Office of the
State Superintendent of Education

Child TRENDS

Pre-Kindergarten Programs in the District of Columbia Capacity Audit

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INTRODUCTION

State policymakers across the nation recognize the positive benefits early care and education programs have for young children.[1] Since these benefits are particularly strong for low-income children,[2] states have looked to expand early care and education programs as a strategy for preventing achievement gaps between vulnerable young children and their more affluent peers. Over the past 30 years, states have steadily increased funding for pre-kindergarten (pre-K) programs.[3] In the 2009-2010 school year, 40 states invested nearly 5.5 billion dollars to enable 1.3 million three- and four-year-old children to attend pre-kindergarten programs.[4] Due to these state investments, a quarter of the nation's four-year-olds (26%) are now enrolled in state-funded pre-K programs.

The importance of high-quality early childhood education is especially clear in the District of Columbia, where 43% of children under the age of six live in low income households, and 16% of children live in deep poverty.[5] While several states have struggled to maintain pre-K funding in the current economic climate, the District of Columbia has remained committed to its pledge to provide universal pre-kindergarten programs to three- and four-year-old children. The *Pre-Kindergarten Enhancement and Expansion Act* (*Pre-K Act*) of 2008 has been a driving force in DC's commitment to increase the number of children served by publicly funded pre-K programs. Passed by the Council of the District of Columbia, the Act required the Office of the State Superintendent of Education Division of Early Childhood Education(OSSE/ECE) to evaluate the existing capacity of pre-kindergarten education and to establish a five-year strategic expansion plan to make pre-kindergarten universally available for all three- and four-year-old children by 2014. As part of this legislation, at least 25% of expansion programs are to be operated by community-based organizations.[6] These classrooms, funded by pre-k expansion grants, are a part of the Pre-K Enhancement and Expansion Program (PKEEP), which consists of 496 funded slots across 16 community-based organizations. PKEEP classrooms must comply with the standards of high quality specified in the legislation, which include requirements for acceptable teacher-to-child ratios, accreditation by an approved accrediting body, and specific teacher qualifications, among others.[7]

To ensure that DC stays on track to expand high-quality pre-K to all three- and four-year-old children by 2014, the *Pre-Kindergarten Enhancement and Expansion Act* mandates an annual capacity audit of pre-kindergarten programs in the District. The 2010-2011 pre-K audit was conducted between May and July of 2011 and was designed to answer three key research questions:

1. What is the current capacity of all existing pre-kindergarten programs in the District?
2. How many children are seeking access to pre-kindergarten programs but are not being served?
3. How are Head Start programs incorporated into the early care and education delivery system?

The goal of this report is to address each of these key research questions in an effort to inform further targeted expansion of pre-K programs throughout the District. A few key findings related to the capacity of DC's existing pre-kindergarten programs are highlighted below:

- The early care and education system in the District of Columbia is comprised of 85 DC public schools, 54 public charter schools, 16 PKEEP grantees, 196 private centers and homes, and 271 subsidized centers and homes.[8]
- Between the 2009-2010 and 2010-2011 school years, the District's capacity to serve three-and four-year-old

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[1] Shonkoff, J. & Meisels, S. (2000). Early childhood intervention: A continuing evolution. In J. P. Shonkoff & S. J. Meisels (Eds.), *The handbook of early childhood intervention,* 2nd ed. (pp. 3-31). Boston, MA: Cambridge University Press.

[2] Currie, J. (2001). Early childhood education programs. *Journal of Economic Perspectives, 15*(2), 213-238.

[3] In the late 1970s and early 1980s a handful of states including the District of Columbia, Vermont, Oklahoma, and Georgia launched the first pilot pre-kindergarten programs. For more information see: http://www.preknow.org/resource/profiles/

[4] Barnett, W.S., Epstein, D.J, Carolan, M.E., Fitzgerald, J., Ackerman, D.J., & Friedman, A.H. (2010). *The state of preschool 2010 – State preschool yearbook.* New Brunswick, NJ: Rutgers University, National Institute for Early Education Research.

[5] For more information see: http://www.nccp.org/profiles/pdf/profile_early_childhood_DC.pdf

[6] For more information see: http://www.preknow.org/resource/profiles/washingtondc.cfm

[7] For specifics on the standards of high quality set forth in the legislation see: http://www.dccouncil.washington.dc.us/images/00001/20080515162055.pdf

[8] Note the counts for private and subsidized providers are based on two separate directories provided by OSSE/ECE, which represent the total number of licensed providers as of March 2011. Therefore, these numbers are subject to change over time.

children in DC public schools, public charter schools, and PKEEP classrooms increased from 8,765 slots to 9,967 slots, an increase of 14% or 1,202 slots.[9]

- During the 2010-2011 school year, approximately 72% of all three-and four-year-olds in DC were enrolled in DC public schools, public charter schools, or PKEEP classrooms. According to the NIEER 2010 Pre-K Yearbook, DC is serving a higher proportion of children ages three and four than any other state; the next largest proportion of preschool-aged children served is in Oklahoma (serving 71% of four-year-olds).[10]
- Nearly 80% of DC public schools, public charter schools, and PKEEP classrooms are serving at least one three- or four-year-old child with special needs.
- PKEEP grantee pre-K programs have the highest rate (69%) of accreditation by a nationally-recognized accrediting body, followed by public charter schools (46%), and DC public schools (2%).

METHODOLOGY

Study Participants

Since the pre-K capacity audit is a mandatory annual monitoring protocol, data collection included contacting all 86 DC Public Schools (DCPS) and 56 DC Public Charter Schools (PCS) with pre-K programs during the 2010-2011 school year. In addition, 16 community-based organizations that received grants to provide high-quality pre-K programs, made possible through the *Pre-Kindergarten Enhancement Program* (PKEEP), are included in this study. The 16 community-based organizations that applied for and received these grants are referred to as "PKEEP grantees" in certain places throughout this report. In other places in the report, the data refers just to the PKEEP funded classrooms in these locations, in which case the term "PKEEP classrooms" is used. Also note that DCPS and PCS use the term 'pre-kindergarten' to define programs for four-year-olds and 'preschool' for programs for three-year-olds. Throughout this report the term 'pre-K' is used to encompass both pre-kindergarten and preschool programs, and programs that serve three- to five-year-old children in mixed aged classrooms, which is common among child care centers and home-based providers.

All PKEEP grantees (n = 16) participated in this study. Of the 56 public charter schools, two reported they did not have an active pre-K program for the 2010-2011 school year (n = 54). Likewise, one of the 86 DC public schools did not have an active pre-K program (n = 85). Overall, there was a 98% response rate among these three sectors. Data collection at these sites included a field effort by our partners at School Readiness Consulting, LLC, who collected a physical count of three- to five-year-old children in each pre-K classroom across these three sectors and a telephone interview with the principal or director of each program. These data collection procedures are described in more detail below. For maps of DCPS, PCS, and PKEEP grantee pre-K programs, see the Appendix of this report.

Child care centers and child care homes that accept subsidies were included in this study and are referred to throughout this report as 'subsidized' providers.[11] OSSE/ECE collects enrollment data on a monthly basis from subsidized providers in order to determine payment to these sites. As a result, the research team did not conduct a field visit to these centers to verify enrollment. In addition, OSSE/ECE maintains information about the capacity of these sites through a subsidized provider directory. Therefore the team did not contact these sites to collect capacity data. However, the research team did conduct a brief telephone interview with a sample of subsidized child care centers and homes in order to determine how many children, if at all, were on waitlists to enroll at these sites for the 2011-2012 school year. There are 192 subsidized child care centers and 79 subsidized child care homes in the District.[12] A representative sample of sites by Ward was randomly selected to participate in this study. In total, 27% of subsidized child care centers (n = 49) and 24% of subsidized child care homes (n = 19) were interviewed about their program's waitlists for the 2011-2012 school year.

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[9] For pre-K enrollment data by sector and Ward for the 2009-2010 school year see: http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Early_Childhood_Risk_and_Reach_Analysis_2010.pdf

[10] Barnett et al., 2010.

[11] Note that the 16 community-based organizations that have at least one PKEEP classroom may also be considered a subsidized center, if they accept subsidies for three- and four-year old children participating in their non-PKEEP classrooms.

[12] Note these counts are based on two separate directories provided by OSSE/ECE. The subsidized child care center directory is based on a count of providers in March 2011. The subsidized child care homes directory is based on a count of providers in August 2011. Therefore, these numbers are subject to change over time.

This study also included child care centers and homes that do not receive child care subsidies. For the purposes of this report, these sites are referred to as 'private' child care providers. During the 2010-2011 school year there were a total of 149 licensed private child care centers and 47 licensed child care homes in the District. A representative sample of private child care providers by Ward was randomly selected to participate in this study. In total, 30% of private child care centers (n = 44) and 25% of private child care homes (n = 12) were interviewed. Data collection at these sites included a telephone interview with the director or home care provider of each program. Since these sites do not receive public funding from OSSE, their participation in this study was voluntary. At the end of the telephone interview, participants were offered a $20 giftcard as an incentive to allow a data collector to visit their program and obtain a physical count of three- and four-year-old children in each classroom, as described in more detail below. 12 of the 44 centers agreed to a data verification visit.

Data Collection

Two teams were organized for data collection: a field team and an interview team. The field team, led by School Readiness Consulting, LLC visited participating DCPS, PCS, PKEEP grantees and private child care provider volunteers in order to conduct a physical count of children enrolled in the pre-K program. The interview team, led by Child Trends, contacted each participating pre-K director or principal in order to collect additional information about the pre-K program. The site notification, data collection procedures and instruments, data verification protocols, training, and reliability procedures for both teams are described below.

Site Notification

A letter describing the purpose and timeframe of the data collection effort was sent to each site from OSSE, DCPS or the DC Public Charter School Board two weeks before data collection began. In this letter, sites were provided with a one-week window during which the data collectors would visit their school and were notified about the telephone interview. Data collectors called the school the day before each visit to confirm the visit, and rescheduled as necessary. Data collection occurred between May 2011 and June 2011.

Data Collection Procedures and Instruments

Field visits were primarily conducted in DCPS, PCS, and PKEEP grantees to determine the number of children enrolled in each pre-K program. During a typical classroom visit, data collectors were escorted to each pre-K classroom to obtain a physical count of children present on that day. The data collectors also asked teachers to report the number of children enrolled in the class who were either in another part of the school building at that time or absent. The sum of these three pieces of information (children present, present but not in the classroom, and absent) was used to determine total enrollment by classroom. Data collected in the field were recorded on individual classroom reporting forms and uploaded to a central database for data cleaning and analysis. Data collected from the field team are used in this report to determine enrollment for DCPS and PCS pre-K programs.[13]

The interview team developed a telephone protocol to address each of the key questions in which OSSE was interested. The protocol for DCPS, PCS, and PKEEP grantee programs included questions related to the site's capacity, enrollment, waitlist, program funding, number of children eligible for child care subsidies, and accreditation status.

Each protocol was adapted for the sector being interviewed. For example, each of the sectors defines pre-K slightly differently. In general, this term refers to a full- or half-day program offered to children between the ages of three and five before they have entered kindergarten. As mentioned above, DCPS refers to programs offered exclusively to three-year-olds as preschool and programs offered exclusively to four-year-olds as pre-kindergarten. Child care centers typically offer a variety of programs—half-day, full-day, morning or afternoon care. Classrooms in child care centers may be

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[13] Enrollment data for PKEEP classrooms was provided by OSSE/ECE. Enrollment data for private and subsidized child care centers and homes used in this report were gathered from telephone interviews. Private child care centers were not required to participate in this study. Only ten of the 44 private child care centers agreed to a voluntary site visit by field staff to conduct a physical enrollment count. None of the private child care homes agreed to a site visit. Therefore data collected by field staff was used to verify enrollment numbers provided during telephone interviews for the 12 participating centers and give the research team an indication of the accuracy of the data collected during the telephone interviews. Similarly, subsidized child care centers provide enrollment data by month and are accountable to OSSE to report an accurate enrollment figure for payment purposes. As a result, the research team determined it was not a wise use of project resources to duplicate enrollment counts already collected by OSSE.

organized according to age, for example two-and-a-half- to three-and-a-half-year-olds or classes may be mixed ages three to five. As a result, the research team adapted interview protocols in order to incorporate the appropriate terminology used by each sector, while at the same time requesting consistent information across respondents.

Training & Reliability

All field staff participated in a full-day training two weeks prior to data collection. This training provided team members with an overview of the goals of the study and trained them on how to contact schools to schedule site visits, complete the visits, record data, and obtain a TB test and background check. The field team was also trained on the proper procedures for identifying and reporting any possible cases of abuse or neglect. To ensure that data collectors used consistent procedures throughout fielding, the field staff met weekly to discuss progress, review the protocol, and discuss challenges or effective data collection strategies.

The interview team participated in a one-hour training on how to use the interview protocol to record respondents' answers consistently across data collectors. Since all pre-K programs in DCPS and PCS were included in the sample, it was not possible to pilot the protocol on a sub-sample of programs. Therefore, the first few interviews were conducted in pairs. This process enabled interviewers to gather feedback from their partner and to learn about anticipated challenges to the protocol script. After a dozen calls were completed by each team member, the entire interview team met to make minor revisions to the wording and order of interview questions. For example, the team learned through the first round of calls that the school's registrar was the individual who was most likely to have the information needed about capacity and enrollment numbers, so the call script was adapted to refer to this individual early in the call. Throughout data collection, the interview team met weekly to review progress, challenges, common terminology, and discuss uniform methods for recording data. These coding conventions were recorded weekly and utilized by each team member during the interview process to ensure consistency across the team.

DEMOGRAPHIC TRENDS IN DC

Table 1 provides data on the total population in the District of Columbia, percent change in population from 2000 to 2010, and the estimated number of three- and four-year-old children by Ward for 2010. The number of children under the age of five is reported from the 2010 Decennial Census. Unfortunately, 2010 Census data by age group (i.e. birth to three, three to five) are not yet available. To estimate the number of three- and four-year-old children currently living in the District, data from the US Census Population Estimate for 2009 was utilized. The 2009 Population Estimates report the total population living in the District by age. In 2009, 42 percent of children under the age of five living in the District were ages three and four. Without 2010 estimates, the research team assumed that the total proportion of three- and four-year-olds in 2010 would be comparable to the proportion in 2009. Therefore, the estimates provided in Table 1 of the children between the ages of three and four represent 42% of the number of children living in each Ward according to the 2010 Census data.

Ward 8 has the highest estimated total population of three- and four-year-old children, yet it is the only Ward that has experienced a population decrease of 0.3%. Over the past decade Wards 2 and 6 have experienced the largest increase in total population (collectively 29% over ten years), but these two Ward represent only 18% of all estimated three- and four-year-old children in the District. Comparatively, Wards 4, 7, and 8 represent 50% of all estimated three- and four-year-old children in the District.

PRE-K CAPACITY AND ENROLLMENT BY WARD AND SECTOR

DC Public Schools, Public Charter Schools and PKEEP Grantee Pre-K Programs

During the spring of the 2010-2011 school year, 9,891 children ages three and four were served by DC public schools, public charter schools, and PKEEP classrooms. As reported in Table 2, these settings had the overall capacity to serve 9,967 children. Pre-K programs exceeded capacity in Wards 2 and 7. Yet, in all other Wards there were 277 unused pre-K slots. Throughout this report, the term 'capacity utilization' is used to define the total number of three- and four-year-

old children enrolled in a program as a percentage of total capacity to serve pre-K aged children. Since the pre-K audit was conducted near the end of the school year, these vacancies may be attributed to the fact that many schools do not maintain their waiting lists during the last few months of school. Therefore, if a vacancy opened in the middle or end of the year, schools may not have necessarily notified families about these vacancies. Or, families may not have wanted to relocate their children at the end of the school year even if they were notified about availability. It is important to note that Wards 4 through 8 account for 80% of total pre-K enrollment across all three sectors. Each of these Wards had over 20 active pre-K programs and served, on average, approximately 1,600 children each.

TABLE 1. Estimated Population Demographics for Three- and Four-Year-Old Children in the District of Columbia by Ward, 2011

Ward	Total Population[1]	Percent Change in Population 2000-2010[1]	Number of Children Under 5 Years of Age[1]	Estimated Number of 3- and 4-Year-Old Children[2]
Ward 1	76,197	+3.9%	3,480	1,474
Ward 2	79,915	+16.0%	2,021	856
Ward 3	77,152	+4.6%	3,377	1,430
Ward 4	75,773	+1.0%	4,783	2,025
Ward 5	74,308	+3.9%	3,735	1,581
Ward 6	76,598	+13.0%	3,902	1,652
Ward 7	71,068	+0.7%	4,758	2,015
Ward 8	70,712	-0.3%	6,557	2,776
TOTAL	**601,723**	**+.048%**	**32,613**	**13,809**

Notes:

[1] 2010 Decennial Census

[2] Estimated from Number of Children under 5 (Decennial Census, 2010) and Total Number of 3- and 4-Year-Olds (Population Estimates, US Census, 2009).

TABLE 2. Pre-K Programs in DC Public Schools, Public Charter Schools, and PKEEP Classrooms by Ward, 2011

Ward	Total Number of Pre-K Programs[1]	Estimated 3- and 4-Year-Old Population[2]	Total Pre-K Capacity of DCPS, PCS, and PKEEP Programs[3]	Total Number of Pre-K Children Enrolled in DCPS, PCS, and PKEEP Programs[4]	Capacity Utilization
Ward 1	17	1,474	1,118	981	87.75%
Ward 2	10	856	497	526	105.84%
Ward 3	8	1,430	364	346	95.05%
Ward 4	23	2,025	1,536	1,537	99.9%
Ward 5	25	1,581	1,483	1,454	98.04%
Ward 6	21	1,652	1,705	1,685	98.83%
Ward 7	23	2,015	1,532	1,702	111.10%
Ward 8	23	2,776	1,732	1,660	95.84%
TOTAL	**155**	**13,809**	**9,967**	**9,891**	**99.2%**

Notes:

[1] These totals include pre-K programs in DCPS, PCS and PKEEP classrooms.

[2] Data estimated from Number of Children under 5 Data (Decennial Census, 2010) and Total Number of 3- and 4-Year-Olds Data (U.S. Census Bureau, Population Division, 2009).

[3] Pre-K Capacity Audit Telephone Interview, Washington DC, Child Trends, 2011.

[4] Data for DCPS and PCS were provided through the Pre-K Capacity Audit Physical Count, Washington DC, Child Trends, 2011. Data for the PKEEP classrooms was provided by OSSE/ECE, 2011.

When examined by sector, Table 3 indicates that DC public schools were over capacity; however, there was variation in enrollment across Wards. DCPS schools in Wards 2, 5, and 7 were over-enrolled by 27, 50, and 144 children, respectively, while schools in Ward 1 were under-enrolled by 49 children. The distribution of available slots could be indicative of the desirability of schools in certain Wards or may be an indicator that program expansion in public schools is needed in targeted Wards or neighborhoods.

TABLE 3. Pre-K Programs in DC Public Schools by Ward, 2011

Ward	Total Number of DCPS Pre-K Programs	Total Pre-K Capacity[1]	Total Number of Children Enrolled in DCPS Pre-K Programs[2]	Capacity Utilization
Ward 1	6	474	425	89.7%
Ward 2	6	265	292	110.2%
Ward 3	8	364	346	95.1%
Ward 4	12	808	806	99.8%
Ward 5	10	545	595	109.2%
Ward 6	12	1,035	998	96.4%
Ward 7	16	808	952	117.8%
Ward 8	15	901	865	96.0%
TOTAL	**85**	**5,200**	**5,279**	**101.5%**

Notes:
[1] Pre-K Capacity Audit Telephone Interview, Washington DC, Child Trends, 2011.
[2] Pre-K Capacity Audit Physical Count, Washington DC, Child Trends, 2011.

Table 4 provides data on the capacity and enrollment of children in public charter school pre-K programs. Generally, charter school pre-K programs were under capacity, with the number of slots exceeding total enrollment by 155. However, when the capacity and enrollment numbers are examined by Ward, a different picture emerges. Wards 1, 5, and 8 are under capacity by 88, 57, and 36 slots, respectively. Charter schools in Wards 6 and 7 were over capacity by 17 and 26 slots, respectively.

TABLE 4. Pre-K Programs in Public Charter Schools by Ward, 2011

Ward	Total Number of PCS Pre-K Programs	Total Pre-K Capacity[1]	Total Number of Children Enrolled in PCS Pre-K Programs[2]	Capacity Utilization
Ward 1	6	448	360	80.4%
Ward 2	3	232	234	100.9%
Ward 3	0	0	0	N/A
Ward 4	10	692	695	100.4%
Ward 5	13	890	811	91.1%
Ward 6	8	618	635	102.8%
Ward 7	7	724	750	103.6%
Ward 8	7	667	631	94.6%
TOTAL	**54**	**4,271**	**4,116**	**96.3%**

Notes:
[1] Pre-K Capacity Audit Telephone Interview, Washington DC, Child Trends, 2011.
[2] Pre-K Capacity Audit Physical Count, Washington DC, Child Trends, 2011.

Table 5 shows that PKEEP classrooms had a total capacity to serve 496 children, which were all fully enrolled during the 2010-2011 school year. It is important to note that each of the 16 participating PKEEP grantees may have additional pre-K classrooms within their center that are not funded by OSSE/ECE. For example, these classrooms may be funded through child care subsidies, Head Start, or families may pay a fee for service. The capacity and enrollment of these additional classrooms are not included in Table 5.

TABLE 5. PKEEP Grantee Pre-K Classrooms by Ward, 2011

Ward	Total Number of PKEEP Classrooms	Total Pre-K Capacity of PKEEP Classrooms[1]	Total Pre-K Enrollment PKEEP Classrooms[1]	Capacity Utilization
Ward 1	12	196	196	100.0%
Ward 2	0	0	0	100.0%
Ward 3	0	0	0	100.0%
Ward 4	2	36	36	100.0%
Ward 5	3	48	48	100.0%
Ward 6	3	52	52	100.0%
Ward 7	0	0	0	100.0%
Ward 8	10	164	164	100.0%
TOTAL	30	496	496	100.0%

Notes:
[1] Data provided by OSSE/ECE, 2011.

Children with Special Needs in DCPS, PCS, and PKEEP Grantee Pre-K Programs

During the telephone interview, DCPS, PCS respondents and PKEEP grantees were asked if they were currently serving any children with special needs. The interviewers often clarified that special needs could include children with an IEP on file, children in the process of receiving an IEP or a referral for special services, or children with developmental delays in any of the domains of child development (i.e., cognitive, physical, or social-emotional). Eighty-eight percent of DCPS pre-K programs reported serving at least one child with special needs, followed by 81% of PKEEP grantees and 67% of public charter schools. The total number of children ages three and four with special needs being served by these types of programs is 518; just over 5% of the total pre-K population.

TABLE 6. Children with Special Needs Enrolled in DC Public Schools, Public Charter Schools, and PKEEP Grantee Pre-K Programs by Sector, 2011

Sector	Percentage of Programs Serving 3- and 4-Year Old Children with Special Needs	Number of 3-Year-Old Children Served with Special Needs	Number of 4-Year-Old Children Served with Special Needs	Total Number of 3- and 4-Year Old Children Served with Special Needs
DCPS	88.2%	152	196	348
PCS	66.6%	54	84	138
PKEEP Grantees	81.2%	17	15	32
TOTAL	—	**223**	**295**	**518**

Source: Pre-K Audit Telephone Interview, Washington DC, Child Trends, 2011.

Ward 2 has the smallest percentage of schools serving at least one child with special needs (56%) while Ward 6 has the largest (95%). Note that the data collected for this report indicate the number of children participating in pre-K

programs who were identified as having special needs by age three or four; these data do not include the number of children with a potential special need seeking diagnostic or screening services through their pre-K programs.

TABLE 7. Children with Special Needs Enrolled in DC Public Schools, Public Charter Schools, and PKEEP Grantee Pre-K Programs by Ward, 2011

Ward	Percentage of Programs Serving 3- and 4-Year-Old Children with Special Needs	Number of 3-Year-Olds Served with Special Needs	Number of 4-Year-Olds Served with Special Needs	Total Number of 3- and 4-Year-Old Children Served with Special Needs
Ward 1	82.3%	33	45	78
Ward 2	56.1%	15	17	32
Ward 3	87.5%	2	26	28
Ward 4	85.0%	45	49	94
Ward 5	68.0%	24	28	52
Ward 6	95.2%	37	40	77
Ward 7	75.1%	39	40	79
Ward 8	85.7%	28	50	78
TOTAL	—	**223**	**295**	**518**

Source: Pre-K Audit Telephone Interview, Washington DC, Child Trends, 2011.

Accredited Pre-K Programs in DCPS, PCS, and PKEEP Grantee Pre-K Programs

Accreditation is a rigorous process that educational programs undertake to demonstrate their proficiency in meeting specified criteria related to the quality of their program. This process is typically lengthy and may involve submitting paperwork for document review, participating in site visits, and ensuring that certain standards of quality are consistently met over a set period of time. Although the requirements for accreditation may vary depending on the accrediting body, accreditation can be used as a proxy for program quality.

Table 8 indicates that just over two-thirds of PKEEP grantees were accredited by a nationally-recognized accrediting body (69%). Nearly half of all charter schools with pre-K programs were accredited (46%).[14] Of the accredited charter schools, the majority were accredited by the Middle States Commission on Elementary Schools. The Middle States Commission works with public and private elementary schools in New York, New Jersey, Pennsylvania, Delaware, Maryland, and the District of Columbia. Middle States' protocols for accreditation rely on the concepts of peer evaluation and self-regulation to provide continuous school improvement.[15] Only 2% of DC public schools were accredited during the 2010-2011 school year. Overall, very few DC public or charter schools were accredited by the National Association for the Education of Young Children. It is important to note that DC public and charter schools were more likely to seek accreditation status through an organization that would recognize the entire school rather than just the pre-K program. For an analysis of accreditation status by Ward, see Table A in the Appendix.

Subsidy Eligibility in DCPS, PCS, and PKEEP Grantee Pre-K Programs

One of the goals of OSSE/ECE is to determine how many children eligible for child care subsidies are enrolled in pre-K programs throughout the District. During telephone interviews with DCPS, PCS, and PKEEP pre-K programs, respondents were provided with a definition of the District's subsidy eligibility rules and were asked to *estimate* the percentage of three- and four-year-old children enrolled in their program who would be or are eligible to receive child care subsidies. For most participants, particularly in DCPS and PCS, this estimate was based on the percentage of pre-K children

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[14] Note 17% were in the process of pursuing accreditation in the coming school year.

[15] For more information see: http://www.ces-msa.org/Library/InfoManage/Guide.asp?FolderID=77&SessionID={0323CCF6-1C20-4A3B-8118-30B9A7432564}

enrolled in their program who were eligible to receive free and reduced price meals (FARM). In DC, a family of three is eligible to receive FARM if their annual income is $34,281 or less.[16] To be eligible for a child care subsidy, a family of three in DC is eligible if their annual income is $45,775 or less. Therefore, the percentage of children eligible for child care subsidies may be slightly *underestimated* for DCPS and PCS respondents. In addition, it is important to note that when asked to report an estimate of children eligible to receive subsidies, 11% of all DCPS, PCS, and PKEEP respondents (n = 17) reported "I don't know." Also, 6% of respondents reported the FARM percentage for the entire school, not just the pre-K classrooms (n = 9). As a result of these data issues, estimates of the percent of pre-K children eligible for child care subsidies by sector and by Ward are not presented in this report.

TABLE 8. Accreditation Status for DC Public Schools, Public Charter Schools, and PKEEP Grantee Pre-K Programs by Sector, 2011

Sector	Percentage of Programs with a Pre-K Program Accredited by a Nationally-Recognized Accrediting Body	Percentage of Programs that Do Not Know If their Pre-K Program is Accredited	Accrediting Bodies
DCPS	2.3%	9.4%	National Association for the Education of Young Children
PCS	46.2%	5.5%	American Academy for Liberal Education Middle States Commission on Elementary Schools National Association for the Education of Young Children National Commission for the Accreditation of Special Education Services
PKEEP Grantees	68.7%	6.2%	Council on Accreditation National Association for the Education of Young Children

Source: Data reported in this table were obtained through the 2010-2011 Pre-K Audit Telephone Interview, Washington DC, Child Trends.

Subsidized Child Care Centers and Homes

Subsidized child care providers are licensed centers and homes that accept child care subsidies as a form of payment for service. Subsidized child care providers are licensed to serve children from birth to age 12, or through the age of 19 if the child has special needs. As mentioned above, the research team did not interview subsidized providers about their capacity to serve three- and four-year-old children since OSSE/ECE maintains a directory of subsidized providers and their capacity to serve children between the ages of three and 12. Similarly, OSSE/ECE provided data on the enrollment of three- to four- year old children who received subsidies during the month of June. The benefit of utilizing this existing database is that the research team did not need to sample a subset of subsidized child care providers to interview and conduct a follow-up data verification field visit. The limitation of this method is that assessing the three- and four-year-old capacity utilization for this sector is more complicated.

The enrollment data in Tables 9 and 10 below are only the number of three- and four-year-old children who received subsidies in subsidized centers and homes, respectively, not the total enrollment of three- and four-year-old children at these locations. Similarly, the capacity data are the total capacity to serve children ages three to *twelve,* not the total capacity to serve three- and four-year-old children. Therefore the total capacity utilization rates for only three- and four-year-old children cannot be determined for subsidized providers by Ward. As a result, the enrollment of three- and four-year-old children is displayed as a percentage of total capacity to serve children ages three to twelve, which explains why these rates appear to be much lower than other sectors.

Despite these limitations, the data in Tables 9 and 10 provide insight into the Wards that have a higher demand to serve subsidized three- and four-year-old children, as compared to children ages five to twelve. For example, 67% of the enrollment in subsidized child care centers in Ward 8 represented three- and four-year-old enrollment. In Wards 1 and 5 about half of the enrollment in subsidized child care homes represented three- and four-year-old children (60% and 40% respectively).

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[16] For more information see: http://dcps.dc.gov/DCPS/Files/downloads/Beyond-the-Classroom/FARM%20Form%20&%20Instructions%202011-12.pdf

TABLE 9. Capacity and Enrollment of Subsidized Child Care Centers in June 2011, by Ward

Ward	Total Number of Child Care Centers that Received Subsidy Payments in June 2011	Total Capacity to Serve Children Ages 3-12 in Subsidized Child Care Centers	Total Number of Subsidized 3- and 4-Year-Old Children Enrolled	Enrollment of Subsidized 3- and 4- Year Old Children as a Percentage of Capacity
Ward 1	12	1,089	598	54.9%
Ward 2	12	542	201	37.1%
Ward 3	1	55	5	9.1%
Ward 4	21	1,538	497	32.3%
Ward 5	15	673	238	35.4%
Ward 6	18	912	267	29.3%
Ward 7	21	1,172	406	34.6%
Ward 8	25	1,308	875	66.9%
TOTAL	**125**	**7,289**	**3,087**	**42.4%**

Source: Data provided by OSSE/ECE, June 2011.
Five centers that received subsidies in June were omitted from this table because their capacity could not be determined.

TABLE 10. Capacity and Enrollment of Pre-K Programs in Subsidized Child Care Homes in June 2011, by Ward

Ward	Total Number of Child Care Homes that Received Subsidy Payments in June	Total Capacity of Subsidized Child Care Homes	Total Number of 3- and 4-Year-Old Children Enrolled in Sampled Homes	Enrollment of Subsidized 3- and 4-Year Old Children as a Percentage of Capacity
Ward 1	2	10	6	60.0%
Ward 2	2	10	2	20.0%
Ward 3	0	0	0	N/A
Ward 4	4	21	5	23.8%
Ward 5	3	15	6	40.0%
Ward 6	8	36	9	25.0%
Ward 7	12	57	18	31.6%
Ward 8	7	35	12	34.3%
TOTAL	**38**	**184**	**58**	**31.5%**

Source: Data provided by OSSE/ECE, June 2011.

Private Child Care Centers and Homes

A small number of private child care centers and homes were sampled to assess capacity and enrollment in this sector. Private child care providers are licensed by OSSE/ECE but provide pre-K programs to families who pay tuition or a fee for service. Though these programs may provide scholarships or other ways to support families to pay for care, these programs do not accept child care subsidies. See Tables 11 and 12 for details on the data collected from this sector. Over 1,000 three- and four-year-old children were enrolled in the 44 sampled private child care centers. Only six three- and four-year-old children were enrolled in the 12 sampled private child care homes. The low enrollment of preschool-aged children in private home-based settings may be indicative of a trend that preschool-aged children tend to be enrolled in more formal care arrangements while infants, toddlers, and children in school may be more likely to enroll in a home-based program. These lower enrollment figures could also be due to the timing of the data collection. Private home care providers were contacted in June 2011, when many families may enroll their children in summer camps, take family vacations, or otherwise have less need for child care than during other months in the year.

TABLE 11. Capacity and Enrollment of Pre-K Programs in Sampled Private Child Care Centers by Ward, June 2011

Ward	Total Number of Private Child Care Centers[1]	Total Number of Sampled Private Child Care Centers	Percentage of Private Child Care Centers Sampled	Capacity to Serve 3- and 4-Year-Old Children in Sampled Centers[2]	Total Number of 3- and 4-Year-Old Children Enrolled in Sampled Centers[2]	Capacity Utilization
Ward 1	6	2	33.3%	32	30	93.8%
Ward 2	49	16	32.7%	536	450	83.9%
Ward 3	30	8	26.7%	518	257	49.6%
Ward 4	19	7	36.8%	184	167	90.7%
Ward 5	15	6	40.0%	252	128	50.7%
Ward 6	16	4	25.0%	59	51	86.4%
Ward 7	8	1	12.5%	65	53	81.5%
Ward 8	6	0	0.0%	N/A	N/A	N/A
TOTAL	**149**	**44**	**29.5%**	**1,646**	**1,136**	**69.0%**

Notes:
[1] Data provided by OSSE/ECE, 2011.
[2] Pre-K Capacity Audit Telephone Interview, Washington DC, Child Trends, 2011.

TABLE 12. Capacity and Enrollment of 3- to 5-Year-Old Children in Sampled Private Child Care Homes by Ward, June 2011

Ward	Total Number of Private Child Care Homes[1]	Total Number of Sampled Private Child Care Homes	Percentage of Private Child Care Homes Sampled	Capacity to Serve 3- and 4-Year-Old Children in Sampled Homes[2]	Total Number of 3- and 4-Year-Old Children Enrolled in Sampled Homes[2]	Capacity Utilization
Ward 1	4	2	50.0%	10	0	0%
Ward 2	2	0	0.0%	N/A	N/A	N/A
Ward 3	3	1	33.3%	5	0	0%
Ward 4	9	1	11.1%	5	1	20.0%
Ward 5	10	4	40.0%	20	0	0%
Ward 6	3	1	33.3%	5	1	20.0%
Ward 7	11	2	18.2%	10	3	30.0%
Ward 8	5	1	20.0%	5	1	20.0%
TOTAL	**47**	**12**	**25.5%**	**60**	**6**	**10%**

Notes:
[1] Data provided by OSSE/ECE, 2011.
[2] Data estimated from Number of Children under 5 Data (Decennial Census, 2010) and Total Number of 3- and 4-Year-Olds Data (U.S. Census Bureau, Population Division, 2009).

Summary of Findings Related to Current Pre-K Capacity

The first research question set out to understand the current capacity of all existing pre-kindergarten programs in the District. This included an assessment of capacity and enrollment of pre-K programs in DCPS, PCS, PKEEP classrooms,

and a sample of private and subsidized providers. A summary of key findings from this study in regard to this first research question is identified below.

DCPS. Overall, DCPS pre-K programs are over capacity (101.5%). However there is some variation by Ward. DCPS schools in Wards 2, 5, and 7 were over-enrolled by 27, 50, and 144 children, respectively, while schools in Ward 1 were under-enrolled by 49 children.

PCS. Pre-K programs in charter schools were under capacity overall, with the number of slots exceeding total enrollment by 155 (96.3%). However, when the capacity and enrollment numbers are examined by Ward, a different picture emerges. Wards 1 , 5, and 8 are under capacity by 88, 57, and 36 slots, respectively. Charter schools in Wards 6 and 7 were over capacity by 17 and 26 slots, respectively.

PKEEP Classrooms. Sixteen community-based organizations in DC receive funding from the Pre-K Enhancement and Expansion Program, which enable them to provide 496 three- and four-year-old children with pre-K programs. All of the PKEEP classrooms across all Wards were at full capacity.

Subsidized providers. The capacity data available for subsidized centers includes children ages three to twelve, therefore an assessment of utilization rates for pre-K aged children is not possible. However, it is clear from the data available that some Wards have a higher demand for subsidized pre-K services than others. For example, 67% of the enrollment in subsidized child care centers in Ward 8 represented three- and four-year-old enrollment. In Wards 1 and 5 about half of the enrollment in subsidized child care homes represented three- and four-year-old children (60% and 40% respectively). Assessing patterns of subsidy enrollment across the Wards may help to inform where the highest demand for pre-K services is among low-income children who are not currently served by DCPS, PCS, or PKEEP Pre-K programs.

Private Providers. Enrollment in the sample of private child care centers and homes was the lowest of any of the sectors included in the capacity audit (69%). However, this number is difficult to interpret due to the timing of the data collection. In June many families who utilize private child care may enroll their children in summer camps or may take family vacations.

CHILDREN SEEKING ACCESS TO PRE-K PROGRAMS FOR THE 2011-2012 SCHOOL YEAR

One goal of OSSE/ECE, as specified in the *Pre-K Expansion and Enhancement Act* (*Pre-K Act*) is to understand how to expand pre-K services to 15% of children who are seeking access but are currently not enrolled in a public pre-K program that meet the specified quality requirements articulated in the *Pre-K Act*. Assessing the number of children seeking access to pre-K for whom pre-K is not available would ideally be determined through a household survey of parents of three- and four- year-old children living in the District. However, due to time and budget constraints, this study developed an alternative approach to address this research question. First, this question was considered from a supply perspective by identifying how many children are currently being served by pre-K programs. Then the demand for pre-K programs by Ward and sector was assessed by examining the pre-K program waitlists for the 2011-2012 school year. Together, these two approaches guide the data analysis conducted in this section, which are used to inform recommendations at the conclusion of this report.

Table 13 demonstrates how the research team determined the number of children who are seeking access to pre-K programs that meet the requirements of the *Pre-K Act*. First, Column A identifies that there are an estimated 13,809 children between the ages of three and four living in DC. Column B reports the total number three-and four-year-old children served by public pre-K in DC public schools, public charter schools, and PKEEP classrooms during the 2010-2011 school year (9,891 children). Column C is the difference between the total number of three- and four-year old children in DC and the total number of three- and four-year old children served by DCPS, PCS, and PKEEP classrooms (3,918 children). The type and quality of the child care settings for these 3,918 children are not known. These children may be in the care of a family, friend, or neighbor, they may attend a subsidized center or home, or they may attend a tuition-based private child care center or home. Since it is not possible to confirm if and how many of these 3,918 children *are* indeed seeking access, a conservative approach would assume that all children represented in this count *may* be

seeking access to a publically-funded pre-K programs that meet the requirements of the *Pre-K Act*.

Therefore, in order for OSSE to meet its goal of serving an additional 15% of children who do not currently have access to a pre-K program that meets the requirements of the *Pre-K Act*, they will need to serve an additional 588 children in the 2011-2012 school year across all sectors. However, it is important to note, as stated above, that 588 children is likely an overestimation of the 15% of children seeking access to pre-K because many of the children identified in Column C below may receive pre-K services in other settings such as private child care centers or homes, may attend Head Start programs, or may have access to pre-K via a child care subsidy, and these settings may be their parents' "first choice" pre-K preference.[17] Therefore, while the analysis below is based on a target of 588 children, some options are presented that utilized smaller percentages of this number that may provide useful insights on how to expand pre-K programs.

TABLE 13. Calculating the Number of Children not Served by DCPS, PCS, or PKEEP Pre-K Programs

Column A	Column B	Column C	Column D
Estimated 3- and 4-Year-Old Population[1]	Total Number of Children Enrolled in DCPS, PCS, and PKEEP Pre-K Programs[2]	Number of 3- and 4-Year-Old Children not Currently served by DCPS, PCS and PKEEP Pre-K Programs	15% of Column C
13,809	9,891	3,918	588

[1] 2010 Decennial Census
[2] Data for DCPS and PCS were provided through the Pre-K Capacity Audit Physical Count, Washington DC, Child Trends, 2011. Data for the PKEEP classrooms was provided by OSSE/ECE, 2011.

The second step in this assessment involved evaluating the demand for pre-K by sector and Ward to better understand to which pre-K programs these 588 children may be seeking access. All pre-K programs maintain a waitlist for families who are seeking access to their program and are willing to wait until a slot becomes available. Program sites typically maintain waitlists from the spring before through the spring of the current school year. The length of a program's waitlist may serve as a proxy measure of the demand for access to particular pre-K programs. Therefore, data collection for this study included collecting waitlists from pre-K programs in DPCS, PCS, PKEEP grantees, and from a sample of private and subsidized child care providers. During telephone interviews, principals, directors, and home care providers were asked if they had a pre-K waitlist for the 2011-2012 school year, and if so, how many children were on that waitlist. Schools were then asked to fax a copy of their waitlist to the research team to verify the data. Since one child could be on multiple waiting lists, this method does not ensure unduplicated counts. As indicated below, the analyses of these data employ some methods to help account for this limitation. Still, this method may provide some insight into the Wards and sectors that have the highest demand for pre-K slots, and may help guide recommendations on the Wards and sectors in which pre-K expansion may be warranted.

DC Public Schools, Public Charter Schools and PKEEP Pre-K Programs

Table 14 shows the number and percent of programs with waitlist lengths of one to 100 children, programs with waitlists of 101 or more children, the range of waitlist lengths, and programs with waitlists of an undetermined length by sector for the 2011-2012 school year. DC public schools (72%) and public charter schools (70%) had the highest percentages of schools with waitlists. The majority (72%) of all PKEEP grantees[18] with waitlists had a length of less than 100 children, as compared to almost half (45%) of Public Charter Schools with waitlists that had 101 or more children. Programs were characterized as having a waitlist of an undetermined length if, during the telephone interviews, the respondents did not know the exact length of their pre-K waitlist and did not want to share the waitlist with the research team to verify the length.

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[17] The number of children receiving pre-K through child care subsidies is not included because the data available for this population does not represent an unduplicated count, and includes children who attend half-day, full-day, before and after school care.

[18] Note only the 16 community-based organizations (CBO) with PKEEP funding are included in this table and that the waitlists were calculated for the entire CBO, not limited to the PKEEP classroom.

TABLE 14. Assessment of Waitlist Length for DC Public Schools, Public Charter Schools, and PKEEP Grantee Pre-K Programs by Sector, 2011-2012

Sector	Percentage of DCPS, PCS, PKEEP Pre-K Programs with Waitlists	Number of Programs with Waitlists[1]	Number of Programs with Waitlists of 1-100 Children[2]	Number of Programs with Waitlists of 101+ Children[2]	Number of Programs with Missing Waitlist Lengths[1]	Range of Waitlist Length[2]
DCPS	71.7%	61	23	17	21	2−726
PCS	70.3%	38	17	17	4	6−640
PKEEP Grantees	62.5%	10	8	1	1	5−175

Notes:

[1] Pre-K Audit Telephone Interview, Washington DC, Child Trends, 2011.

Data obtained from schools who submitted hard copies of their 2011-2012 pre-K program waitlists to the research team.

As indicated in Table 14 above, most pre-K programs in DCPS, PCS, and PKEEP grantees had waitlists. Among the pre-K programs with waitlists, Table 15 indicates the number and percent of pre-K programs with waitlists and the length of those waitlists by Ward. Wards 1 and 3 have the highest percentages of programs with waitlists, (88% and 89%, respectively). Ward 8 has the highest number of programs (11 programs) with 101 or more children on their waitlists, whereas Wards 2 and 7 had the smallest number of programs with waitlists of 101 or more children, (one and two programs, respectively).

TABLE 15. Assessment of Waitlist Length for DC Public Schools, Public Charter Schools, and PKEEP Grantee Pre-K Programs by Ward, 2011-2012

Ward	Percentage of Pre-K Programs with Waitlists[1]	Number of Programs with Waitlists[1]	Of Programs with Waitlists, Number of Programs with Waitlists of 1-100 Children[2]	Of Programs with Waitlists, Number of Programs with Waitlists of 101+ Children[2]	Of Programs with Waitlists, Number of Programs with Missing Waitlist Lengths[2]	Range of Waitlist Length[2]
Ward 1	88.2%	14	3	6	5	27−364
Ward 2	70.0%	7	3	1	3	6−150
Ward 3	87.5%	7	0	4	3	250−390
Ward 4	69.5%	16	5	3	8	10−534
Ward 5	52.0%	13	8	3	2	6−364
Ward 6	61.9%	12	5	6	1	6−726
Ward 7	65.2%	14	4	2	8	9−569
Ward 8	71.5%	20	13	11	6	5−139

Notes:

[1] Pre-K Audit Telephone Interview, Washington DC, Child Trends, 2011.

[2] Data obtained from schools who submitted hard copies of their 2011-2012 pre-K program waitlists to the research team.

Though waitlists do not provide an unduplicated count of families with three- and four-year-old children seeking access to pre-K programs, these data can be used to inform an understanding of the sectors and Wards that may have the highest demand for access to pre-K programs. For example, a conservative approach to analyzing these data would be to assume that as much as 90% or 95% of the children on these waitlists include children who are on multiple waitlists and/or have found access to another comparable pre-K program. While these children may still be seeking access to their 'first choice' pre-K program, they are not without access to pre-K. Therefore, one analysis of the waitlists could include

assessing how much each sector or Ward would need to expand pre-K programs to accommodate only a small percentage of the children on the waitlists.

The research team chose to adopt a conservative approach to analyzing the waitlists and assumed that 90% to 95% of the children on these lists represented duplicated counts. Using this logic, data in Table 16 include the length of pre-K program waitlists by sector, and an assessment of how much the sectors would need to expand in order to accommodate 5% or 10% of children on the reported waitlists. DCPS has both the highest pre-K capacity and also the highest number of children on waitlists for their programs (5,024 and 5,819 children, respectively), whereas PKEEP grantees have the smallest capacity and smallest number of children on their waitlists (344 and 496 children, respectively). In order to provide access to 5% of children on waitlists for DCPS programs, this sector would have to expand by 5.6% or roughly 15 classrooms.[19] Likewise, PCS and PKEEP grantees would need to expand by 4.3% and 3.5%, respectively to accommodate an additional 199 children.

Recall that earlier in this section it was determined that 588 represents approximately 15% of children who are not currently served by a pre-K program that are verified as meeting the high-quality standards established in the *Pre-K Act*. Table 16 below can help guide an interpretation of the percentage each sector would need to expand to accommodate all or some of these 588 children. For example, if one assumes that 588 is an overestimate of the number of children seeking access to pre-K programs[20], then it may be more useful to refer the most conservative estimate in Table 16 that reports the percentage each sector would need to expand to accommodate 5% of the children on their waitlist. Expanding capacity in this way would require OSSE to accommodate 490 children, or approximately 83% of the 588 estimated children who are not currently served by DCPS, PCS, or PKEEP grantees.

TABLE 16. Capacity and Number of Children Waitlisted in DC Public Schools, Public Charter Schools, and PKEEP Grantee Pre-K Programs by Sector, 2011-2012

Sector	Total Pre-K Capacity	Number of Children on 2011-2012 Waitlists	Percent of Expansion Needed Accommodate 5% of Children on Waitlists	Number of Slots Provided by 5% Expansion	Percent of Expansion Needed Accommodate 10% of Children on Waitlists	Number of Slots Provided by 10% Expansion
DCPS	5,200	5,819	5.6%	291	11.2%	581
PCS	4,271	3,640	4.3%	182	8.5%	364
PKEEP Grantee	496	344	3.5%	17	6.9%	34
TOTAL	9,967	9,803	5.0%	490	10%	979

Source: Pre-K Audit Telephone Interview, Washington DC, Child Trends, 2011.

Table 17 shows the length of pre-K program waitlists by Ward and an assessment of how much each Ward would need to expand in order to accommodate 5% or 10% of children on the reported waitlists. Ward 7 has the smallest number of children on waitlists with 352 and Ward 6 has the largest at 3,175 children. Wards 1, 3, 4, and 6 all have waitlists that are one to three times the size of their current capacity.[21] Ward 3 would have to expand its capacity by 18%, or approximately 3 classrooms[22] to accommodate 5% of children on the waitlists in this Ward. Similarly, Ward 6 would have to expand capacity by 9% or approximately 8 classrooms in order to accommodate 5% of the children waiting for access to pre-K programs in that Ward. A discussion of how these estimates can help inform expansion efforts is included in the recommendations section of this report.

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[19] This estimate assumes each classroom has the capacity to serve 20 children.

[20] As mentioned previously in the report, 588 children could be an overestimate of children because some of these children may receive child care subsidies or may prefer to attend a private pre-K program.

[21] However, keep in mind that Waitlist data do not account for unduplicated counts.

[22] This estimate assumes each classroom has the capacity to serve 20 children.

TABLE 17. Capacity and Number of Children Waitlisted in DC Public Schools, Public Charter Schools, and PKEEP Grantee Pre-K Programs by Ward, 2011-2012

Ward	Total Pre-K Capacity[1]	Number of Children on 2011-2012 Waitlists[2]	Percent of Expansion Needed Accommodate 5% of Children on Waitlists	Number of Slots Provided by 5% Expansion	Percent of Expansion Needed Accommodate 10% of Children on Waitlists	Number of Slots Provided by 10% Expansion
Ward 1	1,118	1,809	8.1%	91	16.2%	181
Ward 2	497	382	3.8%	19	7.6%	38
Ward 3	364	1,321	18.1%	66	36.3%	132
Ward 4	1,536	1,506	4.9%	75	9.8%	151
Ward 5	1,483	812	2.8%	41	5.5%	81
Ward 6	1,705	3,175	9.3%	159	18.7%	318
Ward 7	1,532	352	1.2%	18	2.3%	35
Ward 8	1,732	406	1.2%	20	2.4%	41
TOTAL	**9,967**	**9,803**	**5.0%**	**4893**	**10%**	**9773**

Notes:

[1] Pre-K Audit Telephone Interview, Washington DC, Child Trends, 2011. Total pre-K capacity is reported for the 2010-2011 school year. Some schools reported their capacity would change for the 2011-2012 year.

[2] Data obtained from schools who submitted hard copies of their 2011-2012 pre-K program waitlists to the research team.

[3] Note that the totals in Table 17 do not add to the totals in Table 16 due to rounding.

Subsidized and Private Child Care Pre-K Programs

In order to better assess the demand for pre-K programs across all early care and education sectors in the District, a sample of subsidized providers (n = 68) and private child care providers (n = 56) were interviewed about their pre-K waitlists for the 2011-2012 school year. About one-third of the sampled subsidized child care centers and homes reported waitlists for the 2011-2012 school year (27% and 33%, respectively), as reported in Table 18 below.

TABLE 18. Assessment of 2011-2012 Waitlist Length for Subsidized Child Care Centers and Homes by Type, 2011-2012

Type	Percentage of Programs with Waitlists	Number of Programs with Waitlists	Number of Programs with Waitlists of 1-50 Children	Number of Programs with Waitlists of 50+ Children	Number of Programs with Missing Waitlist Lengths	Range of Waitlist Length
Subsidized Child Care Centers (n = 49)	26.7%	15	10	4	1	2 – 106
Subsidized Child Care Homes (n=19)	32.5%	7	5	0	2	2 – 7

Source: Pre-K Audit Telephone Interview, Washington DC, Child Trends, 2011.

Table 19 shows waitlist data from the random sample of private child care centers for the 2011-2012 year. Of the sampled child care homes, none of the pre-K programs reported they have waitlists. Of the sampled private child care centers, 61% have waitlists.

TABLE 19. Assessment of 2011-2012 Waitlist Length for Private Child Care Centers by Type, 2011-2012

Type	Percentage of Programs with Waitlists	Number of Programs with Waitlists	Of Programs with Waitlists, Number of Programs with Waitlists of 1-50 Children	Of Programs with Waitlists, Number of Programs with Waitlists of 50+ Children	Number of Programs with Missing Waitlist Lengths	Range of Waitlist Length
Private Child Care Centers (n = 44)	61.3%	27	23	4	0	2 − 185
Private Child Care Homes (n = 12)	0%	0	0	0	0	0

Source: Pre-K Audit Telephone Interview, Washington DC, Child Trends, 2011.

Summary of Findings Related to Children Seeking Access to Pre-K

When considering the demand for pre-K programs that meet the *Pre-K Act* standards of quality by sector, DC public schools (72%) and public charter schools (70%) had the highest percentages of schools with waitlists for the 2011-2012 school year. The majority (72%) of all PKEEP grantees[23] with waitlists had a length of less than 100 children, as compared to almost half (45%) of public charter schools with waitlists that had 101 or more children. When evaluating demand by Ward, Wards 1 and 3 have the highest percentages of programs with waitlists, (88% and 89%, respectively). Ward 8 has the highest number of programs (11 programs) with 101 or more children on their waitlists, whereas Wards 2 and 7 had the smallest number of programs with waitlists of 101 or more children, (one and two programs, respectively).

A sample of private and subsidized providers was also contacted to inquire about their waitlists. About one-third of sampled subsidized child care centers and homes reported having waitlists for the 2011-2012 school year (27% and 33%, respectively). While none of the sampled private child care homes reported having waitlists for the 2011-2012 school year, 61% of sampled private child care centers reported having waitlists.

Since waitlists do not provide unduplicated counts of children, the research team adopted a conservative approach when assessing how many slots would need to be provided in order to accommodate children waitlisted for pre-K for the 2011-2012 school year. Assuming that 95% of the children on waitlists are either already enrolled in another pre-K program or are represented on multiple waitlists, the team analyzed how much each sector would need to expand in order to accommodate 5% of children on waitlists. DCPS programs would have to expand by 6% or roughly 15 classrooms.[24] Likewise, PCS and PKEEP grantees would both need to expand by 4% to accommodate an additional 199 children. These findings are discussed in more detail in the recommendation section of the report below.

INCORPORATION OF HEAD START PROGRAMS IN THE EARLY CARE AND EDUCATION DELIVERY SYSTEM

Unlike traditional pre-K programs, Head Start is a federally funded comprehensive early care and education program that has been serving low-income children between the ages of three and five and their families since 1965. The Head Start model includes the provision of education, health, vision, hearing, mental health, nutrition, social and other services to children and their families. Head Start programs place significant emphasis on the involvement of families as programs engage parents in their children's learning and help them make progress toward their own educational, literacy, and employment goals.[25] To participate in Head Start, families must demonstrate income eligibility.

Eligible families can participate in Head Start pre-K programs in one of two ways in the District. First, there are five local Head Start grantees that oversee 13 campuses throughout the District. These child care facilities have the capacity to serve 630 three- and four-year-old children in Head Start, as indicated in Table 20 below.

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[23] Note, only the 16 CBOs that received funding from OSSE for pre-K slots are included in this analysis.

[24] This estimate assumes each classroom has the capacity to serve 20 children.

[25] For more information see: http://www.childtrends.org/Files//Child_Trends-2011_01_28_ECHH_2010HSStudy.pdf

TABLE 20. Child Care Centers with Head Start Pre-K Programs, 2010-2011

Program	Head Start Capacity	Head Start Actual Enrollment	Capacity Utilization	Ward
Bright Beginnings	46	46	100%	2
Edward C. Mazique				
EC Mazique Municipal Child Development Center	48	45	93.8%	1
EC Mazique Parent Child Center Inc.	160	77	48.1%	2
Rosemount	193	193	100%	1
United Planning Organization				
UPO ECDC @ Banneker Day Care Center	16	16	100%	1
UPO ECDC @ Dance Institute of Washington	27	26	96.3%	1
UPO ECDC @ Benning Park Child Development	24	19	79.2%	7
UPO ECDC @ Paradise Early Childhood Center	16	16	100%	7
UPO ECDC @ Atlantic Terrace Child Development Center	22	20	90.9%	8
UPO ECDC #8 Juanita Thornton	16	16	100%	6
UPO ECDC @ Edgewood Child Development Center	14	14	100%	6
UPO ECDC @ Randall Day Care Center	16	16	100%	6
UPO ECDC #1	32	32	100%	4
TOTAL	**630**	**536**	**85.1%**	**—**

Notes:

Data in this table provided by the District of Columbia Head Start Collaboration Office, 2011.

The following Head Start grantees are not included in this table either because these sites do not have Head Start pre-K programs or because these sites only serves infants and toddlers through Early Head Start: Kennedy Institute; Edward C. Mazique Wardman Court and Tyler House Child Development Centers; and the United Planning Organization Developing Families Center.

Families may also access Head Start through the DC public school system. During the 2010-2011 school year, the District launched a new initiative to extend Head Start programming to pre-K classrooms in all DCPS Title I schools. In the DCPS model, Head Start funding is blended with the District's school funding formula so that the Head Start model can be extended to all three- and four-year-old children attending pre-K programs in DCPS Title I schools. Table 21 reports the total enrollment of all three- and four-year-old children in Title I DCPS schools with Head Start programs.

Summary of Findings Related to Incorporation of Head Start

Families in DC can access Head Start programs one of two ways; through DC Title I public schools or through centers run by local Head Start grantees. Collectively, DC is providing 5,122 children and families access to Head Start programs and services or approximately 37% of all children ages three and four living in the District.

STUDY LIMITATIONS

There were several limitations worth noting that occurred throughout the process of collecting data for the pre-K capacity audit. Because of a change in administration in the District both at the mayoral level and in the Office of the State Superintendent of Education, it was not possible to conduct the audit in the fall of the 2010-2011 school year. As a result, the audit started in May, at the end of the school year. Many schools had stopped maintaining their waiting lists at this point in the school year; principals did not feel it would be productive for children to join classrooms so late in

the year. As a result, if a child left a program, that vacancy was not necessarily filled, and the number of vacant slots may be misleading.

TABLE 21. Enrollment and Capacity of Head Start Programs across Wards, 2010-2011

Ward	Number of Title I DCPS Schools by Ward[1]	Total Pre-K Capacity in Title I DCPS Schools 2010-2011[1]	Total Pre-K Enrollment in Title I DCPS Schools 2010-2011[1]	Capacity Utilization
Ward 1	6	575	561	97.6%
Ward 2	4	281	283	100.7%
Ward 3	0	0	0	N/A
Ward 4	10	780	714	91.5%
Ward 5	10	541	495	91.5%
Ward 6	8	736	704	95.7%
Ward 7	16	1,030	913	88.6%
Ward 8	15	965	904	93.7%
TOTAL	**69**	**4,908**	**4,574**	**93.2%**

Notes:
[1] Data provided by the DCPS Office of Data Administration for the month of May, 2011.

Another challenge in collecting these data was the decentralization of knowledge and data within program sites. For example, the interview team initially attempted to reach each DCPS, PCS, and PKEEP grantee principal or director by phone. However, many principals/directors wanted to consult with other staff members to ensure that their responses were accurate. In many cases, it was necessary to speak with multiple people to find answers to all of the interview questions (registrars, business managers, cafeteria workers, etc.) The number of people with knowledge about each area of the interview posed problems for collecting information in one phone call with one person. Given that the majority of these phone interviews were conducted during the last weeks of school (in May and June), the interview team recognizes that the timing of the interview was often inconvenient for school personnel, who were in the midst of planning end-of-year assessments, activities, field trips, assemblies, etc.

As mentioned above, the ideal research design for assessing the number of children who are seeking but do not have access to pre-K is through a household survey. Though this design was not possible, this study employed an alternative design that has limitations. Using program waiting lists as a proxy to determine how many children are seeking access cannot ensure unduplicated counts. One child could be on multiple waiting lists, or a child may be attending a pre-K program but on the waitlist of other pre-K programs that would be their first or second choice. These factors inflate the number of children on waiting lists in comparison to the actual number of children who are truly seeking access to pre-K programs. As a result, the research team provided an alternate strategy to account for these factors by adopting a conservative estimate that 90% to 95% of the waitlists collected from pre-K programs represented duplicated counts of children seeking access to pre-K.

RECOMMENDATIONS

Data provided by the 2011 Pre-K Capacity Audit may be used to help inform the expansion of pre-K programs across sectors and throughout the District. Data collected in this report indicate that 72% of all three-and four-year-olds in DC were enrolled in either a DCPS, PCS, or PKEEP grantee pre-K program. This is a larger percentage of enrollment in publicly funded pre-K than any other state in the nation.[26] At the same time, the District is still striving to meet its goal to provide high-quality pre-K programs to all three- and four-year-old children by 2014.

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[26] Barnett, W.S., Epstein, D.J, Carolan, M.E., Fitzgerald, J., Ackerman, D.J., & Friedman, A.H. (2010). *The state of preschool 2010 – State preschool yearbook*. New Brunswick, NJ: Rutgers University, National Institute for Early Education Research.

Moving forward, OSSE/ECE may consider the following recommendations to meet its legislative requirement to expand and enhance pre-K programs annually to 15% of children in the District who are still seeking access to pre-K programs that meet the legislation's standards of quality. Currently, 3,918 children are not enrolled in DCPS, PCS, or PKEEP pre-K programs. This figure has been used throughout this report as a proxy for the number of children who may be seeking access to pre-K programs that meet the quality standards articulated in the *Pre-K Act*. To accommodate 15% of this population, OSSE/ECE will need to expand pre-K services to an estimated 588 children. Since this is likely an overestimate of the children seeking access to pre-K programs,[27] the recommendations below present some options that utilized smaller percentages of this number to guide future expansion efforts. The following recommendations are organized by sector, and within each sector a discussion of targeted efforts within specific Wards is provided.

DC Public Schools

There are several ways to interpret the data provided in this report to guide future expansion efforts. A set of possible expansion options are offered below, with a discussion of key considerations for utilizing each approach. Note that these approaches can also be blended in a way that best suits the needs of the District.

Expand programs in schools that are over capacity. Overall, pre-K programs in DC Public Schools were near full or in some cases over capacity. This is particularly true in Wards 2, 5, and 7, which are all already over capacity. One approach could include targeting expansion in these three Wards. However, expanding programs in these Wards will only be successful if the targeted schools have the teachers and space available to accommodate additional classrooms.

Accommodate 5% of children on waiting lists. Table B in the Appendix provides the percentage of DCPS schools that indicated they had waitlists for the 2011-2012 school year. If OSSE/ECE wanted to accommodate 5% of the children on DCPS pre-K waitlists across all Wards, this sector would have to add an additional 291 pre-K slots. These 291 slots would accommodate half of the 588 children that are estimated to be seeking access to pre-K programs as described above. The average per pupil cost of pre-K in DCPS for three- and four-year-olds is currently $11,600. Therefore, expanding to accommodate these additional 291 slots would cost approximately $3.3 million dollars.

Target expansion to accommodate 5% of children on waiting lists in selected, over-capacity Wards. Since 588 may be an overestimate of children seeking access to pre-K, OSSE/ECE could consider targeting expansion efforts to specific Wards. Wards 1, 2, and 3, had the highest percentages of DC public schools with waitlists, most of which had over 101 children. If OSSE/ECE were to expand programs to accommodate 5% of the children in these three Wards, programs would have to expand to accommodate an additional 42, 20, and 69 children, respectively (see Table C in the Appendix). Targeting expansion to these 131 children would cost approximately $1.5 million dollars.

Expand capacity in Wards serving the most pre-K children. Wards 4 through 8 account for nearly 80% of the total pre-K enrollment across all three sectors and 73% of the estimated total population of three- and four-year-olds living in the District. According to DCPS principals, DCPS has already targeted schools in these Wards for future expansion efforts, which may be an effective strategy to continue in the future. During the telephone interview, participants were asked if their capacity during the 2010-2011 school year would remain the same or increase for the 2011-2012 school year. Thirteen DCPS principals indicated that their capacity would be expanding for the 2011-2012 school year, as reported in Table H in the Appendix. Most of these schools were located in Ward 8 (6 schools), Ward 7 (2 schools), Ward 6 (3 schools), and Ward 5 (1 school). How the specific schools within these Wards are selected to expand may be dependent on the school's current capacity, space in their facility, and demand for access (as indicated by their pre-K waitlist).

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[27] As mentioned previously in the report, 588 children could be an overestimate of children because some of these children may receive child care subsidies or may prefer to attend a private pre-K program.

Public Charter Schools

Similar to the recommendations for DCPS, several options are provided below to guide expansion efforts in public charter schools.

Expand programs in schools that are over capacity. Like DCPS pre-K programs, nearly all public charter schools were near or over capacity, particularly in Wards 2, 4, 5, 6, and 7, which were collectively over capacity by 53 slots. One approach to expansion could include targeting expansion efforts to accommodate these children in addition to children who are seeking access to pre-K charter school programs in these Wards. As mentioned previously, expanding programs in these Wards will only be successful in the charter schools targeted for expansion have the teachers and space available to accommodate additional classrooms.

Accommodate 5% of children on waiting lists. Table D in the Appendix provides the percentage of public charter schools that indicated they had waitlists for the 2011-2012 school year. If OSSE/ECE wanted to accommodate 5% of the children on DCPS pre-K waitlists across all Wards, charter schools would have to add an additional 186 pre-K slots. These 186 slots would accommodate approximately one-third of the 588 children estimated to be seeking access to pre-K programs as described above. The average per pupil cost of pre-K in DC public charter schools for three- and four-year-olds is $11,577, therefore expanding to accommodate these additional 186 slots would cost approximately $2.1 million dollars.

Target expansion to accommodate 5% of children on waiting lists within specific, over-capacity Wards. Since 588 may be an overestimate of children seeking access to pre-K, OSSE/ECE could consider targeting expansion efforts to specific Wards. Wards 1, 2, and 8, had the highest percentages of schools with waitlists. If OSSE/ECE were to expand programs to accommodate 5% of the children on waitlists in these three Wards, programs would have to expand to accommodate an additional 35, 3, and 13 children, respectively (see Table E in the Appendix). Targeting expansion to these 51 children would cost approximately $600,000.

Expand capacity in Wards serving the most pre-K children. As mentioned above, Wards 4 through 8 account for nearly 80% of total pre-K enrollment across all three sectors and 73% of the estimated total population of three- and four-year-olds living in the District. According to public charter school directors, several charter schools have already begun targeted expansion efforts. Nine charter school directors indicated that their pre-K capacity was increasing for the 2011-2012 school year, as reported in Table H in the Appendix. Most of these schools were located in Ward 7 (3 schools) and Ward 5 (3 schools). Expanding capacity in these Wards may continue to be an effective strategy to accommodate the large pre-K population in these areas.

PKEEP Grantee Pre-K Programs

While DCPS and PCS can consider similar options for expanding pre-K programs, expansion in community-based organizations (CBOs) needs to be approached differently. As reported earlier, CBOs can apply for and receive grant funding from OSSE to support pre-K classrooms within their center. To be eligible for a grant, the CBO must commit to the standards of high quality specified in the *Pre-K Act*, which include requirements for acceptable teacher-to-child ratios, accreditation by an approved accrediting body, and specific teacher qualifications, among others.[28] Therefore, OSSE/ECE can only support expansion in this sector by expanding the number of grants available to CBOs that may be interested in applying for a grant and are willing to commit to these quality standards. Nonetheless, the data collected in this study can inform how many additional grants may be needed and the ideal Ward(s) where new grantee(s) may be located.

As reported in Table 5 above, there are currently 496 PKEEP slots available across 16 community-based organizations, predominantly in Wards 1 and 8. Wards 1 and 8 also had the highest percentage of pre-K programs with waitlists, as reported in Table F in the Appendix. In order to accommodate 5% of children on CBO waitlists across *all* Wards, this sector would have to expand by 17 slots. Since the classroom capacity in PKEEP programs is 16, one additional PKEEP classroom grant could accommodate almost all of these children. Therefore priority should be given to expand PKEEP grantee pre-K programs in Wards 1 and 8.

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[28] For specifics on the standards of high quality set forth in the legislation see: http://www.dccouncil.washington.dc.us/images/00001/20080515162055.pdf

CONCLUSION

The District of Columbia has made a bold step forward in providing universally available pre-K programs to all three- and four-year-old children by expanding access by 14% in the last year alone. Serving an estimated 72% of all three- and four-year-old children in DCPS, PCS, and PKEEP classrooms is no small feat, and should not go uncelebrated. At the same time, OSSE/ECE has a plan to expand high-quality pre-K programs to all three- and four-year-old children by 2014. This report has offered several recommendations for future expansion, such as expanding pre-K in sectors and Wards that are over capacity, expanding programs in the sectors and Wards that have the highest demand for pre-K, or expanding in the Wards that account for the highest estimated population of three- and four-year-old children. These strategies could be considered in isolation, or could be blended across sectors and Wards according to the District's funding capacity and priorities. Regardless of the approach, the data collected in this report may be used to help guide wise investments in DC's young children.

APPENDIX

TABLE A. Accreditation Status by Ward for DC Public Schools, Public Charter Schools, and PKEEP Grantee Pre-K Programs by Ward, 2011

Ward	Percentage of Schools with a Pre-K Program Accredited by a Nationally-Recognized Accrediting Body	Percentage of Schools that Do Not Know if their Pre-K Program is Accredited	Accrediting Bodies
Ward 1	54.1%	0%	N/A
Ward 2	70.0%	0%	N/A
Ward 3	12.5%	0%	N/A
Ward 4	64.2%	8.6%	Middle States Commission on Elementary Schools National Association for the Education of Young Children
Ward 5	6.0%	4.0%	American Academy for Liberal Education Council on Accreditation Middle States Commission on Elementary Schools
Ward 6	26.0%	11%	American Academy for Liberal Education Middle States Commission on Elementary Schools National Association for the Education of Young Children National Commission for the Accreditation of Special Education Services
Ward 7	10.6%	15.0%	Middle States Commission on Elementary Schools
Ward 8	27.5%	12.2%	Middle States Commission on Elementary Schools National Association for the Education of Young Children

TABLE B. Waitlist Length for DC Public School Pre-K Programs by Ward, 2011-2012

Ward	Percentage of Pre-K Programs with Waitlists[1]	Number of Programs with Waitlists[1]	Of Programs with Waitlists, Number of Programs with Waitlists of 1-100 Children[2]	Of Programs with Waitlists, Number of Programs with Waitlists of 101+ Children[2]	Of Programs with Waitlists, Number of Programs with Missing Waitlist Lengths[2]	Range of Waitlist Length[2]
Ward 1	100%	6	0	4	2	117-321
Ward 2	83.3%	5	1	2	2	61-191
Ward 3	87.5%	7	0	4	3	250-390
Ward 4	58.3%	7	3	1	3	30-103
Ward 5	70.0%	7	4	0	3	16-55
Ward 6	75.0%	9	3	5	1	6-726
Ward 7	68.8%	11	3	0	8	22-29
Ward 8	66.7%	10	7	0	3	2-33

Notes:

[1] Pre-K Audit Telephone Interview, Washington DC, Child Trends, 2011.

[2] Data obtained from schools who submitted hard copies of their 2011-2012 pre-K program waitlists to the research team.

TABLE C. Capacity and Number of Children Waitlisted in DC Public School Pre-K Programs by Ward, 2011-2012

Ward	Total Pre-K Capacity[1]	Number of Children on 2011-2012 Waitlists[2]	Percent of Expansion Needed Accommodate 5% of Children on Waitlists	Number of Slots Provided by 5% Expansion	Percent of Expansion Needed Accommodate 10% of Children on Waitlists	Number of Slots Provided by 10% Expansion
Ward 1	474	844	8.9%	42	17.8%	84
Ward 2	265	402	7.5%	20	15.1%	40
Ward 3	364	1,371	18.8%	69	37.6%	137
Ward 4	808	303	1.8%	15	3.7%	30
Ward 5	545	109	1.0%	5	2.0%	11
Ward 6	1,035	2,609	12.6%	130	25.2%	261
Ward 7	808	73	0.4%	4	0.9%	7
Ward 8	901	108	0.6%	5	1.2%	11
TOTAL	**5,200**	**5,819**	**5.6%**	**291**	**11.2%**	**582**

Notes:

[1] Pre-K Audit Telephone Interview, Washington DC, Child Trends, 2011. Total pre-K capacity is reported for the 2010-2011 school year. Some schools reported their capacity would change for the 2011-2012 year.

[2] Data obtained from schools who submitted hard copies of their 2011-2012 pre-K program waitlists to the research team.

TABLE D. Waitlist Length for Public Charter School Pre-K Programs by Ward, 2011-2012

Ward	Percentage of Pre-K Programs with Waitlists[1]	Number of Programs with Waitlists[1]	Of Programs with Waitlists, Number of Programs with Waitlists of 1-100 Children[2]	Of Programs with Waitlists, Number of Programs with Waitlists of 101+ Children[2]	Of Programs with Waitlists, Number of Programs with Missing Waitlist Lengths[2]	Range of Waitlist Length[2]
Ward 1	83.3%	5	1	2	2	43-364
Ward 2	100%	3	2	0	1	17-38
Ward 3	N/A	N/A	N/A	N/A	N/A	N/A
Ward 4	80.0%	8	3	3	2	10-524
Ward 5	37.5%	6	1	4	1	6-364
Ward 6	50.0%	4	2	1	1	12-640
Ward 7	57.1%	5	3	1	1	150
Ward 8	85.7%	7	5	1	1	11-139

Notes:

[1] Pre-K Audit Telephone Interview, Washington DC, Child Trends, 2011.

[2] Data obtained from schools who submitted hard copies of their 2011-2012 pre-K program waitlists to the research team.

TABLE E. Capacity and Number of Children Waitlisted in Public Charter School Pre-K Programs by Ward, 2011-2012

Ward	Total Pre-K Capacity[1]	Number of Children on 2011-2012 Waitlists[2]	Percent of Expansion Needed Accommodate 5% of Children on Waitlists	Number of Slots Provided by 5% Expansion	Percent of Expansion Needed Accommodate 10% of Children on Waitlists	Number of Slots Provided by 10% Expansion
Ward 1	448	693	7.7%	35	15.4%	69
Ward 2	232	55	1.1%	3	2.3%	6
Ward 3	0	0	0%	0	0%	0
Ward 4	692	1,274	9.2%	64	18.4%	127
Ward 5	890	603	3.3%	30	6.7%	60
Ward 6	618	686	5.5%	34	11.1%	69
Ward 7	724	150	1.0%	8	2.0%	15
Ward 8	667	255	1.9%	13	3.8%	26
TOTAL	**4,271**	**3,716**	**4.3%**	**186**	**8.7%**	**372**

Notes:

[1] Pre-K Audit Telephone Interview, Washington DC, Child Trends, 2011. Total pre-K capacity is reported for the 2010-2011 school year. Some schools reported their capacity would change for the 2011-2012 year.

[2] Data obtained from schools who submitted hard copies of their 2011-2012 pre-K program waitlists to the research team.

TABLE F. Waitlist Length for PKEEP Grantee Pre-K Programs by Ward, 2011-2012

Ward	Percentage of Pre-K Programs with Waitlists[1]	Number of Programs with Waitlists[1]	Of Programs with Waitlists, Number of Programs with Waitlists of 1-100 Children[2]	Of Programs with Waitlists, Number of Programs with Waitlists of 101+ Children[2]	Of Programs with Waitlists, Number of Programs with Missing Waitlist Lengths[2]	Range of Waitlist Length[2]
Ward 1	80.0%	4	3	1	0	27-175
Ward 2	N/A	N/A	N/A	N/A	N/A	N/A
Ward 3	N/A	N/A	N/A	N/A	N/A	N/A
Ward 4	0%	0	N/A	N/A	N/A	N/A
Ward 5	50.0%	1	1	0	0	9
Ward 6	0%	0	N/A	N/A	N/A	N/A
Ward 7	N/A	N/A	N/A	N/A	N/A	N/A
Ward 8	66.7%	5	4	0	1	5-26

Notes:

[1] Pre-K Audit Telephone Interview, Washington DC, Child Trends, 2011.

[2] Data obtained from schools who submitted hard copies of their 2011-2012 pre-K program waitlists to the research team.

TABLE G. Capacity and Number of Children Waitlisted in PKEEP Grantee Pre-K Programs by Ward, 2011-2012

Ward	Total Pre-K Capacity[1]	Number of Children on 2011-2012 Waitlists[2]	Percent of Expansion Needed Accommodate 5% of Children on Waitlists	Number of Slots Provided by 5% Expansion	Percent of Expansion Needed Accommodate 10% of Children on Waitlists	Number of Slots Provided by 10% Expansion
Ward 1	278	292	5.2%	15	10.5%	29
Ward 2	128	0	0%	0	0%	0
Ward 3	0	0	0%	0	0%	0
Ward 4	32	0	0%	0	0%	0
Ward 5	48	9	0.9%	0	1.8%	1
Ward 6	32	0	0%	0	0%	0
Ward 7	0	0	0%	0	0%	0
Ward 8	272	43	0.7%	2	1.5%	4
TOTAL	**790**	**344**	**2.1%**	**17**	**4.3%**	**34**

Notes:

[1] Pre-K Audit Telephone Interview, Washington DC, Child Trends, 2011. Total pre-K capacity is reported for the 2010-2011 school year. Some schools reported their capacity would change for the 2011-2012 year.

[2] Data obtained from schools who submitted hard copies of their 2011-2012 pre-K program waitlists to the research team.

TABLE H. Number of DC Public School, Public Charter School, and PKEEP Grantee Pre-K Programs Indicating an Increase in Capacity for the 2011-2012 School Year by Ward

Ward	DCPS	PCS	PKEEP Grantee
Ward 1	1	1	1
Ward 2	0	1	0
Ward 3	0	0	0
Ward 4	0	0	0
Ward 5	1	3	0
Ward 6	3	1	0
Ward 7	2	3	0
Ward 8	6	0	0
TOTAL	**13**	**9**	**1**

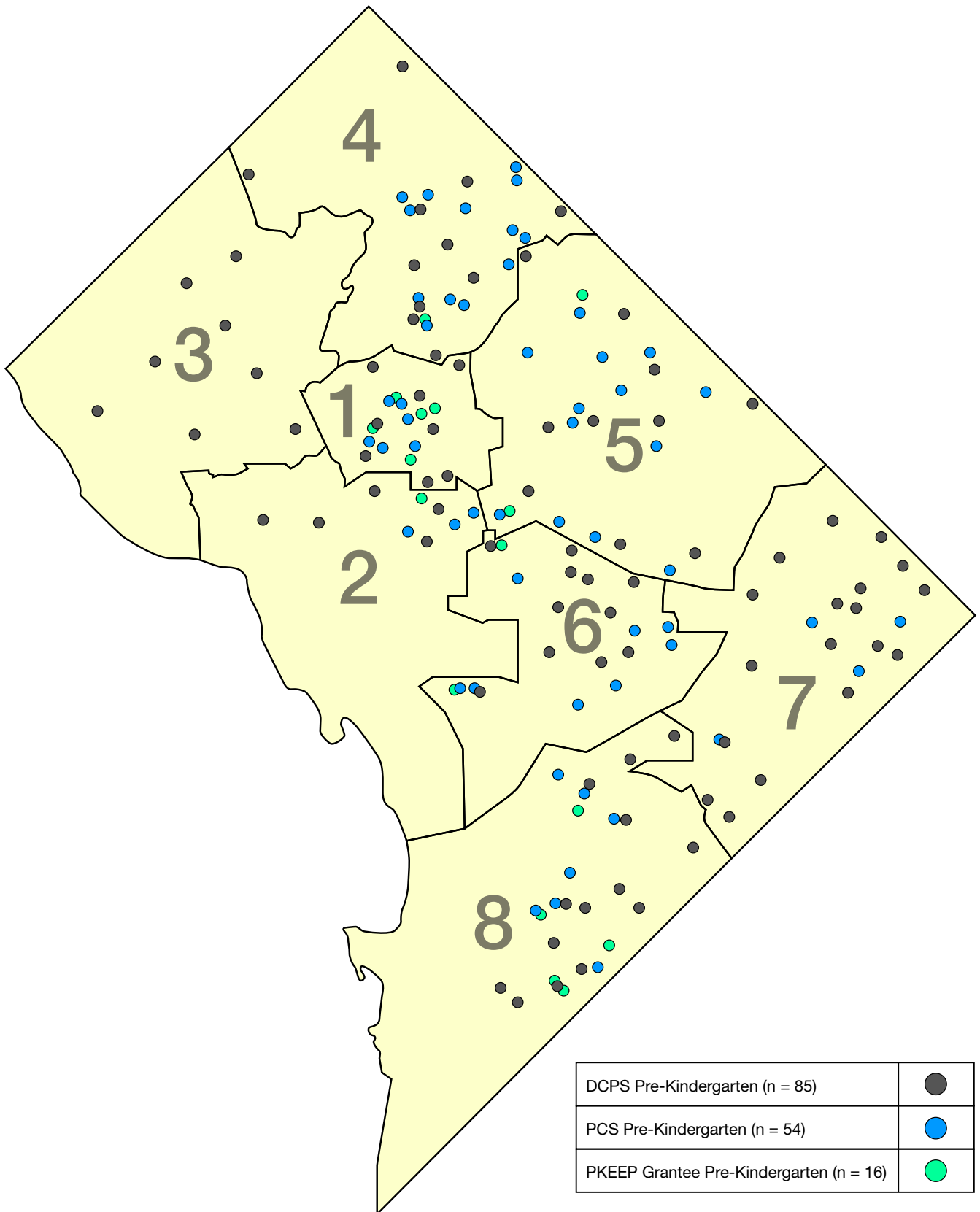Source: Pre-K Capacity Audit Physical Count, Washington DC, Child Trends

TABLE I. Programs that Serve Pre-K Children in the District of Columbia by Ward, 2011

Ward	Public Charter Schools	DC Public Schools	PKEEP Grantees	Private Centers	Private Homes	Subsidized Centers1	Subsidized Homes[1]	Total Programs	Percentage of all Programs by Ward
Ward 1	6	6	5	6	4	25	2	54	8.7%
Ward 2	3	6	0	49	2	15	2	78	12.5%
Ward 3	0	8	0	30	3	2	0	43	6.9%
Ward 4	11	12	2	19	9	33	12	98	15.7%
Ward 5	12	10	2	15	10	25	12	86	13.8%
Ward 6	8	13	2	16	3	26	12	79	12.7%
Ward 7	6	16	0	8	11	30	20	91	14.6%
Ward 8	7	15	5	6	5	36	19	95	15.2%
TOTAL	**53**	**86**	**16**	**149**	**47**	**192**	**79**	**624**	**100%**

Note:

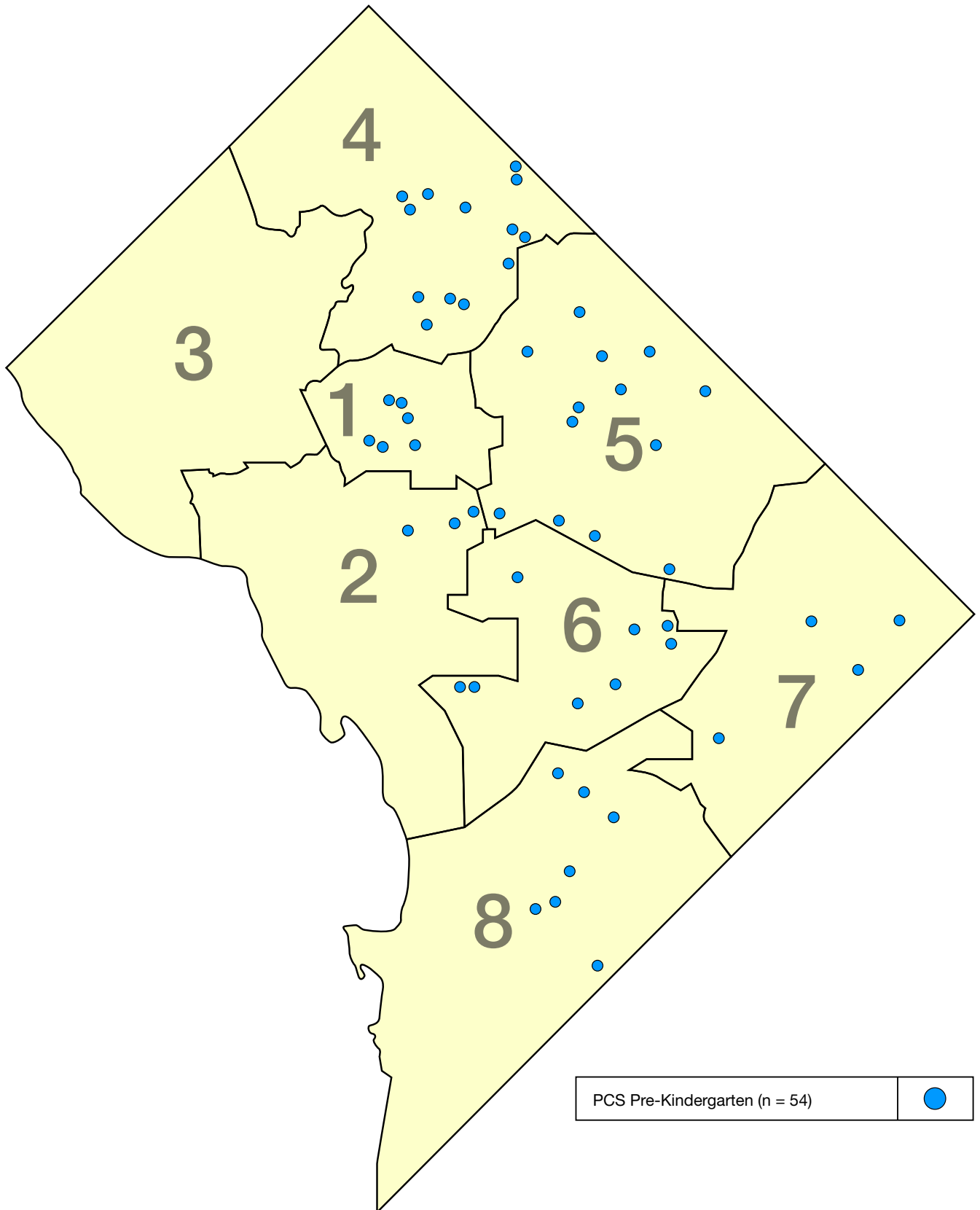[1] This is the number of subsidized programs that were serving pre-K children in June, 2011.

MAP 1. DC Public School, Public Charter School, and Pre-K Enhancement and Expansion Program Grantee Pre-K Programs

DCPS Pre-Kindergarten (n = 85)	●
PCS Pre-Kindergarten (n = 54)	●
PKEEP Grantee Pre-Kindergarten (n = 16)	●

MAP 2. DC Public School Pre-K Programs

4

3

1

5

2

6

7

8

DCPS Pre-Kindergarten (n = 85)

MAP 3. Public Charter School Pre-K Programs

4

3

1

5

2

6

7

8

PCS Pre-Kindergarten (n = 54)

PKEEP Grantee Pre-Kindergarten (n = 16)