

**Fiscal Year 2016
Pre-Kindergarten Enhancement and
Expansion Program**



Pre-Application Conference
New Applicants
September 25, 2015

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Background

- The Pre-Kindergarten Enhancement and Expansion Program managed by OSSE is the result of the Pre-K Enhancement and Expansion Amendment Act of 2008 (“the Act”), codified at D. C. Code 38-271 et seq.
- The Act is a multi-pronged initiative aimed at creating high-quality universally available pre-kindergarten (pre-K) education services in the District through a mixed delivery system in Community-Based Organizations (CBOs), DC Public Schools (DCPS), DC Public Charter Schools (DCPCS), and Head Start by the year 2014.
- This legislation is a key part of OSSE’s mission and goal to ensure that all District of Columbia children are ready for school and that all District residents receive an excellent education for success in the 21st century.

Purpose

- The purpose of the Pre-K Enhancement and Expansion program is to enhance education of pre-K children in the District of Columbia by releasing funds equal to the District of Columbia Uniform Per Student Funding Formula (UPSFF) to high quality community based organization (CBOs).
- In FY16, OSSE seeks to enhance funding for current high quality pre-K education services in CBOs to ensure pre-K program quality is maintained by maximizing resources through utilization of multiple funding sources.

Important Dates

Key Activities	Date
Notice of funding announcement	September 18
Pre application conference	September 25
Enrollment audit training	October 1
Enrollment audit roster submission deadline	October 7
Pre-screening Application due date	October 9
Enrollment audit certification submission deadline	October 9
Enrollment audit conducted	Month of November

Applicant Eligibility

A community-based organization that:

- Operates pre-K education services in the District of Columbia and receives local or federal funding for early childhood services;
- Provides the support necessary to help families initially acquire or maintain subsidized child care if they are eligible;
- Enrolls and maintains a class size of no fewer than 15 and no more than 16 children in classrooms where the youngest child is 3 years old or a class size of no fewer than 16 and no more than 20 in classrooms where the youngest child is 4 years old;
- Participates in the Child and Adult Care Food Program (CACFP), unless exempted from participation through a waiver from OSSE; and
- Operates Monday through Friday, beginning no earlier than 7:00 a.m.; provide at least six and a half (6.5) hours of pre-K education services, thirty-nine (39) weeks a year, for a total of at least one hundred eighty (180) days; and follow the holiday and closing calendar schedule of the District of Columbia Public Schools.

Child Eligibility



- Prior to the provision of high quality pre-K education services, the high quality pre-K program shall determine if a child is:
- a. A resident of the District of Columbia, in reliance on the same type of documentation that may be used to establish residency for public school students pursuant to D.C. Code §38-309;
 - b. Three (3) years of age on or before September 30th of the program year for which the child is being enrolled, four (4) years of age, or five (5) years of age after September 30th of the academic year for which the child is being enrolled; and
 - c. Eligible for subsidized child care.

Source of Grant Funding

- The funds are made available through District of Columbia appropriations.
- CBOs providing high quality pre-K education services, must use funding allocated pursuant to the Act to supplement and not supplant, existing federal and local funding sources available for education services for pre-K age children in the District of Columbia, including but not limited to funding available through subsidized child care and the Head Start program, as appropriate.
- Grantees will be subject to requirements set forth in the District of Columbia statutes and any accompanying regulations. OSSE maintains the right to adjust the grant award and amount based on funding availability.

General Responsibilities – High Quality Standards

- Accredited by a national accrediting body that is OSSE approved;
- Maintain an adult-to-child ratio of one-to-8 (1:8) for children 30 months to 3 years of age and of one-to-10 (1:10) for children 4 years of age or older;
- Utilize a comprehensive curriculum that is aligned with the District of Columbia's Early Learning Standards;
- Utilize child assessment tools that are aligned with the curriculum selected by the program; and
- Assess child outcomes at least three (3) times during the program year and share with families at least two (2) times during the program year.

Teacher Credentials

Employ a teacher and a teacher assistant in each classroom that meet the following minimum educational requirements:

Teacher

- a. Hold at least a Bachelor's degree in child development, early childhood education, or child and family studies, except that a person may have an Associate's degree in child development, early childhood education, or child and family studies provided that the person is enrolled, at the time of employment by the CBO, in a Bachelor's degree program and on track to receive it by December 2017; or
- b. Hold a Bachelor's degree in a field other than child development, early childhood education, or child and family studies and have 18 credits in early childhood education.

Assistant Teacher

- a. Hold at a minimum a Child Development Associate credential and be enrolled, at the time of employment by the CBO, in an Associate's degree program and on track to receive the degree by December 2017; or
- b. Hold an Associate's Degree in a field other than child development, early childhood education, or child and family studies and have nine (9) credits in early childhood education;

Teacher Compensation and Professional Development

- Pay the following teachers and assistant teachers wages equivalent to District of Columbia Public School pre-K teachers or assistant teachers, respectively, based on years of experience:
 - a teacher that holds a Bachelor's degree in early childhood education or who has a Bachelor's degree and has completed eighteen (18) credit hours in early childhood education
 - an assistant teacher that holds an Associate's Degree in early childhood education or who has an Associate's Degree and has completed nine (9) credit hours in early childhood education
- Develop a professional development and training plan for pre-K teachers and assistant teachers

Inclusive and Supportive Classrooms

- Provide opportunities for the parents of children to participate in and support the program's educational mission as active partners in their child's learning and development.
- Develop a plan to ensure inclusion of children with disabilities, in accordance with federally-stated goals.
- Provide and maintain at all times safe, secure and developmentally appropriate space for use as classrooms. Classrooms shall be of sufficient size to provide a minimum of thirty-five (35) square feet of interior, usable space per child and be accessible to children with disabilities in accordance with the Americans with Disabilities Act.
- Ensure that the daily active play for each pre-K age child includes, at a minimum, two (2) hours of active play time, including a minimum of forty-five (45) minutes of outdoor play time, weather permitting.
 - In inclement weather, active play shall be encouraged and supported in a safe indoor play area.

Child Progress Monitoring

- Ensure all children receive within forty-five (45) days of enrollment, a developmental screening that includes social and emotional development and vision and hearing screenings.
- Ensure that all children receiving services have on file completed documentation of a comprehensive physical health examination, including age-appropriate screenings and up-to-date immunizations.
- Children three (3) years of age or older must have documentation of an oral health examination performed by a licensed health care professional within one (1) year prior to the date of enrollment.
- Submit individual child outcome assessment data for all pre-K age children enrolled on November 30, February 28 and May 31 of each program year.

Recordkeeping

- Maintain accurate and complete records of all activities supported by the grant for three (3) years after the end of the funding period or as otherwise specified.
- Maintain records that document initial and periodic assessments, initial and periodic plans, and the ongoing progress of program activities.
- Ensure confidentiality and prevent unauthorized access to records. Programs shall maintain all records, including required reports, documents and files on-site, in a properly secured cabinet or location. Records shall be accessed by authorized personnel only.
- Cooperate with authorized representatives of the Government of the District of Columbia, including OSSE, and shall provide them access to facilities, staff, and records related to the distribution upon request.

Quality Improvement

- Participate in on-going program assessment protocol, including but not limited to the Classroom Assessment Scoring System (CLASS) or other research based and nationally recognized instruments as approved by OSSE.
- Participate in technical assistance and coaching support provided by OSSE- approved Training & Technical Assistance Specialists to enhance the skills of pre-K program professionals and expand the program's professional capacity for sustainability.

Communications

- Participate in OSSE's program managers meeting;
- Adhere to the guidance published in the Pre- Kindergarten Enhancement and Expansion Program Operating Guidelines;
- Submit any proposed printed materials, or reports for OSSE's review and approval prior to their use and dissemination under this program. Where appropriate, applicants must translate its program information into the language required by the Language Access Act. These languages include Spanish, Chinese, Vietnamese, Amharic, Korean and French; and
- Assist OSSE in distributing materials to target communications as required.

Reporting Requirements

- The Grantee is required to submit monthly reports to OSSE, in a format and manner as determined by OSSE.
- The monthly report shall be due no later than ten (10) business days after the end of each month during the funding period, and a final report, due no later than fifteen (15) business days after the end of the funding period.
- Reports shall include copies of all invoices for all expenditures made with pre-K enhancement and expansion funding, enrollment and attendance reports, and specific measurable activities and outcomes reports.

Monitoring

- OSSE will monitor the administration of the grant, including but not limited to the following:
 - Review written policies and procedures applicable to the project;
 - Review progress reports, track and review monthly invoices and supporting documentation, and hold periodic conferences with each Grantee to assess the Grantee's performance and provide technical assistance;
 - Monitor and evaluate the performance of each Grantee based on agreed upon performance measures; and
 - Make periodic scheduled and unscheduled site visits to monitor the implementation of the program.

- The Grantee must provide the monitor and other authorized representatives of OSSE, as well as members of the District of Columbia Government, such access to its facilities, records, program trainees, and staff as may be necessary for monitoring purposes.

Application Submission

- In order to be considered for funding, interested applicants must complete the prescreening application no later than **October 9, 2015 3: 30 p.m. EST.**
- Applications must be submitted via email to ece.invoice@dc.gov.

Application Review

- All pre-K applications submitted by October 9, 2015 will be reviewed by OSSE and the applicants that meet the high quality standards outlined in the Pre-K Enhancement and Expansion Amendment Act of 2008 and OSSE's proposed rule 5-A DCMR Chapter 35 will be designated high quality.
- If funding is available after OSSE allocates funding to the FY2015 Pre-K Enhancement and Expansion Grantees, applicants designated high quality may be eligible for UPSFF funding.

Final Allocation

- Awards will not exceed the District of Columbia Uniform Per Student Funding Formula (UPSFF) pursuant to section 2401 of the District of Columbia School Reform Act of 1995, approved April 26, 1996 (110 Stat. 1321-107; D.C Official Code § 38-1804.01).
- The actual amount of funding allocated to each high quality pre-K program will be based on the number of pre-K age children served by the high quality pre-K program, as verified by OSSE's annual enrollment audit pursuant to D.C. Code § 38-1804.02(d)(2), and taking into account any other local or federal funding sources available for education services for pre-K age children in the District of Columbia, including but not limited to subsidized child care and the Head Start Program, as applicable.
- OSSE is not responsible for costs incurred during the application process. Submission of an application does not commit OSSE to make an award.

Next Steps

- Interested applicants must:
 - ✓ Attend a mandatory enrollment audit training on October 1, 2015 from 9am-12pm at OSSE, 810 First Street NE 3rd Floor Grand Hall A;
 - ✓ Submit an enrollment audit roster to OSSE by October 7, 2015;
 - ✓ Submit enrollment audit certification form to OSSE with Pre-K Application on October 9, 2015;
 - ✓ Submit Pre-K Application to OSSE by October 9, 2015 at ece.invoice@dc.gov.

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