



Francis Stevens Elementary School
DCPS, 2012

2012 Annual Report

Pre-Kindergarten Enhancement and Expansion Amendment Act of 2008

September 30, 2012

Pre-Kindergarten Enhancement and Expansion Act of 2008 Report (D.C. Law 17-202)

Table of Contents

Executive Summary	2
SECTION 104: Annual Capacity Audit	4
Current Capacity Audit of Pre-K Programs	4
Number of Children for Whom Pre-K Is Not Available	5
Manner in Which Head Start Programs are Incorporated into Early Care	6
SECTION 105: Annual Capacity Audit	7
Kindergarten Entry Assessment (KEA)	7
Quality Rating Improvement System (QRIS)	7
SECTION 204 (C): Annual Capacity Audit	9
Criteria Used in Evaluating Grant Applications	9
Number of Grant Applications Received and Awarded	9
Amount and Rationale for each Grant	9
Progress that each Grantee has made in Achieving the HQ Standards	12
NEXT STEPS AND CONTINUED IMPLEMENTATION	14
APPENDIX A	15
Pre-K Community Based Organizations	15
APPENDIX B	20
UPSFF Funded Pre-K Programs	20
APPENDIX C	21
Head Start Classrooms and CBOs	21

EXECUTIVE SUMMARY

As the District's population continues to grow each year and student enrollment in the public education system is steadily increasing, there is a call for an increased percentage of early childhood development programs that meet high quality standards and increase school-readiness rates for kindergarten-aged children. The District of Columbia continues its commitment to improve and expand early childhood education across all sectors to prepare its youngest citizens for success in the 21st century, evidenced by having the highest participation rates of state funded Pre-K across the country. According to the National Institute for Early Education Research (NIEER) 2011 *The State Preschool Yearbook*, DC is serving a higher proportion of children ages three and four than any other state. Only 39 states currently offer state-funded preschool initiatives.


The importance of Pre-K programs was highlighted this summer when the Office of the State Superintendent's analysis of the DC CAS 2012 results showed that Pre-K participants have significantly higher proficiency levels in Mathematics and Reading than those who do not participate in a Pre-K program. The analysis revealed that investments in early childhood programs have paid large dividends in closing and preventing achievement gaps necessary to ensure a student's success from cradle to college and in career readiness. Additionally, it reinforced the importance of the Pre-Kindergarten Enhancement and Expansion Act of 2008 on the need to continually monitor and improve the early childhood education landscape for the student residents of the District of Columbia.

In compliance with the Pre-Kindergarten Enhancement and Expansion Act of 2008, and as required by Section 104, 105 and 204 of the Pre-K Act of 2008, the Office of the State Superintendent of Education (OSSE) is pleased to report to the Mayor and to the City Council of the District of Columbia on achievements within the public Pre-K sector.

WHAT IS PUBLIC PRE-K IN DC?

Public Pre-K consists of locally funded classrooms that receive uniform per-student funding (UPSFF) allocated at \$11,986 for PK3 and \$11,629 for PK4 along with programs that receive subsidy payments. Parents can select between three types of UPSFF Pre-K: 1) DC Public Schools (DCPS), 2) DC Public Charter Schools (PCS), and 3) community-based organizations (CBOs). A few key findings related to the capacity of DC's Pre-Kindergarten programs are highlighted below:

- The District has sufficient capacity to educate the 15,314 three- and four-year-old children in the District with a capacity of over 16,000 slots among DCPS, PCS, and CBOs. (*U.S. Census Bureau, American Community Survey, 2011*)
- Approximately 84 percent of all three- and four-year-olds in DC were enrolled in publically funded Pre-K programs with 11,267 children attending UPSFF programs and another 1,590 children attending subsidized programs.
- Among District families opting out of public Pre-K, none did so due to the lack of availability of slots; however, 7.8 percent of District families did so because there was no space in their preferred program or neighborhood program.
- 5,508 Pre-K-aged children were enrolled in Head Start programs at either 67 Title 1 DCPS schools (4,595 children) or 4 CBOs (913 children).

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- Nineteen grant applications were received and thirteen Pre-K Assistance Grants were awarded to programs to improve quality in all Pre-K sectors.
 - Each grantee was awarded \$25,000 for two years, and rationale for the grants included factors such as teacher training, accreditation, curriculum and assessment materials, and parent involvement.

EXPANDING AND ENHANCING THE DISTRICT'S PRE-K EDUCATION

The District continues to realize the benefits of investing in a state-funded, high-quality, universal Pre-Kindergarten system through the Pre-Kindergarten Enhancement and Expansion Amendment Act of 2008 (Pre-K Act). As Pre-K services are expanded and enhanced, the Office of the State Superintendent of Education (OSSE) will ensure on-going resources and technical assistance to promote the development and enhancement of Pre-K services throughout the District of Columbia.

KEY HIGHLIGHTS

As required by Sections 104, 105 and 204 of the Pre-Kindergarten Enhancement and Expansion Act of 2008 (Pre-K Act), the Office of the State Superintendent of Education (OSSE) is pleased to report to the Mayor and the Council on:

- The current capacity of all existing Pre-K programs;
- The number of children for whom Pre-K is not available and whose parents would send them to Pre-K but for the lack of availability;
- The manner in which Head Start programs are incorporated in the early care and education delivery system;
- Set benchmarks and standards to determine the level of school readiness of Kindergarten children in the District of Columbia;
- The status of the monitoring, assessment, and accountability processes for all programs within the Pre-K-education system;
- The criteria used in evaluating grant applications;
- The number of grant applications received and awarded;
- Amount and grant rationale for each grant; and Progress that each grantee has made towards achieving the HQ.

SECTION 104: ANNUAL CAPACITY AUDIT

CURRENT CAPACITY AUDIT OF ALL PUBLIC PRE-K PROGRAMS

To provide sufficient quality spots in public Pre-K, the Pre-K Act requires a multi-delivery system, utilizing three types of classrooms: DC Public Schools (DCPS), Public Charter Schools (PCS), and Community Based Organization's Pre-K grantees (Pre-K CBOs). Services in all sectors are funded according to the Universal Per Student Funding Formula (UPSFF) for 3 year-olds and for 4 year-olds. Parents can select between these options within DCPS with 84 sites, PCS with 59 sites, and Pre-K CBOs with 17 sites as listed in Appendix A.

Table 1 provides data on the capacity and enrollment of children in UPSFF funded Pre-K programs across all wards and in all sectors, as well as the capacity utilization. During SY 2011-2012, there was capacity for 15,908 children in the publicly funded Pre-K programs with 12,857 children participating for a capacity utilization of 81 percent B (see ward level data in Appendix B).

Table 1. Pre-K Program Capacity and Utilization

FY12 PREK UTILIZATION BASED ON 2011 CENSUS ESTIMATE						
Sector	Funding Source	Providers	Enrollment	Capacity	Utilization	Available Slots
DCPS	UPSFF	84	5,396	5,881	92%	485
PCS	UPSFF	59	5,382	5,418	99%	36
CBOs – PKEEP	OSSE @ UPSFF Rate ¹	17	489	496	99%	7
CBOs and Homes	Subsidy	282	1,590	4,113	39%	2,523
TOTAL		442	12,857	15,908	81%	3,051

Note: US Institute of Education Sciences (2012) says 20% of 3 and 4 year olds are generally at home in parental care; as such 80% capacity could lead to universal access to PreK². Thus, DC has exceeded the threshold for universal access for 3 and 4 year olds. The data in table 1 illustrate that there is sufficient public funded capacity (15,908 slots) to serve the 15,314 three- and four-year-old children in the District.

The 17 Pre-K CBOs who participated in the public Pre-K system were selected by an OSSE administered grant competition. In FY12, 30 classrooms in the 17 CBOs served 489 children. In FY 13, 3 new classrooms will be added at Happy Faces Learning Center, Kiddies Kollege, Inc. and Sunshine Early Learning Center to serve approximately 50 additional children. Section 301 of the Pre-K Act mandates that OSSE 'shall use its best efforts to ensure that over a 5-year period a minimum of 25% of all new Pre-K programs are operated by CBOs', indicating the importance of ensuring that parents have a CBO Pre-K option in addition to the public schools.

Preschool-aged children also received educational services within 282 subsidized CBO childcare centers and homes. These subsidized programs received funding from the Childcare Development Fund (CCDF), a federal grant created to increase the quantity of affordable slots for low-income families. As Table 2 indicates, there was a capacity for an additional 4,113 three- and four-year-old children in these CBOs.

¹ OSSE UPSFF Does not include facilities, Special Education, or ELL add-ons that schools receive

² See <http://nces.ed.gov/fastfacts/display.asp?id=4>

However, only 1,590 three- and four-year old children were enrolled in these subsidized centers and homes for a capacity utilization of 38.9 percent.

NUMBER OF CHILDREN FOR WHOM PRE-K IS NOT AVAILABLE AND WHOSE PARENTS WOULD SEND THEM TO A PRE-K PROGRAM BUT FOR LACK OF AVAILABILITY (MOVE OVER TO THE LEFT)

Table 2. Reasons for Not Participating in a UPSFF Funded Pre-K Program

Reason child not enrolled in UPSFF Funded Pre-K Program	Number of Respondents	Percentage of Respondents
Child too young to attend a DCPS, PCS or Pre-K CBO program	27	42.2%
Happy with current ECE arrangement	8	12.5%
Parents think child is too young for full-day program	7	10.9%
Other	7	10.9%
Not satisfied with the quality of public Pre-K programs	5	7.8%
No space in preferred program or neighborhood program	5	7.8%
Did not know or did not have enough information	3	4.7%
No response	2	3.2%
TOTAL	64	100%

A household telephone survey was conducted in all eight wards in the District with 101 families with three- or four-year-old children. More than one-third of survey respondents (37 of 101) reported that their three or four-year-old child was enrolled in a UPSFF funded Pre-K program at DCPS or PCS. The other 64 respondents were asked to provide a reason that they were not utilizing these Pre-K programs and to cite any barriers to their child's enrollment.

As shown in Table 2, 27 respondents reported that their child was too young to attend a Pre-K program, meaning that the child was not yet three-years-old at the beginning of SY 2011-2012. However, almost 50 percent of these respondents reported that their child will be attending a DCPS or PCS Pre-K program in SY 2012-2013. Of the remaining 35 survey participants who responded to the question, eight indicated that they were happy with the early childhood education (ECE) setting in which their child was currently enrolled. Seven respondents indicated that they felt their three- or four-year-old was too young to attend a full-day Pre-K program, even though that child was age-eligible at the beginning of the school year. Five respondents reported that they were dissatisfied with the quality of DCPS and PCS Pre-K programs and five said that they were unable to enroll in their preferred school in their immediate neighborhood.

MANNER IN WHICH HEAD START PROGRAMS ARE INCORPORATED INTO THE EARLY CARE AND EDUCATION DELIVERY SYSTEM

As shown in Table 3, in SY 2011-2012, almost 5,500 children participated in Head Start at either Title 1 DCPS schools or CBOs (see appendices A for list of Title 1 DCPS and CBOs). Families can participate in the federal Head Start program by 1) enrolling in one of four local Head Start CBO programs that

oversee multiple campuses throughout the District or 2) enrolling in a Title I DCPS school with Pre-K classrooms.

Sixty seven (67) of the 84 DCPS schools that have Pre-K programs are Title 1 schools. At DCPS, Head Start funding is blended with UPSFF, allowing DCPS Pre-Kindergarteners to experience the Head Start provisions of education, health, vision, hearing, mental health, nutrition, social and other services for children and families. DCPS Head Start classrooms were utilized at 92.4 percent of their capacity and enrolled 4,595 of the 5,396 DCPS Pre-K children (Table 1).

Table 3. Head Start Enrollment, School Year 2011-2012³

DCPS Head Start Classrooms across Wards	Number of Title I DCPS Schools	Pre-K Capacity in Title I DCPS Schools	Pre-K Enrollment in Title I DCPS Schools	Capacity Utilization
TOTAL	67	4,975	4,595	92.4%

Head Start CBO Enrollment	Number of Head Start CBOs	Head Start Capacity	Head Start Funded Enrollment Slots⁶	Capacity Utilization
TOTAL	4	-	913	-

³ Head Start CBO Program Information Report (PIR) self-reported data from Rosemount, Bright Beginnings, UPO, and Edward Mazique Center. Head Start does not use a per pupil funding formula, but it is allocated federally. All programs are at capacity.

SECTION 105: ANNUAL REPORT TO THE COUNCIL

The Pre-Kindergarten Enhancement and Expansion Act of 2008 requires an annual report on the status of Pre-K for all sectors, accompanied by the required independent quality evaluation, which shall include OSSE's assessment of the annual achievements made as measured against the benchmarks developed; number and success of the quality improvement plans implemented; status of the monitoring assessment, and accountability process for all Pre-K programs; and results of the current capacity audit of all Pre-K programs.

After much discussion with educational stakeholders on the appropriate assessments, benchmarks and standards needed to evaluate the success and gaps in current Pre-K programs, per section 105 (b), OSSE has created the Kindergarten Entry Assessment (KEA) and the Quality Improvement Rating System (QRIS) to serve as evaluation tools for measuring annual achievements. Both the KEA and the QRIS are evaluative tools which will determine the level of school readiness of Kindergarten children in the District of Columbia; and provide a comprehensive monitoring, assessment, and accountability process for all programs within the Pre-K-education system.

The following sections highlight the purpose and methodology for each system:

KINDERGARTEN ENTRY ASSESSMENT (KEA)

The purpose of the KEA is to determine the level of school readiness of Kindergarten children in the District of Columbia. School readiness is defined as a child's mastery of the early learning standards in the domains of language and literacy, mathematical thinking, social and emotional development, scientific inquiry, social studies, approaches to learning and health. The KEA will be provided to a sample of students in Kindergarten from DCPS and Public Charter Schools within the first 45 days of instruction.


Since December 2012, a cross section of stakeholders including representation from DCPS, Charter LEAs, PCSB, WTU, CBOs, OSSE, UDC, and other advocacy organizations have been meeting on a weekly basis to provide input on a scope of work to be used in the development of the Request for Application (RFA) for the KEA tool. The RFA will be released in early February 2013. Professional development on the KEA tool will be provided in early April for testing in selected schools in late spring as part of the demonstration project prior to implementation in early Fall.

The data will be used to inform statewide policy decisions, types of professional development and technical assistance offered and resource allocations to address needs and ensure improvement in school readiness.

QUALITY RATING IMPROVEMENT SYSTEM (QRIS)

The purpose of the QRIS is to rate early learning/childhood programs using statewide data as a proxy to obtain a reasonable assurance of quality and provide supports where needed most. In addition to the present accreditation, the QRIS will measure six quality standards (Program Management, Learning Environment, Classroom Supervision, Family Engagement, Staff Qualifications, and Licensing Compliance). The QRIS will be applied to all early learning programs in the District of Columbia.

Like the KEA, a cross section of stakeholders including representation from DCPS, Charter LEAs, PCSB, WTU, CBOs, OSSE, UDC, and other advocacy organizations have been meeting on a weekly basis since



December 2012 to provide input on the QRIS tool. A final draft of the QRIS tool will be completed by the end of February 2013. A demonstration pilot in selected sites will begin in March with modifications made to the tool based on results from the demonstration project. Full implementation of the QRIS will begin August 2013. Data from the QRIS will be used to inform the types of incentives, rewards, supports, and meaningful consequences applied to each program with the goal of improving quality. Examples include extension of years for licensure renewal, access to grant funds for quality improvement, types of professional development and technical assistance offered per site, and revocation of licensure for lack of improvement after multiple years. Overall statewide results will also be used to inform policy decisions and resource allocations to ensure improvement in the quality of early learning programs.

SECTION 204 (C):

PRE-K PROGRAM ASSISTANCE GRANT FUND REPORT

CRITERIA USED IN EVALUATING GRANT APPLICATIONS

The Pre-K Act established a 5-year grant program to assist Pre-K programs in DCPS, PCS and UPSFF and subsidized CBOs in meeting the high quality standards. Grants worth up to \$25,000 each to be used for a period of two years were awarded. At the present, only programs that are accredited by a nationally recognized accreditation body are recognized as meeting the high quality standards.

To evaluate the grants, OSSE assembled a Grant Review Panel that represented a cross section of education professionals including teachers, early childhood administrators, and state education officials. With assistance from the panel, OSSE developed the criteria used to evaluate the grants proposals as shown in Table 4. Applicants could earn up to 102 points with a minimum score of 80 required for award eligibility.

Table 4. Pre-K Grant Criteria

AREA	TOTAL
Need	20 points
Objectives	10 points
Services	10 points
Work Plan	10 points
Targeted Wards	10 points
Accreditation Readiness	10 points
Evaluation Plan	10 points
Applicant Experience	10 points
Resources	5 points
Budget	5 points
Completeness and Format of Application	2 points
Maximum Score	102 points

NUMBER OF GRANT APPLICATIONS RECEIVED AND AWARDED

In SY 2011-2012, a Request for Proposals was issued and nineteen applications from all sectors were received. As stated in the Table 5, applicants from targeted wards with high populations of low-income children were prioritized. Thirteen grants were awarded.

AMOUNT AND RATIONALE FOR EACH GRANT

The amount and rationale for each of the above mentioned thirteen grantees are shown in Table 5. All 13 grantees applied for and received \$25,000. A total of \$325,000 was awarded to eight PCS and six CBOs in FY12.

Table 5. FY12 Pre-K Assistance Grantees and Rationale

	Grantee	Amount	Rationale Highlights
1)	Centronia	\$25,000	<ul style="list-style-type: none">• Review current scores to set improvement goals• Ensure teachers use self-assessment and participate in Creative Curriculum/GOLD trainings• Train teachers• Ensure bilingual coaches provide 12 weeks of follow-up oral language coaching• Utilize Woodcock Johnson-Munoz subscales and Ready to Read assessment tools• Create individual transition plans for each Pre-K student• Parent information breakfast to encourage parental involvement• Document successful transition strategies• Disseminate DVDs on the Pre-K to K transition• Distribute parent and director satisfaction surveys
2)	IDEAL CDC	\$25,000	<ul style="list-style-type: none">• Become re-accredited with NAEYC• Provide additional training and materials• Increase implementation of Creative Curriculum• Offer assistance with payment and registration fees• Purchase additional instructional materials• Install filtered water coolers• Comply with Healthy School Act• Offer travel vouchers for parents in need of transportation• Support parent involvement
3)	Kiddie's Kollege	\$25,000	<ul style="list-style-type: none">• Accreditation and increase staff skills
4)	Bridges PCS	\$25,000	<ul style="list-style-type: none">• Accreditation• Increase staff skills and students' knowledge
5)	Capital City PCS	\$25,000	<ul style="list-style-type: none">• Plan a new Pre-K program to be launched Fall 2012• Enrich programs by adopting Common Core Standards
6)	DC Bilingual PCS	\$25,000	<ul style="list-style-type: none">• Ensure teachers self-reflect and receive feedback from leadership• Participation in trainings and coaching and develop growth plans• Implementation of individualized growth plans• Reflect on videotaped lesson• Analyze assessment data, and identify and address student needs• Create and implement parent workshops and use assessment data
7)	DC Prep Benning	\$25,000	<ul style="list-style-type: none">• Obtain Accreditation• Provide Ongoing Coaching and Support• New Literacy Assessments• Purchase New Picture Books
8)	DC Prep Edgewood	\$25,000	<ul style="list-style-type: none">• Obtain Accreditation• Provide Ongoing Coaching and Support• New Literacy Assessments• Purchase New Books

9)	Paramount CDC	\$25,000	<ul style="list-style-type: none"> • Apply for Accreditation • Purchase Creative Curriculum and Training • Purchase and Deploy Classroom Literacy and Math Manipulative • Ensure Two Pre-K Teachers Enroll in Higher Education • Engage in Peer to Peer Trainings • Increase Parent Involvement • Ensure Teachers Attend Thinking Thursdays • Prepare Playground for Upgrade • Engage in Self-Assessments
10)	The Geneva Ivey Day School	\$25,000	<ul style="list-style-type: none"> • Complete Certification Program • Host Workshops, Book Clubs and Conduct Field Trips (and Nature Walks) • Implement Green Living, Food Handling Training and Creative Curriculum Training • Hosting Assemblies • Fostering Community Playground and School Garden • Developing Portfolios • Staff Development Training, CPR Training and First Aid Training • Conduct Playground Activities • Host Community Project and Playground Project
11)	St. Phillips CDC	\$25,000	<ul style="list-style-type: none"> • Apply for Accreditation • Purchase Creative Curriculum and Training • Ensure Two Pre-K Teachers Enroll in Higher Education • Engage in Peer to Peer Trainings • Increase Parent Involvement • Prepare Playground for Upgrade • Engage in Self-Assessments
12)	UDC CDC	\$25,000	<ul style="list-style-type: none"> • Equipment/Technology • Student Program Data • Speech and Language Services • Parent Support and Involvement • Curriculum Training and Implementation • Teacher Assessment • Accreditation • Quality Care Activities
13)	Zena's CDC	\$25,000	<ul style="list-style-type: none"> • Upgrade Playground In Compliance with NAEYC Criterion • Purchase Literacy Curriculum and Related Materials • Teacher Training
TOTAL		\$325,000	

PROGRESS THAT EACH EXISTING GRANTEE HAS MADE TOWARDS ACHIEVING THE HQ STANDARDS

In FY 10 and 11, a total of \$477,893 was awarded to twenty (20) Pre-K programs for amounts ranging from \$15,020 to \$25,000. The progress that each of these grantees has made toward achieving high quality (HQ) is shown in Table 6.

Table 6. FY 2010-2011 Pre-K Assistance Grantees and Progress

	Program	Award	Progress
1)	Associates for Renewal in Education	\$25,000.00	<ul style="list-style-type: none"> Purchased GOLD assessment data for child assessment
2)	Barbara Chambers CDC	\$20,745.00	<ul style="list-style-type: none"> Provided 6.5 hours of developmentally appropriate practice Purchased inventory, and maintain required equipment and furniture Enrolled and maintained a class size of no fewer than 15 students
3)	Big Mama's CDC	\$25,000.00	<ul style="list-style-type: none"> Purchased technological equipment and furnishings (tables and chairs) Offered in house Creative Curriculum trainings
4)	Bright Beginnings	\$25,000.00	<ul style="list-style-type: none"> Purchased Handwriting without Tears Curriculum and CDs Purchased supplies
5)	Eagle Academy	\$25,000.00	<ul style="list-style-type: none"> Purchased and implemented Handwriting Without Tears literacy resources
6)	Easter Seals CDC	\$25,000.00	<ul style="list-style-type: none"> Provided training for teachers on the implementation of Handwriting Without Tears Conducted three teacher conferences per year Enhanced current family engagement initiatives
7)	Edward Mazique CDC	\$25,000.00	<ul style="list-style-type: none"> Enhanced the use of developmentally appropriate science experiences for students Provided staff training and ongoing technical assistance Enhanced student-teacher relationships and interactions Implemented CLASS to measure pre and post-intervention teacher-student interaction
8)	EL Haynes Public Charter School	\$25,000.00	<ul style="list-style-type: none"> Purchased developmentally appropriate materials, toys, manipulatives, and furniture to increase quality Purchased developmentally appropriate curriculum and materials
9)	Excel Academy PCS	\$24,951.00	<ul style="list-style-type: none"> Purchased one of the OSSE approved curricula and developmentally appropriate materials and related trainings related to the <i>We Can!</i> Curriculum Conducted on-site technical assistance Provided professional development Purchased additional instructional supports and materials Facilitated parent involvement
10)	First Rock Baptist CDC	\$16,947.00	<ul style="list-style-type: none"> Moved center from bronze to silver rating through accreditation Two of Twelve staff members received CDAs other ten are scheduled to take CDA Employees are using computers in preparing books for accreditation
11)	Israel Baptist CDC	\$25,000.00	<ul style="list-style-type: none"> Pursued accreditation from NAEYC Enrolled Pre-K teacher in Project Headway Used NAEYC prescribed database software
12)	Jubilee Jumpstart CDC	\$25,000.00	<ul style="list-style-type: none"> Pursued accreditation from NAEYC Implemented NAEYC prescribed database software Implemented a family engagement program to facilitate parent involvement Trained and supported professional development Acquired developmentally appropriate materials and training resources Provided on-site teacher training from Teaching Strategies on the Creative Integrated training and technical assistance Purchased additional instructional resources

13)	Kennedy Institute	\$25,000.00	<ul style="list-style-type: none"> Distributed teacher surveys for staff improvement Developed classroom observation checklist
14)	Martha's Table CDC	\$25,000.00	<ul style="list-style-type: none"> Purchased water center, work bench, and science set Purchased library rack and picture books
15)	Matthew's Memorial CDC	\$25,000.00	<ul style="list-style-type: none"> Independent evaluation of classrooms (ITERS, ECERS, and CLASS) Pursued NAEYC accreditation
16)	Potomac Light House PCS	\$25,000.00	<ul style="list-style-type: none"> Increased the teaching staff capacity to provide high-quality learning opportunities by purchasing classroom supplies that support ELS Provided Pre-K core knowledge Curriculum training and technical assistance for staff Purchased Reading Eggs, a Pre-K literacy curriculum
17)	Sunshine Early Learning Center	\$25,000.00	<ul style="list-style-type: none"> Facilitated parent support groups and children's program to serve parents and children Educated parents on the laws on child abuse and neglect Trained center staff on mandated reporting
18)	Tree of Life PCS	\$25,000.00	<ul style="list-style-type: none"> Purchased an OSSE approved curricula and Lakeshore book sets Acquired developmentally appropriate materials and training resources Conducted on-site technical assistance Provided professional development in age appropriate best practices Facilitated parent involvement by hosting monthly parent meetings, developing parenting workshops, etc. Improved the facility through the purchase of a play unit
19)	Jewish Community Center	\$15,250.00	<ul style="list-style-type: none"> Pursued NAEYC accreditation Hired consultants required to complete accreditation Implemented minor structural changes
20)	Washington Yu Ying PCS	\$25,000.00	<ul style="list-style-type: none"> Improved Chinese immersion curriculum Translated student assessment data and implemented use Purchased Chinese language math curriculum
TOTAL		\$477,893.00	



NEXT STEPS AND CONTINUED IMPLEMENTATION

In furthering the District's education system, the Office of the State Superintendent of Education (OSSE) continues to analyze and utilize data collected on the District's Pre-K capacity and children. Not only does this data assist in painting the picture of early childhood education in the District's Pre-K programs in DC Public Schools, Public Charter Schools and Community Based Organizations, but it also helps drive OSSE's early childhood programming and decision-making process, and the support of our community partners,

To continue past efforts and to improve future implementation and measurement of the education outcomes of the District's Pre-K children, OSSE is working on the following initiatives:

- Expanding the D.C. State Quality Rating and Improvement System based on research of national best practices to include indicators of quality, in addition to accreditation, such as program management, classroom supervision, family engagement, learning environment, staff qualifications and licensing compliance.
- Implementing the D.C. State Quality Rating and Improvement System for all early childhood education providers including DCPS, PCS and CBOs to inform funding and supports needed by providers.
- Developing a D.C. Kindergarten Entrance Assessment (KEA) to gauge kindergarten readiness that will be administered by classroom teachers within the first 45 days of kindergarten. The KEA will measure students in essential school readiness dimensions including physical well-being and motor development, social and emotional development, cognition and early knowledge, and approaches to learning, language and literacy development.
- Developing an improvement driven and coordinated early childhood data system that includes child, program and workforce level data to support planning and decision making.
- Providing a comprehensive data system that includes directories of programs as well as enrollment, capacity and quality rating data to help parents/guardians make informed enrollment decisions for their young children.

These initiatives are part of the District's continued mission to remove barriers and create pathways for District residents to receive a great education and prepare them for success in college, careers, and life. Where D.C.'s early childhood education is the foundation of every resident student's success, and this report will serve as a roadmap towards the sustained progress.

APPENDIX A:Pre-K Community Based Organizations

	Pre-K Grantee CBOs	Number of Classrooms	Total Enrollment
1	Associates for Renewal in Education, Inc.	2	32
2	Barbara Chambers Children's Center	4	64
3	Bright Beginnings, Inc.	2	32
4	CentroNia	5	80
5	Easter Seals	1	16
6	Happy Faces Learning Center	1	16
7	Jubilee Jumpstart Child Development Center	1	16
8	Kennedy Institute Child Development Center	1	16
9	Kiddies Kollege, Inc.	1	16
10	Matthews Memorial Child Development Center	1	16
11	Martha's Table Child Development Center	1	16
12	National Children's Center, Inc.	1	16
13	Sunshine Early Learning Center*	5	80
14	United Planning Organization #1	1	16
15	United Planning Organization #8	1	25
16	United Planning Organization #20	1	16
17	Zena's Child Development Center	1	16
	TOTAL	30	489

DCPS WITH UPSFF FUNDED PRE-K CLASSROOMS

	DCPS Schools	PS	PK	Total
1)	BRIGHTWOOD	31	51	82
2)	BROOKLAND AT	16	19	35
3)	BROWNE HUGH M	19	33	52
4)	BURROUGHS	25	28	53
5)	FRANCIS STEVENS	27	19	46
6)	LANGDON	32	41	73
7)	LANGLEY	27	37	64
8)	LASALLE BACKUS	23	30	53
9)	NOYES	15	28	43
10)	OYSTER ADAMS	4	40	44
11)	RAYMOND	45	51	96
12)	TAKOMA	32	38	70
13)	TRUESDELL	31	39	70
14)	WALKER JONES	38	38	76
15)	WEST	29	32	61
16)	WHEATLEY	31	35	66
17)	WHITTIER	21	28	49

	DCPS Schools (cont.)	PS	PK	Total
18)	WINSTON	14	19	33
19)	AITON	32	36	68
20)	AMIDON BOWEN	8	20	28
21)	BANCROFT	43	57	100
22)	BARNARD	61	79	140
23)	BEERS	40	52	92
24)	BRENT	41	46	87
25)	BRUCE-MONROE AT	50	55	105
26)	BURRVILLE	45	55	100
27)	HARRIS CW	27	25	52
28)	MONTESSORI@LOGAN	51	43	94
29)	CLEVELAND	37	43	80
30)	COOKE HD	30	59	89
31)	DAVIS	16	23	39
32)	DREW	24	30	54
33)	EATON		56	56
34)	FEREBEE HOPE	16	33	49
35)	GARFIELD	15	36	51
36)	GARRISON	34	33	67
37)	HEARST	2	39	41
38)	HENDLEY	16	20	36
39)	HOUSTON	17	24	41
40)	HYDE ADDISON		21	21
41)	JANNEY		56	56
42)	KENILWORTH	16	20	36
43)	KETCHAM	30	36	66
44)	KEY		36	36
45)	KIMBALL	15	19	34
46)	KING	27	44	71
47)	LAFAYETTE		79	79
48)	LECKIE	42	38	80
49)	LUDLOW TAYLOR	46	54	100
50)	MC TERRELL	16	34	50
51)	MALCOLM X	27	45	72
52)	MANN		20	20
53)	REED	41	44	85
54)	MARSHALL	25	37	62
55)	MAURY	36	52	88
56)	MINER	50	62	112
57)	MOTEN AT WILKINSON	28	34	62
58)	MURCH		60	60
59)	NALLE	44	58	102
60)	ORR	45	39	84
61)	PATTERSON	27	46	73
62)	PAYNE	30	40	70
63)	SWS @PEABODY	31	60	91
64)	CAPITOL HILL CLUSTER		40	40
65)	PLUMMER	16	38	54

	DCPS Schools (cont.)	PS	PK	Total
66)	POWELL	35	54	89
67)	RANDLE HIGHLANDS	28	51	79
68)	RIVER TERRACE	14	18	32
69)	ROSS	15	19	34
70)	SAVOY	16	45	61
71)	SEATON	32	36	68
72)	SHEPHERD		36	36
73)	SIMON	24	28	52
74)	SMOTHERS	28	37	65
75)	STANTON	30	38	68
76)	STODDERT		40	40
77)	THOMAS	22	33	55
78)	THOMSON	31	36	67
79)	TUBMAN	32	51	83
80)	TURNER @ GREEN	30	39	69
81)	TYLER	57	86	143
82)	WILSON	54	62	116
83)	SHARPE HEALTH		N/A	N/A
84)	MAMIE D LEE		N/A	N/A
	TOTAL	2,105	3,291	5,396

DC PUBLIC CHARTER SCHOOLS WITH UPSFF FUNDED PRE-K CLASSROOMS

	Public Charter Schools	PS	PK	Total
1)	APPLETREE EARLY LEARNING AMIDON	41		41
2)	APPLETREE EARLY LEARNING COLUMBIA HGHTS	106	52	158
3)	APPLETREE EARLY LEARNING DOUGLASS KNOLL	53	27	80
4)	APPLETREE EARLY LEARNING OKLAHOMA	79	79	158
5)	APPLETREE EARLY LEARNING LINCOLN	45	15	60
6)	APPLETREE EARLY LEARNING PARKLAND	56	24	80
7)	APPLETREE EARLY LEARNING RIVERSIDE		40	40
8)	ARTS AND TECHNOLOGY ACADEMY	66	95	161
9)	BRIDGES	56	30	86
10)	CAPITAL CITY LOWER SCHOOL		20	20
11)	CENTER CITY PCS BRIGHTWOOD CAMPUS		20	20
12)	CENTER CITY PCS CAPITOL HILL CAMPUS		17	17
13)	CENTER CITY PCS CONGRESS HEIGHTS CAMPUS		18	18
14)	CENTER CITY PCS PETWORTH CAMPUS		22	22
15)	CENTER CITY PCS SHAW CAMPUS		18	18
16)	CENTER CITY PCS TRINIDAD CAMPUS		20	20
17)	COMMUNITY ACADEMY PCS (AMOS II)	57	41	98
18)	COMMUNITY ACADEMY PCS - ELEMENTARY (AMOS III)	62	71	133
19)	COMMUNITY ACADEMY PCS BUTLER CAMPUS	50	64	114
20)	COMMUNITY ACADEMY PCS (AMOS I)	65	62	127
21)	COMMUNITY ACADEMY PCS RAND CAMPUS	53	88	141
22)	DC BILINGUAL	20	46	66
23)	DC PREP BENNING ELEMENTARY	71	67	138
24)	DC PREP EDGEWOOD ELEMENTARY	74	65	139
25)	EL HAYNES PCS KANSAS AVE LOWER SCHOOL	39	45	84
26)	EAGLE ACADEMY M STREET	150	146	296
27)	EARLY CHILDHOOD ACADEMY	39	68	107
28)	EDUCATION STRENGTHENS FAMILIES	35	8	43
29)	ELSIE WHITLOW STOKES COMMUNITY FREEDOM	18	30	48
30)	EXCEL ACADEMY	71	86	157
31)	FRIENDSHIP BLOW PIERCE	67	88	155
32)	FRIENDSHIP CHAMBERLAIN	38	62	100
33)	FRIENDSHIP SOUTHEAST	34	72	106
34)	FRIENDSHIP WOODRIDGE	51	52	103
35)	HOPE COMMUNITY LAMOND	71	92	163
36)	HOPE COMMUNITY TOLSON	59	57	116
37)				
38)	HOWARD ROAD ACADEMY MAIN		27	27
39)	HOWARD ROAD ACADEMY PENN	61	41	102
40)	IDEAL ACADEMY	21	45	66
41)	IMAGINE SOUTHEAST	52	105	157
42)	INSPIRED TEACHING DEMONSTRATION	45	22	67
43)	KIPP DC DISCOVER ACADEMY	98	105	203

	Public Charter Schools (cont.)	PS	PK	Total
44)	KIPP DC GROW ACADEMY		102	102
45)	KIPP DC LEAP PCS	102	100	202
46)	LAMB MISSOURI	11	41	52
47)	LAMB TAYLOR	55	24	79
48)	MARY MCLEOD BETHUNE	44	35	79
49)	MERIDIAN	53	51	104
50)	MUNDO VERDE	38	38	76
51)	PERRY STREET PREP		30	30
52)	POTOMAC LIGHTHOUSE	45	47	92
53)	ROOTS PCS	23	15	38
54)	SEPTIMA CLARK	41	42	83
55)	SHINING STAR MONTESSORI	33	11	44
56)	TREE OF LIFE COMMUNITY	43	25	68
57)	TWO RIVERS ELEMENTARY	17	43	60
58)	WASHINGTON YU YING		111	111
59)	WILLIAM E DOAR JR	26	25	51
60)	WILLIAM E DOAR JR SOLDIERS	26	30	56
	TOTAL	2,460	2,922	5,382

APPENDIX B: UPSFF Funded Pre-K Programs

PRE-K PROGRAMS, CAPACITY AND ENROLLMENT IN PUBLIC PRE-K, 2012					
Ward	Total Number of UPSFF funded Pre-K Programs	3- and 4-Year-Old Population ¹	Total Pre-K Capacity of UPSFF funded DCPS, PCS, and Pre-K CBO Programs ²	Total Number of Pre-K Children Enrolled in UPSFF funded DCPS, PCS, and Pre-K CBO Programs ^{3,4}	Capacity Utilization
Ward 1	25	-	1,324	1,287	97.2%
Ward 2	9	-	546	499	91.4%
Ward 3	8	-	380	353	92.9%
Ward 4	22	-	1,724	1,657	96.1%
Ward 5	28	-	1,923	1,767	91.9%
Ward 6	20	-	1,707	1,614	94.6%
Ward 7	24	-	1,963	1,934	98.5%
Ward 8	37	-	2,228	2,156	96.8%
TOTAL	173	15,314	11,795	11,267	95.5%

¹ U.S. Census Bureau, American Community Survey, 2011. Ward level data unavailable.

² Pre-K Capacity Audit Telephone Interview, Washington DC, Child Trends, 2012

³ Pre-K Enrollment Audit Physical Count, Washington DC, Thompson, Cobb, Bazilio & Associates, 2011,

⁴ OSSE Enrollment data for Pre-K CBOs.

APPENDIX C: HEAD START CLASSROOMS AND CBOS

	Head Start CBOs	ACF Funded Enrollment
1)	United Planning Organization	545
2)	Rosemount	193
3)	Bright Beginnings, Inc.	53
4)	Edward Mazique	122
	TOTAL	913

DCPS Head Start Enrollment				
		PS	PK	Total
1)	BRIGHTWOOD	31	51	82
2)	BROOKLAND AT BUNKER HILL	16	19	35
3)	BROWNE HUGH M	19	33	52
4)	BURROUGHS	25	28	53
5)	FRANCIS STEVENS	27	19	46
6)	LANGDON	32	41	73
7)	LANGLEY	27	37	64
8)	NOYES	15	28	43
9)	RAYMOND	45	51	96
10)	TAKOMA	32	38	70
11)	TRUESDELL	31	39	70
12)	WALKER JONES	38	38	76
13)	WEST	29	32	61
14)	WHEATLEY	31	35	66
15)	WHITTIER	21	28	49
16)	WINSTON	14	19	33
17)	AITON	32	36	68
18)	AMIDON BOWEN	8	20	28
19)	BANCROFT	43	57	100
20)	BARNARD	61	79	140
21)	BEERS	40	52	92
22)	BRUCE-MONROE AT PARK VIEW	50	55	105
23)	BURRVILLE	45	55	100
24)	HARRIS CW	27	25	52
25)	CLEVELAND	37	43	80
26)	COOKE HD	30	59	89
27)	DAVIS	16	23	39
28)	DREW	24	30	54
29)	FEREBEE HOPE	16	33	49

DCPS Head Start Enrollment		(cont.)		
		PS	PK	Total
30)	GARFIELD	15	36	51
31)	GARRISON	34	33	67
32)	HENDLEY	16	20	36
33)	HOUSTON	17	24	41
34)	KENILWORTH	16	20	36
35)	KETCHAM	30	36	66
36)	KIMBALL	15	19	34
37)	KING	27	44	71
38)	LECKIE	42	38	80
39)	LUDLOW TAYLOR	46	54	100
40)	MC TERRELL	16	34	50
41)	MALCOLM X	27	45	72
42)	REED	41	44	85
43)	MARSHALL	25	37	62
44)	MINER	50	62	112
45)	MOTEN AT WILKINSON	28	34	62
46)	NALLE	44	58	102
47)	ORR	45	39	84
48)	PATTERSON	27	46	73
49)	PAYNE	30	40	70
50)	PLUMMER	16	38	54
51)	POWELL	35	54	89
52)	RANDLE HIGHLANDS	28	51	79
53)	SAVOY	16	45	61
54)	SEATON	32	36	68
55)	SIMON	24	28	52
56)	SMOTHERS	28	37	65
57)	STANTON	30	38	68
58)	THOMAS	22	33	55
59)	THOMSON	31	36	67
60)	TUBMAN	32	51	83
61)	TURNER @ GREEN	30	39	69
62)	TYLER	57	86	143
63)	WILSON	54	62	116