### District of Columbia

#### State Profile: 2020–2021

**Funding Overview**

- **$29,569,052** Federal Funding
- **$1,723,598** State Supplemental Funding

#### Enrollment Overview

- **6%** of 3- and 4-year-olds in poverty in the District of Columbia enrolled in Head Start
- **38%** of children under 3 in poverty in the District of Columbia enrolled in Early Head Start

#### Funding Per Child

- **$10,145** per child (Head Start)
- **$13,050** per child (Early Head Start)

### Impacts of Covid-19

- **+21** more children enrolled in Early Head Start than in 2018-2019.

### Percentage Points

- **-70** percentage points lower in 2020-2021 than 2018-2019.
- **+5** percentage points higher in 2020-2021 than 2018-2019.

All funding and salary amounts have been adjusted for differences in cost of living between states. See the Methodology for more information.
Nationally, Head Start funding per child is less in states with a higher percent of Black children in enrolled. Additionally, observed classroom quality—specifically Emotional Support and Classroom Organization scores—was significantly lower in states in which Black children were a larger percentage of Head Start enrollment.

Learn more on page 18 of this report.

There are large state-by-state differences in Head Start and Early Head Start funding, enrollment, teacher salaries, program components, and quality that are not explained by differences in state population eligibility and needs. How does your state compare?

Learn more on page 22 of this report.

Nationally, the Covid-19 pandemic did not have a negative impact on staff turnover, though it is still concerning that 14% of Head Start and Early Head Start staff left during the program year. How did your state compare?
State Profile: District of Columbia 2020-2021

**Percent of Children in Poverty Enrolled, by Race:**

**HEAD START**
- Asian: N/A
- Black or African American: 5%
- White: 0%
- Other: 2%

**EARLY HEAD START**
- Asian: N/A
- Black or African American: 32%
- White: 2%
- Other: 50%

**Percent of Children in Poverty Enrolled, by Ethnicity:**

**HEAD START**
- Hispanic or Latino: 5%
- Non-Hispanic or Non-Latino: 6%

**EARLY HEAD START**
- Hispanic or Latino: 88%
- Non-Hispanic or Non-Latino: 31%

**Percent of Education & Child Development Staff, by Race:**

**HEAD START**
- American Indian or Alaska Native: 0%
- Asian: 0%
- Black or African American: 78%
- Native Hawaiian or other Pacific Islander: 0%
- White: 19%
- Biracial or Multi-racial: 0%
- Other or Unspecified: 3%

**EARLY HEAD START**
- American Indian or Alaska Native: < 1%
- Asian: 1%
- Black or African American: 77%
- Native Hawaiian or other Pacific Islander: 1%
- White: 6%
- Biracial or Multi-racial: 4%
- Other or Unspecified: 11%

**Percent of Education & Child Development Staff, by Ethnicity:**

**HEAD START**
- Hispanic or Latino: 19%
- Non-Hispanic or Non-Latino: 81%

**EARLY HEAD START**
- Hispanic or Latino: 22%
- Non-Hispanic or Non-Latino: 78%

**Child Home Languages**

**HEAD START**
- English: 81%
- Spanish: 8%
- African: 6%
- European & Slavic: 2%
- Other: 3%

**EARLY HEAD START**
- English: 69%
- Spanish: 27%
- African: 2%
- European & Slavic: 1%
- Other: 1%

**Education & Child Development Staff Language Proficiency**

- 24% of Head Start Education & Child Development Staff are proficient in a language other than English.
- 28% of Early Head Start Education & Child Development Staff are proficient in a language other than English.

RACE & ETHNICITY

Head Start enrollment, funding, and classroom experiences vary by child race and ethnicity in ways that are not easily explained, highlighting inequities. Head Start reaches a smaller percent of eligible children in more racially and ethnically diverse states. How does your state compare?
The location of Head Start programs in relation to where children in poverty live varies greatly by state. In some states centers tend to be concentrated in higher poverty counties; but in other states, the location of Head Start centers is related to population density.

States should ensure programs are accessible to eligible families. This could include ensuring programs are located in neighborhoods near children living in poverty and/or providing transportation to a greater number of children.

*Learn more on page 22 of this report.*