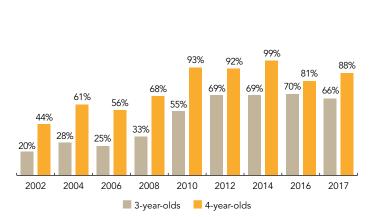
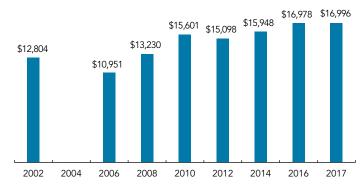
District of Columbia



PERCENT OF STATE POPULATION ENROLLED

STATE SPENDING PER CHILD ENROLLED (2017 DOLLARS)



mong the first in the nation to invest in early education, the District of Columbia has offered prekindergarten (pre-K) since the 1960s. 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 expanded the DC public pre-K program to provide quality, universally accessible pre-K education in a three-sector system: DC Public Schools (DCPS), public charter schools (PCS), and community-based organizations (CBO). Following the passage of this legislation, the percent of children enrolling in the DC Public Pre-K program increased significantly. During the 2007-2008 school year, 68% of the 4-year-old population and 33% of the 3-year-old population were enrolled in a pre-K program. In 2016-2017, approximately 88% of all 4-year-olds and 66% of all 3-year-olds residing in the District were enrolled in the DC public pre-K program. Given such high availability and participation, the provision of prekindergarten services to 4-year-olds in the District can be considered universal. Moreover, the District of Columbia has a higher percentage of 3- and 4-yearolds enrolled than any U.S. state or territory.

The Office of the State Superintendent (OSSE), the agency with authority over the majority of programs and services for young children and their families in the District, also administers DC's Pre-K Enhancement and Expansion program in CBOs. Additionally, both the DC Public Schools and the DC Public Charter School Board have authority to oversee implementation of programs offered within these school-based settings. DC invests in a five-day-a-week program for a minimum of 6.5 hours per day and a minimum of 180 instructional days.

Reflecting its commitment to quality, the DC Public Charter School Board uses its Performance Management Framework (PMF) to hold schools accountable to high standards. The PMF provides all public charter local education agencies an annual score based on the Classroom Assessment Scoring System (CLASS), which measures the quality of teacher-child interactions, and student attendance. Information collected is shared with families and other stakeholders. DCPS' Head Start Schoolwide Model holds its classrooms to the rigorous expectations reflected in the Head Start Performance Standards, as well as IMPACT, the teacher evaluation system. Community-based organizations participate in Capital Quality, DC's redesigned quality rating and improvement system (QRIS). OSSE contracts with an external evaluator to conduct annual CLASS assessment to inform the QRIS rating.

Funding for pre-K programs is calculated based on the school funding formula used for K–12. The formula, called the Uniform Per Student Funding Formula, is based on the DC General Education Fund. The spending per pupil is adjusted through a series of weights for at-risk, English Language Learners and students with special needs.

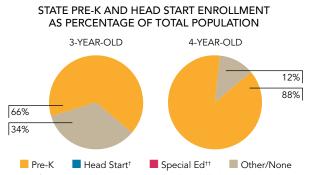
ACCESS RANKINGS			RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING		CURRENT STANDARDS	NEW STANDARDS
1	1	1	1		4	4

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D.C. PUBLIC PRE-K

ACCESS

Total state pre-K enrollment13,077
School districts that offer state program71% (Local Education Agencies)
Income requirementNo income requirement
Minimum hours of operation6.5 hours/day; 5 days/week
Operating scheduleSchool or academic year
Special education enrollment, ages 3 and 4
Federally funded Head Start enrollment, ages 3 and 42,309
State-funded Head Start enrollment, ages 3 and 40



⁺ Estimates children in Head Start not also enrolled in state pre-K. ⁺⁺ Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	D.C. PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive		Comprehensive, aligned, supported, culturally sensitive	
Curriculum supports	Approval process & supports	New in 2015-2016	_	Approval process & supports	
Teacher degree	BA (DCPS & CBO); Determined locally (PCS)	ВА		ВА	
Teacher specialized training	EE (DCPS); ECE, CD (CBO); Determined locally (PCS)	Specializing in pre-K		Specializing in pre-K	
Assistant teacher degree	CDA (DCPS); AA (CBO); Determined locally (PCS)	CDA or equivalent		CDA or equivalent	
Staff professional development	6 days/year (DCPS); 30 hours/year (CBO); PD plans (DCPS & CBO); Coaching (DCPS & CBO)	For teachers: At least 15 hours/year		For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	
Maximum class size	16 (3-year-olds); 20 (4-year- olds) (DCPS & CBO only)	20 or lower		20 or lower	
Staff-child ratio	1:8 (3-year-olds); 1:10 (4-year- olds) (DCPS & CBO only)	1:10 or better		1:10 or better	
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service		Vision, hearing & health screenings; & referral	
Meals	Breakfast, lunch, snack	At least one meal/day	\checkmark	Discontinued	—
Monitoring/ Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Site visits		Structured classroom observation; program improvement plan	
			4		4

RESOURCES

Total state pre-K spending	\$222,257,368
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$16,996
All reported spending per child enrolled*	\$18,054

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

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

