



District of Columbia
Office of the State Superintendent of Education

The State of Pre-K in the District of Columbia

2015 Pre-K Report



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INTRODUCTION

The District of Columbia recognizes the impact and importance of high-quality early childhood education in closing the achievement gap and ensuring all young learners are prepared for school. Passage of the historic Pre-K Enhancement and Expansion Act of 2008 (Pre-K Act) elevated early learning as a centerpiece of the District's education reform agenda.¹ This legislation set forth a pivotal goal to achieve "universal pre-K" by making pre-K programming available to all three and four year old children residing in the District of Columbia by 2014. Achieving this goal has made the District a leader in early childhood, and we continue to far outrank nearly all other states in pre-K access. Additionally, the District invests the most in pre-K per child in the United States by more than \$3,000 when compared to the next closest state and over \$10,000 when compared to the national average.²

With public pre-K now universally accessible, the DC Office of the State Superintendent of Education (OSSE) is now focused on ensuring that high-quality programming is achieved and maintained across all educational sectors. Public pre-K programs have collectively improved in terms of quality, as demonstrated by a standard measure, the CLASS Pre-K®. In FY15, 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. Additional requirements in the Pre-K Act offer guidance for this component of the work by codifying a commitment to a mixed-delivery approach, providing a framework for defining quality across sectors, and setting goals for a coordinated early learning workforce development system. These efforts support realizing the vision that all District children, from birth to kindergarten entry, have access to high quality early learning programs and are well prepared for school. The Birth to Five Head Start Pilot initiative builds out this continuum of care, with 5,955 children and their families receiving early learning and comprehensive services such as health and social services in FY15.

Families, researchers, policymakers, advocates, and business leaders alike all understand the importance of positive early learning experiences for young children. Decades of research clearly indicate that access to high-quality pre-K education can significantly influence the development of children's cognitive, linguistic, physical, and social-emotional skills - providing the solid foundation needed for school and lifelong success.³ Evidence has also shown the expansion of pre-K to be one of the most cost-effective investments in public education. Funding to support preschool programming has been found to yield a rate of return of about \$8.60 for every dollar invested due to reduced spending on special education, crime, and health care costs, and by producing a more skilled workforce and increasing lifetime earnings.⁴ Moreover, a recent national poll shows that over three-fourths (76%) of American voters from diverse political and demographic backgrounds support greater investments in early childhood education.⁵ With the value of early education being widely established, a broad range of stakeholders are building substantial momentum across the country to increase the availability and quality of programs serving young children. It has become abundantly clear that advances made in



these efforts will result in lasting benefits for children and families, and will generate large returns in health, education, and economic productivity to create a stronger nation.

Pursuant to the reporting requirements in the Pre-K Act and as a component of the oversight agency's role, OSSE produces an annual report on the status of pre-K in the District. The following report highlights the progress made in Fiscal Year 2015 (FY15) and addresses the following: (1) the quality of current public pre-K programs; (2) the capacity of public pre-K programs and the manner in which Head Start programs are incorporated into the early learning system; and (3) the current status of pre-K education in all sectors, including the status of monitoring, assessment, and quality improvement – all core components of a robust accountability process. In addition, this report concludes with potential next steps to inform future investments, address current challenges, and leverage successes in order to ensure all young children in DC have the educational and health supports necessary to succeed in school and in life.

2015 Pre-K Report Highlights

- Of the estimated 16,409¹¹ three and four year olds in the District of Columbia 12,612 were enrolled in the public pre-K program (DC Public Schools, Public Charter Schools, and Pre-K Enhancement) and 1,221 attended full-day subsidized child care. In FY15, 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 has programs that are providing high-quality early learning experiences for children.
- Pre-K programs have collectively improved across all measures of quality when compared to average scores from last year.
- The District of Columbia's Birth to Five Head Start Pilot initiative impacted 5,955 children and their families through early learning and comprehensive services (e.g., health, mental health, family engagement, and social services).
- The pilot of the Early Development Instrument provided a neighborhood-level snapshot of children's health, development, and school readiness across the District.



QUALITY OF PUBLIC PRE-K PROGRAMS IN DC

The public pre-K programs in the District are administered through a mixed delivery system, so that families have a range of options throughout public schools and community-based settings. Local funds, consistent with the Uniform per Student Funding Formula (UPSFF) are available to D.C. Public Schools, public charter schools, and community-based organizations that receive funding through the Pre-K Enhancement and Expansion program (with eligibility determined by whether they meet the standards set forth in the Pre-K Act.)⁶

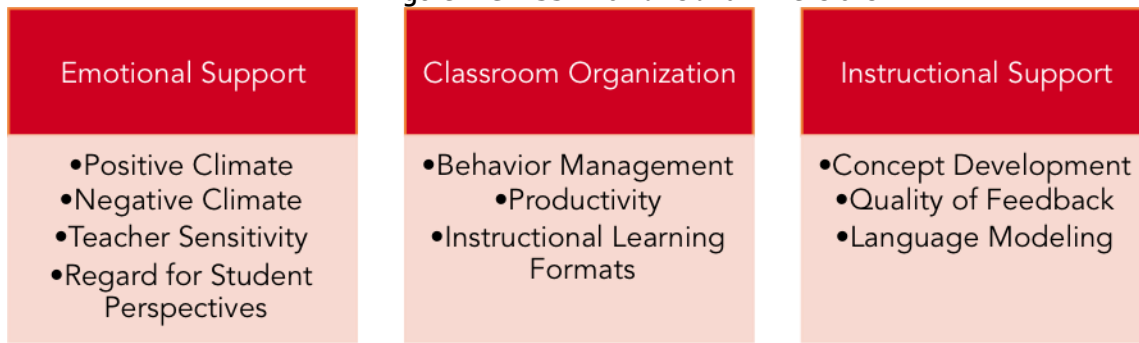
In FY15, an assessment of quality environments and instruction was conducted in each of the three sectors that comprise the District's mixed delivery system (DCPS, PCS, and Pre-K Enhancement classrooms), as well as subsidy-funded classrooms in CBOs. The assessment was conducted as follows:

- D.C. Public Schools (DCPS) offers pre-K in all of its elementary schools. Observation data from 345 DCPS pre-K classrooms are included in these analyses.
- Public charter schools (PCS) are independent, local education agencies (LEAs) that receive public education funding and are authorized by the DC Public Charter School Board (PCSB). OSSE's evaluator assessed 322 pre-K classrooms in charter schools as part of this year's evaluation of pre-K quality.
- Community based organizations (CBOs) are private non-profit and for-profit independent entities that typically provide full-day, year-round child care or Head Start services and other family supports. OSSE's evaluator assessed 144 CBO classrooms serving pre-K aged children. Of these, 39 classrooms received Pre-K Enhancement and Expansion funding.

The pre-K evaluation design for FY15 utilized the CLASS Pre-K[®] as a measure of classroom quality, as it did in the prior year. The CLASS Pre-K[®] was selected for two key reasons:

- (1) The tool is focused on interactions between adults and children; thus, it measures process quality rather than structural quality. Researchers find that "process quality features—children's immediate experience of positive and stimulating interactions—are the most important contributors to children's gains in language, literacy, mathematics and social skills. Structural features of quality (those features of quality that can be changed by structuring the setting differently or putting different requirements for staff in place, like group size, ratio, and teacher qualifications) help to create the conditions for positive process quality, but do not ensure that it will occur."⁷ In other words, the CLASS Pre-K[®] tool measures how a teacher uses the environment with children instead of evaluating how the environment is arranged.
- (2) Both the DCPS and PCS sectors use the CLASS Pre-K[®] for professional development and/or accountability purposes, allowing for a seamless analysis of quality across sectors. The CLASS Pre-K[®] scoring system is composed of ten dimensions organized into three domains of classroom experience: Emotional Support, Classroom Organization, and Instructional Support. The Emotional Support domain is designed to capture teachers' attempts to support children's social and emotional functioning in the classroom; the Classroom Organization domain measures classroom-level regulation processes that take place throughout the day; and the Instructional Support domain captures the ways in which teachers effectively support cognitive and language development in their classrooms.⁸

Figure 1. CLASS® Domains and Dimensions



Scoring is done on a scale between one and seven for each dimension, with higher scores indicating higher quality.⁹ Researchers have found that “threshold” scores of five or more in Emotional Support and Classroom Organization, and scores of three or more in Instructional Support, are associated with higher child social and academic gains.¹⁰ For this reason, several of the findings presented in this report examined how the District of Columbia’s pre-K classrooms scored in comparison to threshold scores on the CLASS Pre-K® tool for each domain. Threshold scores are the starting point at which instructional quality begins to have a relationship with positive learning outcomes for children. They provide a useful benchmark to consider the likely impact of a specific pre-K experience on a child’s development and learning.

External, independent evaluators conducted CLASS Pre-K® observations in all DCPS, PCS, and CBO classrooms.¹¹ The evaluators analyzed CLASS Pre-K® data for the entire sample (811 classrooms) across all sectors, yielding the following findings:

Finding 1: Most classrooms across the district exceeded the threshold for CLASS® in Emotional Support and Classroom Organization, but were below the threshold for CLASS® in Instructional Support

Emotional Support and Classroom Organization were areas of strength for District classrooms, with average scores for both of these CLASS Pre-K® domains above 5, which is the threshold for meeting the standard. The Emotional Support domain measures teacher interactions with children that support the social and emotional functioning of children in their classrooms.¹² For the Emotional Support domain, 89% (or 717 classrooms) met or exceeded the threshold. These are classrooms in which many indications of warm, positive, and respectful relationships between teachers and children exist. Teachers in these classrooms are sometimes aware of children’s needs, and are sometimes responsive and able to help children address problems that arise. In addition, teachers may be somewhat flexible to children’s interests and ideas, and at times provide support for children’s autonomy and expression.¹³

The Classroom Organization domain measures classroom-level regulation processes that take place throughout the day.¹⁴ For this domain, 77% (or 621 classrooms) met or exceeded the threshold. Classrooms at or above the threshold are classrooms in which behavioral expectations are communicated somewhat clearly and methods used to manage challenging behavior are mostly effective. In these classrooms, teachers maximize learning time most of the time and have established some routines that allow the classroom to run efficiently. Furthermore, in these classrooms teachers generally make learning objectives clear and provide children with a range of modalities.¹⁵ This finding suggests that children in the District are experiencing classroom environment and interactions with

their teachers that are supportive of their social-emotional development and that learning time is maximized.

However, across the District, the average score in the Instructional Support domain was 2.59, falling below the threshold score of 3. In this domain, only 26% (or 209 classrooms) met or exceeded the threshold. This domain measures the ways teachers effectively support cognitive and language development in their classrooms.¹⁶ Within the Instructional Support domain, the highest score was in the Language Modeling dimension (2.93), followed by Quality of Feedback (2.62), and Concept Development (2.21). Classrooms with Instructional Support scores similar to those received on average in the District are classrooms in which the teacher rarely provides children with opportunities to use higher-order thinking skills and the focus is largely on rote instruction (Concept Development = 2.21). Teachers rarely provide feedback that expands learning, understanding, and participation (Quality of Feedback = 2.62), and may rarely use language facilitation or modeling techniques (Language Modeling = 2.93).¹⁷ These findings suggest that additional supports are needed to help teachers engage with children in interactions that improve their learning and language development, particularly their higher-order thinking skills.

It should be noted that Emotional Support and Classroom Organization thresholds (set at 5) differ from the Instructional Support threshold (set at 3). National averages have shown that across several observation cycles, programs can achieve higher average scores on Emotional Support and Classroom Organization than on Instructional Support. One reason for this difference may be because Emotional Support and Classroom Organization measure components that are more often observed throughout the day (e.g. classroom climate and relationships, behavior management), whereas Instructional Support measure components typically scored higher during more traditional instructional times (e.g. large and small group instruction, choice time) and, naturally, scored a bit lower during less structured times of the day (e.g. routines, transition).

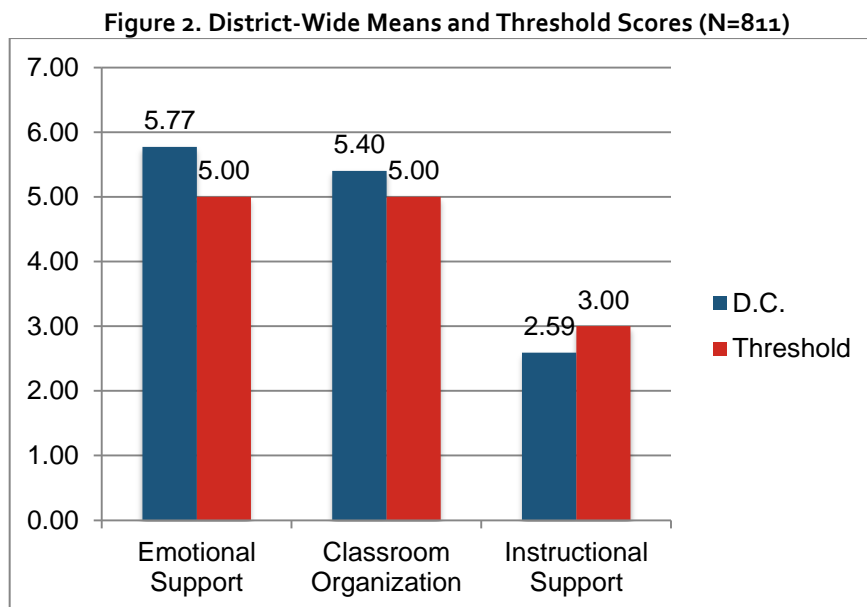
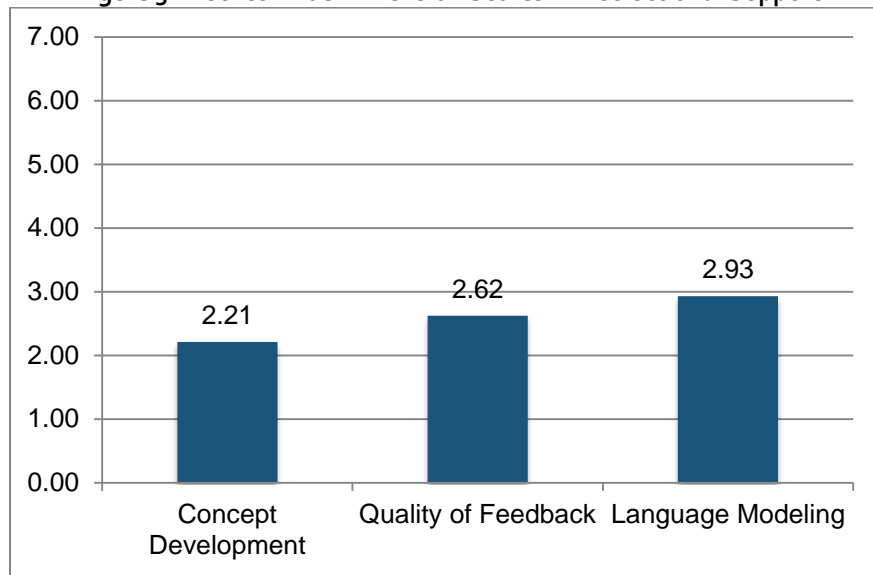


Figure 3. District-Wide Dimension Scores in Instructional Support



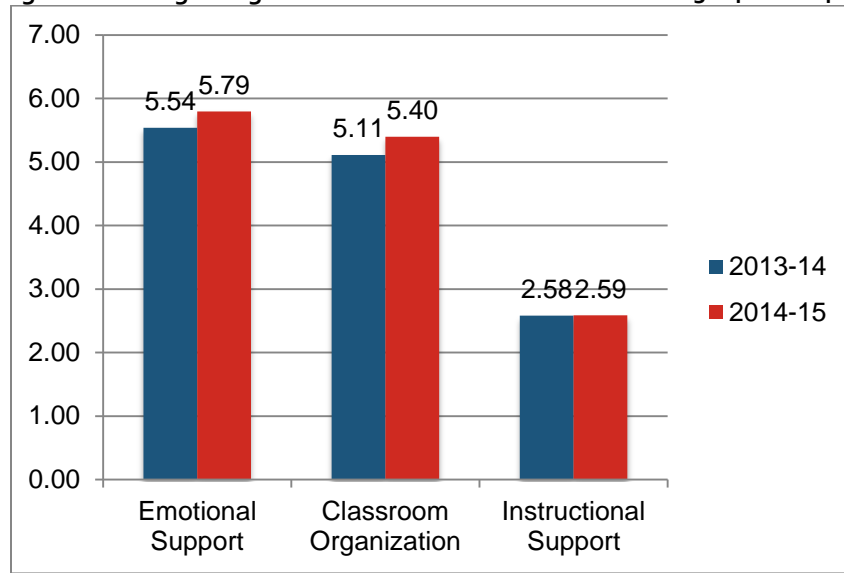
Finding 2: A total of thirty-five programs/schools, representing 141 classrooms, met all three CLASS® domain thresholds.

Across all sectors, 35 (15.7%) of the 223 programs in the District scored at or above the thresholds in all three CLASS® domain scores. A total of 144 classrooms were observed in these 35 programs/schools. This finding suggests that there are programs in each sector that are providing the high-quality early learning experiences that result in positive outcomes for children. The finding also suggests that rich teacher-child interactions are taking place in these programs, which can serve as models and learning centers for best practice.

Finding 3: Programs across the District improved on all three CLASS® domains from 2013-14 to 2014-15.¹⁸

Across the District, average scores improved from 2013-14 to 2014-15 on all CLASS® domains. The greatest improvements were seen in the Emotional Support and Classroom Organization domains. The Instructional Support domain average increased slightly. This finding suggests that the efforts dedicated to improving classroom quality in the District are paying dividends, especially those efforts targeted toward children’s social-emotional development and maximizing learning time. This year, informed by findings from the 2013-14 DC Pre-K Quality Evaluation, District leaders implemented professional learning sessions on teacher child interactions, and implemented a Communities of Practice designed to support early learning administrators in understanding and using the CLASS data to drive continuous quality improvement in their programs. While these efforts have led to District-wide quality improvements, the finding suggests a need for more focused efforts targeted toward improving teachers’ support of children’s higher-order thinking skills and language development.

Figure 6. Average Program CLASS® Domain Scores from 2013-14 to 2014-15



Finding 4: CBO classrooms that are part of the Pre-K Enhancement Program made the most significant gains from 2013-14 to 2014-15, in Emotional Support and Classroom Organization. In addition, CBOs that had at least one Pre-K Enhancement classroom made the most significant gains in Emotional Support and Classroom Organization, from 2013-14 to 2014-15, when compared to programs without any Pre-K Enhancement classrooms.

Classrooms supported by the Pre-K Enhancement program for CBOs showed the most significant gains from 2013-14 to 2014-15 in the Emotional Support and Classroom Organization domains, and accomplished smaller gains in the Instructional Support domain. This finding suggests that the resources provided to CBOs through the Pre-K Enhancement program have had a positive impact on classroom quality, demonstrating the potential for this program to continue to increase the number of high quality pre-K seats in the District. Furthermore, analyses revealed that programs that had at least one Pre-K Enhancement classroom showed significant improvements in Emotional Support and Classroom Organization, and small improvements in Instructional Support, suggesting that the additional resources and support that are invested into classrooms through the Pre-K Enhancement program may actually benefit classrooms that are located within the same program, but not directly receiving additional supports. This finding suggests that this funding is highly leveraged in terms of impact, since it appears to have a positive effect on children who are not in supported classrooms.

Figure 7. Average Pre-K Enhancement CLASS® Domain Scores

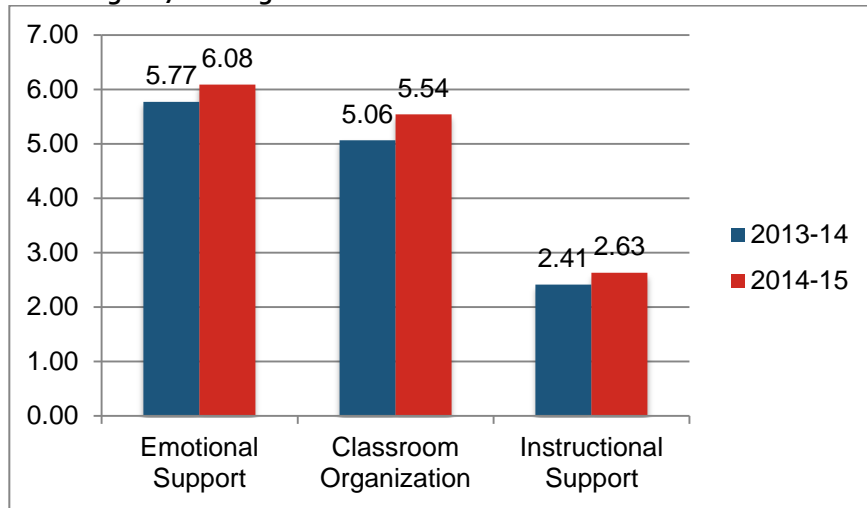
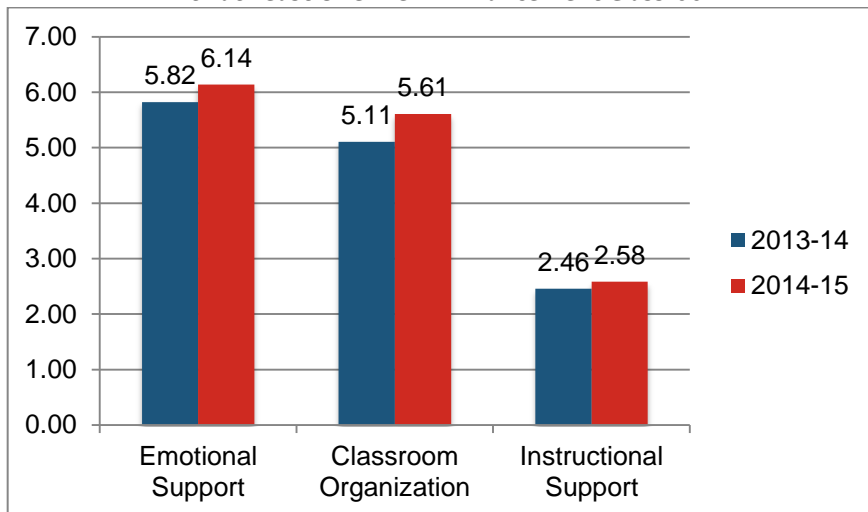


Figure 8. Average Program-Level CLASS® Domain Scores for Programs with at Least One Pre-K Enhancement Classroom

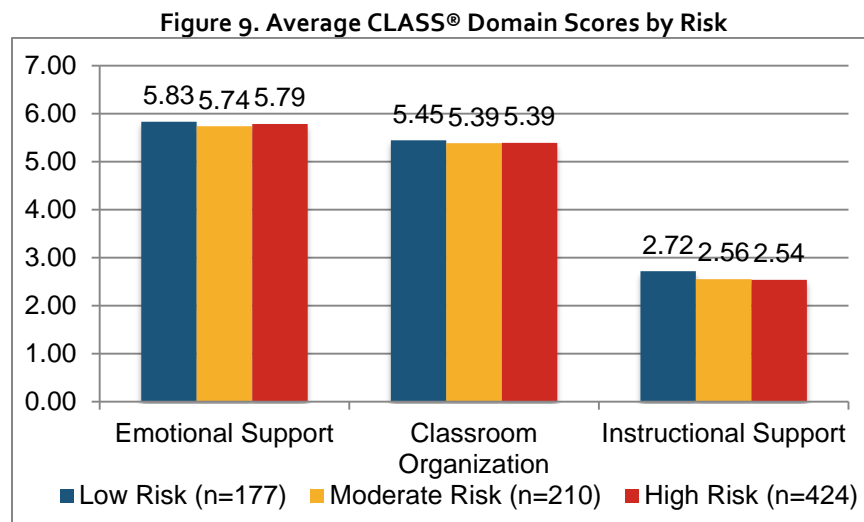


Finding 5: Wards do not vary on the Classroom Organization and Emotional Support domains, but classrooms in the lowest-risk Wards scored slightly better on the Instructional Support domain than those in both moderate- and high-risk Wards.

The District of Columbia Early Childhood Risk and Reach Assessment analyzes family risk indicators that affect children in the District of Columbia, including poverty levels; workforce indicators; maternal and infant health outcomes; and other indicators.¹⁹ Based on these indicators, each Ward was assigned an average risk level (ARL). Based on this analysis, Wards 2, 3, and 6 were identified as low risk; Wards 1 and 4 were identified as moderate risk, and Wards 5, 7, and 8 were identified as high risk. In order to determine how CLASS® scores were associated with Ward risk level, scores were averaged across all classrooms within each of the three risk levels.

In this analysis, little difference was seen between Wards on the Classroom Organization and Emotional Support domains. This suggests that Ward risk status does not seem to be associated with non-

instructional characteristics. However, the classrooms in lowest risk Wards did fare moderately better on Instructional Support than those in both moderate-risk Wards and high-risk Wards. This finding suggests that programs in moderate-risk and low-risk Wards may need additional supports in order to provide higher-quality learning experiences to young children. Research finds that disparities exist for children from lower-income families as early as 18 months and that the differences typically increase into school-age years. The findings presented here further underscore the importance of providing children in the most under-resourced communities in the District with access to high-quality early childhood programs that offer the early experiences and interactions leading to positive benefits in terms of academic achievement.²⁰



Finding 6: Classrooms in both low- and high-risk Wards improved on all CLASS® domains between 2013-14 and 2014-15.

Classrooms in both low- and high-risk Wards improved between 2013-14 and 2014-15, with the most significant improvements in the Emotional Support domain for classrooms in low-risk Wards. Among high-risk Wards, there were substantial improvements in both the Emotional Support and Classroom Organization domains. This finding may reflect the targeted resources and efforts that have been put in place to improve quality in these Wards. In addition, only high-risk Wards improved on the Instructional Support domain, from 2.50 to 2.56. However, it should be noted that the Instructional Support domain average for high-risk Wards is still lower than the average for low-risk Wards, further suggesting that additional supports may be needed in order to provide higher-quality learning experiences to young children living in high-risk areas.

Figure 10. Average CLASS® Emotional Support Program-Level Scores by Ward Risk Level

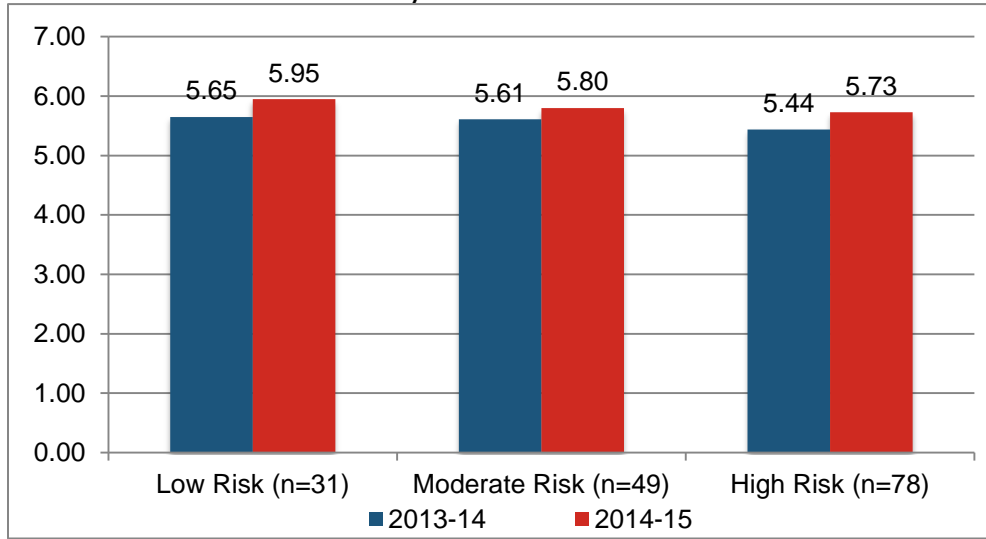


Figure 11. Average CLASS® Classroom Organization Program-Level Scores by Ward Risk Level

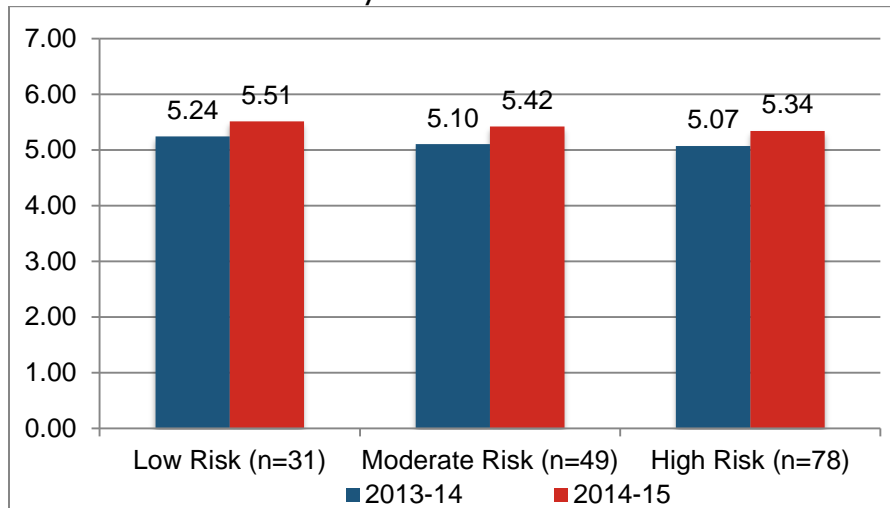
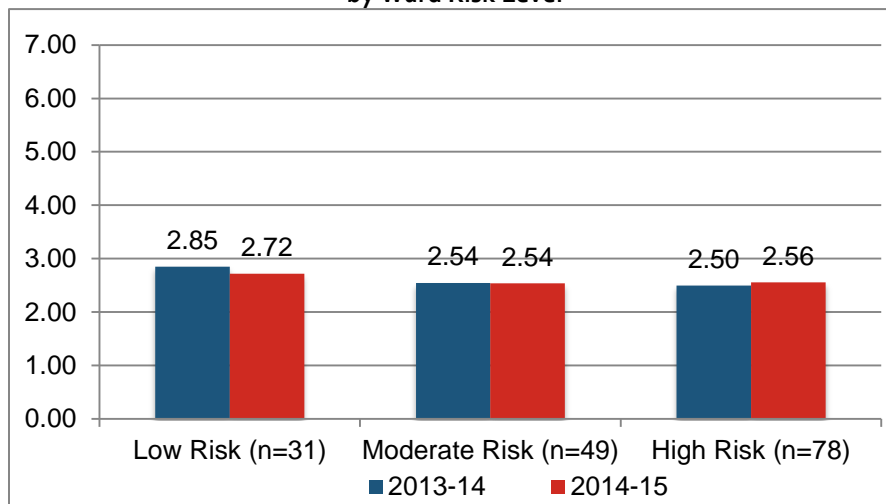


Figure 12. Average CLASS® Instructional Support Program-Level Scores by Ward Risk Level



In summary, the CLASS® findings indicate that pre-K quality is continuing to increase across the District. In particular:

- Analyses revealed that most pre-K classrooms across the District exceeded CLASS® domain thresholds in Emotional Support and Classroom Organization.
- Programs showed improvements in all domains from 2013-14 to 2014-15.

However, the findings also suggest that there is room for improvement, particularly in Instructional Support, as most classrooms fell below the threshold for that domain. With continued investment in quality improvement efforts, OSSE will work with all three sectors to ensure that all early learning programs in the District provide high-quality learning experiences for our youngest learners to ensure they are prepared for Kindergarten and are ready to thrive in school and beyond.

CAPACITY OF PUBLIC PRE-K PROGRAMS IN DC

The District continues its commitment to a mixed delivery approach to leverage capacity of all sectors to provide early learning opportunities and support family choice. This approach allows parents to select the option that best meets their needs. In FY15, the District had 153 sites, with the following breakdown by sector: DCPS had 75 sites, PCS had 58 sites, and CBOs had 20 Pre-K Enhancement Program sites (See *Appendix A* for a complete list of all public pre-K sites). DCPS and PCS determine how many classrooms to operate each year and the locations of those classrooms, with funding from the UPSFF. CBOs apply to OSSE to receive Pre-K Enhancement funding, which allows those programs to receive funding up to the UPSFF levels with a commitment to meet a standard for high-quality programs.

Participation in Public Pre-K Programs in DC

The District provides 90% of four year olds in the District with public pre-K in FY15, when comparing enrollment for FY15 against the census population estimate for all four year olds. To provide some perspective on how high this figure is in comparison to other states, only one other state exceeded 90%

for pre-K participation for four year olds in FY14, according to the National Institute for Early Education Research (NIERR) in the most recent State Preschool Yearbook, and only seven other states had more than 50% participation²¹. The District provides pre-K to 65% of three year olds, a percentage that exceeds every other state in the NIEER FY14 report. Note that education in the District is not compulsory until age 5. Ward breakouts for enrollment are also provided below in Table 2.

The District served nearly 200 more students in public pre-K in FY15 than in FY14, increasing enrollment from 12,426 to 12,612. Additionally, 1,221 students attended full-day subsidized child care. Through an updated Pre-K rulemaking adopted on September 24, 2015, OSSE allocated Pre-K Enhancement funding to an additional four CBOs, reaching 96 more students.

Note that the number of students in each classroom varies based on sector. To estimate capacity for the purposes of this report, OSSE used classroom configuration data to determine an appropriate weight to calculate programmatic capacity. DCPS classrooms were weighted at 18 students, PCS were weighted at 20 students, and CBOs were weighted at 16 students.

Based on these estimates, it is clear that the District has high levels of utilization, averaging to 90% across the three sectors (see Table 3). There are an estimated 1,368 slots available in FY15 to families who need them. However, the distribution of slots by Ward suggests that the slots may not be perfectly distributed to where they are needed (see Table 4).

Table 1. Three year olds and four year olds served in the District in FY15

	Census ^{22,23}	# Enrolled	Percent Served
3 year olds	8,714	5,657	65%
4 year olds	7,695	6,955	90%
Total	16,409	12,612	77%

Note that an additional 1,221 students attended full-day subsidized child care in FY15.

Table 2. Three year olds and four year olds served in the District in FY15 by Ward

School Ward	Total Sites	PK3 enrollment	PK4 enrollment	Total Enrollment
Ward 1	16	580	660	1240
Ward 2	6	141	160	301
Ward 3	8	8	375	383
Ward 4	24	782	1071	1853
Ward 5	28	1086	1184	2270
Ward 6	23	918	1018	1936
Ward 7	18	827	989	1816
Ward 8	30	1315	1498	2813
Total	153	5,657	6,955	12,612

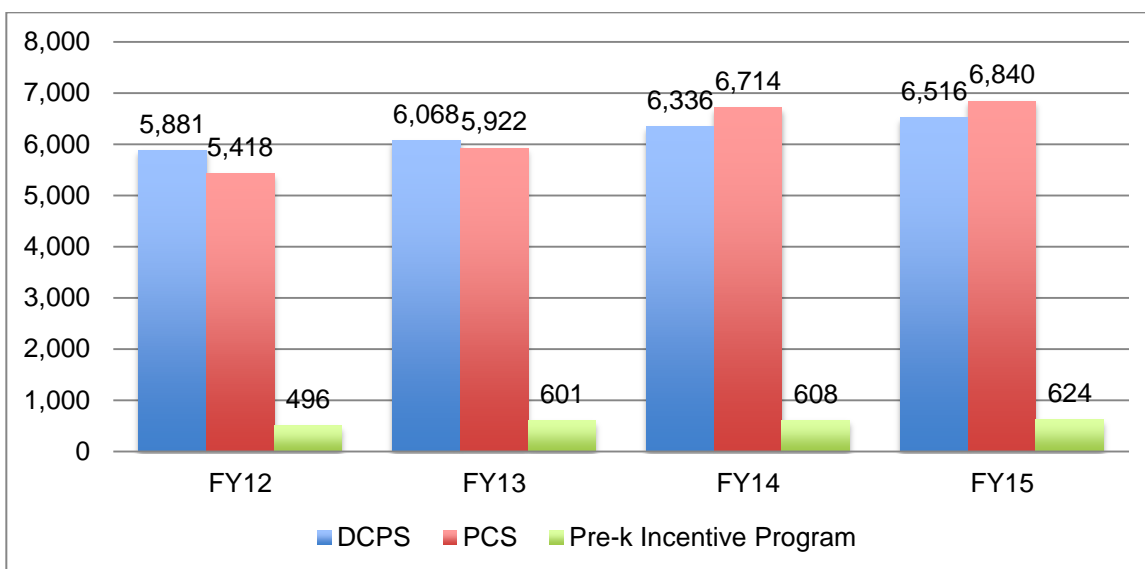
Table 3. Public Pre-K Program Access by Sector for FY15

Sector	Funding Source	Sites	Enrollment	Estimated Capacity ²⁴	Utilization	Available Slots
DCPS	UPSFF	75	5,615	6,516	86%	901
PCS	UPSFF	58	6,425	6,840	94%	415
Pre-K Enhancement Program	UPSFF ²⁵	20	572	624	92%	52
Public Pre-K Total		153	12,612	13,980	90%	1,368

Table 4. Capacity Utilization of Public Pre-K Programs by Ward

	Total Sites	Enrollment	Estimated Capacity ²⁶	Estimated Utilization
Ward 1	16	1,240	1,320	94%
Ward 2	6	301	322	93%
Ward 3	8	383	378	101% ²⁷
Ward 4	24	1,853	2,014	92%
Ward 5	28	2,270	2,768	82%
Ward 6	23	1,936	2,252	86%
Ward 7	18	1,816	2,030	89%
Ward 8	30	2,813	2,896	97%
Total	153	12,612	13,980	90%

Figure 13. Public Pre-K Program Capacity by Sector for Fiscal Years 2012-2015



Data based on 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, 2014. Retrieved from <http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>

Head Start Coordination in DC

This year marked the 50th anniversary of the federal Head Start program. Since its inception, 32 million children from across the nation have benefitted from the early learning opportunities and comprehensive services provided by Head Start. The District of Columbia was one of the first grantees in 1965 and Head Start is still an integral component of the District’s early learning system offering comprehensive educational, nutritional, health, and social services to low-income children and families. Designed to meet the needs of the whole child and family, Head Start programs are required to provide:

- High-quality early learning environments to help children grow intellectually, socially, and emotionally;
- Medical, dental, mental health and nutritional services for children;
- Parent involvement opportunities to engage families as partners in promoting their children’s learning; and
- Outreach to support parents in setting and achieving personal and family goals.²⁸

More recently, modifications and innovations within the Head Start program have focused on improving program quality, strengthening accountability, and boosting birth-to-five alignment. These reforms are driven by Head Start’s mission to promote the school readiness of young children through early, continuous, comprehensive, and high-quality support from birth to age five. To that end, federal Head Start efforts are increasingly targeted toward enhancing and maintaining the quality of both Early Head Start programs (serving children 0-3) and Head Start programs (serving children 3-5). Additionally, resources are being directed toward addressing the alignment between both programs to ensure a continuum of services infancy through preschool age. As a result, the District has been able to leverage two specific federal opportunities that have proceeded to shape the coordination and progress

of the Head Start program - the Birth to Five Head Start Pilot and Early Head Start-Child Care Partnerships.

Birth to Five Head Start Pilot

Initially announced in FY13, the Office of Head Start (OHS) launched a pilot funding opportunity that gave applicants greater flexibility to design a comprehensive birth-to-five programmatic approach incorporating both Early Head Start and Head Start funding to better meet the needs of young children and communities. Prior to the pilot, organizations were required to submit separate applications to fund Early Head Start and Head Start services, however with this new approach applications could account for both programs.²⁹ Additionally, the pilot provided the opportunity for applicants to propose to reallocate funding between Early Head Start and Head Start based on demonstrated community need and organizational capacity.³⁰

Among the five communities selected nationwide, the District of Columbia was given the opportunity to re-compete for the \$17 million of existing Head Start funding under the new flexible guidelines as part of the pilot. In FY14, the Office of Head Start (OHS) awarded grants to five organizations within the District to implement coordinated early care and education services through both Early Head Start and Head Start. As shown in Table 5, these resources provide for the availability of Head Start services in all three sectors – DCPS, PCS, and CBOs.

Table 5. Head Start Program Participation for FY15³¹

Grantees	Home-based	EHS center	HS center
DC Public Schools			5,051
Bright Beginnings, Inc.	73	33	51
CentroNía	72		
Rosemount	77	39	
United Planning Organization			
Educare of Washington, DC ³²		64	102
AppleTree Early Learning Center PCS Douglas Knolls			49
AppleTree Early Learning Center PCS Savannah Place			49
Azeeze		16	
Ballou		16	
C.W. Harris Elementary School		16	
Dunbar		8	
Edgewood		24	
Fredrick Douglass		40	
Luke C. Moore		8	
Marie Reed		16	
Woodson		8	
Spanish Education Center (SED)		36	
Anacostia High School		24	
Paradise		16	
Atlantic Gardens		16	
Healthy Babies	52		
Home Base Program	72		
Total	273	380	5,302

DCPS is the largest Head Start provider in the District serving 5,051 children in FY15. Through implementation of the Head Start School-Wide Model (HSSWM), DCPS combines local dollars with federal Head Start dollars to offer early learning opportunities and comprehensive services consistent with the Head Start program model to all enrolled pre-K age children in Title I schools.

In the CBO sector, the United Planning Organization (UPO) is the largest provider of both Early Head Start and Head Start services. Supporting DC's birth-to-five vision for Head Start, UPO provides direct services to families with young children and partners with DCPS, Appletree Public Charter School, and other community-based organizations to provide Early Head Start and Head Start slots.

Overall, the Birth to Five Head Start Pilot is a significant driver of the expansion of Early Head Start, for both home-based services and center-based infant and toddler care, and has contributed to strengthening partnerships and leveraging resources across sectors to improve the coordination and quality of services for our youngest learners. . The following are FY15 highlights that showcase innovations and progress made as a result of the Birth to Five Head Start Pilot in the District.

FY15 Highlights for Birth to Five Head Start Pilot Initiative

- DCPS implemented innovative practices to support the provision of high-quality early education and a range comprehensive services to meet the diverse needs of all children, such as through staff participating in the School Readiness and Success of Young African American Boys pilot project funded through Head Start National Center for Culture and Linguistic Responsiveness; strengthening instructional leadership through Joe's Champs Early Childhood Education Leadership Development project; and by collaborating with UPO to develop a birth-to-five program at C.W. Harris Elementary School.
- Bright Beginnings, Inc. adapted the home-based program model to serve 151 homeless children and pregnant women. Home visitors conducted 1,300 home visits since the pilot program launched in October 2014—providing about 2,000 hours of home visiting services to families at homeless shelters, transitional housing programs, motels, and parks. Home visitors organized weekly visits and monthly socializations; encouraged parents to develop nurturing, close relationships with their young children; supported children in their development and in meeting age-appropriate developmental milestones, collaborated with parents in developing age appropriate lesson plans that meet their child's individual needs, and worked with the whole family as a unit.
- CentroNía served 72 families with children from birth to three years old through their home-based Early Head Start program. A majority of the families supported through the program are of Hispanic and Ethiopian descent and reside in areas throughout the District. The focus of the program is to enhance the well-being of families through offering weekly home visits; referrals for community resources (e.g. food, clothing, housing, and mental health services), male involvement events to engage fathers in the education of their young children; and prenatal education and support for expectant parents.
- Rosemount Center provided year-round dual language early childhood education services for 39 infants and toddlers through their Early Head Start center-based program and provided home-based services to an additional 77 children and at-risk pregnant women throughout the District. A range of comprehensive services for children and families were provided, including education plans for each child; quarterly progress reports; weekly thematic lesson plans; medical & mental health referrals; referrals for bilingual community resources; nutrition

services; developmental, hearing, vision, and dental screenings; monthly parent trainings and family socializations; and collaborations on family partnership agreements and parent/teacher conferences.

- UPO, the largest provider of Early Head Start and Head Start services in the CBO sector, strengthened efforts related to improving classroom quality with the development and implementation of a mentor coach system. UPO increased the number of home-based Early Head Start slots from 40 to 72, increased Early Head Start center-based slots from 366 to 480, and expanded services to include pregnant women. UPO continues to provide Early Head Start services at five high schools across the District and has opened two new center-based sites in underserved neighborhoods in Wards 7 and 8.

Early Head Start-Child Care Partnership Grant



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

The initiative focuses on building the capacity of center-based and family child care programs in CBOs to implement an evidenced-based model of infant and toddler care aligned to Early Head Start standards. The QIN is composed of three agency “Hubs” that serve child development centers and child development homes by providing training & technical assistance, coaching, job-embedded professional development, and support for delivering comprehensive services to children and families, including mental health consultation, family engagement specialists, health and nutrition managers, and early intervention staff. As the grantee for the District, OSSE is responsible for successful implementation of the QIN through effective monitoring of the Hubs, continuous communication with key stakeholders and measuring and assessing progress toward meeting program goals. The QIN leverages a variety of funding sources to boost the supply of high-quality infant and toddler slots across the District, setting a solid foundation of early learning services for children and families. More information on the status of the QIN and implementation in the first year is included below.

UPDATE ON PUBLIC PRE-K PROGRAM GOALS & BENCHMARKS

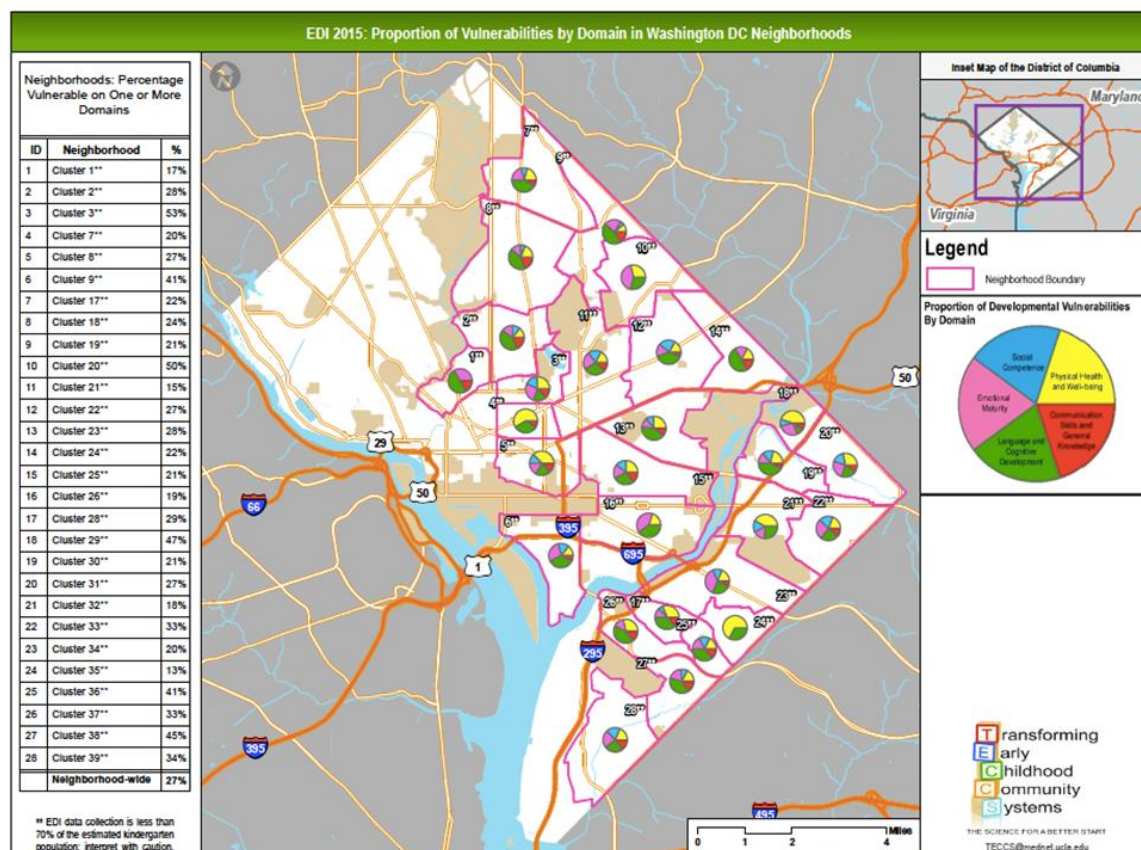
The following section provides a status update on goals included in the FY14 annual pre-K report, specifically progress on efforts in the District to track the impact of public pre-K on student learning and development; to ensure that every pre-K seat in the District is a quality seat; and to ensure information about pre-K program quality is accessible to families.

Goal 1: Tracking Student Learning and Development

Status of District of Columbia's Kindergarten Readiness Assessment

The District conducted a pilot implementation of the Early Development Instrument (EDI), a population-based measure that provides a snapshot of children's health, development, and school readiness. Results from the EDI will present data on children's development from across five key domains: 1) physical health and well-being; 2) social competence; 3) emotional maturity; 4) language and cognitive skills; and 5) communication skills and general knowledge. OSSE contracted with UCLA's Center for Healthier Children, Families, and Communities to assist with administration of the EDI. OSSE will use the 39 neighborhood clusters in DC as the geographic boundaries for displaying the data to inform both local and district-wide planning efforts, to make evidence-based decisions when targeting early childhood resources, and to track the impact of early learning policies on child outcomes over time. In FY15, the District successfully collected school readiness data on nearly 2,000 children from pre-K 4 classrooms in all three sectors (DCPS, PCSs, and CBOs) - approximately 24 percent of the pre-K 4 population in the District.³³ Although OSSE did not meet the recommended 70% participation level needed to provide comprehensive, community-wide actionable data in this pilot year, the data collected is useful in understanding the variability in children's readiness across developmental domains and geographic diversity. OSSE is working with all three sectors to increase participation in FY16. Figure 14 below shows a map of the District and the variability of different types of vulnerability across the neighborhood clusters.

Figure 14: Sample Early Development Instrument Map



The UCLA Center for Healthier Children, Families and Communities, under license from McMaster University, is implementing the Early Development Instrument with its sub licensees in the US. The EDI is the copyright of McMaster University and must not be copied, distributed or used in any way without the prior consent of UCLA or McMaster. © McMaster University, The Offord Centre for Child Studies

Goal 2: Ensure Every Pre-K Seat is a Quality Seat

Status of the Enhanced Quality Rating and Improvement System (QRIS)

The District’s quality rating framework, “Going for the Gold”, was initially established in 2000 to assess the quality of child care development centers and homes. The District has since rapidly expanded as a multi-sector service delivery system that includes DCPS, PCS, and Pre-K Enhancement Programs, along with subsidized child development centers and homes. With this expansion, it is necessary to revise and enhance the current framework to develop a common approach to measuring the quality of programs serving children birth to school entry. The overarching goals driving this effort have been to establish a singular system that 1) rates the quality of early learning programs across all three sectors; 2) serves as a guide for programs to continuously improve children’s learning and development outcomes; 3) targets quality improvement resources to the programs with the least capacity and most in need of assistance; and 4) assists families in making the most informed decisions about early learning programs for their children.

In order help ensure that the revised QRIS serves as a meaningful, relevant, and reliable source of guidance for early learning programs and families, OSSE has collaborated with national experts in QRIS development convened representatives from the PCS, DCPS, and CBO sectors to provide initial feedback on the draft framework and consulted with the State Early Childhood Development Coordinating Council (SECDCC) on the enhanced framework.

OSSE will finalize the QRIS framework and pilot the system in FY16 by rating a representative sample of programs across all sectors. Initial steps for piloting the QRIS include preparing for, conducting, and evaluating the system based on findings from the select group of early learning providers. Modifications to the criterion will be made according to the pilot evaluation and participant feedback. As part of this process, OSSE will also continue to collect and analyze CLASS Pre-K® data in all early learning programs as described in the previous section, including an additional 205 infant and toddler classrooms. The CLASS Pre-K® scores will be used to set baseline scores that will inform the development of realistic targets for programs to advance on to progressively higher levels of quality in QRIS. OSSE plans to begin gradual implementation of the QRIS with all early learning programs in the District at the start of FY17. See Table 4 for the proposed timeline for QRIS implementation.

Table 4. Proposed Timeline for QRIS Implementation

Activities	Summer 2015	Fall 2015	Winter 2016	Spring 2016	Summer 2016	Fall 2016
Preparation for Pilot	→					
Conduct Pilot		→				
Evaluation of Pilot				→		
Preparation for Implementation					→	
Implementation Begins (Ongoing)						→

Status of Quality Improvement Network (QIN)

As discussed in the previous section, the QIN was developed to improve outcomes for the District's youngest learners by building the supply of high quality, comprehensive early care and education services for infants and toddlers. Aligned with the QRIS, the QIN is another key step in a multi-year effort to develop a comprehensive birth-to-five quality improvement system for early childhood providers in the District. Through implementation of the QIN, the District seeks to:

- Implement a community-based quality improvement system aligned to the comprehensive, quality standards of Early Head Start and the District's Quality Rating and Improvement System
- Invest in adding 1,000 new high-quality Early Head Start slots for children and families where the need is unmet
- Leverage all available local and federal funding sources across District government to provide comprehensive support to children and families
- Ensure that children with high needs have access to these high-quality child care slots in their community

After launch of the QIN in March 2015, OSSE supported recruitment and training of staff for the three neighborhood Hubs – CentroNía, UPO, and Mary's Center. These efforts resulted in the Hubs being fully staffed with instructional coaches, education coordinators, family support staff, disability specialists, and health and wellness specialists. The QIN Interagency Steering Committee was established to support program development and improvement with members from DHS, CFSA, DHCF, DBH, and DOH.

Additionally, through a partnership with DC Action for Kids, OSSE launched a system level evaluation of the QIN. The evaluation focuses on three system building components: 1) connections (the extent to which the QIN is creating strong and effective linkages across and between District agencies to improve outcomes for young children and families); 2) infrastructure (the extent to which the QIN has the structure and system supports needed to effectively raise the level of quality in early childhood development centers and homes); and 3) scale (the extent to which the QIN can expand to include additional hubs and partners to ensure continuous and comprehensive services are available to more infants and toddlers and their families). In the coming year, OSSE will support and monitor the Hubs and child care partners to enroll Early Head Start eligible children and fully implement the initiative as an integral component of the District's larger quality improvement effort.

Status on Pre-K Enhancement Program Funding to CBOs & Pre-K Act Implementing Regulations

In FY15, OSSE promulgated regulations to further clarify and strengthen the distribution of funding for CBOs consistent with the UPSFF rate. To receive and maintain an allocation, each CBO provider needs to meet and maintain the following high-quality standards required by the Pre-K Act and as detailed in the regulations:

- Accreditation by a national accrediting body approved by OSSE;
- Consistent use of a comprehensive curriculum that is aligned with DC's early learning standards;
- Utilization of assessment tools that are aligned with the program's chosen curriculum;
- Employing and retaining teachers and teacher assistants who meet or exceed minimum educational requirements;

- Equitable wages for educators comparable to the public school system in the District;
- Professional development and training plans for educators;
- Opportunities for families to participate in and support the program’s educational mission as active partners in their child’s learning and development;
- Plan to ensure inclusion of children with disabilities, in accordance with federal-stated goals;
- Safe, secure, and developmentally appropriate space for use as classrooms;
- Daily active play for each pre-K age child;
- Provision of comprehensive health and support services for all children enrolled in the program (e.g., developmental, vision, and health screenings)

In addition to the requirements guiding program quality, this rulemaking also broadens access to high-quality early learning programs by maximizing the utilization of multiple funding sources. OSSE will ensure that the funding is used to supplement rather than supplant existing resources, such as those available through the subsidized child care and Head Start programs. Lastly, the rulemaking outlines the funding process, details the distribution of funding, and sets monitoring requirements for programs.

Beginning in FY16, OSSE will accept applications on an annual basis from CBO programs interested in qualifying for “high-quality designation” in order to be eligible for pre-K enhancement and expansion funds. Programs will additionally be required to re-apply for this designation every three years thereafter to maintain their status and funding. Programs funded in FY15 are required to enter into this application process starting in FY17 to demonstrate their capacity to meet the defined high-quality standards and to be eligible for continued funding. If there is not sufficient funding to allocate to every designated high-quality pre-K program, OSSE will distribute funds by first prioritizing programs that serve a high number of children from low-income families or are located in high need communities. The regulations also provide OSSE with the authority to monitor pre-K programs at any time to verify their continued eligibility. OSSE may revoke the high-quality designation based upon a finding that the program does not meet the eligibility criteria. CBO programs receiving funding will be required to comply with any monitoring conducted by OSSE, including submission of monthly reports, a final report, and child assessment data three times a year. This rulemaking was adopted on September 24, 2015 on an emergency basis and became effective on that date. It will remain in effect for up to one hundred twenty (120) days after the date of adoption, expiring on January 22, 2016, or upon earlier amendment or repeal by the State Superintendent of Education or publication of a final rulemaking in the D.C. Register, whichever occurs first. OSSE looks forward to publishing final rulemaking in the coming weeks, as the thirty public comment period ended on November 2, 2015 and the proposed rules were deemed approved by the Council on November 21, 2015.

Additional Efforts to Enhance Pre-K Quality

- As part of its efforts to support quality improvements in programs and classrooms throughout all sectors, OSSE provided in-depth program and classroom level CLASS reports. The classroom-level reports provided teachers with detailed information about the CLASS® observations and data collected in their classrooms, which helped them better understand their scores and findings and highlighted areas in need of improvement.
- OSSE implemented data-sharing meetings for program leaders and administrators to provide an opportunity for participants to learn about the CLASS® tool, the District’s evaluation, and

review their program- and classroom-level reports and data on teacher-child interactions. Program leaders were encouraged to use this data to plan program-wide professional learning opportunities and to set goals for program improvement.

- OSSE sponsored targeted teacher-child interaction professional learning sessions for early learning educators, directors, principals, and coaches across the District. Aligned with the interactions measured in the Infant, Toddler, and Pre-K CLASS® tool, the sessions offered interactive hands-on activities, self-reflection exercises and goal-setting opportunities in order for participants to gain practical strategies for supporting positive teacher-child interactions.
- Professional learning opportunities were also offered to increase the capacity of the District's elementary school leaders to provide supervision, evaluation, and instructional support to early childhood educators and programs. Launched in 2013 through a grant from OSSE, Fight for Children's initiative *Joe's Champs* provides school leaders with over 100 hours of professional development related to early childhood content and pedagogy. *Joe's Champs* will be in 19 elementary schools in DCPS and PCS for the 2015-2016 school year.

"The partnership with Joe's Champs has developed my Early Childhood knowledge base from one of limited understanding to one of purposeful leadership through profound understanding of Early Childhood content, innovation and developmentally appropriate practice."
- Tasia Bhegani, Assistant Principal, Friendship Public Charter School Southeast

Goal 3: Ensure Information About Pre-K Program Quality is Accessible to Families

The District continues to work on improving their strategy to communicate valuable information with families regarding pre-K program quality. As previously discussed, an equitable, accessible, and transparent QRIS will allow families to make informed choices about their child's pre-K experience. OSSE provides resources to support a child care resource and referral agency that helps parents to access information about the quality of programming in CBOs. The enhanced QRIS will provide families with a common approach to understanding the quality of programs in all three sectors. This information will be made available through websites, bulletins, newsletters, and parent focused events and publications. The My School DC website also provides information about schools offering public pre-K, including CBOs.

CONCLUSION



With significant effort focused on increasing the services available to young children and families, the District of Columbia has positioned itself as a national leader in the provision and funding of high-quality pre-K. After achieving universal access to pre-K education for all children, the District has begun shifting its attention and resources to ensure high-quality programming is achieved and maintained across all educational sectors. In pursuit of this objective, OSSE will continue building upon current efforts, focusing on key quality improvement initiatives as part of our three-year strategy, including:

- Implementing a robust QRIS that supports continuous quality improvement among programs and helps families to make informed choices about their child's pre-K experience;
- Launching the pre-K enhancement and expansion grants funding process and facilitating effective use of funding;
- Supporting the development of strong family-program partnerships to foster each child's learning and development; and
- Providing data-driven professional learning opportunities to build teacher capacity and effective instructional leadership.

OSSE is committed to improving and expanding early care and education across all sectors. The District is already a leader in public pre-K and through the QIN and Birth-to-Five Head Start Pilot, OSSE is beginning to build out a comprehensive and aligned early learning system that will ensure that all of DC's youngest residents are prepared for success in the 21st century. Investments in early childhood education are crucial for supporting the District's youngest residents in developing the skills and competencies that will equip them to realize their full potential.

Acknowledgements:

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APPENDICES

APPENDIX A:

FY15 Sites & Enrollment for Public Pre-K Programs in the District

DC Public Schools (DCPS)

School Name	PreK-3	PreK-4	Total
Aiton Elementary School	35	42	77
Amidon Bowen Elementary School	31	34	65
Bancroft Elementary School	49	64	113
Barnard Elementary School	60	76	136
Beers Elementary School	41	58	99
Brent Elementary School	29	40	69
Brightwood Education Campus	37	50	87
Brookland Education Campus at Bunker Hill	11	19	30
Browne Education Campus	33	38	71
Bruce Monroe Elementary School at Park View	46	53	99
Burroughs Education Campus	32	30	62
Burrville Elementary School	44	52	96
C W Harris Elementary School	13	39	52
Capitol Hill Montessori School at Logan	60	56	116
Cleveland Elementary School	35	44	79
Drew Elementary School	19	29	48
Eaton Elementary School	0	36	36
Garfield Elementary School	24	29	53
Garrison Elementary School	52	34	86
H D Cooke Elementary School	27	57	84
Hearst Elementary School	0	41	41
Hendley Elementary School	23	33	56
Houston Elementary School	24	30	54
Hyde Addison Elementary School	0	21	21
J O Wilson Elementary School	52	63	115
Janney Elementary School	0	80	80
Ketcham Elementary School	30	38	68
Key Elementary School	1	39	40
Kimball Elementary School	29	40	69
King, M L Elementary School	27	44	71
Lafayette Elementary School	0	77	77
Langdon Education Campus	21	35	56
Langley Education Campus	30	36	66
LaSalle Backus Education Campus	23	29	52
Leckie Elementary School	45	57	102
Ludlow Taylor Elementary School	54	45	99

School Name	PreK-3	PreK-4	Total
Malcolm X Elementary School at Green	31	34	65
Mann Elementary School	0	39	39
Marie Reed Elementary School	48	57	105
Maury Elementary School	38	47	85
Miner Elementary School	57	44	101
Moten Elementary School	42	42	84
Murch Elementary School	0	62	62
Nalle Elementary School	49	60	109
Noyes Education Campus	16	23	39
Orr Elementary School	46	60	106
Oyster Adams Bilingual School (Oyster)	7	39	46
Patterson Elementary School	30	46	76
Payne Elementary School	39	35	74
Peabody Elementary School (Capitol Hill Cluster)	61	80	141
Plummer Elementary School	31	40	71
Powell Elementary School	32	55	87
Randle Highlands Elementary School	31	51	82
Raymond Education Campus	47	60	107
Ross Elementary School	16	21	37
Savoy Elementary School	27	35	62
School Within School at Goding	32	44	76
School Without Walls at Francis Stevens	40	41	81
Seaton Elementary School	45	48	93
Shepherd Elementary School	0	51	51
Simon Elementary School	22	28	50
Smothers Elementary School	32	36	68
Stanton Elementary School	31	56	87
Stoddert Elementary School	0	39	39
Takoma Education Campus	30	42	72
Thomas Elementary School	41	49	90
Thomson Elementary School	26	34	60
Truesdell Education Campus	34	48	82
Tubman Elementary School	33	40	73
Turner Elementary School	38	51	89
Tyler Elementary School	57	74	131
Walker Jones Education Campus	42	42	84
West Education Campus	30	32	62
Wheatley Education Campus	31	38	69
Whittier Education Campus	27	28	55
Total	2276	3339	5615

Public Charter Schools (PCS)

School Name	PreK-3	PreK-4	Total
AppleTree Early Learning Center PCS Columbia Heights	94	69	163
AppleTree Early Learning Center PCS Lincoln Park	30	30	60
AppleTree Early Learning Center PCS Oklahoma	80	81	161
AppleTree Early Learning Center PCS Southwest	43	43	86
AppleTree Early Learning PCS Southeast	91	87	178
Bridges PCS	65	67	132
Briya Public Charter School	35	11	46
Capital City Lower PCS	33	41	74
Cedar Tree Academy PCS	142	125	267
Center City Brightwood Campus PCS	0	23	23
Center City Capitol Hill Campus PCS	0	3	3
Center City Congress Heights Campus PCS	0	22	22
Center City Petworth Campus PCS	0	20	20
Center City Shaw Campus PCS	0	20	20
Center City Trinidad Campus PCS	0	20	20
Community Academy Amos I	75	93	168
Community Academy Amos II	73	94	167
Community Academy Butler Global	86	88	174
Creative Minds International PCS	34	34	68
D C Bilingual PCS	44	48	92
D C Preparatory Benning Campus PCS	82	72	154
D C Preparatory Edgewood Elementary Campus PCS	79	73	152
DC Scholars PCS	57	64	121
Democracy Prep PCS-Congress Heights	51	51	102
E.L. Haynes PCS Kansas Avenue (Elementary School)	42	42	84
Eagle Academy PCS - Eagle Center at McGogney	165	152	317
Eagle Academy PCS New Jersey Avenue Campus	41	29	70
Early Childhood Academy PCS	42	46	88
Elsie Whitlow Stokes Community Freedom PCS	40	36	76
Excel Academy PCS	98	113	211
Friendship PCS Blow Pierce Elementary	57	66	123
Friendship PCS Chamberlain Elementary	34	68	102
Friendship PCS SouthEast Academy	69	75	144
Friendship PCS Woodridge Elementary	47	46	93
Hope Community PCS Lamond Campus	71	62	133
Hope Community PCS Tolson Campus	106	71	177
Ideal Academy PCS North Capitol Street Campus ES	27	39	66
Ingenuity Prep PCS	24	49	73
Inspired Teaching Demonstration PCS	44	46	90
KIPP DC Arts & Technology Academy PCS	61	77	138
KIPP DC Connect Academy	100	101	201

School Name	PreK-3	PreK-4	Total
KIPP DC Discover PCS	105	110	215
KIPP DC GROW Academy PCS	104	107	211
KIPP DC LEAP Academy PCS	101	103	204
Latin American Montessori Bilingual (LAMB) PCS	47	62	109
Lee Montessori PCS	36	20	56
Mary McLeod Bethune Day Academy PCS Slowe Campus	46	47	93
Meridian PCS	49	64	113
Mundo Verde Bilingual PCS	32	52	84
Perry Street Prep PCS	25	38	63
Potomac Preparatory PCS	55	50	105
Roots PCS	17	19	36
Sela PCS	0	26	26
Shining Stars Montessori PCS	78	23	101
Tree of Life Community PCS	27	46	73
Two Rivers PCS	36	45	81
Washington Yu Ying PCS	48	54	102
William E. Doar Jr PCS	38	56	94
Total	3106	3319	6425

Community-Based Organizations (CBO)

Program Name	Pre-K 3	Pre-K 4	Total
Associates in Renewal in Education	12	10	22
Barbara Chambers Child Development Center	14	49	63
Big Mama's Children's Center	8	7	15
Bright Beginnings, Inc.	13	17	30
Bright Start	7	6	13
CentroNia	36	48	84
Dawn to Dusk	9	7	16
Easter Seals Child Development Center	13	3	16
Edward Mazique Parent and Child Center	7	9	16
Happy Faces Learning Center	6	10	16
Jubilee Jumpstart	7	9	16
Kiddies Kollege	16	9	25
Lt. Joseph P. Kennedy Institute	6	4	10
Martha's Table	16	10	26
Matthews Memorial Child Development Center	14	17	31
National Children's Center	17	14	31
Sunshine Early Learning Center	43	51	94
United Planning Organization, Azeze Bates	20	4	24
United Planning Organization, Edgewood	6	3	9
Zena's Child Development Center	5	10	15
Total	275	297	572

¹ “Pre-k Enhancement and Expansion Amendment Act of 2008,” effective July 18, 2008 (D.C. Law 17-202, D.C. Official Code § 38-271.01 *et. Seq.*) (2012 Repl.).

² Barnett, W.S., Carolan, M.E., Squires, J.H., Clarke Brown, K., & Horowitz, M. (2015). *The state of preschool 2014: State preschool yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

³ Yoshikawa, H., Weiland, C., Brooks-Gunn, J. Burchinal, M.R., Espinosa, L.M., Gormley, W.T., Ludwig, J., Magnuson, K.A., Phillips, D., & Zaslow, M.J. (2013). *Investing in our future: The evidence base on preschool education*. Retrieved from <http://fcd-us.org/sites/default/files/Evidence%20Base%20on%20Preschool%20Education%20FINAL.pdf>

⁴ Council of Economic Advisers. (2014). *The economics of early childhood investment*. Retrieved from http://www.whitehouse.gov/sites/default/files/docs/early_childhood_report1.pdf

⁵ First Five Years Fund. (2015). Essential for children and families: Voters rate early childhood education as a top national priority. Retrieved from http://ffyf.org/wp-content/uploads/2015/10/FFYF_ResearchOnePager_2015_100915.pdf

⁶ The Pre-K Enhancement and Expansion Amendment Act of 2008 established the UPSFF rate for pre-K in charters and DCPS. These resources help providers sustain the high quality standards in the Pre-K Act, such as hiring teachers with Bachelor’s degrees in early childhood, family engagement requirements, research-based curricula, and on-going provision of teacher professional development.

⁷ Yoshikawa et al, 2013, p. 6

⁸ Pianta, R.C., LaParo, K.M., & Hamre, B. K. (2008). Classroom Assessment Scoring System Manual: Pre-K. Baltimore: Brookes.

⁹ The “Negative Climate” dimension is an exception to this rule and is scaled opposite with higher scores indicating lower quality.

¹⁰ Burchinal, M., Vandergrift, N., Pianta, R. C., & Mashburn, A. J. (2010). Threshold analysis of association between child care quality and child outcomes for low-income children in prekindergarten programs. *Early Childhood Research Quarterly*, 25(2), 166-176.

¹¹ Two external evaluators were contracted to conduct Pre-K CLASS[®] observations – one evaluator conducted observations in PCS and CBO classrooms and the other in DCPS classrooms

¹² Pianta et al, 2008

¹³ Pianta et al, 2008

¹⁴ Pianta et al, 2008

¹⁵ Pianta et al, 2008

¹⁶ Pianta et al, 2008

¹⁷ Pianta et al, 2008

¹⁸ Year-to-year change at the classroom-level was not evaluated because it was not possible to match classrooms from one year to the next. This is because classroom definition can be ambiguous, as it could be defined either by the teacher or by the physical classroom space. Data were not available to enable us to identify classrooms in a consistent way. In addition, while the 2014-15 evaluation included the full population of pre-K classrooms in the District, the 2013-14 study included only a sample of the pre-K classrooms, making it difficult to match all classrooms from one year to the next.

¹⁹ Moodie, S., Rothenberg, L., & Goldhagen, S. (2012). District of Columbia Early Childhood Risk and Reach Assessment. Retrieved from <http://www.learnDC.org/sites/default/files/Risk%20and%20Reach%20Report%202012%20FINAL.pdf>

²⁰ Center on the Developing Child (2007). *A Science-Based Framework for Early Childhood Policy*. Retrieved from www.developingchild.harvard.edu

²¹ Barnett, W.S., Carolan, M.E., Squires, J.H., Clarke Brown, K., & Horowitz, M. (2015). *The state of preschool 2014: State preschool yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

²² American Community Survey Single Year 2014 Estimates of the Civil Population by Single Year of Age for States <http://www.census.gov/popest/data/state/asrh/2014/SC-EST2014-AGESEX-CIV.html>

²³ According to the 2013 American Community Survey Single Year 2013 Estimates of Civil Population by Single Year of Age for States there were an estimated 14,539 three- and four-year olds in the District of Columbia. There was an estimated increase of 1,870 three- and four-year olds, which is due to a more accurate census population estimate for the District of Columbia. This increase accounts for the decrease in the percentage of three and four-year olds being served by the District of Columbia public pre-K programs, from 85% in 2013 to 77% in 2014

²⁴ Estimated capacity is calculated using the projected number of classrooms for DCPS and PCS pre-K from the SY2014-15 OSSE Enrollment Audit site visit and the number of CBO classrooms based on monthly reports submitted through the Enterprise Grants Management System (EGMS). DCPS classrooms were weighted at 18 students, PCS classrooms were weighted at 20 students, and CBO classrooms were weighted at 16 students. Estimates may exceed 100% because of variation in actual classroom size.

²⁵ These classrooms are funded by an annual grant calculated at the UPSFF level. In the SY 2015-16 school year, funding will be determined by the OSSE Enrollment Audit, as in DCPS and PCS LEAs.

²⁶ Estimated capacity is calculated using the projected number of classrooms for DCPS and PCS pre-K from the SY2014-15 OSSE Enrollment Audit site visit and the number of CBO classrooms. DCPS classrooms were weighted at 18 students, PCS classrooms were weighted at 20 students, and CBO classrooms were weighted at 16 students.

²⁷ Since capacity is estimated, in this instance,

²⁸ National Head Start Association. (2015). Why Head Start: The Head Start Model. Retrieved from <https://www.nhsa.org/why-head-start/head-start-model>

²⁹ Administration for Children & Families. (2013). Head Start launches pilot project to encourage innovation in birth-to-5 education. Retrieved from <https://www.acf.hhs.gov/media/press/2013/head-start-launches-pilot-project-to>

³⁰ Office of Head Start. (2012). Birth-to-Five funding opportunity announcement pilot. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/grants/dr/birth-to-five_foa.html

³¹ "Home-based program option means Head Start [or Early Head Start] services provided to children, primarily in the child's home, through intensive work with the child's parents and family as the primary factor in the growth and development of the child." A "Center-based program option means Head Start [or Early Head Start] services provided to children primarily in classroom settings." *Head Start Program Performance Standards and Other Regulations*, 45 C.F.R. § 1306.3 (2006), available at <http://eclkc.ohs.acf.hhs.gov/hslc/standards/hspps/1306/1306.3%20%20Definitions..htm>

³² Educare of Washington, DC is a delegate of UPO

³³ The children assessed were four years old on or before September 30, 2014