



District of Columbia
Office of the State Superintendent of Education

Fiscal Year 2017 Pre-K Report

December 2017

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Message from the Mayor



Dear Washingtonians,

Washington, DC continues to lead the nation in ensuring our youngest learners have the care and educational opportunities they need to thrive both in and out of the classroom. For the sixth year, pre-K enrollment has been on the rise in all eight wards of our city. Currently, we serve more of our three- and four-year olds than any state in the country with 69% of our three-year-olds and 89% of our four-year-olds in classrooms led by our DC Public Schools, public charter schools, and community based organizations. Comparably, nationwide, the average is only 5% of three-year-olds and 32% of four-year-olds.

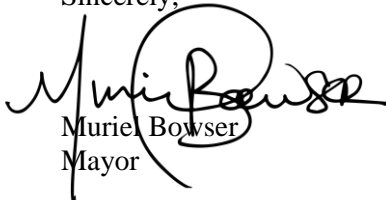
These investments reflect our DC values—values we place on children and families in Washington, DC. We know that the achievement gap can often begin before our students even enter kindergarten, and we have made a citywide commitment to enhancing and expanding high-quality pre-K programs across our city. We invest in pre-K opportunities more than any state because we believe our young people are worth it, and investments now will pay off in the future.

This report outlines our progress in ensuring every child enters kindergarten with a strong foundation, as well as our opportunities for growth and improvement. We are focused not only on the quantity of students enrolled in pre-K, but also the quality of education they receive in our early learning classrooms.

As a national leader in pre-K, I know we can also lead the country in access to high-quality child care. My Administration has committed to expanding the number of infant and toddler child care seats in our city by 1,000 over the next three years. We also continue to invest in our little learners through the Books from Birth program we launched two years ago. Our public libraries have mailed free books every month to more than 33,000 young Washingtonians from birth through five years old.

The next generation of big thinking leaders, scientists, engineers, researchers, and innovators are being born right here in Washington, DC, and our Administration is doing everything we can to ensure they receive the education and opportunities they deserve to reach their full potential in life.

Sincerely,



Muriel Bowser
Mayor

The District uses a mixed-delivery system to provide pre-K education services, which includes traditional public schools, public charter schools, and publicly funded community-based organizations (CBOs). Figure 1 provides an illustration of the District of Columbia’s mixed-delivery system.

Figure 1. AT-A-GLANCE Publicly- Funded Pre-K Programs

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

Given the substantial pre-K investment made across the District’s mixed-delivery system, DC has advanced its efforts to increase program quality and accountability to improve social and emotional development and school readiness. Some of the strategies used to enhance pre-K quality include 1) offering district-wide professional development opportunities for early childhood educators and leaders; 2) redesigning its existing Quality Rating and Improvement System (QRIS) to focus on outcomes and continuous quality improvement; and 3) allocating funding to improve access to and support for quality programming. DC has also continued to improve alignment of high-quality early education from birth through pre-K age. These efforts advance DC’s vision that all DC children from birth to kindergarten are thriving, developmentally on track, and school ready.

Pursuant to the reporting requirements in the Pre-K Enhancement and Expansion Act of 2008, the Office of the State Superintendent of Education (OSSE) produces an annual report on the status of pre-K in the District. This year's report highlights the District's achievements and progress made in fiscal year 2017 by presenting:

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

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

FISCAL YEAR 2017 PRE-K REPORT HIGHLIGHTS

- The vast majority of DC's pre-K classrooms exceeded the threshold for quality in Emotional Support and Classroom Organization domains and show opportunities for growth and improvement in Instructional Support.
- CBOs with at least one classroom receiving Pre-K Enhancement and Expansion funding received higher Instructional Support scores than CBOs that are not in the Pre-K Enhancement and Expansion program.
- CBO teachers with bachelor's or a master's degree in early childhood education had better Emotional Support scores than CBO teachers without a degree. CBO teachers with any degree (i.e., associate, bachelor's, master's or higher) had better Instructional Support scores than CBO teachers without a degree.
- DCPS teachers with a bachelor's degree in early childhood education had better Instructional Support scores than DCPS teachers without a degree in early childhood education.
- Pre-K programs across the District experienced a trend of stable classroom quality over the past three years.

Quality of Public Pre-K Programs in DC

The CLASS Pre-K® Assessment

As previously conducted, OSSE collected data using CLASS Pre-K®, an assessment that measures quality environments and instruction, for this year's annual report.

The CLASS[®] is based on developmental theory and research that suggests interactions between students and adults are the primary mechanism of student development and learning.¹ The CLASS[®] is composed of ten dimensions organized into three domains of the classroom experience: 1) Emotional Support; 2) Classroom Organization; and 3) Instructional Support. The Emotional Support domain is designed to capture teachers’ attempts to support student social and emotional functioning in the classroom. The Classroom Organization domain measures classroom-level regulation processes that take place throughout the day. The Instructional Support domain captures the ways in which teachers effectively support cognitive and language development in their classrooms.² Their respective dimensions are listed in Figure 2.

FIGURE 2. CLASS[®] DOMAINS AND DIMENSIONS

Emotional Support	Classroom Organization	Instructional Support
<ul style="list-style-type: none"> • Positive Climate • Negative Climate • Teacher Sensitivity • Regard for Student Perspectives 	<ul style="list-style-type: none"> • Behavioral Management • Productivity • Instructional Learning Format 	<ul style="list-style-type: none"> • Concept Development • Quality of Feedback • Language Modeling

Each dimension is scored on a scale between one and seven, with higher scores indicating higher quality, except for Negative Climate, in which a lower score indicates higher quality. Research indicates 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.³ 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[®] tool for each domain. Threshold scores provide a useful benchmark to consider the likely impact of a specific pre-K experience on a student’s development and learning.

¹ Pianta, R.C., LaParo, K.M., & Hamre, B. K. (2008). Classroom Assessment Scoring System Manual: Pre-K. Baltimore: Brookes.

² *Ibid.*

³ Burchinal, M., Vandergrift, N., Pianta, R. C., & Mashburn, A. J. (2010). Threshold Analysis of Association Between Child Care Quality and Child Outcomes for Low-Income Children in Pre-Kindergarten Programs. *Early Childhood Research Quarterly*, 25 (2), 166-176.

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

Assessed Classrooms

Each of the three sectors in the mixed delivery system (DCPS, PCS, and Pre-K Enhancement and Expansion CBOs) used the assessment tool. Additionally, CBOs that serve pre-K-aged children, but do not participate in the Pre-K Enhancement and Expansion program also used the assessment tool. Further, OSSE collected teacher survey data using teacher interview surveys for CBO and DCPS classrooms. Public charter schools maintain an autonomous governance structure and did not allow this data to be collected in their programs. OSSE did not obtain Public Charter teacher characteristics data.

Figure 3. Pre-K Classrooms Observed by Sector

NUMBER	DCPS	PUBLIC CHARTER SCHOOLS	COMMUNITY-BASED ORGANIZATIONS		TOTAL
			Pre-K Enhancement and Expansion Program	Non-Pre-K Enhancement and Expansion Program	
Number of Classrooms Observed	342	350	45	121	858
Number of Programs Observed	77	59	21	79	236

2016-17 CLASS PRE-K® OBSERVATION FINDINGS

Finding 1: 94 percent of pre-K classrooms exceeded the threshold for quality in Emotional Support, with an average score of 5.90. 82 percent of classrooms also exceeded the threshold for quality in Classroom Organization, with an average score of 5.59. However, only 27 percent of classrooms across the District met or exceeded the threshold for quality in Instructional Support, with an average score of 2.54. 26 percent of classrooms met all three CLASS® domain thresholds.

Figure 4: 2016-17 Pre-K Programs CLASS® Scores

CLASS Domain	District Average	Number of Classrooms meeting/exceeding threshold	Percent of classrooms meeting/exceeding threshold
Emotional Support	5.90	807	94%
Classroom Organization	5.59	704	82%
Instructional Support	2.54	232	27%
All Domains	-	223	26%

Emotional Support and Classroom Organization were areas of strength for District classrooms, with average scores for both of these CLASS® domains above 5. The Emotional Support domain measures teacher interactions with children that support the social and emotional functioning of children in their classrooms.⁴ For the Emotional Support domain, 94 percent of classrooms met or exceeded the threshold. These are classrooms that exhibit warm, positive, and respectful relationships between teachers and children. 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.⁵

The Classroom Organization domain measures classroom-level regulation processes that take place throughout the day.⁶ For this domain, 82 percent of the classrooms observed met or exceeded the threshold. Classrooms at or above the threshold are classrooms where 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.⁷ This finding suggests that teachers are maximizing learning time and supporting their students’ social-emotional development.

⁴ Pianta, R.C., LaParo, K.M., & Hamre, B. K. (2008). Classroom Assessment Scoring System Manual: Pre-K. Baltimore: Brookes.

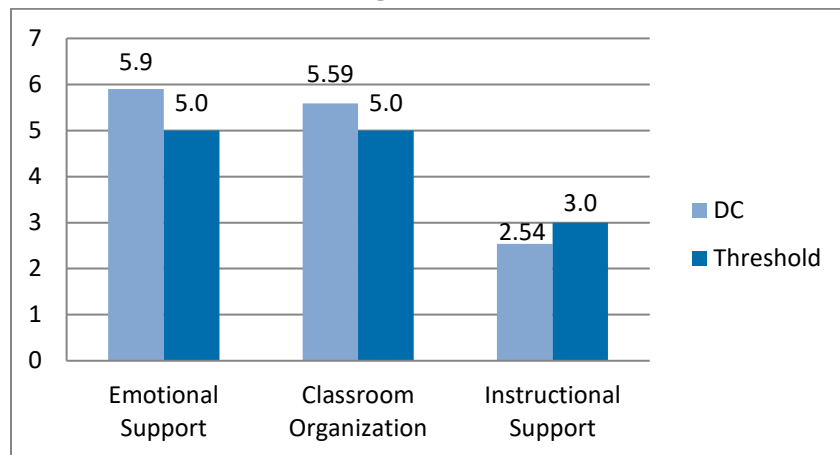
⁵ *Ibid.*

⁶ *Ibid.*

⁷ *Ibid.*

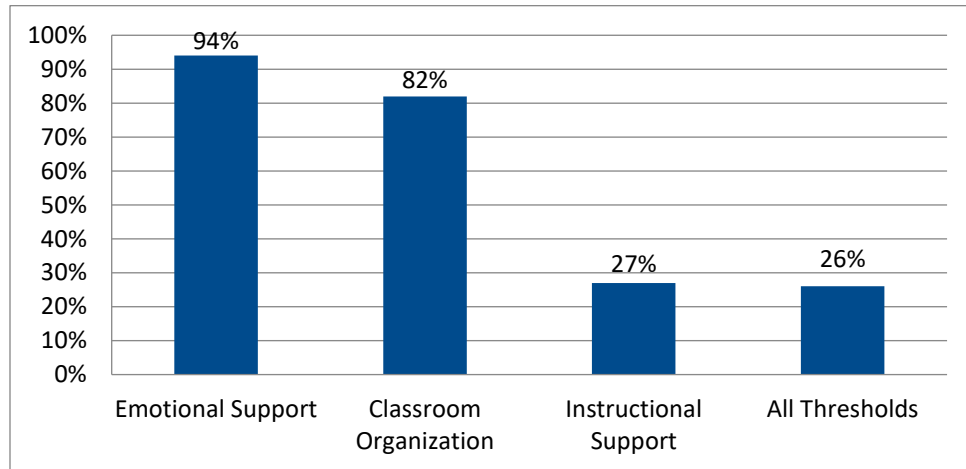
Across the District and across all three sectors, the average score in the Instructional Support domain was 2.54, falling below the threshold score of 3. In this domain, only 27 percent of classrooms met or exceeded the threshold. This domain measures the ways teachers effectively support cognitive and language development in their classrooms.⁸ Within the Instructional Support domain, the highest score was in the Language Modeling dimension (2.74), followed by Quality of Feedback (2.55), and Concept Development (2.33). Classrooms with Instructional Support scores near the District average focus largely on rote instruction rather than providing children with opportunities to use higher-order thinking skills (Concept Development = 2.33). Teachers rarely provide feedback that expands learning, understanding and participation (Quality of Feedback = 2.55) and may rarely use language facilitation or modeling techniques (Language Modeling = 2.74). 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.

Figure 5. District-Wide CLASS[®] Average Scores and Thresholds for Quality (N=858)



⁸ *Ibid.*

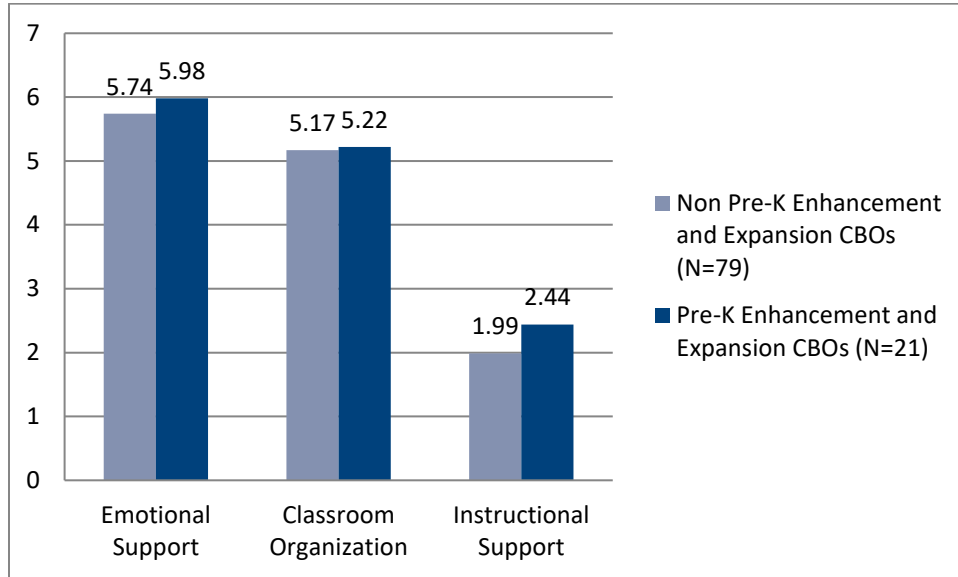
Figure 6. Percentage of District Classrooms that Met Thresholds in All Three CLASS® Domains



Finding 2: CBOs with at least one classroom receiving Pre-K Enhancement and Expansion Funding received higher Instructional Support scores than CBOs that are not in the Pre-K Enhancement and Expansion program.

Among CBOs, Instructional Support scores were statistically significant and higher for programs with at least one Pre-K Enhancement and Expansion classroom than programs not in the Pre-K Enhancement and Expansion program. Scores in Emotional Support and Classroom Organization were also higher among programs with at least one Pre-K Enhancement and Expansion classroom than among non-Pre-K Enhancement and Expansion CBOs, but not statistically significant. These findings suggest that the additional resources and supports invested into Pre-K Enhancement and Expansion CBOs benefit classrooms located within the same program, but not directly receiving the additional funding. These findings also suggest that the Pre-K Enhancement and Expansion funding has a compounding, positive effect on children who are not part of a dedicated, enhancement classroom.

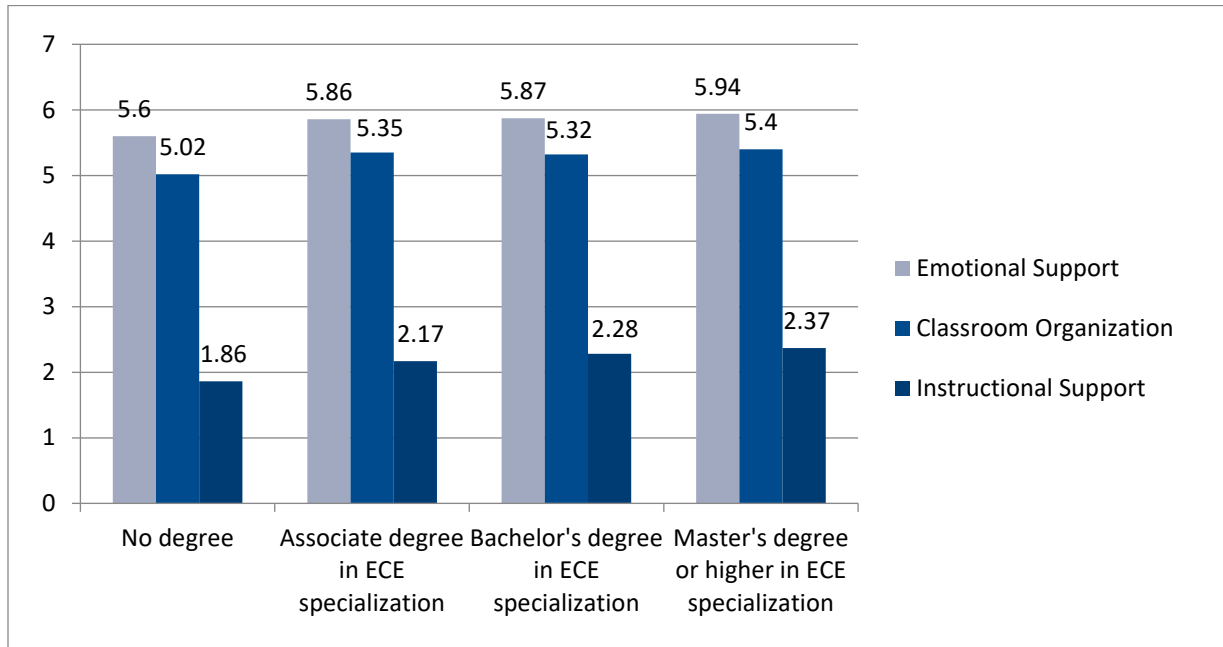
Figure 7. PROGRAM-Level CLASS® Domain Scores for CBOs by Pre-K Enhancement and Expansion Funding (n=100)



Finding 3: CBO teachers with bachelors, masters, or higher degrees in early childhood education (ECE) had better Emotional Support scores than CBO teachers without a degree, and CBO teachers with any degree (i.e., associates, bachelor’s, master’s or higher in ECE) had better Instructional Support scores than CBO teachers without a degree.

Nearly 10 percent of CBO teachers reported the highest degree attained was an associate degree in ECE, while about 40 percent reported having a bachelor’s degree in ECE. Almost 20 percent reported having a master’s degree or higher in ECE. When comparing CLASS® scores by highest degree achieved, CBO teachers who earned bachelor’s degrees or higher in ECE had higher Emotional Support scores than teachers who did not earn a degree. In addition, CBO teachers with an associate degree or higher in ECE had higher Instructional Support scores than teachers who had not earned any degree. While no statistical significance was observed in Classroom Organization scores by highest degree earned by CBO teachers, those who have a minimum of an associate’s degree with a specialization in ECE, scored higher than those with no degree.

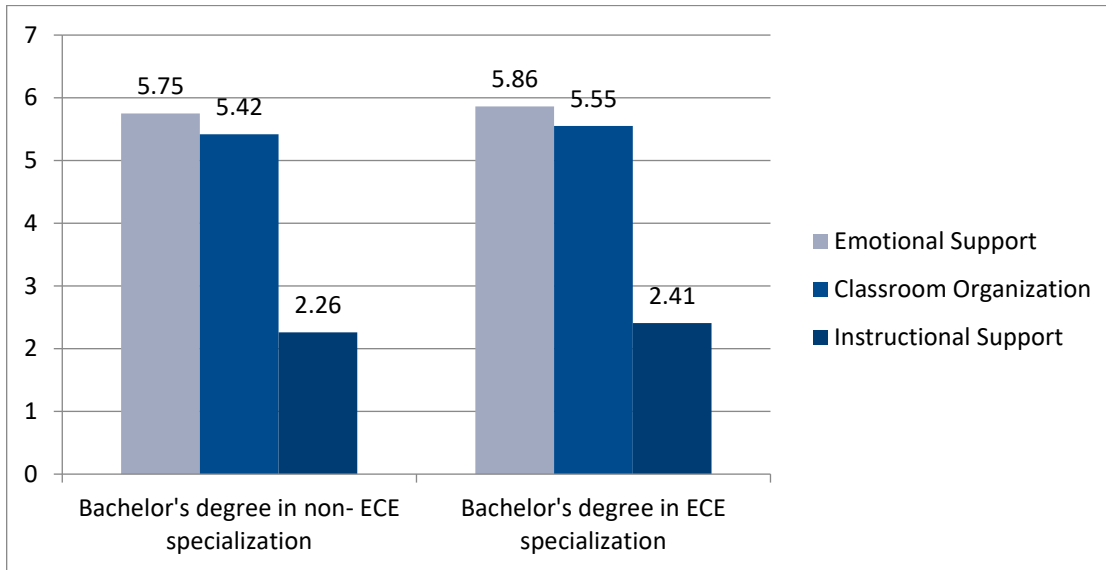
FIGURE 8. CBO CLASS[®] SCORE BY TEACHER'S HIGHEST EDUCATIONAL DEGREE (N=153)



Finding 4: DCPS teachers with a bachelor's degree in ECE had better Instructional Support scores than DCPS teachers without a bachelor's degree in ECE.

Approximately 58 percent of DCPS teachers reported earning a bachelor's degree in ECE, while 42 percent of teachers did not have a bachelor's degree with a focus on ECE. When comparing DCPS CLASS[®] scores by bachelor's degree in ECE specialization, teachers who completed a bachelor's degree in ECE had higher Instructional Support scores than teachers who did not complete a bachelor's degree in ECE. While no statistical significance was observed in Emotional Support or Classroom Organization scores based upon ECE degree specialization among DCPS teachers, those who did not have a degree in ECE scored lower than those that have a minimum of an associate degree with a specialization in ECE.

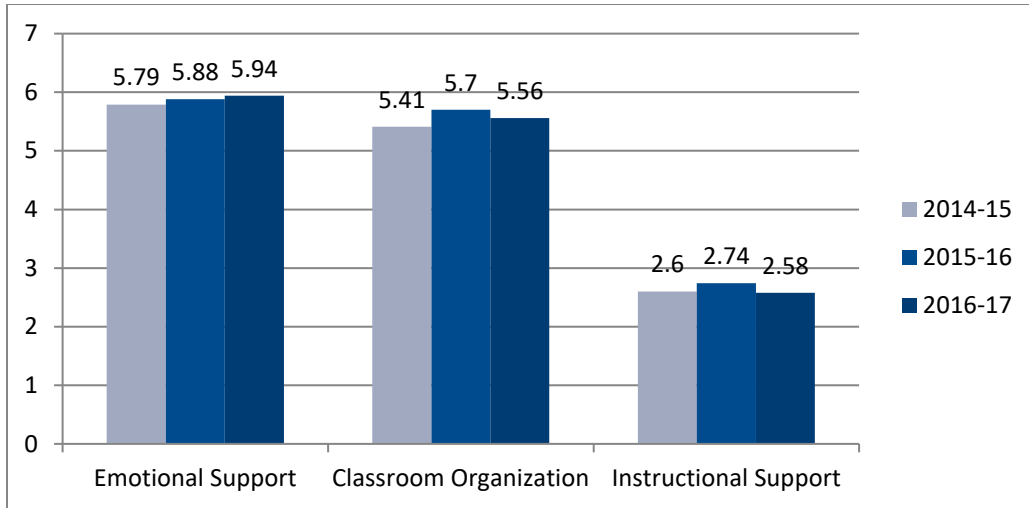
Figure 9. DCPS CLASS® score by Teacher's ECE Degree Specialization (N=342)



Finding 5: Programs across the District have experienced a trend of stable Emotional Support, Classroom Organization, and Instructional Support scores over the past three years.

Emotional Support scores increased over the last three years. Classroom Organization scores remained stable over the past three years. Classroom Organization scores increased significantly between the 2014-15 school year and the 2015-16 school year. Although the Classroom Organization scores declined from the same period, the average Classroom Organization score was higher than in 2014-15 school year. This suggests that programs are continuing to improve over time. Similarly, Instructional Support scores remained stable over the last three years. There was a slight increase in scores between the 2014-15 school year and the 2015-16 school year. Between 2015-16 school year and the 2016-17 school year, scores declined; however, the average Instructional Support score in 2016-17 (2.58) is almost identical to the average Instructional Support score in 2014-15 (2.60), suggesting that overall quality of Instructional Support in the District remained stable over the past three years. Figure 10 displays average program-level CLASS® domain scores over three years.

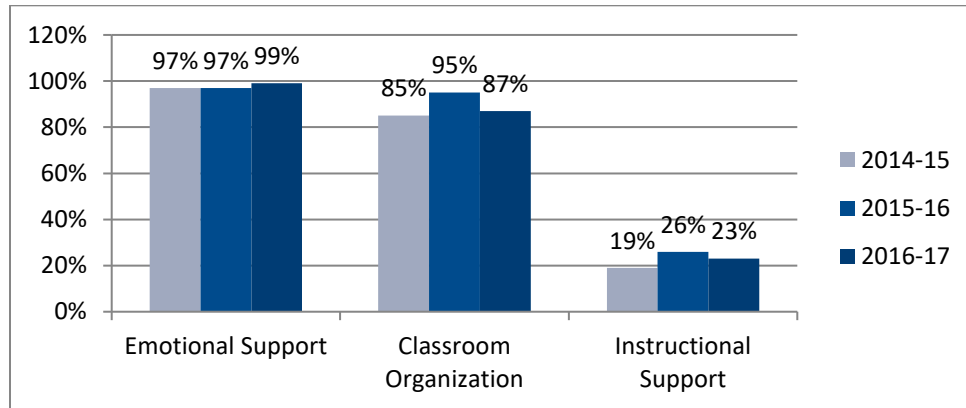
Figure 10. Average Class[®] Scores Over Three Years (n=144)



Finding 6: *The percentage of programs meeting the Emotional Support threshold stayed consistent over the last three years, with almost all programs meeting the threshold. The percentage of programs meeting the Classroom Organization and Instructional Support thresholds has also stabilized over the past three years.*

In the 2016-17 school year, almost all programs observed met the Emotional Support threshold (99 percent). The percentage of programs meeting the Classroom Organization threshold increased in the 2015-16 school year, and remained steady in the 2016-17 school year with 87 percent of programs meeting the threshold. The percentage of programs meeting the Instructional Support threshold also remained consistent over the last three years of the study, with about a quarter of programs meeting this threshold in the past academic year (23 percent).

Figure 11. Percentage of Programs Meeting CLASS® Thresholds Over Three Years (n=144)



Overall, the findings from the analysis for the pre-K evaluation for the 2016-17 school year provide an encouraging picture of pre-K quality in DC. In particular:

- Across the District, classrooms have high-quality Emotional Support and Classroom Organizational Domains, but stand to benefit from continued improvement in Instructional Support;
- Programs across the District have demonstrated stable scores in all three CLASS® domains over the last three years;
- Within the CBO sector, programs with special features such as having at least one Pre-K Enhancement and Expansion funding classroom or those where teachers had earned any post-secondary degree, on average, had higher Instructional Support scores; and
- DCPS teachers with a bachelor’s degree in ECE had better Instructional Support scores than DCPS teachers without a bachelor’s degree in ECE.

Capacity of Public Pre-K Programs in DC

Enrollment

The District of Columbia continues to be a national leader in access to and participation in public pre-K mixed delivery systems. According to the 2016 census population estimates, approximately 16,787 3- and 4-year old children resided in the District. In the fiscal year 2017, the District served 78 percent of its 3- and 4- year old children in a public pre-K program which is one percent higher than the previous fiscal year. In fiscal year 2017, the District served 89 percent (7,186) of its 4-year old children, up 5 percent from the previous school year, and 69 percent (5,968) of its 3-year old children, a one percent

decrease from the previous school year. A total of 13,166 children were served in a public pre-K program in the District in fiscal year 2017 (see Figure 12). An additional 624 children, who were not enrolled in public pre-K, received full-day subsidized care in fiscal year 2017.

Figure 12. THREE-YEAR olds and FOUR-YEAR olds served in DC in FY 2017

Age	Census Data ⁹	Number Enrolled	Percent Served
3-Year-Olds	8,710	5,980	69%
4-Year-Olds	8,077	7,186	89%
Total	16,787	13,166	78%

The District continues to support the use of a mixed-delivery three-sector system for its public pre-K program. This mixed-delivery approach allows for choice and flexibility among families and providers. In fiscal year 2017, DC had 157 sites that provided public pre-K. 77 sites are in DC public schools, 59 sites are in Public charter schools, and 21 sites are CBOs sites in the Pre-K Enhancement and Expansion Program, as shown in Figure 13.

Enrollment in public pre-K in the District increased from 12,910 in fiscal year 2016 to 13,166 in fiscal year 2017, which represents an approximate 2 percent increase in enrollment. This growth was driven by increases in enrollment at public charter schools and CBOs in the Pre-K Enhancement and Expansion Program. Public charter school enrollment rose from 6,477 children in fiscal year 2016 to 6,700 children in fiscal year 2017, an approximate 3.4 percent increase and from 601 to 637 children in CBO enrollment- about approximately 6 percent. As shown in Figure 13, enrollment in pre-K in DCPS remained steady from fiscal year 2016 to fiscal year 2017 at 5,829 children.

Capacity

Public charter schools and CBO sites estimate capacity using classroom configuration data, to determine an appropriate weight to calculate capacity. Public charter schools were weighted at 20 children per classroom and Pre-K Enhancement and Expansion Programs classrooms were weighted at 16 children per classroom. DCPS capacity was calculated using the number of general education seats in both general and inclusion classrooms.¹⁰ In fiscal year 2017, the District’s pre-K program had a total capacity

⁹ U.S. Census Bureau, Population Division (2017). Annual Estimates of the Resident Population by Single Year of Age and Sex for the United States, Stats, and Puerto Rico Commonwealth: April, 2010 to July, 2016. Retrieved from https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=PEP_2016_PEPSYASEX&prodType=table

¹⁰ Self-contained classrooms were not included in either the classroom count or in calculating capacity for DCPS.

of 13,404. As shown in Figure 13, just over half of the total capacity was in public charter schools with 6,820 seats. DCPS had 5,864 seats, and CBO sites had the remaining 720 seats.¹¹

Utilization

Estimated utilization is calculated as the number of enrolled children divided by the estimated capacity. In other words, utilization is defined as the percent of capacity that is filled by enrolled children.

Utilization across all three sectors and district-wide is high. As shown in Figure 13, over 98 percent of public pre-K slots are filled by children across the District.

Figure 13. Public Pre-K Program Access by Sector in FY 17

Sector	Sites	Enrollment	Number of Classrooms	Estimated Capacity	Estimated Utilization	Estimated Number of Available Slots
DCPS	77	5,829	350	5,864	99.4%	35
Public Charter Schools	59	6,700	341	6,820	98.2%	120
Pre-K Enhancement and Expansion Program in CBO Sites	21	637	45	720	88.5%	83
Total	157	13,166	736	13,404	98.2%	238

Utilization is also high across all eight wards. As shown in Figure 14, utilization ranges from 95 percent in wards 4 and 5 to over 100 percent in four wards, including wards 1, 2, 3 and 7. It is possible for utilization to exceed 100 percent due to student mobility. Utilization that exceeds 100 percent is an indication that all available pre-K slots are filled.

¹¹ The number of classrooms and estimated capacity may not be comparable to FY16 estimates because the methodology for calculating these statistics changed from FY16 to FY17 to more accurately reflect true capacity in the District.

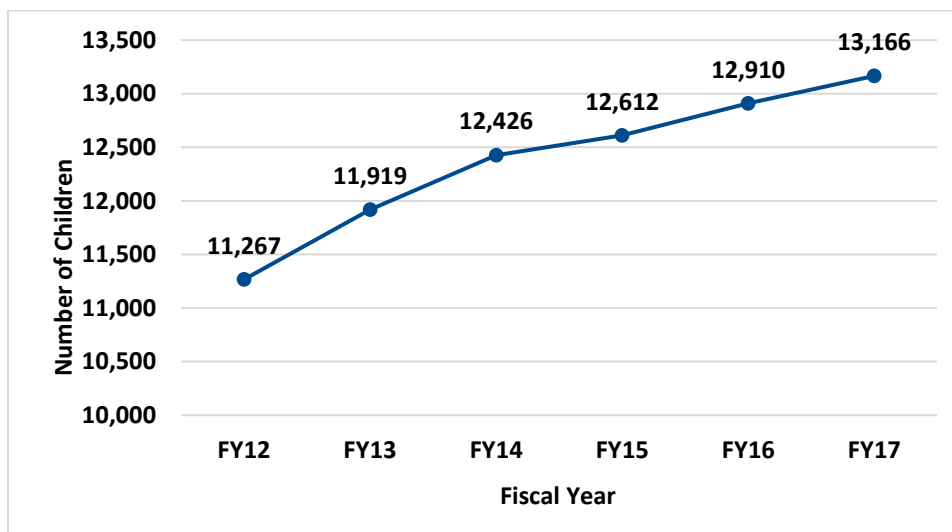
Figure 14. Public Pre-K Program Access by Ward in FY17

Ward	Total Sites	Enrollment	Number of DCPS Classrooms	Number of PCS Classrooms	Number of CBO Classrooms	Estimated Capacity	Estimated Utilization
Ward 1	15	1,116	32	16	14	1,068	104.5%
Ward 2	5	326	19	0	0	300	108.7%
Ward 3	8	361	18	0	0	350	103.1%
Ward 4	29	2,175	63	54	9	2,295	94.8%
Ward 5	28	2,403	27	102	4	2,538	94.7%
Ward 6	24	1,964	80	31	2	1,970	99.7%
Ward 7	19	1,910	53	46	5	1,889	101.1%
Ward 8	33	2,911	58	92	11	2,994	97.2%
Total	161	13,166	350	341	45	13,404	98.2%

Historic Enrollment in Public Pre-K

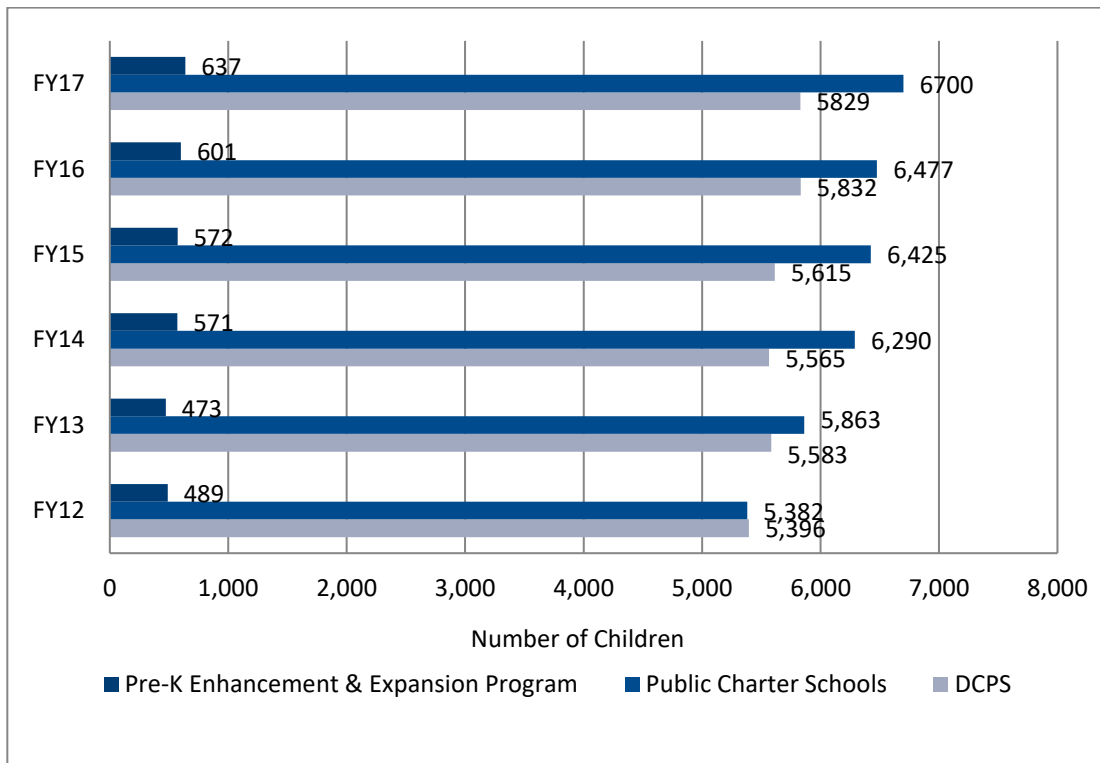
The District of Columbia has continued to increase enrollment in public pre-K programs. Over the past six years, enrollment in public pre-K has increased from 11,267 in fiscal year 2012 to 13,166 in fiscal year 2017, representing an approximate 17 percent increase during this time period.

Figure 15. Public Pre-K Enrollment from FY12 to FY17



Over time, growth in public pre-K enrollment has been shared across all three sectors as shown in Figure 16). From fiscal year 2012 to fiscal year 17, enrollment in DCPS pre-K programs increased by 433 children. During the same time period, pre-K enrollment increased by 1,318 children in public charter schools and 148 children in Pre-K Enhancement and Expansion programs. However, in the most recent year, growth was concentrated in public charter schools and CBOs. While the increase in the absolute number of enrolled children from fiscal year 2016 to fiscal year 2017 was greater for public charter schools than CBOs, CBOs experienced the largest percent increase in the number of children enrolled in pre-K. There was a 3.4 percent increase in public charter schools compared to six percent increase in CBOs as shown in Figure 16.

Figure 16. Public Pre-K Enrollment by Sector from FY12 to FY17



Demographics of Children Served in Public Pre-K Programs in DC

As previously noted, pre-K programs in the District served over 13,000 children in fiscal year 2017. Across the District, 82 percent of children participating in public pre-K were identified as economically

disadvantaged.¹² In the Pre-K Enhancement and Expansion CBOs, 93 percent of children (591) were identified as economically disadvantaged, compared to 82 percent (4,779) in DCPS and 81 percent (5,413) in public charter schools. Approximately equal numbers of males and females were enrolled in public pre-K across the District, 51 percent and 49 percent, respectively. The majority of children enrolled in public pre-K were Black/African American (67 percent), followed by 15 percent Hispanic/Latino, 14 percent White/Caucasian, and less than 5 percent each who were American Indian/Alaskan Native, Asian, Multiracial, or Pacific Islander/Native Hawaiian. Finally, 9 percent of children (1,220) received special education services in public pre-K in the District. Demographic breakdowns are shown in Figure 17.

¹² A student is identified as economically disadvantaged if the student is identified as any one of the following: (1) whether a student is identified as having received (or is currently receiving) support from a number of assistance programs, including the Temporary Assistance for Needy Families (TANF), the Supplemental Nutrition Assistance Program (SNAP), or Free and Reduced Price Meals (FARMS); (2) whether a student is (or ever was) a ward of the state under the Child and Family Services Agency (CFSA); (3) whether a student attends a school that qualifies for the Community Eligibility Provision (CEP); or (4) whether a student was ever identified as homeless.

Figure 17. Demographic Characteristics of Children Enrolled in Public Pre-K by Sector¹³

Demographic Characteristics	DCPS		PCS		CBO		District-Wide	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Economic Disadvantage								
Yes	4,779	82%	5,413	81%	591	93%	10,783	82%
No	1,050	18%	1,287	19%	46	7%	2,383	18%
Gender								
Female	2,783	48%	3,416	51%	287	45%	6,486	49%
Male	3,046	52%	3,284	49%	350	55%	6,680	51%
Race/Ethnicity								
American Indian/Alaskan Native	17	<1%	7	<1%	--	--	24	<1%
Asian	155	3%	84	1%	4	1%	243	2%
Black/African American	3,209	55%	5,177	77%	383	60%	8,769	67%
Hispanic/Latino	1,083	19%	644	10%	222	35%	1,949	15%
Multiracial	188	3%	188	3%	4	1%	380	3%
Pacific Islander/Native Hawaiian	2	<1%	3	<1%	1	<1%	6	<1%
White/Caucasian	1,175	20%	597	9%	23	4%	1,795	14%
Special Education								
Yes	700	12%	513	8%	n<10	n<10	1,220	9%
No	5,129	88%	6,187	92%	ds	ds	11,946	91%

¹³ N<5, 10, 25, etc. indicates that the number could be any number less than the stated value. DS indicates that the data are suppressed because publishing the number would permit the calculation of suppressed data. NA indicates that data are unavailable for reasons that include the school, LEA, or subgroup did not exist or the data were not provided by the LEA. <5% or >95% indicates that the value could be any percentage less than 5% or greater than 95%.

Head Start Coordination in DC

The federally funded Head Start program is another integral component of DC's early learning system and is essential to building capacity for public pre-K programming. Through coordination of Head Start resources, the District of Columbia offers comprehensive educational, nutritional, health and family engagement supports and services to children and their 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.¹⁴

Efforts in DC are driven by Head Start's mission to promote school readiness of young children through early, continuous, comprehensive and high-quality support from birth to age five. As a result, DC has leveraged recent federal investments to improve program quality, strengthen accountability and boost birth to five alignment for both Early Head Start and Head Start programs.¹⁵ DC continues to make significant progress in Head Start coordination efforts that ensures a continuum of high-quality services are available to pregnant women and young children from birth to five years of age.

¹⁴ National Head Start Association. (2015). Why Head Start: The Head Start Model. Retrieved from <https://www.nhsa.org/whyhead-start/head-start-model>.

¹⁵ Early Head Start programs serve children from birth to age three. Head Start programs serve children age three to five.

FIGURE 18. HEAD START PROGRAM PARTICIPATION FOR FY17

Program	Early Head Start Home-Based	Early Head Start Center	Head Start Center	Total Enrollment by Grantee
DC Public Schools			5,249	5,249
Bright Beginnings, Inc.	64	104	45	213
CentroNía	60	12		72
Rosemount	77	39		116
Edward C. Mazique Parent Child Center, Inc.		180		180
United Planning Organization (UPO)				671
Educare of Washington, DC ¹⁶		72	85	
AppleTree Early Learning Center PCS Douglas Knolls			27	
AppleTree Early Learning Center PCS Parkland			43	
AppleTree Early Learning Center PCS Oklahoma Avenue			28	
Azeeze Bates		16		
Ballou		16		
Christian Tabernacle		16		
C.W. Harris Elementary School		48		
Dunbar		8		
Edgewood		24		
Fredrick Douglass		40		
Luke C. Moore		8		
Roosevelt High School		16		
Woodson		8		
Spanish Education Development (SED) Center		36		
Anacostia High School		24		
Paradise		16		
Atlantic Gardens		16		
Healthy Babies		52		
Home-Based Program	72			
OSSE Quality Improvement Network (QIN)		200		200
Total Enrollment by Model	273	951	5,477	6,701

DCPS is the largest Head Start provider in the District of Columbia serving 5,249 children in fiscal year 2017 – an increase of 58 children from fiscal year 2016. Through implementation of the Head Start

¹⁶ Educare of Washington, DC is a delegate of UPO

School-Wide Model¹⁷ (HSSWM), DCPS combines local dollars with federal Head Start dollars to offer early learning opportunities and comprehensive services consistent with the Head Start program model to all pre-K aged children enrolled in Title I schools. DCPS Head Start programs implement one of two high-quality, research-based curricula, *Tools of the Mind* or *The Creative Curriculum*, in classrooms serving three-and four-year olds. Head Start teachers assess children three times annually using a gold-standard, developmentally appropriate assessment, *Teaching Strategies GOLD*.

In the CBO sector, the United Planning Organization (UPO) is the largest provider of both Early Head Start and Head Start services. UPO provides direct services to families with young children and partners with DCPS, AppleTree Public Charter School and other CBOs to provide Early Head Start and Head Start slots. In fiscal year 2017, UPO was able to support service delivery to 671 children through home-based and center-based Early Head Start and Head Start programming. This includes an additional 16 Early Head Start slots for this fiscal year at the child care facility housed at Theodore Roosevelt Senior High School.

DC has been able to expand and align efforts of both Early Head Start and Head Start programs to better meet the needs of children from infancy through preschool age. Through this continuum of support, DC is focused on providing more young children access to high-quality early learning opportunities needed to succeed in school and beyond.

Update on Public Pre-K Program Goals

The following section provides status updates on the goals included in the fiscal year 2017 annual pre-K report. This section presents specific progress on DC's goals to: 1) track the impact of public pre-K on student learning and development; 2) ensure that every pre-K seat in the District is a quality seat; and 3) ensure information about pre-K program quality is accessible to families.

Goal 1: Track the Impact of Public Pre-K on Student Learning and Development

Revision of the DC Common Core Early Learning Standards (DC CCELS) and Development of School Readiness Goals

OSSE invited a team of experts to support the development of both the DC CCELS and the School Readiness Goals. There are currently four working groups focused on the following areas of the DC CCELS revision: (1) Science Technology Engineering and Math (STEM)/Next Generation Science Standards (NGSS); (2) Head Start Early Learning Outcomes Framework (HSELOF); (3) Arts and (4) Dual

¹⁷ District of Columbia Public Schools Early Childhood Education, <http://www.dcpsschoolbudgetguide.com/changes/ece.html>

Language Learners. OSSE is engaging national experts from WestEd, the Center on Standards, Assessment and Implementation, and the Mid Atlantic Comprehensive Center to provide additional expertise for this process. A national examination of standards revisions are also being taken into consideration. The School Readiness Goals revision team will compare goals against other local Early Head Start grantees to evaluate and finalize the draft School Readiness Goals (a process that also includes stakeholder input).

Early Development Instrument (EDI)

OSSE partnered with the University of California, Los Angeles (UCLA) Center for Healthier Children, Families and Communities to lead the data collection process and analysis of the Early Development Instrument (EDI) data for four year olds enrolled in the District’s public pre-K programs.

The EDI is an internationally recognized tool that provides a holistic, citywide snapshot of young children's health, development and school readiness in five key areas, known as domains: social competence, language and cognitive development, emotional maturity, physical health and well-being and communication skills and general knowledge. Through these domains, the EDI provides a citywide lens that helps us better understand where children are on track, at-risk or vulnerable in their holistic development.

Figure 25 shows a summary of EDI participation for Pre-K four year olds among cross-sector partners, the number of students, classrooms and demographic information of the students who participated in the 2016 and 2017 data collection.

FIGURE 25. SUMMARY OF THE EDI PARTICIPATION – WASHINGTON, DC

Sector Participation:	2016	2017
District of Columbia Public Schools	1	1
Public Charter Local Education Agencies	7	11
Community-Based Organizations	14	15
Total Schools/Centers	108	116
Total Classrooms	333	357
Pre-K 4 students	4,423	4,664
Students who are English Language Learners (ELL)	14%	14%
Students who have an Individualized Education Program (IEP)	8%	8%
Race/Ethnicity:		
African-American	67%	67%
Asian, Native Hawaiian or Other Pacific Islander	2%	2%
Hispanic, Latino/a	15%	15%
White	13%	13%
Other	3%	3%

The EDI data is presented in three different ranges: vulnerable, at risk and on track.

- Vulnerable – not meeting developmental milestones, these children may experience future challenges in school and society (i.e., scoring at or below the 10th percentile normative cutoff);
- At Risk – not yet vulnerable but continuing on a low achievement and health trajectory (i.e. scoring between the 10th and 25th percentile cutoffs); and
- On Track – meeting developmental milestones expected for this age group and expected to be successful in later grades (i.e. scoring above the 25th percentile cutoff).

Figure 26 provides a summary of the percentage of children who are developmentally vulnerable, at-risk or on track in each of the five EDI developmental domain areas. This figure shows the District of Columbia’s domain-level results from the updated 2016 data compared to the 2015 national data.

FIGURE 26. NATIONAL KINDERGARTEN AVERAGES (2015) COMPARED TO WASHINGTON, DC PRE-K 4 RESULTS (2016 UPDATED DATA)

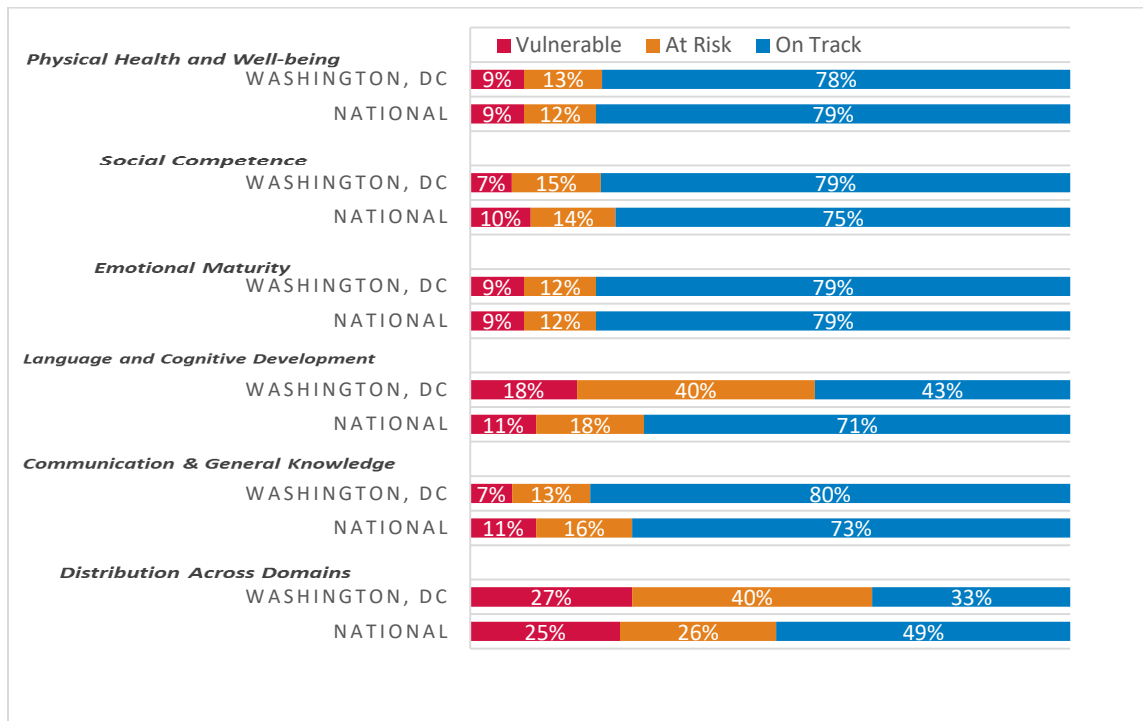
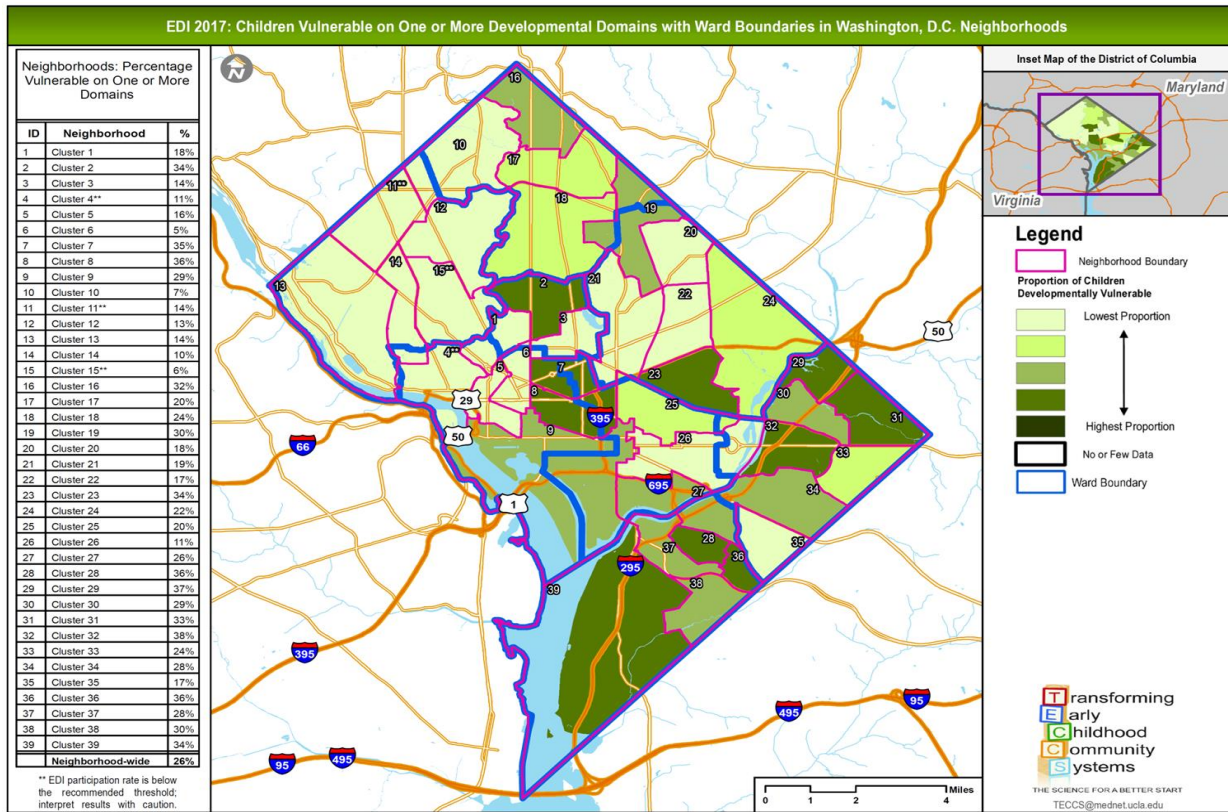


Figure 27. Students vulnerable on One or More Developmental domains by Ward and Neighborhood cluster



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

In DC, 33 percent of children are considered on track in all five of the EDI’s holistic developmental domains. DC’s results are very similar to the national data in all domains except the language and cognitive development and communication and general knowledge. For language and cognitive development, DC shows higher vulnerability and at-risk percentages. While the developmental milestones are designed for kindergarten-age children, the District shows positive outcomes for younger, pre-K children, a promising trajectory for early learners¹⁸ across developmental domains.

Our Children, Our Community, Our Change

OSSE, in partnership with Raise DC, launched a citywide initiative called *Our Children, Our Community, Our Change* in spring 2017. The goal is to encourage stakeholders to use the EDI data as a catalyst for advocating for more equitable communities and sparking action so all young children and families can

¹⁸ The District’s data is for Pre-K aged children and the national data are for Kindergarten aged children.

thrive. With a robust approach - anchored by a website containing all of the EDI data, maps and resources - institutions, organizations and individuals throughout DC can harness EDI outcome data to spur action in their own context.¹⁹ While the EDI outcomes show the strengths of DC's young children, they also demonstrate the deep inequity between and among neighborhoods.

Future Efforts

OSSE invites pre-K classrooms across the city, including those in DC Public Schools, public charter schools and CBOs, to join the second round of EDI data collection in SY 2018-2019. A robust collection will allow DC to have access to reliable and comprehensive data, showing the development well-being of young children in the District.

The results of the second EDI data collection will allow District leaders and residents to examine change over time from the 2016 baseline and ask critical questions, such as:

- What systems are in place to nurture children and families?
- Are children on track to succeed?
- What additional resources at a community level are needed to create equitable conditions?

Goal 2: Ensure that Every Pre-K Seat in the District is a Quality Seat

Using CLASS in STAR Framework

The Every Student Succeeds Act (ESSA) requires states to develop statewide school accountability systems. ESSA provides states with greater flexibility on how to measure school performance. Further, states are required to include at least one school quality or student success indicator. The indicator must allow for meaningful differentiation of school performance, must be valid, reliable, comparable, and used statewide, and also measure the performance for all students and separately for each subgroup of students. OSSE engaged extensive public engagement on what measures to include in its STAR framework, the statewide school accountability system. The STAR framework will use the program level score on CLASS[®] for schools that include Pre-K classrooms. OSSE will release its first round of school accountability results using the STAR framework in the fall of 2018 using data from school year 2016-17.

Capital Quality, DC's Redesigned Quality Rating and Improvement System (QRIS)

OSSE's Division of Early Learning is replacing the current QRIS, Going for the Gold (adopted in 2000), with a redesigned QRIS system, Capital Quality. Capital Quality creates a systematic approach for assessing, improving and communicating the level of quality in early care and education programs. The

¹⁹ The Our Children, Our Community, Our Change website can be found at <http://www.raisedc.org/ourchildren>.

redesigned rating system will provide a common measure of quality across all three sectors and most importantly, will be public-facing. The public platform will allow parents to review and compare the program quality of various child development providers throughout the District, and make informed decisions when deciding where to enroll their child. All Pre-K Enhancement and Expansion CBOs participate in Capital Quality.

Capital Quality has four rating tiers and will use a combination of the CLASS[®], the Environmental Rating Scales (ERS) and attendance measures (for pre-K programs only) to rate programs. One component of Capital Quality is the continuous quality improvement plan (CQIP) that includes a set of quality standards that are common to all programs that serve children birth through age five. These standards align with already existing standards for the three sectors operating early childhood education programs in the District.

In an effort to offer ongoing support for the Capital Quality onsite administrators, OSSE, in partnership with its Capital Quality facilitator grantee, implemented a series of Community of Practice meetings (CoPs) for school principals, center directors and home care providers. The CoPs are part of an effort to build capacity and knowledge in assessing the ten quality indicators articulated in Capital Quality's CQIP. The following objectives have been established for the CoPs:

- Provide a platform for participating centers and schools to engage and share ideas focused on the 10 quality indicators articulated in the CQIP;
- Assist providers and instructional leaders in developing resources and tools to assist in implementing evidence-based strategies and practices; and
- Assist providers and instructional leaders in using formal and informal data to design instructional programs that will enhance teacher practices and ultimately improve educational outcomes for children served.

Quality Improvement Network (QIN)

The Quality Improvement Network (QIN) is a citywide effort to build capacity, increase access and enhance the quality of infant and toddler care in the District of Columbia. OSSE provides funding to three agencies: CentroNia, United Planning Organization (UPO) and Mary's Center to serve as hubs for 14 child development centers and 14 child development homes serving over 440 children. Using the Early Head Start standards and research-based best practices, these hubs employ professionals that provide support to directors, teachers, children, and families enrolled in these child development centers and homes. This support includes coaching and comprehensive services for children and families – family engagement and support, health and nutrition, mental health and early intervention.

Comprehensive System of Personnel Development (CSPD) Leadership Team

The CSPD Leadership Team was developed in Nov. 2016. The CSPD Leadership Team is working on expanding the current system of personnel development by identifying the needs of professionals who work with children birth through age five. Additionally, the group is creating opportunities for individuals who serve children with disabilities to expand their ability to educate children with disabilities enrolled in their settings.

The CSPD leadership team is composed of key stakeholders from DCPS; DC Head Start Association (DCHSA); Child Care Resource and Referral (CCR&R); Help Me Grow; Georgetown University, University Center for Excellence in Developmental Disabilities; DC Child and Family Services Agency and DC Department of Health. In 2016, the group identified its mission and goals for fiscal year 2017. Below is a summary of the goals and outcomes associated with each goal.

Goal	Outcomes
Develop a CSPD Leadership team that is representative of cross agency personnel.	Developed the CSPD leadership team in Nov. 2016, representing eight agencies that are invested in early childhood education.
Determine the feasibility of online basic training offerings for enhancing the inclusive practices in early childhood education.	Conducted an online inclusion training in Sept. 2016 with five early childhood educators from local education agencies and pre-K programs.
Create a resource that will support early learning providers' ability to integrate inclusive practices into the early childhood state standards.	<p>Expanded an existing inclusion training;</p> <p>added more visual supports and examples of the Council for Exceptional Children Division of Early Childhood's Recommended Practices;</p> <p>presented the inclusion training to approximately 70 early childhood educators during the Local Education Agency Institute sponsored by OSSE in conjunction with the Division of Teaching and Learning; and</p> <p>Developed a workbook to accompany the online training.</p> <p>(Note: The inclusion training and accompanying workbook are on track to be presented as an online training option for fall 2017. A number of early learning agencies have committed to posting the training on their websites).</p>

Washington Region Early Care and Education Workforce Network

OSSE joined the Washington Region Early Care and Education Workforce Network (Network). The Network represents different sectors in early care and education, as well as the region's geographies of Maryland (Prince George's and Montgomery counties), Virginia (Alexandria, Arlington, Fairfax counties), and Washington, DC. The Network developed an inventory of certification, higher education and professional development programs available in the DC region. This comprehensive tool is a useful resource for professionals to identify sites/locations and specific coursework available to earn certificates and higher education degrees. The Network also produced a literature review on the early childhood educator competencies and a literature review on career pathways in early childhood education.

Professional Development Opportunities

CLASS[®]: Instructional Support for Administrators

The two-session training introduced selected instructional leadership strategies to support teachers and program-level quality improvement in the Instructional Support Domain of CLASS[®]. In the first session, participants discussed the program leaders' roles as an instructional leader, and learned how to use CLASS[®] data to support continuous quality improvement. In the second session, participants explored a range of effective instructional leadership strategies that support teachers and program-level quality improvements in concept development. Participants also learned to evaluate and practice strategies for teachers that support children's concept development through quality interactions.

Early Literacy for Administrators

This two-part professional development session focused on pre-K directors, administrators and instructional coaches. The session provided leadership training for teaching and learning. The first session included strategies for early learning leaders as they work with teachers and parents to provide a positive social and emotional learning environment for young children. The second session focused on early literacy and use of the CLASS[®].

DC Common Core Early Learning Standards (DC CCELS) 201 for Administrators

This two-session training provided early childhood education administrators with an in-depth review of the DC CCELS. Administrators discussed ways to encourage teaching staff to use the early learning standards in their everyday practices and how to use lesson plans to support high-quality care and education for all children from birth through pre-K. Group discussions, hands-on activities and video clips were used so participants could explore the four components of quality lesson planning and

teaching, including: planning, implementation, observation and assessment. Additionally, participants learned how they can share this critical information with parents.

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

My Child Care DC

On September 30, 2017, OSSE launched My Child Care DC, a new child care search website that helps families navigate child care options. The website link is www.mychildcaredc.org. Launched as part of Mayor Muriel Bowser's commitment to quality infant and toddler care, families can:

- Search for child care by geographic location and view options on Google Maps;
- Compare multiple child care providers at once;
- Filter search results by location, hours and special features;
- View easy to read provider profiles with inspection reports, licensing information, and accreditation credentials; and
- Access tips for paying for child care and connect with other DC family supports.

Thrive By Five

Thrive By Five DC is a one-stop website platform launched by Mayor Muriel Bowser to ensure every family in the District of Columbia has access to the early childhood supports they need to succeed. On May 1, 2017, Mayor Muriel Bowser launched Thrive by Five DC, the District of Columbia's first virtual, comprehensive childhood health and learning initiative.

The platform's website, ThriveByFive.dc.gov, connects families to government and community-based resources on maternal and child health, behavioral health, and early education and helps parents and caretakers navigate the city's wide range of health and early learning resources. The Thrive By Five website includes links to various District services and supports and connects to My Child Care DC, the District of Columbia's consumer education website, which helps families find quality child care options and other resources and supports in the District of Columbia.

Family Engagement Opportunities

Understanding the importance and impact of family engagement, OSSE implemented a number of activities to improve engagement for families and providers. On Oct. 22, 2016, OSSE hosted the 2016 Parent and Family Engagement Summit. The annual summit is designed to empower, inform and inspire parents and families in the District of Columbia. Parents had the opportunity to learn about the State Education Plan and Every Student Succeeds Act (ESSA) and attend workshops on topics including *Parenting, Preparing DC's Students to be College and Career Ready, the District's Next Generation Assessment, Student Health and Wellness, Benefits of Afterschool and Summer Learning Programs,*

STEM, among others. Hundreds of parents from the District came to learn about programs and resources available to them and how to support student achievement.

Conclusion

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

- Implementing a redesigned QRIS that supports continuous quality improvement among programs and helps families to make informed choices about their child's experience;
- Supporting the expansion of a high-quality workforce through effectively defining career pathways and providing professional learning opportunities to build educator capacity and effective leadership;
- Inviting pre-K classrooms across the city, including those in DC Public Schools, public charter schools and community-based child development centers, to join a second wave of EDI data collection in SY 2018-2019; and
- Investing \$11 million dollars over three years to increase the supply of quality early childcare slots.

OSSE is committed to advancing excellence in early childhood education through continued investments, continuous quality improvement approach, and authentic partnerships with families and ongoing stakeholder engagement. We recognize these efforts are necessary to improve early childhood education and ensure equitable access to high-quality early learning for DC's youngest residents.

Appendix

FY17 Sites AND Enrollment for Public Pre-K Programs

DC PUBLIC SCHOOLS

SCHOOL NAME	TOTAL PRE-K ENROLLMENT
Aiton ES	68
Amidon Bowen ES	58
Bancroft ES at Sharpe	102
Barnard ES	146
Beers ES	96
Brent ES	67
Brightwood EC	88
Browne EC	65
Bruce Monroe ES at Park View	99
Bunker Hill ES	45
Burroughs ES	67
Burrville ES	92
CW Harris ES	56
Capitol Hill Montessori School at Logan	117
Cleveland ES	75
Dorothy I Height ES	138
Drew ES	50
Eaton ES	36
Garfield ES	54
Garrison ES	88
H D Cooke ES	79
Hearst ES	45
Hendley ES	65
Houston ES	65
Hyde Addison ES	56
JO Wilson ES	117
Janney ES	79
Ketcham ES	69
Key ES	41
Kimball ES	69
King ML ES	77
LaSalle Backus EC	48
Lafayette ES	100
Langdon ES	73

Langley ES	61
Leckie ES	102
Ludlow Taylor ES	100
Malcolm X ES at Green	52
Mann ES	40
Marie Reed ES at MacFarland	100
Maury ES	86
Miner ES	93
Moten ES	82
Murch ES	60
Nalle ES	104
Noyes ES	35
Orr ES	94
Oyster Adams Bilingual School	40
Patterson ES	78
Payne ES	64
Peabody ES Capitol Hill Cluster	140
Plummer ES	64
Powell ES	99
Randle Highlands ES	77
Raymond EC	101
Ross ES	34
Savoy ES	54
School Within School at Goding	73
School Without Walls at Francis Stevens	83
Seaton ES	97
Shepherd ES	68
Simon ES	47
Smothers ES	70
Stanton ES	77
Stoddert ES	20
Takoma EC	75
Thomas ES	79
Thomson ES	65
Truesdell EC	105
Tubman ES	73
Turner ES	83
Tyler ES	136
Van Ness ES	80

Walker Jones EC	79
West EC	58
Wheatley EC	57
Whittier EC	54
DCPS Total	5829

PUBLIC CHARTER SCHOOLS

SCHOOL NAME	TOTAL PRE-K ENROLLMENT
Achievement Preparatory Academy PCS Wahler Place Elementary School	142
AppleTree Early Learning Center PCS Columbia Heights	160
AppleTree Early Learning Center PCS Lincoln Park	60
AppleTree Early Learning Center PCS Oklahoma Avenue	134
AppleTree Early Learning Center PCS Southeast	169
AppleTree Early Learning Center PCS Southwest	108
Breakthrough Montessori PCS	81
Bridges PCS	103
Briya PCS	47
Capital City PCS Lower School	77
Cedar Tree Academy PCS	263
Center City PCS Brightwood	40
Center City PCS Capitol Hill	22
Center City PCS Congress Heights	33
Center City PCS Petworth	39
Center City PCS Shaw	25
Center City PCS Trinidad	18
City Arts & Prep PCS	110
Creative Minds International PCS	113
DC Bilingual PCS	78
DC Preparatory Academy PCS Anacostia Elementary School	134
DC Preparatory Academy PCS Benning Elementary School	157
DC Preparatory Academy PCS Edgewood Elementary School	152
DC Scholars PCS	120
Democracy Prep Congress Heights PCS	109
EL Haynes PCS Elementary School	89
Eagle Academy PCS Capitol Riverfront	69
Eagle Academy PCS Congress Heights	287
Early Childhood Academy PCS	77
Elsie Whitlow Stokes Community Freedom PCS	72

Excel Academy PCS	134
Friendship PCS Armstrong	131
Friendship PCS Blow Pierce Elementary School	123
Friendship PCS Chamberlain Elementary School	105
Friendship PCS Southeast Academy	142
Friendship PCS Woodridge Elementary School	99
Hope Community PCS Lamond	93
Hope Community PCS Tolson	105
Ideal Academy PCS	70
Ingenuity Prep PCS	125
Inspired Teaching Demonstration PCS	88
KIPP DC Arts and Technology Academy PCS	199
KIPP DC Connect Academy PCS	221
KIPP DC Discover Academy PCS	228
KIPP DC Grow Academy PCS	217
KIPP DC LEAP Academy PCS	198
Latin American Montessori Bilingual PCS	161
Lee Montessori PCS	81
Mary McLeod Bethune Day Academy PCS	103
Meridian PCS	149
Mundo Verde Bilingual PCS	90
Perry Street Preparatory PCS	83
Rocketship DC PCS	153
Roots PCS	45
Sela PCS	80
Shining Stars Montessori Academy PCS	102
Two Rivers PCS 4th St	82
Two Rivers PCS Young	81
Washington Yu Ying PCS	124
PCS Total	6,700

PRE-K ENHANCEMENT AND EXPANSION PROGRAM COMMUNITY-BASED ORGANIZATIONS

PROGRAM NAME	TOTAL PRE-K ENROLLMENT
Associates for Renewal in Education, Inc.	13
Barbara Chambers	80
Big Mama's	12
Bright Beginnings	28
Bright Start	28
CentroNia	97
Dawn to Dusk	11
Easter Seals	12
Educare	89
GAP	10
Ideal Child Development Center	12
Jubilee JumpStart	14
Kids are Us	12
Kiddies Kollege	13
Kumba Learning Center	13
Matthews Memorial Child Development Center	11
National Children Center	26
Rosemount Center	30
Spanish Education	42
Sunshine Early Learning	51
The Bean Foundation and Happy Faces	33
Total CBOs	637