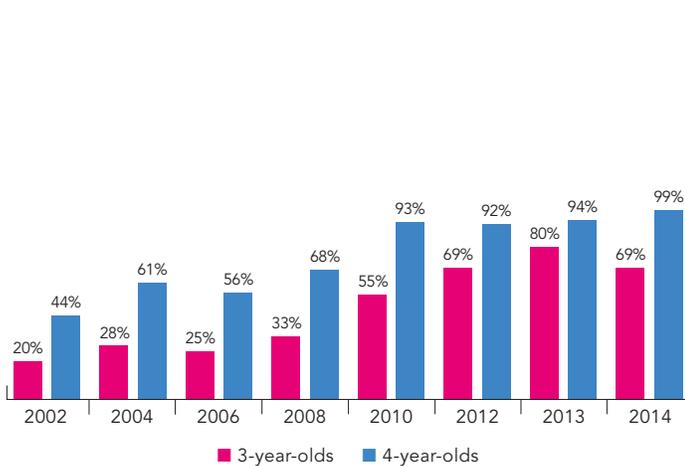
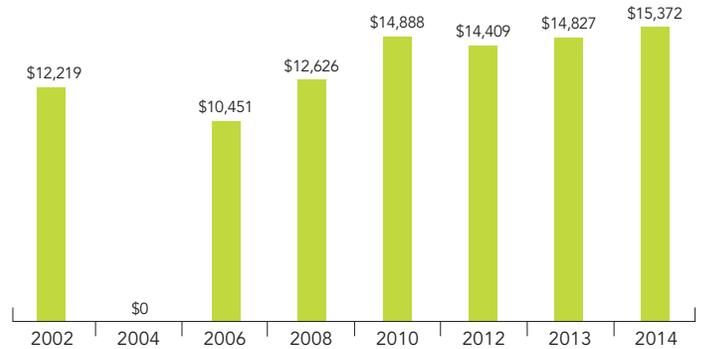


District of Columbia

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED* (2014 DOLLARS)



The District of Columbia has offered funding for prekindergarten programs since the 1960s. In its current form, the Public Pre-Kindergarten program serves students in schools run through community-based organizations (CBOs), DC Public Schools (DCPS), and charter schools authorized by the DC Public Charter School Board (PCSB). The program seeks to provide high-quality, universally accessible prekindergarten education services, as stated in the Pre-Kindergarten Enhancement and Expansion Amendment Act of 2008. Using a per-pupil funding formula, funds are allocated by the DC Office of the State Superintendent of Education (OSSE). Additional funds are available for serving children who use special education services or are English Language Learners. Programs receive the same per-pupil amounts regardless of where children are served, though the per-pupil rate differs between 3- and 4-year-olds. Charter schools also receive a facilities allowance per child alongside the per-pupil amount. Compared to states, DC has the highest percentage of children enrolled at both ages 3 and 4 and spends the most per child.

DCPS and PCSB both have some responsibility for administering the programs in their respective settings; however, the Office of the State Superintendent maintains administrative control over the program in all sectors. The Pre-Kindergarten Enhancement and Expansion Amendment Act established guidelines for charter schools participating in the program, though the School Reform Act allows them some degree of flexibility.

The Early Childhood Performance Management Framework (PMF) was piloted in the 2012-2013 school year in DCPS schools for improved accountability. All early childhood programs are scored annually on student outcomes, teacher interaction as measured through CLASS, and attendance. Information on program quality is provided to parents and the community through this framework.

The District is also part of a Kindergarten Entry Assessment (KEA) Consortium with 10 other states. The consortium seeks to develop an assessment that will be useful for multiple purposes: informing policy and program improvements in the birth to five system; informing instruction for every child; and helping teachers communicate with families about their children's progress. In 2013-2014, OSSE piloted the KEA, assessing 825 children in 40 classrooms. The KEA will be fully implemented in the 2016-2017 school year.

The District of Columbia is profiled here as if it were a state, as it is in the unique position of being a city that is not within a state. This results in district-level spending on the program to be considered "state-funding" for comparability. NIEER has previously profiled DC's program separately for each sector in which services were provided, however the program this year is profiled as one entity serving children in diverse settings, under the guidance of OSSE and PCSB. DC has sought to comprise district-funded preschool and pre-K, Head Start, and special education into an aligned early learning program and efforts have been made to unduplicate enrollment figures presented in this report.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
1	1

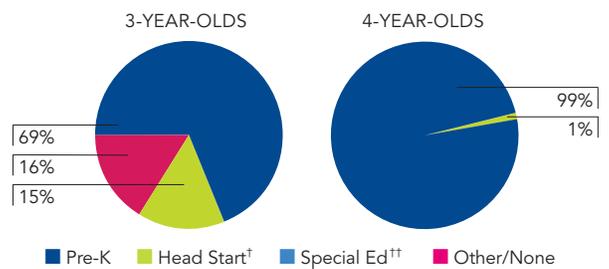
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
1	1

D.C. PUBLIC PRE-K

ACCESS

Total state program enrollment	12,426
School districts that offer state program	100% ¹
Income requirement	No income requirement
Hours of operation	8 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	776
Federally funded Head Start enrollment, ages 3 and 4	2,335
State-funded Head Start enrollment, ages 3 and 4	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† Some Head Start children may also be counted in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EC, Montessori Primary, EC SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA ²	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	40 clock hours/year	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	16		
4-year-olds	20 ³		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	2:16		
4-year-olds	2:20 ³		
Screening/referral	Vision; hearing; height/weight/BMI; and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
blood pressure; immunizations; psychological/behavioral; full physical exam; developmental; dental; and support services			
Meals	Breakfast and lunch	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Other monitoring ⁴	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

8

RESOURCES

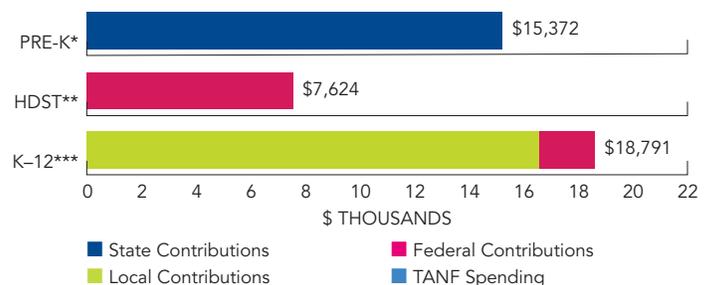
Total state pre-K spending	\$191,016,442
Local match required?	No
State spending per child enrolled	\$15,372 ⁵
All reported spending per child enrolled*	\$15,372

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '13-'14 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ All elementary schools in DCPS offer pre-K for age eligible students. DC Public Charter Schools that are approved by their charters to provide pre-K may offer it to all age-eligible students who are DC residents. The pre-K grant is available to highly qualified community-based organizations, awarded funds through a competitive grant process. The Pre-K Enhancement and Expansion Act of 2008 establishes a 5-year strategic expansion plan to make prekindergarten universally available and to establish eligibility and priority criteria for enrollment in prekindergarten.

² In public settings, an assistant teacher must have an AA, 48 college credit hours, or have passed the paraprofessional exam, which is a basic skills test. It is not required that the degree be in ECE. For nonpublic assistant teachers, they must be enrolled at the time of employment in an early education degree program. The provision allowing assistant teachers to pass the paraprofessional exam in lieu of a credential prevents DC from meeting this NIEER benchmark.

³ For mixed-age groups, the maximum is 16 for class size and 2:16 for staff-child ratio.

⁴ Site visits are conducted quarterly for CBOs and annually for DCPS settings. Visits are also conducted as part of the Program Development Review for charter schools, but there is no guarantee that the pre-K classrooms will be visited on a schedule that meets the NIEER benchmark.

⁵ Programs receive the same per-pupil amount regardless of the setting where children are served. Spending is based on the per-pupil funding formula of \$12,470 per 3-year-old and \$12,098 per 4-year-old with adjustments for special education and limited English proficiency students, as well as the Charter school facilities allowance.