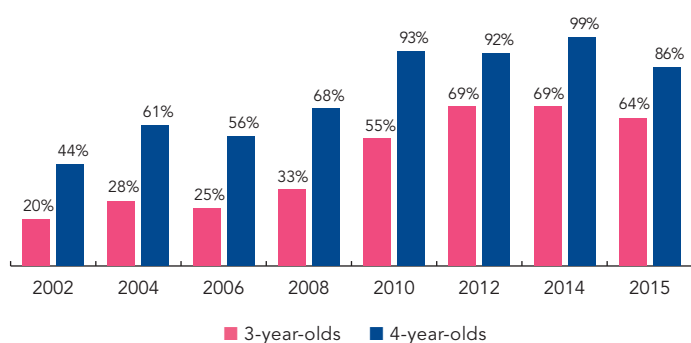


District of Columbia

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED* (2015 DOLLARS)



Among the first in the nation to invest in pre-kindergarten (pre-K), the District of Columbia has offered pre-K since the 1960s. Currently, the DC public pre-K program serves children in a variety of settings, including DC Public Schools, DC Public Charter Schools, and community-based organizations. DC began to bolster its investment in pre-K significantly in 2008 through the Pre-K Enhancement and Expansion Amendment Act of 2008 (Pre-K Act). The Pre-K Act articulated the mission of the DC public pre-K program as providing for high-quality, universally accessible pre-K education services. Following the passage of this legislation, the percent of children enrolling in the DC public pre-K program increased from 68% of 4-year-olds to over 90% of 4-year-olds residing in the District. In 2013-2014, 99% of all 4-year-olds and close to 70% of all 3-year-olds residing in the district were enrolled in the DC public pre-K program. The number of 3- and 4-year-olds increased from 2013-2014 to 2014-2015 but the percent of children residing in the district enrolled fell to 86% of 4-year-olds and 64% of 4-year-olds as the number of 3- and 4-year-olds residing in the District increased. In 2013-2014, enrollment comprised 99% of all 4-year-olds in the District and close to 70% of all 3-year-olds residing in the District. As such, the provision of pre-kindergarten services to 4-year-olds in the District can be said to be universal, and the District of Columbia has the highest percentages of 3- and 4-year-olds enrolled of all U.S. states and Territories.

The Office of the State Superintendent (OSSE), the entity with authority over the majority of programs and services to young children and their families in the District, also administers the DC public pre-K program. Additionally, the DC Public Schools and the DC Public Charter School Board have authority to oversee implementation of programs offered within these school-based settings. In an effort to provide high-quality pre-K services across multiple delivery settings, pre-K services are also offered within high-quality community-based organizations.

Reflecting its commitment to quality, DC Public Charter Schools use its Early Childhood Performance Management Framework to hold programs accountable to quality standards. The Framework dictates that all programs are scored annually on student outcomes, and that teacher-child interactions are measured using the CLASS assessment. The Framework also measures attendance. Information collected using the Framework is shared with families and community-members. Public schools and community-based organizations are also collecting CLASS data to inform program and classroom quality.

It should also be noted that OSSE has developed a variety of supports to children who are dual language learners (DLL). For instance, recruitment and enrollment materials must be offered in a variety of languages, including Amharic, Chinese, French, Korean, Spanish, and Vietnamese. Policies also specify that information is collected on the home language, ethnicity, and migrant status of children enrolled in the program. In public school settings, DC also uses a variety of developmental screenings and assessments to identify children as DLL and to develop individualized supports.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
1	1

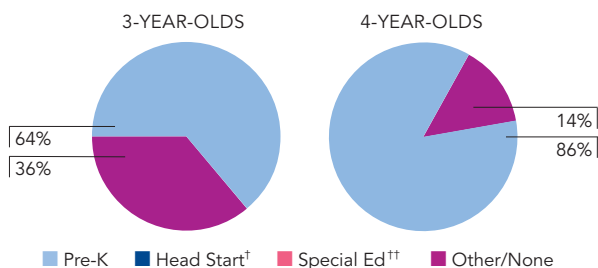
POLICIES TO SUPPORT	
DUAL LANGUAGE LEARNERS	WORKFORCE
✓	—

D.C. PUBLIC PRE-K

ACCESS

Total state program enrollment	12,612
School districts that offer state program	32% (LEAs)
Income requirement	No income requirement
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	748
Federally funded Head Start enrollment, ages 3 and 4	2,342
State-funded Head Start enrollment, ages 3 and 4	0

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



† Head Start enrollment is included in 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	State licensure	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Other ¹	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	30 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		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:8		
4-year-olds	1:10		
Screening/referral	Vision; hearing; height/weight/BMI; blood pressure; immunizations; psychosocial/behavioral; dental; developmental; full physical exam; and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Breakfast and lunch	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

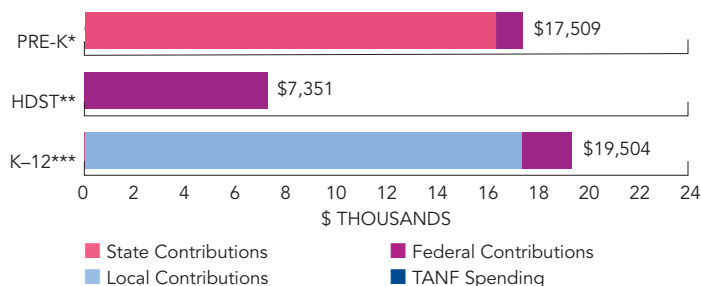
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RESOURCES

Total state pre-K spending	\$207,226,639
Local match required?	No
State spending per child enrolled	\$16,431
All reported spending per child enrolled*	\$17,509

* 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 2014-2015 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.
 *** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '14-'15 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ 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.