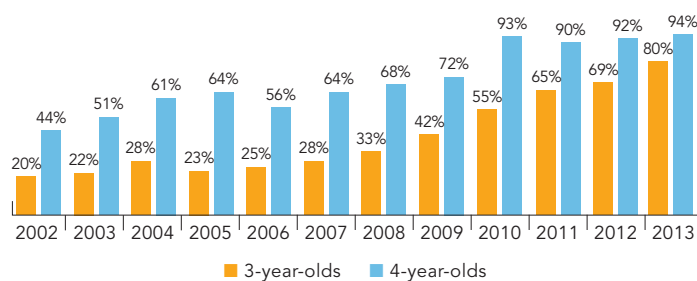
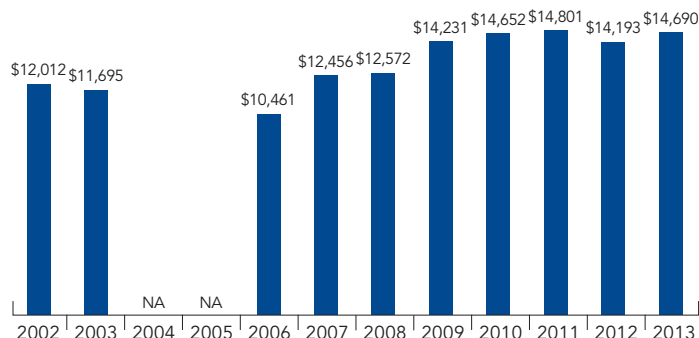


District of Columbia

PERCENT OF DISTRICT POPULATION ENROLLED



DISTRICT SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



Since the 1960s, the District of Columbia has offered funding for prekindergarten programs. The DC Public Pre-Kindergarten program serves students in schools run through community-based organizations (CBOs), DC Public Schools (DCPS), and public charter schools (PCS) authorized by the DC Public Charter School Board (PCSB). The program seeks to provide high-quality, universally accessible, prekindergarten education services through a diverse delivery system across all education sectors, as stated in the Pre-Kindergarten Enhancement and Expansion Amendment Act of 2008. Funds are allocated by the DC Office of the State Superintendent of Education (OSSE), according to a per-pupil funding formula, with additional funds for serving children who obtain special education services or are English Language Learners. Per-pupil rates are different for 3- and 4-year-olds, and the rates were increased for the 2012-2013 school year. In addition to this per-pupil amount, charter schools receive a facilities allowance per child. When DC is compared to states, it has the highest percentage of children enrolled at both ages 3 and 4 as well as the highest per-child spending.

While the Office of the State Superintendent maintains administrative control over the program in all sectors, the District of Columbia Public Schools (DCPS) and the DC Public Charter School Board (PCSB) have some responsibility in administering the programs in their respective settings. Charter schools participating in the program must meet the guidelines set by the Pre-Kindergarten Enhancement and Expansion Amendment Act, though they have some degree of flexibility as per the School Reform Act.

In the 2012-2013 school year, PCSB piloted the Early Childhood Performance Management Framework (EC PMF) for improved accountability. Through the PMF, all early childhood programs are scored annually on their student outcomes, teacher interaction (measured through CLASS), and attendance. This framework also provides information on program quality to parents and the community. The District plans to implement an enhanced QRIS in the 2013-2014 school year. The District is also part of a Kindergarten Entry Assessment Consortium with 10 other states, to develop an assessment that will be useful for multiple purposes: informing policy and program improvements to the birth to five system over time; informing instruction for every child; and helping teachers communicate with families about their child's progress. The KEA will begin pilots in 2015, and the assessment will be available for full implementation in the 2016-2017 school year. OSSE will form an advisory committee with diverse stakeholders to assist in preparing the assessment and implementation plan.

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

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

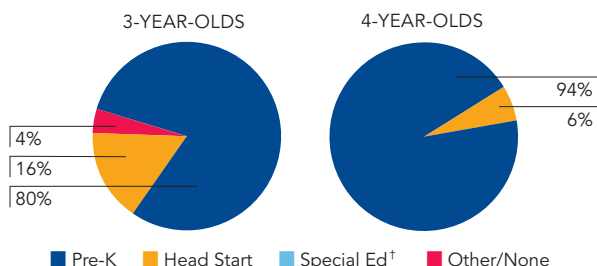
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
1	1

D.C. PUBLIC PRE-KINDERGARTEN (DCPS, PCS & CBOs)

ACCESS

Total district program enrollment	11,919
School districts that offer state program	100% ¹
Income requirement	None
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment.....	872
Federal Head Start enrollment, ages 3 & 4	2,516
District-funded Head Start enrollment	0

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



[†] All special education children are in district-funded pre-K.

QUALITY STANDARDS CHECKLIST

POLICY	DISTRICT PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☒
Teacher degree	BA	BA	☒
Teacher specialized training	ECE or CD	Specializing in pre-K	☒
Assistant teacher degree	CDA or ParaPro exam ²	CDA or equivalent	☐
Teacher in-service	40 clock hours/year	At least 15 hours/year	☒
Maximum class size	20 or lower	20 or lower	☒
3-year-olds	16		
4-year-olds	20 ³		
Staff-child ratio	1:10 or better		☒
3-year-olds	2:16		
4-year-olds	2:20 ³		
Screening/referral	Vision, hearing, health, dental; and support services	Vision, hearing, health; and at least 1 support service	☒
Meals.....	Breakfast and lunch	At least 1/day	☒
Monitoring	Other monitoring ⁴	Site visits	☐

TOTAL BENCHMARKS MET

8

RESOURCES

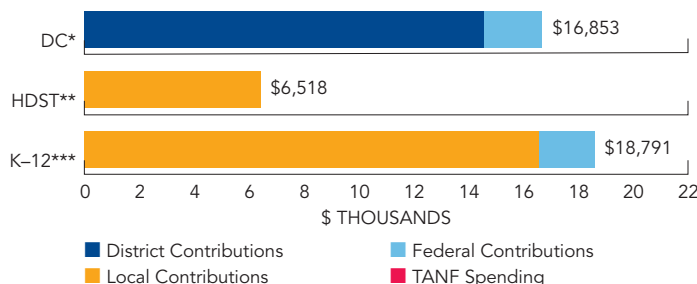
Total district pre-K spending	\$175,096,000
Local match required?	No
District spending per child enrolled	\$14,690 ⁵
All reported spending per child enrolled*.....	\$16,853 ⁵

* 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 2011-2012 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 '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ All elementary schools in DCPS offer pre-K for age eligible students. Public Charter Schools are approved by the charter authorizer (PCSB) to serve pre-K students. 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 Qualitative Site 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 Spending is based on the per-pupil funding formula of \$11,986 per 3-year-old and \$11,629 per 4-year-old with adjustments for special education and limited English proficiency students, as well as the charter school facilities allowance.