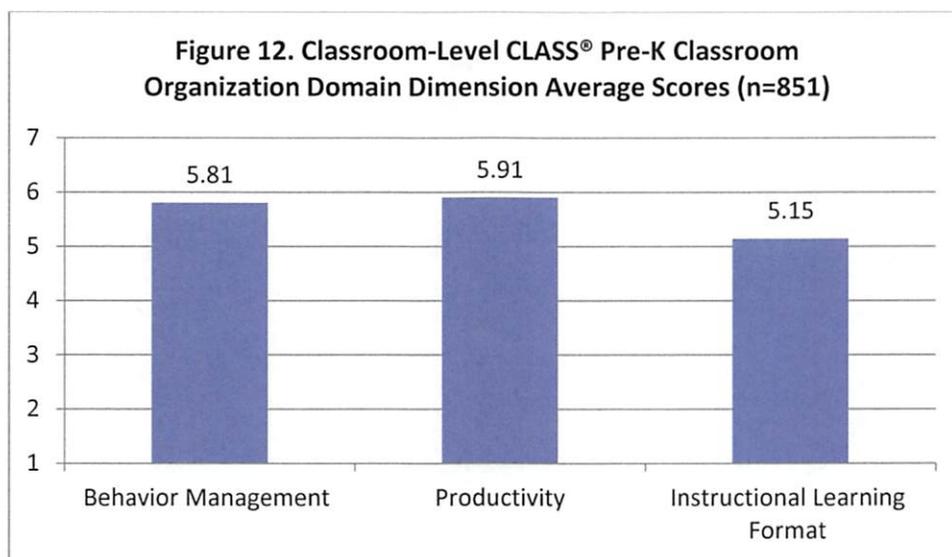
Across the District's three sectors—DCPS, public charter schools, and CBOs—the average score in the Instructional Support domain was 2.92, just shy of the threshold score of 3. In this domain, 44 percent of classrooms met or exceeded the threshold.

The Instructional Support domain measures the ways teachers effectively support cognitive and language development in their classrooms.[19] Classrooms with Instructional Support scores near the District average (2.92) may too often focus on rote instruction during the typical instructional day rather than providing children with opportunities to use higher-order thinking skills, although it should again be noted that Instructional Support scores of 3 (i.e., the threshold for this domain) have been positively associated with child-level outcomes. Because of these positive outcomes, it is important to consider the Instructional Support domain scores by dimension (i.e., Language Modeling, Quality of Feedback, Concept Development) in comparison to the threshold averages as these can help us understand the District's strengths and areas in which classrooms may need additional support.

The Language Modeling dimension was a clear area of strength for the District, with an average score of

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[17] Ibid.
[18] Ibid.
[19] Ibid.

3.24. This finding suggests that there are conversations in the classroom and that teachers ask a mix of closed-ended and open-ended questions. The teachers sometimes repeat or extend student responses, and occasionally map their actions and the students' actions through language and description. Additionally, the teachers sometimes use advanced language and a variety of words with students.[20]

The District nearly met the threshold for the Quality of Feedback dimension, with an average score of 2.90. This score generally indicates that teachers seldom provide scaffolding to students and may, at times, dismiss responses as incorrect or ignore problems and misunderstandings during the typical instructional day. The teachers may mostly provide perfunctory feedback to students (e.g., simply stating "that's correct" or "that's wrong") and rarely question students or prompt them to explain their thinking and rationale for responses and actions, which limits the extent to which students can understand why a response is right or wrong and, thus, how to build upon that (mis)understanding. The lower scores on this dimension provide insight as to the types of strategies District pre-K teachers can implement to support students' outcomes, such as asking more open-ended questions, having more conversations throughout the day, promoting child-initiated language, repeating and extending children's responses, using advanced language in the classroom, and encouraging children to talk to one another.[21]

The District was relatively close in meeting the threshold for the Concept Development dimension, with an average score of 2.63. This score indicates that teachers only occasionally use discussions and activities that encourage analysis and reasoning and seldom provide opportunities for students to be creative and/or generate their own ideas and work during the typical instructional day. When concepts and activities are presented independently, students are not often asked to apply previous learning. In addition, the teachers rarely relate concepts to the students' actual lives. The lower scores on this dimension suggest that the Concept Development dimension can be improved by implementing strategies that challenge children's thinking on the "hows" and "whys" of learning. Teachers can also use instructional strategies that focus on critical thinking, such as sequencing, comparing and contrasting, and problem-solving activities. Promoting exploration of concepts that link across activities and are applicable to the real world can also improve children's outcomes as they relate to Concept Development. Figure 13 shows the average dimension average scores for the Instructional Support domain at the classroom-level.

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[20] *Ibid.*

[21] *Ibid.*

Figure 13. Classroom-Level CLASS® Pre-K Instructional Support Domain Dimension Average Scores (n=851)

Dimension	Score
Concept Development	2.63
Quality of Feedback	2.9
Language Modeling	3.24
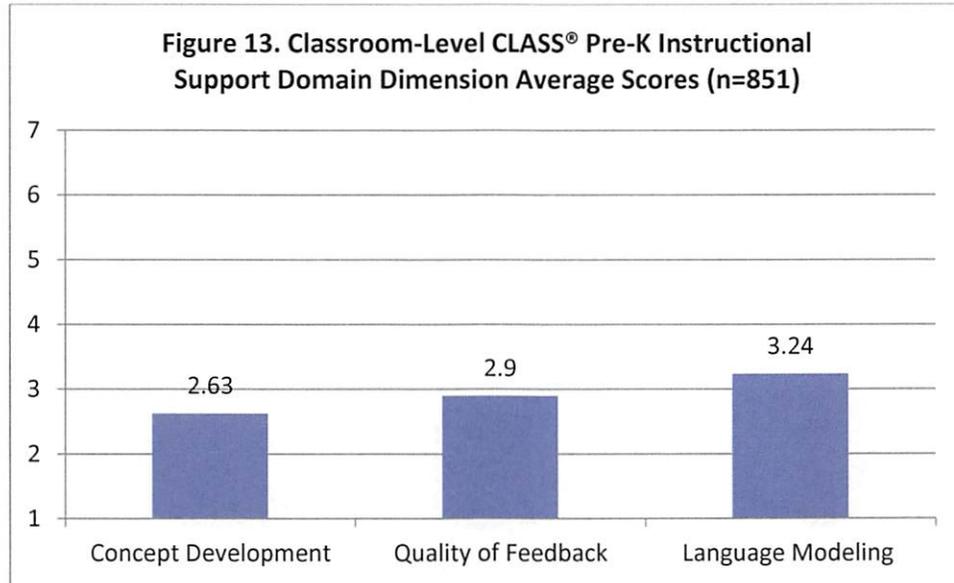
Figure 14 shows the number of programs that received scores in different ranges above and below the Instructional Support threshold. Although only 44 percent of programs have met this Instructional Support threshold to-date, 33 percent of programs had Instructional Support scores that clustered just below the threshold, between 2.4 and 3.

Figure 14. Histogram of Program-Level Instructional Support Scores (n=238)

Instructional Support Score	Frequency
1.0-1.2	1
1.2-1.4	3
1.4-1.6	4
1.6-1.8	10
1.8-2.0	11
2.0-2.2	18
2.2-2.4	23
2.4-2.6	27
2.6-2.8	32
2.8-3.0	19
3.0-3.2	27
3.2-3.4	23
3.4-3.6	16
3.6-3.8	8
3.8-4.0	4
4.0-4.2	6
4.2-4.4	2
4.4-4.6	2
4.6-4.8	0
4.8-5.0	1
5.0-5.2	1

Threshold
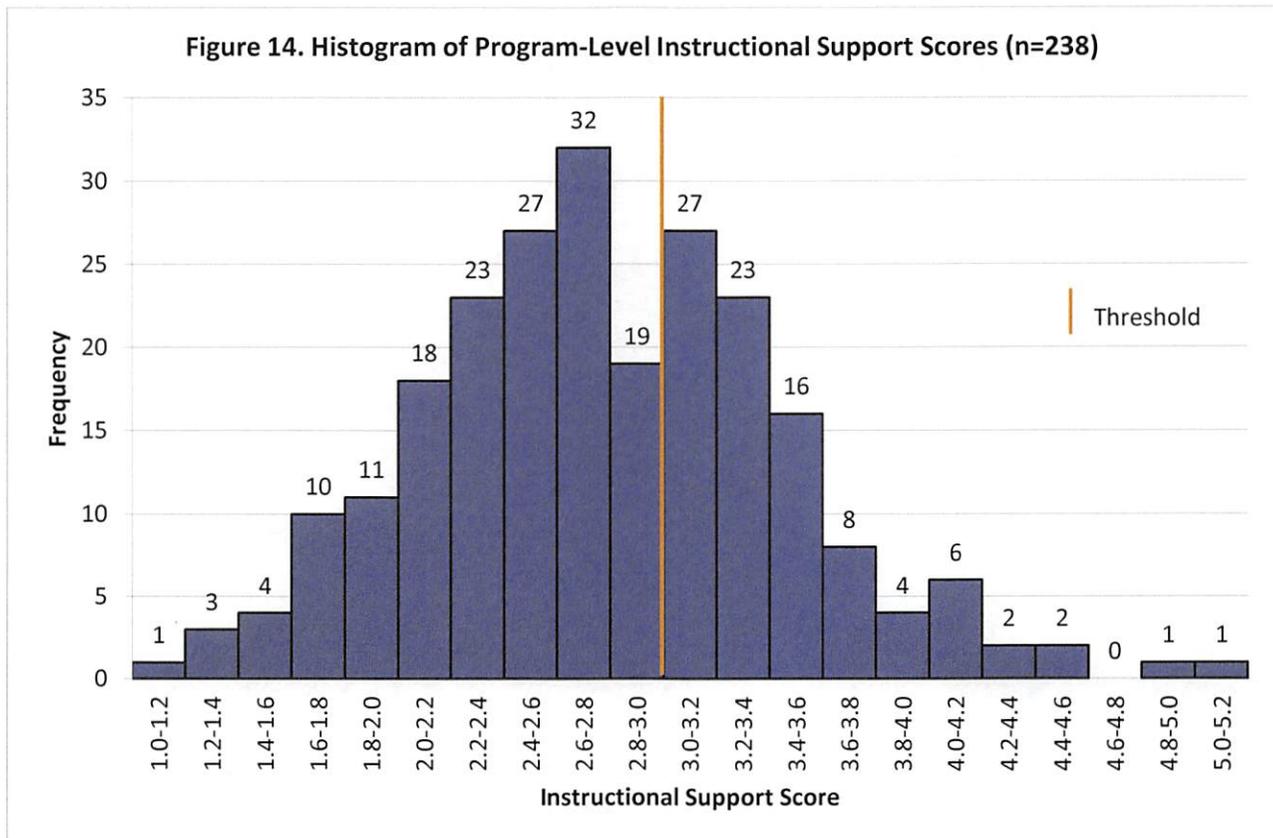
Finding 2*: Pre-K classrooms in CBOs (Pre-K Enhancement and Expansion Programs) that received additional public funding to meet higher quality standards were more likely to have teachers that supported children's cognitive and language development (i.e., had higher Instructional Support scores) than pre-K classrooms in CBOs that did not benefit from these additional resources.*

Pre-K Enhancement and Expansion programs are required to meet several high-quality standards including, but not limited to, providing teacher training opportunities; hiring a lead teacher with a bachelor's degree in early childhood education and assistant teachers with associate degrees in early childhood education; and compensating lead teachers and assistant teachers comparable to DCPS' pay scale. During the FY18 CLASS[●] observation data collection cycle, the data showed that CBOs with at least one classroom receiving Pre-K Enhancement and Expansion Funding had higher Instructional Support Domain scores than CBOs that did not receive Pre-K Enhancement and Expansion funding. Scores in Emotional Support and Classroom Organization were also higher among CBOs with at least one Pre-K Enhancement and Expansion funded classroom compared to non-Pre-K Enhancement and Expansion funded CBOs, but the difference was not statistically significant. The high-quality standards that Pre-K Enhancement programs are required to meet may have contributed to the higher CLASS[●] Instructional Support scores observed in Pre-K Enhancement and Expansion funded programs, though no causal inferences can be made from this observational data. Figure 15 displays average CLASS[●] scores for CBOs with and without Pre-K Enhancement and Expansion funding.

Figure 15. Program- Level CLASS® Domain Score for CBOs by Pre-K Enhancement and Expansion Funding (n=103)

	Emotional Support	Classroom Organization	Instructional Support
No Pre-K Enhancement and Expansion (n=80)	5.78	5.25	2.46
Pre-K Enhancement and Expansion (n=23)	5.96	5.46	2.8

◻ No Pre-K Enhancement and Expansion (n=80)

■ Pre-K Enhancement and Expansion (n=23)
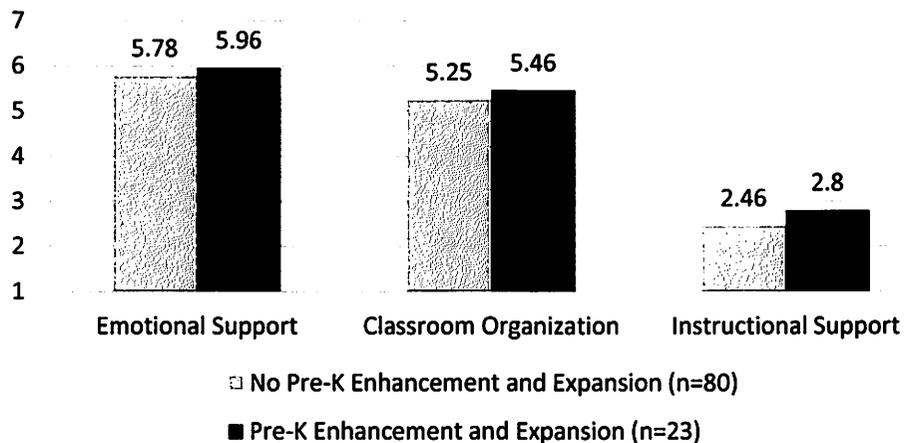
These findings also suggest that the additional resources and supports invested in Pre-K Enhancement and Expansion CBOs benefit classrooms located within the same program even though they do not receive the additional funding. Specifically, these findings suggest that the Pre-K Enhancement and Expansion funding has a cumulative positive effect on children enrolled in other classrooms in CBOs that receive Pre-K Enhancement and Expansion funding, even if those children do not directly receive services in the Pre-K Enhancement and Expansion funded classroom.

Finding 3: *CBO and DCPS classrooms with higher percentages of dual language learner (DLL) students had higher Emotional Support, Classroom Organization, and Instructional Support scores.*

In both CBO and DCPS classrooms, all CLASS® domain scores were higher in programs with a high percentage (25 percent or more) of DLL students.[22] Nearly a quarter of CBO classrooms were comprised of 25 percent or more DLL students, and these classrooms had the highest scores in Emotional Support, Classroom Organization, and Instructional Support.

Figure 16. CLASS® Domain Scores for CBOs by Percentage of DLL Students (n=161)

	Emotional Support	Classroom Organization	Instructional Support
Less than 5% (n=76)	5.83	5.24	2.46
5-9% (n=18)	5.89	5.30	2.58
10-14% (n=15)	5.72	5.33	2.55
15-24% (n=11)	6.03	5.49	2.69
25% + (n=38)	6.15	5.77	3.06
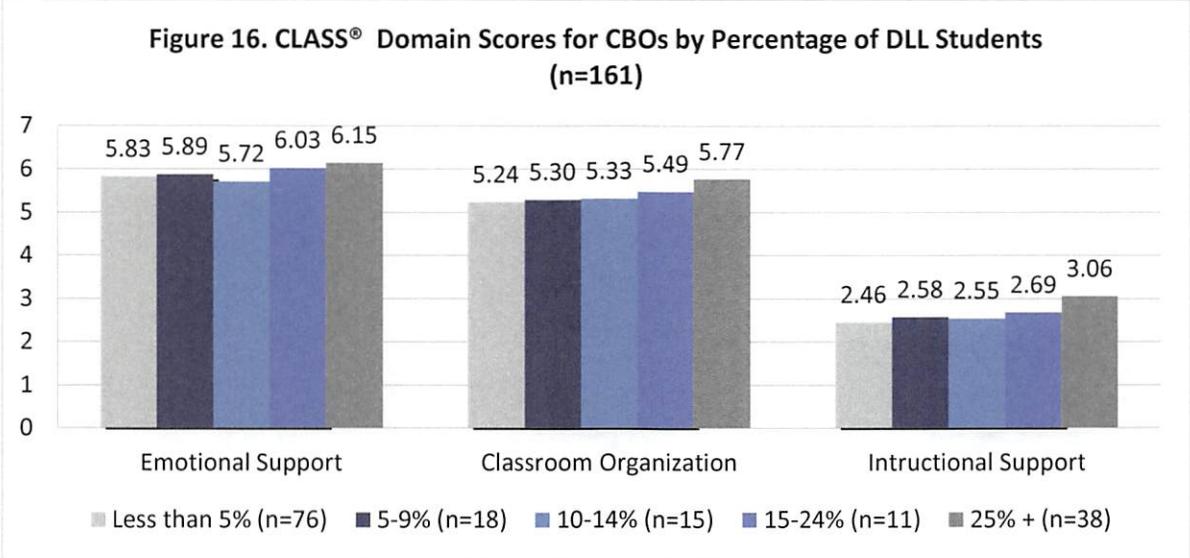
Similar to the results in CBOs, nearly one-third of DCPS classrooms were comprised of 25 percent or more DLL students. DCPS classrooms with 25 percent or more DLL students had the highest scores in Emotional Support, Classroom Organization and Instructional Support. Figure 17 displays CLASS® domain scores by the percentage of DLL students. Results should be interpreted with caution since the analysis conducted involved only bivariate comparisons, and therefore a causal relationship between the percentage of DLL students and CLASS® domain scores cannot be established. It is possible that these classrooms with a higher percentage of DLL students may feature other characteristics (e.g., more engaging lessons, teachers with different educational preparation) that possibly contributed to higher CLASS® domain scores.

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[22] Percentage of DLL students was calculated by dividing the teacher's reported number of DLL students by the reported number of children enrolled in the classroom.

Figure 17. CLASS® Domain Scores for DCPS by Percentage of DLL Students (n=332)

Chart data:

Domain	Less than 5% (n=145)	5-9% (n=45)	10-14% (n=25)	15-24% (n=20)	25% + (n=97)
Emotional Support	5.81	5.78	5.83	5.70	5.96
Classroom Organization	5.50	5.62	5.55	5.45	5.75
Intructional Support	2.64	2.75	2.83	2.54	2.94
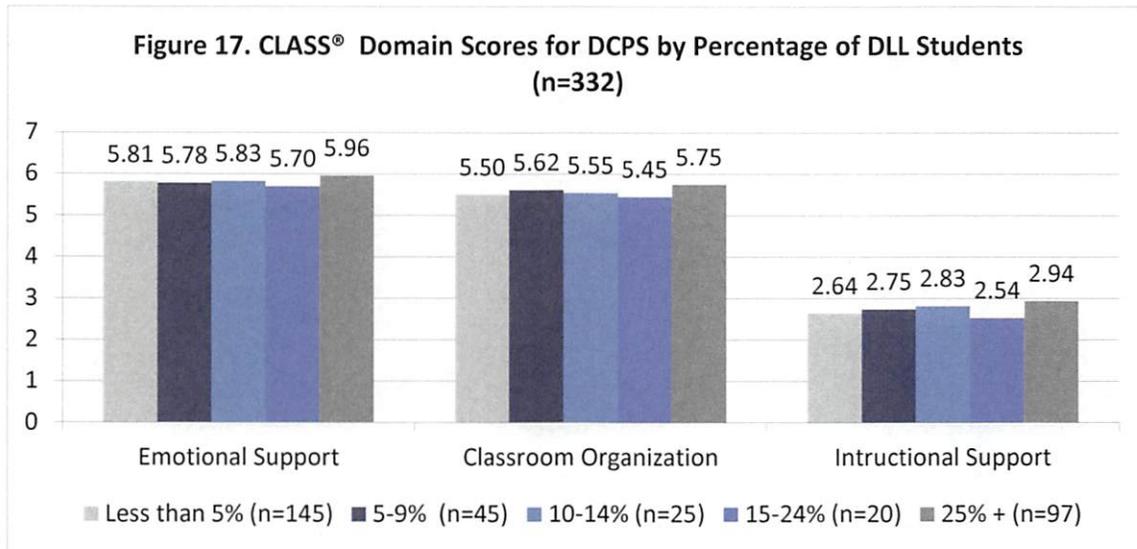
Finding 4: *CBO teachers with a college degree (bachelor's or master's) are more likely to foster classroom environments that enhance children's social-emotional development, maximize learning time, and better-support children's cognitive and language development compared to CBO teachers with no degree. The association with classroom quality is even stronger when the teacher's degree is in early childhood education.*

When comparing CLASS® scores by highest degree achieved, CBO teachers who had completed bachelor's or master's degrees had significantly higher Emotional Support, Classroom Organization and Instructional Support scores than teachers who did not have any higher degrees. This finding suggests that OSSE is on the right path in terms of the new licensing requirement that includes a higher credentialing requirement for teachers and assistant teachers. Figure 18 displays average CBO CLASS® domain scores by teachers' highest educational degree.[23]

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[23] Results should be interpreted with caution since sample sizes for associate degree and doctorate are small. And only bivariate analysis was conducted.

Figure 18. CBO CLASS® Domain Score by Teacher's Highest Educational Degree (n=161)

|	Emotional Support	Classroom Organization	Instructional Support
No Degree (n=59)	5.76	5.12	2.29
Associates Degree (n=8)	5.71	5.28	2.47
Bachelor's Degree (n=69)	6.05	5.63	2.93
Master's Degree or Higher (n=25)	5.97	5.47	2.71
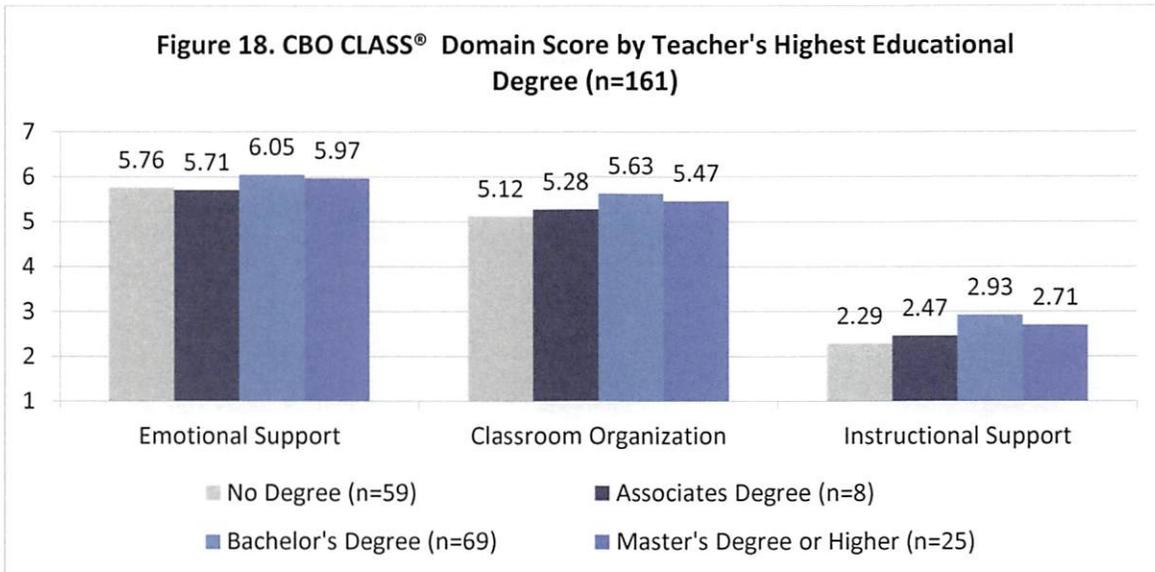
CBO classrooms in which teachers had degrees with a specialization in early childhood education (ECE) had significantly higher Classroom Organization and Instructional Support domain scores than classrooms in which teachers did not have ECE specialized degrees. Emotional Support scores were also higher for classrooms in which teachers had ECE specialized degrees than for classrooms in which teachers did not have ECE specialized degrees, but the difference was not statistically significant. Figure 19 shows the CLASS® domain scores by ECE specialization in CBOs.

Figure 19. CLASS® Domain Scores for CBOs by Teacher ECE Specialization (n=161)

	Emotional Support	Classroom Organization	Instructional Support
No ECE Specialization (n=114)	5.87	5.31	2.52
ECE Specialization (n=47)	6.02	5.61	2.92
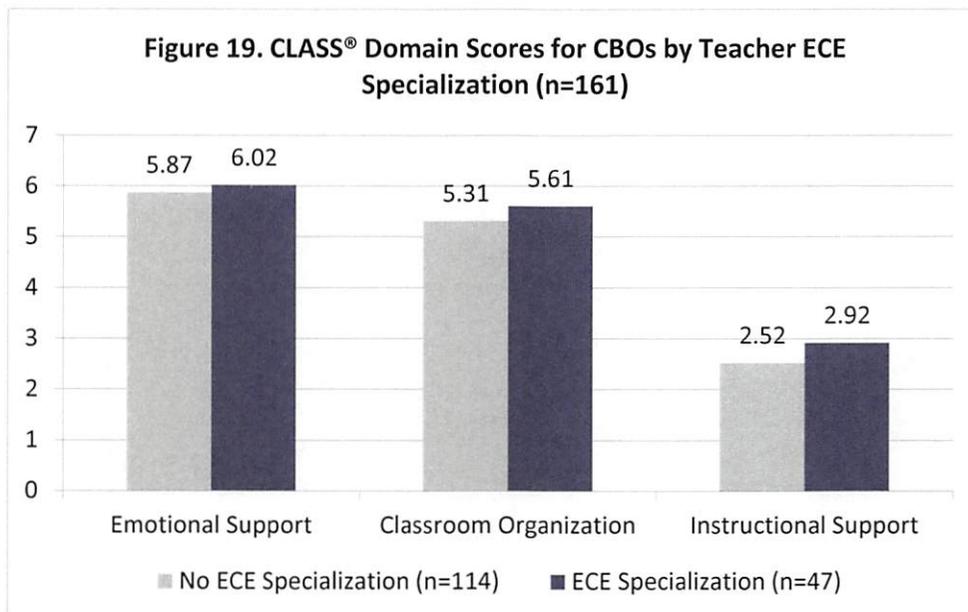
Finding 5: *Programs across the District experienced a trend of largely stable scores for all CLASS® domains over the past three years, with slight increases in average scores between the 2013-14 and 2017-18 school years.*

Across all three CLASS® domains, the program-average scores throughout the District have been fairly consistent over time, with only small changes in average scores from year to year. Specifically, Emotional Support domain averages increased slightly between the 2015-16 and 2016-17 school years and decreased slightly between the 2016-17 and 2017-18 school years, but none of these year-to-year changes were statistically significant. Similarly, Classroom Organization domain averages decreased between 2015-16 and 2016-17 but remained stable between the 2016-17 and 2017-18 school years. Importantly, Instructional Support averages decreased between the 2015-16 and 2016-17 school years; however, between the 2016-17 and 2017-18 school years, scores for Instructional Support increased.

Figure 20 displays program-level Emotional Support, Classroom Organization and Instructional Support average scores over a three-year time period.


Figure 20. Program-Level Domain Average Scores Over Three Years (n=198)
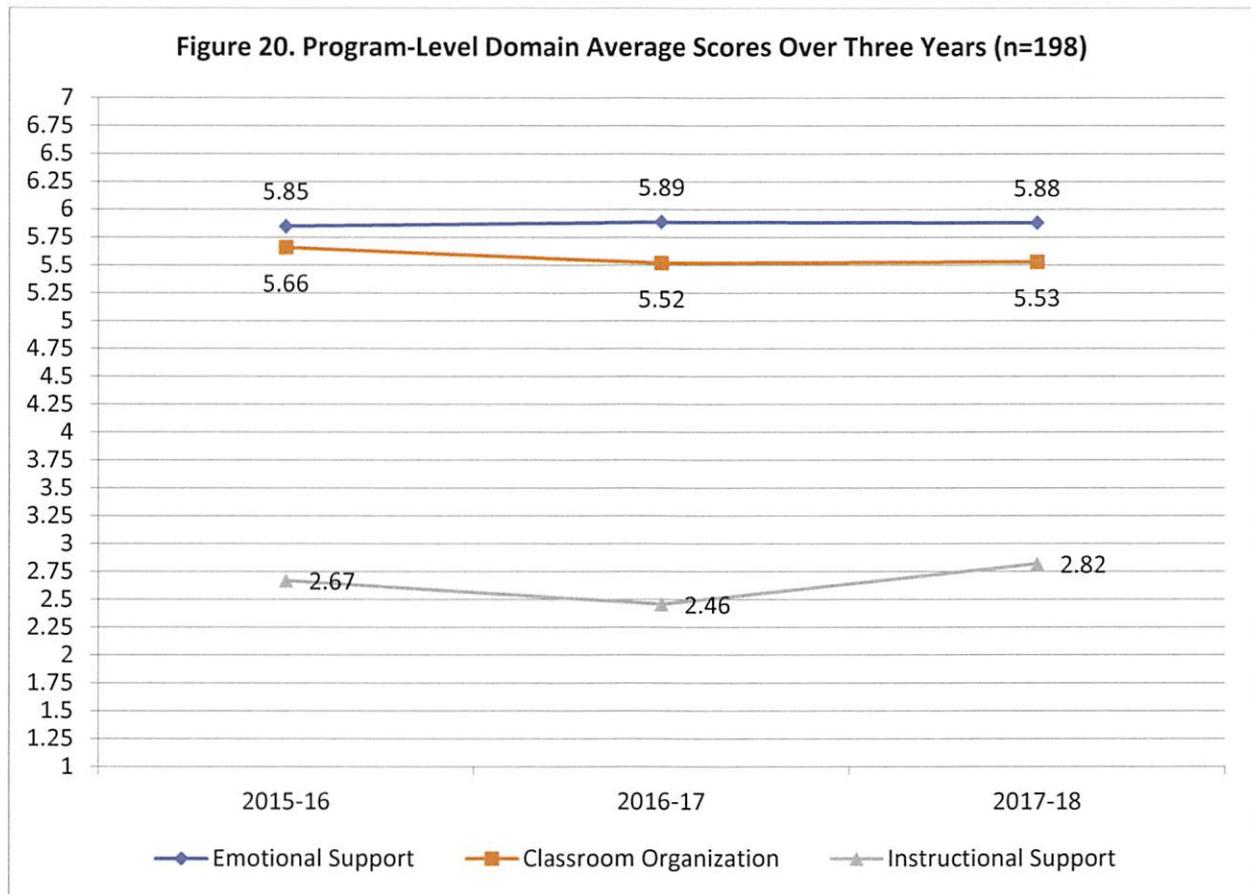
Finding 6: *The percentage of programs meeting the Emotional Support and Classroom Organization threshold have been fairly consistent over time, with almost all programs meeting this threshold over the last three years, while the percentage of programs meeting the Instructional Support thresholds has fluctuated over the past three years.*

A high percentage of programs met the threshold in Emotional Support for the past three years (95 to 97 percent) in the following two years. The percentage of programs meeting the Classroom Organization threshold was 93 percent in the 2015-16 school year and was slightly lower (84 percent for each of the past two years. The percentage of programs meeting the Instructional Support threshold has fluctuated from year to year. There was a noticeable decrease in the percentage of programs meeting this

threshold from 26 percent in the 2015-16 school year to 18 percent in the 2016-17 school year. Importantly, however, there was a considerable increase in Instructional Support from 18 percent in the 2016-17 school year to 39 percent in the 2017-18 school year.

Figure 21 presents the percentage of programs meeting thresholds for the 2015-16, 2016-17, and 2017-18 school years.

Figure 21. Percentage of Programs Meeting CLASS® Thresholds Over Three Years (n=198)
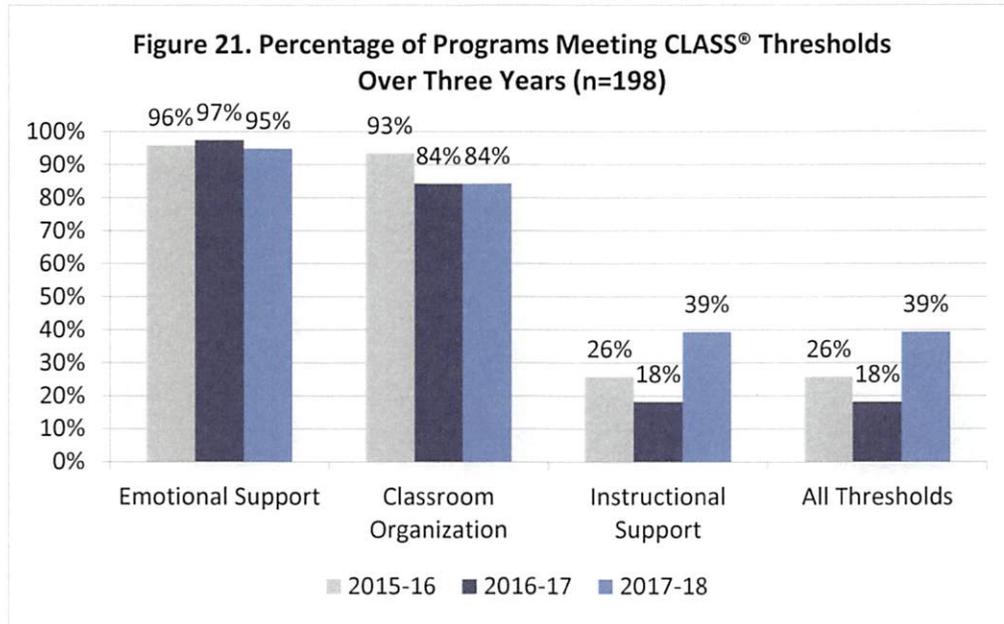
Although no causal claims can be made, the District has made several investments that may have contributed to the recent improvements in Instructional Support and, therefore, will continue these efforts. Some of these strategies include expanding professional development offerings that focus on Instructional Support through communities of practice, professional learning communities, coaching and mentoring, and other job-embedded support that has been shown to improve practice.

Another investment the District has made was building instructional leadership for teacher-child interactions. Program leadership is a key factor for success in early learning programs. OSSE offered data engagement opportunities in which schools had the opportunity to hear from their peers who have met and exceeded thresholds for multiple years. Several schools meet and surpass the threshold for Instructional Support as well as the other two CLASS® domains (i.e., Emotional Support and Classroom Organization). Building on the information-sharing that was initiated at the data engagement meetings, these programs could work with other schools around the practices and policies that support high-quality interactions. It may be beneficial to offer additional opportunities for communities of practice or networking in which leaders share successful practices and high-impact professional learning and leadership practices with one another. These communities of practice could include professional learning on leading and developing program-wide practices aligned with the CLASS® Pre-K metric, planning for high-impact professional learning, and the facilitation of program visits to high-performing programs and classrooms. Moving forward, professional development could be tailored and focused based on each program's strengths and areas of need relating to the domains or dimensions within the CLASS® Pre-K metric.

Moreover, the data suggest that OSSE's recent strategies to improve outcomes for all children, including the increased credentialing requirement for teachers and provision of additional funding to support them as they obtained these degrees, appear to be working. Specifically, in December 2016, OSSE increased the minimum education requirements for all staff employed at any licensed child development facility in the District. OSSE also provided funding to ensure teachers are supported in meeting the degree requirements. Since then, the CBO sector—the sector most impacted by these recent policies—have shown positive associations between teacher education, particularly in early childhood, and higher-quality CLASS® scores.

Update on Public Pre-K Program Goals

This section provides a status update on the goals included in the 2017 pre-K report.

Goal 1: Implementing a redesigned Quality Rating and Improvement System (QRIS) that supports continuous quality improvement among programs and helps families make informed choices about their child's experience

Goal Overview

OSSE is implementing Capital Quality, the District's redesigned QRIS. Capital Quality provides families with a common metric of quality. In addition, the QRIS will help target investments and planning in early care and childhood education. Another fundamental component of Capital Quality is the Continuous Quality Improvement Plan (CQIP), which includes a set of quality standards common to programs that serve children birth through age five. Child development facilities, including Pre-K Enhancement and Expansion, receive technical assistance and individualized support from quality facilitators to develop the CQIP and analyze assessment data that are used to plan and implement quality improvements. More information on Capital Quality can be found on OSSE's website[24].

Progress Toward Goal

An important component of Capital Quality is consumer education. In partnership with Mayor Muriel Bowser and the Deputy Mayor for Education, OSSE launched My Child Care DC in September 2017. My Child Care DC is a consumer-friendly website that helps families find and compare child care options. The website allows families to search child development facilities by distance from a particular address or ZIP code. Results can be filtered by operating hours, type of facility, age range of students served, and Capital Quality designation. The website also specifies which child development facilities accept vouchers and participate in the Child and Adult Care Food Program (CACFP). The website includes a detailed, easy-to-read provider profile that consists of inspection reports, capacity, licensing information, substantiated complaints, accreditation and Capital Quality designation. The My Child Care DC website is easily accessible from the OSSE, DC Child Care Connections, and Thrive by Five websites.

Goal 2: Support the expansion of a high-quality workforce through effectively defining career pathways and providing professional learning opportunities to build educator capacity and effective leadership

Goal Overview

The District has been a pioneer in enhancing early care and education, illustrated by initiatives such as universal pre-kindergarten. As described in the previous section, CBO teachers with a bachelor's or master's degree had higher scores on all CLASS® domains compared to those with no college degree. Scores were higher when the teacher's degree was specialized in ECE. Thus, OSSE increased the

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[24] "Capital Quality (QRIS). Office of the State Superintendent. https://osse.dc.gov/page/capital-quality-qris

minimum education requirements in December 2016 for all staff employed at any licensed child development facility (serving children birth to age 5) in the District. This change is part of an ambitious plan to further increase the quality of care and education for the District's youngest learners.

Progress Toward Goal

Over the past year, OSSE launched several professional learning programs/opportunities to build the ECE workforce, including informing the ECE workforce about the minimum education requirements and the available programs, resources and supports for obtaining higher credentials and continuous professional development.

Information and Consultation for Transforming the Workforce

To ensure that those currently in, and wishing to enter, the District's early childhood field understand the roles, responsibilities and corresponding minimum education requirements, OSSE launched:

- *ECE resources page*[25]
  This website provides position-specific information on the new education requirements, as well as programs and resources available to help the ECE workforce meet the new requirements. Since its introduction, the website has been visited almost 10,000 times.
- *ECE Help* Desk
  This service provides individualized support and addresses specific questions about the new education requirements. The ECE workforce can contact the Help Desk at ECEhelpdesk@dc.gov or (202) 478-5903 and will receive a response immediately or within 24 hours (or the next business day). ECE Help Desk has fielded more than 2,000 calls and emails on topics including the education requirements, scholarships, professional development and more since its launch.
- *Targeted presentations at child development facilities throughout DC*
  The facilities are chosen based on the highest need to earn the new minimum education credentials of staff. There have been a total of 43 centers in receipt of the "Help Desk on the Road" presentations across all wards except Ward 3. The presentation has reached 564 participants as of Dec 31, 2018. The audiences of the presentation sessions include center directors, assistant directors, teachers, and assistant teachers.
- *Adult College Completion*
  These fairs provide focused support to DC's ECE workforce in learning about programs and resources to help gain their respective (or required) education credentials. In the 2018-19 school year, a total of 239 early childhood educators attended one of the four college fairs held between October 2017 and June 2018.
- *A revitalized Professional Development and Information System (PDIS) (Nov. 2017)*.
  This system allows the ECE workforce to track their individual professional growth. With features such as a resume builder, professional development (PD) training tracker, PD course catalog and other essential features, the PDIS allows the workforce to take control of their career growth and development. Educators are able to upload their current education credentials and submit them directly to OSSE. This allows OSSE to confirm that workforce individuals are meeting both the PD and credential requirements for their role. Additionally, center directors can track their staff's trainings and minimum education credential attainment. As of Sept. 18, 2018, there were about 3,500 individuals registered in PDIS. There were more than 440 licensed facilities represented within PDIS with 73 home facilities and 33 expanded home facilities with at least one individual registered.

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[25] "Child Development Staff: Resources Available for New Education Requirements." Office of the State Superintendent of Education. https://osse.dc.gov/eceresources.

- *Teacher mentorship pilot program*
  Mentorship is a key component to teacher development and retention. In this program, mentor teachers with a bachelor's or master's degree are paired with a teacher without a degree to act as an ongoing resource during the teacher's educational journey. Each month, the mentees participate in a discussion and complete an activity that is aligned with the National Association for the Education of Young Children and a college readiness skill.

Continuing Education Programs and Supports

To continue supporting the ECE workforce in advancing their education, OSSE engaged in various initiatives such as launching a new online training platform, continuing the Child Development Associate (CDA) training and scholarship program, and continuing to provide funding to the Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood® Project.

- **Quorum:** OSSE introduced a new online training platform through Quorum available in both English and Spanish. The platform allows child development staff unlimited 24/7 access to a catalogue of engaging and interactive training courses, including those required for obtaining a Child Development Associate (CDA) credential. In partnership with Quorum and The Council for Professional Recognition, OSSE developed a CDA guidebook which provides step-by-step guidance on how to obtain CDA instructional hours using Quorum as a resource. The ECE workforce has embraced the use of Quorum as a professional development tool. There are 411 out of 472 licensed child development facilities, or 87 percent, actively enrolled in Quorum. The District's 5,781 ECE workforce users have completed a total of 33,678 Quorum courses since its introduction in the summer of 2017.

- **CDA Training and Scholarship Program:** Through its CDA Training and Scholarship Program, OSSE enables two grantees, CentroNia and Southeast Children's Fund, to provide scholarships for their CDA training programs, which are offered in English, Spanish and Amharic. The grantees also provide scholarship funding to cover the CDA application fee for those who obtain the required instructional hours outside of the grantees' programs, including via Quorum. For FY18, the grantees have supported about 400 individuals through the CDA program. During this same period, CentroNia launched the pilot of an Amharic-language CDA cohort that reached 30 participants.

- **T.E.A.C.H:** OSSE continued its investment in the T.E.A.C.H. program. T.E.A.C.H. is a scholarship program for teachers working toward an associate and/or bachelor's degree. T.E.A.C.H. provides tuition assistance, wraparound supports including bonuses, tutoring, increased compensation and one-on-one career advisors. For FY18, OSSE awarded T.E.A.C.H. a $1.5 million grant to support early childhood educators in pursuing degrees. During FY 2018, T.E.A.C.H. supported about 150 scholars who were employed in child care facilities in the District. Additionally, OSSE developed a partnership with T.E.A.C.H. and the University of Cincinnati to offer a degree program to the District's child care workforce with instruction and supports delivered in Spanish to begin in the 2018-19 school year.

- **First Step:** The First Step program is a workforce-training program that serves as a pipeline to add to the District's ECE field. The program identifies high school students that are interested in child development and becoming an early childhood educator. Students in the First Step training program simultaneously earn a high school diploma and a Child Development Associate (CDA) credential. In the 2017-18 school year, the First Step program enrolled 50 students. OSSE is planning to expand the First Step program to up to 150 students within three years, with the first expansion cohort expected to graduate in June 2019.

Goal 3: *Inviting pre-K classrooms across the city, including those in DC Public Schools, public charter schools, and community-based child development centers, to join a second wave of early Development Instrument (EDI) data collection in the 2018-19 school year*

Goal Overview
Research has shown that pre-K program quality is an important foundation for child learning. To understand the full range of pre-K program outcomes, the District of Columbia continues to focus on collecting, sharing, and using actionable data to increase understanding of the ECE landscape in the District. One major initiative that increases understanding about young children's developmental outcomes is the Early Development Instrument (EDI). The EDI is an internationally recognized measure that provides a citywide snapshot of young children's health, development and school readiness in five key areas: physical health and well-being; social competence; emotional maturity; language and cognitive development; and communication skills and general knowledge. EDI results show the percentage of children who are "on track," "at-risk" or "vulnerable" according to the developmental norms expected in each of the five developmental domains. The District completed its first EDI assessment in 2016; more information on the EDI and specific findings can be found on the Raise DC website.[26]

Progress Toward Goal
On Aug. 3, 2018, OSSE invited local education agencies (LEAs) and CBOs to participate in the 2018-19 school year EDI data collection. Public schools, public charter schools, and CBOs will collect EDI data collection between February and March 2019. EDI results will also be presented to various stakeholder groups, including the State Early Childhood Development Coordinating Council (SECDCC) and published on the Our Children, Our Community, Our Change website.

The District will conduct a second EDI data collection in spring 2019. The results of the second EDI data collection will allow District leaders and residents to examine change over time from the 2016 baseline data and ask critical questions such as:
•   What systems are in place to nurture children and families?
•   Are children on track to succeed?
•   What additional resources at a community-level are needed to create equitable conditions?

A robust participation from schools and CBOs will allow the District to access reliable and comprehensive data on the developmental well-being of young children

Goal 4: *Investing $11 million over three years to increase the supply of quality early child care*

Goal Overview
To support early childhood initiatives, in FY18, Mayor Muriel Bowser created the Access to Quality Child Care Expansion Fund. The grant totaled $11 million to create 1,000 additional quality infant and toddler child care slots by September 2020 and support current and prospective child development staff in gaining the resources they need to meet the new educational requirements. With public pre-K now universally accessible, the District is shifting its focus to expanding access to high-quality infant and toddler child care for all children. The Mayor's plan included awarding sub-grants to providers seeking to

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[26] "Understanding the Data on DC's Young Children." Raise DC.
https://www.raisedc.org/ourchildren/understandingdcdata.

expand or open new locations and supporting 300 DC residents in gaining certification or advanced early education credentials. Further, in order to support current and prospective child development staff in gaining the resources they need to meet the new educational requirements, $2 million of the Access to Quality Child Care Expansion Fund is dedicated to support workforce development through the First Step contract as well as the CDA and T.E.A.C.H. grants.

Progress Toward Goal

In February 2018, the Mayor announced that the Low Income Investment Fund (LIIF), a Community Development Financial Institution Fund recipient, would manage a grant fund for child development providers and offer technical assistance to support projects. Where possible, LIIF will support projects in leveraging loans and other funding to supplement the District's $9 million investment. In FY18, the District supported a total of 600 individuals (400 CDA, 150 T.E.A.C.H. and 50 First Step) through these initiatives.

Three public forums were held in March and April 2018 to inform the public and the ECE community about the Access to Quality Child Care Expansion Grant and opportunities for sub-grant funding. The first sub-grant deadline was April 30, 2018, and grant applications were accepted on a rolling basis thereafter.

In the first sub-grant application period, LIIF received more than 20 applications from child care providers across the District. Applicants requested a little more than $3 million in this first sub-grant period with a target of creating 600 new slots. Applicants received coordinated technical assistance from LIIF, OSSE, and District Department of Consumer and Regulatory Agency (DCRA) to work through their project applications and budgets in preparation to potentially receive sub-grant funds.

As of Sept. 10, 2018, more than $1.5 million was awarded through subgrants to 11 organizations to create 249 high-quality infant and toddler child care slots in Wards 1, 3, 4, 7 and 8.

Figure 22: Access to Quality Child Care Expansion Grant Recipients

Type of Grant	Awardee	Total Amount Funded
Pre-development Grants	• Rainbow Child Development Center, • Bright Start Early Care and Preschool, and • Hatch	$90,000
Renovation and Repair Grants	• Jewel's New Beginning Learning Center, • The Learning Curve, • David's Stars Child Development Center, • Creative Minds International PCS, • Palisades Montessori, and • St. Albans Early Childhood Center	$603,200
New Center Grants	• Bright Beginnings, and • House of Ruth/Kidspace	$820,000

Fiscal Year 2019 Goals

OSSE is committed to advancing excellence in ECE through continued investments, a continuous quality improvement approach, and authentic partnerships with families and ongoing stakeholder engagement. We recognize these efforts are necessary to improve early childhood education and ensure equitable access to high-quality early learning for DC's youngest residents. The Division of Early Learning within OSSE has identified the following goals as its focus during the next five years. Each goal includes metrics for demonstrating progress toward the goal.

- **Goal 1: Ensure most vulnerable children are served in quality child development facilities.**
  - o 70 percent of vulnerable children are served at child development facilities that have "quality" or "high-quality" designations in Capital Quality
- **Goal 2: Improve program quality as measured by CLASS®.**
  - o 80 percent of classrooms will have average CLASS® Emotional Support scores at or above 6
  - o 60 percent of classrooms will have average CLASS® Classroom Organization scores at or above 6
  - o 40 percent of classrooms will have average CLASS® Instructional Support scores at or above 4
- **Goal 3: Ensure early childcare labor force is well trained and supported.**
  - o 90 percent of teachers, child development home caregivers, expanded home caregivers, and assistant teachers have met the staff education and credential requirements outlined in the child development facility regulations.

For FY19 and years thereafter, OSSE will report on the progress made toward the goals outlined above in the annual pre-K report.

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 access, quality of and per-child spending for 3- and 4-year-olds. With significant investments made to increase capacity to serve pre-K-age children in a mixed-delivery system of public schools, public charter schools, and CBOs, DC has begun to shift its focus and resources to ensure high-quality programming is achieved and maintained across all educational sectors. As shown in Quality section of this report, the District has made progress in achieving and maintaining program quality in pre-K classrooms. With the implementation of the STAR accountability system (DCPS and public charter schools) and Capital Quality (CBOs), there is an opportunity to align and leverage resources where they are most needed.

Head Start Program Participation for FY18

Program	Early Head Start Home-Based	Early Head Start Center	Head Start Center	Total Enrollment by Grantee
DC Public Schools			5,224	5,224
Bright Beginnings, Inc.	64	104	45	213
CentroNía	48	24		72
Rosemount	77	39		116
Edward C. Mazique Parent Child Center, Inc.		180		180
United Planning Organization (UPO)				671
Educare of Washington, DC[27]		72	85	
AppleTree Early Learning Center PCS Douglas Knolls			32	
AppleTree Early Learning Center PCS Parkland			31	
AppleTree Early Learning Center PCS Oklahoma Avenue			35	
Azeeze Bates		32		
Ballou High School		16		
Christian Tabernacle		32		
C.W. Harris Elementary School		16		
Dunbar High School		8		
Edgewood		24		
Fredrick Douglass		40		
Luke C. Moore High School		8		
Roosevelt High School High School		16		
Woodson High School		8		
Spanish Education Development (SED) Center		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	**313**	**911**	**5,452**	**6,676**

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[27] Educare of Washington, DC is a delegate of UPO.

Fiscal Year 2018 Sites AND Enrollment for Public Pre-K Programs

DC PUBLIC SCHOOLS

SCHOOL NAME	TOTAL PRE-K ENROLLMENT
Aiton Elementary School	74
Amidon-Bowen Elementary School	65
Bancroft Elementary School @ Sharpe	100
Barnard Elementary School	145
Beers Elementary School	97
Brent Elementary School	66
Brightwood Education Campus	90
Browne Education Campus	58
Bruce-Monroe Elementary School @ Park View	94
Bunker Hill Elementary School	55
Burroughs Elementary School	70
Burrville Elementary School	81
C.W. Harris Elementary School	55
Capitol Hill Montessori School @ Logan	107
Cleveland Elementary School	79
Dorothy I. Height Elementary School	143
Drew Elementary School	45
Eaton Elementary School	36
Garfield Elementary School	56
Garrison Elementary School	81
H.D. Cooke Elementary School	87
Hearst Elementary School	46
Hendley Elementary School	57
Houston Elementary School	69
Hyde-Addison Elementary School @ Meyer	59
J.O. Wilson Elementary School	110
Janney Elementary School	60
Ketcham Elementary School	71
Key Elementary School	40
Kimball Elementary School @ Davis	58
King Elementary School	62
LaSalle-Backus Education Campus	48
Lafayette Elementary School	97
Langdon Elementary School	79
Langley Elementary School	67
Leckie Education Campus	99
Ludlow-Taylor Elementary School	109
Malcolm X Elementary School @ Green	58

SCHOOL NAME	TOTAL PRE-K ENROLLMENT
Mann Elementary School	40
Marie Reed Elementary School	101
Maury Elementary School	86
Miner Elementary School	96
Moten Elementary School	81
Murch Elementary School @ UDC	60
Nalle Elementary School	90
Noyes Elementary School	39
Orr Elementary School	90
Oyster-Adams Bilingual School	41
Patterson Elementary School	79
Payne Elementary School	72
Peabody Elementary School (Capitol Hill Cluster)	140
Plummer Elementary School	67
Powell Elementary School	97
Randle Highlands Elementary School	80
Raymond Education Campus	99
Ross Elementary School	36
Savoy Elementary School	40
School Without Walls @ Francis-Stevens	86
School-Within-School @ Goding	70
Seaton Elementary School	92
Shepherd Elementary School	69
Simon Elementary School	45
Smothers Elementary School	76
Stanton Elementary School	80
Stoddert Elementary School	20
Takoma Education Campus	76
Thomas Elementary School	77
Thomson Elementary School	66
Truesdell Education Campus	100
Tubman Elementary School	70
Turner Elementary School	85
Tyler Elementary School	130
Van Ness Elementary School	82
Walker-Jones Education Campus	84
West Education Campus	60
Wheatley Education Campus	66
Whittier Education Campus	56
Total DCPS Enrollment	**5,797**

PUBLIC CHARTER SCHOOLS

SCHOOL NAME	TOTAL PRE-K ENROLLMENT
Achievement Preparatory Academy PCS - Wahler Place Elementary School	151
AppleTree Early Learning Center PCS - Columbia Heights	162
AppleTree Early Learning Center PCS - Lincoln Park	60
AppleTree Early Learning Center PCS - Oklahoma Avenue	142
AppleTree Early Learning Center PCS - Southeast	181
AppleTree Early Learning Center PCS - Southwest	108
Breakthrough Montessori PCS	94
Bridges PCS	111
Briya PCS	48
Capital City PCS - Lower School	76
Cedar Tree Academy PCS	275
Center City PCS - Brightwood	39
Center City PCS - Capitol Hill	36
Center City PCS - Congress Heights	36
Center City PCS – Petworth	40
Center City PCS – Shaw	24
Center City PCS – Trinidad	17
City Arts & Prep PCS	92
Creative Minds International PCS	117
DC Bilingual PCS	95
DC Prep PCS - Anacostia Elementary School	154
DC Prep PCS - Benning Elementary School	151
DC Prep PCS - Edgewood Elementary School	153
DC Scholars PCS	120
Democracy Prep Congress Heights PCS	90
E.L. Haynes PCS - Elementary School	90
Eagle Academy PCS - Capitol Riverfront	76
Eagle Academy PCS - Congress Heights	274
Early Childhood Academy PCS	92
Elsie Whitlow Stokes Community Freedom PCS	69
Excel Academy PCS	126
Friendship PCS – Armstrong	118
Friendship PCS - Blow Pierce Elementary School	136
Friendship PCS - Chamberlain Elementary School	112
Friendship PCS - Southeast Academy	137
Friendship PCS - Woodridge Elementary School	102
Hope Community PCS - Lamond	99
Hope Community PCS - Tolson	84
Ideal Academy PCS	46

SCHOOL NAME	TOTAL PRE-K ENROLLMENT
Ingenuity Prep PCS	150
Inspired Teaching Demonstration PCS	87
KIPP DC - Arts and Technology Academy PCS	245
KIPP DC - Connect Academy PCS	224
KIPP DC - Discover Academy PCS	225
KIPP DC - Grow Academy PCS	223
KIPP DC - LEAP Academy PCS	198
Latin American Montessori Bilingual PCS	162
Lee Montessori PCS	87
Mary McLeod Bethune Day Academy PCS	150
Meridian PCS	126
Mundo Verde Bilingual PCS	89
Perry Street Preparatory PCS	88
Rocketship DC PCS - Legacy Prep	16
Rocketship DC PCS - Rise Academy	170
Roots PCS	44
Sela PCS	79
Shining Stars Montessori Academy PCS	130
Two Rivers PCS - 4th St	84
Two Rivers PCS – Young	86
Washington Yu Ying PCS	124
Total Charter Enrollment	**6,920**

PRE-K ENHANCEMENT AND EXPANSION PROGRAM COMMUNITY-BASED ORGANIZATIONS

PROGRAM NAME	TOTAL PRE-K ENROLLMENT
Associate for Renewals (ARE)	16
Barbara Chambers Children's Center	95
Big Mamas Children Center	13
Bright Beginnings, Inc.	31
Bright Start	28
Centronia	93
CommuniKids Preschool	40
Dawn to Dusk CDC	16
Easter Seals	16
Educare	87
Edward C. Mazique	16
GAP Community Child Development Center	12
Ideal CDC	16
Jubilee Jumpstart	16
Kids Are Us	10
Kuumba Learning Center	15
Nation's Capital Child and Family Development	15
National Children's Center	55
Paramount Community Development Center	21
Rosemount Center	48
Spanish Education Development (SED) Center	39
Sunshine Early Learning	54
The Bean Foundation Dba Happy Faces Learning Centers	36
Total CBO enrollment	**788**