

The  
State of  
Preschool  
2016



**STATE PRESCHOOL YEARBOOK**

The National Institute for Early Education Research



## THE STATE OF PRESCHOOL 2016

### STATE PRESCHOOL YEARBOOK

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ACKNOWLEDGEMENTS—The opinions expressed in this report are solely those of the authors. We wish to thank the Heising-Simons Foundation for supporting the development, production, and dissemination of this publication. Established in 2007 by husband and wife Mark Heising and Elizabeth (Liz) Simons, The Heising-Simons Foundation is dedicated to advancing sustainable solutions in the environment, supporting groundbreaking research in science, and enhancing the education of the nation’s youngest learners. The authors would like to extend their thanks to Sandy Ogilvie, Michelle Ruess, Michelle Ramjug, Milagros Nores, and Andrew Barnett, for their assistance on this report.

The primary data source for this report is the 2016 State of Preschool Survey conducted by NIEER under contract to the National Center for Education Statistics (NCES). NCES publications related to the survey are available on-line at <http://nces.ed.gov/pubsearch/>.

This publication is a product of the National Institute for Early Education Research (NIEER), a unit of the Graduate School of Education at Rutgers, The State University of New Jersey. NIEER supports early childhood education policy by providing objective, nonpartisan information based on research.



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# Executive Summary



## REMARKABLE PROGRESS, BUT UNEVEN CHANGE LEAVES SOME FAR BEHIND

State funded preschool continued to grow in access, spending, and supports for quality in the 2015-2016 school year. Both enrollment and spending per child increased, as did states' total investment in preschool. Three states improved policies and consequently met additional quality standards benchmarks. Yet, progress has been mixed—some states moved boldly ahead, while others stagnated, and a few regressed.

When NIEER compiled the first Yearbook on state preschool in 2002, only two states served 50 percent of 4-year-olds and just three served more than 30 percent (which is now below the national average). No state met all of the quality standards benchmarks and many met just two. In 2015-2016 three states and the District of Columbia served more than 70 percent of 4-year-olds, a figure not reached by any state in 2002, and 18 states and the District of Columbia served more than 30 percent. With respect to quality, six states had programs that met all 10 current benchmarks for policies related to quality.

This remarkable progress largely reflects change in states that committed to offer every child a high quality early education. For example, Iowa went from serving just 4 percent of 4-year-olds and meeting three benchmarks for quality standards to serving 64 percent with six or seven benchmarks (in their two programs). In another example, Maine has gone from 10 to 40 percent of 4-year-olds enrolled and raised its quality standards from meeting three to nine benchmarks. Both states are continuing to move forward.

At the other extreme, seven states still offer no program at all and 15 states (including those with no program) have made negligible progress on enrollment, serving fewer than five percent of 4-year-olds in 2015-2016. Thirteen state programs meet no more than half the quality standards benchmarks.

Table 1 summarizes findings from this year's report for enrollment, quality standards, and funding of state preschool. Notably, this year we include two sets of quality standards benchmarks—the current set and a new set described in detail later in the report. Our new benchmarks reflect current research, focusing on policies that directly influence classroom experiences.

Enrollment continued to rise, albeit slowly. States added 2,725 more 3-year-olds and 40,131 more 4-year-olds. Several noteworthy program changes took place in 2015-2016. Connecticut began a third state-funded preschool program. Indiana moved from a pilot program to full program status. California’s Transitional Kindergarten (TK) was added as a state-funded preschool program. Guam became the first U.S. territory to provide a preschool program meeting the criteria for inclusion in this report. Fourteen programs added more than one thousand 3- and 4-year-olds since the previous year. However, four programs decreased the number of 3- and 4-year-olds served by more one thousand, offsetting some of the gains made in other states.

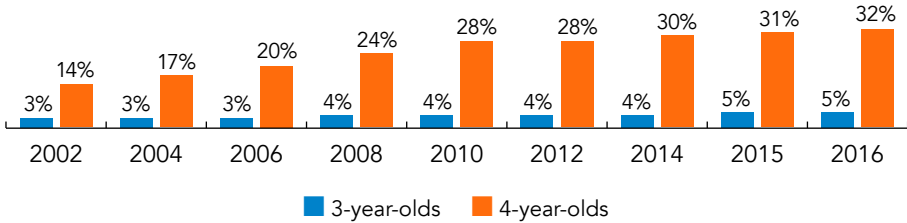
State funding for preschool rose by more than \$564 million in 2015-2016 from the previous year, adjusted for inflation. (We do not count TK as an increase since it existed the prior year, but was not counted as preschool.) This is an eight percent increase in total state funding, somewhat smaller than last year’s. Per child spending increased by \$253 to \$4,976. Inflation-adjusted spending per child has now clearly surpassed pre-recession levels and is approaching a level not seen since 2004.

In this 2016 *Yearbook*, NIEER introduces a new set of quality standards benchmarks for the first time since publication began. For 2015-2016 we continue to rate state policies against the same standards used for many years (i.e., the “current” benchmarks), while also displaying how states would fare on new benchmarks as a guide for areas that need improvement. As we are just introducing these new benchmarks, states have not had time to revise their policies in response; and it may take several years for such change to be implemented. Overall, six programs met all 10 current quality standards benchmarks but only two states—Alabama and Rhode Island—meet all ten new benchmarks.

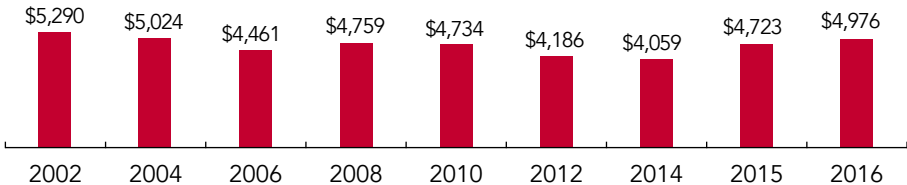
The new set of benchmarks raises the bar and reflects a shift toward supports for practices more directly linked to the quality of children’s experiences in the classroom. Four new or revamped quality standards benchmarks focus more on what programs do (process) than what programs have (inputs or structure). Additional information about the new benchmarks is found later in the report on pages 14-17 and 29-31.

Some states did improve on the current set of benchmarks in 2015-2016. Maine now requires class size to be limited to 16 children with one adult for every eight children; vision, hearing, and health screenings and referrals as well as support services; and site visits. Pennsylvania’s Pre-K Counts programs are now required to provide at least one meal per day and added vision, hearing, and health screenings and referrals as well as support services. Vermont’s new Universal Prekindergarten program under Act 166 requires site visits. Some states slid backwards. Alaska, suffering from funding troubles, lost three quality standards benchmarks. Kansas’ Prekindergarten program increased class sizes to 25 children, and no longer meets the class size benchmark.

**PERCENT OF STATE POPULATION ENROLLED**



**AVERAGE STATE SPENDING PER CHILD ENROLLED  
(2016 DOLLARS)**



## WHAT'S NEW?

### Resources:

- Total state funding for preschool programs increased to almost \$7.4 billion, an increase of more than \$564 million (adjusted for inflation) across the 43 states and D.C.<sup>1</sup> that offered preschool during the 2015-2016 year, an 8 percent increase in real dollars. Most of this increase comes from California and Texas, up more than \$200 million and \$100 million, respectively, from last year, adjusted for inflation.
- State preschool funding per child increased by \$253 (inflation-adjusted) from last year to \$4,976. All reported funding per child reached \$5,696, a real one-year increase of \$397.
- In addition to California and Texas, nine other states reported an increase in state spending of more than \$10 million. Twenty-five states increased spending per child. Notably, Indiana increased spending per child by more than \$3,000 while increasing enrollment.
- Eighteen states received competitive federal Preschool Development Grants (PDG) that contributed nearly \$210 million in 2015-2016. Just over \$108 million of the federal PDG spending supported increased enrollment or quality enhancement in state preschool while the remaining funds supported children in preschool programs outside of state-funded programs.

### Enrollment:

- Nearly 1.5 million children attended state-funded preschool, including nearly 1.3 million 4-year-olds. Almost five percent of 3-year-olds and 32 percent of 4-year-olds were served in state-funded preschool.
- Approximately 19,000 of these children were enrolled in state-funded preschool and supported either entirely or partially by federal PDG funding.
- Across all public programs—pre-K general and special education enrollment plus federally and state-funded Head Start—43 percent of 4-year-olds and 16 percent of 3-year-olds were served. Over the last decade, enrollment across all state programs at age 4 has risen by only 5 percentage points and enrollment at age 3 by 1.5 percentage points. However, fourteen states enroll more 50 percent of 4-year-olds across these three publicly-funded programs.
- Enrollment increased by 40,131 four-year-olds and 2,725 three-year-olds. Approximately 50 percent of this increase can be attributed to the federal PDG. Eight states reduced enrollment of 3- and 4-year-olds.

### Quality:

- Three programs improved on NIEER's Quality Standards Benchmarks checklist—Maine gained four new benchmarks while Pennsylvania's Pre-K Counts program gained two; both programs now meet nine out of ten current benchmarks. Vermont gained one benchmark.
- Five states (Alabama, Mississippi, North Carolina, Rhode Island, West Virginia) plus one program in Louisiana (NSECD) met all 10 current benchmarks for minimum state preschool quality standards. These states include some with the highest percentages of children in poverty. Alaska no longer met all 10 benchmarks after the state restructured their program to compensate for reduced funding.
- Many states met fewer than half of the current quality standards benchmarks, including states with high numbers of children in poverty serving large numbers of children (e.g., Arizona, California TK, Florida, Indiana, Ohio, Pennsylvania K4, Texas, and Wisconsin 4K). D.C. sets high standards, but charter schools serving many of the children are not required to meet these standards.
- NIEER introduced a new set of quality standards benchmarks to emphasize a greater focus on process quality and reflect new research on early childhood education quality. Only two states, Alabama and Rhode Island, met all 10 of these new quality standards.

### Major Developments:

- Guam became the first U.S. territory to offer a publicly-funded preschool program, serving 72 four-year-olds (2.7% of 4-year-olds in Guam) in four public school classrooms across Guam in 2015-2016. Guam spent \$12,185 per child, including program start-up costs and met seven quality standards benchmarks.
- California's TK, which serves children too young to enter kindergarten, is included as a state preschool program for the first time. A total of 89,937 children attended TK in 2015-2016.

<sup>1</sup> For the sake of comparison, the District of Columbia will be referred to as a "state" throughout this report. Hence, there is a total of 44 states providing state-funded pre-K.



- Indiana's Pre-K Our Way expanded in 2015-2016 and graduated from pilot-program status to full inclusion in the *Yearbook*.
- 2015-2016 was the first year of Vermont's Universal Prekindergarten program under Act 166, which requires all school districts in the state to provide universal, publicly funded preschool for a minimum of 10 hours per week to 3-, 4-, and 5-year-olds not enrolled in kindergarten.
- Eighteen states received federal PDG funding to support enrollment of low-income 4-year-olds in high quality preschool. Almost \$210 million was used to support nearly 30,000 four-year-olds and to raise quality. Just over half of that amount supported about 19,000 four-year-olds enrolled in state-funded preschool programs. Without PDG this year, progress on enrollment and quality could have been much more limited.
- Lack of state support for preschool Dual Language Learners (DLLs) continues to be a serious concern. Only 22 state programs could report the number of DLLs they serve. Just five programs (in four states) require teachers of DLLs to have any special qualifications preparing them for the challenges of educating DLLs. On a more positive note, most states have culturally sensitive early learning and development standards. However, unless teachers are supported in achieving them, such standards are unlikely to lead to effective practice.



**TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS**

STATE	Access for 4-Year-Old Rank	Access for 3-Year-Old Rank	Resource Rank Based on State Spending	Resource Rank Based on All Reported Spending	Current Quality Standards Checklist Sum (Maximum of 10)	New Quality Standards Checklist Sum (Maximum of 10)
Alabama	28	None served	25	17	10	10
Alaska	40	None served	16	25	7	5
Arizona	37	21	32	39	3	1
Arkansas	18	5	18	13	9	7
California	14	10	14	21	4.4	4.4
Colorado	24	11	39	35	6	5
Connecticut	23*	8*	6	4	5.2	4.8
Delaware	35	None served	9	18	8	6
District of Columbia	1	1	1	1	4	3
Florida†	2	None served	40	43	3	3
Georgia	8	None served	28	37	8	6
Hawaii	42	None served	7	16	8	7
Illinois	21	3	34	38	8	7
Indiana	43	None served	17	22	3	1
Iowa	7	19	36	40	6.9	6.9
Kansas	27	None served	41	44	7.1	7.1
Kentucky	22	9	21	9	9	8
Louisiana	17	None served	24	31	9	8
Maine	11	None served	37	7	9	9
Maryland	13	16	33	14	8	7
Massachusetts	34*	12*	38	42	7	6.6
Michigan	15	None served	15	24	9	9
Minnesota	44*	24*	5	10	9	7
Mississippi	38	27	44	34	10	8
Missouri	41	23	23	30	8	8
Nebraska	19	6	42	28	6	7
Nevada	39	29	43	32	7	6
New Jersey	20	4	2	2	8.8	8.8
New Mexico	16	22	20	29	8	8
New York	9	28	12	20	7	7
North Carolina	25	None served	19	12	10	9
Ohio	33	20	27	36	4	5
Oklahoma	3	18	31	15	9	6
Oregon	31	13	3	6	9	7
Pennsylvania	30*	15*	11	23	8.2	6.1
Rhode Island	36	None served	10	3	10	10
South Carolina	12	None served	35	41	6	4.5
Tennessee	26*	26*	22	19	9	5
Texas	10	14	26	33	4	4
Vermont	5	2	8	11	6	5
Virginia	29	None served	29	26	5	4
Washington	32	17	4	8	9	7
West Virginia	6	7	13	5	10	9
Wisconsin	4*	25*	30	27	4.1	3
Idaho	No program	No program	No program	No program	No program	No program
Montana	No program	No program	No program	No program	No program	No program
New Hampshire	No program	No program	No program	No program	No program	No program
North Dakota	No program	No program	No program	No program	No program	No program
South Dakota	No program	No program	No program	No program	No program	No program
Utah	No program	No program	No program	No program	No program	No program
Wyoming	No program	No program	No program	No program	No program	No program

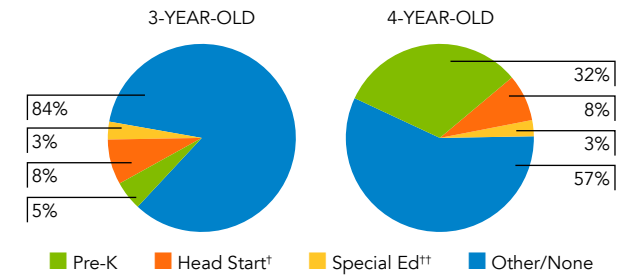
\* At least one program in these states did not break down total enrollment figures into specific numbers of 3- and 4-year-olds served. As a result, enrollment by single year of age was estimated.

† Data on Florida's quality standards are from the 2013-2014 school year. Publicly available documents were reviewed for any policy changes that would have changed the benchmarks met.

## NATIONAL ACCESS

Total state pre-K enrollment, all ages..... 1,487,728  
 State-funded preschool programs... 59 programs in 43 states and D.C.<sup>1</sup>  
 Income requirement... 34 state programs have an income requirement  
 Minimum hours of operation..... 37 part-day; 9 school-day;  
 7 extended-day; 4 determined locally;  
 2 no minimum<sup>2</sup>  
 Operating schedule..... 2 full calendar year; 37 school/academic year;  
 20 determined locally  
 Special education enrollment, ages 3 and 4 ..... 440,931  
 Federally funded Head Start enrollment, ages 3 and 4 ..... 727,312<sup>3</sup>  
 Total federal Head Start enrollment, ages 3 and 4..... 745,190<sup>3</sup>  
 State-funded Head Start enrollment, ages 3 and 4..... 18,757<sup>4</sup>

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.

## NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

### POLICY

Of the 59 state-funded pre-K initiatives, number meeting benchmarks

	CURRENT	NEW
Early learning & development standards .....	59	46
Curriculum supports .....	New in 2015-2016.....	47
Teacher degree.....	35	35
Teacher specialized training .....	50	50
Assistant teacher degree.....	19	19
Staff professional development.....	49	6
Maximum class size .....	47	47
Staff-child ratio .....	49	49
Screening & referral.....	41	43
Meals.....	28	Discontinued
Monitoring/Continuous quality improvement system.....	42	22

## NATIONAL RESOURCES

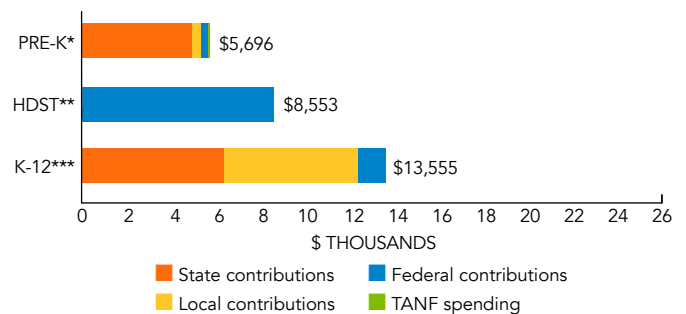
Total state pre-K spending ..... \$7,390,801,796<sup>5</sup>  
 Local match required? ..... 14 state programs require a local match  
 State Head Start spending ..... \$165,758,194  
 State spending per child enrolled ..... \$4,976  
 All reported spending per child enrolled\* ..... \$5,696

\* 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.

SPENDING PER CHILD ENROLLED



<sup>1</sup> Throughout this report, the District of Columbia is included like a state, resulting in a list of 44 states for rankings. In 2015-2016, Guam began offering a "state"-funded preschool program but is not included in totals or rankings in this report.

<sup>2</sup> NIEER's definitions of hours of operation are as follows: part-day programs serve children for fewer than 4 hours per day; school-day programs serve children at least 4 hours per day but fewer than 6.5 hours per day; and extended-day programs serve children for more than 6.5 hours per day. Some programs offer multiple hours of operation but only the minimum one is listed here.

<sup>3</sup> The enrollment figures for federal Head Start include children enrolled in the program in all 50 states, D.C., and the U.S. territories, as well as enrollment in the Migrant & Seasonal and American Indian/Native Alaskan programs. These numbers do not include children funded by state match.

<sup>4</sup> This figure is based on the Head Start enrollment supported by state match as reported by the Administration for Children and Families and additional information from surveys of state supplemental Head Start programs. This figure includes 15,349 children who attended programs that were considered to be state-funded preschool programs and are also included in the state-funded preschool enrollment total.

<sup>5</sup> This figure includes federal TANF funds directed toward preschool at states' discretion.

# National Overview

## ENROLLMENT CONTINUES TO CLIMB SLOWLY

State-funded preschool served 1,487,728 children during the 2015-2016 school year. Eighty-six percent, or 1,276,719 children were 4-year-olds, continuing the trend that state preschool is a program predominantly for 4-year-olds. Table 2 reports the number and percentage of the population of 3- and 4-year-olds enrolled by state and nationally.

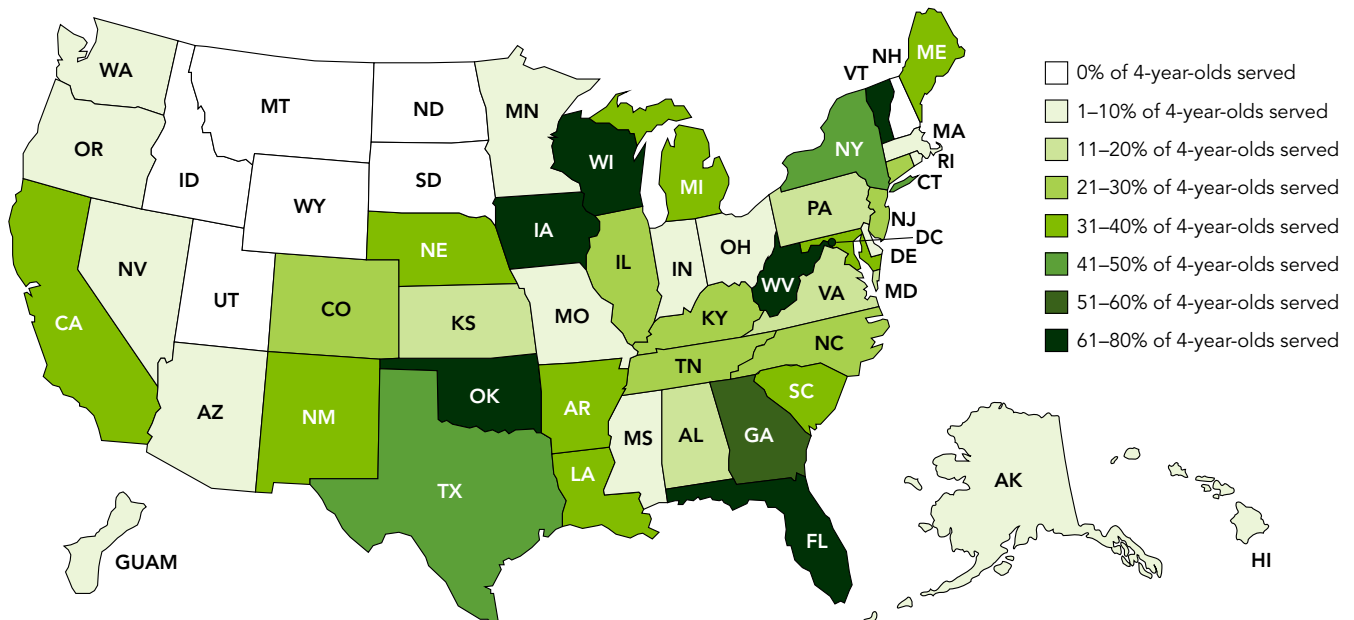
Total enrollment in 2015-2016 increased by 40,023 children from the previous year. Compared to 2014-2015, fewer 3-year-olds were added but more 4-year-olds were, likely in part due to the federal PDG program. Table 3 reports enrollment changes from the first year we started tracking state preschool (2001-2002) and from 2014-2015.

Across the country, almost 32 percent of 4-year-olds and nearly five percent of 3-year-olds were enrolled in state-funded preschool in 2015-2016. Enrollment varied widely from state-to-state. The District of Columbia once again served the highest percentage of 3-year-olds (70%) and 4-year-olds (81%). Three other states—Florida, Oklahoma, and Wisconsin—served more than 70 percent of 4-year-olds in the state. The top ten states for access for 4-year-olds all served at least close to 50 percent of 4-year-olds (District of Columbia, Florida, Oklahoma, Wisconsin, Vermont, West Virginia, Iowa, Georgia, New York, and Texas). On the flip side, 14 states with preschool programs served less than 10 percent of 4-year-olds (Oregon, Washington, Ohio, Massachusetts, Delaware, Rhode Island, Arizona, Mississippi, Nevada, Alaska, Missouri, Hawaii, Indiana, and Minnesota). Seven states continue to have no program, although Montana did serve 462 children through federal PDG. Guam became the first U.S. Territory to fund public preschool, serving 72 children in 2015-2016. Figure 1 displays a map of the percent of 4-year-olds enrolled in state-funded preschool in each state.

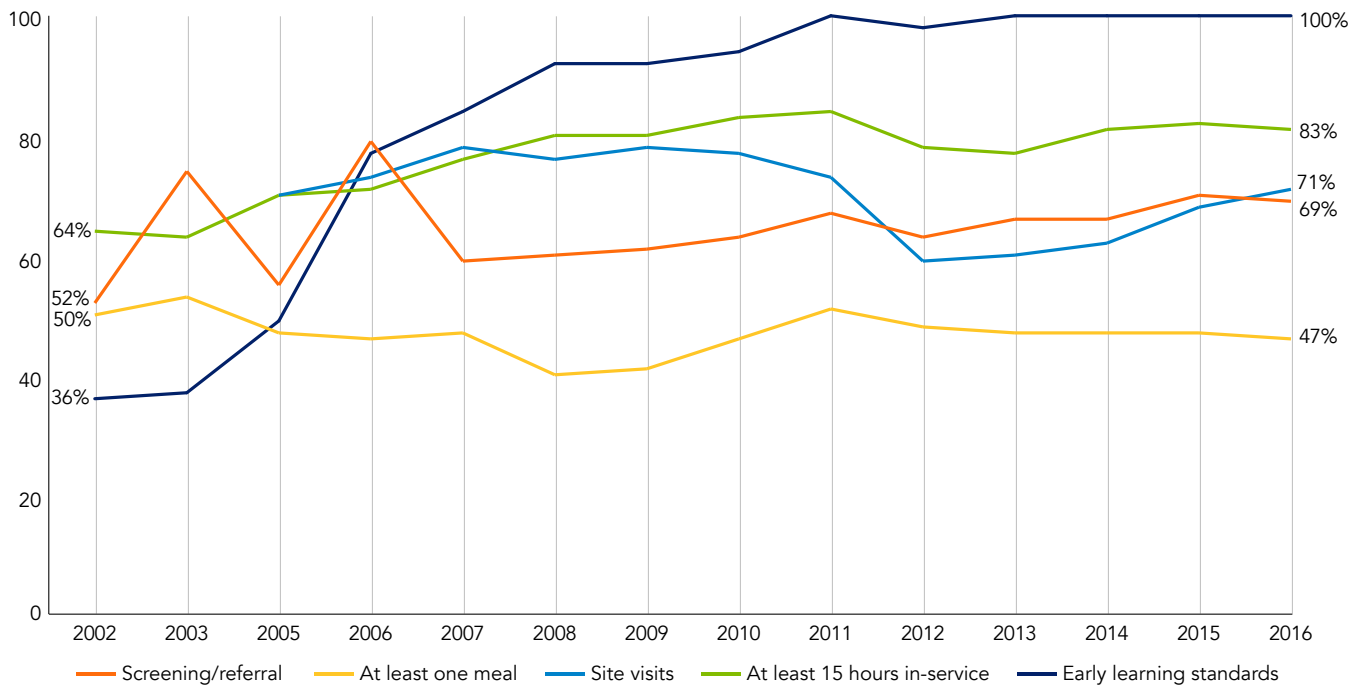
Particularly concerning is the unequal growth in state-funded preschool. Nationwide, over the past 15 years, enrollment of 4-year-olds has more than doubled from 14 percent to 32 percent, but many states remain far below average, while others are far above. Enrollment of 3-year-olds is also unequal, with many states doing little or nothing to serve that age. Progress at the top end has been dramatic: In 2002 the District of Columbia served 44 percent of 4-year-olds, but by 2016 served 81 percent. Florida did not have a state-funded preschool program in 2002 but by 2016 they served 76 percent of 4-year-olds. Unfortunately, children in many other states have been left far behind. The 14 states currently serving less than 10 percent of 4-year-olds, have shown little progress in the past decade-and-a-half. Some of these states serve a smaller percentage of 4-year-olds now than they did in 2002. For three states with new programs (Hawaii, Indiana, and Mississippi), it remains to be seen which path they will take.

The percent of 3-year-olds served in state-funded preschool has increased by only two percentage points since 2001-2002.

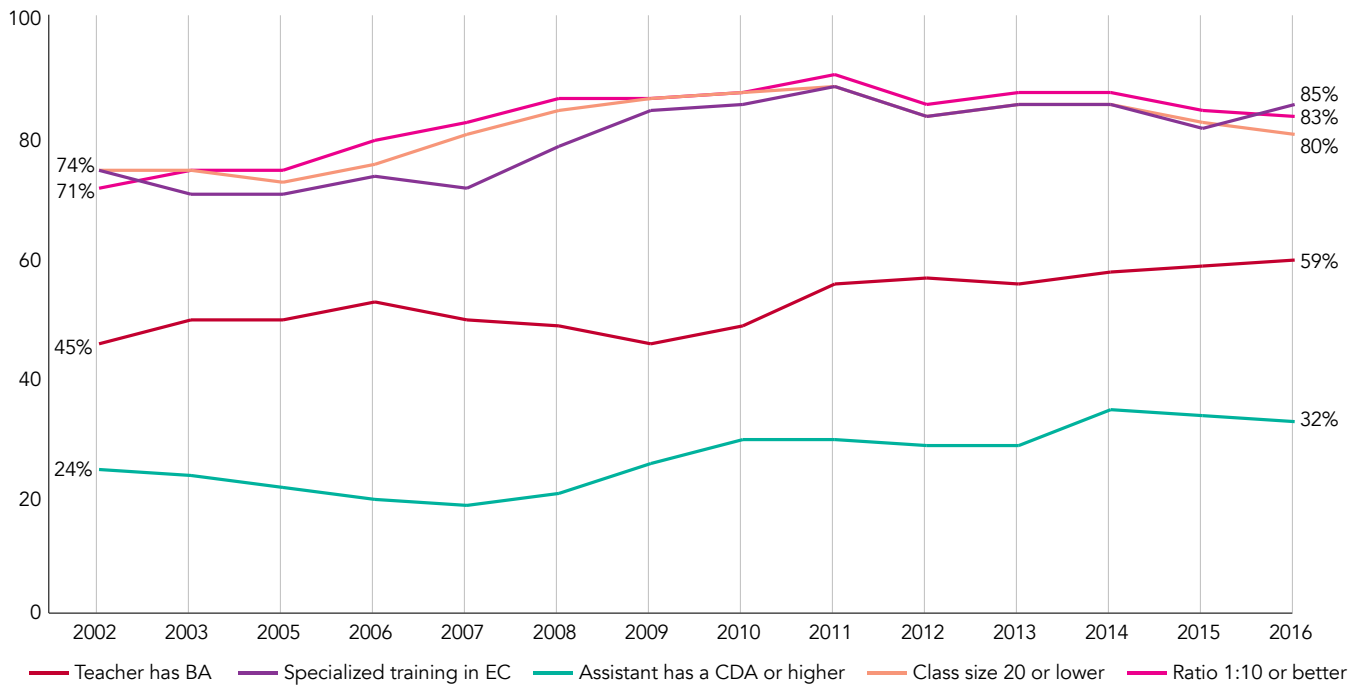
FIGURE 1: PERCENT OF 4-YEAR-OLDS SERVED IN STATE PRESCHOOL



**FIGURE 2A: PERCENT OF STATE PRESCHOOL PROGRAMS MEETING BENCHMARKS BETWEEN 2002-2016: PROCESS QUALITY INDICATORS**



**FIGURE 2B: PERCENT OF STATE PRESCHOOL PROGRAMS MEETING BENCHMARKS BETWEEN 2002-2016: STRUCTURAL QUALITY INDICATORS**



Twenty-nine of the 44 states with state preschool enrolled 3-year-olds during the 2015-2016 school year. Only seven states serve even ten percent of 3-year-olds (District of Columbia, Vermont, Illinois, New Jersey, Arkansas, Nebraska, West Virginia). New Mexico, New York, and Oklahoma served 3-year-olds this year but did not last year.

Preschool special education and Head Start are two other public programs that serve a substantial number of preschool-age children. Table 4 shows the number and percentage of 3- and 4-year-old children in each state served across state-funded preschool, preschool special education, and Head Start. To the extent possible, we present unduplicated counts with children served by multiple programs counted only once. Enrollment across all three public programs is at most (because some duplication likely still remains) 43 percent at age 4 and 16 percent at age 3, showing little progress beyond the previous year. Fourteen states enroll over 50 percent of 4-year-olds across these three programs.

## QUALITY STANDARDS

Figures 2A and 2B display the percentage of programs meeting each of the current quality standards benchmarks from 2001-2002 through 2015-2016. Clearly progress has been made across policies relating to both structure and process for state-funded preschool. However, progress seems to have stalled after the Great Recession and is only now beginning to rebound. Every state has comprehensive early learning standards and the vast majority met benchmarks for class size, ratio, specialized training of teachers, and annual hours of teacher in-service professional development.

Three states' policy changes resulted in gaining additional benchmarks in 2015-2016: Maine now limits class sizes to 16 with a one to eight staff to child ratio, and requires vision, hearing and health screenings and referrals, comprehensive support services, and site visits. Pennsylvania's Pre-K Counts program now requires vision, hearing and health screenings and referrals, comprehensive support services, and at least one meal per day. Vermont now requires site visits. Policy changes in Alaska resulted in the loss of three quality standards benchmarks and the Kansas Prekindergarten program lost one benchmark after raising the maximum class size.

Six state programs met all 10 current quality standards benchmarks in 2015-2016: Alabama, Mississippi, North Carolina, Rhode Island, West Virginia, and one Louisiana program (NSECD). Thirteen programs in 12 states met nine of the 10 benchmarks (Arkansas, Kentucky, Louisiana LA 4, Maine, Michigan, Minnesota, New Jersey Abbott, Oklahoma, Oregon, Pennsylvania HSSAP and Pre-K Counts, Tennessee, and Washington).

It was not all good news on the quality front—nine programs met fewer than half of the quality standards benchmarks. The District of Columbia, Ohio, Texas, and Wisconsin 4K met four; Arizona, Florida, and Indiana met three; and California TK and Pennsylvania 4K met only two. In the District of Columbia requirements vary across public schools, community-based organizations, and public charter schools. Charter schools are given control over many policies, resulting in D.C. not meeting several quality standards benchmarks. Table 5a summarizes the current quality standards benchmarks met by each program.

### A New Focus: Raising the Bar on Quality

Since 2003, the *State of Preschool Yearbook* has compared each state program's policies against a checklist of 10 research-based quality standards benchmarks. These quality standards benchmarks, designed to reflect what research suggested was important for high-quality programs, have been largely unchanged for more than a decade. This current set of quality standards benchmarks was never intended to guarantee quality, but rather to identify *minimum* resources necessary to support high quality, which also requires adequate funding and strong implementation. Today, most programs meet at least seven benchmarks and only two benchmarks are met by less than 50 percent of programs. Such progress, by itself, would provide good reason to adopt more rigorous standards. However, in addition, research over the last decade has found that policies more directly aimed at continuous improvement of teaching are likely to have stronger impacts on actual classroom experiences for children.<sup>2</sup>

This year NIEER introduces a revised set of 10 quality standards benchmarks that better align with recent research and a focus on process quality. The new benchmarks were developed to capture policies that affect classroom experiences that support children's learning and development. This includes policies that provide for continuous improvement of teaching through multiple pathways. We envision high-quality preschool as a system in which well-qualified teachers receive ongoing coaching as part of a larger set of continuous quality improvement processes operating at multiple levels, based on aligned standards for learning and teaching. Recent research indicates that coaching focused on improving interactions with children based on feedback from direct observations of teachers can lead to significant improvements in classroom practices and children's outcomes.<sup>2</sup>

<sup>2</sup> Barnett, W. S. & Frede, E. C. (2017). Long-term effects of a system of high-quality universal preschool education in the United States. In H.-P. Blossfeld, N. Kulic, J. Skopek, & M. Triventi (Eds.), *Childcare, early education and social inequality: An international perspective*. Cheltenham, UK: Edward Elgar Publishing. Weiland, C. (2016). Launching preschool 2.0: A roadmap to high-quality public programs at scale. *Behavioral Science & Policy*, 2, 37-46.

Figure 3 outlines the changes in the quality standards benchmarks. Below, we provide additional detail on the four major changes:

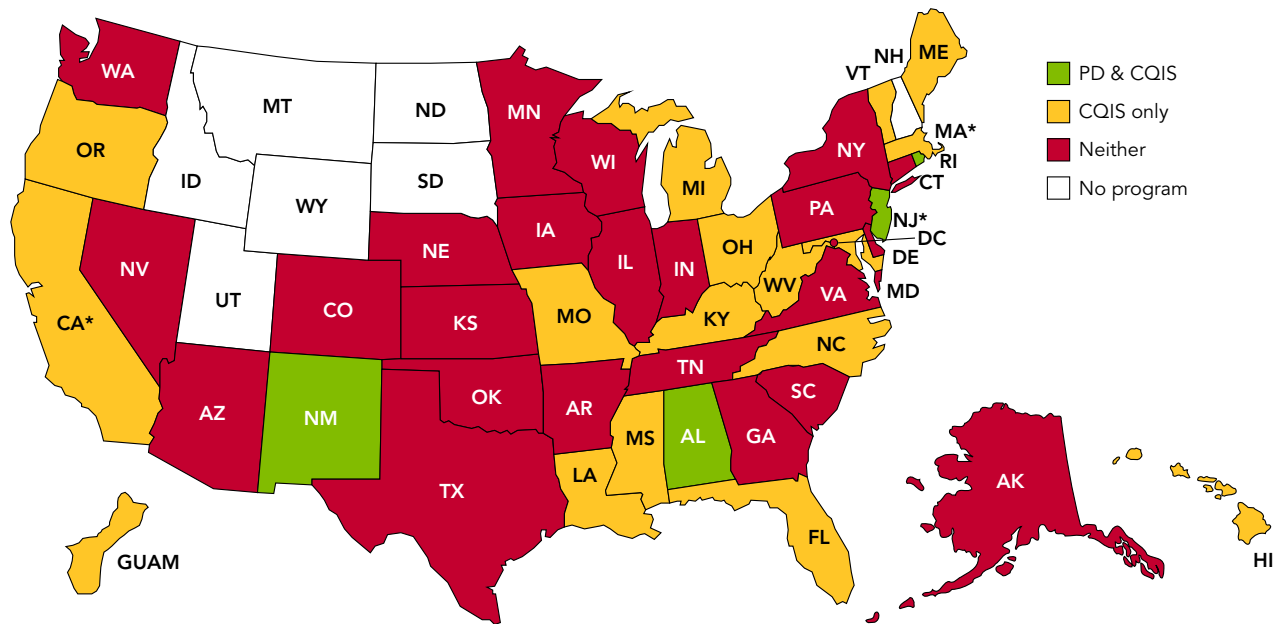
1. We enhanced the Early Learning and Development Standards (ELDS) benchmark. Now, in addition to being comprehensive to cover multiple domains of learning, the benchmark requires that ELDS must be (1) vertically aligned (with K–3 or college & career ready standards and infant and toddler standards) and horizontally aligned (with child assessments), (2) supported (through professional development and/or additional resources), and (3) culturally sensitive.
2. We added a new benchmark focused on supports for curriculum implementation. State policies are rated on whether they provide (1) guidance for selecting or adopting curricula and (2) supports for curriculum implementation with fidelity (such as training, ongoing technical assistance, or additional funding). In adding the Curriculum Supports benchmark, we discontinued the Meals benchmark. While nutritious meals are important, whether or not programs meet this benchmark is primarily determined by program operating schedule.
3. We greatly strengthened the professional development (PD) benchmark. Previously the benchmark was that lead teachers receive at least 15 hours of in-service PD each year. This requirement is now extended to include assistant teachers. Additionally, both lead and assistant teachers are required to have individualized professional development plans and, most importantly, to receive ongoing coaching, or classroom embedded support.
4. We replaced the monitoring benchmark, which required programs to have site visits at least once every five years, with the requirement for a continuous quality improvement system (CQIS). To meet this new benchmark, programs must complete structured observations of classroom quality (using a valid and reliable measure) and use this information to inform an improvement plan with teacher feedback.

A complete guide to the current and new benchmarks and supporting research begins on page 29.

**FIGURE 3: CURRENT AND NEW QUALITY STANDARDS BENCHMARKS**

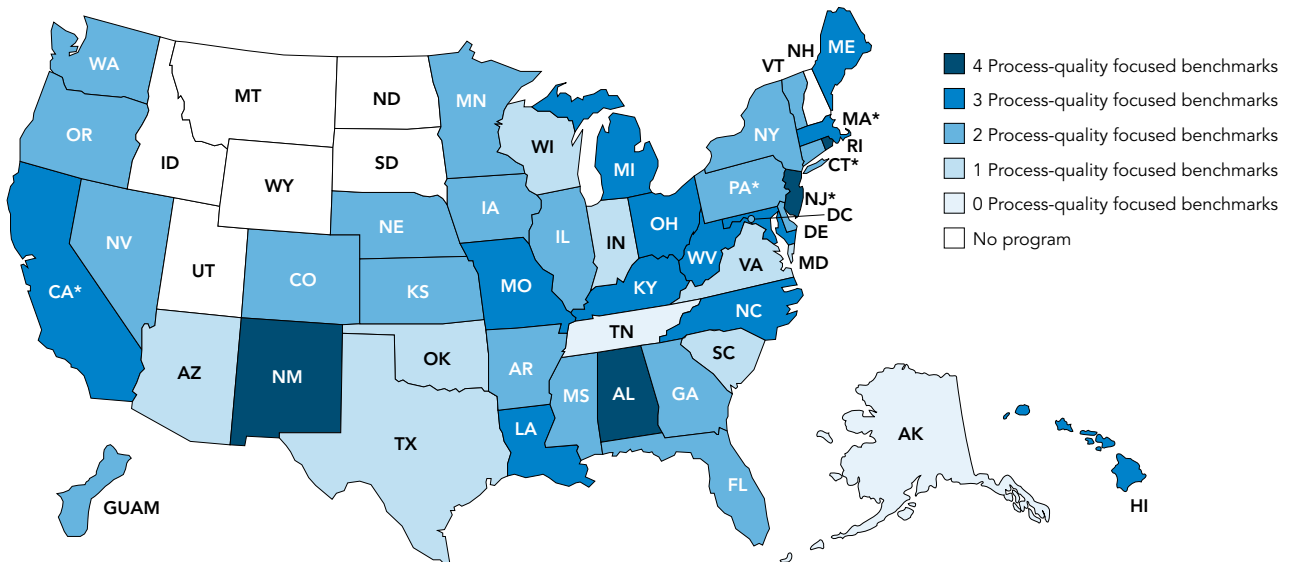
CURRENT STANDARD	NEW STANDARD	CHANGE
Comprehensive Early Learning Standards	Comprehensive Early Learning and Development Standards that are horizontally and vertically aligned, supported, and culturally sensitive	Enhanced
None	Supports for Curriculum Implementation	New
Lead Teacher Degree (BA)	Lead Teacher Degree (BA)	No change
Lead Teacher Specialized Training in ECE/CD	Lead Teacher Specialized Training in ECE/CD	No change
Assistant Teacher Degree (CDA)	Assistant Teacher Degree (CDA)	No change
Teacher-in-Service (15 hours/year)	15 hours/year of professional development, individualized plans professional development plans, and coaching for lead and assistant teachers	Enhanced
Maximum Class Size (20)	Maximum Class Size (20)	No change
Staff-Child Ratio (1:10)	Staff-Child Ratio (1:10)	No change
Screenings & Referrals & 1 Support Service	Screenings & Referrals	Slight Change
Meals (At least 1)	None	Discontinued
Monitoring (Site Visits at least once every five years)	Continuous Quality Improvement System	Changed

**FIGURE 4: NEW PROFESSIONAL DEVELOPMENT (PD) AND CONTINUOUS QUALITY IMPROVEMENT SYSTEM (CQIS) QUALITY STANDARDS BENCHMARKS MET BY STATES**



\* These multi-program states have programs with different quality standards. Data displayed on the map reflect quality standards benchmarks in the largest program in the state.

**FIGURE 5: TOTAL (OUT OF 4) NEW PROCESS-QUALITY FOCUSED QUALITY STANDARDS BENCHMARKS MET BY STATES**



\* These multi-program states have programs with different quality standards. Data displayed on the map reflect quality standards benchmarks in the largest program in the state.



As NIEER raises the bar with its new quality standards benchmarks, many states met fewer benchmarks, reflecting the increased rigor of the new benchmarks. Only two programs, Nebraska and Ohio, met more quality standards on new benchmarks compared to current benchmarks in 2015-2016. Thirty-five programs met fewer new benchmarks than current quality standards benchmarks. Notably, Tennessee met four fewer quality standards on the new compared to current sets of quality standards. Oklahoma and Pennsylvania HSSAP met three fewer.

Only two states, Alabama and Rhode Island met all ten of the new quality standards benchmarks. Six programs met nine of the new benchmarks: Louisiana NSECD, Maine, Michigan, New Jersey Abbott, North Carolina, and West Virginia. Twelve programs met fewer than half: Arizona and Indiana each met only one; California TK and Pennsylvania K4 met two; the District of Columbia, Florida, Pennsylvania Ready to Learn, and Wisconsin 4K met three; and Connecticut CDCC, South Carolina CDEP, Texas, and Virginia met four. Table 5b summarizes the new quality standards benchmarks met by each program. Our hope is that as we set out these new research-based benchmarks and provide information on the extent to which states do or do not meet them, state policies we be upgraded in response.

New professional development (PD) and continuous quality improvement system (CQIS) benchmarks are met by relatively few states. Only six programs in four states met the new professional development benchmark. (Alabama, all three New Jersey programs, New Mexico, and Rhode Island). Twenty programs met the new CQIS benchmark. Figure 4 shows which states met these two new quality standards benchmarks.

Looking at the four quality benchmarks that are new or substantially changed (Early learning and Development Standards, Curriculum Supports, Professional Development, and CQIS) and focused on process quality, only four programs met all four (Alabama, New Jersey Abbott, New Mexico, and Rhode Island). Four programs met none of these new quality standards: Alaska, Pennsylvania Ready to Learn and K4, and Tennessee. Figure 5 color codes states by the number of these new benchmarks met.

## RESOURCES: AN UPHILL BATTLE

In 2015-2016, 43 states and the District of Columbia spent almost \$7.4 billion on preschool, not including special education funds. The remaining seven states did not contribute to this total as they did not have a preschool program meeting the definition of state-funded preschool used in this report. (See page 27 for our explanation of what constitutes a state-funded preschool program.) Total state spending in 2015-2016 increased by more than \$564 million, adjusting for inflation, an eight percent increase in spending from 2014-2015.

In addition, Guam spent \$877,330 on the first year of its preschool program, including start-up costs. Table 6 reports state spending per child and in total, as well as changes in spending from the previous year.

On average, state spending per child was \$4,976, an increase of \$253 from the previous year, adjusted for inflation. This is the third largest year-to-year increase since the *Yearbook* began, and it raises the average per child spending to above pre-recession levels for the first time.

State spending per child varied dramatically across the states from \$16,812 in the District of Columbia to less than \$2,000 in Mississippi—meaning the District of Columbia spends almost nine times as much per child as Mississippi.

Many states rely on additional funds from local and federal sources to help fund their preschool programs. In 2015-2016, federal PDG dollars were a notable addition to funding for 18 states. Some states provide for local education agencies to share preschool costs through a formula just as they do for K-12 education. Funding from all sources is a better indicator of the total resources available to support preschool (though not a better indicator of state financial commitment). Unfortunately, not all states can fully, or even partially, report spending from local and federal sources. As a result, the all-reported spending per child numbers, reported in Table 6, understate total spending nationally, and comparisons across states can be distorted by differences in reporting.

Despite these limitations, local schools and federal funds added almost \$1.1 billion to state preschool during the 2015-2016 school year, or \$720 per child. Approximately \$108 million, or 10 percent, was from the federal PDG. Spending from all-reported sources totaled more than \$8.4 billion in 2015-2016, an all time high. Non-state funds reported included over \$560 million in required local funds, \$74 million in non-required local funds, and \$434 million in non-TANF federal funds (including PDG). All reported spending per child was \$5,696, an increase of \$397 from the previous year, adjusted for inflation.

## FEDERAL PRESCHOOL DEVELOPMENT GRANTS (PDG)

Preschool Development Grants (PDG) are competitive federal grants awarded to 18 states to (1) to build the state's capacity to provide high-quality preschool or (2) to expand access to high-quality preschool for high-need communities. The PDG program was part of the Preschool for All initiative jointly administered by the Department of Education and the Department of Health and Human Services (HHS), although with the reauthorization of Every Student Succeeds Act, PDG administration was moved solely to HHS. During the first round of funding, in December 2014, 18 states were awarded grants. States received four years of funding and 2015-2016 is the first full school year during which PDG funding was utilized by states.

In 2015-2016, states used almost \$210 million in federal PDG funding. In some states, all PDG funding was used to create new seats in and/or enhance the quality of (including extending the length of the day) existing state preschool seats. In other states, PDG funding supported enrollment of children in programs outside of state-funded preschool or a combination of state preschool and other programs. Just over 50 percent of PDG funding was used to serve additional children within state-funded preschool programs. The remainder of the PDG funding supported children outside of state-funded preschool. Montana is the only PDG state that did not have a state-funded preschool program as defined by this report.

Overall, we estimate that federal PDG funding supported more than 30,000 children in 2015-2016 through either new seats or quality enhancements. Approximately 19,000 of these children were served in state preschool programs; the rest were in programs outside of state preschool. PDG funding was used to create nearly 19,000 new seats and to enhance quality or extend length of day for more than 11,000 seats. Figure 6 describes PDG funding and its use in each of the 18 states receiving federal PDG grants.

A case can be made that PDG has been an effective federal-state partnership. For example, using federal PDG funding, Rhode Island doubled the number of children in state-funded preschool between 2014-2015 and 2015-2016. Alabama experienced a 56 percent increase in preschool enrollment over the last year—75 percent of this increase in enrollment was funded by federal PDG dollars. Similarly, 90 percent of the increase in enrollment in Tennessee's VPK was funded by PDG dollars. In addition, PDG was used to raise the quality of preschool. PDG-funded seats were required to meet 12 quality standards including the provision of a full school day. Many of the required PDG standards align with NIEER's current and new quality standards benchmarks.

**FIGURE 6: FEDERAL PRESCHOOL DEVELOPMENT GRANT (PDG) ENROLLMENT AND SPENDING**

STATE	PDG-SUPPORTED ENROLLMENT			Seats in state preschool	PDG SPENDING	
	Total	New seats	Enhanced seats		Total	Included in state preschool spending*
Alabama	3,006	3,006	0	3,006	\$17,500,000	\$17,500,000
Arizona	2,370	2,370	0	0	\$18,235,364	\$0
Arkansas	2,877	1,371	1,506	1,506	\$3,704,760	\$3,704,760
Connecticut	712	279	433	279	\$11,689,109	\$2,599,550
Hawaii	78	78	0	0	\$472,951	\$0
Illinois	3,110	2,559	551	0	\$19,545,563	\$0
Louisiana	1,100	340	770	0	\$10,071,160	\$0
Maine	434	434	0	434	\$5,742,578	\$5,742,578
Maryland	2,732	1,459	1,273	2,732	\$14,250,000	\$14,250,000
Massachusetts	850	850	0	0	\$14,788,758	\$0
Montana	462	462	0	0	\$6,499,878	\$0
Nevada	782	289	493	493	\$5,486,264	\$2,472,213
New Jersey	1,636	883	753	1,418	\$16,625,000	\$12,674,085
New York	2,401	1,021	1,262	2,401	\$25,000,000	\$25,000,000
Rhode Island	285	285	0	285	\$2,290,840	\$2,290,840
Tennessee**	4,658	1,648	3,010	4,658	\$17,500,000	\$17,500,000
Vermont	412	412	Not reported	412	\$3,093,910	\$3,093,910
Virginia	2,804	1,230	1,574	1,574	\$17,500,000	\$1,323,000
<b>TOTAL</b>	<b>30,709</b>	<b>18,976</b>	<b>11,625</b>	<b>19,198</b>	<b>\$209,996,135</b>	<b>\$108,150,936</b>

\* Federal PDG funding is included in the total, or all-reported, spending numbers.

\*\* Additional children are supported by PDG funding in Tennessee outside of state-funded preschool but the number of children was not known.

Note: Data come from the survey of state preschool administrators and states' PDG Annual Performance Reports.

Note that, in some PDG states, NIEER's calculation of state spending per child can be distorted compared to other years by PDG funding. State spending is divided by total enrollment, which includes children supported entirely and/or partially by federal PDG funds. For PDG states, the all-reported spending per child may better represent the level of support in comparison to prior years.

## THE NEED FOR DATA: 20/20 VISION

NIEER's quality standards benchmarks gauge the extent to which states' preschool policies lay the groundwork for high-quality preschool. However, this does not directly assess the quality of children's actual experiences in preschool classrooms. Even NIEER's new quality standards benchmarks are still preconditions for quality, not a guarantee.

For this reason, we hope to be able to include direct measures of quality in future *Yearbooks*. To investigate the extent to which this may be possible, we collected data from the states regarding data on classroom quality and child outcomes that has already been collected (or will be collected soon). A total of 34 programs in 32 states and the District of Columbia report having a program evaluation. An additional six programs (including Guam) are currently either planning or piloting an evaluation. Twenty-five programs measured classroom process quality in their evaluation, and 28 programs measured child impacts or "program impacts." Eighteen programs reported measuring both classroom quality and child impacts. Many of the states with program evaluations are also leaders in quality as assessed by NIEER's quality standards benchmarks. Alabama and Rhode Island, the two states that met all 10 new standards, and five of the six programs that met nine (Louisiana NSECD, Michigan, New Jersey Abbott, North Carolina, and West Virginia), have completed evaluations that include both child outcomes and classroom process quality. Figure 7 summarizes information on state-funded programs' evaluations.

The last nationally representative picture of observed early childhood classroom quality was in 2005, as part of the Early Childhood Longitudinal Study—Birth Cohort. Since then, early childhood education programs have expanded across the country and policies have changed—at both the state and federal levels. The nation is long overdue for another snapshot of observed early childhood classroom quality. We recommend a new nationally representative study of early childhood education classrooms including state- and locally-funded preschool programs as well as child care and Head Start. Ideally, this data collection effort would provide classroom quality data that is also representative at the state level. A national report card on the observed quality of experiences provided to children in both public and private preschool would inform policy making and provide a tool for parents to understand what is available and how much it varies across the nation and state by state.



**FIGURE 7: EVALUATIONS OF STATE-FUNDED PRESCHOOL PROGRAMS**

STATE/ PROGRAM	DID EVALUATION COLLECT DATA ON...?		NEW Quality Standards Checklist Sum 2015-2016	Does the state preschool program participate in QRIS?
	Child outcomes/ program impact	Classroom quality		
Alabama	Yes	Yes	10	No
Alaska	Planning/piloting	Planning/piloting	5	No
Arkansas	Yes	Yes	7	Yes
California TK	Yes	Yes	2	Yes
Colorado	No	Yes	5	Yes
Connecticut SRP	Yes	No	5	No
Delaware	Yes	Yes	6	Yes
District of Columbia	No	Yes	3	Yes
Florida	Yes	No	3	No
Georgia	Yes	Yes	6	Yes
Illinois	Yes	Yes	7	Yes
Indiana	Planning/piloting	Planning/piloting	1	Yes
Iowa Shared Visions	Yes	Yes	6	No
Iowa SWVPP	Yes	No	7	Yes
Kansas Preschool	Yes	No	8	No
Kansas State Pre-K	Planning/piloting	Planning/piloting	7	No
Kentucky	No	Yes	8	No
Louisiana 8(g)	Yes	No	7	No
Louisiana NSECD	Yes	Yes	9	Yes
Maryland	Planning/piloting	Planning/piloting	7	Yes
Massachusetts UPK	No	Yes	7	Yes
Michigan	Yes	Yes	9	Yes
Minnesota	Yes	No	7	Yes
Mississippi	No	Yes	8	No
Missouri	Yes	Yes	8	No
Nevada	No	Yes	6	Yes
New Jersey Abbott	Yes	Yes	9	Yes
New Mexico	Yes	Yes	8	Yes
North Carolina	Yes	Yes	9	Yes
Ohio	Yes	Yes	5	Yes
Oklahoma	Yes	No	6	No
Rhode Island	Yes	Yes	10	Yes
South Carolina CDEP	Yes	No	4	No
Tennessee	Yes	Yes	5	No
Texas	Yes	No	4	No
Vermont	Planning/piloting	Planning/piloting	5	Yes
Virginia	Yes	Yes	4	No
Washington	Yes	No	7	Yes
West Virginia	Yes	Yes	9	No
Wisconsin 4K	No	Yes	3	No
Guam	Planning/piloting	Planning/piloting	5	No

**TABLE 2: STATE PRESCHOOL ACCESS BY STATE**

ACCESS FOR 4-YEAR-OLD RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2015-2016)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2015-2016)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	District of Columbia	81.2%	70.0%	75.7%	6,944	5,736	12,680
2	Florida	76.0%	0.0%	38.2%	169,025	0	169,025
3	Oklahoma	73.8%	3.1%	38.5%	39,593	1,648	41,241
4	Wisconsin	71.0%	0.8%	35.9%	48,859	579	49,438
5	Vermont	66.7%	43.8%	55.2%	4,096	2,708	6,804
6	West Virginia	66.4%	11.0%	38.5%	13,615	2,277	15,892
7	Iowa	63.7%	3.0%	33.1%	24,750	1,166	25,916
8	Georgia	59.7%	0.0%	30.0%	80,825	0	80,825
9	New York	49.9%	0.6%	25.4%	118,560	1,509	120,069
10	Texas	48.7%	6.6%	27.9%	194,861	25,779	220,640
11	Maine	40.2%	0.0%	19.9%	5,177	0	5,177
12	South Carolina	40.0%	0.0%	20.1%	23,536	0	23,536
13	Maryland	35.7%	5.0%	20.6%	27,003	3,733	30,736
14	California	35.0%	8.5%	21.9%	178,821	42,354	221,175
15	Michigan	33.6%	0.0%	16.9%	38,771	0	38,771
16	New Mexico	33.3%	1.9%	17.8%	9,254	503	9,757
17	Louisiana	32.2%	0.0%	16.1%	19,860	0	19,860
18	Arkansas	32.0%	18.4%	25.2%	12,314	7,127	19,441
19	Nebraska	31.6%	14.1%	22.8%	8,227	3,670	11,897
20	New Jersey	29.1%	19.6%	24.4%	31,800	20,970	52,770
21	Illinois	26.1%	19.9%	23.0%	41,397	31,458	72,855
22	Kentucky	25.8%	9.0%	17.4%	14,232	4,950	19,182
23	Connecticut	23.7%	9.5%	16.7%	9,222	3,623	12,845
24	Colorado	23.1%	8.1%	15.7%	15,704	5,429	21,133
25	North Carolina	21.9%	0.0%	11.0%	26,851	0	26,851
26	Tennessee	21.8%	0.7%	11.2%	17,419	585	18,004
27	Kansas	19.8%	0.0%	9.9%	7,903	0	7,903
28	Alabama	18.9%	0.0%	9.5%	11,296	0	11,296
29	Virginia	17.8%	0.0%	8.9%	18,356	0	18,356
30	Pennsylvania	11.6%	6.3%	9.0%	16,820	8,995	25,815
31	Oregon	9.9%	7.0%	8.5%	4,626	3,214	7,840
32	Washington	8.6%	4.4%	6.5%	7,702	3,989	11,691
33	Ohio	7.8%	2.8%	5.3%	10,846	3,919	14,765
34	Massachusetts	7.6%	7.3%	7.5%	5,681	5,329	11,010
35	Delaware	7.3%	0.0%	3.7%	843	0	843
36	Rhode Island	5.4%	0.0%	2.7%	594	0	594
37	Arizona	4.4%	1.9%	3.1%	3,763	1,602	5,365
38	Mississippi	3.9%	0.7%	2.3%	1,517	263	1,780
39	Nevada	3.8%	0.5%	2.2%	1,357	179	1,536
40	Alaska	2.8%	0.0%	1.5%	319	0	319
41	Missouri	2.1%	1.2%	1.7%	1,563	926	2,489
42	Hawaii	2.0%	0.0%	1.0%	375	0	375
43	Indiana	1.9%	0.0%	0.9%	1,585	0	1,585
44	Minnesota	1.2%	1.1%	1.2%	858	759	1,617
No Program	Idaho	0.0%	0.0%	0.0%	0	0	0
No Program	Montana	0.0%	0.0%	0.0%	0	0	0
No Program	New Hampshire	0.0%	0.0%	0.0%	0	0	0
No Program	North Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	South Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	Utah	0.0%	0.0%	0.0%	0	0	0
No Program	Wyoming	0.0%	0.0%	0.0%	0	0	0
	<b>United States</b>	<b>31.8%</b>	<b>4.9%</b>	<b>18.4%</b>	<b>1,276,719</b>	<b>194,979</b>	<b>1,471,698*</b>
	Guam	2.6%	0.0%	1.8%	72	0	72

For details about how these figures were calculated, see the Methodology section and Roadmap to the State Profile Pages.

\*Nationwide, an additional 16,030 children of other ages were enrolled in state prekindergarten, for a total enrollment of 1,487,728.

**TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME**

STATE	ENROLLMENT CHANGES FROM 2001-2002 TO 2015-2016				ENROLLMENT CHANGES FROM 2014-2015 TO 2015-2016			
	Change in 3-year-olds		Change in 4-year-olds		Change in 3-year-olds		Change in 4-year-olds	
	Number	% point	Number	% point	Number	% point	Number	% point
Alabama	0	0%	10,540	18%	0	0%	4,053	7%
Alaska	0	0%	319	3%	0	0%	0	0%
Arizona	1,602	2%	-514	-1%	-776	-1%	-1,087	-1%
Arkansas	6,185	16%	10,090	26%	572	1%	-986	-3%
California	31,430	6%	134,287	26%	-214	0%	13,753	2%
Colorado	4,699	7%	7,384	9%	54	0%	-209	0%
Connecticut*	2,087	6%	4,806	14%	4	0%	246	1%
Delaware	0	0%	0	-1%	0	0%	0	0%
District of Columbia	4,611	50%	3,933	37%	195	6%	307	-5%
Florida	0	0%	169,025	76%	0	0%	2,503	0%
Georgia	0	0%	17,212	6%	0	0%	395	1%
Hawaii	0	0%	375	2%	0	0%	10	0%
Idaho	0	0%	0	0%	0	0%	0	0%
Illinois	17,360	12%	2,495	5%	-67	0%	-1,990	-1%
Indiana	0	0%	1,585	2%	0	0%	1,170	1%
Iowa	655	2%	23,194	60%	-165	0%	366	3%
Kansas	0	0%	5,673	14%	0	0%	-231	0%
Kentucky	78	0%	1,415	2%	463	1%	3	0%
Louisiana	0	0%	12,341	20%	0	0%	128	0%
Maine	0	0%	3,737	30%	0	0%	380	4%
Maryland	2,325	3%	8,629	11%	310	0%	372	0%
Massachusetts	-4,103	-5%	-3,751	-4%	293	0%	443	0%
Michigan	0	0%	12,294	15%	0	0%	1,659	2%
Minnesota*	-56	0%	-412	-1%	218	0%	123	0%
Mississippi	263	1%	1,517	4%	144	0%	-124	0%
Missouri	-1,620	-2%	-2,123	-3%	-372	0%	-1,398	-2%
Montana	0	0%	0	0%	0	0%	0	0%
Nebraska	3,546	14%	7,871	30%	159	1%	207	1%
Nevada	68	0%	1,036	3%	-134	0%	272	1%
New Hampshire	0	0%	0	0%	0	0%	0	0%
New Jersey	8,185	8%	7,919	9%	640	1%	1,097	1%
New Mexico	33	0%	8,884	32%	503	2%	857	3%
New York	-4,326	-2%	55,061	25%	1,362	1%	6,587	1%
North Carolina	0	0%	25,611	21%	0	0%	0	0%
North Dakota	0	0%	0	0%	0	0%	0	0%
Ohio	-5,795	-4%	-3,039	-1%	924	1%	4,192	3%
Oklahoma	1,648	3%	13,714	18%	1,648	3%	-492	-1%
Oregon	2,105	5%	2,037	4%	226	1%	-48	0%
Pennsylvania*	8,995	6%	14,270	10%	650	0%	-274	0%
Rhode Island	0	0%	594	5%	0	0%	288	3%
South Carolina*	-350	-1%	7,886	11%	-2,320	-4%	-4,566	-7%
South Dakota	0	0%	0	0%	0	0%	0	0%
Tennessee*	-257	0%	15,661	19%	59	0%	1,771	2%
Texas	6,038	0%	67,278	10%	-2,835	-1%	5,065	1%
Utah	0	0%	0	0%	0	0%	0	0%
Vermont	2,339	38%	3,476	58%	184	3%	278	3%
Virginia	0	0%	12,478	11%	0	0%	106	0%
Washington	2,840	3%	2,917	3%	1,026	1%	574	1%
West Virginia	509	2%	8,530	42%	-61	0%	-164	-2%
Wisconsin*	-109	0%	35,355	52%	35	0%	4,495	7%
Wyoming	0	0%	0	0%	0	0%	0	0%
<b>United States</b>	<b>90,986</b>	<b>2%</b>	<b>711,588</b>	<b>17%</b>	<b>2,725</b>	<b>0%</b>	<b>40,131</b>	<b>1%</b>

\* At least one program in these states did not break down total enrollment figures into specific numbers of 3- and 4-year-olds served. As a result, the figures in this table are estimates.

**TABLE 4: 2015-2016 ENROLLMENT OF 3- AND 4-YEAR-OLDS IN STATE PRESCHOOL, PRESCHOOL SPECIAL EDUCATION, AND FEDERAL AND STATE HEAD START**

STATE	PRE-K + PRE-K SPECIAL EDUCATION				PRE-K + PRE-K SPECIAL EDUCATION + HEAD START**			
	3-year-olds		4-year-olds		3-year-olds		4-year-olds	
	Number enrolled	% of state population	Number enrolled	% of state population	Number enrolled	% of state population	Number enrolled	% of state population
Alabama	849	1.4%	12,243	20.5%	6,867	11.7%	20,745	34.8%
Alaska	348	3.3%	826	7.4%	1,495	14.2%	2,239	19.9%
Arizona	4,580	5.4%	8,087	9.4%	9,577	11.2%	18,041	20.9%
Arkansas	9,286	24.0%	16,072	41.8%	13,183	34.1%	19,919	51.8%
California	56,977	11.5%	192,221	37.6%	95,538	19.2%	233,489	45.7%
Colorado	8,160	12.2%	19,532	28.7%	11,992	18.0%	24,732	36.3%
Connecticut*†	5,673	14.9%	10,894	28.0%	7,953	20.9%	12,982	33.3%
Delaware	442	3.9%	1,474	12.8%	1,309	11.6%	2,453	21.4%
District of Columbia†	5,736	70.0%	6,944	81.2%	5,736	70.0%	6,944	81.2%
Florida*	6,684	3.0%	169,025	76.0%	20,121	9.1%	188,505	84.8%
Georgia†	2,645	2.0%	82,447	60.9%	14,241	10.7%	86,299	63.8%
Hawaii	599	3.3%	1,062	5.8%	1,597	8.9%	2,505	13.6%
Idaho	638	2.9%	921	4.0%	1,617	7.2%	2,969	12.9%
Illinois†	32,933	20.9%	46,670	29.4%	48,041	30.4%	63,435	39.9%
Indiana*†	3,690	4.4%	6,437	7.6%	9,392	11.2%	13,042	15.5%
Iowa†	1,788	4.5%	25,372	65.3%	4,305	10.9%	27,097	69.8%
Kansas	2,276	5.7%	11,266	28.2%	5,058	12.8%	13,984	35.0%
Kentucky†	4,950	9.0%	14,232	25.8%	9,348	16.9%	21,740	39.4%
Louisiana*	849	1.4%	21,176	34.3%	12,010	19.5%	28,500	46.1%
Maine*†	485	3.7%	5,648	43.8%	1,465	11.2%	6,708	52.1%
Maryland	4,543	6.1%	28,421	37.6%	8,904	12.0%	32,493	43.0%
Massachusetts†	7,919	10.8%	9,883	13.3%	11,481	15.7%	12,803	17.2%
Michigan†	3,581	3.1%	38,771	33.6%	15,840	13.8%	46,052	40.0%
Minnesota†	3,513	5.0%	5,577	8.0%	7,228	10.4%	9,888	14.1%
Mississippi†	736	1.9%	3,233	8.3%	10,204	26.1%	14,905	38.1%
Missouri	3,787	5.1%	6,798	9.0%	9,564	12.8%	12,715	16.9%
Montana	112	0.9%	234	1.9%	1,629	13.2%	2,681	21.9%
Nebraska†	3,670	14.1%	8,227	31.6%	4,425	17.0%	9,024	34.7%
Nevada	1,986	5.7%	4,067	11.3%	3,287	9.4%	5,406	15.0%
New Hampshire	826	6.5%	1,133	8.4%	1,368	10.8%	1,846	13.7%
New Jersey†	25,855	24.2%	38,314	35.1%	29,655	27.8%	42,115	38.6%
New Mexico	1,706	6.3%	10,614	38.2%	5,106	18.8%	14,515	52.2%
New York†	16,819	7.1%	129,056	54.3%	37,217	15.8%	144,974	61.0%
North Carolina†	3,440	2.8%	30,852	25.2%	10,589	8.8%	36,398	29.7%
North Dakota	341	3.2%	500	5.0%	1,518	14.5%	1,845	18.3%
Ohio	7,594	5.5%	16,591	12.0%	21,408	15.5%	33,440	24.2%
Oklahoma	1,648	3.1%	39,593	73.8%	9,710	18.2%	45,884	85.5%
Oregon†	5,129	11.1%	7,031	15.1%	5,128	11.1%	7,031	15.1%
Pennsylvania*†	15,524	10.8%	25,775	17.8%	24,189	16.9%	36,982	25.6%
Rhode Island	644	5.8%	1,399	12.7%	1,521	13.7%	2,665	24.2%
South Carolina	1,389	2.4%	25,696	43.7%	7,570	12.9%	30,167	51.3%
South Dakota	389	3.2%	555	4.6%	2,088	17.2%	2,596	21.6%
Tennessee*	2,241	2.8%	18,943	23.7%	8,426	10.4%	27,992	35.0%
Texas	31,434	8.0%	198,661	49.7%	60,899	15.5%	233,553	58.4%
Utah	2,332	4.7%	3,090	6.2%	4,348	8.8%	6,331	12.6%
Vermont	2,817	45.5%	4,096	66.7%	3,314	53.6%	4,589	74.7%
Virginia	3,330	3.2%	23,281	22.6%	8,438	8.2%	30,150	29.2%
Washington	6,605	7.4%	11,486	12.8%	11,164	12.4%	17,743	19.7%
West Virginia†	2,277	11.0%	13,615	66.4%	3,997	19.2%	14,289	69.7%
Wisconsin**†	2,810	4.1%	48,859	71.0%	9,446	13.7%	53,570	77.8%
Wyoming	800	10.4%	1,094	14.3%	1,438	18.7%	1,897	24.7%
<b>United States</b>	<b>315,383</b>	<b>7.9%</b>	<b>1,407,995</b>	<b>35.0%</b>	<b>621,943</b>	<b>15.7%</b>	<b>1,732,867</b>	<b>43.1%</b>

\* These states serve special education children in their state pre-K programs but were not able to provide the number of children for at least one of their programs. Estimates were used based on the average percent of special education students in state pre-K across all programs and enrollment numbers for each program.

\*\* These states serve special education children in their state-funded Head Start pre-K programs but were not able to provide the number of children. Estimates were used based on the percent of children with IEPs in Head Start in the state as reported by the PIR.

† At least one program in these states were able to report the number of children enrolled in state pre-K and Head Start. This information was used to estimate an unduplicated count of Head Start enrollment.

†† Totals can overestimate public enrollment in state pre-K, pre-K special education, and Head Start as some or all of Head Start children may be served in a state's pre-K program and many states could not report this information.

For details about how these figures were calculated, see the Methodology section and the Roadmap to the State Profile Pages.

**TABLE 5A: 2015-2016 STATE PRESCHOOL QUALITY STANDARDS (CURRENT)**

STATE/ PROGRAM	Comprehensive early learning standards	Teacher has BA	Specialized training in pre-K	Assistant teacher has CDA or equiv.	At least 15 hrs/yr in-service (for teachers)	Class size 20 or lower	Staff-child ratio 1:10 or better	Vision, hearing, health & one support service	At least one meal	Site visits	Current Quality Standards Checklist Sum 2015-2016
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Alaska	✓	✓	✓	✓	✓	✓	✓				7
Arizona	✓				✓					✓	3
Arkansas	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
California SPP	✓		✓		✓		✓	✓		✓	6
California TK	✓	✓									2
Colorado	✓		✓		✓	✓	✓			✓	6
Connecticut CDCC	✓		✓		✓	✓	✓		✓		6
Connecticut SRP	✓		✓			✓	✓			✓	5
Connecticut Smart Start	✓	✓	✓			✓	✓				5
Delaware	✓		✓		✓	✓	✓	✓	✓	✓	8
District of Columbia	✓							✓	✓	✓	4
Florida <sup>†</sup>	✓					✓				✓	3
Georgia	✓	✓	✓	✓	✓			✓	✓	✓	8
Hawaii	✓	✓			✓	✓	✓	✓	✓	✓	8
Illinois	✓	✓	✓		✓	✓	✓	✓		✓	8
Indiana	✓				✓					✓	3
Iowa Shared Visions	✓		✓			✓	✓	✓	✓		6
Iowa SWVPP	✓	✓	✓			✓	✓	✓		✓	7
Kansas Preschool	✓	✓	✓	✓	✓	✓	✓	✓			8
Kansas State Pre-K	✓	✓	✓	✓	✓		✓	✓			7
Kentucky	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Louisiana 8(g)	✓	✓	✓		✓	✓	✓		✓	✓	8
Louisiana LA 4	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Louisiana NSECD	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Maine	✓	✓	✓	✓	✓	✓	✓	✓		✓	9
Maryland	✓	✓	✓		✓	✓	✓	✓	✓	✓	8
Massachusetts IPLE	✓		✓		✓	✓	✓	✓		✓	7
Massachusetts UPK	✓		✓		✓	✓	✓	✓		✓	7
Michigan	✓	✓	✓	✓	✓	✓	✓	✓		✓	9
Minnesota	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Mississippi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Missouri	✓	✓	✓		✓	✓	✓	✓		✓	8
Nebraska	✓	✓	✓	✓		✓	✓				6
Nevada	✓	✓	✓		✓	✓	✓			✓	7
New Jersey Abbott	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
New Jersey ECPA	✓	✓	✓		✓	✓	✓	✓		✓	8
New Jersey ELLI	✓	✓	✓		✓	✓	✓	✓		✓	8
New Mexico	✓		✓		✓	✓	✓	✓	✓	✓	8
New York	✓	✓	✓		✓	✓	✓	✓			7
North Carolina	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Ohio	✓		✓					✓		✓	4
Oklahoma	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Oregon	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Pennsylvania RTL	✓		✓		✓	✓	✓				5
Pennsylvania HSSAP	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Pennsylvania K4 & SBPK	✓	✓									2
Pennsylvania Pre-K Counts	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
South Carolina 4K/EIA	✓	✓	✓		✓	✓	✓				6
South Carolina CDEP	✓		✓		✓	✓	✓		✓		6
Tennessee	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Texas	✓	✓	✓		✓						4
Vermont	✓				✓	✓	✓	✓		✓	6
Virginia	✓				✓	✓	✓	✓			5
Washington	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
West Virginia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Wisconsin 4K	✓	✓	✓		✓						4
Wisconsin HdSt	✓		✓	✓	✓	✓	✓	✓	✓		8
<b>TOTAL</b>	<b>59</b>	<b>35</b>	<b>50</b>	<b>19</b>	<b>49</b>	<b>47</b>	<b>49</b>	<b>41</b>	<b>28</b>	<b>42</b>	
Guam	✓		✓		✓	✓	✓		✓	✓	7

<sup>†</sup> Data on Florida's quality standards are from the 2013-2014 school year. Publicly available documents were reviewed for any policy changes that would have changed the benchmarks met.



**TABLE 5B: 2015-2016 STATE PRESCHOOL QUALITY STANDARDS (NEW)**

STATE/ PROGRAM	Early learning & development standards	Curriculum supports	Teacher has BA	Specialized training in pre-K	Assistant teacher has CDA or equiv.	Staff professional development	Class size 20 or lower	Staff-child ratio 1:10 or better	Vision, hearing, & health screening & referral	Continuous quality improvement system	New Quality Standards Checklist Sum 2015-2016
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Alaska			✓	✓	✓		✓	✓			5
Arizona		✓									1
Arkansas	✓	✓		✓	✓		✓	✓	✓		7
California SPP	✓	✓		✓				✓	✓	✓	6
California TK		✓	✓								2
Colorado	✓	✓		✓			✓	✓			5
Connecticut CDCC		✓		✓			✓	✓			4
Connecticut SRP	✓	✓		✓			✓	✓			5
Connecticut Smart Start		✓	✓	✓			✓	✓			5
Delaware	✓	✓		✓			✓	✓	✓		6
District of Columbia	✓	✓							✓		3
Florida <sup>†</sup>	✓						✓			✓	3
Georgia	✓	✓	✓	✓	✓				✓		6
Hawaii	✓	✓	✓				✓	✓	✓	✓	7
Illinois	✓	✓	✓	✓			✓	✓	✓		7
Indiana	✓										1
Iowa Shared Visions	✓	✓		✓			✓	✓	✓		6
Iowa SWVPP	✓	✓	✓	✓			✓	✓	✓		7
Kansas Preschool	✓	✓	✓	✓	✓		✓	✓	✓		8
Kansas State Pre-K	✓	✓	✓	✓	✓		✓	✓	✓		7
Kentucky	✓	✓	✓	✓			✓	✓	✓	✓	8
Louisiana 8(g)	✓	✓	✓	✓			✓	✓		✓	7
Louisiana LA 4	✓	✓	✓	✓			✓	✓	✓	✓	8
Louisiana NSECD	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Maine	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Maryland	✓	✓	✓	✓				✓	✓	✓	7
Massachusetts IPLE	✓	✓		✓			✓	✓	✓		6
Massachusetts UPK	✓	✓		✓			✓	✓	✓		7
Michigan	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Minnesota	✓	✓		✓	✓		✓	✓	✓		7
Mississippi	✓		✓	✓	✓		✓	✓	✓	✓	8
Missouri	✓	✓	✓	✓			✓	✓	✓	✓	8
Nebraska	✓	✓	✓	✓	✓		✓	✓			7
Nevada	✓	✓	✓	✓			✓	✓			6
New Jersey Abbott	✓	✓	✓	✓		✓	✓	✓	✓	✓	9
New Jersey ECPA	✓	✓	✓	✓		✓	✓	✓	✓		8
New Jersey ELLI	✓	✓	✓	✓		✓	✓	✓	✓		8
New Mexico	✓	✓		✓		✓	✓	✓	✓	✓	8
New York	✓	✓	✓	✓			✓	✓	✓		7
North Carolina	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Ohio	✓	✓		✓					✓	✓	5
Oklahoma		✓	✓	✓			✓	✓	✓		6
Oregon	✓			✓	✓		✓	✓	✓	✓	7
Pennsylvania RTL				✓			✓	✓			3
Pennsylvania HSSAP	✓			✓	✓		✓	✓	✓		6
Pennsylvania K4 & SBPK			✓					✓			2
Pennsylvania Pre-K Counts	✓	✓	✓	✓			✓	✓	✓		7
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
South Carolina 4K/EIA		✓	✓	✓			✓	✓			5
South Carolina CDEP		✓		✓			✓	✓			4
Tennessee			✓	✓			✓	✓	✓		5
Texas	✓		✓	✓					✓		4
Vermont	✓						✓	✓	✓	✓	5
Virginia	✓						✓	✓	✓		4
Washington	✓	✓		✓	✓		✓	✓	✓		7
West Virginia	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Wisconsin 4K		✓	✓	✓							3
Wisconsin HdSt		✓		✓	✓		✓	✓	✓		6
<b>TOTAL</b>	<b>46</b>	<b>47</b>	<b>35</b>	<b>50</b>	<b>19</b>	<b>6</b>	<b>47</b>	<b>49</b>	<b>43</b>	<b>22</b>	
Guam		✓		✓			✓	✓		✓	5

<sup>†</sup> Data on Florida's quality standards are from the 2013-2014 school year. Publicly available documents were reviewed for any policy changes that would have changed the benchmarks met.

**TABLE 6: PRE-K RESOURCES PER CHILD ENROLLED BY STATE**

STATE	Resource rank based on state spending	State \$ per child enrolled in preschool	Change in the state per child spending from 2014-2015 to 2015-2016 Adjusted dollars	Total state preschool spending in 2015-2016	Change in total state spending from 2014-2015 to 2015-2016 Adjusted dollars	State reported non-state funds	All reported \$ per child enrolled in preschool
District of Columbia	1	\$16,812	\$351	\$216,902,863	\$9,303,824	Yes	\$17,875
New Jersey	2	\$12,424	\$253	\$655,609,300	\$34,502,834	Yes	\$12,664
Oregon	3	\$8,929	\$265	\$69,999,910	\$3,617,653	No	\$8,929
Washington	4	\$8,305	\$693	\$97,093,974	\$20,279,208	No	\$8,305
Minnesota	5	\$7,924	\$86	\$12,813,108	\$1,988,747	No	\$7,924
Connecticut	6	\$7,905	-\$216	\$118,102,226	-\$1,263,775	Yes	\$10,419
Hawaii	7	\$7,467	-\$218	\$2,800,000	-\$5,032	No	\$7,467
Vermont*	8	\$7,457	\$856	\$54,629,329	\$9,552,977	Yes	\$7,879
Delaware	9	\$7,295	\$182	\$6,149,300	\$153,244	No	\$7,295
Rhode Island	10	\$6,650	-\$3,008	\$3,950,000	\$994,699	Yes	\$10,506
Pennsylvania	11	\$6,580	\$940	\$176,357,841	\$29,504,218	No	\$6,580
New York	12	\$6,507	-\$121	\$781,337,734	\$38,153,486	Yes	\$6,716
West Virginia**	13	\$6,472	\$33	\$97,807,662	-\$419,745	Yes	\$9,898
California	14	\$6,409	\$555	\$1,435,006,076	\$205,870,329	Yes	\$6,639
Michigan	15	\$6,291	-\$168	\$243,900,000	\$4,195,007	No	\$6,291
Alaska	16	\$6,270	-\$11	\$2,000,000	-\$3,594	No	\$6,270
Indiana	17	\$6,020	\$3,428	\$9,542,255	\$8,466,473	Yes	\$6,594
Arkansas	18	\$5,472	\$84	\$112,500,000	\$1,300,526	Yes	\$7,773
North Carolina	19	\$5,301	-\$48	\$142,348,352	-\$1,295,121	Yes	\$7,855
New Mexico	20	\$5,233	\$502	\$51,060,000	\$11,334,439	No	\$5,233
Kentucky	21	\$4,832	\$990	\$92,677,908	\$20,781,250	Yes	\$8,110
Tennessee	22	\$4,753	-\$476	\$86,097,664	\$1,003,605	Yes	\$7,037
Missouri	23	\$4,722	\$1,505	\$11,753,285	-\$1,949,058	No	\$4,722
Louisiana	24	\$4,530	-\$48	\$89,974,433	-\$372,540	Yes	\$4,617
Alabama	25	\$4,290	-\$1,052	\$48,462,050	\$9,768,494	Yes	\$7,299
Texas	26	\$4,071	\$481	\$898,188,431	\$110,173,534	Yes	\$4,127
Ohio	27	\$4,000	-\$7	\$59,060,000	\$14,620,282	No	\$4,000
Georgia	28	\$3,891	\$4	\$314,460,869	\$1,846,090	Yes	\$3,934
Virginia	29	\$3,740	-\$9	\$68,651,478	\$228,484	Yes	\$5,964
Wisconsin	30	\$3,677	-\$111	\$189,542,429	\$5,369,623	Yes	\$5,791
Oklahoma	31	\$3,476	-\$240	\$143,368,061	-\$5,589,283	Yes	\$7,479
Arizona	32	\$3,444	\$363	\$18,477,063	-\$3,790,751	No	\$3,444
Maryland	33	\$3,441	-\$138	\$109,207,432	\$495,304	Yes	\$7,533
Illinois	34	\$3,374	\$208	\$246,729,910	\$8,729,001	Yes	\$3,854
South Carolina	35	\$3,367	\$1,383	\$79,248,973	\$18,888,212	No	\$3,367
Iowa**	36	\$3,246	\$128	\$80,982,642	\$3,336,420	Yes	\$3,386
Maine	37	\$3,201	\$465	\$17,421,403	\$3,518,923	Yes	\$8,371
Massachusetts	38	\$3,039	-\$594	\$41,725,100	-\$6,942,301	Yes	\$3,309
Colorado	39	\$2,471	-\$39	\$53,126,288	-\$1,379,780	Yes	\$4,001
Florida	40	\$2,353	\$44	\$397,685,494	\$13,292,510	No	\$2,353
Kansas	41	\$2,328	\$62	\$18,397,560	-\$32,873	No	\$2,328
Nebraska	42	\$2,302	-\$462	\$29,131,037	-\$4,242,268	Yes	\$5,695
Nevada	43	\$2,132	-\$261	\$3,338,875	-\$6,000	Yes	\$4,512
Mississippi	44	\$1,787	\$7	\$3,183,481	\$49,433	Yes	\$4,031
Idaho	No program	\$0	\$0	\$0	\$0	NA	\$0
Montana	No program	\$0	\$0	\$0	\$0	NA	\$0
New Hampshire	No program	\$0	\$0	\$0	\$0	NA	\$0
North Dakota	No program	\$0	\$0	\$0	\$0	NA	\$0
South Dakota	No program	\$0	\$0	\$0	\$0	NA	\$0
Utah	No program	\$0	\$0	\$0	\$0	NA	\$0
Wyoming	No program	\$0	\$0	\$0	\$0	NA	\$0
<b>United States</b>		<b>\$4,976</b>	<b>\$253</b>	<b>\$7,390,801,796</b>	<b>\$564,026,707</b>		<b>\$5,696</b>
Guam***		\$12,185	NA	\$877,330	\$877,330	No	\$12,185

For details about how these figures were calculated, see the Methodology section and Roadmap to the State Profile Pages.

\* Vermont could not break out the state, local, and federal spending (other than PDG) from the total amount reported.

\*\* 1,274 3-year-old children were served in WV's Universal Pre-K program but were funded by sources not reported by the state. 1,181 5-year-olds and children with instructional IEPs were served in lowas' SWVPP program but were funded by sources not reported by the state. In both cases, these children were removed from the per-child spending calculations. Similar adjustments were made for 2014-2015.

\*\*\* Guam's spending includes start-up costs for their new Pre-K program.

## WHAT QUALIFIES AS A STATE PRESCHOOL PROGRAM?

NIEER's *State Preschool Yearbook* series focuses on state-funded preschool education programs meeting the following criteria:

- The program is funded, controlled, and directed by the state.
- The program serves children of preschool age, usually 3 and/or 4 years old. Although programs in some states serve broader age ranges, programs that serve only infants and toddlers are excluded. The program must reach at least one percent of the 3- or 4-year-old population in the state to be included.
- Early childhood education is the primary focus of the program. This does not exclude programs that offer parent education but does exclude programs that mainly focus on parent education. Programs that focus on parent work status or programs where child eligibility is tied to work status are also excluded.
- The program offers a group learning experience to children at least two days per week.
- State-funded preschool education programs must be distinct from the state's system for subsidized child care. However, preschool programs may be *coordinated* and *integrated* with the subsidy system for child care.
- The program is *not* primarily designed to serve children with disabilities, but services may be offered to children with disabilities.
- State supplements to the federal Head Start program are considered to constitute de facto state preschool programs if they substantially expand the number of children served, and if the state assumes some administrative responsibility for the program. State supplements to fund quality improvements, extended days, or other program enhancements or to fund expanded enrollment only minimally are not considered equivalent to a state preschool program.

While ideally this report would identify all preschool education funding streams at the federal, state, and local levels, there are a number of limitations on the data that make this extremely difficult to do. For example, preschool is only one of several types of education programs toward which local districts can target their Title I funds. Many states do not track how Title I funds are used at the local level, and therefore do not know the extent to which they are spent on preschool education. Another challenge involves tracking total state spending for child care, using a variety of available sources, such as CCDF dollars, TANF funds, and any state funding above and beyond the required matches for federal funds. Although some of these child care funds may be used for high quality, educational, center-based programs for 3- and 4-year-olds that closely resemble programs supported by state-funded preschool education initiatives, it is nearly impossible to determine what proportion of child care funds are spent this way.

### AGE GROUPINGS USED IN THIS REPORT

Children considered to be 3 years old during the 2015-2016 school year are those who were eligible to enter kindergarten two years later, during the 2017-2018 school year. Children considered to be 4 years old during the 2015-2016 school year were eligible to enter kindergarten one year later, during the 2016-2017 school year. Children considered to be 5 years old during the 2015-2016 school year were already eligible for kindergarten at the beginning of the 2015-2016 school year.

# Roadmap to the State Profile Pages

## How to interpret data on the individual state profiles

For each state with a preschool education program, we include one page with a description of the state's program, followed by a page with data on the program's key features, focusing on access, quality, and resources.

The first page for each state begins with two sets of bar graphs. The first set shows percentages of the state's 3-year-olds and 4-year-olds enrolled in the state preschool program. The second set shows the state's spending per child enrolled in the state preschool program. Both sets of bar graphs depict changes in state preschool over time, from fiscal year 2002 (which corresponds to the 2001-2002 school year) through fiscal year 2016 (which corresponds to the 2015-2016 school year). Due to space constraints, not all years can be included. Instead, data is included for the years ending in 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2015, and 2016. Most of the data used for comparison purposes come from NIEER's previous Yearbooks, although spending figures are adjusted for inflation and represent 2016 dollars. In addition, there are some exceptions in cases where states revised data or reported data differently. The percent of children enrolled is calculated using Census estimates of 3- and 4-year-old children in each state.

Following the bar graphs is a brief narrative providing information on the main features of the state's program(s). This includes details such as the program's history, the types of settings in which state-funded preschool can be offered, enrollment eligibility criteria, and evaluations (if conducted). In many cases, the narrative also describes unique or particularly interesting aspects of the state's program(s) that may not be highlighted elsewhere in the report, as well as relevant new developments in the 2015-2016 school year and expected changes for the 2016-2017 school year. Some descriptive information in the narratives was originally based on information found in the reports *Seeds of Success* from the Children's Defense Fund and *Quality Counts 2002* from Education Week.

For the 43 states with preschool programs and the District of Columbia, the bottom of the first page of each state profile presents four numbers showing the state's ranking on the following measures:

- The percentage of the state's 4-year-old population enrolled in the state's preschool program (Access Rankings – 4-Year-Olds);
- The percentage of the state's 3-year-old population enrolled in the state's preschool program (Access Rankings – 3-Year-Olds);
- State expenditures per child enrolled in the program (Resources Rankings – State Spending);
- All reported expenditures per child enrolled in the program, including local and federal spending as well as state spending (Resources Rankings – All Reported Spending).

The All Reported Spending ranking often provides a more complete picture of pre-K spending in states using local and federal funding sources than the State Spending ranking alone. Because states vary in their ability to report spending from these other sources, however, this ranking is imperfect and sometimes underestimates total spending.

New for the 2015-2016 Yearbook, the bottom of the first page of each state profile (including Guam) also presents two boxes indicating the total number of quality standards benchmarks met on both the current and new sets of benchmarks.

California, Connecticut, Iowa, Kansas, Louisiana, Massachusetts, New Jersey, Pennsylvania, South Carolina, and Wisconsin each have more than one distinct preschool education initiative, therefore information is presented slightly differently for these states and is explained on their individual profiles.

State profile pages are also given for the seven states that did not fund preschool education programs in the 2015-2016 school year. For these states, the table of quality standards is omitted. These profiles do report enrollment data for special education and federally funded Head Start, however. In addition, data on per-child spending for K-12 education and federal Head Start are included. State-funded Head Start spending and enrollment are also provided for no-program states. Profile pages are also included for five US territories that do not offer "state-funded" preschool (American Samoa, Northern Mariana Islands, Palau, Puerto Rico, and the Virgin Islands). For these five territories, a narrative is provided but none fund preschool programs for which we could report on access, quality standards, and resources.



The following sections provide an overview of information contained in the data tables on the state profile pages and explain why these elements are important. Data in the tables are for the 2015-2016 school year except where noted.

## ACCESS

The Access data table begins with the total state preschool enrollment, which is the number of children of all ages enrolled at a specific point in time. Following that is the percentage of school districts (or other local education authorities, such as counties or parishes) providing state-funded preschool programs. This information shows the extent of the initiative's geographic coverage. Next, the table shows what, if any, income requirement is used in determining eligibility for the program.

Data on the minimum hours of operation (hours per day and days per week) and operating schedule (academic or full calendar year) are shown as additional measures of access because working parents may find it difficult to get their children to and from programs that operate only a few hours a day or week. The amount of time children participate in a preschool program also matters for other reasons, such as influencing the program's effects on children's development and learning.

The Access data table also shows enrollment of 3- and 4-year-old children in two federally funded programs: preschool special education and Head Start. The Head Start enrollment total includes children in the American Indian/Alaskan Native and Migrant & Seasonal programs. The final item in the table reports how many children ages 3 and 4 are participating in Head Start through state supplemental funds.

Two Access pie charts illustrate the percentages of the state's 3- and 4-year-olds enrolled in the state-funded preschool program(s), special education, and Head Start. The remaining children are categorized as enrolled in "Other/None." These children may be enrolled in another type of private or publicly funded program (e.g., state-subsidized child care) or may not be attending a center-based program at all. We calculated an unduplicated count for special education enrollment in order to more accurately represent the number of children served in the state. The special education percentage in the pie chart represents children who are in special education but not enrolled in Head Start or state preschool programs. For the second time, in the 2016 report, we also calculated an unduplicated count for Head Start enrollment in order to avoid double counting Head Start children enrolled in state-funded preschool. For the states that were able to report this information, the Head Start percentage does not include children also enrolled in state-funded preschool.

## QUALITY

State policies in critical areas related to quality are shown in the Quality Standards Checklist table. This year we continue with the same 10 policies and also introduce a new set of quality standards benchmarks. Both sets are presented together in the Quality Standards Checklist table on the profile pages. For each policy area, states receive a checkmark when their policy meets or exceeds the related benchmark standard. The first column in the Quality Standards Checklist table lists the policy that is being evaluated. The second column presents information about each state program's requirements regarding each policy. The third column lists the current benchmark for each policy—that is, the rigor of the state requirement needed to meet the benchmark. The fourth column depicts whether or not the state preschool program's requirements met the current benchmark. The fifth column lists the new benchmark for each policy and the sixth column indicates whether or not the state's policy met the new benchmark. Boxes at the bottom of the fourth and sixth columns display the total number of current and new benchmarks met by the state program.

The current Quality Standards Checklist represents a set of minimum criteria, established by state policy, needed to ensure the effectiveness of preschool education programs, especially when serving children who are at-risk for school failure. Although the checklist is not intended to be an exhaustive inventory of all the features of a high-quality program, each of these research-based standards is essential for setting the groundwork for high-quality experiences for children. Meeting all 10 standards does not necessarily guarantee that a program is of high quality, but no state's prekindergarten policies should be considered satisfactory unless all 10 benchmarks are met. Although programs may routinely engage in practices meeting criteria for quality standards, credit is given only when the practices are explicitly required in state policy.

The limitations of the research are such that judgment inevitably plays a role in setting specific benchmarks based on evidence. When originally establishing the quality standards benchmarks we gave more weight to the risk of losing substantial benefits by setting benchmarks too low than to the risk of raising costs by setting benchmarks too high, but the benchmarks were still conceived as minimum standards.

Based on advances in research over the nearly decade and a half since establishing the current set of quality standards benchmarks, we have created a new set of quality standards. These shift the focus somewhat from policies related to classroom structure toward policies better able to shape the classroom processes associated with positive child developmental outcomes.<sup>3</sup> Specifically, we introduce one new quality standards benchmark and make substantial changes or enhancements to three others. These changes are described in the paragraphs that follow.

Of the 10 standards we use to gauge the quality of state-funded preschool programs, four (on both the current and new checklists) involve teacher qualifications or training. State preschool policies are evaluated based on whether programs require teachers in all classroom to have at least a bachelor's degree,<sup>4</sup> whether they require teachers to have specialization in preschool education,<sup>4</sup> and whether they require assistant teachers in all classrooms to have at least a Child Development Associate (CDA) or equivalent credential based on coursework.<sup>5</sup> The current fourth standard related to teacher training is whether state policies require teachers to have at least 15 hours of annual in-service training.<sup>6</sup> In the new set of benchmarks, the bar has been raised with regard to staff professional development. We now assess state policies as to whether both teachers and assistant teachers are required to have at least 15 hours of annual in-service training and individualized professional development plans. To meet the new quality standards benchmark, state policies must also require that all classrooms receive coaching, or ongoing-classroom embedded support.<sup>7</sup> Teacher qualifications and support receive this emphasis in our checklist because of their relationships to teaching quality. Better education and training, including ongoing support, for teachers can improve the interactions between children and teachers, which in turn affects children's learning.<sup>8</sup>

Class size and staff-child ratios are also emphasized in the Quality Standards Checklist, with the expectation that states will limit class sizes to 20 children at the most,<sup>9,10</sup> and have no more than 10 children per staff member.<sup>9,10</sup> With smaller classes and fewer children per teacher, children have greater opportunities for interaction with adults and can receive more individualized attention, resulting in better outcomes.

<sup>3</sup> Minervino, J. (2014) *Lessons from research and the classroom: Implementing high-quality pre-k that makes a difference for young children*. Seattle, WA: Bill and Melinda Gates Foundation. Weiland (2016). Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M., Espinosa, L. M., Gormley, W. T., ... Zaslow, M. (2013). *Investing in our future: The evidence base on preschool education*. Ann Arbor, MI: Society for Research in Child Development.

<sup>4</sup> Based on a review of the evidence, a committee of the Institute of Medicine and National Research Council of the National Academy of Science, recommended that preschool teachers have a BA with specialized knowledge and training in early childhood education. Institute of Medicine and National Research Council (2015). *Transforming the workforce for children, youth through age 8*. Washington, D.C.: The National Academies Press. Other research support comes from: Barnett, W. S. (2003). Better teachers, better preschoolers: Student achievement linked to teacher qualifications. *Preschool Policy Matters*, 2. New Brunswick, NJ: NIEER. Bowman, B. T., Donovan, M. S., & Burns, M. S. (Eds.). (2001). *Eager to learn: Educating our preschoolers*. Washington, DC: National Academy Press. Burchinal, M. R., Cryer, D., Clifford, R. M., & Howes, C. (2002). Caregiver training and classroom quality in child care centers. *Applied Developmental Science*, 6, 2-11. Minervino (2014). Whitebook, M., Howes, C., & Phillips, D. (1989). *Who cares? Child care teachers and the quality of care in America*. (Final report on the National Child Care Staffing Study). Oakland, CA: Child Care Employee Project.

<sup>5</sup> Preschool classrooms typically are taught by a team of a teacher and an assistant. Research focusing specifically on the qualifications of assistant teachers is rare, but the available evidence points to a relationship between assistant teacher qualifications and teaching quality. There is much evidence on the educational importance of the qualifications of teaching staff generally. Barnett (2003). Bowman, Donovan, & Burns (2001). Burchinal, Cryer, Clifford, & Howes (2002). Whitebook, Howes, & Phillips (1989). The CDA has been recommended to prepare assistant teachers who are beginning a career path to become teachers rather than permanent assistants. Kagan, S. L., & Cohen, N. E. (1997). *Not by chance: Creating an early care and education system for America's children [Abridged report]*. New Haven, CT: Bush Center in Child Development and Social Policy, Yale University.

<sup>6</sup> Good teachers are actively engaged in their continuing professional development. Bowman, Donovan, & Burns (2001). Frede, E. C. (1998). Preschool program quality in programs for children in poverty. In W.S. Barnett & S.S. Boocock (Eds.). *Early care and education for children in poverty: Promises, programs, and long-term results* (pp. 77-98). Albany, NY: SUNY Press. Whitebook, Howes, & Phillips (1989) found that teachers receiving more than 15 hours of training were more appropriate, positive, and engaged with children in their teaching practices.

<sup>7</sup> Research suggests that professional learning and continuous coaching are instrumental for supporting teaching practices related to high quality experiences for children. Clements, D. H., & Sarama, J. (2008). Experimental evaluation of the effects of a research-based preschool mathematics curriculum. *American Educational Research Journal*, 45, 443-494. Hawley, W. & Valli, L. (1999). The essentials of effective professional development: A new consensus in L. Darling-Hammond & G. Sykes (Eds.). *Teaching as the Learning Profession. Handbook of Policy and Practice*, Jossey-Bass Publishers, San Francisco. Institute of Medicine and National Research Council (2015). Minervino (2014). Phillips, D. A., Lipsey, M. W., Dodge, K. A., Haskins, R., Bassok, D., Burchinal, M. R.,...Weiland, C. (2017). *Puzzling it out: The current state of scientific knowledge on pre-kindergarten effects: A consensus statement*. Brookings and Duke Center for Child and Family Policy. Pianta, R. C., Mashburn, A. J., Downer, J. T., Hamre, B. K., & Justice, L. (2008). Effects of web-mediated professional development resources on teacher-child interactions in pre-kindergarten classrooms. *Early Childhood Research Quarterly*, 23, 431-451. Weber, R. & Trauten, M. (2008). *A review of the research literature: Effective investments in child care and early education profession*. Oregon State University, Family Policy Program, Oregon Childcare Research Partnership. Whitebook, M., & Bellm, D. (2013). *Supporting teachers as learners: A guide for mentors and coaches in early care and education*. Washington, DC: American Federation of Teachers. Weiland (2016). Yoshikawa et al. (2013).

<sup>8</sup> Pianta, R., Downer, J., & Hamre, B. (2016). Quality in early education classrooms: Definitions, gaps, and systems. *Future of Children*, 26, 119-137. Weiland (2016). Yoshikawa et al. (2013).

<sup>9</sup> A large body of literature establishes linkages between staff-child ratio, program quality, and child outcomes. A ratio of 1:10 allows more children per teacher than in programs that have demonstrated large gains in disadvantaged children and is the lowest (fewest number of children per teacher) generally accepted by professional opinion. Barnett (1998). Long-term effects on cognitive development and school success. In W.S. Barnett & S.S. Boocock (Eds.). *Early care and education for children in poverty: Promises, programs, and long-term results* (pp. 11-44). Albany, NY: SUNY Press. Bowman, Donovan, & Burns (2001). Frede (1998). NICHD Early Child Care Research Network (1999). Child outcomes when child care center classes meet recommended standards for quality. *American Journal of Public Health*, 89, 1072-1077. National Association for the Education of Young Children (2005). *NAEYC early childhood program standards and accreditation criteria*. Washington, DC: Author. A recent meta-analysis suggests positive impacts of low class sizes and low child-to-teacher ratios: Bowne, J., Magnuson, K. A., Schindler, H. S., Duncan, G. J., & Yoshikawa, H. (2017). A meta-analysis of class sizes and ratios in early childhood education programs: Are thresholds of quality associated with greater impacts on cognitive, achievement, and socioemotional outcomes? *Education Evaluation and Policy Analysis*.

<sup>10</sup> Early education programs that have been evaluated and found to be effective all limit class sizes to less than 20 with teacher to child ratios of 1 to 10 or better, including Boston's Public School Prekindergarten Program, New Jersey's Abbott Preschool Program, and Oklahoma's Early Childhood Four-Year-Old Program.

Early learning and development standards (ELDS) are also critical to quality, as they offer programs guidance and ensure that they cover the full range of areas essential to children's learning and development.<sup>11</sup> States should have comprehensive ELDS covering all areas identified as fundamental by the National Education Goals Panel<sup>12</sup>—children's physical well-being and motor development, social/emotional development, approaches toward learning, language development, and cognition and general knowledge. These standards should be specifically tailored to the learning of preschool-age children so that it is appropriate for their level of development. The ELDS benchmark was enhanced in the new set of standards. States should have ELDS, that in addition to being comprehensive, are vertically aligned with the state's infant and toddler standards and either K–3 or college and career ready standards,<sup>13</sup> as well as horizontally aligned with child assessments.<sup>14</sup> The state should have supports in place for the ELDS such as professional development and resources,<sup>14</sup> and the ELDS should be sensitive to children's diverse cultural and language backgrounds.<sup>15</sup>

Curriculum supports are included in the new Quality Standards Checklist. To meet this new benchmark, state policies are not required to mandate the use of specific curriculum models, but rather must provide guidance for or have a process for approving the use of curricula as well as provide support for curriculum implementation, such as training or ongoing technical assistance. Research has demonstrated that the use of domain general and specific curricula, when implementation is supported, has positive effects on children's learning.<sup>16</sup>

The Quality Standards Checklist also addresses the comprehensive services that preschool education programs should be expected to offer. Programs should provide at least one meal.<sup>17</sup> While nutritious meals are important for children's growth and development, this requirement has been removed from the new set of quality benchmark standards because whether or not a program meet the requirement was largely determined by operating schedule. Programs should also provide vision, hearing, and health screenings and referrals<sup>18</sup> as well as other support services, such as parent education, parent conferences and/or home visits, or referrals for such services.<sup>19</sup> In the new set of quality standards benchmarks, states are no longer required to provide support services; however, this change does not diminish the importance of these services for children and families. These various services are included because children's overall well-being and success in school involves not only their cognitive development but also their physical and social/emotional health.<sup>20</sup>

It is important to note that the Quality Standards Checklist (both the current and new) focuses on state preschool policy requirements rather than actual practice. A state with good policies may have some programs that fail to comply with these policies; conversely, a state with weak policies may have many programs that exceed state minimum standards. While evaluating implementation of standards is outside the scope of this report, the current checklist does include an indicator of whether states are taking steps to monitor programs' implementation of the quality standards. Policies requiring strong state quality standards are essential, but it is also necessary to have a means of ascertaining that individual preschool programs meet those standards.<sup>21</sup> Therefore, programs should require that all sites are visited for program quality at least once every five years to enforce standards and to ensure high-quality education in state-funded preschool programs.

In the new set of standards, the monitoring benchmark is changed to focus on state requirements regarding a continuous quality improvement system (CQIS). Beyond monitoring programs, CQIS requires that each classroom receives an annual structured observation of classroom quality in order to gauge quality on a valid and reliable measure, and critically, information from the observation is used to help teachers improve their classroom practices. While we do not rate programs based on the results of the classroom observations, research suggests the CQIS can improve classroom practices related to high-quality experiences for children.<sup>22</sup>

<sup>11</sup> Clear and appropriate expectations for learning and development across all domains are essential to educationally effective preschool programs. Bowman, Donovan, & Burns (2001). Bornfreund, L. A., McCann, C., Williams, C., & Guernsey, L. (2014). *Beyond subprime learning: Accelerating progress in early education*. Washington, DC: New America Foundation. Frede (1998). NICHD Early Child Care Research Network (1999). National Association for the Education of Young Children (2005).

<sup>12</sup> National Education Goals Panel (1991). *The Goal 1 Technical Planning Subgroup report on school readiness*. Washington, DC: Author.

<sup>13</sup> Institute of Medicine and National Research Council (2015). Kauerz, K., & Coffman, J. (2013). *Framework for planning, implementing, and evaluating preK-3rd grade approaches*. Seattle: University of Washington, College of Education. Minervino (2014). Tout, K., Halle, T., Daily, S., Albertson-Junkans, L., & Moodie, S. (2013). *The research base for a birth through age eight state policy framework*. Washington, DC: Alliance for Early Success and Child Trends.

<sup>14</sup> Institute of Medicine and National Research Council (2015). Minervino (2014).

<sup>15</sup> Espinosa, L. M. (2010). *Getting it right for young children from diverse backgrounds: Applying research to improve practice*. Upper Saddle River, NJ: Pearson Education, Inc.

<sup>16</sup> Clements & Sarama (2008). Minervino (2014). Phillips et al. (2017). Weiland (2016). Yoshikawa et al. (2013).

<sup>17</sup> Good nutrition contributes to healthy brain development and children's learning. Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.

<sup>18</sup> For some children, preschool provides the first opportunity to detect vision, hearing, and health problems that may impair a child's learning and development. This opportunity should not be missed. Meisels, S. J., & Atkins-Burnett, S. (2000). The elements of early childhood assessment. In J. P. Shonkoff & S. J. Meisels (Eds.). *Handbook of early childhood intervention* (pp. 231-257). New York: Cambridge University Press. Tout et al. (2013).

<sup>19</sup> Families are the primary source of support for child development, and the most effective programs have partnered with parents. Bowman, Donovan, & Burns (2001). Frede (1998). Yoshikawa et al. (2013).

<sup>20</sup> Blair, C. (2002). School readiness: Integrating cognition and emotion in a neurobiological conceptualization of children's functioning at school entry. *American Psychologist*, 57, 111-127. Janus, M., & Duku, E. (2010). The school entry gap: Socioeconomic, family, and health factors associated with children's school readiness to learn. *Early Education and Development*, 18, 375-403.

<sup>21</sup> Monitoring of program quality and external accountability for pre-K are essential components of program standards. Bowman, Donovan, & Burns (2001).

<sup>22</sup> Barnett & Frede (2017). Derrick-Mills, T., Sandstrom, H., Pettijohn, S., Fyffe, S., & Koulis, J. (2014). *Data use for continuous quality improvement: What the head start field can learn from other disciplines, a literature review and conceptual framework (OPRE Report 2014-77)*. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families. U.S. Department of Health and Human Services. Institute of Medicine and National Research Council (2015). Minervino (2014). Weiland (2016).

## RESOURCES

The table in the Resources section provides the following information: total state spending for the state preschool program; whether a local match, monetary or in-kind, is required; amount of state Head Start spending; state spending per child enrolled in the program; and all reported (local, state, and federal) spending per child enrolled in the program. These measures show various views of the resources dedicated to state preschool programs, which allows for a more complete picture of a state's commitment to preschool education. For example, a state's total spending may appear low, but may prove to be high relative to the number of children enrolled. On the other hand, a state with a high total funding level may have a low per-pupil spending level if it enrolls a large number of children. In some states, local communities contribute substantial additional funds to state preschool education by using local funding sources or by leveraging federal funding sources. In such cases, the figure that includes all reported spending is the best gauge of the level of available resources, to the extent that information about local and locally allocated federal spending is available. In 2015-2016, several states also utilized federal Preschool Development grant (PDG) dollars which is reflected in the all reported spending number.

The bar chart in the Resources section compares per-child spending in state-funded preschool programs to federal Head Start and K-12 per-child spending. Head Start per-child spending for the 2015-2016 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start, which made per-child amounts seem artificially higher (although this has been corrected for the past few years). Different colors indicate the different funding sources (local, state, and federal). Separate colors are used to indicate any TANF funds that a state directs toward its preschool initiative. While TANF funds are federal dollars, it is the state's decision to devote these funds to preschool education, as opposed to other purposes. Data on the amounts of local and federal preschool funds are included in the bar chart when available.





# Guide to State Profiles

## ACCESS

Total state pre-K enrollment .....	Number of children of all ages in state pre-K program
School district that offer state program.....	Percentage of school districts in state where program is offered
Income requirement .....	Maximum family income for participants
Minimum hours of operation.....	Minimum hours per day and days per week program operates
Operating schedule.....	Annual schedule of operations (academic/school year or full calendar year)
Special education enrollment, ages 3 and 4 .....	Number of 3- and 4-year-olds served by the Preschool Grants Program of the Individuals with Disabilities Education
Federally funded Head Start enrollment, ages 3 and 4 .....	Number of slots for 3- and 4-year-olds in Head Start funded with federal money
State-funded Head Start enrollment, ages 3 and 4.....	Number of slots for 3- and 4-year-olds in Head Start funded with state money

## QUALITY STANDARDS CHECKLIST

### POLICY

### STATE PRE-K REQUIREMENT

Early learning & development standards .....	<b>Current:</b> National Education Goals Panel content areas covered by state learning standards for preschool-age children must be comprehensive <b>New:</b> Comprehensive, aligned with state infant & toddler and K-3 or college & career ready standards, aligned with child assessments, culturally sensitive, and supported
Curriculum supports .....	<b>New:</b> Approval process for selecting curricula and supports in place for curriculum implementation
Teacher degree.....	<b>Current &amp; New:</b> Lead teacher must have a BA, at minimum
Teacher specialized training .....	<b>Current &amp; New:</b> Lead teacher must have specialized training in a pre-K area
Assistant teacher degree.....	<b>Current &amp; New:</b> Assistant teacher must have a CDA or equivalent, at minimum
Staff professional development.....	<b>Current:</b> Teacher must receive at least 15 hours/year of in-service professional development and training <b>New:</b> Teacher and assistant teacher must receive at least 15 hours/year of in-service professional development and training, individualized professional development plans, and coaching
Maximum class size .....	<b>Current &amp; New:</b> Maximum number of children per classroom must be 20 or fewer
Staff-child ratio .....	<b>Current &amp; New:</b> Lowest acceptable ratio of staff to children in classroom (e.g., maximum number of students per teacher) must be 1:10 or better
Meals .....	<b>Current:</b> At least one meal must be required daily
Screening & referral.....	<b>Current:</b> Screenings and referrals for vision, hearing, and health must be required; at least one additional support service must be provided to families <b>New:</b> Screenings and referrals for vision, hearing, and health must be required
Monitoring/Continuous quality improvement system .....	<b>Current:</b> Site visits must be used to demonstrate ongoing adherence to state program standards <b>New:</b> Annual structured observations of classroom quality and information collected is used for classroom/program improvement

## RESOURCES

Total state pre-K spending .....	Total state funds spent on state pre-K program
Local match required? .....	Whether state requires local providers to match state monetary contributions to program
State Head Start spending .....	Total state funds spent to supplement Head Start program
State spending per child enrolled .....	Amount of state funds spent per child participating in pre-K program
All reported spending per child enrolled .....	Amount of all reported funds (local, state, and federal) spent per child participating in pre-K

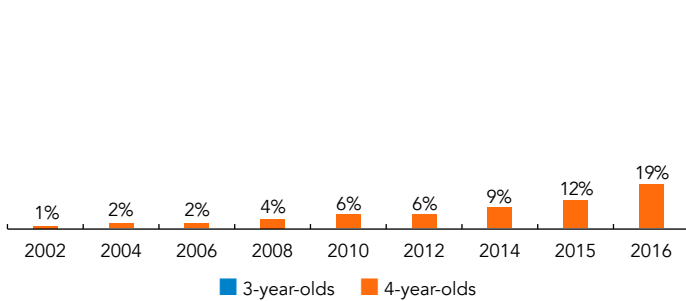
## GLOSSARY OF ABBREVIATIONS

AA	Associate of Arts	EPSDT	Early Periodic Screening, Diagnosis, and Treatment
ACF	Administration for Children and Families	ESI-R	Early Screening Inventory-Revised
AEPS(i)	Assessment, Evaluation, and Programming System for Infants and Children (interactive)	ESL	English as a Second Language
ARRA	American Recovery and Reinvestment Act	EVT	Expressive Vocabulary Test
ASQ(SE)	Ages and Stages Questionnaires (Social-Emotional)	FCCERS	Family Child Care Environment Rating Scale
AYP	Adequate Yearly Progress (No Child Left Behind)	FPL	Federal Poverty Level
B–	Denotes that the age range covered by a teaching license begins at birth (e.g., B–3 = birth–grade 3)	FTE	Full-time Equivalent
BA	Bachelor of Arts	FY	Fiscal Year
BS	Bachelor of Science	GED	General Equivalency Diploma
BMI	Body Mass Index	GGG	Get It, Got It, Go
BRI	Basic Reading Inventory	HdSt	Head Start
BS	Bachelor of Science	HSD	High School Diploma
CACFP	Child and Adult Care Food Program	IDEA	Individuals with Disabilities Education Act
CBO	Community-Based Organization	IEP	Individualized Education Plan
CC	Child Care	IFSP	Individualized Family Service Plan
CCDF	Child Care and Development Fund	K	Kindergarten
CCSS	Common Core State Standards	KRAL	Kindergarten Readiness Assessment Literacy
CD	Child Development	LEA	Local Education Agency
CDA	Child Development Associate credential	LELA	Language and Emerging Literacy Assessment
CEU	Continuing Education Unit	MA	Master of Arts
CLASS	Classroom Assessment Scoring System	N–	Denotes that the age range covered by a teaching license begins at nursery (e.g., N–3 = nursery–grade 3)
COR	HighScope Child Observation Record	NA	Not Applicable
CQIS	Continuous Quality Improvement System	NAEYC	National Association for the Education of Young Children
DIAL	Developmental Indicators for the Assessment of Learning	NCLB	No Child Left Behind
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	NEGP	National Education Goals Panel
DLL	Dual Language Learner	NSBP	National School Breakfast Program
DOE	Department of Education	NSLP	National School Lunch Program
DRA	Developmental Reading Assessment	PALS	Phonological Awareness Literacy Screening
DSC	Developing Skills Checklist	P–	Denotes that the age range covered by a teaching license begins at preschool (e.g., P–4 = preschool–grade 4)
EC	Early Childhood	PDG	Preschool Development Grant
ECE	Early Childhood Education	PIR	Program Information Report (Head Start)
ECERS-R	Early Childhood Environment Rating Scale-Revised	PPVT	Peabody Picture Vocabulary Test
ECSE	Early Childhood Special Education	Pre-K	Prekindergarten
ECHOS	Early Childhood Observation System	QRIS	Quality Rating and Improvement System
Ed.D	Doctor of Education Degree	RTT	Race to the Top
Ed.S	Educational Specialist Degree	SMI	State Median Income
EE	Elementary Education	SpEd	Special Education
ELAS	Early Learning Assessment System	TANF	Temporary Assistance to Needy Families
ELDS	Early Learning and Development Standards	T.E.A.C.H.	Teacher Education and Compensation Helps (T.E.A.C.H. Early Childhood® Project)
ELL	English Language Learner	USDA	United States Department of Agriculture
ELLCO	Early Language and Literacy Classroom Observation	WSS	Work Sampling System
ELS	Early Learning Standards		
EOWPVT	Expressive One-Word Picture Vocabulary Test		

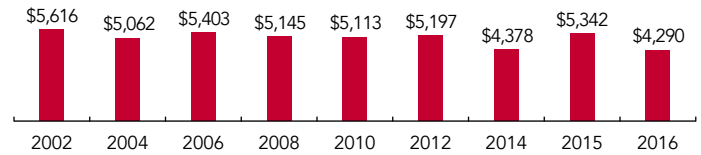
# State Profiles

# Alabama

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



**F**irst Class Pre-K: the Alabama Voluntary Pre-Kindergarten (FCVPK) is a supplemental grant program administered by the Department of Early Childhood Education that provides funding for preschool education for 4-year-olds. First Class is available in all counties throughout Alabama and provides funding to start new classrooms, support quality improvements in existing classrooms, and provide extra support to classrooms serving low-income populations. First Class classrooms are in all 67 Alabama counties and are housed in many different locations, including Head Start programs, private child-care centers, community organizations, faith-based centers, colleges and universities, military agencies and public schools.

The program began in 2000, serving 750 children. As of 2015-2016, the program serves more than 11,000 4-year-olds in a full-day education program, approximately 19% of the state's four-year-old population, and enrollment increased by approximately 4,000 children from the prior school year. The 2015-2016 enrollment total includes around 3,000 additional children partially financed by a \$17.5 million federal Preschool Development Grant (PDG), which was awarded to Alabama in 2014 to expand pre-K access across the state in high-risk areas. State funding in 2015-2016 rose by \$10 million to \$48.5 million. Looking forward, slots created by PDG are expected to be funded on an ongoing basis with state and local appropriations. All state residents who meet the age criteria are automatically eligible for FCVPK.

FCVPK requires use of a curriculum incorporating recently updated early learning standards aligned to kindergarten content standards and Teaching Strategies GOLD objectives, the required formative assessment tool. All FCVPK classrooms are supported by a coach and monitored for continuous improvement. Monitors work with program administrators to ensure that FCVPK grants are properly administered, provide appropriate leadership to teaching staff in concert with coaches to improve instruction, and support the development of leadership skills necessary for effective program management and improvement. Alabama requires each classroom to have a lead teacher with a BA plus an early learning credential and in 2015 introduced policies to support salary parity.

Funds for FCVPK are distributed by the Alabama Education Trust Fund Budget on a competitive awarding basis to programs running full-day, school-year programs. Grantees must locally match the award, and sliding-scale fees can be included in the matching funds. There are three levels of grants that can be awarded to pre-K programs: (1) Pre-K Excellence Grants of up to \$45,000 per grant are awarded to aid programs in meeting Alabama's quality standards, such as financing teacher education and teacher support programs. These grants are intended for use by programs that have other primary sources of funding and are awarded on a three-year cycle. (2) Pre-K Tiered Grants of \$80,200 to \$92,700 per grant differ from the Excellence grants as they are intended to be primary sources of funding. These grants are awarded to classrooms serving a certain share of the free and reduced-price lunch eligible population. These grants are also awarded on a three-year basis. (3) New Classroom or Plus Grants of \$120,000 to \$150,000 per grant are one-year grants awarded to new classrooms for the cost of materials, equipment, furnishings, and one full year of the general expenses of operation.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
28	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
25	17

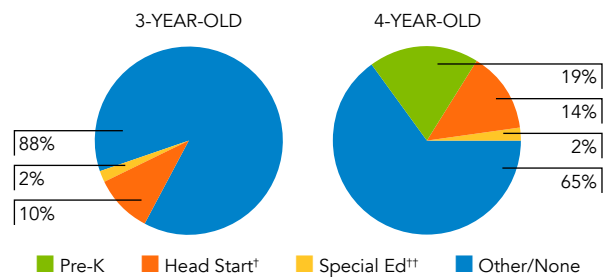
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
10	10

# FIRST CLASS PRE-K: ALABAMA'S VOLUNTARY PRE-KINDERGARTEN PROGRAM

## ACCESS

Total state pre-K enrollment.....	11,296
School districts that offer state program .....	100% (counties/parishes)
Income requirement .....	No income requirement
Minimum hours of operation.....	6.5 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4 .....	3,787
Federally funded Head Start enrollment, ages 3 and 4 .....	14,388
State-funded Head Start enrollment, ages 3 and 4.....	1,986

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



† 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	AL PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or 9 ECE/CD credits	CDA or equivalent	<input checked="" type="checkbox"/>	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	30 hours/year (teachers); 20 hours/year (assistants); PD plans; coaching	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Lunch <sup>5</sup>	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Structured classroom observations (more than once/year); Improvement plan <sup>15</sup>	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			10		
				10	

## RESOURCES

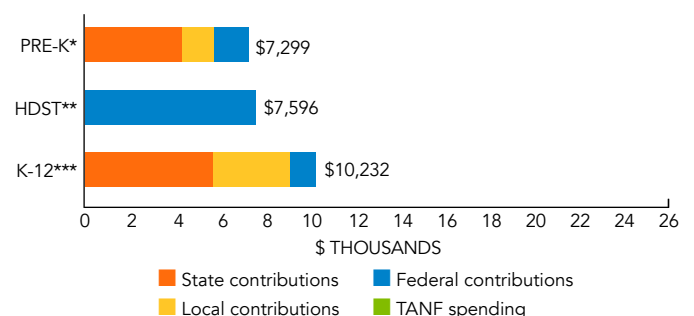
Total state pre-K spending .....	\$48,462,050
Local match required? .....	Yes
State Head Start spending .....	\$5,040,000
State spending per child enrolled .....	\$4,290
All reported spending per child enrolled* .....	\$7,299

\* 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.

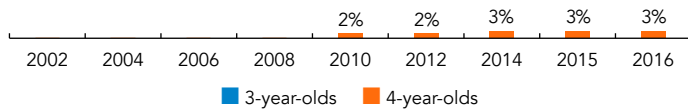
\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

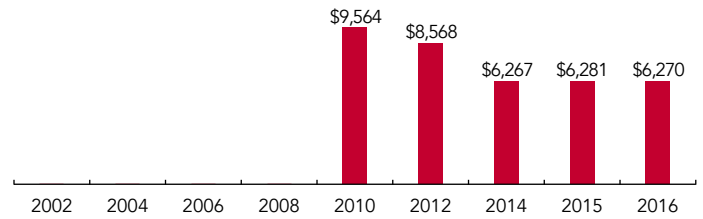


# Alaska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



The Alaska Pre-Elementary program, previously called the Alaska Pre-Kindergarten Program, is available to 4-year-olds in 11 school districts and has been operating since the 2009-2010 school year. Previously, a majority of programs operated in combined public school and Head Start programs. In the 2015-2016 school year, Alaska changed the way the competitive grants are offered to include two types of grantees. The three-year renewal grants allow grantees that were previously receiving funding to design programs based on community needs. Districts that have never received grants are eligible to apply for a one-year pre-elementary development grant. Development grants are geared toward strategic planning to begin implementing or support existing Pre-Elementary goals until they can be switched to renewal grants.

The Alaska Pre-Elementary program shifted from pilot status in the 2011-2012 school year with a change in funding and re-competition for state grants in fiscal year 2013. Funding is granted to public schools that may subcontract with Head Start programs. The state pre-K program had a total budget of \$2.5 million and served children in eight districts for the 2012-2013 school year. There was an \$800,000 drop in funding in the 2013-2014 school year, so fewer children were served that year. Although pre-K funding was slated for closure in 2014-2015, supporters were successful in providing grant extensions for two full years. Despite this, budget reductions have continued to be a challenge within the state. The switch to renewal grants and pre-elementary development grants was in response to funding challenges in order to help local communities develop and support preschool programs. These changes were a result of inconsistent funding for prekindergarten over the last few years which also impacted program implementation and quality. Alaska receives no federal funding for the prekindergarten program. All state funding goes directly to school districts, leaving minimal funding for program support, monitoring, or evaluation.

The Teaching Strategies GOLD assessment was piloted by the state three times per year in two-thirds of the programs during the 2011-2012 school year. The state required its use for all grantees in the new competition. An evaluation of the program was completed in the 2010-2011 school year, determining process quality as well as program impact and child results based on pre-and post-assessments using the DIAL II, PPVT, and ECERS instruments.

Alaska has offered a supplement to federally recognized Head Start programs since the 1980s. The financial support is part of an effort to develop program quality through school readiness activities and professional improvement. The funds also offer admission to additional children and families whenever possible.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
40	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
16	25

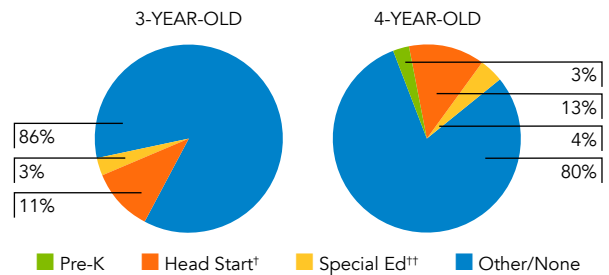
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
7	5

# ALASKA PRE-ELEMENTARY

## ACCESS

Total state pre-K enrollment.....	319
School districts that offer state program .....	20%
Income requirement .....	150% FPL
Minimum hours of operation.....	3.5 hours/day
Operating schedule.....	Determined locally
Special education enrollment, ages 3 and 4 .....	1,177
Federally funded Head Start enrollment, ages 3 and 4 .....	2,418
State-funded Head Start enrollment, ages 3 and 4.....	142

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	AK PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	None	New in 2015-2016	—	Approval process & supports	<input type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA, 12 ECE credits, AA in ECE	CDA or equivalent	<input checked="" type="checkbox"/>	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	6 credit hours/5 years (teachers only); voluntary coaching	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Developmental	Vision, hearing, health & at least one support service	<input type="checkbox"/>	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Meals	Determined locally	At least one meal/day	<input type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Other monitoring	Site visits	<input type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<b>7</b>		
					<b>5</b>

## RESOURCES

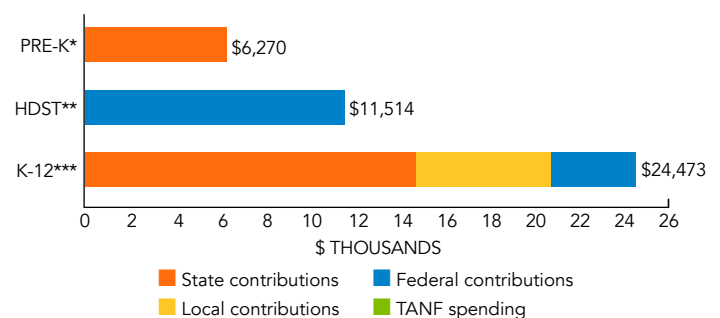
Total state pre-K spending .....	\$2,000,000
Local match required? .....	No
State Head Start spending .....	\$7,308,700
State spending per child enrolled .....	\$6,270
All reported spending per child enrolled* .....	\$6,270

\* 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.

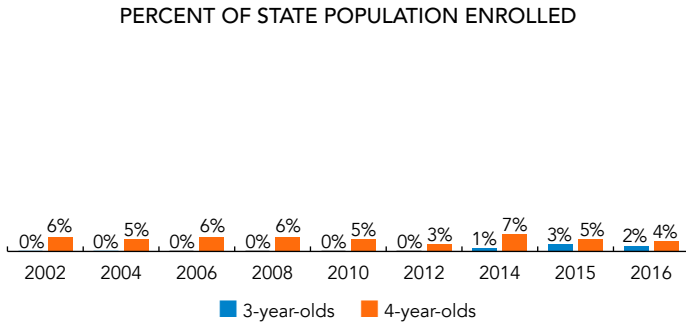
\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

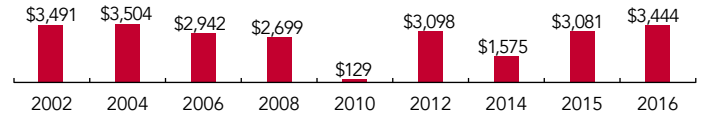


# Arizona

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



Arizona began funding preschool programs in 1991. Supplemental services for preschool, full-day kindergarten, and first-third grade education were supported by the Early Childhood Block Grant (ECBG) from 1996 to 2010. Children from families with incomes at or less than 185% of the federal poverty level qualified for ECBG-funded programs. ECBG funds were distributed to school districts with the requirement that some of the funds are passed through to private childcare centers or faith-based programs. ECBG funds were frozen in fiscal year 2010, due to budget constraints, and then revoked.

In 2006, Arizona voters established a dedicated funding source, using tobacco taxes, for early childhood development and health programs, and created the Early Childhood Development and Health Board, known as First Things First (FTF), to oversee use of those funds. The FTF Board allocates public funds to communities based on their birth to five population and the percentage of young children in poverty. Informed by local data, volunteer regional councils prioritize and recommend early childhood programs to fund. These public funds can be used for various early childhood programs, including increasing access to early learning. This is accomplished through Quality First (QF) Scholarships serving young children living at or below 200% FPL. The QF Scholarship program receives the bulk of FTF funding, about \$41.4 million in 2017.

Private child care, public schools, Head Start settings, tribally regulated programs, family child care homes, and faith-based programs are eligible to receive QF Scholarships as long as they participate in Quality First, the state's Quality Improvement and Rating System (QIRS) and (with limited exceptions) have met QIRS quality standards. QF Scholarship reimbursement rates vary by program type.

In the 2015-2016 school year, 5,365 preschool-aged children were served in center-based programs. Allocations of early childhood funds to regional councils decreased in 2015-2016 due to a 24% drop in tobacco tax revenue between 2007 to 2015 (about \$40 million less per year) and a projection that tobacco revenues would continue to decrease. In response, the FTF Board determined that a budget reset was necessary to ensure consistent funding levels over the next nine to 15 years. As a result, regional spending on QF Scholarships decreased by 38% between 2014-2015 and 2015-2016. Despite the decrease, the scholarships remain the highest funded program at FTF.

QF Scholarships also help Arizona draw down a greater amount of federal funds for child care vouchers to working families. Arizona receives more than \$118 million per year in federal Child Care and Development Fund (CCDF) funds, which are administered by the state Department of Economic Security (DES) and require the state to provide both Maintenance of Effort (MOE) and matching funds. Historically, these requirements were met with state General Fund dollars appropriated by the Legislature. In fiscal year 2012, all General Fund appropriations to child care vouchers were eliminated. FTF collaborated with DES to leverage FTF investments in early learning quality and access (including scholarships) to meet federal MOE and state match requirements. Over the six years this MOU has been in place, Arizona has leveraged almost \$228 million in CCDF funds that otherwise would have been lost.

In 2014, Arizona was awarded a federal Preschool Development Grant (PDG) award, providing funding for access to preschool for 2,370 children in 15 high-needs communities statewide. The PDG also enhanced the quality of those programs by funding their participation in the state QIRS, which includes on-site and inclusive coaching, mental health consultation, child care health consultation, community-based professional development and college scholarships for early educators, and financial incentives.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
37	21

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
32	39

TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
3	1

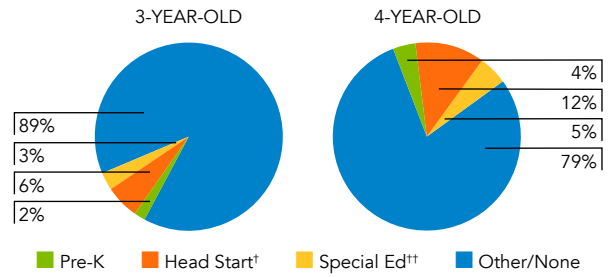


## QUALITY FIRST SCHOLARSHIPS

### ACCESS

Total state pre-K enrollment.....	5,365 <sup>1</sup>
School districts that offer state program .....	86% (Regional Partnership Councils)
Income requirement.....	200% FPL
Minimum hours of operation.....	3 hours/day; 3 days/week
Operating schedule.....	Determined locally
Special education enrollment, ages 3 and 4 .....	8,928
Federally funded Head Start enrollment, ages 3 and 4 .....	14,951
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	AZ PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive <sup>13</sup>	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	<input type="checkbox"/>	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	12 credit hours in ECE, CDA (25% of teachers) <sup>15</sup>	BA	<input type="checkbox"/>	BA	<input type="checkbox"/>
Teacher specialized training	12 credit hours in ECE, CDA (25% of teachers) <sup>15</sup>	Specializing in pre-K	<input type="checkbox"/>	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD <sup>16</sup>	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	18 hours/year <sup>19,20</sup>	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	26 (3-year-olds); 30 (4-year-olds)	20 or lower	<input type="checkbox"/>	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:13 (3-year-olds); 1:15 (4-year-olds)	1:10 or better	<input type="checkbox"/>	1:10 or better	<input type="checkbox"/>
Screening & referral	Immunizations; Support services	Vision, hearing, health & at least one support service	<input type="checkbox"/>	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Meals	Depends on length of program day <sup>10</sup>	At least one meal/day	<input type="checkbox"/>	Discontinued	<input type="checkbox"/>
Monitoring/ Continuous quality improvement system	Structured classroom observation in randomly selected classrooms (every 2-3 years); Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<b>3</b>		
					<b>1</b>

### RESOURCES

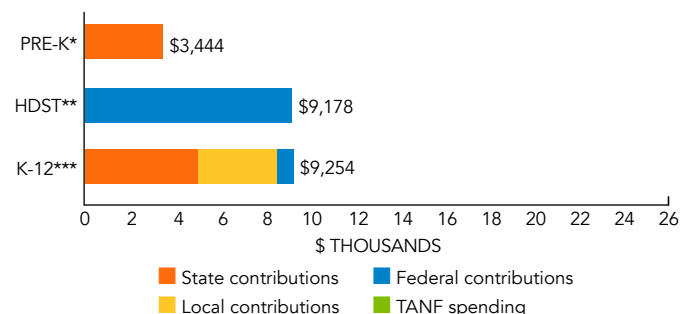
Total state pre-K spending .....	\$18,477,063
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$3,444
All reported spending per child enrolled* .....	\$3,444

\* 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.

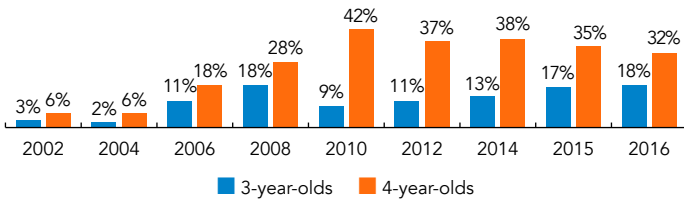
SPENDING PER CHILD ENROLLED



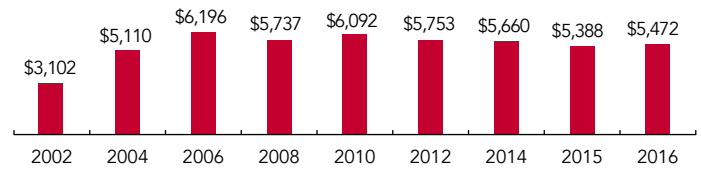
<sup>1</sup> 5,365 includes only 3- and 4-year-olds. Previous years' enrollment totals have included children ages 0 to 5.

# Arkansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



The Arkansas Better Chance (ABC) and Arkansas Better Chance for School Success (ABCSS) programs were founded as part of a statewide education reform initiative beginning in 1991. ABC was initially funded through a dedicated sales tax. Between 2001 and 2007, an excise tax on packaged beer provided additional funding for the program. Forty percent of the program’s overall financial support must be local contributions, either in-kind or monetary. The program also receives federal funding.

When additional funds became available in the 2004-2005 program year, ABCSS was launched. Three- and 4-year-olds in families whose income falls below 200% of the federal poverty level are eligible for the ABCSS program. Children birth to 5 from low-income families (below 200% FPL) are eligible for early childhood education services offered by ABC. Eligibility for ABC is also determined by other risk factors including: developmental delay, foster care, low parental education level, having a parent in active overseas military duty, non-English speaking family members, having a teen parent, parental substance abuse, or low birth weight. Pre-K access through both programs is offered in diverse settings, including Head Start, service cooperatives, public schools, private business, and nonprofit organizations.

An additional path for preschool teachers in the ABC program, the Birth through Prekindergarten Teaching Credential, was established in January 2011, when Act 187 of 2009 became effective. Five institutions have been permitted to offer the credential.

The Arkansas Early Childhood Education Framework for Three and Four Year Old Children, outlining guidelines for providing services to 3- to 5-year-olds, was revised in 2016. Standards are aligned with the AR Learning Standards and the state’s infant and toddler standards. The Kellogg Foundation has provided funding to help align the early learning standards with the K–12 Learning Standards. ABC also assesses both quality outcomes and impact on child outcomes through an ongoing study that began in the 2005-2006 year. ECERS is used to evaluate classroom quality.

In December, 2014, Arkansas was awarded a competitive federal Preschool Development Grant for \$14.9 million. This grant enabled the state to create 1,371 new slots and enhance 1,506 existing slots in the ABC/ABCSS programs. The state also received a one-time \$1.5 million cost of living adjustment.

This report outlines the ABC and ABCSS programs together as they have similar requirements and standards.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
18	5

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
18	13

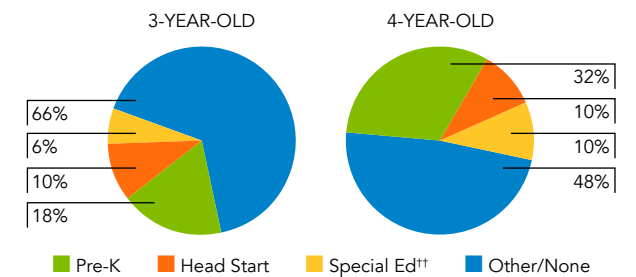
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
9	7

# ARKANSAS BETTER CHANCE/ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS

## ACCESS

Total state pre-K enrollment.....	20,558
School districts that offer state program .....	98%
Income requirement .....	200% FPL
Minimum hours of operation.....	7 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4 .....	8,540
Federally funded Head Start enrollment, ages 3 and 4 .....	7,744
State-funded Head Start enrollment, ages 3 and 4.....	0

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



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

## QUALITY STANDARDS CHECKLIST

POLICY	AR PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA <sup>15</sup>	BA	<input type="checkbox"/>	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	30 hours/year; PD plans	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Breakfast, lunch, snack	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Structured classroom observations (less than once/year); Improvement plan; Site visits	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<b>9</b>		
					<b>7</b>

## RESOURCES

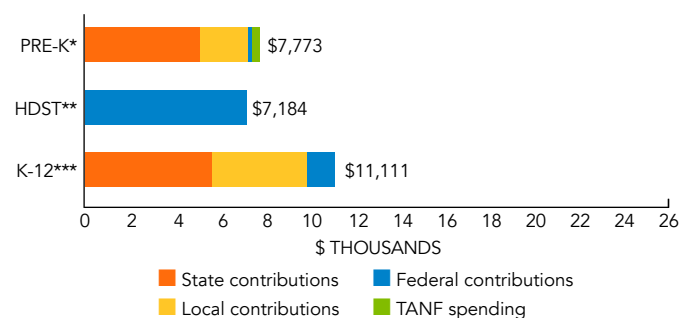
Total state pre-K spending .....	\$112,500,000
Local match required? .....	Yes
State Head Start spending .....	\$0
State spending per child enrolled .....	\$5,472
All reported spending per child enrolled* .....	\$7,773

\* 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.

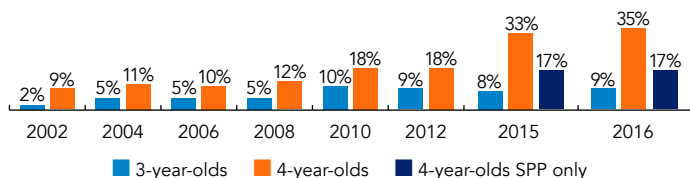
\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

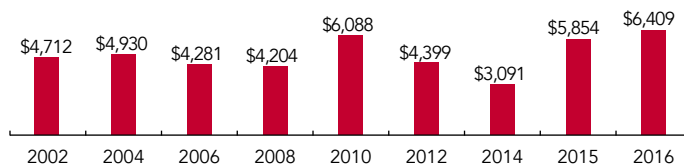


# California

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2016 DOLLARS)



In 2008, the California State Preschool Program Act consolidated several early childhood initiatives into one funding stream, resulting in the California State Preschool Program (CSPP). CSPP encompasses: (1) the CSPP that began in 1965 and provided preschool services to children at risk for neglect, abuse, family violence, or who were receiving protective services; (2) the Prekindergarten and Family Literacy Program (PKFLP), which began in 2007 and added a literacy component to CSPP; and (3) General Child Care programs. CSPP provides both part- and full-day preschool to 3- and 4-year-olds with a family income at or below 70% of the state median income. Children who are at risk of abuse, neglect, or exploitation, receiving protective services, homeless, or receiving CalWORKS cash aid are also eligible to attend.

State spending on CSPP increased almost \$109 million from the 2014-2015 to 2015-2016 school year due to funding shifts enabling all CSPP programs operated by local educational agencies to be funded entirely with state funding. Federal funding decreased but there was a net increase in total spending. CSPP awards funding through a competitive application process to school districts, private and faith-based agencies, and Head Start programs. Children are served in either full-day or part-day programs, depending on family eligibility and need. Children must remain eligible throughout the year to receive full-day services but can remain in part-day programs regardless of changes to eligibility. Teachers are required to have California Child Development Associate Teacher Permits, and can receive grants for professional learning. CSPP classrooms receive structured quality observations using the Early Childhood Environment Rating Scale, Revised Edition (ECERS-R) at least once a year.

California Transitional Kindergarten (TK) began during the 2012-2013 school year as a result of California's Kindergarten Readiness Act of 2010 which moved the kindergarten eligibility age from December 2 to September 1 so that all children would be 5 years old when entering kindergarten. TK was also authorized as part of California's Kindergarten Readiness Act of 2010 and is the first year of a two-year kindergarten program for children born between September 2 and December 2. TK follows kindergarten regulations for class size, teacher qualifications, standards, funding, and serving English language learners. TK is profiled as a separate preschool program for the first time in this report.

The California Preschool Learning Foundations, which provide guidance to both CSPP and TK are aligned with the Common Core State Standards, California Infant and Toddler Learning and Development Foundations, California Content Standards, and the Head Start Child Development and Early Learning Framework.

Using various local and state funding sources, the California Quality Rating and Improvement System (CA-QRIS) Consortium was established to continue the work done through California's Federal Race to the Top—Early Learning Challenge (RTT-ELC) grant. The RTT-ELC grant charged the Regional Leadership Consortia with incorporating a locally driven QRIS to improve the quality of early learning programs throughout the state. The goal of the QRIS is to ensure that children in California have access to high quality programs so they thrive in their early learning settings and succeed in kindergarten and beyond. The CA-QRIS Consortium strives to improve the quality of early learning in three areas of program quality: child development and readiness for school, teachers and teaching, and program and environment quality. The \$50 million dedicated to the CSPP QRIS Block Grant is intended to build on the local QRIS efforts of current lead agencies and their consortia and to raise the quality of CSPP.

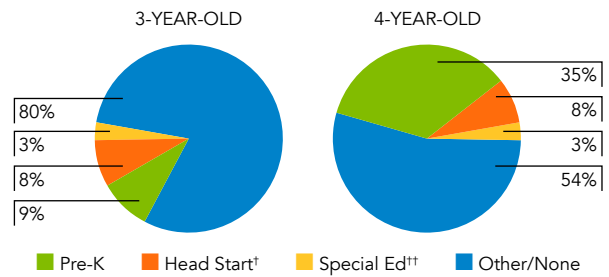
California's overall support for state-funded preschool, including enrollment and funding for both CSPP and TK, is depicted in the first two pages of this state profile. The third page focuses solely on CSPP and the fourth page provides information on TK.

## CALIFORNIA STATE OVERVIEW

### ACCESS

Total state pre-K enrollment.....	223,921
Special education enrollment, ages 3 and 4 .....	46,605
Federally funded Head Start enrollment, ages 3 and 4 .....	79,814
State-funded Head Start enrollment, ages 3 and 4.....	0

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



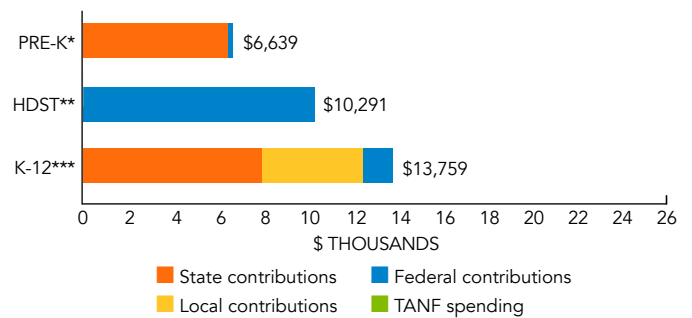
† Some Head Start children may also be counted in state pre-K.

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

### RESOURCES

Total state pre-K spending .....	\$1,435,006,076
State Head Start spending .....	\$0
State spending per child enrolled .....	\$6,409
All reported spending per child enrolled* .....	\$6,639

SPENDING PER CHILD ENROLLED



\* 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.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
14	10

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
14	21

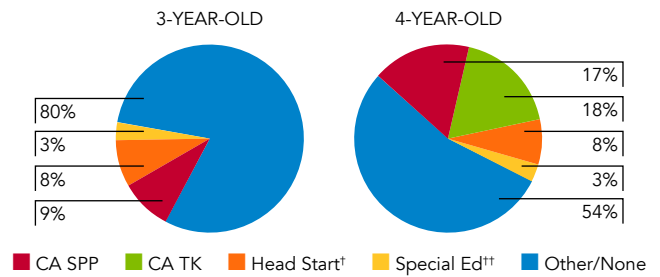
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
44	44

# CALIFORNIA STATE PRESCHOOL PROGRAM

## ACCESS

Total state pre-K enrollment ..... 133,984  
 School districts that offer state program ..... 97% (counties/parishes)  
 Income requirement ..... 70% SMI  
 Minimum hours of operation ..... 3 hours/day; 5 days/week  
 Operating schedule ..... Determined locally  
 Special education enrollment, ages 3 and 4 ..... 46,605  
 Federally funded Head Start enrollment, ages 3 and 4 ..... 79,814

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



■ CA SPP ■ CA TK ■ Head Start† ■ Special Ed†† ■ Other/None  
 † 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

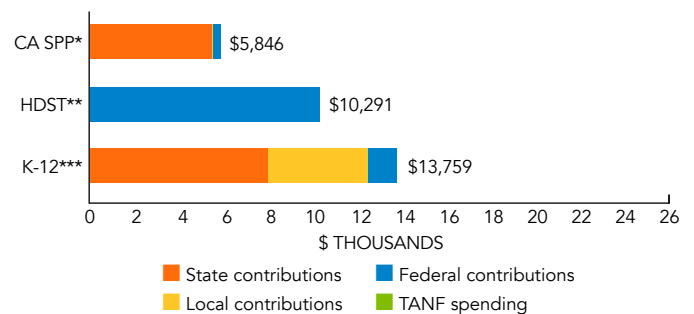
POLICY	CA SPP REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	California Child Development Associate Teacher Permit	BA	<input type="checkbox"/>	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	105 hours/5 years	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	No limit (3- & 4-year-olds) <sup>11</sup>	20 or lower	<input type="checkbox"/>	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:8 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Immunizations, full physical exam (includes vision & hearing); Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Depends on length of program day <sup>12</sup>	At least one meal/day	<input type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Annual structured classroom observations; Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			<b>6</b>		
				<b>6</b>	

## RESOURCES

Total state pre-K spending ..... \$731,698,736  
 Local match required? ..... No  
 State spending per child enrolled ..... \$5,461  
 All reported spending per child enrolled\* ..... \$5,846

\* 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.

SPENDING PER CHILD ENROLLED

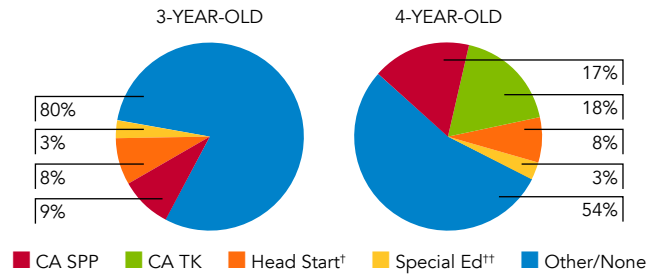


# CALIFORNIA TRANSITIONAL KINDERGARTEN (TK)

## ACCESS

Total state pre-K enrollment ..... 89,937  
 School districts that offer state program ..... 95% (counties/parishes)  
 Income requirement ..... No income requirement  
 Minimum hours of operation ..... 3 hours/day; 5 days/week  
 Operating schedule ..... School or academic year  
 Special education enrollment, ages 3 and 4 ..... 46,605  
 Federally funded Head Start enrollment, ages 3 and 4 ..... 79,814

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



■ CA SPP ■ CA TK ■ Head Start† ■ Special Ed†† ■ Other/None  
 † 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

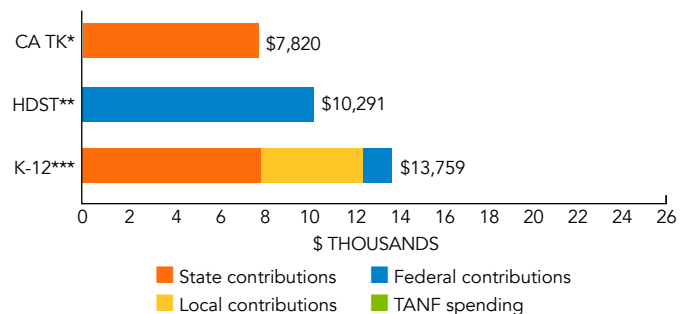
POLICY	CA TK REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, Elementary Ed <sup>11</sup>	Specializing in pre-K	<input type="checkbox"/>	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD <sup>12</sup>	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	Determined locally	For teachers: At least 15 hours/year	<input type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	33 (4-year-olds)	20 or lower	<input type="checkbox"/>	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:33 (4-year-olds)	1:10 or better	<input type="checkbox"/>	1:10 or better	<input type="checkbox"/>
Screening & referral	Support services <sup>6</sup>	Vision, hearing, health & at least one support service	<input type="checkbox"/>	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Meals	At least one meal/day to children who qualify for FRPL <sup>5</sup>	At least one meal/day	<input type="checkbox"/>	Discontinued	—
Monitoring/ Continuous quality improvement system	Improvement plan	Site visits	<input type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<input type="checkbox"/> 2		
				<input type="checkbox"/> 2	

## RESOURCES

Total state pre-K spending ..... \$703,307,340  
 Local match required? ..... No  
 State spending per child enrolled ..... \$7,820  
 All reported spending per child enrolled\* ..... \$7,820

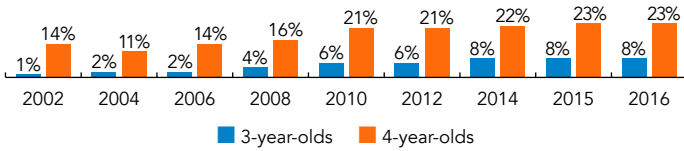
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 \*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

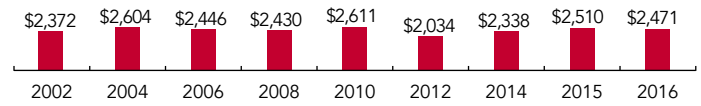


# Colorado

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



The Colorado Preschool Program (CPP) was launched in 1988 in an effort to target 3- and 4-year-olds in need of language development support, with the goal of lowering dropout rates and reducing dependence on public assistance. In 1992, CPP became a permanent program and expanded its target population to all children who lack overall school readiness due to family risk factors. Risk factors for eligibility are defined in statute and include eligibility for free- or reduced-price meals, being a dual language learner, being in foster care, a family history of abuse or neglect, homelessness, low parental education levels, parental substance abuse, or having a teen parent, as well as locally determined risk factors. Four-year-olds must meet at least one risk factor to enroll in CPP, while 3-year-olds are required to meet a minimum of three risk factors.

During the 2013 legislative session, the Colorado legislature created a new type of CPP slot known as the Early Childhood At-Risk Enhancement, or ECARE, slot. The intention of this new approach was to allow school districts more flexibility. ECARE slots may be used to fund half-day pre-K, full-day pre-K, or full-day kindergarten. School districts may change the usage of their allotted ECARE slots from year to year, based on the needs of their early childhood population. In the 2015-2016 school year, 98% of the 178 school districts in Colorado offered CPP. Two types of slots can be allocated to districts: CPP slots, which can be used to serve eligible pre-K students, and ECARE slots which can be used to serve pre-K students or to provide full-day opportunities for eligible kindergartners. Two half-day slots can be combined to create full-day opportunities for pre-K children with very high needs. In the 2015-2016 school year, 21,496 pre-K children attended CPP/ECARE, a slight decrease from the previous year.

Schools may subcontract with private child care centers, Head Start, or other community-based or public agencies. The Charter School Institute also participates in the Colorado Preschool Program as a direct recipient of funds. Funding is awarded competitively with priority given to districts not currently participating in CPP. CPP may use additional funding sources, such as federal Head Start money, to extend the program day, supplement services, or provide wraparound care.

CPP funding is determined through the Colorado school finance formula, with preschoolers receiving half the amount of students in grades 1 through 12 given that they receive half-day programming. These funds are distributed directly to public schools, which are given a predetermined number of half-day slots to serve eligible children. Beginning in 2010-2012, the state enacted consecutive budget cuts, including a reduction in funding available for K-12 students. During those years, funding for CPP dropped by \$6 million to \$67 million. Funding for CPP has since recovered, with total state and local funding (through a required local match) in 2015-2016 at \$86 million.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
24	11

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
39	35

TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
6	5

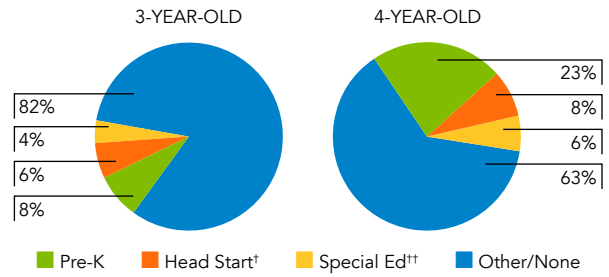


# COLORADO PRESCHOOL PROGRAM

## ACCESS

Total state pre-K enrollment.....	21,496
School districts that offer state program .....	98%
Income requirement .....	185% FPL
Minimum hours of operation.....	2.5 hours/day
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4 .....	7,666
Federally funded Head Start enrollment, ages 3 and 4 .....	9,033
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.

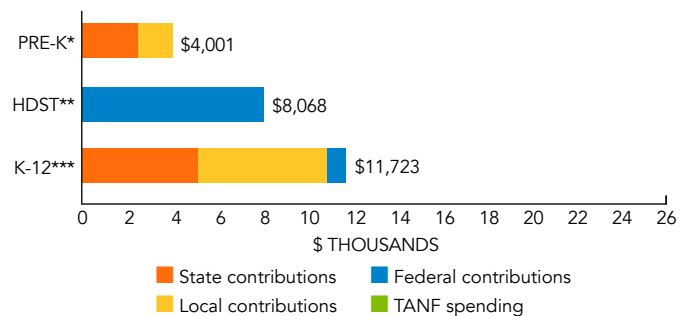
POLICY	CO PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	CDA	BA	<input type="checkbox"/>	BA	<input type="checkbox"/>
Teacher specialized training	CDA	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	None <sup>11</sup>	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours/year (teachers only)	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	16 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Support services <sup>9</sup>	Vision, hearing, health & at least one support service	<input type="checkbox"/>	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Meals	Depends on length of program day <sup>7</sup>	At least one meal/day	<input type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Improvement plan; Site visits	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<b>6</b>		
					<b>5</b>

## RESOURCES

Total state pre-K spending .....	\$53,126,288
Local match required? .....	Yes
State Head Start spending .....	\$0
State spending per child enrolled .....	\$2,471
All reported spending per child enrolled* .....	\$4,001

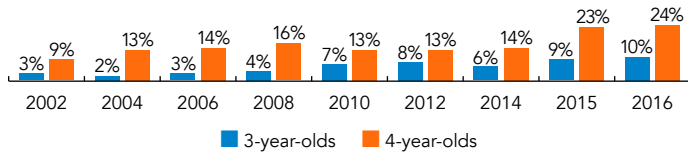
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 \*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

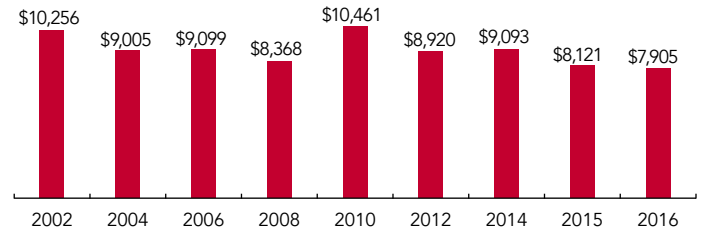


# Connecticut

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2016 DOLLARS)



Connecticut serves prekindergarten children in three state-funded programs: School Readiness Program (SRP), Child Day Care Contracts (CDCC), and the new program Smart Start. As of July 2013, the Connecticut Office of Early Childhood (OEC) provides oversight for these programs and has been working to better align them. In previous years, parent fees for participation in CDCC were re-determined every six months, which did not meet the NIEER definition of a state-funded preschool program, therefore excluding it from the Yearbook. Due to a policy change of re-calculating fees annually, and the provision that allows families that are over income to remain enrolled, CDCC is included in Connecticut's entry this year for the second time.

SRP was founded in 1997 to increase access to early childhood programs for 3- and 4-year-olds. Financial support is available to 20 Priority School Readiness districts, as defined by legislation, and 47 Competitive School Readiness municipalities that have one or more schools in which 40% or more of the children are eligible for free- or reduced-price lunch or are one of the communities identified within the 50 lowest-wealth-ranked towns in the state, as defined by legislation. All families, regardless of income levels, can apply for School Readiness spaces in Competitive and Priority municipalities; however, 60% of children enrolled in each municipality must meet the income guideline of at-or-below 75% of the state median income (SMI). In 2015-2016, SRP enrolled 12,263 three- and four-year-olds in full-day, school-day, or part-day programs, a small increase from the previous year. FY2016 state funding increased to \$119.1 million from \$101.8 million the previous year.

CDCC are jointly funded through state funding and the Social Service Block Grant (SSBG) and must operate for at least 10 hours per day. In 2015-2016, CDCC enrolled 2,387 preschool-age children, targeting children with household incomes below 75% SMI with state funding and targeting children with household incomes below 200% of the federal poverty level with SSBG funds. Although CDCC served fewer 3- and 4-year-olds in 2015-2016, the program had a slight increase in the number of infants and toddlers served. CDCC programs, which do not operate in public schools, are reimbursed through a purchase-of-service contracting system administered by OEC.

Smart Start was created during the 2014 legislative session with the intent of expanding publicly funded pre-K for 3- and 4-year-olds in public school settings. Funding is distributed to local or regional boards of education through a competitive grant process. In 2015-2016, 13 school districts received funding to offer the six-hour, five-day-a-week program that operated 1,080 hours per year. In addition to the \$1.6 million in state funds (Tobacco Settlement dollars) for operations, \$1.4 million in state bonds were used for capital improvements.

SRP, Smart Start, and CDCC non-Head Start programs must be NAEYC accredited. Pre-K programs operating within public schools, private child care centers, and faith-based settings have until the third anniversary of the first day children attend the program to achieve accreditation. To help prepare programs that are not accredited and to monitor quality, annual ECERS ratings by state-approved raters are required.

In 2014, Connecticut was awarded a competitive federal Preschool Development Grant-Expansion. In 2015-2016, there were a total of 712 PDG-funded preschool spaces in the state, 430 were new preschool slots that operated separately from the three state-funded preschool programs, 244 spaces were dually funded in combination with SRP, and 35 spaces were dually funded with CDCC. These dually funded spaces are included in the programs' total enrollment counts.

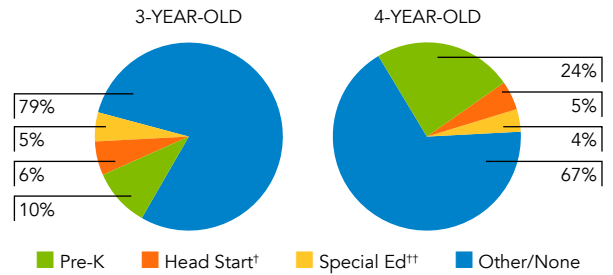
Connecticut's contribution and commitment to state-funded prekindergarten, including state expenditure and enrollment for all three state programs are summarized in the first two pages of the state profile, followed by descriptions of CDCC, SRP and Smart Start.

## CONNECTICUT STATE OVERVIEW

### ACCESS

Total state pre-K enrollment.....	14,940
Special education enrollment, ages 3 and 4 .....	5,466
Federally funded Head Start enrollment, ages 3 and 4 .....	4,888
State-funded Head Start enrollment, ages 3 and 4.....	303

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



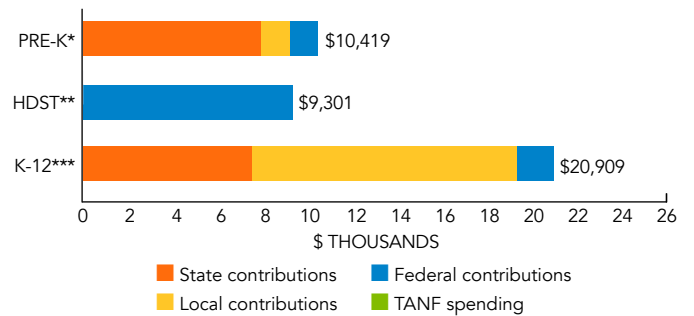
† Estimates children in Head Start not also enrolled in state pre-K.

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

### RESOURCES

Total state pre-K spending .....	\$118,102,226
State Head Start spending .....	\$5,630,593
State spending per child enrolled .....	\$7,905
All reported spending per child enrolled* .....	\$10,419

SPENDING PER CHILD ENROLLED



\* 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.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
23	8

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
6	4

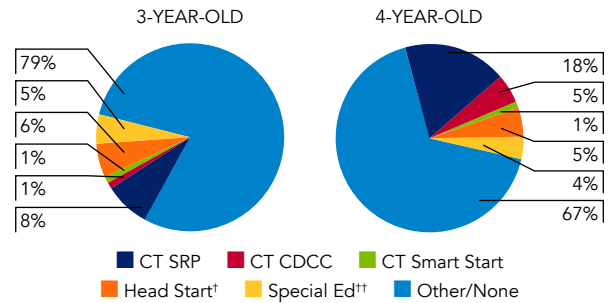
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
5.2	4.8

# CONNECTICUT CHILD DAY CARE CONTRACTS

## ACCESS

Total state pre-K enrollment .....	2,387
School districts that offer state program .....	28% (towns/communities)
Income requirement .....	75% SMI
Minimum hours of operation .....	10 hours/day; 5 days/week
Operating schedule .....	Full calendar year
Special education enrollment, ages 3 and 4 .....	5,466
Federally funded Head Start enrollment, ages 3 and 4 .....	4,888

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



† 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

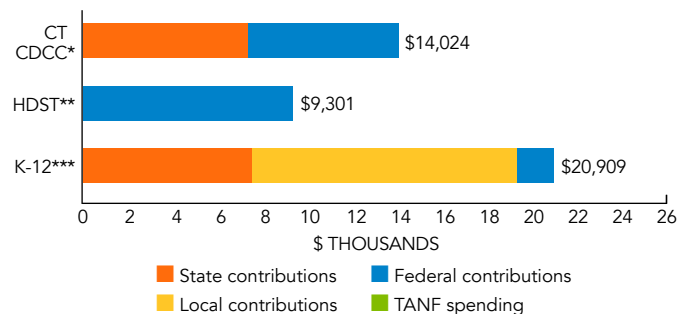
POLICY	CT CDCC REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	CDA + 12 EC credits <sup>13</sup>	BA	<input type="checkbox"/>	BA	<input type="checkbox"/>
Teacher specialized training	CDA + 12 EC credits <sup>13</sup>	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Based on Head Start or NAEYC	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	20 hours/year	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Immunizations, full physical exam, no vision or hearing; Support services	Vision, hearing, health & at least one support service	<input type="checkbox"/>	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Meals	Breakfast, lunch, snack	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Annual structured classroom observations in low performing classrooms only; Improvement plan <sup>18</sup>	Site visits	<input type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<b>6</b>		
					<b>4</b>

## RESOURCES

Total state pre-K spending .....	\$17,442,645
Local match required? .....	No
State spending per child enrolled .....	\$7,307
All reported spending per child enrolled* .....	\$14,024

\* 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.

SPENDING PER CHILD ENROLLED

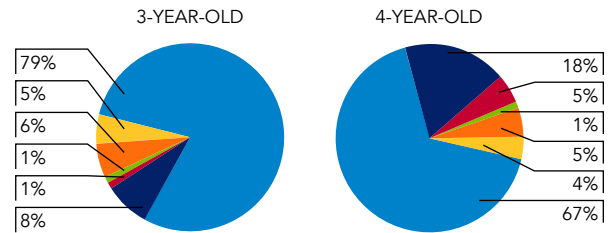


# CONNECTICUT SCHOOL READINESS

## ACCESS

Total state pre-K enrollment.....	12,263
School districts that offer state program .....	40% (towns/communities)
Income requirement .....	75% SMI <sup>7</sup>
Minimum hours of operation.....	2.5 hours/day; 5 days/week
Operating schedule.....	Determined locally
Special education enrollment, ages 3 and 4 .....	5,466
Federally funded Head Start enrollment, ages 3 and 4 .....	4,888

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



■ CT SRP    ■ CT CDCC    ■ CT Smart Start  
■ Head Start<sup>†</sup>    ■ Special Ed<sup>††</sup>    ■ Other/None  
<sup>†</sup> Estimates children in Head Start not also enrolled in state pre-K.  
<sup>††</sup> Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

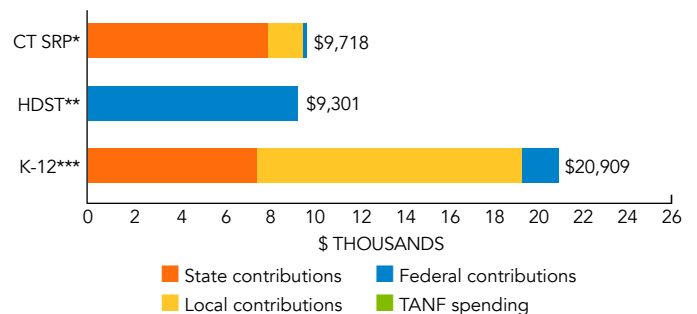
POLICY	CT SCHOOL READINESS REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	CDA	BA	<input type="checkbox"/>	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	CDA	Specializing in pre-K	<input checked="" type="checkbox"/>	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD (public); Based on Head Start or NAEYC (nonpublic)	CDA or equivalent	<input type="checkbox"/>	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	9 hours/year (teachers only) <sup>15</sup>	For teachers: At least 15 hours/year	<input type="checkbox"/>	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Referral only; Support services <sup>10</sup>	Vision, hearing, health & at least one support service	<input type="checkbox"/>	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Meals	Depends on length of program day <sup>9</sup>	At least one meal/day	<input type="checkbox"/>	<b>Discontinued</b>	—
Monitoring/Continuous quality improvement system	Annual structured classroom observations in low performing classrooms only; Improvement plan; Site visits	Site visits	<input checked="" type="checkbox"/>	<b>Structured classroom observation; program improvement plan</b>	<input type="checkbox"/>
			<b>5</b>		
				<b>5</b>	

## RESOURCES

Total state pre-K spending .....	\$97,643,670
Local match required? .....	No
State spending per child enrolled .....	\$7,962
All reported spending per child enrolled* .....	\$9,718

\* 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.

SPENDING PER CHILD ENROLLED

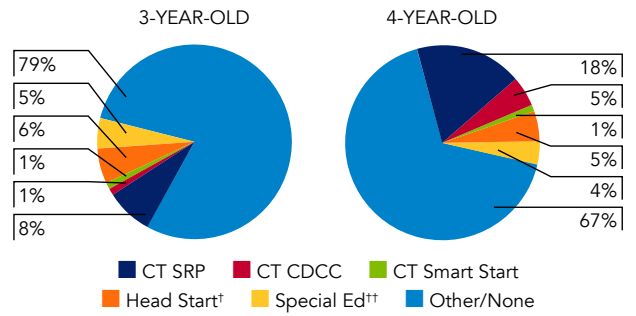


# CONNECTICUT SMART START

## ACCESS

Total state pre-K enrollment .....	290
School districts that offer state program .....	8%
Income requirement .....	No income requirement
Minimum hours of operation .....	6 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	5,466
Federally funded Head Start enrollment, ages 3 and 4 .....	4,888

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



† 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

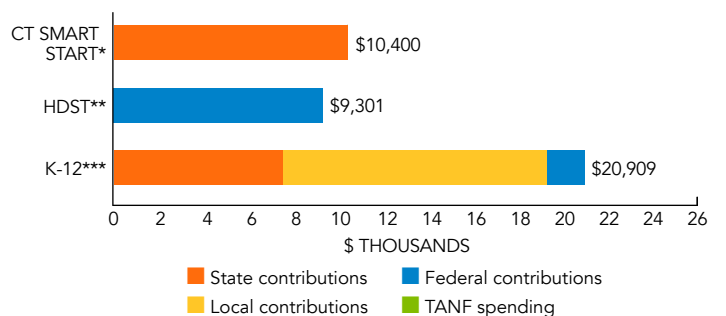
POLICY	CT SMART START REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	Pre-K or EC	Specializing in pre-K	<input checked="" type="checkbox"/>	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	PD plans (teachers only) <sup>16</sup>	For teachers: At least 15 hours/year	<input type="checkbox"/>	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	18 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	None <sup>9</sup>	Vision, hearing, health & at least one support service	<input type="checkbox"/>	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Meals	None	At least one meal/day	<input type="checkbox"/>	<b>Discontinued</b>	—
Monitoring/Continuous quality improvement system	Annual structured classroom observations in low performing classrooms only; Improvement plan	Site visits	<input type="checkbox"/>	<b>Structured classroom observation; program improvement plan</b>	<input type="checkbox"/>
			<b>5</b>		
				<b>5</b>	

## RESOURCES

Total state pre-K spending .....	\$3,015,911
Local match required? .....	No
State spending per child enrolled .....	\$10,400
All reported spending per child enrolled* .....	\$10,400

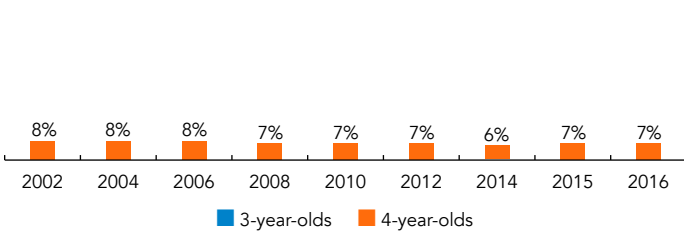
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 \*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

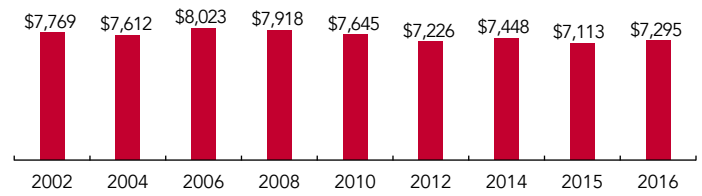


# Delaware

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



Since the program began in 1994, the Delaware Early Childhood Assistance Program (ECAP) has provided comprehensive early learning services for Head Start-eligible 4-year-olds. Modeled after the federal Head Start program, ECAP requires participating programs to follow Head Start Performance Standards. Ten percent of enrollment slots are reserved for children with disabilities; the remainder of children must live in families whose income is at or below 100% FPL. The 2007 Head Start Reauthorization Act allowed children living in households with incomes between 100 and 130% FPL to comprise, at most, 35% of the programs' funded enrollment.

Community Needs Assessment Data determine who receive ECAP grants, which are available to for-profit child care, Head Start agencies, public schools, and private and faith-based centers.

Delaware Stars is the quality rating improvement system (QRIS) for early childhood programs, which aligns with the Head Start Performance Standards. Since December 2012, all ECAP programs must participate in the Delaware Stars QRIS. ECAP-only programs that do not receive mixed funding, if successfully monitored, can participate in an alternate pathway to QRIS and enter with a Star 4 rating. All ECAP programs are required to maintain at least a Star 4 rating.

In the 2017-2018 school year, 3-year-olds will be eligible for ECAP-funded enrollment in order to move toward a system of continuity within the state.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
35	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
9	18

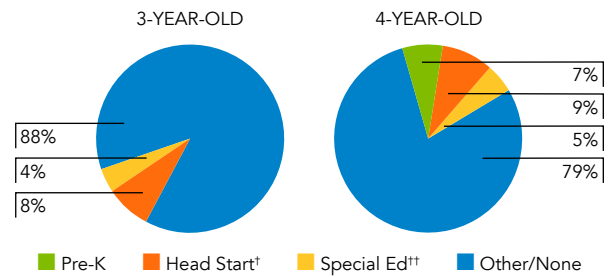
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
8	6

# DELAWARE EARLY CHILDHOOD ASSISTANCE PROGRAM (ECAP)

## ACCESS

Total state pre-K enrollment ..... 843  
 School districts that offer state program ..... 100% (counties/parishes)  
 Income requirement ..... 100% FPL  
 Minimum hours of operation ..... 3.5 hours/day; 5 days/week  
 Operating schedule ..... Determined locally  
 Special education enrollment, ages 3 and 4 ..... 1,259  
 Federally funded Head Start enrollment, ages 3 and 4 ..... 1,573  
 State-funded Head Start enrollment, ages 3 and 4 ..... 272

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	DE PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic)	BA	<input type="checkbox"/>	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd <sup>12</sup>	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	90 hours/5 years (public teachers); 18 hours/year (non-public teachers & assistants); 15 hours/5 years (public assistants); PD plans; coaching per QRIS	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Lunch, snack	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Structured classroom observations in randomly selected classroom (less than once/year); Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			8		
				6	

## RESOURCES

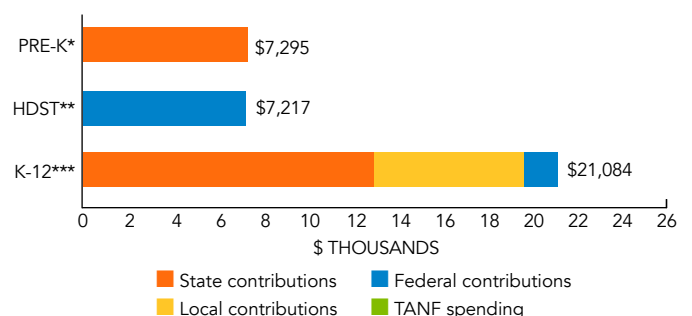
Total state pre-K spending ..... \$6,149,300  
 Local match required? ..... No  
 State Head Start spending ..... Not reported  
 State spending per child enrolled ..... \$7,295  
 All reported spending per child enrolled\* ..... \$7,295

\* 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.

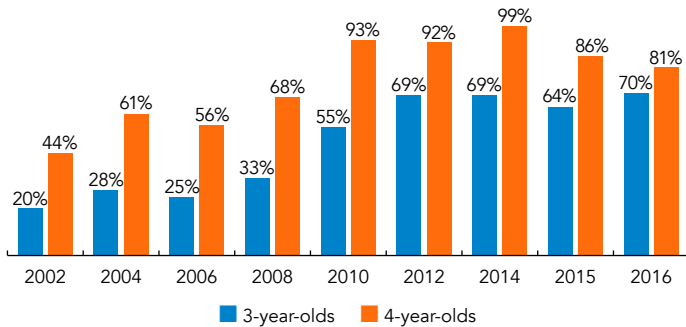
SPENDING PER CHILD ENROLLED



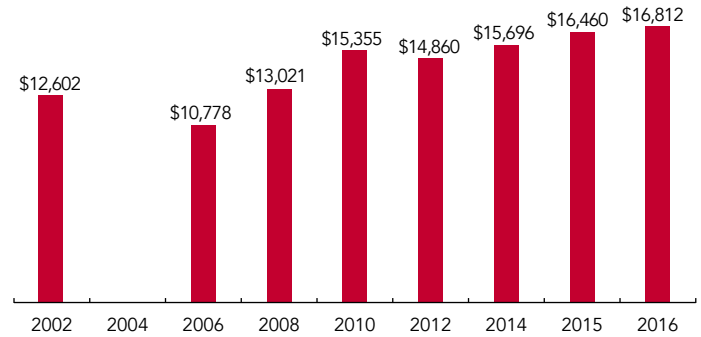


# District of Columbia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



Among 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. 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 2015-2016, 81% of all 4-year-olds and 70% 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-year-olds enrolled than any other 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 the DC Public Pre-K program. 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. In an effort to provide high-quality pre-K services across multiple programs, pre-K services also are offered within high-quality community-based organizations.

Children attend DC's pre-K program five days per week during the school year, and services are provided for a minimum of 6.5 hours per day for at least 180 instructional days. Extended-day services are common in community-based organizations and many public and public charter schools.

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 requires all public charter local education agencies (LEAs) to receive a score annually based on student outcomes, the results of 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 School Wide 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 also collect CLASS data to inform program and classroom quality.

Funding for pre-K programs is calculated based on the school funding formula used for K through 12. The formula, called the Uniform Per Student Funding Formula (UPSFF), is based on the DC General Education Fund. The spending per pupil adjusts through a series of weights accounting for the costs of different grade levels and addresses the different needs of students.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
1	1

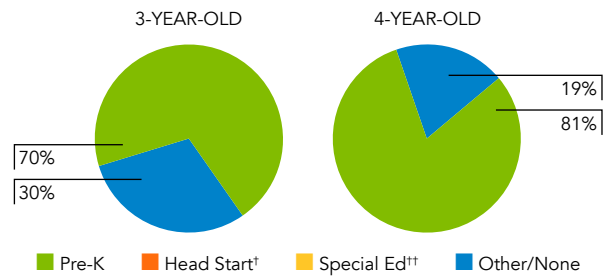
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
4	3

## D.C. PUBLIC PRE-K

### ACCESS

Total state pre-K enrollment.....	12,902
School districts that offer state program.....	55% (LEAs)
Income requirement.....	No income requirement
Minimum hours of operation.....	6.5 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4.....	785
Federally funded Head Start enrollment, ages 3 and 4.....	2,309
State-funded Head Start enrollment, ages 3 and 4.....	0

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



† 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	DC PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (DCPS & CBO); Determined locally (PCS) <sup>15</sup>	BA	<input type="checkbox"/>	BA	<input type="checkbox"/>
Teacher specialized training	ECE (DCPS); Determined locally (PCS); ECE, CD, other (CBO) <sup>15</sup>	Specializing in pre-K	<input type="checkbox"/>	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	AA (DCPS & CBO); None (PCS) <sup>16</sup>	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	30 hours/year (DCPS & CBO only); PD plans (DCPS & CBO only); coaching (DCPS & CBO only)	For teachers: At least 15 hours/year	<input type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	16 (3-year-olds); 20 (4-year-olds) (DCPS & CBO only) <sup>7</sup>	20 or lower	<input type="checkbox"/>	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:8 (3-year-olds); 1:10 (4-year-olds) (DCPS & CBO only) <sup>7</sup>	1:10 or better	<input type="checkbox"/>	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services <sup>9</sup>	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Breakfast, lunch, snack	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Annual structured classroom observations	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<b>4</b>		
					<b>3</b>

### RESOURCES

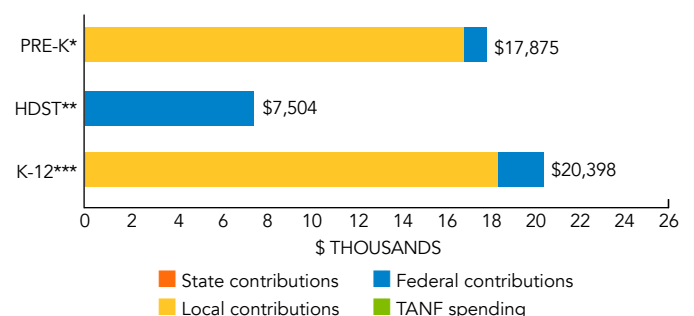
Total state pre-K spending.....	\$216,902,863
Local match required?.....	No
State Head Start spending.....	\$0
State spending per child enrolled.....	\$16,812
All reported spending per child enrolled*.....	\$17,875

\* 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.

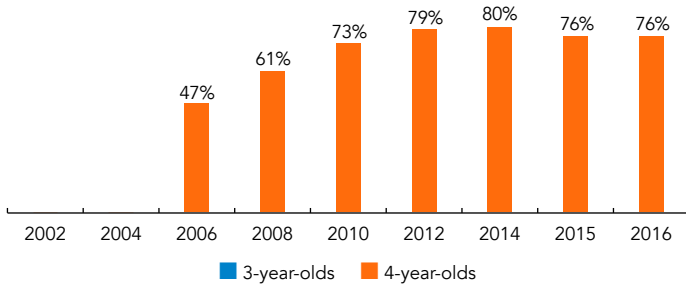
\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

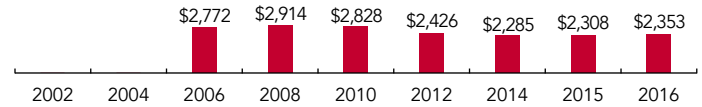


# Florida

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



Florida’s Voluntary Prekindergarten (VPK) Education Program was created as a result of the 2002 state constitutional amendment requiring prekindergarten access for all of Florida’s 4-year-olds. The program began operating in 2005, serving approximately 100,000 children. Since that time, enrollment has increased steadily to more than 175,000 children in the 2011-2012 program year, decreasing in 2012-2013 and 2013-2014 in response to a declining preschool population but increasing slightly in 2015-2016. Starting in the 2016-2017 school year, parents are permitted to postpone enrollment for 4-year-olds in the VPK program and 5-year-olds will be eligible. VPK was jointly managed in 2013-2014 by Florida’s Office of Early Learning (OEL) and the Department of Children and Families. Florida’s Office of Early Learning (OEL) was established as an independent agency administratively linked to the DOE, separated from Florida’s Agency for Workforce Innovation in 2011.

Age-eligible children are enrolled in either a 300-hour summer program, which every school district is mandated to offer, or a school-year program totaling 540 instructional hours. Teachers in the school-year program are required to have at minimum, a Child Development Associate (CDA) degree or equivalent credential. Teachers in the summer program are required to have a bachelor’s degree. In 2011, the Florida Early Learning and Developmental Standards for Four-Year-Olds was approved by the State Board of Education, which all programs were required to meet in the 2012-2013 school year. The state is currently revising these standards and will begin implementation during the 2018-2019 school year. A variety of settings provide VPK, such as public schools, accredited nonpublic schools, licensed child care centers, accredited faith-based centers, and licensed family child care homes. The majority of children are provided services in nonpublic school settings. Regional early learning coalitions are formed to monitor programs for compliance and to administer VPK. The coalitions also distribute funds to VPK programs based on a fixed hourly rate.

The VPK program is reviewed annually as part of the legislative appropriation process and funding is determined by the legislative body. VPK is assessed annually based on the Florida Kindergarten Readiness Screener (FLKRS), composed of FAIR and ECHOS, administered within the first 30 days of kindergarten, comparing children and programs that participated in VPK to those that did not. Legislation adopted in 2011 requires the State Board of Education to periodically adopt a minimum kindergarten readiness rate to assess satisfactory delivery of the VPK Education Program by providers and schools. Beginning with the 2011-2012 program year, the state changed the requirements for children to be ready for kindergarten to require that children be rated as proficient on both the ECHOS and FAIR components of FLKRS. Beginning with the 2012-2013 school year, all providers were required to administer the Florida VPK assessment at the beginning and end of the school year. Results from the first and third assessment periods will be collected and used as a pre- and post-assessment to demonstrate learning gains. Starting with the 2014-2015 school year, Work Sampling was added to the FLKRS. In 2015-2016, Teaching Strategies GOLD was used by all VPK providers to assess children’s development in domains not covered by the VPK assessment. However, the state legislature decided against using this assessment in subsequent years.

Florida’s School Readiness Program, a separate initiative started in 1999, expanded in 2001 by incorporating two other state programs—the Prekindergarten Early Intervention Program, which focused on young children’s health, and the State Migrant Prekindergarten Program, which served 3- and 4-year-olds whose parents are migratory agricultural or fishing industry laborers. The program offers financial assistance for child care to qualified parents. This report focuses solely on the VPK program.

Please note that funding and enrollment data are current; all other information was provided and confirmed for the 2014 Yearbook. Information regarding new quality standards benchmarks was obtained through a thorough review of the Education Code, Annual Report, and other publicly available documents.

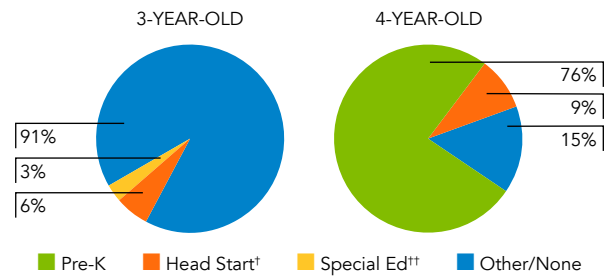
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
2	None Served	40	43	3	3

# FLORIDA VOLUNTARY PREKINDERGARTEN PROGRAM

## ACCESS

Total state pre-K enrollment.....	169,025
School districts that offer state program .....	100%
Income requirement.....	No income requirement
Minimum hours of operation.....	Determined locally
Operating schedule.....	Determined locally
Special education enrollment, ages 3 and 4 .....	21,648
Federally funded Head Start enrollment, ages 3 and 4 .....	32,917
State-funded Head Start enrollment, ages 3 and 4.....	0

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



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

## QUALITY STANDARDS CHECKLIST<sup>1</sup>

POLICY	FL PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	New in 2015-2016	—	Approval process & supports	<input type="checkbox"/>
Teacher degree	BA (summer); CDA or equivalent + training (summer program) <sup>2</sup>	BA	<input type="checkbox"/>	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, Elementary Ed <sup>2</sup>	Specializing in pre-K	<input type="checkbox"/>	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	None	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	10 hours/year (teachers only); PD plans (teachers only); coaching	For teachers: At least 15 hours/year	<input type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	12 (summer); 20 (school year)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:12 (summer); 1:10 (school year)	1:10 or better	<input type="checkbox"/>	1:10 or better	<input type="checkbox"/>
Screening & referral	Determined locally <sup>3</sup>	Vision, hearing, health & at least one support service	<input type="checkbox"/>	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Meals	Depends on length of program day <sup>4</sup>	At least one meal/day	<input type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Annual structured classroom observations; Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			<b>3</b>		
				<b>3</b>	

## RESOURCES

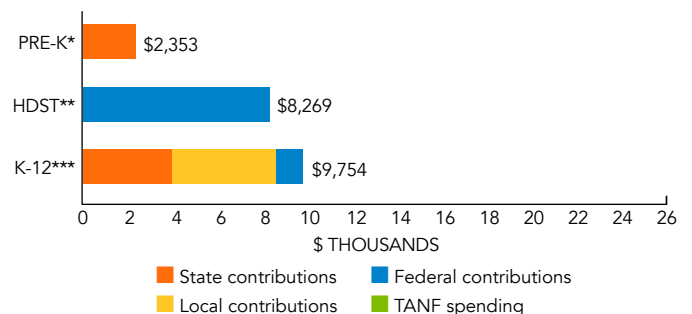
Total state pre-K spending .....	\$397,685,494
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$2,353
All reported spending per child enrolled* .....	\$2,353

\* 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.

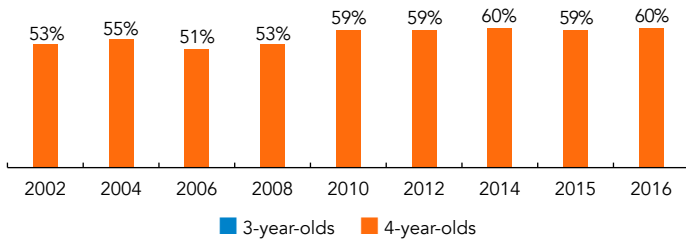
SPENDING PER CHILD ENROLLED



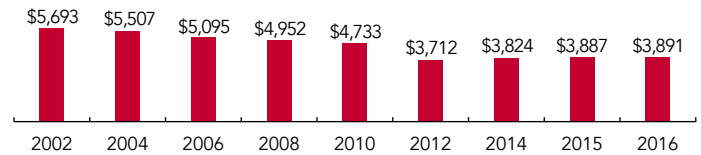
<sup>1</sup> Data on Florida's quality standards are from the 2013-2014 school year. Publicly available documents were reviewed for any policy changes. Enrollment and spending information is from 2015-2016.

# Georgia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



Georgia's Preschool Program started in 1992 as a small pilot program and expanded in 1995 to become the nation's first state-funded universal preschool program for 4-year-olds. State lottery revenues generate funding for the program in a variety of settings such as public schools, private child-care centers, faith-based organizations, Head Start agencies, state colleges and universities, and military facilities.

Total spending for the 2015-2016 school year was \$317 million, an increase of \$5.8 million over the 2014-2015 school year. The program received funding to operate 60 additional Summer Transition programs during the 2015-2016 school year. In 2014-2015, the budget included a one percent increase in salary for both lead and assistant teachers, as well as a one-time payment to Georgia's preschool providers for investment in new curriculum, classroom technology and refurbishment, and professional development opportunities. The review was conducted to update the list of approved comprehensive curricula to be used in Georgia's preschool classrooms. The preschool budget for the 2016-2017 school year includes an additional approximately \$36.4 million. This increase was appropriated in the state budget for lead and assistant teacher salaries. A new salary scale was also developed for preschool lead teachers based on years of experience to continue to support salary parity between preschool teachers and K-12 teachers.

In 2011, the Georgia General Assembly funded a multi-year evaluation of the program. The evaluation is being conducted by researchers from Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. Data on the first two phases of the study have been released and demonstrate significant gains for children participating in the program across all domains of learning. Currently, the researchers are following a representative sample of children who attended Georgia's Preschool Program through third grade. Results from the preschool and kindergarten year have been released. In addition to these evaluations, DECAL also has commissioned studies related to professional development for Georgia's Preschool Program teachers and summer transition.

Budgetary constraints in the preschool program during the 2011-2012 school year resulted in several changes. The program was cut by 20 days, though this was eliminated by the 2013-2014 year, returning the program to its 180-day schedule. Other changes included a teacher-student ratio of 1:11 being allowed, and the maximum class size became 22 students.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
8	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
28	37

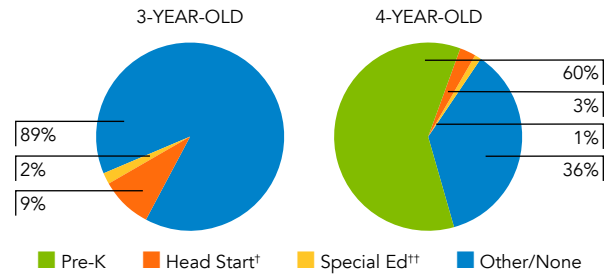
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
8	6

# GEORGIA'S PRE-K PROGRAM

## ACCESS

Total state pre-K enrollment .....	80,825
School districts that offer state program .....	100%
Income requirement .....	No income requirement
Minimum hours of operation .....	6.5 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	9,515
Federally funded Head Start enrollment, ages 3 and 4 .....	20,774
State-funded Head Start enrollment, ages 3 and 4 .....	0

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



† 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

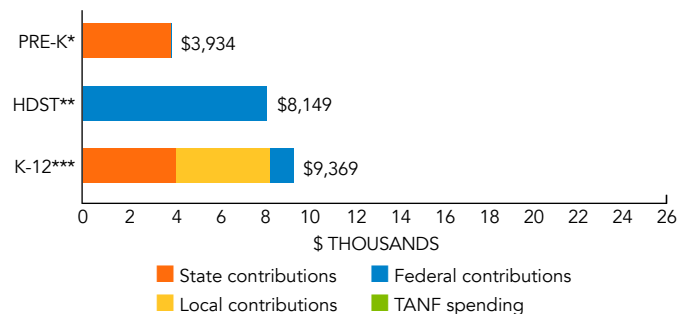
POLICY	GA PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd <sup>13</sup>	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/school year; PD plans (public teachers only); coaching (some teachers) <sup>16</sup>	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	22 (4-year-olds)	20 or lower	<input type="checkbox"/>	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:11 (4-year-olds)	1:10 or better	<input type="checkbox"/>	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Lunch	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Structured classroom observation (less than once/year); Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<b>8</b>		
				<b>6</b>	

## RESOURCES

Total state pre-K spending .....	\$314,460,869
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$3,891
All reported spending per child enrolled* .....	\$3,934

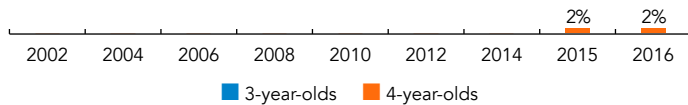
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 \*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

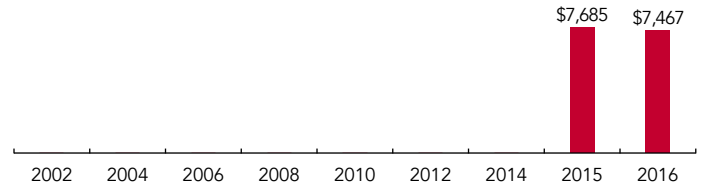


# Hawaii

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



The Executive Office on Early Learning (EOEL) launched Hawaii’s first publicly funded pre-K program in 2014-2015 with an initial \$3 million investment. Hawaii’s Department of Education (DOE) is the only statewide public education system in the country comprising only one school district. In July of 2015, the EOEL became attached to the DOE for administrative purposes only; at this time, the EOEL is not considered a part of the DOE. Currently, all pre-K classrooms are located within public schools, as is mandated by a provision in the Hawaii state constitution that bars the distribution of public funds to privately run programs.

In the 2015-2016 school year, the EOEL’s Public Prekindergarten Program served 375 students. Classrooms serve 4-year-olds during the year before they are eligible to attend kindergarten, with priority given to those students who are considered to be “at-risk,” including those from low-income families (defined as 250% FPL).

Teachers in the EOEL Public Prekindergarten Program are part of the Hawaii State Teachers Association and, as such, are granted salary and benefit parity with teachers in the K–12 grades. Reflecting a commitment to quality standards, lead teachers in the Public Prekindergarten Program are required to have a BA with licensure, while assistant teachers are required to have an associate’s degree. The union contract requires all lead teachers to participate in 21 hours of in-service training each year.

Classrooms in the EOEL Public Prekindergarten Program participate in CLASS observations twice a year, and formative child assessments are conducted three times a year using Teaching Strategies GOLD. In addition, all programs undergo fiscal monitoring annually and a review of program records more than once per year.

In 2014, Hawaii was awarded a federal Preschool Development Grant (PDG). The PDG is administered by the Hawaii State Public Charter School Commission who began implementation in Year One with four charter school classrooms in the 2015-2016 school year, serving 78 children. The schools chosen for Year One implementation were intentionally selected, due to limited access to high-quality preschool programs, so that three of the four schools apply a varying degree of Hawaiian culture instruction. One has Hawaiian cultural elements infused into instruction, another is a Hawaiian immersion school with the majority of students enrolling with English as their first language and then learning the Hawaiian language. The third school is a Hawaiian-medium school with culture and language embedded throughout instruction and family engagement activities.

In Year Two of the PDG grant, two additional classes will be added for a total of six PDG-implemented classrooms. In Years Three and Four, a total of 18 classrooms will be implemented statewide in public charter schools on four islands, of which nine will have varying degrees of Hawaiian cultural and language learning focus.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
42	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
7	16

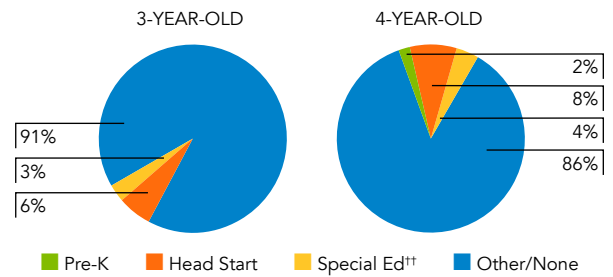
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
8	7

# HAWAII'S EXECUTIVE OFFICE ON EARLY LEARNING PUBLIC PREKINDERGARTEN PROGRAM

## ACCESS

Total state pre-K enrollment.....	375
School districts that offer state program.....	100%
Income requirement.....	250% FPL
Minimum hours of operation.....	30.5 hours/week; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4.....	1,537
Federally funded Head Start enrollment, ages 3 and 4.....	2,440
State-funded Head Start enrollment, ages 3 and 4.....	0

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



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

## QUALITY STANDARDS CHECKLIST

POLICY	HI PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Elementary education	Specializing in pre-K	<input type="checkbox"/>	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	AA	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	21 hours/year (teachers only); PD plans (teachers only); coaching	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Full physical exam (includes vision & hearing); Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Lunch	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Structured classroom observations (more than once/year); Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			<b>8</b>		
					<b>7</b>

## RESOURCES

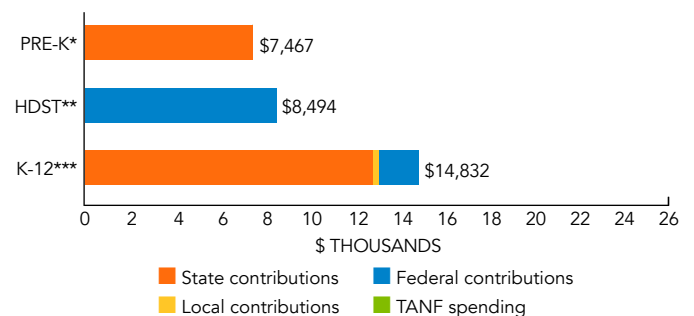
Total state pre-K spending.....	\$2,800,000
Local match required?.....	No
State Head Start spending.....	\$0
State spending per child enrolled.....	\$7,467
All reported spending per child enrolled*.....	\$7,467

\* 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.

SPENDING PER CHILD ENROLLED





## NO PROGRAM

**I** Idaho does not have a state-funded preschool program but the state does provide other investments in early education. The state invests \$200,000 TANF dollars to support 200 additional slots in Head Start. Additionally, in 2015, the Idaho Falls EICAP Head Start and Early Head Start Program received \$1.8 million in operational funds and \$1.2 million in start-up funds to serve 72 children ages birth to three years in center-based Early Head Start. Legislation was passed in 2015 authorizing Pay for Success contracts in Idaho. Pay for Success allows private funders to invest in scaling up social programs to improve the scope of the programs' impacts. In addition, the Lee Pesky Learning Center is seeking support from the State Department of Education to move forward with authority to provide early literacy programs for students in a pre-K setting. Currently no further advancements have been made on utilizing this mechanism.

Idaho updated and revised their Early Learning eGuidelines in 2013. The eGuidelines cover a broad range of early learning domains, including: motor development, physical well-being, and health; approaches to learning and cognitive development; general knowledge; social-emotional development; and communication, language, and literacy. Approaches to learning, social and emotional development, and cognition domains include guidance through third grade while the other domains cover birth through kindergarten. The eGuidelines are aligned with the Idaho Core Standards, the Head Start Child Outcome Framework, and the National Association for the Education of Young Children (NAEYC) standards.

The Idaho STARS quality rating and improvement system (QRIS) for child-care providers is a multi-agency collaboration. Idaho's QRIS helps child-care providers by increasing their skills and knowledge in early care and education through a Professional Development System (PDS). Participation in Idaho STARS is voluntary. The QRIS meets the goals set in the Early Learning Guidelines.

Idaho has been focused on the future and in 2015 convened a small group early childhood leaders from across the state to organize an Early Childhood Steering Committee. The committee worked toward a mission and purpose statement to address several big questions: (1) What would ideal early (learning) education look like? (2) What is the school readiness culture we aspire to create? (3) What pieces need to be in place and in which order? As a result, the committee drafted a legislative bill that would provide greater access to high-quality, inclusive, early learning environments and give parents choices regarding how to get their children ready to learn by kindergarten. Currently there are efforts to find a legislative sponsor.

Idaho recently received a three-year grant from the Kellogg Foundation to build support for pre-K in the state. The money will be used to create additional state-supported pre-K options and increase public support.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

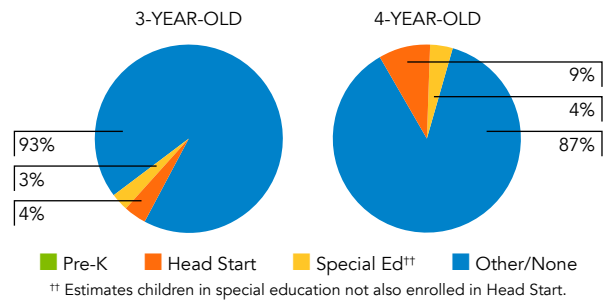
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
No Program	

**IDAHO**

**ACCESS**

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	1,926
Federally funded Head Start enrollment, ages 3 and 4 .....	3,010
State-funded Head Start enrollment, ages 3 and 4 .....	17

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



**QUALITY STANDARDS CHECKLIST**

# NO PROGRAM

**RESOURCES**

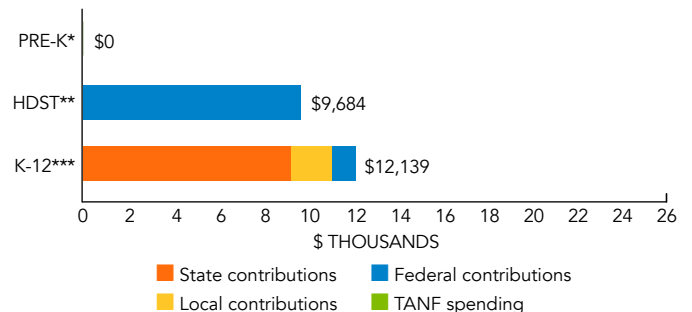
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	Not reported
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

\* 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.

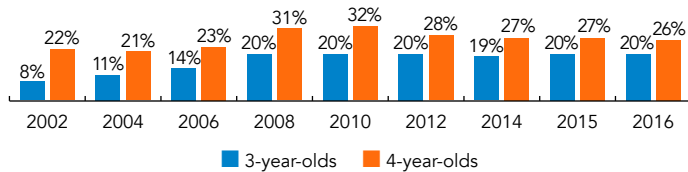
\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

**SPENDING PER CHILD ENROLLED**

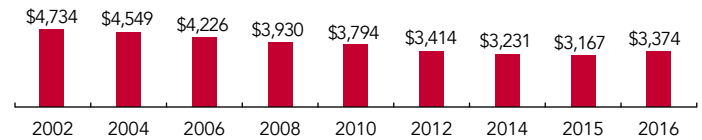


# Illinois

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



In 1985, the Illinois Prekindergarten Program for At-Risk Children was founded. Beginning in 1998, the program has been funded through the state Early Childhood Block Grant (ECBG), which also supports the Prevention Initiative for children birth to age three. ECBG funding is required to be used to serve children age three or younger in addition to 4-year-olds. The Illinois Preschool for All initiative began in 2006 with the goal of providing preschool education to all 3- and 4-year-olds in Illinois by 2012. The program operates in all counties in the state but budget constraints have prevented the program from serving all children who want to attend. Illinois has not had a full state budget since July 2015. However, the ECBG did receive a \$79.5 million dollar increase for the 2016-2017 school year.

Preschool for All is provided through public schools, private child care, Head Start, family child care homes, faith-based centers, higher education institutions, and regional offices of education. Funding for the program is awarded on a competitive basis. By July 2016, all pre-K teachers were required to meet bilingual education requirements. Preschool for All programs are required to provide instruction in children's home language if there are 20 or more English Language Learners (ELL) with the same home language enrolled in a program. Language of instruction is determined locally when there are fewer than 20 ELLs speaking the same home language—however English as a Second Language and other home language supports may be provided.

Children who most need the program are prioritized for enrollment and children must have at least two risk factors to be eligible for Preschool for All. In their funding proposals, agencies and school districts define "at-risk" status. Risk factors include (among others) low income, history of family neglect, violence, or abuse, exposure to drug or alcohol abuse in the family, developmental delays, low parent education, and homelessness or unstable housing. The second level of priority for Preschool for All enrollment is for families with incomes at 400 percent of the federal poverty level. However, in light of limited funding, no programs have funding to serve children at this second priority level.

Illinois received federal Race to the Top and Race to the Top–Early Learning Challenge grants. The state used this funding in part to implement a Quality Recognition and Improvement System (QRIS), ExceleRate Illinois, beginning in 2013-2014. Preschool for All programs are required to participate in the QRIS. Funding from these grants was also used to revise the Illinois Early Learning and Development Standards to align them with Common Core State Standards and the Head Start Framework and implement the KIDS assessment. In 2014, Illinois was awarded a competitive federal Preschool Development Grant – Expansion Grant for \$20 million. During the 2015-2016 school year, 3,110 children were served in the state using this funding, including 2,559 new slots and 551 enhanced Preschool for All slots.

Illinois will implement the Kindergarten Individual Development Survey (KIDS) statewide starting with the 2017-2018 school year. The process to develop this kindergarten assessment began in 2010-2011. KIDS was developed based on the Desired Results Developmental Profile-School Readiness and it has been piloted, field tested, and calibrated.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
21	3

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
34	38

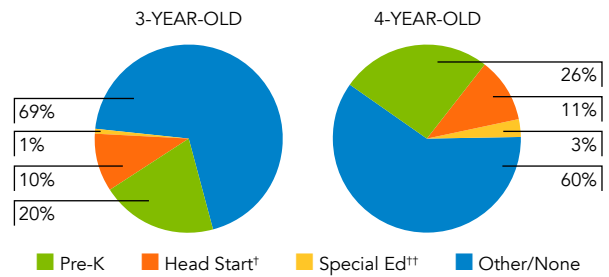
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
8	7

# ILLINOIS PRESCHOOL FOR ALL

## ACCESS

Total state pre-K enrollment.....	73,118
School districts that offer state program .....	100% (counties/parishes)
Income requirement .....	No income requirement
Minimum hours of operation.....	2.5 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4 .....	22,650
Federally funded Head Start enrollment, ages 3 and 4 .....	33,572
State-funded Head Start enrollment, ages 3 and 4.....	0

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



† 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	IL PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE <sup>9</sup>	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Educator license <sup>11</sup>	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	120 hours/5 years (teachers only); PD plans; coaching <sup>15</sup>	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Snack (part-day); Lunch, snack (school-day)	At least one meal/day	<input type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Structured classroom observations in randomly selected classrooms (less than once/year); Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<b>8</b>		
				<b>7</b>	

## RESOURCES

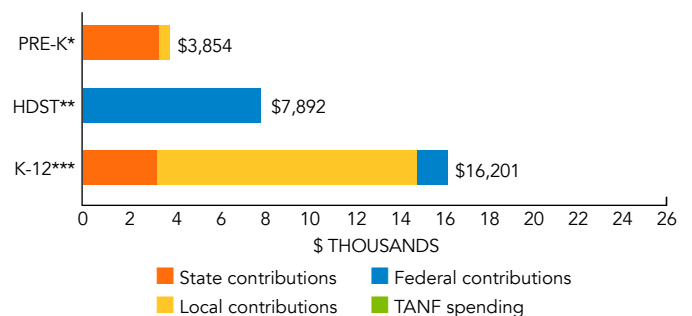
Total state pre-K spending .....	\$246,729,910
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled.....	\$3,374
All reported spending per child enrolled* .....	\$3,854

\* 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.

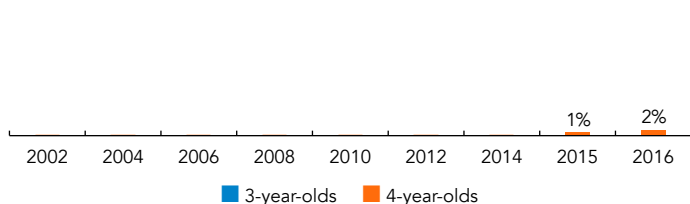
\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

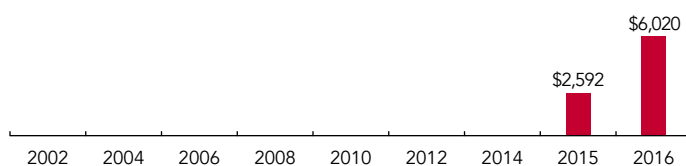


# Indiana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2016 DOLLARS)



Indiana successfully launched two state-funded preschool pilot programs, with the goal of expanding enrollment of low-income 4-year-old children in high-quality early childhood education. The On My Way Pre-K program was signed into law in 2014 to provide grants to eligible low-income four-year-old children for qualified early education services. The pilot operated in 13 school districts across four counties in the state in 2014-2015. The 2015-2016 school year marks the first full year of the On My Way Pre-K program. Current levels of funding have been extended through 2018, and a longitudinal study through third grade of the preschool children enrolled with these grants and a control group will be completed by Purdue University.

During the 2013 legislative session, the Indiana General Assembly enacted the Early Education Matching Grant (EEMG) through 2018. The EEMG program currently serves less than one percent of the population, which does not meet this report’s definition of a state-funded preschool program, and is therefore not profiled in this publication.

Both On My Way Pre-K and EEMG require services to be delivered via public schools, licensed or registered child care providers who have achieved Level 3 or Level 4 in Paths to QUALITY™, and, for On My Way Pre-K, accredited private schools. The programs have encouraged expansion of the number of Level 3 and Level 4 high-quality programs in Indiana, affecting not only the 4-year-old children enrolled with state funding, but also all other children enrolled in these programs. Together, On My Way Pre-K and EEMG also have increased the number of high-quality slots in Indiana for low-income children, who now have an opportunity to both attend pre-K and to be better prepared for kindergarten.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
43	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
17	22

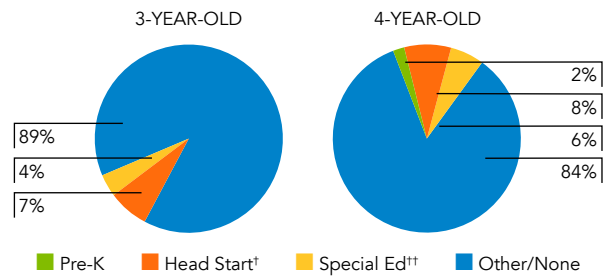
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
3	1

## ON MY WAY PRE-K

### ACCESS

Total state pre-K enrollment.....	1,585
School districts that offer state program .....	5% (counties/parishes)
Income requirement .....	127% FPL
Minimum hours of operation.....	4 hours/day
Operating schedule.....	Determined locally
Special education enrollment, ages 3 and 4 .....	10,469
Federally funded Head Start enrollment, ages 3 and 4 .....	12,420
State-funded Head Start enrollment, ages 3 and 4.....	0

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



† 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	IN PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Supports	New in 2015-2016	—	Approval process & supports	<input type="checkbox"/>
Teacher degree	Based on QRIS requirements <sup>17</sup>	BA	<input type="checkbox"/>	BA	<input type="checkbox"/>
Teacher specialized training	Based on QRIS requirements <sup>17</sup>	Specializing in pre-K	<input type="checkbox"/>	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	Based on QRIS requirements <sup>17</sup>	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	20 hours/year	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	24 (4-year-olds)	20 or lower	<input type="checkbox"/>	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:12 (4-year-olds)	1:10 or better	<input type="checkbox"/>	1:10 or better	<input type="checkbox"/>
Screening & referral	Immunizations, full physical exam, no vision or hearing; Support services	Vision, hearing, health & at least one support service	<input type="checkbox"/>	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Meals	Depends on length of program day <sup>12</sup>	At least one meal/day	<input type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Annual structured classroom observations in randomly selected classrooms; Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<b>3</b>		
				<b>1</b>	

### RESOURCES

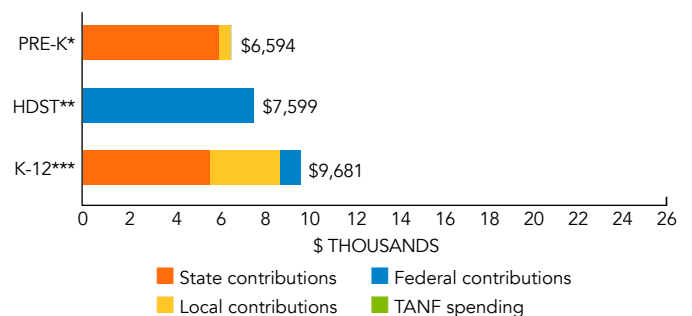
Total state pre-K spending .....	\$9,542,255
Local match required? .....	Yes
State Head Start spending .....	\$0
State spending per child enrolled .....	\$6,020
All reported spending per child enrolled* .....	\$6,594

\* 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.

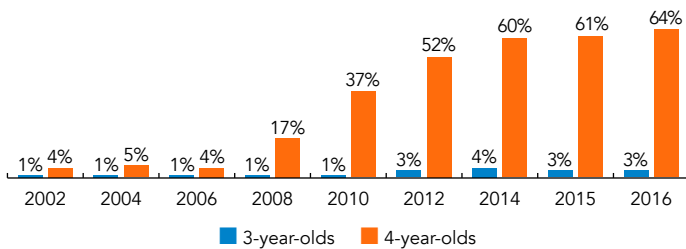
\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

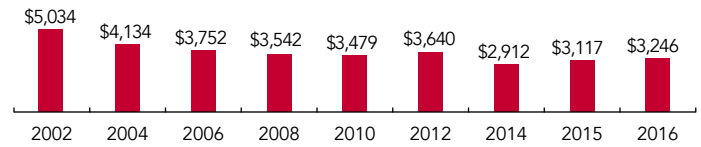


# Iowa

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2016 DOLLARS)



Iowa has two state-funded pre-K programs: Shared Visions and the Statewide Voluntary Preschool Program (SWVPP). The Shared Visions program has provided services to 3-, 4-, and 5-year-olds since 1989 through competitive grants to public schools, licensed non-profit child care centers, other public non-profit agencies, and Head Start. Shared Visions serves children in part-, school-, or extended-day programs, and all programs are required to meet NAEYC standards. The 2015-2016 school year was the first year of a five-year competitive grant cycle and budget constraints resulted in a slight decrease in the number of awards granted and children served.

In 2007, Iowa began the SWVPP to increase 4-year-olds' access to pre-K. All 4-year-olds in the state are eligible to attend SWVPP. Funding for SWVPP is based on a school funding formula in which 4-year-olds are funded at 50% of the K-12 student aid amount. SWVPP operates at least 10 hours per week and programs may collaborate with Head Start, other preschool programs, or child care programs to offer full-day services.

Both SWVPP and Shared Visions have undergone formal evaluations and additional evaluations are currently underway. Additionally, as part of the state longitudinal data system, all children enrolled in both programs receive a unique state identification number.

An important difference between the two state-funded pre-K programs concerns how child eligibility is determined. Shared Visions is a targeted program where at least 80% of children are required to meet income eligibility guidelines (family income at or below 130% FPL). Children can also qualify for the program based on other risk factors but may be required to pay a fee on a sliding scale. Services within this program are provided in 32 locations, which represent less than seven percent of school districts. In addition, services are provided in 35 other community-based locations, representing 16 organizations. In contrast, SWVPP is available in 96% of school districts and all children in the state who turn four by September 15 are eligible to attend the program.

Shared Visions lead teachers are required to have at least a BA degree if they are employed by public schools. Lead teachers employed by nonpublic settings follow NAEYC standards which require at least 75% to have a BA in ECE or a related field. The other teachers are required to have at least an AA degree in ECE or CD. All SWVPP lead teachers must have at least a BA and an Iowa teaching license with an early childhood endorsement.

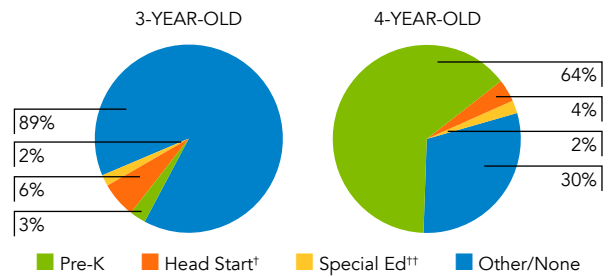
Iowa's overall support for state prekindergarten, including enrollment and funding for both Shared Visions and the Statewide Voluntary Preschool Program are shown in the first two pages of this state profile. The third page focuses on Shared Visions whereas the fourth page provides information about SWVPP.

## IOWA STATE OVERVIEW

### ACCESS

Total state pre-K enrollment.....	26,133
Special education enrollment, ages 3 and 4 .....	3,377
Federally funded Head Start enrollment, ages 3 and 4 .....	5,850
State-funded Head Start enrollment, ages 3 and 4.....	0

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



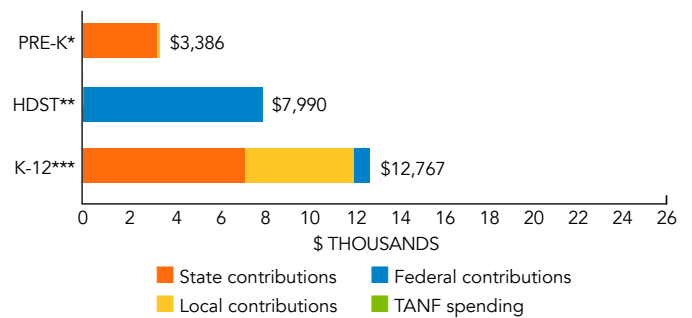
† Estimates children in Head Start not also enrolled in state pre-K.

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

### RESOURCES

Total state pre-K spending .....	\$80,982,642
State Head Start spending .....	\$0
State spending per child enrolled .....	\$3,246
All reported spending per child enrolled* .....	\$3,386

SPENDING PER CHILD ENROLLED



\* 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.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
7	19

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
36	40

TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
6.9	6.9

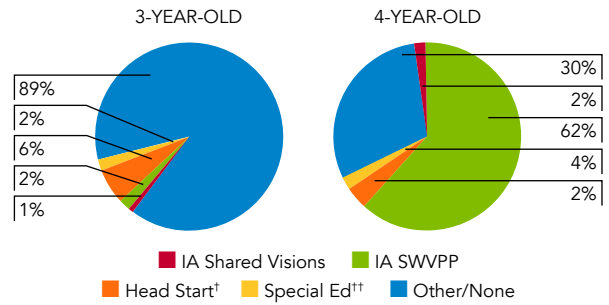


# IOWA SHARED VISIONS

## ACCESS

Total state pre-K enrollment .....	1,399
School districts that offer state program .....	7%
Income requirement .....	130% FPL
Minimum hours of operation .....	Determined locally
Operating schedule .....	Determined locally
Special education enrollment, ages 3 and 4 .....	3,377
Federally funded Head Start enrollment, ages 3 and 4 .....	5,850

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



† 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	IA SHARED VISIONS REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic)	BA	<input type="checkbox"/>	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	6 credit hours/5 years (public teachers); 6 clock hours/year (nonpublic teachers & assistants); PD plans; coaching <sup>18</sup>	For teachers: At least 15 hours/year	<input type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	18 (3-year-olds); 20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	At least one meal/day <sup>11</sup>	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Other monitoring	Site visits	<input type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			6		
				6	

## RESOURCES

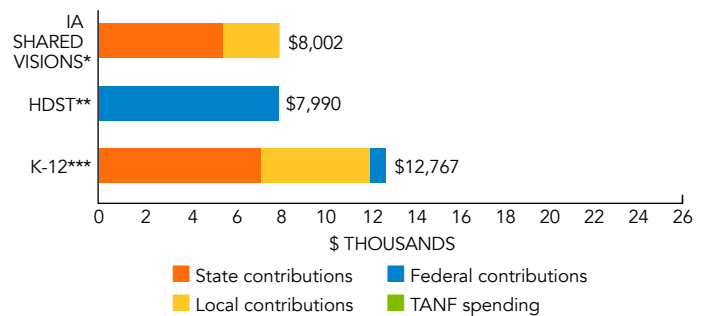
Total state pre-K spending .....	\$7,699,988
Local match required? .....	Yes
State spending per child enrolled .....	\$5,504
All reported spending per child enrolled* .....	\$8,002

\* 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.

SPENDING PER CHILD ENROLLED

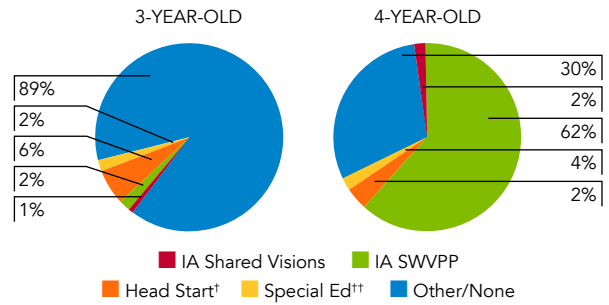


# IOWA STATEWIDE VOLUNTARY PRESCHOOL PROGRAM

## ACCESS

Total state pre-K enrollment .....	24,734
School districts that offer state program .....	96%
Income requirement .....	No income requirement
Minimum hours of operation .....	10 hours/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	3,377
Federally funded Head Start enrollment, ages 3 and 4 .....	5,850

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



† 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	IA SWVPP REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA with Iowa Teaching License	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Depends on overseeing agency <sup>18</sup>	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours/year recommended (teachers only); PD plans; coaching (public only) <sup>21</sup>	For teachers: At least 15 hours/year	<input type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	18 (3-year-olds); 20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Snack	At least one meal/day	<input type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Structured classroom observations in new classrooms only; Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<b>7</b>		
				<b>7</b>	

## RESOURCES

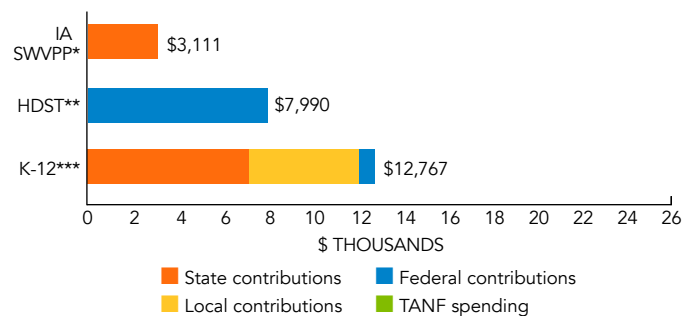
Total state pre-K spending .....	\$73,282,654
Local match required? .....	No
State spending per child enrolled .....	\$3,111
All reported spending per child enrolled* .....	\$3,111

\* 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.

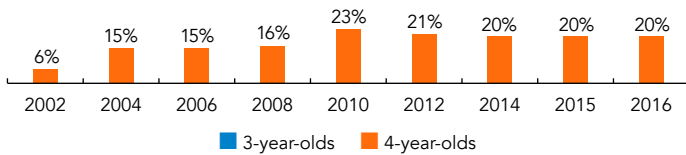
\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

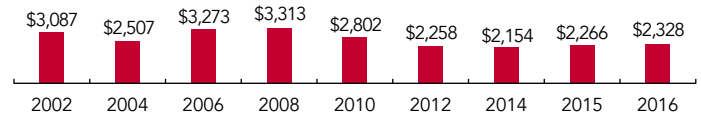


# Kansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2016 DOLLARS)



**K**ansas supports two state-funded prekindergarten programs. The first, established in 1998, is the Kansas State Pre-Kindergarten Program, formerly known as the Four-Year-Old At-Risk Program. The second is the Kansas Preschool Program, formerly known as the Pre-K Pilot Program, which was first offered in the 2006-2007 school year and is funded with tobacco dollars from the Master Settlement Agreement.

The Kansas State Pre-K Program, operated by the Kansas State Department of Education, is available in 181 out of 286 school districts in the state. The program provides funding to public schools directly, although schools may subcontract with community-based organizations to provide services. To be eligible for the program, children must meet at least one of the eight risk factors: eligibility for free or reduced price lunch (185% FPL), academic or developmental delay based upon validated assessments, English Language Learner status, migrant status, a parent lacking a high school diploma or GED, having a single parent, having a teen parent, or having a referral from the Department for Children and Families agency. Child inventories on randomly selected children in each classroom, as well as classroom and parent surveys, are among data collected via a web application.

The Kansas Preschool Program is also operated by the Kansas State Department of Education and accessible in 14 of 105 counties. Grants are awarded to school districts and nonprofit community partnerships or community agencies on behalf of a coalition of service providers. At least 50% of the children enrolled must meet either one of the risk factors listed above or one of the alternate risk factors, such as being referred by an early childhood organization, qualifying for reduced-price lunch (185% Federal Poverty Level), or having a parent on active military duty. The other half must be eligible according to standards set by local programs.

In 2013-2014, sites participating in both programs began receiving technical assistance and support from KSDE. The initial support focused on increasing collaboration at the community level and data-driven decision-making. As of the 2013-2014 school year, both Kansas programs were required to use the Kansas Early Learning Standards, which are aligned with Kansas College and Career Ready Standards, K-12.

Kansas also provides funding for the Parents as Teacher Program, serving children from prenatal to 3 years old and their families. Managed by the Kansas State Department of Education, the program offers services through local school districts and coordination with other communities.

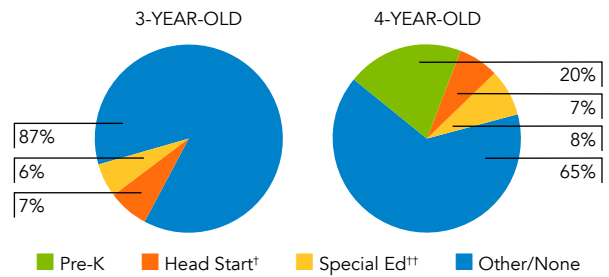
The first two pages of this profile address the general assistance and commitment to prekindergarten in Kansas, including enrollment and spending for both the State Pre-Kindergarten Program and the Kansas Preschool Program. The third page focuses solely on the Kansas Preschool Program, while the last page discusses the Kansas State Pre-K Program.

## KANSAS STATE OVERVIEW

### ACCESS

Total state pre-K enrollment.....	7,903
Special education enrollment, ages 3 and 4 .....	6,625
Federally funded Head Start enrollment, ages 3 and 4 .....	5,500
State-funded Head Start enrollment, ages 3 and 4.....	0

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

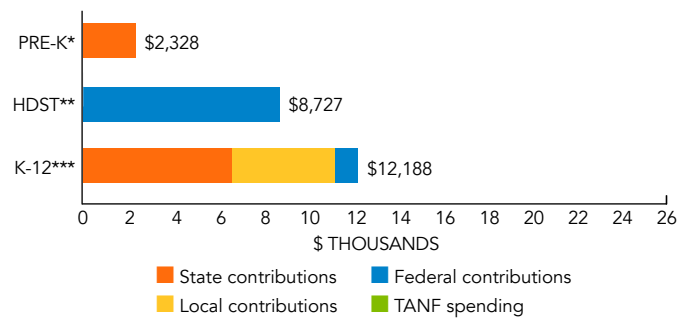


† Some Head Start children may also be counted in state pre-K.  
 \*\* Estimates children in special education not also enrolled in state pre-K or Head Start.

### RESOURCES

Total state pre-K spending .....	\$18,397,560
State Head Start spending .....	\$0
State spending per child enrolled .....	\$2,328
All reported spending per child enrolled* .....	\$2,328

SPENDING PER CHILD ENROLLED



\* 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.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
27	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
41	44

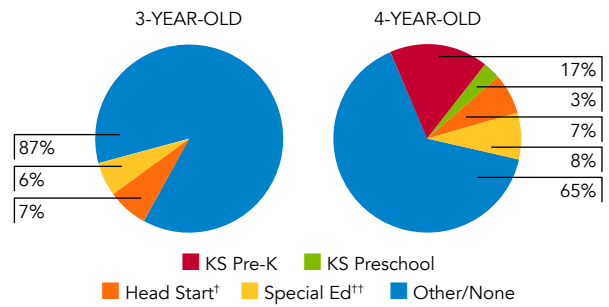
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
7.1	7.1

# KANSAS PRESCHOOL PROGRAM

## ACCESS

Total state pre-K enrollment ..... 1,070  
 School districts that offer state program ..... 13% (counties/parishes)  
 Income requirement ..... 185% FPL  
 Minimum hours of operation ..... 3 hours/day  
 Operating schedule ..... Determined locally  
 Special education enrollment, ages 3 and 4 ..... 6,625  
 Federally funded Head Start enrollment, ages 3 and 4 ..... 5,500

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

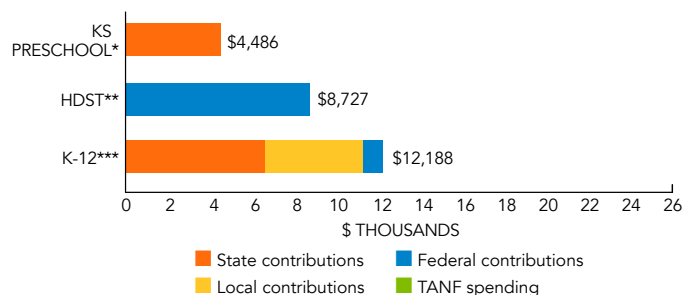
POLICY	KS PRESCHOOL REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year (teachers only); PD plans (public school teachers only)	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, immunizations; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Lunch & snack (school-day); Snack (part-day)	At least one meal/day	<input type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Other monitoring	Site visits	<input type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<input checked="" type="checkbox"/>		

## RESOURCES

Total state pre-K spending ..... \$4,800,000  
 Local match required? ..... No  
 State spending per child enrolled ..... \$4,486  
 All reported spending per child enrolled\* ..... \$4,486

\* 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.

SPENDING PER CHILD ENROLLED

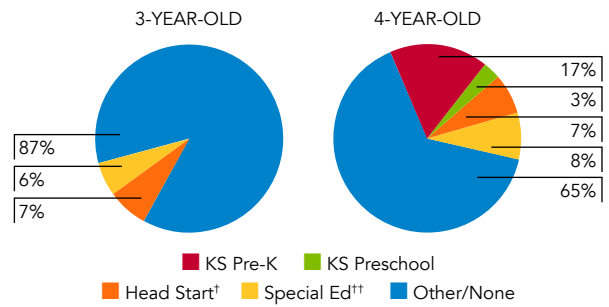


# KANSAS STATE PRE-KINDERGARTEN PROGRAM

## ACCESS

Total state pre-K enrollment ..... 6,833  
 School districts that offer state program ..... 63%  
 Income requirement ..... 185% FPL  
 Minimum hours of operation ..... 3 hours/day  
 Operating schedule ..... School or academic year  
 Special education enrollment, ages 3 and 4 ..... 6,625  
 Federally funded Head Start enrollment, ages 3 and 4 ..... 5,500

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

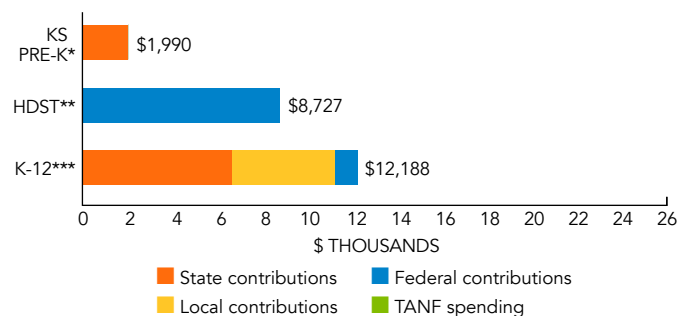
POLICY	KS PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, EE	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year; coaching (new teachers)	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	25 (4-year-olds) <sup>3</sup>	20 or lower	<input type="checkbox"/>	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds) <sup>3</sup>	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Snack	At least one meal/day	<input type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Classroom practices survey; Improvement plan	Site visits	<input type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<b>7</b>		
				<b>7</b>	

## RESOURCES

Total state pre-K spending ..... \$13,597,560  
 Local match required? ..... No  
 State spending per child enrolled ..... \$1,990  
 All reported spending per child enrolled\* ..... \$1,990

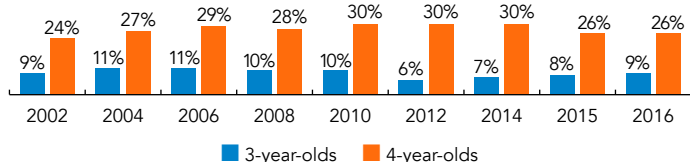
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 \*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

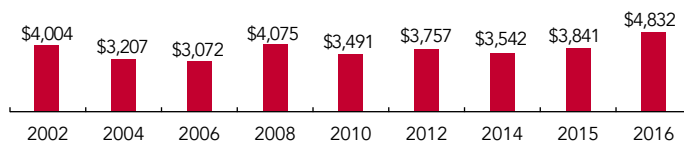


# Kentucky

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



The Kentucky Preschool Program (KPP) was launched in 1990, in response to the Kentucky Education Reform Act. The program is available to 4-year-olds from low-income families as well as 3- and 4-year-olds with disabilities. In the 2015-2016 school year, 19,182 eligible children were enrolled, a 2.5% increase over the previous year. Income eligibility for preschool increased from 150% to 160% of the federal poverty level. Children who do not meet state eligibility requirements may participate based on space availability, though they are funded by the district or tuition rather than state dollars.

The General Assembly approved an additional \$18 million for state-funded preschool, increasing the state share of the budget to \$90.1 million for 2015-2016. However, the state expenditure was higher, \$92.68 million. In addition to state funds, \$56.4 million from federal sources and \$6.48 million from non-required local sources supported KPP in 2015-2016.

KPP is administered by the Kentucky Department of Education (KDE), Office of Teaching and Learning, Division of Program Standards, School Readiness Branch. Funds are distributed to school districts through a funding formula. Each of Kentucky's 173 school districts offered KPP services in 2015-2016. School districts may subcontract with private child care centers, Head Start programs, and special education providers to offer preschool services.

In 2016-2017, KDE in collaboration with the State Board of Education, the Early Childhood Advisory Council, the Child Care Advisory Council, and the Cabinet for Health and Family Services introduced a new grant program to incentivize cooperative public/private partnerships between public school districts and child care providers to develop full-day, high-quality programs for at-risk children.

All early childhood programs that receive public funds, including KPP, migrated into Kentucky All STARS, the state's quality and rating improvement system in 2015-2016. Moving forward, the ECERS-3 will be used to evaluate classrooms, including classrooms observed during the Preschool Program Review (P2R) process. P2R also includes a self-evaluation of the preschool standards through an online survey and site visits at least once every five years to observe classrooms at every site. Additionally, the KDE, Division of Consolidated Plans and Audits randomly selects 14 districts to receive a site visit each year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
22	9

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
21	9

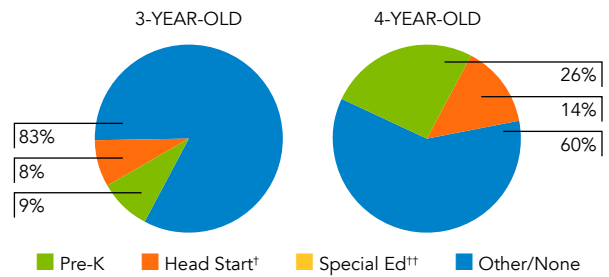
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
9	8

# KENTUCKY PRESCHOOL PROGRAM

## ACCESS

Total state pre-K enrollment.....	19,182
School districts that offer state program .....	100%
Income requirement .....	160% FPL
Minimum hours of operation.....	2.5 hours/day
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4 .....	9,645
Federally funded Head Start enrollment, ages 3 and 4 .....	13,714
State-funded Head Start enrollment, ages 3 and 4.....	0

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



† 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	KY PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive <sup>16</sup>	Comprehensive	<input checked="" type="checkbox"/>	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	24 hours/year (teachers); 18 hours/year (assistants); PD plans (public teachers only); coaching (public only)	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	<b>For teachers &amp; assistants At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Meals	Breakfast &/or lunch <sup>12</sup>	At least one meal/day	<input checked="" type="checkbox"/>	<b>Discontinued</b>	—
Monitoring/Continuous quality improvement system	Annual structured classroom observations; Improvement plan	Site visits	<input checked="" type="checkbox"/>	<b>Structured classroom observation; program improvement plan</b>	<input checked="" type="checkbox"/>
			<b>9</b>		
				<b>8</b>	

## RESOURCES

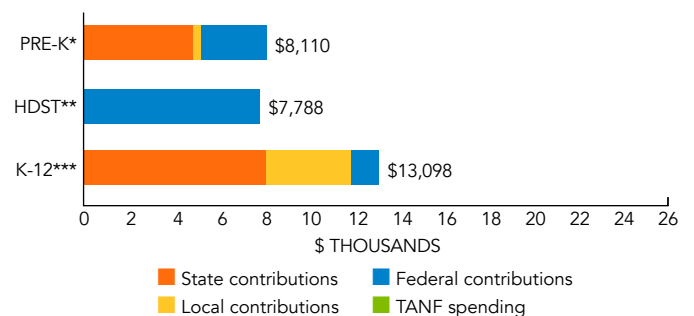
Total state pre-K spending .....	\$92,677,908
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$4,832
All reported spending per child enrolled* .....	\$8,110

\* 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.

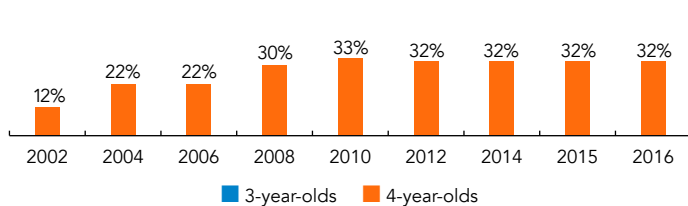
SPENDING PER CHILD ENROLLED



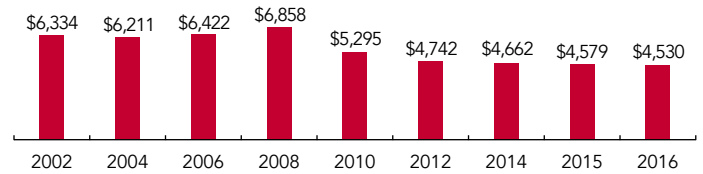


# Louisiana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2016 DOLLARS)



The 8(g) Student Enhancement Block Grant Program was created to compensate for the loss of the Model Early Childhood Program when matching annual appropriations for that program ended. At that time, local school districts began using the 8(g) Block Grant Program to offer preschool programs to at-risk 4-year-olds. In the 2015-2016 school year, 65 of 70 districts used 8(g) block grants to provide preschool to 2,311 children. Enrollment priority is given to children from low-income families, but children also qualify for the program if they are screened and deemed “developmentally unprepared.”

Louisiana also operates two other state-funded preschool programs alongside the 8(g). Louisiana’s largest pre-K program, The Cecil J. Picard LA4 Early Childhood Program (formerly LA4 and Starting Points) was established in 2001 and serves children in public schools, charter schools and one tribal school. In the 2015-2016 school year, 16,183 four-year-olds were enrolled.

Also established in 2001, the Non-Public Schools Early Childhood Development program (NSECD) reimburses preschool tuition for enrolled children from families with incomes below 200% of the federal poverty level. With the implementation of Act 3 and unification of Louisiana’s preschool programs, preschool tuition is now reimbursed for families at 185% of the federal poverty level. Programs operate in 16 parishes throughout the state, though all parishes have the opportunity to participate.

An assessment of process quality and program impact/child outcomes for Louisiana’s three pre-K programs was conducted by the Cecil J. Picard Center for Child Development and Learning at the University of Louisiana-Lafayette in 2012-2013. A 2015-2016 evaluation is currently in process for the NSECD program.

During the 2012 session, the Louisiana Legislature passed Act 3, unifying multiple early childhood initiatives under the direction of the Department of Education and in collaboration with other state agencies. This system contains aligned program standards, a quality rating and improvement accountability system in which all programs receiving state and/or federal funds will be required to participate, a unified professional development system, birth-through-five early learning and development standards, and a cross-agency integrated data system.

In July 2013, the Department of Education launched 13 Community Network Pilots to test this new unified system. In January 2015, the state expanded the number of Community Network Pilots to include an additional 33 communities on the way to full implementation of Act 3, scheduled for the 2015-2016 school year, considered to be a learning year. During the learning year, the state released Practice Performance Profiles assigning each site and network a rating with no consequences based on results. After the learning year, any program rated unsatisfactory for any two years in a three-year period will not be eligible for public funding.

In 2014, Louisiana was awarded a competitive federal Preschool Development Grant for \$2.4 million. In the 2015-2016 school year, pursuant to Bulletin 140, network members statewide will participate in the early childhood care and education accountability system, which includes both classroom observations and student assessment, and in the coordinated enrollment process. A total of 340 children are served using these grant dollars in new slots.

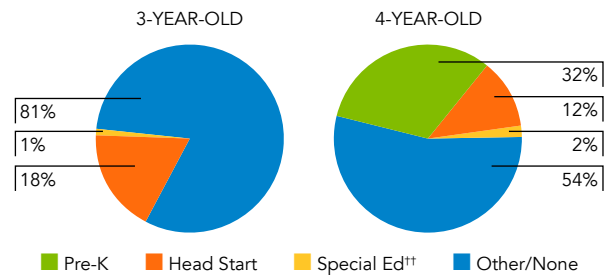
To document the contributions Louisiana makes to prekindergarten, we first present summary information reflecting the state’s overall performance through enrollment and state spending for all three programs. We then present additional details about the 8(g), Cecil J. Picard LA4, and NSECD programs.

## LOUISIANA STATE OVERVIEW

### ACCESS

Total state pre-K enrollment.....	19,860
Special education enrollment, ages 3 and 4 .....	5,293
Federally funded Head Start enrollment, ages 3 and 4 .....	18,485
State-funded Head Start enrollment, ages 3 and 4.....	0

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

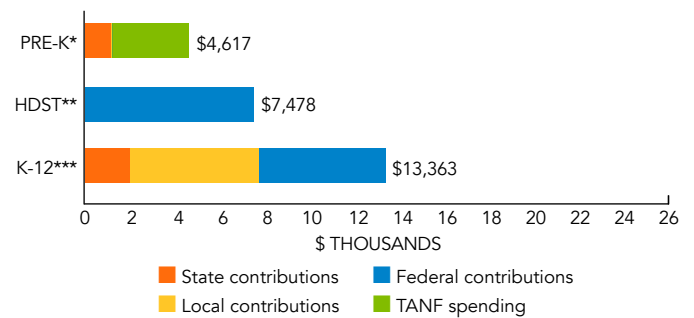


\*\* Estimates children in special education not also enrolled in state pre-K or Head Start.

### RESOURCES

Total state pre-K spending .....	\$89,974,433
State Head Start spending .....	\$0
State spending per child enrolled .....	\$4,530
All reported spending per child enrolled* .....	\$4,617

SPENDING PER CHILD ENROLLED



\* 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.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
17	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
24	31

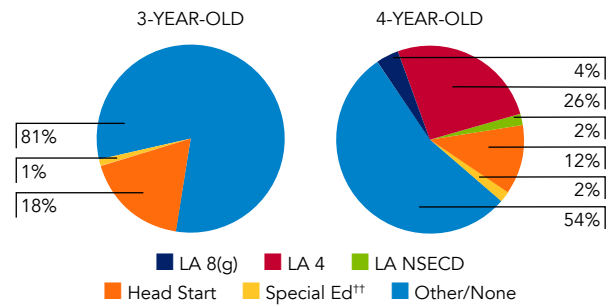
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
9	8

# LOUISIANA 8(G) STUDENT ENHANCEMENT BLOCK GRANT PROGRAM

## ACCESS

Total state pre-K enrollment.....	2,311
School districts that offer state program .....	93%
Income requirement .....	185% FPL
Minimum hours of operation.....	6 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4 .....	5,293
Federally funded Head Start enrollment, ages 3 and 4 .....	18,485

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



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

## QUALITY STANDARDS CHECKLIST

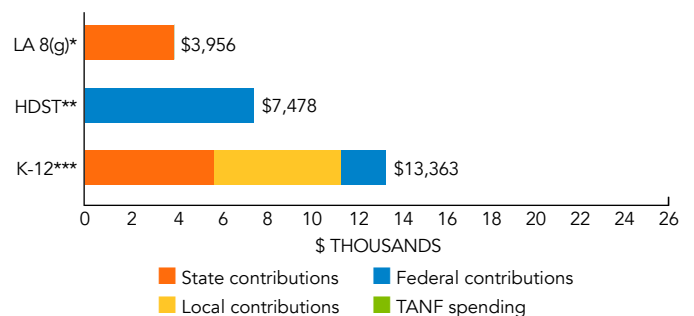
POLICY	LA 8(g) REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	P-3 <sup>11</sup>	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	18 clock hours/year; coaching	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Support services <sup>5</sup>	Vision, hearing, health & at least one support service	<input type="checkbox"/>	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Meals	Breakfast, lunch, snack	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Structured classroom observations (more than once/year); Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			<b>8</b>		
				<b>7</b>	

## RESOURCES

Total state pre-K spending .....	\$9,142,013
Local match required? .....	No
State spending per child enrolled .....	\$3,956
All reported spending per child enrolled* .....	\$3,956

\* 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.

SPENDING PER CHILD ENROLLED

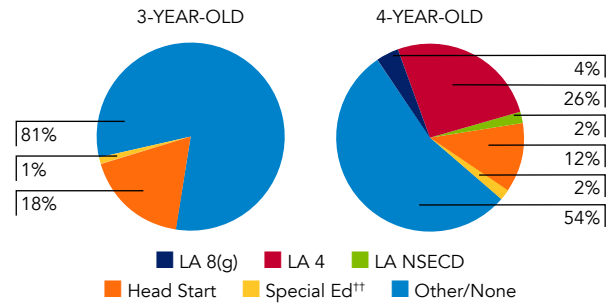


# CECIL J. PICARD LA 4 EARLY CHILDHOOD PROGRAM

## ACCESS

Total state pre-K enrollment ..... 16,183  
 School districts that offer state program ..... 91%  
 Income requirement ..... 185% FPL  
 Minimum hours of operation ..... 6 hours/day; 5 days/week  
 Operating schedule ..... School or academic year  
 Special education enrollment, ages 3 and 4 ..... 5,293  
 Federally funded Head Start enrollment, ages 3 and 4 ..... 18,485

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



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

## QUALITY STANDARDS CHECKLIST

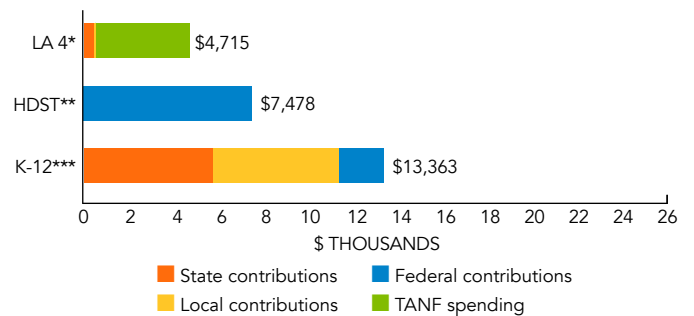
POLICY	LA 4 REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	P-3, ECE SpEd <sup>13</sup>	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	18 clock hours/year; coaching	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, immunizations; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Breakfast, lunch, snack	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Structured classroom observations (more than once/year); Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			<b>9</b>		
				<b>8</b>	

## RESOURCES

Total state pre-K spending ..... \$74,576,140  
 Local match required? ..... No  
 State spending per child enrolled ..... \$4,608  
 All reported spending per child enrolled\* ..... \$4,715

\* 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.

SPENDING PER CHILD ENROLLED

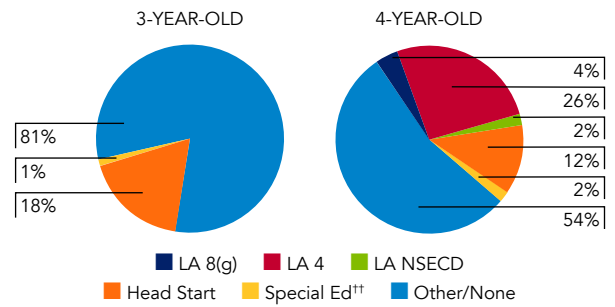


# LOUISIANA NONPUBLIC SCHOOLS EARLY CHILDHOOD DEVELOPMENT PROGRAM (NSECD)

## ACCESS

Total state pre-K enrollment .....	1,366
School districts that offer state program .....	25% (counties/parishes)
Income requirement .....	185% FPL
Minimum hours of operation .....	6 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	5,293
Federally funded Head Start enrollment, ages 3 and 4 .....	18,485

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



<sup>††</sup> Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	LA NSECD REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	P-3, ECE SpEd <sup>12</sup>	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	18 clock hours/year; coaching	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, immunizations; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Breakfast, lunch, snack	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Structured classroom observations (more than once/year); Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			<b>10</b>		
				<b>9</b>	

## RESOURCES

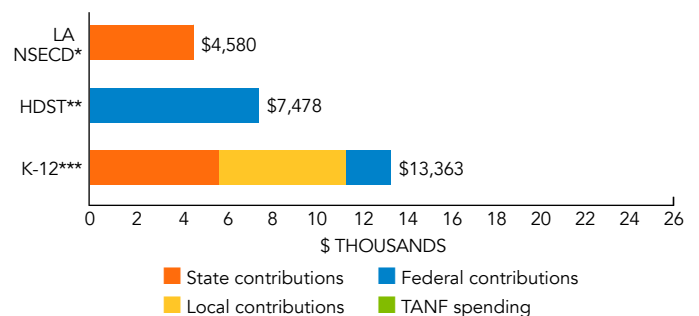
Total state pre-K spending .....	\$6,256,280
Local match required? .....	No
State spending per child enrolled .....	\$4,580
All reported spending per child enrolled* .....	\$4,580

\* 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.

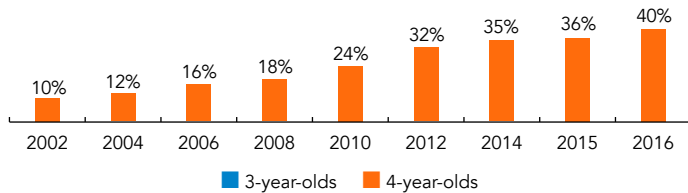
\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

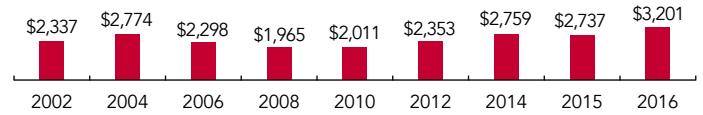


# Maine

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2016 DOLLARS)



Maine established its Two-Year Kindergarten initiative in 1983 by allocating resources to local districts through the school funding formula. State-funded programs for 4-year-olds have been separately defined as the Public Preschool Program (PPP) since 2007, and remain funded through Maine’s school funding formula, with distributions of funds to 135 of the 256 school administrative units (SAUs), and 135 of the 191 SAUs with kindergarten. Though not required, PPP funds are available to any SAU choosing to offer the program.

Although many SAUs have partnered with community-based child care programs or Head Start agencies to offer early childhood services, the majority of PPP classrooms are located in public schools.

Maine’s Chapter 124, Public Preschool Program Standards were promulgated as a regulation in December 2014. The Standards implemented programmatic changes in 2015-2016, including child-staff ratio, group size, the use of evidence-based curricula, and child screening and assessments. First-year programs received a monitoring visit from the Maine Department of Education.

In 2015-2016, Maine’s preschool programs served 5,442 children, approximately 42% of the state’s 4-year-olds. In 2015-2016 the state spent \$17.4 million on PPP. This does not include additional weighted state funds, federal funds, and local funds that were blended by school districts. Schools are required to provide a local match to draw down their per-pupil state subsidy. The required local match is part of the school funding formula based on property wealth.

In 2014, Maine was awarded a federal Preschool Development Grant: Expansion Grant award that supported 434 children through enhancing the quality of existing slots or creating new slots in PPP in 2015-2016.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
11	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
37	7

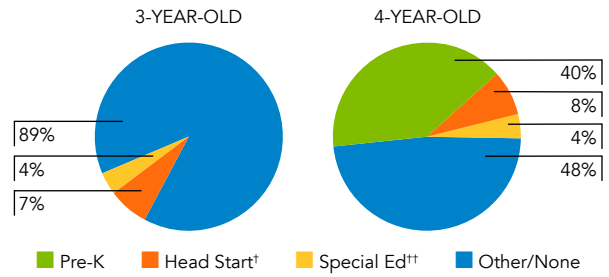
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
9	9

# MAINE PUBLIC PRESCHOOL PROGRAM

## ACCESS

Total state pre-K enrollment.....	5,442
School districts that offer state program .....	53% (school administrative units)
Income requirement.....	No income requirement
Minimum hours of operation.....	2 hours/day
Operating schedule.....	Determined locally
Special education enrollment, ages 3 and 4 .....	1,973
Federally funded Head Start enrollment, ages 3 and 4 .....	2,375
State-funded Head Start enrollment, ages 3 and 4.....	161

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



† 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

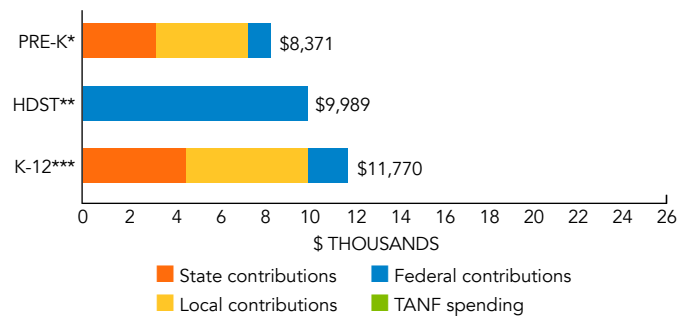
POLICY	ME PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Educator Technician II <sup>16</sup>	CDA or equivalent	<input checked="" type="checkbox"/>	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	6 credit hours/5 years (teachers only); PD plans (public teachers only)	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	16 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Snack	At least one meal/day	<input type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Annual structured classroom observations; Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			<b>9</b>		
				<b>9</b>	

## RESOURCES

Total state pre-K spending .....	\$17,421,403
Local match required? .....	Yes
State Head Start spending .....	\$3,087,731
State spending per child enrolled .....	\$3,201
All reported spending per child enrolled* .....	\$8,371

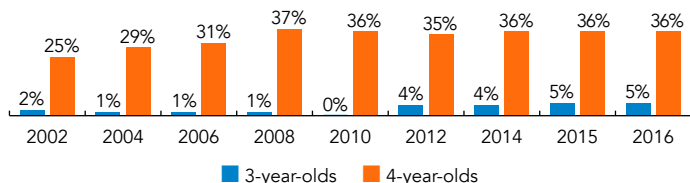
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 \*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

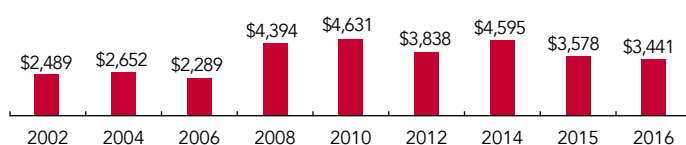


# Maryland

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



Maryland created the Extended Elementary Education Program (EEEP) in 1980 as a pilot preschool program in Baltimore City and Prince George’s County. The 2002 Bridge to Excellence in Public School Act created the Maryland Prekindergarten Program, which required all local boards of education to increase pre-kindergarten enrollment in public schools to all 4-year olds from families with incomes at or below 185% of the federal poverty level (FPL) by the 2007-2008 school year.

Since 2012-2013, enrollment in the Maryland Prekindergarten Program has steadily increased. In an effort to expand pre-K to children above 185% FPL, in 2014, Maryland enacted the Prekindergarten Expansion Act, adding an additional \$4.3 million per year to increase access to half-day and full-day public pre-K for 4-year-olds from families with household incomes at or below 300% FPL. That same year, Maryland was awarded a Preschool Development Grant (PDG) of \$15 million per year through fiscal year 2017. These funds, which can be used to support children from families with incomes at or below 200% FPL, have been used to serve 2,732 children in the state pre-K program.

In addition to public prekindergarten, Maryland has 51 early learning centers of distinction known as Judy Centers, which are located in Title 1 school districts. The Judy Centers work collaboratively with select elementary schools to offer comprehensive, year-round services for children from birth to age 6. In 2015, Judy centers served 15,205 children in this age group. In 2015-2016, a total of 31,740 children—5% of the 3-year-old population and 36% of the 4-year-old population—participated in the state pre-K program.

The Division of Early Childhood Development (DECD) housed in the Maryland State Department of Education (MSDE) is responsible for early care and education in Maryland. Funding for the Maryland Prekindergarten Program is based on the K-12 per pupil amount, prorated for the percent of children attending half- and full-day programs.

All state-funded pre-K programs must participate and achieve Level 5 in Maryland EXCELS, the state’s QRIS system. Maryland’s Division of Early Childhood Development, Early Learning Branch, monitors pre-K programs annually using a self-developed checklist. Through the required participation in Maryland EXCELS, pre-K programs are able to access targeted technical assistance, both online and face-to-face.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
13	16

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
33	14

TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
8	7

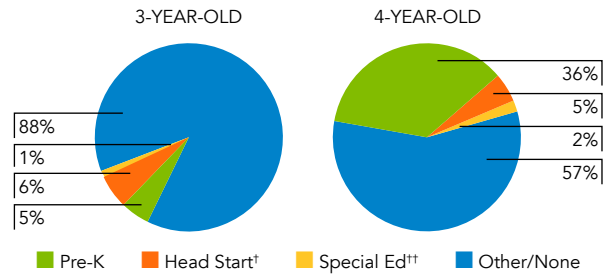


# MARYLAND PREKINDERGARTEN PROGRAM

## ACCESS

Total state pre-K enrollment.....	31,740
School districts that offer state program .....	100%
Income requirement .....	185% FPL
Minimum hours of operation.....	2.5 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4 .....	8,309
Federally funded Head Start enrollment, ages 3 and 4 .....	8,433
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

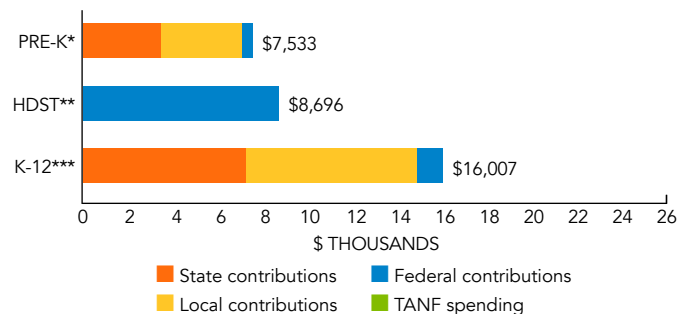
POLICY	MD PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	6 credit hours/5 years (teachers); 24 hours/year (assistants); PD plans	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	Average of 20 (3- & 4-year-olds) <sup>7</sup>	20 or lower	<input type="checkbox"/>	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Lunch & snack (school-day); Lunch (part-day)	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Structured classroom observations (more than once/year); Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			<b>8</b>		
					<b>7</b>

## RESOURCES

Total state pre-K spending .....	\$109,207,432
Local match required? .....	No
State Head Start spending .....	\$1,800,000
State spending per child enrolled .....	\$3,441
All reported spending per child enrolled* .....	\$7,533

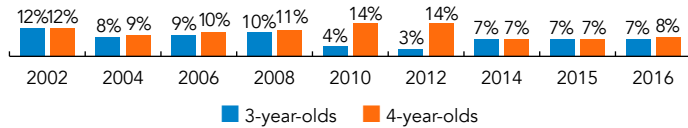
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 \*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

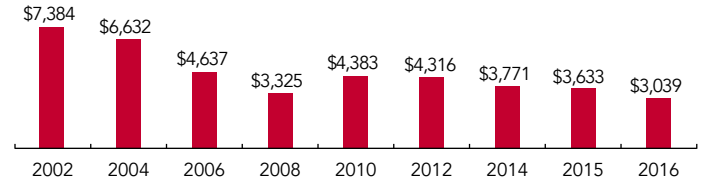


# Massachusetts

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2016 DOLLARS)



The Massachusetts Department of Early Education and Care (EEC) was established in 2005 to improve quality, affordability, and access to preschool education services. That same year, the state launched its Universal Pre-Kindergarten (UPK) initiative, which serves children from age 2 years, 9 months, until they arrive at the locally determined kindergarten eligibility age. Public schools, private child-care centers, Head Start programs, family child care, and faith-based centers are eligible for UPK grants if they offer full-day, full-year services. UPK is usually a competitive grant program, though renewal grants have been used in recent years due to funding constraints. During the 2015-2016 program year, the state issued \$6.3 million in renewal grants for the existing 224 UPK grantees, further supported by \$26 million in federal Child Care and Development Fund grants. Individual child eligibility for enrollment in a UPK classroom is not based on income level, although programs must be willing to serve children from families with income levels at or below 85% of the state's median income (SMI).

For the 2015-2016 program year, UPK programs were required to be, at a minimum, self-assessed at level 3 in EEC's Quality Rating and Improvement System (QRIS), to have an income-eligible contract and/or voucher agreement in place, and be willing to accept EEC-subsidized or low-income children. UPK programs were also required to be accredited by one of several eligible agencies (including NAEYC), to collect observational formative assessment data on all children in the UPK classroom(s), and to demonstrate preschool-to-third-grade alignment with the local school district. As part of the grant requirements, UPK programs must provide the state with: (1) child-level data using either a State Assigned Student Identification or program-specific child ID number and (2) staff information from EEC's Professional Qualifications (PQ) Registry.

Massachusetts also offers the Inclusive Preschool Learning Environments (IPLE) Grant, or the Grant 391 program. The IPLE Grant is designed to support inclusive preschool learning environments serving preschool-age children with and without disabilities in high quality, inclusive early education and care settings. This program has funded typically developing preschool-age children since 1985. There is no income qualification for enrollment. During the 2015-2016 program year, the state issued \$9.0 million in renewal grants for the existing 92 IPLE grantees, further supported by \$3.7 million in federal IDEA funds. The FY 2016 grant priorities supported program capacity to offer inclusive preschool learning environments in center-based programs and public school preschool programs and enhanced program quality by continuing to require IPLE-funded programs to participate in QRIS.

In 2014, Massachusetts was awarded a federal preschool development grant (PDG) for \$60 million over four years. During the 2015-2016 school year, these funds were used to create 850 new preschool slots for low-income children. Unlike other PDG grantees, Massachusetts did not use the funds to enhance or improve existing, state-funded UPK or IPLE slots.

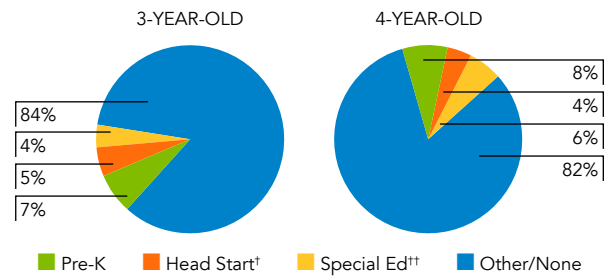
To document Massachusetts' contributions to pre-K, we first present a summary of the state's overall performance through enrollment and spending for both the UPK and IPLE/Grant 391 programs. We then present additional details about both the IPLE/Grant 391 and UPK programs separately on the subsequent pages.

# MASSACHUSETTS STATE OVERVIEW

## ACCESS

Total state pre-K enrollment.....	13,731
Special education enrollment, ages 3 and 4 .....	10,052
Federally funded Head Start enrollment, ages 3 and 4 .....	10,220
State-funded Head Start enrollment, ages 3 and 4.....	219

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

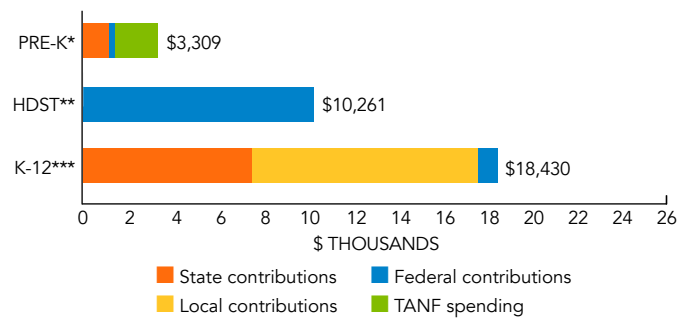


<sup>†</sup> Estimates children in Head Start not also enrolled in state pre-K.  
<sup>††</sup> Estimates children in special education not also enrolled in state pre-K or Head Start.

## RESOURCES

Total state pre-K spending .....	\$41,725,100
State Head Start spending .....	\$9,100,000
State spending per child enrolled .....	\$3,039
All reported spending per child enrolled* .....	\$3,309

SPENDING PER CHILD ENROLLED



\* 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.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
34	12

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
38	42

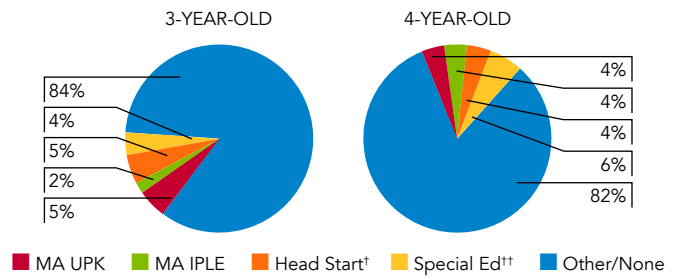
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
7	6.6

# MASSACHUSETTS INCLUSIVE PRESCHOOL LEARNING ENVIRONMENTS GRANT (IPLE) - FUND CODE 391

## ACCESS

Total state pre-K enrollment.....	5,758
School districts that offer state program .....	34% (towns/communities)
Income requirement .....	No income requirement
Minimum hours of operation.....	2 hours/day
Operating schedule.....	Determined locally
Special education enrollment, ages 3 and 4 .....	10,052
Federally funded Head Start enrollment, ages 3 and 4 .....	10,220

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



■ MA UPK ■ MA IPLE ■ Head Start† ■ Special Ed†† ■ Other/None  
 † 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

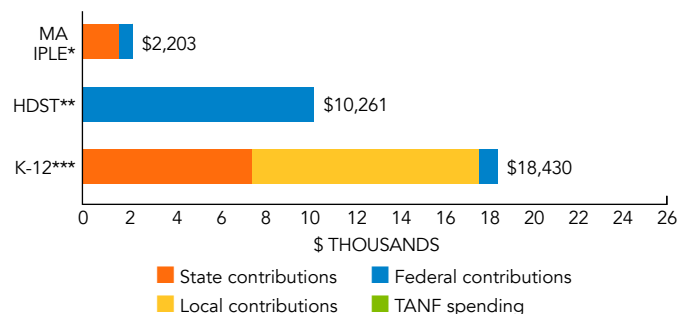
POLICY	MA IPLE REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); Other (nonpublic) <sup>20</sup>	BA	<input type="checkbox"/>	BA	<input type="checkbox"/>
Teacher specialized training	P-2, EE with ECE endorsement (public); 12 college credits in ECE (nonpublic) <sup>20</sup>	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Other <sup>22</sup>	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	150 hours/5 years (public teachers); 20 hours/year (non-public teachers & assistants); PD plans (public teachers only)	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:7-10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Health screenings & referrals through Child Find; Support services <sup>14</sup>	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Depends on length of program day <sup>13</sup>	At least one meal/day	<input type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Annual structured classroom observations in QRIS Level 3 programs only; Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<b>7</b>		
				<b>6</b>	

## RESOURCES

Total state pre-K spending .....	\$8,978,875
Local match required? .....	No
State spending per child enrolled .....	\$1,559
All reported spending per child enrolled* .....	\$2,203

\* 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.

SPENDING PER CHILD ENROLLED

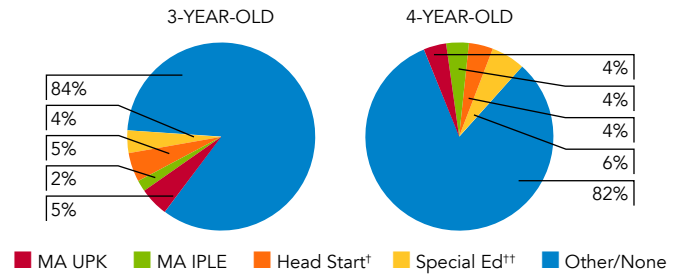


# MASSACHUSETTS UNIVERSAL PRE-KINDERGARTEN (UPK)

## ACCESS

Total state pre-K enrollment.....	7,973
School districts that offer state program .....	26% (towns/communities)
Income requirement .....	No income requirement
Minimum hours of operation.....	Determined locally
Operating schedule.....	Determined locally
Special education enrollment, ages 3 and 4 .....	10,052
Federally funded Head Start enrollment, ages 3 and 4 .....	10,220

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



■ MA UPK ■ MA IPLE ■ Head Start† ■ Special Ed\*\* ■ Other/None  
 † 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

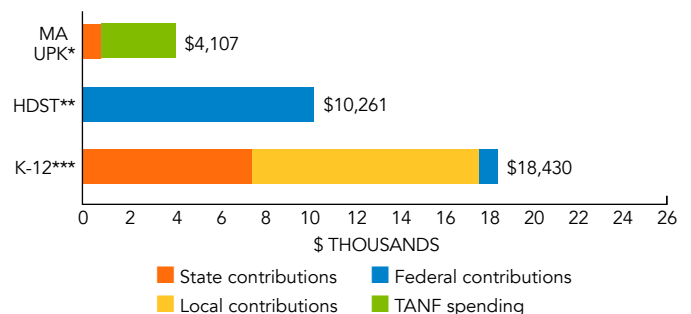
POLICY	MA UPK REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); HSD or 21 years old (nonpublic)	BA	<input type="checkbox"/>	BA	<input type="checkbox"/>
Teacher specialized training	Pre-K, EE with ECE endorsement (public & nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Other <sup>15</sup>	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	150 hours/5 years (public teachers); 20 hours/year (non-public teachers & assistants); PD plans	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:6-10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Health screenings & referrals through Child Find; Support services <sup>9</sup>	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Depends on length of program day <sup>8</sup>	At least one meal/day	<input type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Annual structured classroom observations; Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			<b>7</b>		
				<b>7</b>	

## RESOURCES

Total state pre-K spending .....	\$32,746,225
Local match required? .....	No
State spending per child enrolled .....	\$4,107
All reported spending per child enrolled* .....	\$4,107

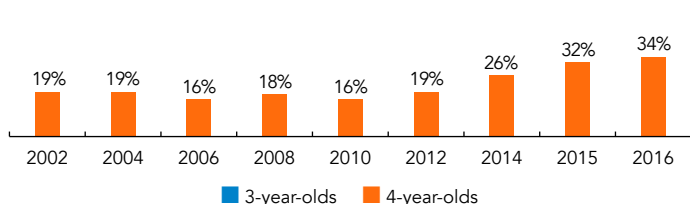
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 \*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

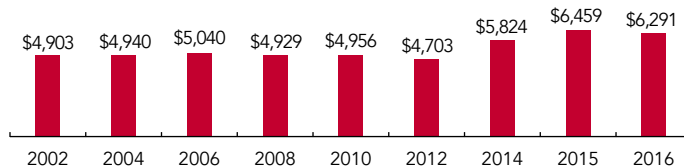


# Michigan

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



Established in 1985, the Michigan School Readiness Program (MSRP) was developed to provide preschool education for at-risk 4-year-olds, and is associated with the state’s early childhood initiative, Project Great Start. MSRP is now called the Great Start Readiness Program (GSRP). The program has moved from part-day to serving the majority of children in school-day programs to better suit the needs of families.

Intermediate School Districts (ISDs) receive financial support directly, but they may distribute funds to local school districts and to providers in community-based settings to offer GSRP. The level of poverty in each ISD and a funding formula determine overall ISD funding. GSRP has both a community needs assessment and a formula component that contribute to the final grantee allocation.

All GSRP providers must attain a three-star or higher rating in Michigan’s Great Start to Quality (tiered rating and improvement system). In previous years, 75% of families in the program had to be at or below 300% FPL. Starting in 2013-2014, 90% of families had to be at or below 250% FPL with some exception for up to 300% FPL. Any family over-income for the remaining 10% must pay a fee on a locally determined sliding scale. A new legislated prioritization process was put in place for ranking each family’s household income into quintiles. The 2013-2014 school year was also the first in a three-year transition to roll back the age-eligibility date, from December 1 to September 1 to align with a change in the kindergarten entry date. In the 2015-2016 school year, the new age eligibility date changed to September 1, however, parents are allowed to request exception through December 1. In the 2016-2017 school year, the September 1 cut-off date will have no exceptions.

In fiscal year 2013-2014, Michigan invested an additional \$65 million in GSRP, increasing the number of slots available and increasing the per-slot funding by \$225. In fiscal year 2014-2015, Michigan invested another \$65 million in GSRP, though per-slot funding was kept level. Of the total funding allocated for GSRP, a \$10 million special transportation fund for GSRP has been set aside. In both budget increases, two percent of funding was specifically earmarked for recruiting and increasing public awareness of GSRP. In fiscal year 2015-2016, an additional \$4.3 million was invested. An additional \$300,000 was allocated for ongoing statewide evaluation activities. Cross-ISD boundary enrollment has always been permitted via GSRP policy, but this was legislatively allowed beginning in the 2014-2015 school year, with slot funding following the child.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
15	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
15	24

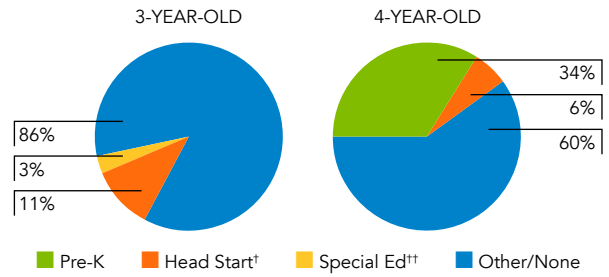
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
9	9

# MICHIGAN GREAT START READINESS PROGRAM

## ACCESS

Total state pre-K enrollment.....	38,771
School districts that offer state program .....	66%
Income requirement .....	250% FPL
Minimum hours of operation.....	3 hours/day; 4 days/week
Operating schedule.....	Determined locally
Special education enrollment, ages 3 and 4 .....	11,815
Federally funded Head Start enrollment, ages 3 and 4 .....	25,052
State-funded Head Start enrollment, ages 3 and 4.....	54

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



† 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

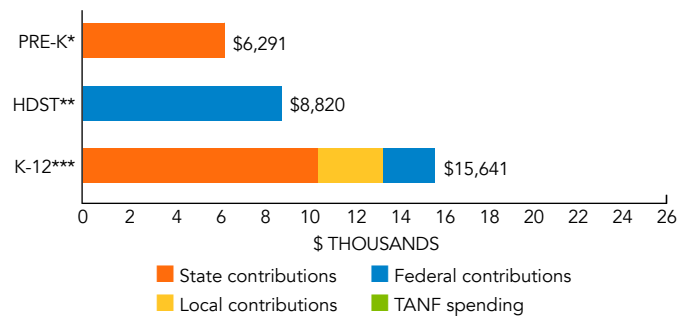
POLICY	MI PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	16 clock hours/year; coaching <sup>17</sup>	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	18 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Meals	Snack (part-day); Breakfast, lunch, snack (school-day) <sup>11</sup>	At least one meal/day	<input type="checkbox"/>	<b>Discontinued</b>	—
Monitoring/Continuous quality improvement system	Structured classroom observations (more than once/year); Improvement plan	Site visits	<input checked="" type="checkbox"/>	<b>Structured classroom observation; program improvement plan</b>	<input checked="" type="checkbox"/>
			<b>9</b>		
				<b>9</b>	

## RESOURCES

Total state pre-K spending .....	\$243,900,000
Local match required? .....	No
State Head Start spending .....	Not reported
State spending per child enrolled .....	\$6,291
All reported spending per child enrolled* .....	\$6,291

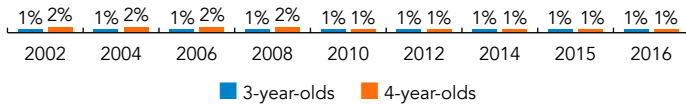
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 \*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

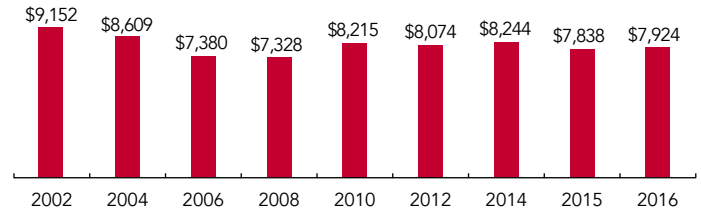


# Minnesota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



As part of Minnesota’s efforts to increase access to early childhood education for children birth to five, the state financially supplements Early Head Start and Head Start. All state-supported Head Start programs are required to follow the Early Childhood Indicators of Progress (ECIPs), Minnesota’s early learning standards birth to kindergarten entrance. ECIPs guide required training, support, and technical assistance for all program staff. The ECIPs, which are currently being revised, are aligned with the English Language Arts Common Core standards for the early grade, the state’s college and career ready standards. The ECIPs will soon be aligned with the Head Start standards as well.

Minnesota spent \$25 million to supplement federally funded Head Start in the state during the 2015-2016 school year. The state served an additional 1,617 three- and four-year-olds in Head Start and additional children under age three in Early Head Start. Local grantees can decide how to allocate funds between Head Start and Early Head Start. The state supplement for Head Start and Early Head Start increased by \$5 million for the 2015-2016 school year.

Organizations receiving federal Head Start funding can also receive supplemental funding from the state. Head Start programs are eligible to receive funding directly but they are permitted to subcontract with private child care, family child care, and public schools to provide the program. All programs are required to follow the federal Head Start Performance Standards. Head Start programs are only required to participate in Parent Aware, the state’s QRIS, if the conditions outlined in the [performance standards](#) are met. American Indian/Alaska Native (AI/AN) programs do not have to participate. Currently in Minnesota all but two AI/AN programs participate in Parent Aware.

Minnesota has other state-supported early childhood initiatives that are not included in the State of Preschool Yearbook. The Early Learning Scholarships Programs provides scholarships to eligible families in order to increase access to high-quality early childhood programs. Families with children between the ages of three and four as of September 1 are eligible for scholarships and can choose any early childhood program that receives a Three- or Four-Star Parent Aware Rating. During 2015-2016 school year, approximately 11,219 scholarships of up to \$7,500 were awarded using an appropriation of \$44.13 million.

The School Readiness Program aims to improve children’s kindergarten readiness through preschool education programs and home visits. Individual districts can exercise local control over the services provided, but all programs must meet the following requirements: provision of appropriate screenings and referrals for children as needed, support for parent involvement, use of research-based program content, and collaboration with other local programs. Early childhood services are provided through subcontracts with school districts, community-based organizations, and charter schools.

The Voluntary Pre-kindergarten program began during the 2016-2017 school year, serving approximately 3,330 children in 74 school districts and charter schools. The program was established by Governor Dayton and the 2016 Legislature, and there are plans to expand the program pending legislative approval. The goal of the program is to prepare children for success in school through high-quality early learning programs.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
44	24	5	10	9	7

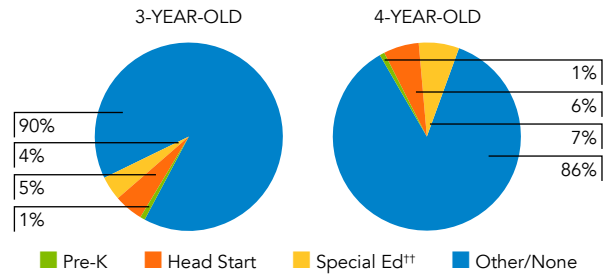


# MINNESOTA HEAD START

## ACCESS

Total state pre-K enrollment.....	1,617
School districts that offer state program .....	100% (counties/parishes)
Income requirement .....	Per Federal HdSt requirements - 100% FPL
Minimum hours of operation.....	Determined locally
Operating schedule.....	Determined locally
Special education enrollment, ages 3 and 4 .....	9,056
Federally funded Head Start enrollment, ages 3 and 4 .....	9,643
State-funded Head Start enrollment, ages 3 and 4.....	1,617

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



† 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

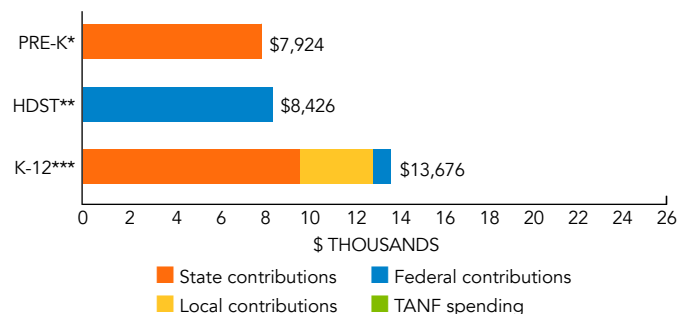
POLICY	MN PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year; PD plans	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	15 (3-year-olds); 20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	2:15 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Meals	At least one meal/day <sup>6</sup>	At least one meal/day	<input checked="" type="checkbox"/>	<b>Discontinued</b>	—
Monitoring/ Continuous quality improvement system	Improvement plan; Site visits	Site visits	<input checked="" type="checkbox"/>	<b>Structured classroom observation; program improvement plan</b>	<input type="checkbox"/>
			<b>9</b>		
					<b>7</b>

## RESOURCES

Total state pre-K spending .....	\$12,813,108
Local match required? .....	Yes
State Head Start spending .....	\$12,813,108
State spending per child enrolled .....	\$7,924
All reported spending per child enrolled* .....	\$7,924

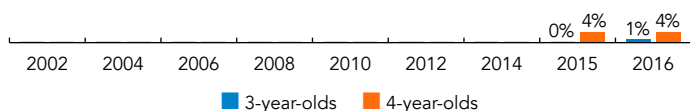
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 \*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

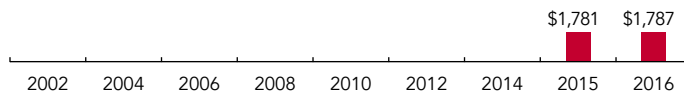


# Mississippi

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2016 DOLLARS)



The Early Learning Collaborative Act of 2013 established Mississippi's first state-funded, voluntary pre-K program. The Early Learning Collaborative Act provides funding to local communities to establish, expand, support, and facilitate the successful implementation of quality early childhood education and development services. Implementation began in January 2014, with capacity to serve 1,774 children. Pre-K programs in Head Start centers, licensed child-care facilities, public, parochial, or private schools, formed and maintained a stakeholder council called an Early Learning Collaborative, involving a minimum of two of those program auspices. The Early Learning Collaborative designated a Lead Partner of either a public school or other nonprofit entity with the instructional expertise and operational capacity to manage a Collaborative's Pre-Kindergarten (Pre-K) program.

The 2014-2015 and 2015-2016 school years saw steady state funding for preschool in the state, at \$3 million per year. The 2015-2016 school year is the third year Mississippi will operate under the current RFP. As long as the Early Learning Collaborative Act of 2013 is funded, current collaboratives that meet program requirements will continue to be funded. The voluntary pre-K program intends to improve quality, increase access to high-quality pre-K programs for 4-year-olds, and prepare more children to enter kindergarten ready to succeed in school. The program also will provide supports to local programs to improve quality, and families will have access to information about the pre-K program. Pre-K programs will increase their collaboration with other early childhood education programs and related services. Pre-K programs will implement an integrated, effective system of early childhood curriculum, instruction, assessment, and program evaluation, including curricula aligned with the MDE's Early Learning Standards for Classrooms Serving Four-Year-Old Children. In the 2016-2017 school year, the program will implement the LAP-3 assessment in order to identify children who may need additional interventions or gifted services.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
38	27

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
44	34

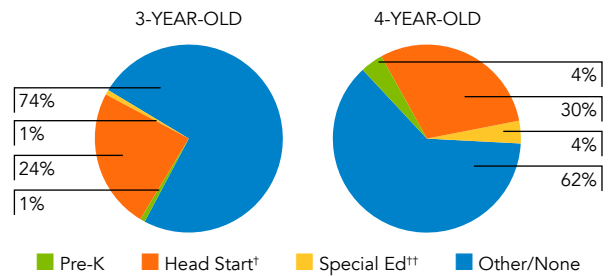
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
10	8

# MISSISSIPPI EARLY LEARNING COLLABORATIVE

## ACCESS

Total state pre-K enrollment.....	1,781
School districts that offer state program .....	9%
Income requirement .....	No income requirement
Minimum hours of operation.....	6 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4 .....	4,369
Federally funded Head Start enrollment, ages 3 and 4 .....	21,806
State-funded Head Start enrollment, ages 3 and 4.....	0

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



† 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	MS PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	New in 2015-2016	—	Approval process & supports	<input type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA in ECE	CDA or equivalent	<input checked="" type="checkbox"/>	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	14 (3-year-olds); 20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:7 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	At least one meal/day	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/ Continuous quality improvement system	Annual structured classroom observations; Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			<b>10</b>		
					<b>8</b>

## RESOURCES

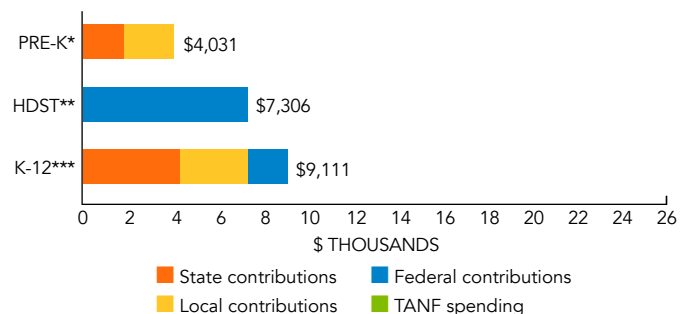
Total state pre-K spending .....	\$3,183,481
Local match required? .....	Yes
State Head Start spending .....	\$0
State spending per child enrolled .....	\$1,787
All reported spending per child enrolled* .....	\$4,031

\* 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.

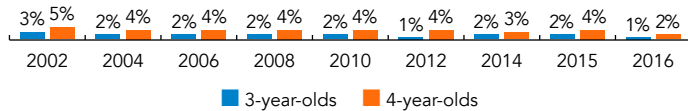
\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

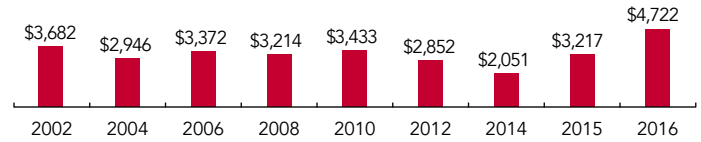


# Missouri

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2016 DOLLARS)



The Missouri Preschool Program (MPP) began serving 3- and 4-year-olds in early childhood settings in 1998. The MPP operates in public schools, private child-care centers, and nonprofit agencies. In 2015-2016, MPP was offered in 13% of districts in the state. Ninety percent of children were enrolled in programs that were operated by a public school. All preschool programs are required to work with their local Parents as Teachers (PAT) program, which provides parent education, including family visits and group connections, and health and development screenings. In addition, PAT provides referrals to services that may be beneficial to the family, based on need or request.

State-funded MPP contracts for all providers are eligible for renewal for a limit of five years; after this period, contracts are made available to other grantees. A competitive grant process determines where MPP funds are awarded, though programs serving children with special needs and those from low-income families are given priority. Programs use sliding payment scales, based on criteria including eligibility for free or reduced-price lunch.

Funding for MPP in 2015-2016 was \$11.75 million, a decrease of \$1.9 million from the previous year. Of the total budget, \$9.7 million came from the state's Tobacco Settlement Fund and the remaining dollars came from the state's general revenue. In the 2015-2016 school year, 2,489 children attended MPP, a 42% decrease from the previous year.

Effective 2014-2015, site visits are conducted for all MPP programs on a regular basis throughout the year. On-site consultation hours are also provided. The number of hours ranged from 14 to 20 annually, based on a program's need. In 2015-2016, ECERS-3 was piloted for professional development and planning.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
41	23

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
23	30

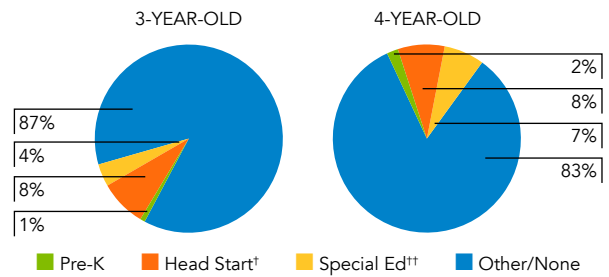
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
8	8

# MISSOURI PRESCHOOL PROGRAM

## ACCESS

Total state pre-K enrollment.....	2,489
School districts that offer state program .....	13%
Income requirement .....	No income requirement
Minimum hours of operation.....	3 hours/day
Operating schedule.....	Full calendar year
Special education enrollment, ages 3 and 4 .....	9,812
Federally funded Head Start enrollment, ages 3 and 4 .....	11,694
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

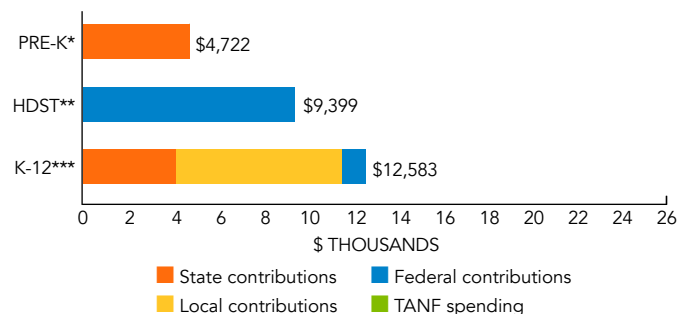
POLICY	MO PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA, AA in Child Care/ Education, or 60 college hours (min. of 3 college hours in ECE) <sup>13</sup>	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	22 hours/year; coaching	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Depends on length of program day <sup>8</sup>	At least one meal/day	<input type="checkbox"/>	Discontinued	—
Monitoring/ Continuous quality improvement system	Annual structured classroom observations; Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			<input type="checkbox"/> 8		
				<input type="checkbox"/> 8	

## RESOURCES

Total state pre-K spending .....	\$11,753,285
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$4,722
All reported spending per child enrolled* .....	\$4,722

\* 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.

SPENDING PER CHILD ENROLLED



## NO PROGRAM

Montana does not offer a state-funded pre-K program (as defined in this report) but the state has made other commitments to early learning, and early childhood education is one of Governor Steve Bullock's top priorities. During the last legislative biennium, the Governor proposed the Montana Early Edge Initiative to fund voluntary public preschool but was unsuccessful in his budget request for a two-year, \$37 million state investment in preschool. The Governor continues to support investments in preschool though recently House Bill 563 was rejected, which would have provided \$12 million in grants to school districts, Head Start, and other high-quality preschool providers to offer preschool to 4-year-olds from families at or below 200% of the federal poverty level.

In 2014, Montana was awarded a competitive federal Preschool Development Grant. The state received \$10 million per year for up to four years to develop preschools for low- and moderate-income families in 16 communities. During the 2015-2016 school year, the state provided 462 low-income 4-year-olds with new early childhood education slots, many of which were created through partnerships with Head Start and other early childhood programs in the state.

The Board of Public Education adopted a new rule that includes Early Childhood Education Program and Content Standards for school districts that choose to provide public preschool to children ages three to five. It also changed requirements for educator licensure to include an Early Grades endorsement (age three to grade three) and changed the educator preparation program requirements for the early grades endorsement. These recommendations were approved by the Montana Board of Public Education in November 2014 and went into effect July 1, 2015.

The Montana Early Learning Standards cover multiple domains including: approaches toward learning, physical wellbeing and motor development, language development, social-emotional development, and cognitive and general knowledge. The Montana Early Learning Standards were based on the combination of Montana's Early Learning Guidelines for children ages three to five and the Montana Guidelines for infants and toddlers, created in 2014.

The Best Beginnings Advisory Council (BBAC), which was established in 2011, is the state early childhood advisory council and collaborating entity for the early childhood system in Montana. BBAC is housed within the Department of Public Health and Human Services and aims to ensure all children have access to high-quality early childhood programs. Local coalitions work to increase coordination across early childhood systems in the state. Best Beginnings STARS to Quality Program is Montana's voluntary quality rating improvement system (QRIS). The QRIS aligns quality indicators with support and incentives for early childhood programs and early childhood professionals. Licensed preschool programs can participate in the QRIS and earn up to five stars, indicating the level of quality.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

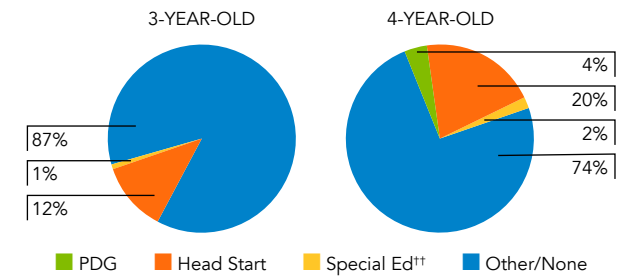
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
No Program	

# MONTANA

## ACCESS

Total state pre-K enrollment.....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation.....	NA
Operating schedule.....	NA
Special education enrollment, ages 3 and 4 .....	836
Federally funded Head Start enrollment, ages 3 and 4 .....	3,964
State-funded Head Start enrollment, ages 3 and 4.....	0

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



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

## QUALITY STANDARDS CHECKLIST

# NO PROGRAM

## RESOURCES

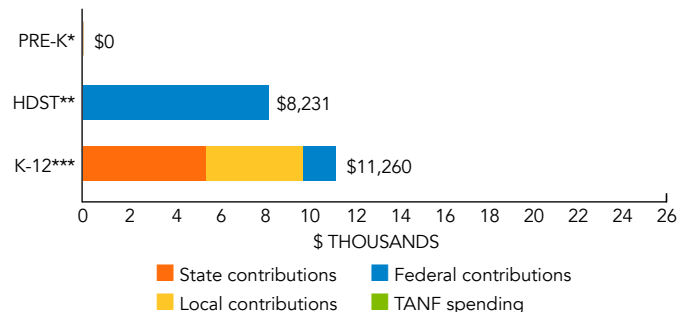
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

\* 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.

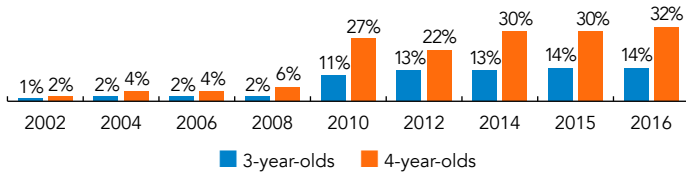
\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

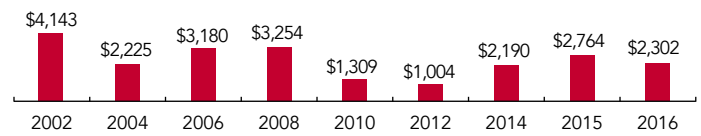


# Nebraska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2016 DOLLARS)



The Nebraska Early Childhood Education Grant Program began as a pilot in 1992 and expanded in 2001. The program provides preschool education for children ages three to five. At least 70% of awarded grant funding to participating programs must be used to provide services to children with one of the following risk factors: disability or developmental delay, living in a home in which English is not the primary language, eligibility for free- or reduced-price lunch (185% FPL), having teen parents or parents who have not completed high school, and having been born prematurely or with a low birth weight. The program seeks to serve children of diverse social and economic characteristics.

Direct financial support is available for public schools and education service units that partner with child-care centers, as well as Head Start agencies and/or human services agencies. Grantees are obligated to match 100% of the funding using local and/or federal sources. Funding is awarded through competitive grants. The program monitors child, program, and family outcomes annually.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
19	6

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
42	28

TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
6	7

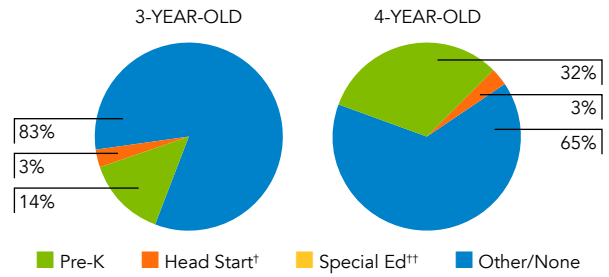


# NEBRASKA EARLY CHILDHOOD EDUCATION PROGRAM

## ACCESS

Total state pre-K enrollment.....	12,652
School districts that offer state program .....	86%
Income requirement .....	185% FPL
Minimum hours of operation.....	3.5 hours/day
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4 .....	3,183
Federally funded Head Start enrollment, ages 3 and 4 .....	3,536
State-funded Head Start enrollment, ages 3 and 4.....	0

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



† 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

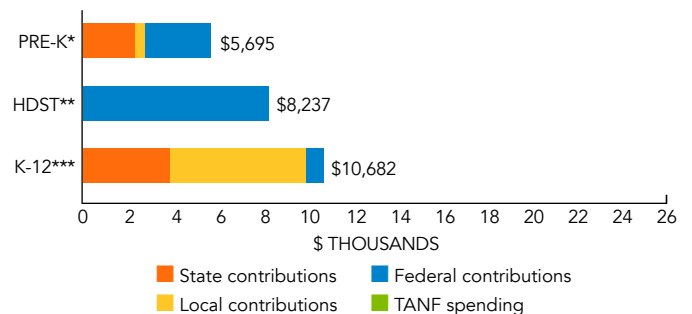
POLICY	NE PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	12 ECE credits	CDA or equivalent	<input checked="" type="checkbox"/>	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	12 hours/year; PD plans (teachers only); coaching based on QRIS or Pyramid model	For teachers: At least 15 hours/year	<input type="checkbox"/>	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Health screenings & referrals determined locally; Support services	Vision, hearing, health & at least one support service	<input type="checkbox"/>	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Meals	Meal &/or snack	At least one meal/day	<input type="checkbox"/>	<b>Discontinued</b>	—
Monitoring/Continuous quality improvement system	Structured classroom observations in new and a percentage of other classrooms (less than once/year) <sup>13</sup>	Site visits	<input type="checkbox"/>	<b>Structured classroom observation; program improvement plan</b>	<input type="checkbox"/>
			<b>6</b>		
					<b>7</b>

## RESOURCES

Total state pre-K spending .....	\$29,131,037
Local match required? .....	Yes
State Head Start spending .....	\$0
State spending per child enrolled .....	\$2,302
All reported spending per child enrolled* .....	\$5,695

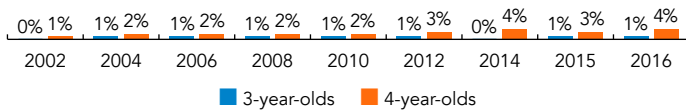
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 \*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

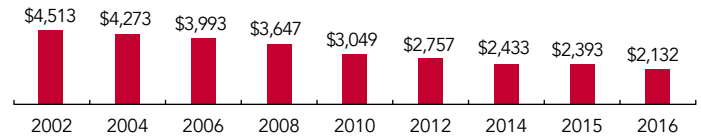


# Nevada

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



Nevada’s state-funded Pre-K program, initially called the Early Childhood Education Comprehensive Plan when it began in 2001, is now referred to as the Nevada State Pre-Kindergarten Program (State PreK). State PreK programs operate in both community-based organizations and school districts. In 2015-2016, 65% of the school districts (11 out of 17) provided State PreK-funded programs or classrooms. Funding is made available through competitive grant applications and awards are determined based on community needs as stated in individual grant applications, but preference is given to 4- and 5-year-olds who will be eligible to attend kindergarten the following year. Children are also prioritized if they are from low-income families, homeless, English Language Learners, or receiving special education services. There is not an income requirement for program eligibility. In 2015-2016, nearly 98% of State PreK children were in public school programs operated by their local school districts.

Formed in 2013, the Office of Early Learning and Development (ELD) within the Nevada Department of Education (NDE) is responsible for administering multiple early childhood state and federal funding sources including State PreK and the Preschool Development Grant (PDG). In 2014, Nevada was awarded a competitive federal Preschool Development Grant that expanded State PreK to a full-day for 493 of the 1,566 children enrolled in State PreK. An additional 289 children were served with PDG funds, but not enrolled in State PreK.

State funding for the State PreK program remained flat for 2015-2016 at \$3.3 million, but enrollment in the program increased by 12% to 1,566 children. In order to fund the increased enrollment numbers, local districts either modified services, including limiting plans to expand to full-day programming, and/or supplemented state funds. State PreK was not able to continue funding its evaluation.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
39	29

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
43	32

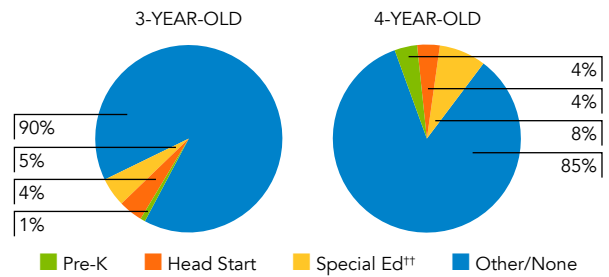
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
7	6

# NEVADA STATE PRE-KINDERGARTEN PROGRAM

## ACCESS

Total state pre-K enrollment.....	1,566
School districts that offer state program .....	65%
Income requirement .....	No income requirement
Minimum hours of operation.....	2.5 hours/day
Operating schedule.....	Determined locally
Special education enrollment, ages 3 and 4 .....	5,160
Federally funded Head Start enrollment, ages 3 and 4 .....	2,640
State-funded Head Start enrollment, ages 3 and 4.....	0

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



<sup>††</sup> Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	NV PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	6 credit hours/5 years	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	16 (3-year-olds) 20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (3-year-olds) 1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Locally determined; Support services	Vision, hearing, health & at least one support service	<input type="checkbox"/>	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Meals	Snack <sup>11</sup>	At least one meal/day	<input type="checkbox"/>	Discontinued	—
Monitoring/ Continuous quality improvement system	Structured classroom observations (more than once a year) in PDG classrooms; Improvement plan <sup>16</sup>	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<b>7</b>		
				<b>6</b>	

## RESOURCES

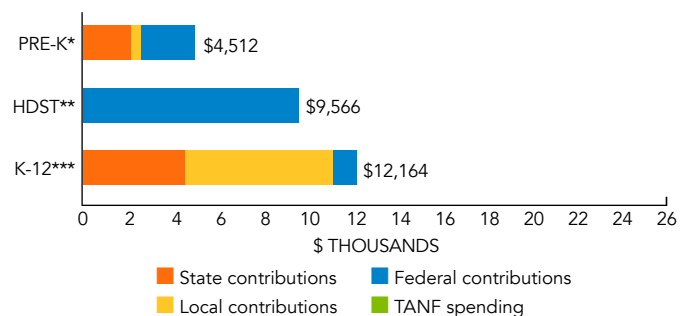
Total state pre-K spending .....	\$3,338,875
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$2,132
All reported spending per child enrolled* .....	\$4,512

\* 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.

SPENDING PER CHILD ENROLLED



# New Hampshire

## NO PROGRAM

New Hampshire does not have a state-funded pre-K program, as defined in this report. However, the state provides support for early childhood education through other means. The Department of Health and Human Services (DHHS) licenses early childhood programs and administers preschool scholarships through its child-care assistance program for low-income families. The Department of Education (DOE) oversees early childhood special education programming and progress monitoring of IDEA Part B funded preschool programs. New Hampshire school districts also use Title I funds and local funds to implement voluntary preschool programs in public schools. In 2014-2015, Title I funding totaling \$1.7 million was spent on early childhood learning programs in the state. Through IDEA Part B and Title I, 27% of 4-year-olds in New Hampshire were supported in 2014-2015.

DOE issues both early childhood education and early childhood special education teacher licensure endorsements for birth through grade three. The New Hampshire Early Childhood and After School Professional Development System at the New Hampshire DHHS Child Development Bureau offers voluntary endorsements and credentials for professionals serving young children and their families.

Groups of stakeholders in the state, including DHHS, DOE, and the Spark New Hampshire Early Childhood Advisory Council, are working together to align birth through age 8 efforts. Together, along with private partners, these groups contributed time and resources to early childhood systems-building in the state and submitted New Hampshire's ultimately unsuccessful Preschool Development Grant Application.

The New Hampshire Early Learning Guidelines were introduced in 2005 and address development and learning for children birth through age 5. The guidelines cover multiple domains including approaches to learning, communication and literacy development, social and emotional development, physical development, creative expression and aesthetic development, and health and safety. The guidelines are aligned with New Hampshire's academic standards as well as New Hampshire Kindergarten Readiness Indicators. The state's new Early Learning Standards, released in 2015, align with the New Hampshire College and Career Ready Standards, by expanding to include emergent literacy, early numeracy, and science and social studies.

The Child Development Bureau within the Department of Health and Human Services administers New Hampshire's Quality Rating and Improvement System which is currently under revision. Categories of standards in the proposed revision include: Curriculum, Environment, and Assessment; Engaging Families and Communities as Partners; Early Childhood Administrator and Educator Qualifications; and Measured Standards of Environmental Quality and Teacher-Child Interactions using the Environmental Rating Scale (ERS) and Classroom Assessment Scoring System (CLASS), respectively.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

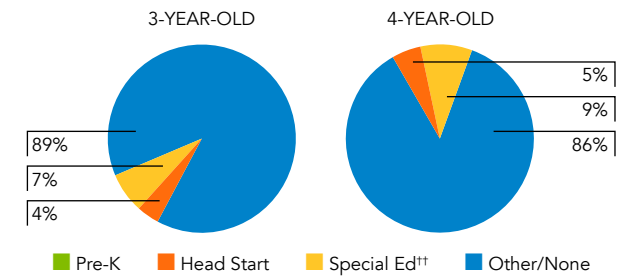
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
No Program	

## NEW HAMPSHIRE

### ACCESS

Total state pre-K enrollment.....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation.....	NA
Operating schedule.....	NA
Special education enrollment, ages 3 and 4 .....	2,142
Federally funded Head Start enrollment, ages 3 and 4 .....	1,255
State-funded Head Start enrollment, ages 3 and 4.....	0

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



<sup>††</sup> Estimates children in special education not also enrolled in state pre-K or Head Start.

### QUALITY STANDARDS CHECKLIST

# NO PROGRAM

### RESOURCES

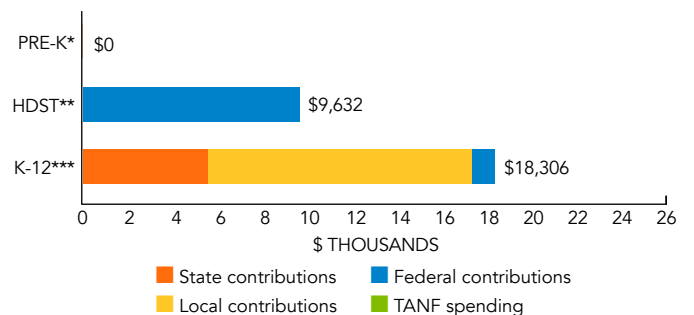
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

\* 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.

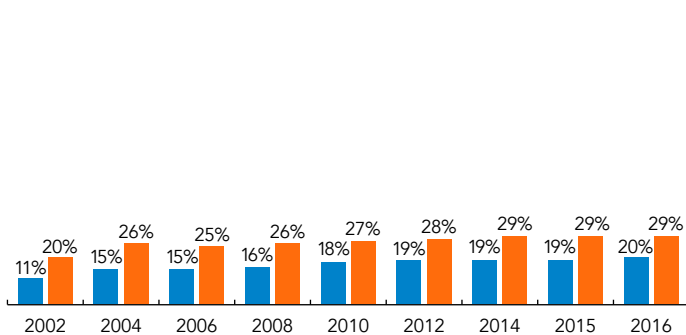
\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

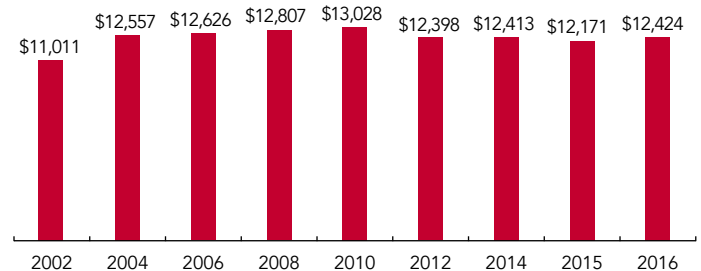


# New Jersey

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2016 DOLLARS)



The state of New Jersey funds three preschool programs. The largest and most intensive of the programs, formerly known as the Abbott Preschool Program, served 43,597 children in 35 of the state’s poorest school districts during the 2015-2016 school year. The New Jersey Department of Education (DOE) provides funding to eligible districts to provide the program to all 3- and 4-year-olds who live in those districts and choose to enroll. Private child-care centers or Head Start programs that meet state standards may contract with districts to deliver services. Abbott districts also receive supplemental child care subsidy funds from the state Department of Human Services (DHS) to provide extended-day and extended-year services to eligible families. When the school funding formula went into effect in 2008-2009 school year, a “hold harmless” article was put in place which requires that former Abbott districts receive no less in preschool aid from the DOE than they did in the 2008-2009 school year.

The Non-Abbott Early Childhood Program Aid (ECPA) program is required only in districts where 20 to 40% of children meet the criteria for free or reduced-price lunch services. In the 2015-2016 school year, several former ECPA districts participated in the federal Preschool Expansion Grant, which resulted in an increase in enrollment, reversing a three-year trend of declining enrollment. Future enrollment changes in these districts are expected, with additional children enrolling and/or moving from half- to full-day programs.

The third program, formerly known as the Early Launch to Learning Initiative (ELLI) was established in 2004 as part of New Jersey’s efforts to offer access to high-quality prekindergarten education to all of the state’s low-income 4-year-olds. Initially, all Non-Abbott districts were eligible to apply for funds; however, new districts have been unable to apply in recent years due to limited funds. The 2015-2016 school year continues to see 24 districts offering the ELLI program to 631 children, holding stagnant from the previous year. Funding for the ELLI program has remained the same since the 2008-2009 school year.

In 2014, New Jersey was awarded a competitive federal Preschool Development Grant (PDG) for \$17.5 million annually for four years, subject to federal appropriations. Through this grant, in the 2015-2016 school year, 883 additional children were enrolled in preschool ECPA and ELLI programs as well as other districts. PDG funding was also used to enhance the quality of 753 slots in ECPA and ELLI programs.

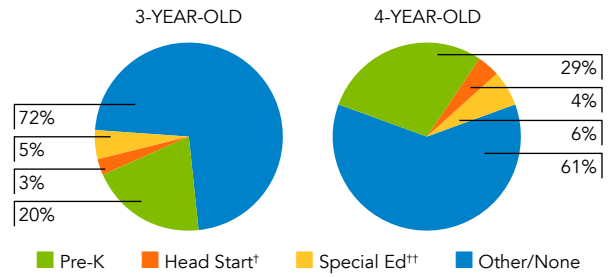
In order to present the contributions New Jersey makes to preschool education through its three separate programs, summary information reflecting the state’s overall commitment to preschool is first presented, where enrollment and state spending for the former Abbott, ECPA, and ELLI programs are combined to demonstrate a comprehensive state profile. Next, we present specific details about each initiative in the state: the third page of this profile focuses exclusively on the former Abbott program, the fourth page on the former ECPA program, and the final page on the former ELLI program.

# NEW JERSEY STATE OVERVIEW

## ACCESS

Total state pre-K enrollment.....	52,770
Special education enrollment, ages 3 and 4 .....	12,193
Federally funded Head Start enrollment, ages 3 and 4 .....	12,939
State-funded Head Start enrollment, ages 3 and 4.....	0

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

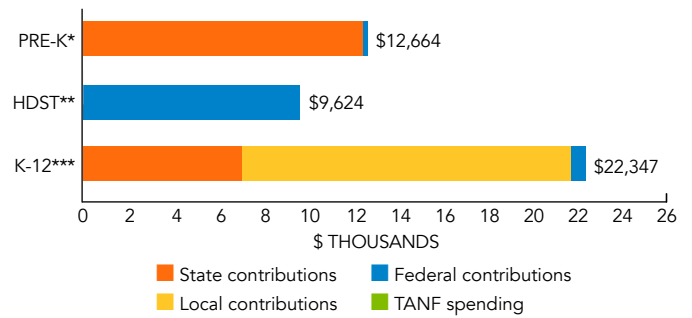


† Estimates children in Head Start not also enrolled in state pre-K.  
 \*\* Estimates children in special education not also enrolled in state pre-K or Head Start.

## RESOURCES

Total state pre-K spending .....	\$655,609,300
State Head Start spending .....	\$0
State spending per child enrolled .....	\$12,424
All reported spending per child enrolled* .....	\$12,664

SPENDING PER CHILD ENROLLED



\* 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.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
20	4

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
2	2

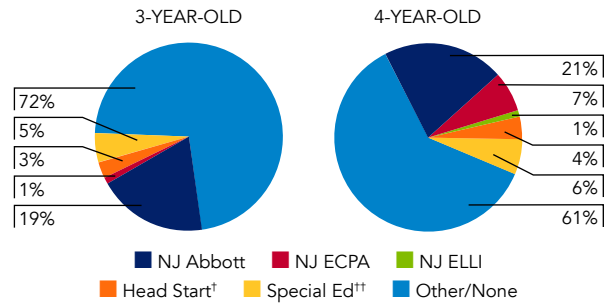
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
8.8	8.8

# NEW JERSEY FORMER ABBOTT PRESCHOOL PROGRAM

## ACCESS

Total state pre-K enrollment.....	43,597
School districts that offer state program .....	6%
Income requirement .....	No income requirement
Minimum hours of operation.....	6 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4 .....	12,193
Federally funded Head Start enrollment, ages 3 and 4 .....	12,939

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



† 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

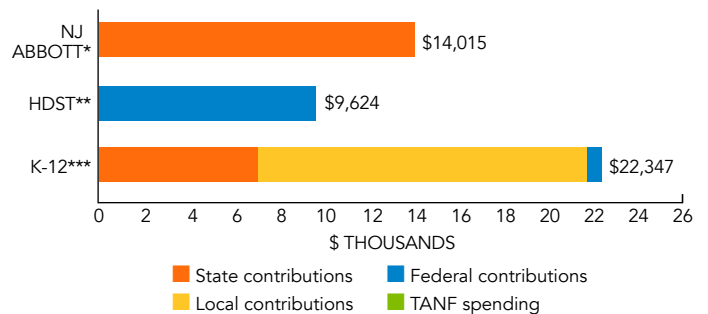
POLICY	NJ ABBOTT REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	100 hours/5 years; PD plans; coaching	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	15 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	2:15 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Breakfast, lunch, snack	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Structured classroom observations (more than once/year); Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			9		
				9	

## RESOURCES

Total state pre-K spending .....	\$611,000,000
Local match required? .....	No
State spending per child enrolled .....	\$14,015
All reported spending per child enrolled* .....	\$14,015

\* 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.

SPENDING PER CHILD ENROLLED



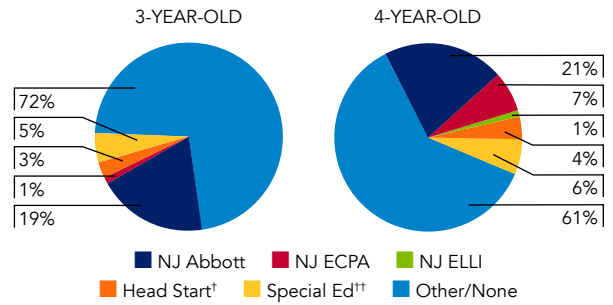


# NEW JERSEY FORMER NON-ABBOTT EARLY CHILDHOOD PROGRAM AID

## ACCESS

Total state pre-K enrollment.....	8,542
School districts that offer state program .....	16%
Income requirement.....	No income requirement
Minimum hours of operation.....	2.5 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4 .....	12,193
Federally funded Head Start enrollment, ages 3 and 4 .....	12,939

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



† 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	NJ ECPA REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	100 hours/5 years; PD plans; coaching	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	18 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Depends on length of program day <sup>8</sup>	At least one meal/day	<input type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Improvement plan; Site visits	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<input checked="" type="checkbox"/>		
			8		

## RESOURCES

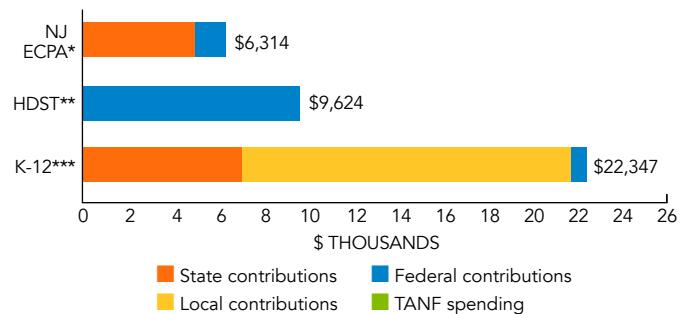
Total state pre-K spending .....	\$42,329,000
Local match required? .....	No
State spending per child enrolled .....	\$4,955
All reported spending per child enrolled* .....	\$6,314

\* 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.

SPENDING PER CHILD ENROLLED

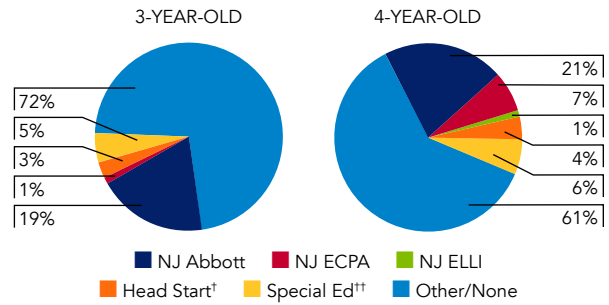


# NEW JERSEY FORMER EARLY LAUNCH TO LEARNING INITIATIVE

## ACCESS

Total state pre-K enrollment.....	631
School districts that offer state program.....	4%
Income requirement.....	185% FPL
Minimum hours of operation.....	2.5 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4.....	12,193
Federally funded Head Start enrollment, ages 3 and 4.....	12,939

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



† 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

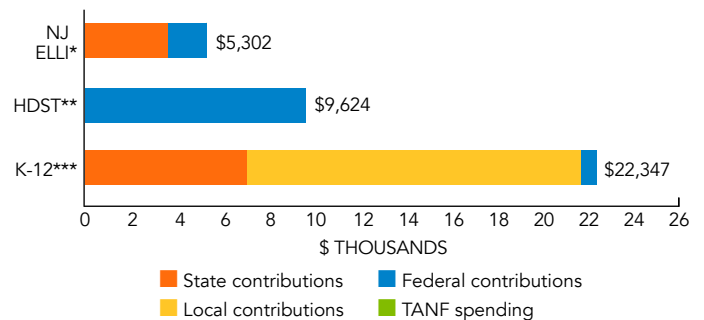
POLICY	NJ ELLI REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	100 hours/5 years; PD plans; coaching	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Depends on length of program day <sup>8</sup>	At least one meal/day	<input type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Improvement plan; Site visits	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<input checked="" type="checkbox"/>		

## RESOURCES

Total state pre-K spending.....	\$2,280,300
Local match required?.....	Yes
State spending per child enrolled.....	\$3,614
All reported spending per child enrolled*.....	\$5,302

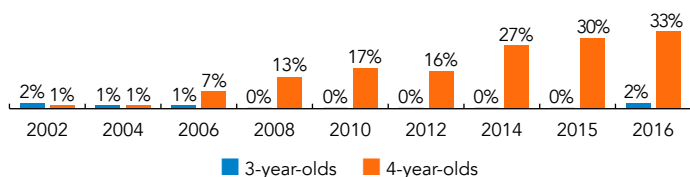
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 \*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

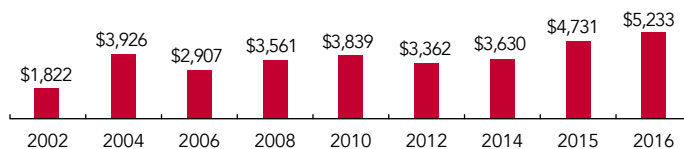


# New Mexico

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2016 DOLLARS)



State-funded New Mexico PreK (NM PreK) began in the 2005-2006 school year with the enactment of the PreK Act of 2005. NM PreK is jointly administered by the New Mexico Public Education Department (PED) and the Children, Youth and Families Department (CYFD). PED is responsible for funding and monitoring the NM PreK programs provided through school districts and CYFD for the programs operating in community-based organizations and other eligible providers. In the 2015-2016 school year, 70% of school districts offered NM PreK, the fourth consecutive year of additional school districts offering the program.

In prior years, NM PreK was solely funded through state funds, however for the past two years, federal TANF funds were added to the state dollars. In 2015-2016, TANF spending increased by \$11 million to \$17.1 million, increasing the total operating budget to \$51 million, from \$39.7 million the previous year. A competitive process awards programs funds, though preference is given to programs in communities with public elementary schools designated as Title I. Two-thirds of enrolled children at each program site must live in the attendance zone of a Title I elementary school, though eligibility is not determined by a specific family income requirement. Starting in 2015, all NM PreK programs were required to participate in the state's new QRIS, FOCUS, as part of the Race to the Top Grant awarded to the state in 2012.

Hours and days per week vary by program with the minimum number of hours being 450 per year. In 2014-2015, the legislature provided limited funding for an Extended-day PreK pilot to double the instructional hours to 900 per school year. Some private or nonprofit facilities use Child Care Subsidy for wrap-around care to assist parents who qualify, or offer reduced rates for private pay. PreK programs in public schools can extend the day using operational dollars or Title I funds.

Following a significant decrease in enrollment during the 2010-2011 school year, participation and funding for NM PreK has steadily increased. In the 2015-2016 school year, 9,757 children (predominantly 4-year-olds) participated in NM PreK, an increase of 16% from the previous year. CYFD was awarded \$3.3 million from the legislature to fund Early PreK for 3-year-olds which began serving additional children in 2016-2017.

The New Mexico Early Learning Guidelines (NMELGs) were updated in the summer of 2014 and are aligned with the state's new KEA and the Common Core State Standards. The New Mexico Kindergarten Observation Tool was field tested in approximately 50% of school districts in 2015-2016, with statewide implementation in 2016-2017.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
16	22

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
20	29

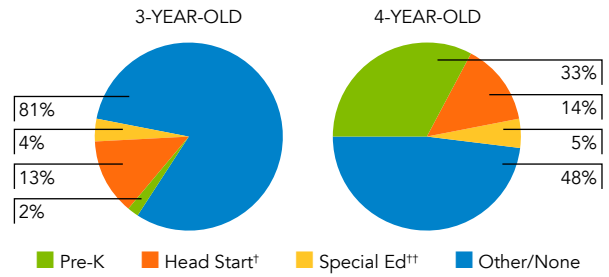
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
8	8

# NEW MEXICO PREK

## ACCESS

Total state pre-K enrollment.....	9,757
School districts that offer state program .....	70%
Income requirement.....	No income requirement
Minimum hours of operation.....	2.5 hours/day
Operating schedule.....	Determined locally
Special education enrollment, ages 3 and 4 .....	3,713
Federally funded Head Start enrollment, ages 3 and 4 .....	7,300
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

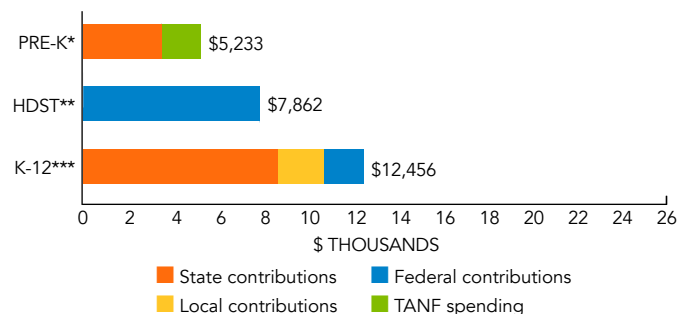
POLICY	NM PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); HSD (nonpublic)	BA	<input type="checkbox"/>	BA	<input type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Other <sup>13</sup>	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	40 hours/year (public teachers); 28 hours/year (nonpublic teachers & all assistants); PD plans; coaching	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	16 (3-year-olds); 20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	At least one meal/day	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Annual structured classroom observations; Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			<input type="checkbox"/> 8		
				<input type="checkbox"/> 8	

## RESOURCES

Total state pre-K spending .....	\$51,060,000
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$5,233
All reported spending per child enrolled* .....	\$5,233

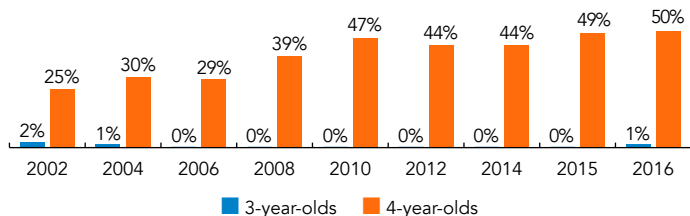
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 \*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

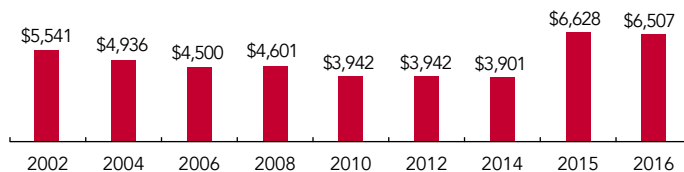


# New York

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



In 1998, New York State began its Universal Prekindergarten Program (UPK) (\$385 million) with the goal of making prekindergarten education available to all 4-year-olds in the state, regardless of family income or other risk factors. The Targeted Prekindergarten Program (TPK) (\$1.3 million) merged with UPK during the 2007-2008 school year.

In 2014, through a competitive grant process, the state began the New York State Priority Prekindergarten (NYSPPK) (\$25 million) program which creates new full- and half-day slots for high-need children in low-income districts and provides funding to convert half-day slots to full-day.

In 2014-2015, the state issued another competitive grant called Statewide Universal Full-Day Prekindergarten Program (SUFDPK) to provide full-day prekindergarten, resulting in a dramatic increase in access to full-day slots in New York City (\$300 million) and some expansion of full-day program elsewhere in the state (\$40 million). In the 2015-2016 school year, 49,219 SUFDPK slots were available to 4-year-olds in full-day programs in 53 school districts and 18 community-based organizations.

During 2015, New York was also awarded a \$25 million Federal Preschool Development Grant (PDG) to support enrollment of 2,401 low-income 4-year-olds in five school districts. PDG funds were used to create new slots and enhance existing slots. Yet, another competitive grant, Expanded Prekindergarten for 3 and 4 Year Olds Students (\$30 million), began in 2015-2016, creating an additional 1,046 slots for 4-year-olds and 1,509 slots for 3-year-olds.

Overall, in 2015-2016, a total of 120,069 3- and 4-year-old children were served in state administered prekindergarten programs, with an operating budget exceeding \$806 million. Approximately 75% of children served were in in full-day programs.

The New York Board of Regents adopted revised early learning standards in 2011—the New York State Prekindergarten Foundation for the Common Core. These comprehensive, multi-domain standards are currently aligned with state K-3 standards, state college and career ready standards, and the New York State Common Core Learning Standards. New York implemented a quality rating and improvement system (QRIS) in 2012, called QUALITYstarsNY. Although not required to participate in the QRIS, programs are encouraged to do so by the New York State Education Department, especially those in low-performing districts.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
9	28

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
12	20

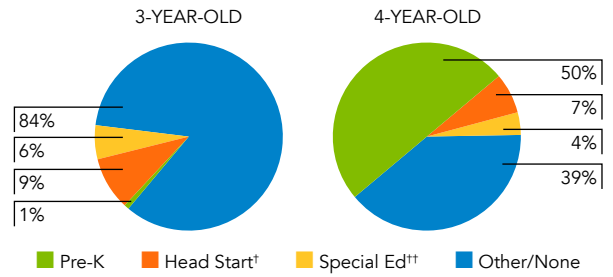
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
7	7

# NEW YORK STATE PREKINDERGARTEN PROGRAM

## ACCESS

Total state pre-K enrollment.....	120,069
School districts that offer state program.....	68%
Income requirement.....	No income requirement
Minimum hours of operation.....	2.5 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4.....	45,200
Federally funded Head Start enrollment, ages 3 and 4.....	42,355
State-funded Head Start enrollment, ages 3 and 4.....	0

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



† 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	NY PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD + 9 ECE credits + Level I Teaching Assistant Certification (public); HSD (nonpublic)	CDA or equivalent	<input type="checkbox"/>	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	175 hours/5 years (teachers only)	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (3-year-olds); 1:9 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Meals	Depends on length of program day <sup>a</sup>	At least one meal/day	<input type="checkbox"/>	<b>Discontinued</b>	—
Monitoring/Continuous quality improvement system	Structured classroom observations based on grant; Improvement plan	Site visits	<input type="checkbox"/>	<b>Structured classroom observation; program improvement plan</b>	<input type="checkbox"/>
			<b>7</b>		
				<b>7</b>	

## RESOURCES

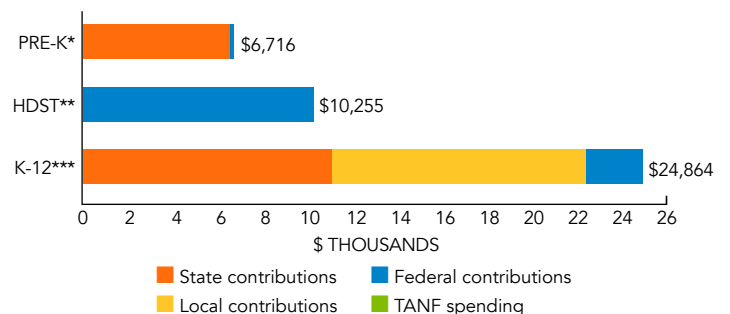
Total state pre-K spending.....	\$781,337,734
Local match required?.....	No
State Head Start spending.....	\$0
State spending per child enrolled.....	\$6,507
All reported spending per child enrolled*.....	\$6,716

\* 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.

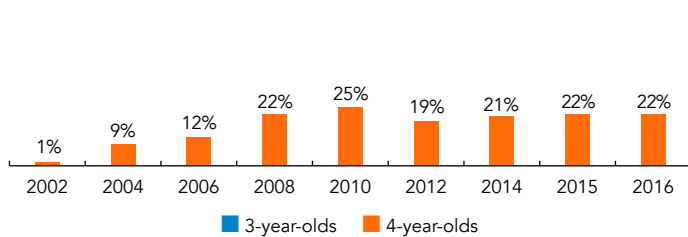
\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



# North Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



Since 2001, North Carolina has provided state-funded pre-kindergarten education, originally via the More at Four Pre-Kindergarten Program. During the 2011-2012 school year, administrative control of the program was relocated from the Department of Public Instruction to the Department of Health and Human Services and the program was renamed the North Carolina Pre-Kindergarten (NC Pre-K) Program. The NC Pre-K Program delivers a high-quality educational experience during the year prior to kindergarten entry, enrolling at-risk 4-year-olds from low-income families who have not participated in other early childhood programs.

The program currently serves 26,851 4-year-olds, approximately 22% of the 4-year-old population in North Carolina. Pre-K programs receiving funding are mandated to operate 6.5 hours per day for 36 weeks each year. Student eligibility for services generally consists of being from a household with income at or below 75% of the state median income. Yet up to 20% of children enrolled may have a household income above that threshold contingent on having one of five risk factors, such as a developmental delay or identified disability, a chronic health condition, or limited English proficiency. Not all eligible children are able to enroll in NC Pre-K as funding is limited. Waiting lists exist in counties where funding is not sufficient to serve all eligible children.

NC Pre-K classrooms are available statewide in privately licensed Head Start programs, childcare centers, and public schools. All programs must earn high-quality ratings under the state child-care licensing system to qualify for participation in NC Pre-K and the state's subsidy system. Program standards set for NC Pre-K must be met in both public and nonpublic settings.

North Carolina has a maximum class size of 18 for 4-year-olds and requires a staff-child ratio of 1:9. Lead teachers must have a bachelor's degree and a Birth-through-Kindergarten License. Classroom staff are required to use approved curricula and formative assessments that are aligned with the state's early learning standards. Staff conduct ongoing formative assessments to gather information about each child's growth and skill development, as well as to inform instruction. All formative assessments used by the NC Pre-K Program must be approved by the NC Child Care Commission, based on the assessment tool's ability to collect information on children's behaviors, development, skills, knowledge, strengths, needs, and interests across all domains of development.

Funding for the state pre-K program comes primarily from state general appropriations and North Carolina Education Lottery receipts, as well as from federal funds and a required contribution from local sources. In 2015-2016, approximately \$211 million of federal, state, and local funds supported the program. The majority of funding for NC Pre-K comes from the state, including \$78 million generated by the North Carolina Education Lottery.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
25	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
19	12

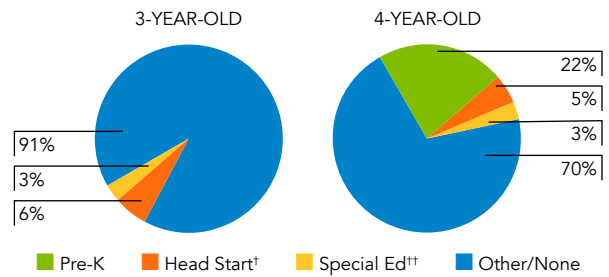
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
10	9

# NORTH CAROLINA PRE-KINDERGARTEN PROGRAM

## ACCESS

Total state pre-K enrollment.....	26,851
School districts that offer state program .....	100% (counties/parishes)
Income requirement .....	75% SMI
Minimum hours of operation.....	6.5 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4 .....	10,668
Federally funded Head Start enrollment, ages 3 and 4 .....	17,431
State-funded Head Start enrollment, ages 3 and 4.....	0

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



† 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	NC PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	80 hours/year (teachers only); PD plans (teachers only); coaching <sup>14, 16</sup>	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	18 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Lunch & either breakfast or snack	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Annual structured classroom observations; Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			<b>10</b>		
					<b>9</b>

## RESOURCES

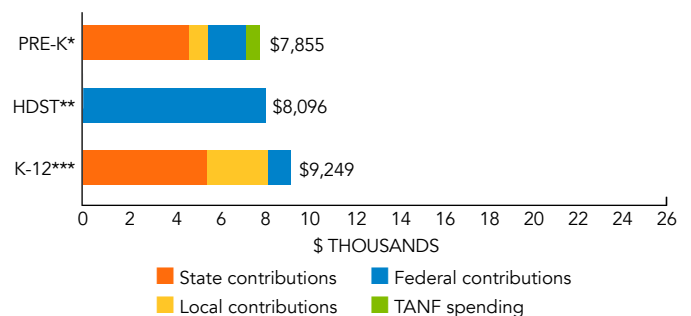
Total state pre-K spending .....	\$142,348,352
Local match required? .....	Yes
State Head Start spending .....	\$0
State spending per child enrolled .....	\$5,301
All reported spending per child enrolled* .....	\$7,855

\* 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.

SPENDING PER CHILD ENROLLED





# North Dakota

## NO PROGRAM

**N**orth Dakota's 64th Legislative Assembly provided \$3 million in state funds for pre-kindergarten during the 2016-2017 school year through the North Dakota Department of Commerce for early care and education programs and school districts serving low-income children.

The North Dakota Department of Public Instruction has multiple early childhood education initiatives, including two grant opportunities for educators and school districts. Pre-kindergarten, Head Start, and child care lead and assistant teachers can enhance their credentials at North Dakota state colleges and universities through Early Childhood Continuing Education Grants of up to \$3,000 every two years. Early Childhood Environment Grants provide up to \$10,000 to establish, support, or enhance new or expanded early childhood environments.

The North Dakota Pre-Kindergarten Content Standards, published in 2013, are voluntary and cover multiple domains including social-emotional development, language development, physical well-being and motor development, approaches toward learning, and cognitive and general knowledge. The standards were aligned with the state's kindergarten standards and the Head Start Child Outcomes Framework. The state sponsors professional development for early childhood professionals that is aligned with these standards.

North Dakota is part of a consortium with nine other states and three nationally recognized research partners that received a \$6.1 million Enhanced Assessment Grant from the U.S. Department of Education. The consortium's goal is to improve a state-of-the-art system for assessing young children's learning and provide parents, students, teachers, policymakers, and other early childhood stakeholders with a critical resource for generating clear information about children's learning and learning goals.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

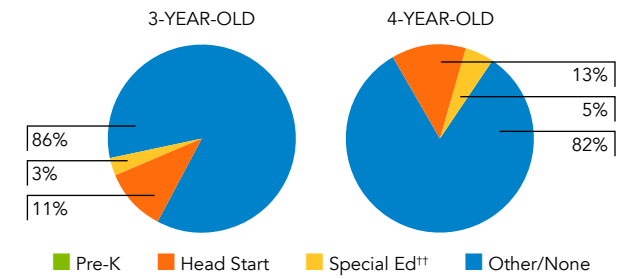
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
No Program	

## NORTH DAKOTA

### ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	1,187
Federally funded Head Start enrollment, ages 3 and 4 .....	2,521
State-funded Head Start enrollment, ages 3 and 4 .....	0

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



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

### QUALITY STANDARDS CHECKLIST

# NO PROGRAM

### RESOURCES

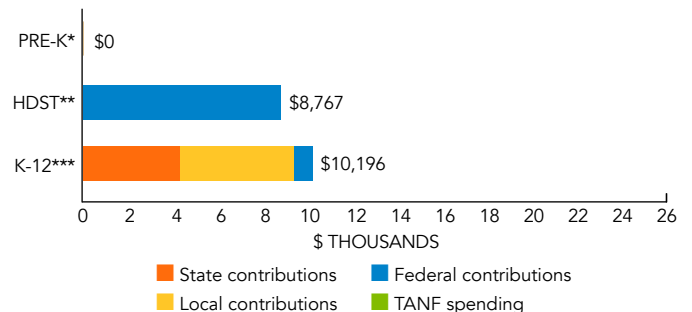
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

\* 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.

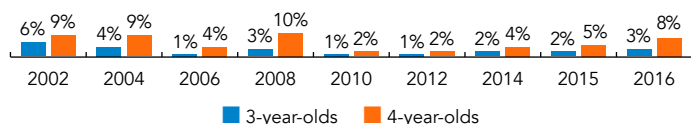
\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

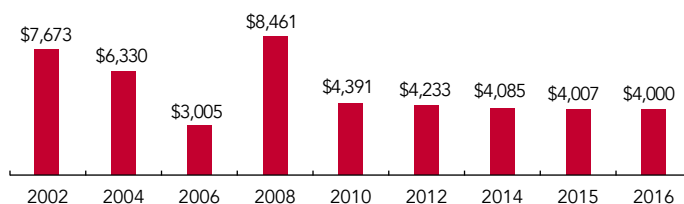


# Ohio

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



The Ohio Public Preschool Program (PSP) was officially established in 1990, after four years as a pilot program. Ohio's focus is on ensuring children have access to quality programs through public preschool and publicly funded child care. The state has worked to remove barriers to funding, so all types of programs have access to both public preschool and child care funds. This report focuses on the Ohio Department of Education's publicly funded preschool program, which does not include the publicly funded preschool programs in child care (where approximately 34,000 preschool-aged children are served in highly rated programs).

Ohio's child outcomes data show that children participating in the public preschool program perform better on the Kindergarten Readiness Assessment than demographically similar children not participating in the preschool programs. Ohio is operating its publicly funded programs under common program and child standards, so a significant number of preschool-aged children receive services through a combination of these preschool programs, which are required to be highly rated. Additionally, eligible providers expanded from school districts to include highly rated child care providers, charter schools, and chartered nonpublic schools. In the 2014-2015 school year, all eligible providers rated as high quality were able to apply for grants to implement the program.

The state added \$22 million to fund preschool in the 2013-2015 state budget biennium. This increased the number of funded children from 5,700 in 2012-2013 to 11,090 in 2014-2015. In 2015-2016, the state added \$15 million to the \$45 million already being invested in Early Childhood Education. This increased the number of funded children to 14,765 in 2015-2016. Ohio will disseminate another \$15 million increase in funding for the Early Childhood Education program in 2016-2017, enabling the state to serve a total of 18,440 preschool-aged children.

Through this program, sites have been monitored annually for quality via desk audits, internal monitoring materials, proposal of plans and documentation, along with annual licensing visits, classroom observations, and child assessments. Beginning in 2013-2014, Ohio began using its expanded tiered quality rating and improvement system as the monitoring system across all Ohio programs including public preschool and child care programs. Through this monitoring system, programs submit annual documentation of desk audits and program plans. Programs also receive on-site visits, including classroom observations every two to three years based on the rating level of the program. The ECE program has been evaluated for process quality using the ELLCO tool, with various stages completed in 2009, 2011, and 2012. Programs began participating in Ohio's tiered quality rating and improvement system during the 2013-2014 school year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
33	20

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
27	36

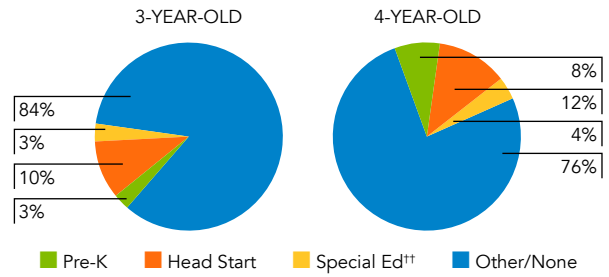
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
4	5

# OHIO EARLY CHILDHOOD EDUCATION

## ACCESS

Total state pre-K enrollment.....	14,765
School districts that offer state program .....	66%
Income requirement .....	200% FPL
Minimum hours of operation.....	2.5 hours/day
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4 .....	13,556
Federally funded Head Start enrollment, ages 3 and 4 .....	30,531
State-funded Head Start enrollment, ages 3 and 4.....	133

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



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

## QUALITY STANDARDS CHECKLIST

POLICY	OH PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	20 hours/2 years; PD plans	For teachers: At least 15 hours/year	<input type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	24 (3-year-olds); 28 (4-year-olds)	20 or lower	<input type="checkbox"/>	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:12 (3-year-olds); 1:14 (4-year-olds)	1:10 or better	<input type="checkbox"/>	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Depends on length of program day <sup>7</sup>	At least one meal/day	<input type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Annual structured classroom observations; Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			<b>4</b>		
				<b>5</b>	

## RESOURCES

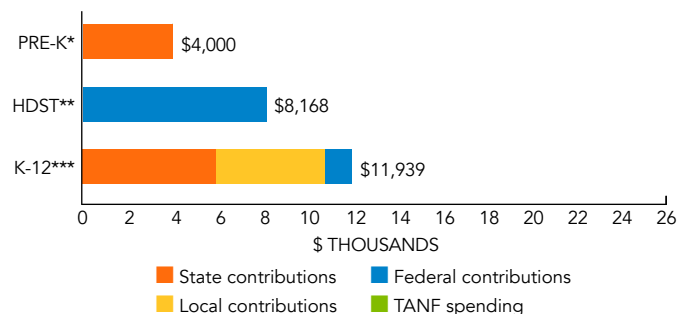
Total state pre-K spending .....	\$59,060,000
Local match required? .....	No
State Head Start spending .....	Not reported
State spending per child enrolled .....	\$4,000
All reported spending per child enrolled* .....	\$4,000

\* 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.

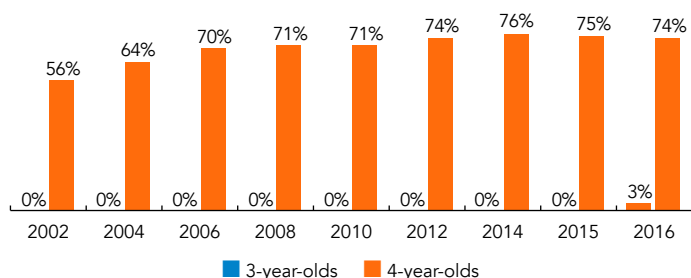
\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

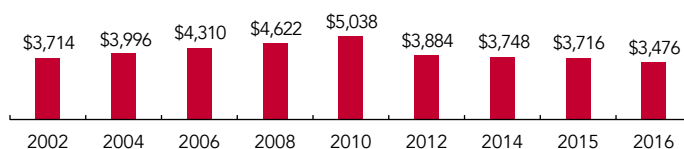


# Oklahoma

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



Oklahoma started its Early Childhood Four-Year-Old Program in 1980 with the intent of serving all 4-year-olds in the state. In 1990, the program received statewide funding for 4-year-olds eligible for the federal Head Start program, but local areas could choose to serve additional 4-year-olds through local funds or tuition. In 1998, Oklahoma became the second state in the nation to provide free preschool for all 4-year-olds, with 99% of school districts providing the program. Approximately 74% of the state's 4-year-olds are enrolled in the program. Most of these children (84% of enrollment) are in full-day programs. Schools can collaborate with other agencies and programs to provide extended-day services.

Through the state's school finance formula, public school districts receive funding for the Early Childhood Four-Year-Old Program. A per-pupil rate, calculated using the age of the child and the length of the program day, is used to repay districts. Oklahoma was hit hard by the 2008-2009 recession, and state tax revenue in recent years has only recently climbed back to levels seen in 2009. The Oklahoma legislature has increased the share of total tax funding revenue going to education, enabling spending per pupil to remain fairly steady in recent years.

Districts can support centers other than public schools by placing public school teachers in child-care centers, Head Start settings, and community-based programs. Children in these sites receive the same services as children in public school locations and are considered public school enrollees.

In 2016, Oklahoma adopted the Oklahoma Academic Standards, which created vertically aligned pre-K to 12th grade standards. The Oklahoma State Department of Education is providing continuous professional development and support to help districts successfully implement these standards to strengthen pre-K programs and provide effective instruction and learning beyond the early years. Oklahoma is investigating the use of an Early Learning Inventory, which will assess the strengths and needs of students at the beginning of kindergarten. Oklahoma plans to pilot the Early Learning Inventory during the 2017-2018 school year and implement it statewide over the next few years.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
3	18

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
31	15

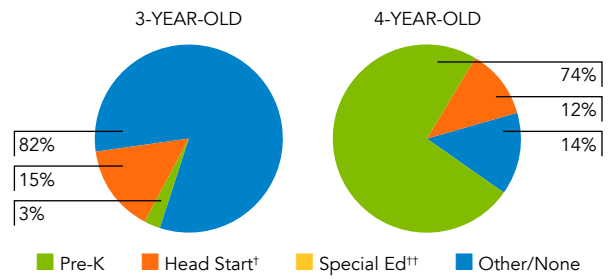
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
9	6

# OKLAHOMA EARLY CHILDHOOD FOUR-YEAR-OLD PROGRAM

## ACCESS

Total state pre-K enrollment.....	41,241
School districts that offer state program.....	99%
Income requirement.....	No income requirement
Minimum hours of operation.....	2.5 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4.....	4,438
Federally funded Head Start enrollment, ages 3 and 4.....	14,353
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

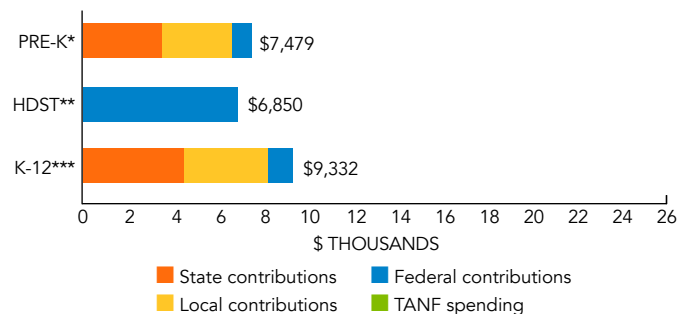
POLICY	OK PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA <sup>10</sup>	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE <sup>10</sup>	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD <sup>11</sup>	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	75 hours/5 years; coaching (new teachers only)	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, immunizations; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Lunch and/or breakfast <sup>4</sup>	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Site visits <sup>17</sup>	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<b>9</b>		
				<b>6</b>	

## RESOURCES

Total state pre-K spending.....	\$143,368,061
Local match required?.....	No
State Head Start spending.....	\$1,818,051
State spending per child enrolled.....	\$3,476
All reported spending per child enrolled*.....	\$7,479

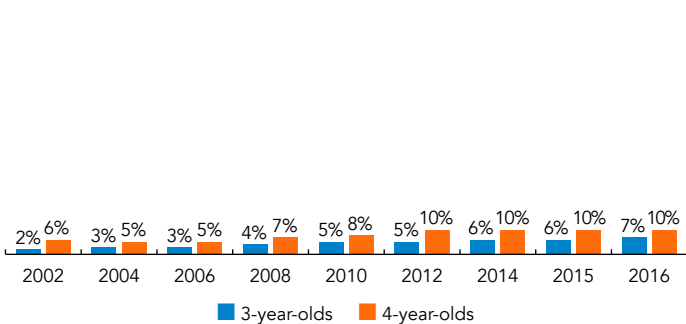
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 \*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



# Oregon

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



Established in 1987, the Oregon Head Start Prekindergarten (OHSP) program provides comprehensive child and family development services for 3- and 4-year-old children from low-income families. In 1992, a state-federal partnership was formalized between the Region X Office of Head Start and the Oregon Department of Education to support a collaborative Head Start and state prekindergarten system, which later expanded to serve additional Head Start-eligible children.

OHSP programs operate using federal and/or state funds. To provide state funding for the program, general fund dollars are allocated on a biennial basis by the state legislature. OHSP program funding is available to a number of organizations. Nonsectarian private and public organizations not receiving federal Head Start funding, including public schools, private agencies, community action agencies, government agencies, and colleges and universities, have been awarded competitive state prekindergarten funds. In 2015-2016, enrollment in OHSP programs increased slightly. Approximately 23% of OHSP children were served in public schools, and 77% of children were in Head Start settings. Programs ensure children receive services in inclusive settings, with almost 20% of enrolled students qualifying for and receiving special education services in regular classrooms. Federal Head Start Performance Standards must be followed, and all programs must meet monitoring requirements.

In 2012, Oregon adopted the Head Start Child Development Early Learning Framework (now the Head Start Early Learning Outcomes Framework), which is currently being aligned with Common Core State Standards for K-12. The Oregon Department of Education implemented Teaching Strategies GOLD as the primary developmental assessment tool, requiring its use by all State Head Start Prekindergarten programs beginning July 2012. No formal evaluation has been conducted of the Oregon Head Start Prekindergarten program to date. Program quality is monitored by the Early Learning Division of the Oregon Department of Education through ongoing communication with grantees and the Regional Office of Head Start. Evaluations are conducted on site for every grantee every three years, either through the Oregon Department of Education and/or the Office of Head Start, though additional site visits are conducted as needed. Regardless of funding source, all children enrolled in the OHSP programs receive unique identifier numbers so that children's developmental progress can be followed as they enter the K-12 system.

In addition, beginning in fall 2016, Oregon began an additional state-funded preschool program called Preschool Promise. This program was created via new legislation and funding to develop and implement a mixed-delivery preschool program for children from families with income up to 200% of federal poverty level guidelines. The mixed-delivery model recognizes that high-quality learning experiences can take place in a wide variety of settings, and families should be able to choose the setting that works best for them and their children. In the first year of implementation, the program plans to serve more than 1,200 children in four to six communities.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
31	13

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
3	6

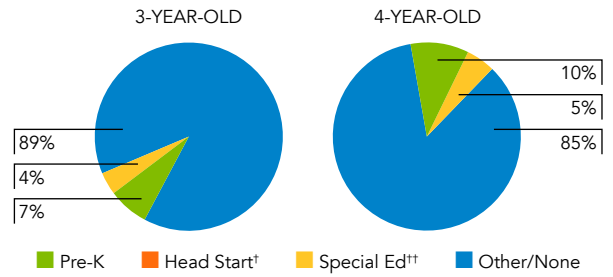
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
9	7

# OREGON HEAD START PREKINDERGARTEN

## ACCESS

Total state pre-K enrollment.....	7,840
School districts that offer state program .....	100% (counties/parishes)
Income requirement .....	100% FPL
Minimum hours of operation.....	3.5 hours/day
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4 .....	6,718
Federally funded Head Start enrollment, ages 3 and 4 .....	6,354
State-funded Head Start enrollment, ages 3 and 4.....	7,840

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



† 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

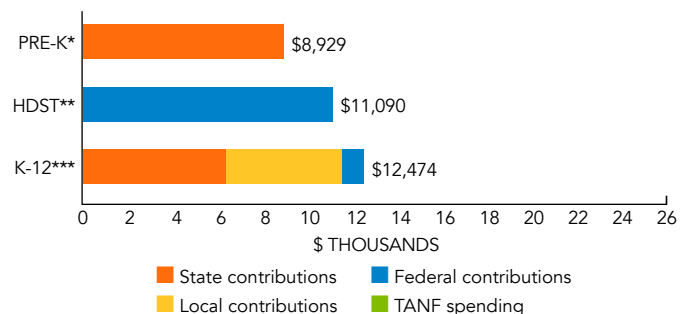
POLICY	OR PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	New in 2015-2016	—	Approval process & supports	<input type="checkbox"/>
Teacher degree	AA <sup>8</sup>	BA	<input type="checkbox"/>	BA	<input type="checkbox"/>
Teacher specialized training	ECE <sup>8</sup>	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	17 (3-year-olds); 20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	2:17 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Breakfast, lunch, snack	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/ Continuous quality improvement system	Annual structured classroom observations; Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			9		
				7	

## RESOURCES

Total state pre-K spending .....	\$69,999,910
Local match required? .....	No
State Head Start spending .....	\$69,999,910
State spending per child enrolled .....	\$8,929
All reported spending per child enrolled* .....	\$8,929

\* 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.

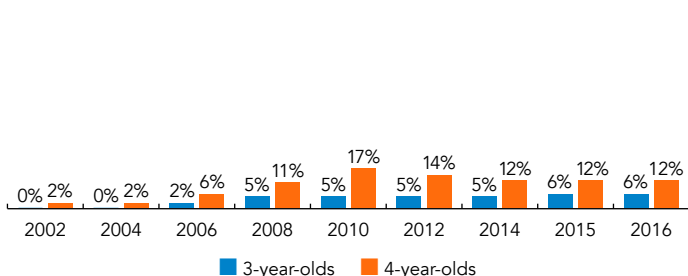
SPENDING PER CHILD ENROLLED



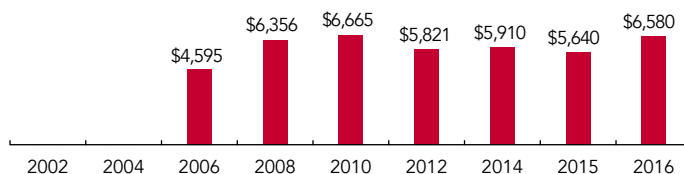


# Pennsylvania

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2016 DOLLARS)



The Commonwealth of Pennsylvania (PA) currently serves pre-kindergarten-age children via four different pre-kindergarten programs: The Pennsylvania Four-Year-Old Kindergarten and School-based Prekindergarten programs (K4/SBPK), the Ready to Learn (RTL) Block Grant (known prior to the 2014-2015 school year as the Accountability Block Grant Program), the Pennsylvania Head Start Supplemental Assistance Program (PAHSSAP), and the Pennsylvania Pre-K Counts Program (PAPKC). The PA Department of Education provides oversight for each of these programs. Policy for the PAPKC and PAHSSAP is developed by the Department of Education, but the Office of Child Development and Early Learning (OCDEL, an office jointly accountable to the Departments of Education and Human Services) administers and monitors these programs.

The prekindergarten programs in PA with the most longevity are the K4/SBPK programs, which are funded through the state's general fund. Funds are available to districts wishing to offer these programs, and in the 2015-2016 school year, just over 18% of school districts offered pre-K through the K4/SBPK program. Many of the policy decisions for this program are decentralized to individual school districts at the local level.

During the 2004-2005 school year, Pennsylvania authorized its second prekindergarten program, the Education Accountability Block Grant, now called the Ready to Learn Block Grant. RTL is funded through a state aid formula, with 75% of funds targeted to serving children who have not achieved proficiency on the PA System for School Assessment test. School districts can opt to offer this pre-K program or choose from a list of other approved services. In the 2015-2016 school year, the state budget impasse significantly delayed the release of the Ready to Learn applications; therefore, funds were provided to districts without the annual reporting requirements and hence no specific program data is available for the 2015-2016 school year. Funding and enrollment data from the 2016-2017 school year were used to complete this year's survey.

The PAHSSAP was also created during the 2004-2005 school year, with an original investment of \$15 million. The PAHSSAP provides extended-day services for federally funded Head Start children, as well as additional slots in Head Start programs. All programs are required to meet the federal Head Start Performance Standards. After a state budget impasse, \$4.8 million in expansion funding which included a COLA increase was awarded in 2015-2016.

The PAPKC Program was created in the 2007-2008 school year, with the intention of further expanding access within the commonwealth to high-quality pre-kindergarten programs. PAPKC serves children who are income-eligible at 300% FPL, though districts have the option to set lower income thresholds. PAPKC programs can also serve children up to two years before their locally determined kindergarten entry age, though individual programs have the flexibility to make decisions based on local demand.

PAPKC funds are awarded on a competitive basis every five years, with the most recent re-bidding occurring in 2013. Programs from a variety of auspices (e.g., Head Start, child care, private academic schools and school districts) can apply for PAPKC funding. In 2014, the legislature awarded additional funds to expand PAPKC slots. In the 2015-2016 school year, PAPKC received expansion funding but not until after a significant budget impasse. Programs' expansion funds were 25% of their awarded amount for the 2015-2016 school year, however expansion programming did not begin until after January 2016. In the 2015-2016 school year, changes in non-regulatory guidance updates included a meal requirement for part-day programs and the inclusion of comprehensive (developmental, behavioral, vision, hearing, and health) screenings and referrals, if necessary. In 2016-2017, policies on inclusion and expulsion will be released.

Fiscal monitoring is required of each grantee in all four programs and is conducted by the state. For the HSSAP and PAPKC programs, onsite monitoring is conducted annually by program specialists. Additionally, PAHSSAP programs are required to use either CLASS, ECERS, or another locally selected tool to annually conduct structured observations of classroom quality, and PAPKC programs are required to have an ECERS assessment annually. In the 2016-2017 school year, the ECERS-3 will be implemented. In addition, PAPKC and PAHSSAP programs are required to regularly input program and child assessment data into the statewide data system. Outcomes from ongoing child assessment are collected twice annually, using a tool approved by OCDEL.

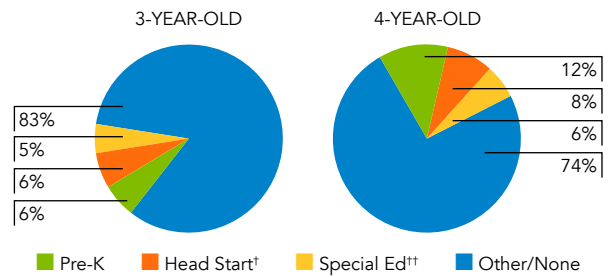
The first two pages of this state profile provide data on the commonwealth's commitment and contributions to serving children in state-funded pre-K programs, including state expenditures and enrollment data, aggregated across the four programs. The subsequent pages provide disaggregated data for each individual program.

# PENNSYLVANIA STATE OVERVIEW

## ACCESS

Total state pre-K enrollment.....	26,803
Special education enrollment, ages 3 and 4 .....	21,441
Federally funded Head Start enrollment, ages 3 and 4 .....	25,059
State-funded Head Start enrollment, ages 3 and 4.....	5,187

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

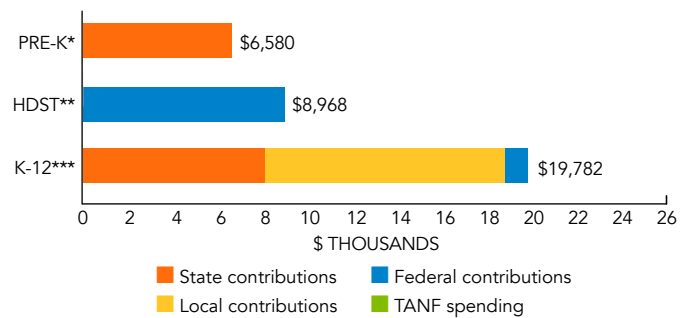


† Some Head Start children may also be counted in state pre-K.  
 \*\* Estimates children in special education not also enrolled in state pre-K or Head Start.

## RESOURCES

Total state pre-K spending .....	\$176,357,841
State Head Start spending .....	\$43,517,672
State spending per child enrolled .....	\$6,580
All reported spending per child enrolled* .....	\$6,580

SPENDING PER CHILD ENROLLED



\* 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.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
30	15

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
11	23

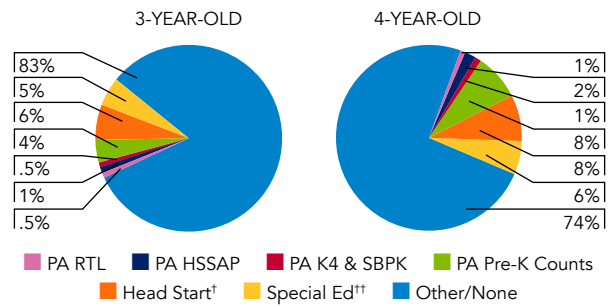
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
8.2	6.1

# PENNSYLVANIA READY TO LEARN BLOCK GRANT

## ACCESS

Total state pre-K enrollment.....	2,050
School districts that offer state program.....	4%
Income requirement.....	No income requirement <sup>†</sup>
Minimum hours of operation.....	2.5 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4.....	21,441
Federally funded Head Start enrollment, ages 3 and 4.....	25,059

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



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

## QUALITY STANDARDS CHECKLIST

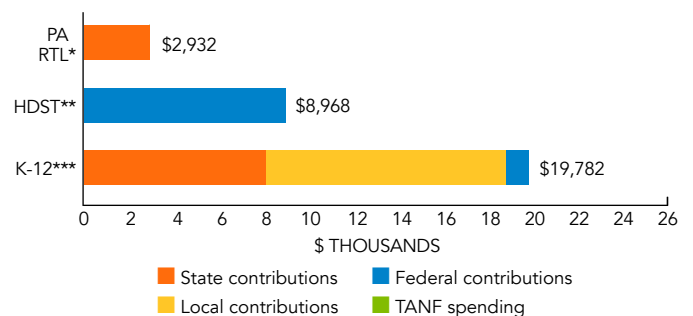
POLICY	PA RTL REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input type="checkbox"/>
Curriculum supports	Approval process	New in 2015-2016	—	<b>Approval process &amp; supports</b>	<input type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic)	BA	<input type="checkbox"/>	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	PK-4, B-3	Specializing in pre-K	<input checked="" type="checkbox"/>	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	Meets NCLB requirements <sup>6</sup>	CDA or equivalent	<input type="checkbox"/>	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	180 hours/5 years (teachers only); PD plans (public teachers only); coaching (new public teachers)	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Determined locally	Vision, hearing, health & at least one support service	<input type="checkbox"/>	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Meals	None	At least one meal/day	<input type="checkbox"/>	<b>Discontinued</b>	—
Monitoring/Continuous quality improvement system	Other monitoring	Site visits	<input type="checkbox"/>	<b>Structured classroom observation; program improvement plan</b>	<input type="checkbox"/>
			<b>5</b>		
					<b>3</b>

## RESOURCES

Total state pre-K spending.....	\$6,010,765
Local match required?.....	No
State spending per child enrolled.....	\$2,932
All reported spending per child enrolled*.....	\$2,932

\* 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.

SPENDING PER CHILD ENROLLED

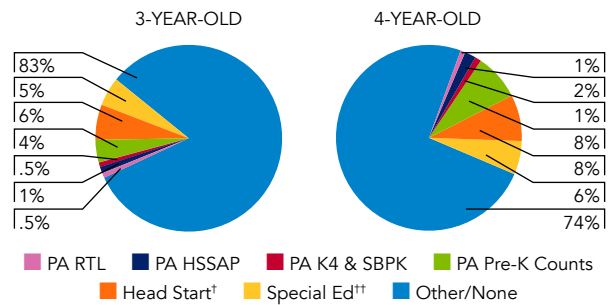


# PENNSYLVANIA HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM

## ACCESS

Total state pre-K enrollment.....	5,650
School districts that offer state program .....	26%
Income requirement .....	100% FPL
Minimum hours of operation.....	3.5 hours/day
Operating schedule.....	Determined locally
Special education enrollment, ages 3 and 4 .....	21,441
Federally funded Head Start enrollment, ages 3 and 4 .....	25,059

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



PA RTL PA HSSAP PA K4 & SBPK PA Pre-K Counts  
 Head Start<sup>†</sup> Special Ed<sup>††</sup> Other/None  
<sup>†</sup> Some Head Start children may also be counted in state pre-K.  
<sup>††</sup> Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

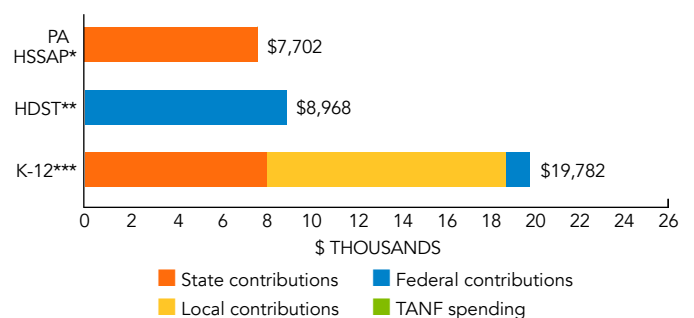
POLICY	PA HSSAP REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	New in 2015-2016	—	Approval process & supports	<input type="checkbox"/>
Teacher degree	AA <sup>5</sup>	BA	<input type="checkbox"/>	BA	<input type="checkbox"/>
Teacher specialized training	PK-4, B-3	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA <sup>5</sup>	CDA or equivalent	<input checked="" type="checkbox"/>	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Lunch & either breakfast or snack	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Annual structured classroom observations in randomly selected classrooms; Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<b>9</b>		
					<b>6</b>

## RESOURCES

Total state pre-K spending .....	\$43,517,672
Local match required? .....	No
State spending per child enrolled .....	\$7,702
All reported spending per child enrolled* .....	\$7,702

\* 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.

SPENDING PER CHILD ENROLLED

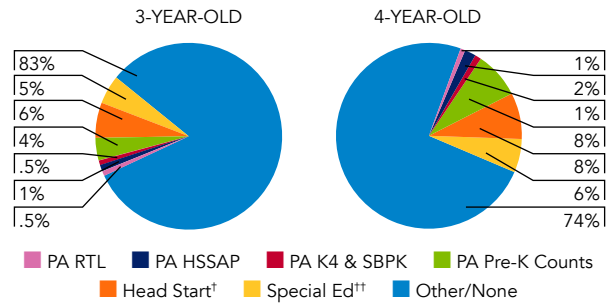


# PENNSYLVANIA KINDERGARTEN FOR FOUR-YEAR-OLDS AND SCHOOL-BASED PRE-K

## ACCESS

Total state pre-K enrollment.....	1,988 <sup>1</sup>
School districts that offer state program .....	18%
Income requirement .....	No income requirement
Minimum hours of operation.....	2.5 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4 .....	21,411
Federally funded Head Start enrollment, ages 3 and 4 .....	25,059

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



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

## QUALITY STANDARDS CHECKLIST

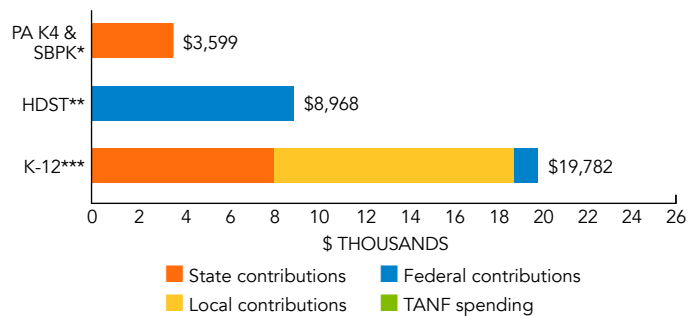
POLICY	PA K4 & SBPK REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	Approval process	New in 2015-2016	—	Approval process & supports	<input type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	PK-4, K-6 (public); PK-4, B-3 (nonpublic)	Specializing in pre-K	<input type="checkbox"/>	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	None (K4); Meets NCLB requirements (SBPK) <sup>§</sup>	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	180 hours/5 years (SBPK public teachers only); coaching (new teachers)	For teachers: At least 15 hours/year	<input type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	SBPK: 20 (3- & 4-year-olds); K4: No limit	20 or lower	<input type="checkbox"/>	20 or lower	<input type="checkbox"/>
Staff-child ratio	SBPK: 1:10 (3- & 4-year-olds); K4: No limit	1:10 or better	<input type="checkbox"/>	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing, health & at least one support service	<input type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	None	At least one meal/day	<input type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	None	Site visits	<input type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<input type="checkbox"/> 2		
				<input type="checkbox"/> 2	

## RESOURCES

Total state pre-K spending .....	\$7,155,172
Local match required? .....	No
State spending per child enrolled .....	\$3,599
All reported spending per child enrolled* .....	\$3,599

\* 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.

SPENDING PER CHILD ENROLLED

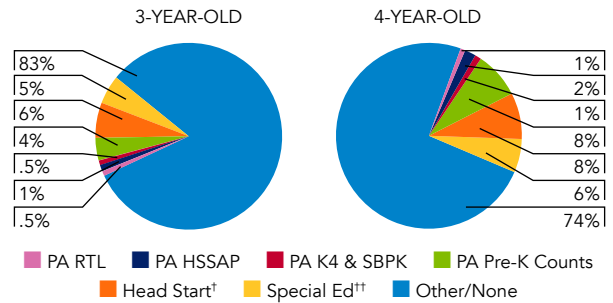


# PENNSYLVANIA PRE-K COUNTS

## ACCESS

Total state pre-K enrollment.....	17,115
School districts that offer state program .....	90%
Income requirement .....	300% FPL
Minimum hours of operation.....	2.5 hours/day; 5 days/week
Operating schedule.....	180 days/year
Special education enrollment, ages 3 and 4 .....	21,441
Federally funded Head Start enrollment, ages 3 and 4 .....	25,059

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

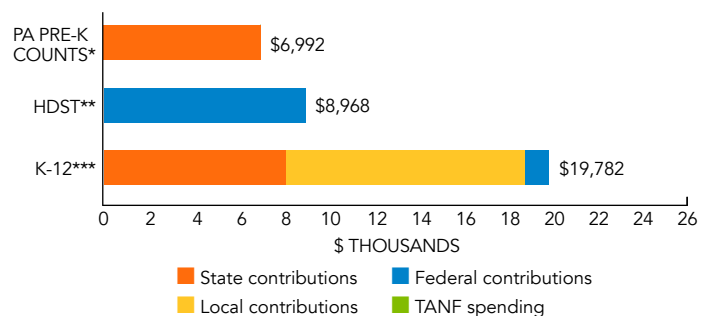
POLICY	PA PKC REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	PK-4, B-3	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Meets NCLB requirements <sup>11</sup>	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	180 hours/5 years (teachers only); coaching (new teachers)	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	At least one meal/day	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Annual structured classroom observations in randomly selected classrooms; Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<b>9</b>		
				<b>7</b>	

## RESOURCES

Total state pre-K spending .....	\$119,674,232
Local match required? .....	No
State spending per child enrolled .....	\$6,992
All reported spending per child enrolled* .....	\$6,992

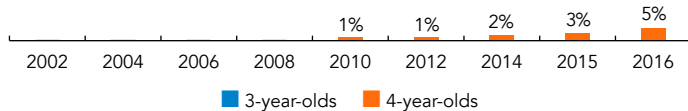
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 \*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

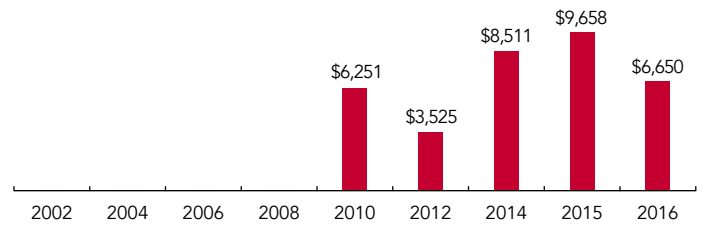


# Rhode Island

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



The Rhode Island State Pre-Kindergarten Program began in the fall of 2009 and is offered through public schools, Head Start programs, and private child care. These agencies can apply for competitive grants to provide the pre-K program. All children who turn 4 years old on or before September 1st and are living in participating communities are eligible for the program, but enrollment is determined through a lottery.

The Rhode Island Education Aid Foundation Formula, the state’s school funding formula, provides funding for the Rhode Island State Pre-Kindergarten Program. Using a phased-in approach, \$10 million will be invested over 10 years to expand access to high-quality pre-K, beginning with communities with a high proportion of children eligible for free and reduced-price lunch. The goal is that pre-K expansion will create high-quality learning programs, improve access for the students who need it the most, and assure a smooth transition between early childhood and K–12. Rhode Island Department of Education plans to expand access from 17 classrooms and 306 children in 2014-2015 to 60 classrooms and 1,080 children in 2017-2018. The Rhode Island General Assembly increased the investment in the Rhode Island State Pre-Kindergarten Program by \$1 million for the 2015-2016 school year.

Additionally, in 2014, Rhode Island was awarded a competitive federal Preschool Development Grant (PDG) for \$2.3 million to expand access to its high-quality pre-K program. PDG funding is being used to expand access in high-need communities and to improve program monitoring, evaluation, and technical assistance. As a result of PDG, enrollment in the pre-K program nearly doubled between the 2014-2015 and 2015-2016 school years.

Teachers in the program must have a bachelor’s degree with an early childhood teaching certificate. The Rhode Island Department of Elementary and Secondary Education provides training and technical assistance through a vendor to all staff on an ongoing basis. The Rhode Island Pre-Kindergarten Program has been assessed for both process quality and program impact/child outcomes, including classroom quality and child outcomes in literacy, arithmetic, and social-emotional development. A new evaluation of the program is also being planned which will gauge child outcomes and overarching classroom quality and include an analysis of long-term costs. The Rhode Island Department of Human Services provides state funding to supplement the federal Head Start program to create additional slots for children.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
36	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
10	3

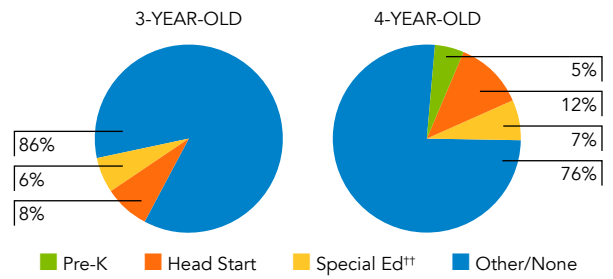
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
10	10

# RHODE ISLAND STATE PREKINDERGARTEN PROGRAM

## ACCESS

Total state pre-K enrollment ..... 594  
 School districts that offer state program ..... 23% (towns/communities)  
 Income requirement ..... No income requirement  
 Minimum hours of operation ..... 6 hours/day; 5 days/week  
 Operating schedule ..... School or academic year  
 Special education enrollment, ages 3 and 4 ..... 1,794  
 Federally funded Head Start enrollment, ages 3 and 4 ..... 2,022  
 State-funded Head Start enrollment, ages 3 and 4 ..... 122

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



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

## QUALITY STANDARDS CHECKLIST

POLICY	RI PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD + 12 ECE/CD credits	CDA or equivalent	<input checked="" type="checkbox"/>	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	20 hours/year; PD plans; coaching	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	18 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Lunch, snack	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Annual structured classroom observations; Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			<b>10</b>		
				<b>10</b>	

## RESOURCES

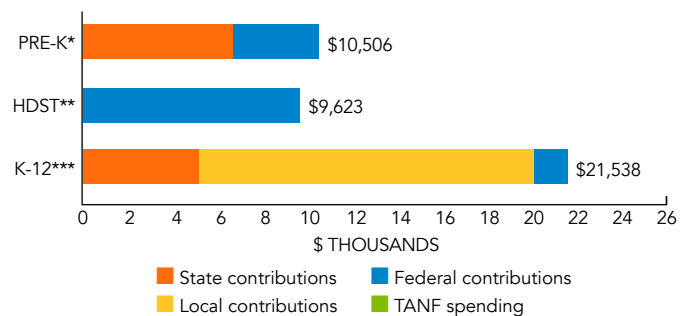
Total state pre-K spending ..... \$3,950,000  
 Local match required? ..... No  
 State Head Start spending ..... \$800,000  
 State spending per child enrolled ..... \$6,650  
 All reported spending per child enrolled\* ..... \$10,506

\* 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.

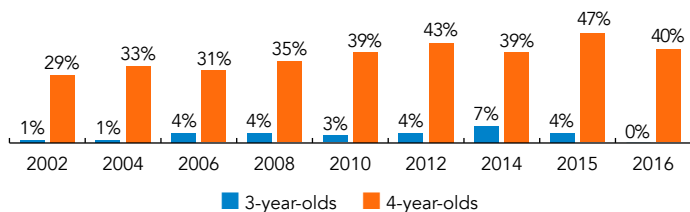
SPENDING PER CHILD ENROLLED



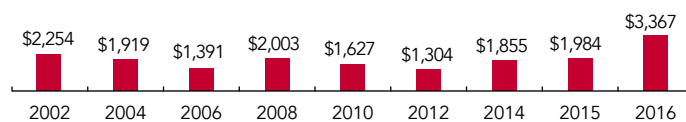


# South Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2016 DOLLARS)



South Carolina has two state-funded preschool programs administered by the state’s recently created Office of Early Learning and Literacy (OELL), housed within the South Carolina Department of Education (SCDOE) and the Office of South Carolina First Steps to School Readiness (First Steps). School districts are required to offer at least one part-day pre-K program and there has been a recent shift toward serving more children in full-day programs.

The EIA Child Development Program (also called 4K) was initiated in 1984 by the South Carolina Education Improvement Act. The 26% of school districts that provide EIA 4K services set their own eligibility criteria from a state-specified list of risk factors that includes low parent education, history of foster care, homelessness, teen parents, and low income. State funding for districts offering half-day EIA 4K is allocated to districts by the OELL and is based on the number of kindergarteners qualified for free or reduced-price lunch in each district. All of the 10,599 children who attended EIA 4K in 2015-2016 attended programs located in public schools. Three school districts previously funded for only half-day EIA 4K programs, began to provide full-day services in 2015-2016 through the Child Development Education Program (CDEP).

The Child Development Education Program (CDEP), the state’s second early education initiative, was codified with the approval of the Read to Succeed legislation in June 2014 with passage of Act 284. CDEP is, therefore, no longer considered to be a pilot and its name reflects this change. CDEP was established in 2006, as a result of Abbeville County School District v. South Carolina. The court ordered the state to provide funding for school-day preschool in the counties named in the lawsuit if they opted to participate.

Children who qualify for free or reduced-price lunch, those receiving Medicaid, or those with a documented developmental delay were eligible to participate in CDEP. In 2015-2016, the program was expanded to include 31 additional classrooms, with 74% of the 82 school districts providing CDEP. CDEP is administered by the OELL in public schools; for children who are enrolled in private child-care centers, CDEP is administered by First Steps. The Read to Succeed legislation requires that all pre-K students be given a readiness assessment. In 2015-2016, programs were able to choose from a list of three approved formative assessments.

OELL staff provide technical assistance to CDEP district coordinators, directors, and teachers through email, phone correspondence, and requisite onsite monitoring visits to the public school-based classrooms. Monitoring visits include an evaluation based on the ELLCO (Early Language and Literacy Classroom Observation) checklist and a fidelity verification measuring the curriculum being implemented. Feedback is provided to the district coordinators and to the teachers for quality improvements.

First Steps Regional Coordinators make both announced and unannounced monitoring and technical assistance visits to funded CDEP classrooms in private child-care centers throughout the school year. These technical assistance visits may include unannounced evaluative monitoring using an ERS Assessment appropriate to measure the curricular fidelity. Deficiencies noted during monitoring visits will be reviewed with the program administrator and shall form the basis of a Programmatic Improvement and Technical Assistance Plan. In 2016-2017, additional staff were hired to support monitoring and TA for the EIA 4K classrooms.

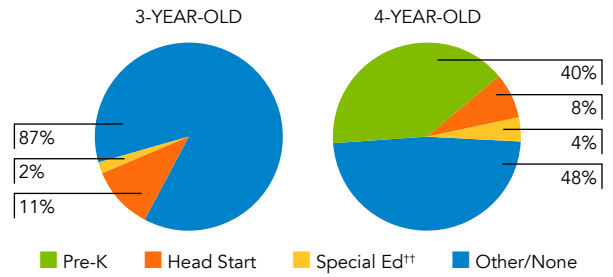
South Carolina’s general contribution and commitment to state-funded prekindergarten, including state expenditure and enrollment for both EIA 4K and CDEP, are summarized in the first two pages of the state profile. The EIA 4K program is the focus of the third page, and the fourth page covers CDEP.

## SOUTH CAROLINA STATE OVERVIEW

### ACCESS

Total state pre-K enrollment.....	23,536
Special education enrollment, ages 3 and 4 .....	4,901
Federally funded Head Start enrollment, ages 3 and 4 .....	10,651
State-funded Head Start enrollment, ages 3 and 4.....	0

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

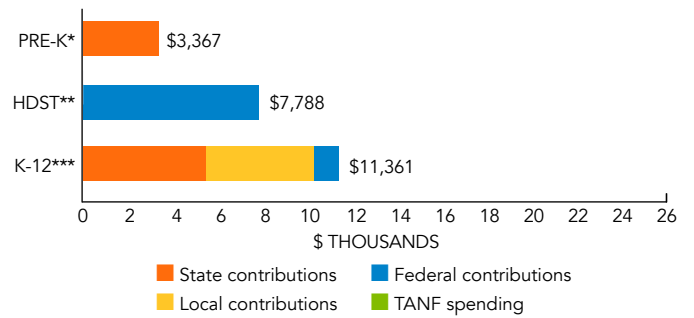


\*\* Estimates children in special education not also enrolled in state pre-K or Head Start.

### RESOURCES

Total state pre-K spending .....	\$79,248,973
State Head Start spending .....	\$0
State spending per child enrolled .....	\$3,367
All reported spending per child enrolled* .....	\$3,367

SPENDING PER CHILD ENROLLED



\* 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.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
12	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
35	41

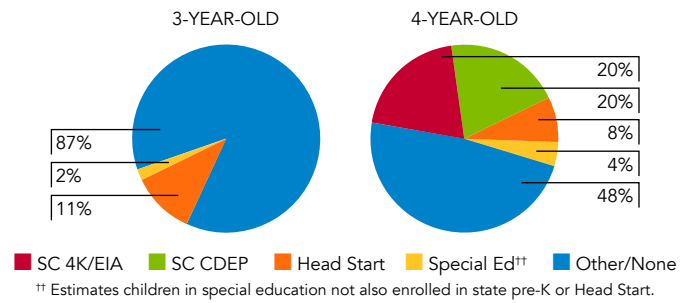
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
6	4.5

## SOUTH CAROLINA EIA CHILD DEVELOPMENT PROGRAM (4K)

### ACCESS

Total state pre-K enrollment.....	11,530 <sup>2</sup>
School districts that offer state program.....	26% <sup>1</sup>
Income requirement.....	185% FPL
Minimum hours of operation.....	2.5 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4.....	4,901
Federally funded Head Start enrollment, ages 3 and 4.....	10,651

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



### QUALITY STANDARDS CHECKLIST

POLICY	SC 4K/EIA REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	P-2	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	6 credit hours/5 years (teachers only)	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Immunizations; Developmental <sup>14</sup>	Vision, hearing, health & at least one support service	<input type="checkbox"/>	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Meals	Snack	At least one meal/day	<input type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Structured classroom observations in low performing & randomly selected classrooms (less than once/year); Improvement plan	Site visits	<input type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<b>6</b>		
				<b>5</b>	

### RESOURCES

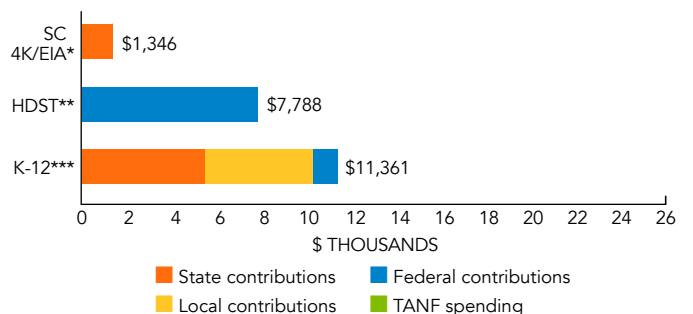
Total state pre-K spending.....	\$15,513,846 <sup>7</sup>
Local match required?.....	No
State spending per child enrolled.....	\$1,346
All reported spending per child enrolled*.....	\$1,346

\* 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.

SPENDING PER CHILD ENROLLED

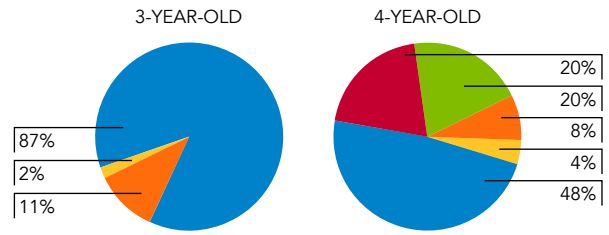


# SOUTH CAROLINA CHILD DEVELOPMENT EDUCATION PROGRAM (CDEP)

## ACCESS

Total state pre-K enrollment.....	12,006
School districts that offer state program .....	74%
Income requirement .....	185% FPL
Minimum hours of operation.....	6.5 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4 .....	4,901
Federally funded Head Start enrollment, ages 3 and 4 .....	10,651

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



■ SC 4K/EIA ■ SC CDEP ■ Head Start† ■ Special Ed\*\* ■ Other/None  
 † 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

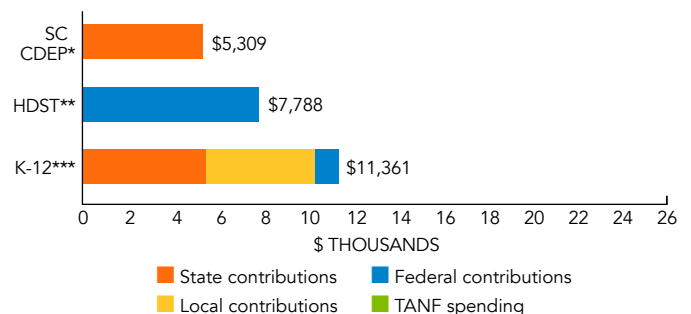
POLICY	SC CDEP REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, culturally sensitive <sup>8</sup>	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); Working towards AA (nonpublic)	BA	<input type="checkbox"/>	BA	<input type="checkbox"/>
Teacher specialized training	ECE (public); EDE, CD (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD <sup>10</sup>	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours/year; PD plans	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Immunizations; Developmental; Support services <sup>6</sup>	Vision, hearing, health & at least one support service	<input type="checkbox"/>	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Meals	Lunch	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Structured classroom observations in new classrooms (less than once/year); Improvement plan	Site visits	<input type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			6		
				4	

## RESOURCES

Total state pre-K spending .....	\$63,735,127
Local match required? .....	No
State spending per child enrolled .....	\$5,309
All reported spending per child enrolled* .....	\$5,309

\* 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.

SPENDING PER CHILD ENROLLED



# South Dakota

## NO PROGRAM

South Dakota currently does not have a state-funded preschool program, as defined by this report; but the state does support early childhood education in several ways. In 2011, the South Dakota Bright Start Initiative began providing services to Native American children. The program focuses on infant brain development as well as early childhood development. The Head Start State Collaboration Office, within the Department of Education, oversees the early childhood special education and Birth to Three early intervention programs. The Division of Child Care Services within the Department of Social Services oversees licensing early childhood programs and administers direct child-care assistance payments to low-income families.

The South Dakota Early Learning Guidelines are used in all settings that serve children from birth to 5 years old and cover multiple domains including: health and physical development, creative arts, language and literacy, social studies, social-emotional development and approaches toward learning, mathematics, and science. The Guidelines are aligned with the South Dakota Content Standards for Kindergarten, which are part of the K-12 State Standards incorporating the Common Core State Standards for English language arts and mathematics. The University of South Dakota collaborated with the Head Start State Collaboration office and multiple other stakeholders to develop the guidelines.

Legislation to fund state preschool was recently introduced into the South Dakota legislature.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

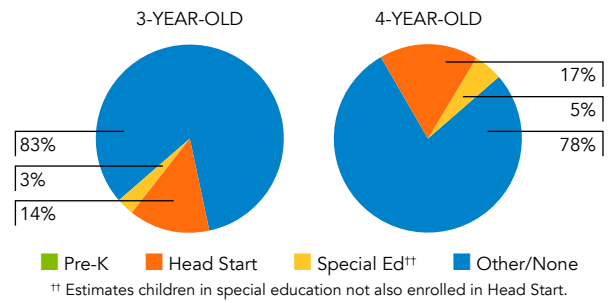
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
No Program	

## SOUTH DAKOTA

### ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	1,488
Federally funded Head Start enrollment, ages 3 and 4 .....	3,740
State-funded Head Start enrollment, ages 3 and 4 .....	0

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



### QUALITY STANDARDS CHECKLIST

# NO PROGRAM

### RESOURCES

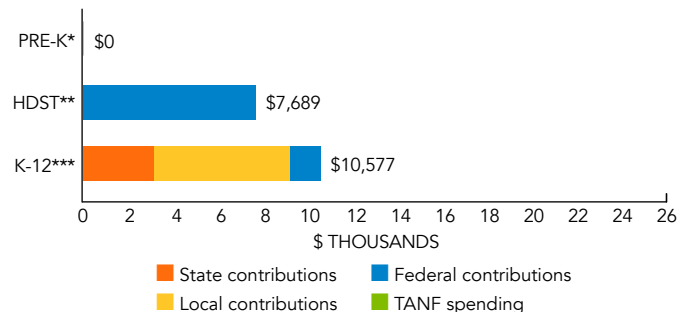
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

\* 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.

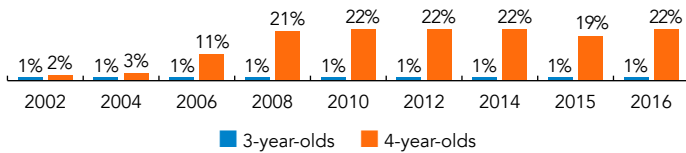
\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

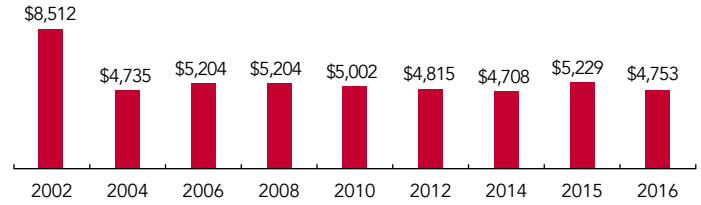


# Tennessee

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



Building upon the 1998 Early Childhood Education Pilot Project, Tennessee Voluntary Pre-K (VPK) was launched in 2005. Since 2012, almost every district has offered at least one full-day VPK classroom where low-income, homeless, or children in foster care receive priority for enrollment. The second tier for priority includes students with an IEP and English Language Learners. VPK enrollment leveled off between 2008 and 2015 but in 2016 approximately 18,116 at-risk children were served, an increase of almost 2,000 children from the previous school year.

The Tennessee State Department of Education, Division of Early Learning and Literacy has administrative authority over VPK. Only local education agencies are eligible to apply for state-funded VPK grants through a competitive process. Districts may, however, contract with private child care agencies, Head Start agencies, institutions of higher education, public housing authorities, and any three-star QRIS rated program in a community-based or private child-serving agency. Programs contracted to provide VPK services must operate within the jurisdiction of the school district.

Since its inception, VPK has relied on numerous funding sources, including general education revenue and, in the past, lottery revenue and federal TANF funds. State funds for the VPK program have been mostly level since the 2014 school year. Federal Head Start, IDEA, Title I, and other funds are used to provide the required 25% local match. Districts have used the same funding, \$117,490 per classroom, to operate VPK for the past three years. In 2014, Tennessee was awarded a competitive federal Preschool Development Grant for \$17.5 million, to expand pre-K enrollment in Nashville and Shelby County. PDG funds supported 1,648 children in new slots and 3,010 in improved slots in VPK classrooms. There were additional children served through PDG funds in other programs, however the exact number is unknown.

During the 2014-2015 school year, the Peabody Research Institute (PRI) at Vanderbilt University was involved in the fifth year of an ongoing external evaluation on the effectiveness of the VPK program. The study reported statistically significant cognitive and social-emotional gains for VPK participants during the pre-K year and a significant reduction in kindergarten retention for participants. However, the gains appeared to gradually dissipate and turned significantly negative in some subtests (favoring the controls), by third grade. PRI reports that the quality of pre-K programs across the state is inconsistent, and in some cases below expectations, based on ECERS classroom observations. ECERS data collected by PRI on a statewide sample shows the average ECERS score is about 4 with the Activities subscale at 3 (on a 7-point scale). Only a very small fraction of classrooms scored 5 or higher (the threshold for a rating of "good") overall. PRI has received additional funding to continue to follow a portion of the children through their 7th grade year (2018-2019).

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
26	26

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
22	19

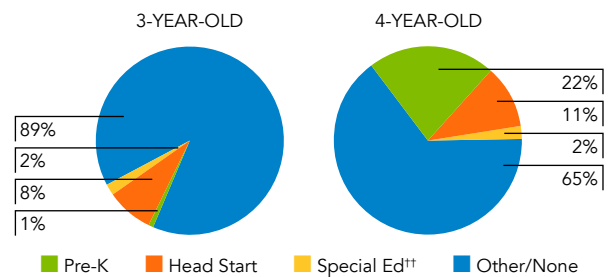
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
9	5

## TENNESSEE VOLUNTARY PRE-K

### ACCESS

Total state pre-K enrollment.....	18,116
School districts that offer state program .....	96%
Income requirement .....	185% FPL
Minimum hours of operation.....	5.5 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4 .....	6,679
Federally funded Head Start enrollment, ages 3 and 4 .....	15,234
State-funded Head Start enrollment, ages 3 and 4.....	0

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



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

### QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	Approval process	New in 2015-2016	—	Approval process & supports	<input type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Other <sup>5</sup>	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	18 hours/year (teachers); 12 hours/year (assistants) <sup>6</sup>	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	16 (3-year-olds); 20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Breakfast, lunch, snack	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Structured classroom observations in new classrooms only (more than once/year)	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<b>9</b>		
					<b>5</b>

### RESOURCES

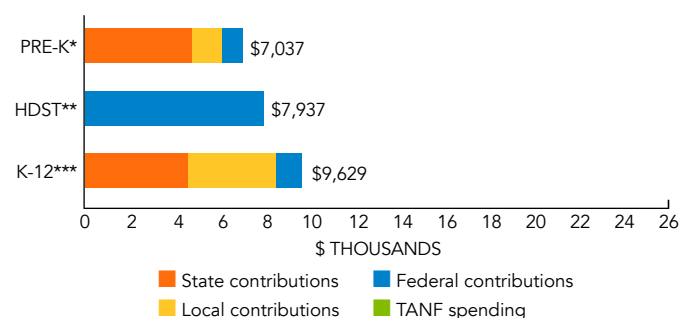
Total state pre-K spending .....	\$86,097,664
Local match required? .....	Yes
State Head Start spending .....	\$0
State spending per child enrolled .....	\$4,753
All reported spending per child enrolled* .....	\$7,037

\* 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.

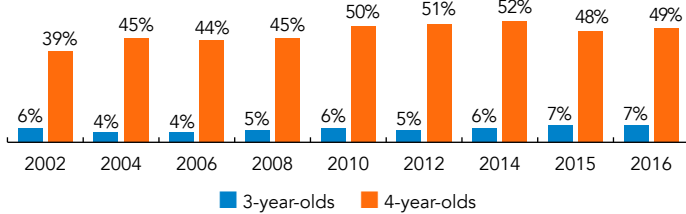
SPENDING PER CHILD ENROLLED



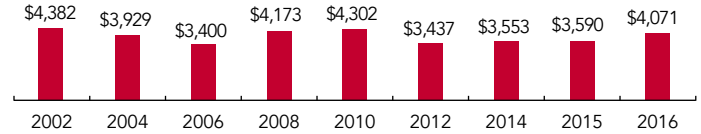


# Texas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



In 1985, Texas began funding half-day prekindergarten for eligible 4-year-olds through the Texas Public School Prekindergarten program. Currently, districts that have 15 or more eligible 4-year-olds are required to offer prekindergarten. Districts that have 15 or more eligible 3-year-olds can also offer prekindergarten, but are not required to do so. The free public prekindergarten program is available in approximately 87% of school districts statewide.

The Texas Education Agency (TEA) Office of Early Childhood Education oversees the free public prekindergarten program in school districts and open enrollment charter schools. Funding for half-day pre-K programs is based on Average Daily Attendance (ADA) and is provided through the Foundation School Program as part of the K–12 funding system. Students are eligible to participate if they meet at least one of the following conditions: qualify for free or reduced-price lunch (185% of FPL), homelessness, foster care, parent on active military duty or who was injured or killed on active duty, and/or unable to speak or comprehend English.

In 2015, the Texas Legislature passed House Bill 4 to provide funding for quality improvements in Texas Public School Prekindergarten programs, which included a \$118 million appropriation implemented in the 2016-2017 school year. Districts and open-enrollment charter schools applied for grants to implement a High-Quality Prekindergarten Grant Program. To be eligible for grant funding, a school district or charter agreed to use a curriculum aligned with the Prekindergarten Guidelines, increase prekindergarten teacher training and/or qualifications, implement student progress monitoring, provide kindergarten readiness results, and develop quality family engagement plans. The agency awarded funding to 573 district and charter schools that serve more than 80% of eligible 4-year-olds in the state.

In the fall of 2015, the Children’s Learning Institute at the University of Texas-Health Science Center, in partnership with the Texas Education Agency, developed a comprehensive professional development platform for early childhood educators. The Engage platform provides targeted professional development in topics in early childhood education, as well as the CIRCLE student progress monitoring tool, coaching resources including an assessment of teacher interactions, a classroom observation tool and parent resources. The Engage platform is free to all public school teachers and private provider staff, including Head Start, participating in the Texas Rising Star program through the Texas Workforce Commission.

TEA’s Early Childhood Data Systems (ECDS) is a state data reporting platform that is part of the Texas Student Data System (TSDS). Through the ECDS, early childhood data is collected and used to inform school districts, early childhood programs, communities and stakeholders about the effectiveness of prekindergarten programs in preparing children to be successful in kindergarten. Starting in the 2016-17 school year, school districts and charter schools will report demographic information on prekindergarten students enrolled, number of half-day and full-day classes, source of funding, class size/ratio, type of curriculum and the type of progress monitoring tool (if administered). Kindergarten programs will report demographic information, type of assessment and the beginning of year results from the Kindergarten entry assessment. High Quality Prekindergarten grantees are required to administer and report student progress monitoring and kindergarten entry results. The information collected in ECDS is now being reported on the Texas Public Education Information Reports (TPEIR) web page.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
10	14

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
26	33

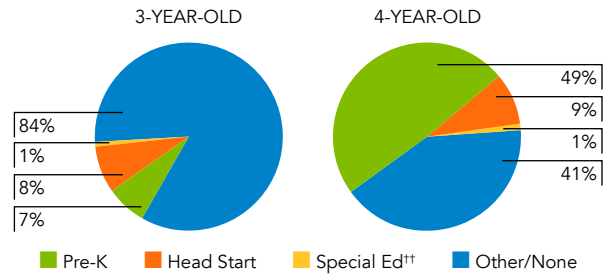
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
4	4

# TEXAS PUBLIC SCHOOL PREKINDERGARTEN

## ACCESS

Total state pre-K enrollment ..... 220,640  
 School districts that offer state program ..... 87%  
 Income requirement ..... 185% FPL  
 Minimum hours of operation ..... 3 hours/day; 5 days/week  
 Operating schedule ..... School or academic year  
 Special education enrollment, ages 3 and 4 ..... 24,003  
 Federally funded Head Start enrollment, ages 3 and 4 ..... 64,357  
 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

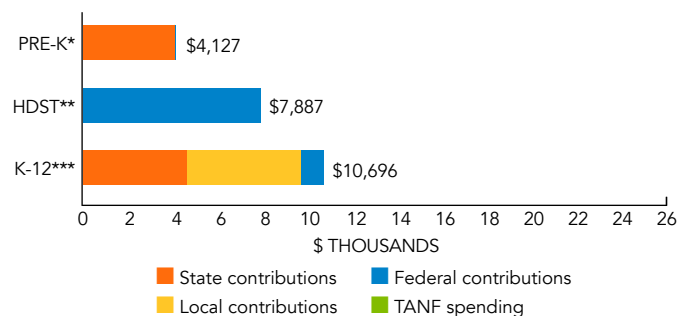
POLICY	TX PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	New in 2015-2016	—	<b>Approval process &amp; supports</b>	<input type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	P-6	Specializing in pre-K	<input checked="" type="checkbox"/>	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	150 hours/5 years (teachers only); coaching (in the grant covering 85% of children)	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	No limit (3- & 4-year-olds) <sup>3</sup>	20 or lower	<input type="checkbox"/>	<b>20 or lower</b>	<input type="checkbox"/>
Staff-child ratio	No limit (3- & 4-year-olds) <sup>3</sup>	1:10 or better	<input type="checkbox"/>	<b>1:10 or better</b>	<input type="checkbox"/>
Screening & referral	Vision, hearing, immunizations	Vision, hearing, health & at least one support service	<input type="checkbox"/>	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Meals	Depends on length of program day <sup>4</sup>	At least one meal/day	<input type="checkbox"/>	<b>Discontinued</b>	—
Monitoring/Continuous quality improvement system	None	Site visits	<input type="checkbox"/>	<b>Structured classroom observation; program improvement plan</b>	<input type="checkbox"/>
			<input type="checkbox"/> 4		
			<input type="checkbox"/> 4		

## RESOURCES

Total state pre-K spending ..... \$898,188,431  
 Local match required? ..... No  
 State Head Start spending ..... \$0  
 State spending per child enrolled ..... \$4,071  
 All reported spending per child enrolled\* ..... \$4,127

\* 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.

SPENDING PER CHILD ENROLLED



# NO PROGRAM

Utah currently does not provide a state-funded pre-K program meeting the criteria for this report. However, the state does have several other early childhood initiatives.

In 2014, Utah House Bill 96 was passed, creating the High Quality School Readiness Initiative. The purposes of the Utah School Readiness Initiative are to increase school readiness, improve academic performance, and reduce remediation costs associated with poor academic outcomes. In 2014, Utah approved future investment in some early learning programming through a partnership between businesses and the state. The Utah High-Quality School Readiness Initiative (HB96) was signed by Governor Herbert, allowing the newly created School Readiness Board to enter into results-based financing contracts with private entities to fund proven high-quality early childhood education programs to serve at-risk students. The bill also creates grant funding for existing public and private early education programs to increase quality, and funds independent evaluation. The bill details components of high-quality programs as well as home-based educational technology programs that may enter into a results-based contract with the Board. The initiative began serving children in the 2014-2015 school year.

Utah Senate Bill 101, the High Quality School Readiness Expansion (HQSR-E), was passed in 2016. HQSR-E is intended to expand access to high-quality school readiness programs for eligible students to increase school readiness, improve academic performance, and reduce remediation costs associated with poor academic outcomes. The HQSR-E Grant program provides grant funds to LEAs with existing early education programs deemed high-quality, as determined by the Early Childhood Environment Rating Scale ECERS-3, ECERS-R, and some additional rubric criteria. Programs eligible to apply for the program are those that (1) are providing services to economically disadvantaged 4-year-olds, (2) can illustrate how the funds will be used to expand their current program, and (3) are deemed high-quality school readiness programs.

During the 2016-2017 year, the UPSTART program, an online preschool program is reaching just over 10,000 students. Approximately \$8.2 million was allocated to the program, which includes an independent evaluation. These funds include TANF (\$2 million) which can only be used for students who fall below the 200% FPL. The remaining funds (\$6.2 million) may be used for any students, but at least 30% of the students enrolled have to qualify for free/reduced lunch.

For the first time, during the 2016-2017 school year, Utah offered Head Start programs some limited funding to increase the number of high-quality preschool program slots. Three programs applied for and were awarded funding which came from TANF.

In February 2017, the Utah State Board of Education agreed to have the Early Childhood Core Standards revised. The standards were originally written and adopted in 2012. The Early Childhood Core Standards cover multiple domains including: physical well-being and motor development, social-emotional development, approaches toward learning, language development, and cognitive and general knowledge. Revised standards were adopted in 2013 and provide strategies and activities aligned with these domains.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

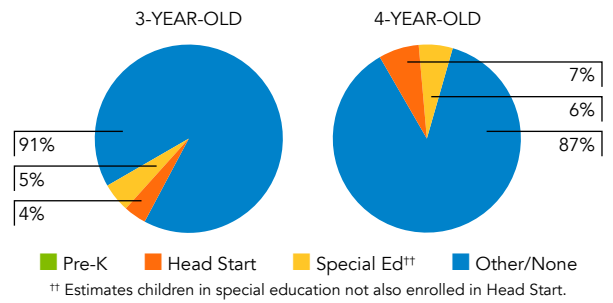
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
No Program	

**UTAH**

**ACCESS**

Total state pre-K enrollment.....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation.....	NA
Operating schedule.....	NA
Special education enrollment, ages 3 and 4 .....	6,125
Federally funded Head Start enrollment, ages 3 and 4 .....	5,257
State-funded Head Start enrollment, ages 3 and 4.....	0

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



**QUALITY STANDARDS CHECKLIST**

# NO PROGRAM

**RESOURCES**

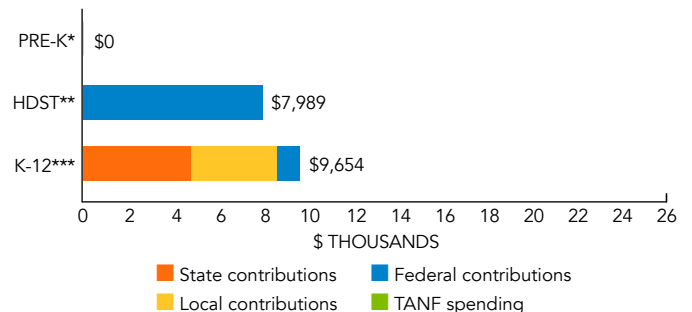
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

\* 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.

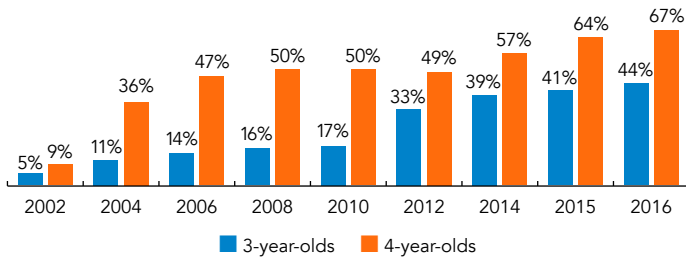
\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

**SPENDING PER CHILD ENROLLED**

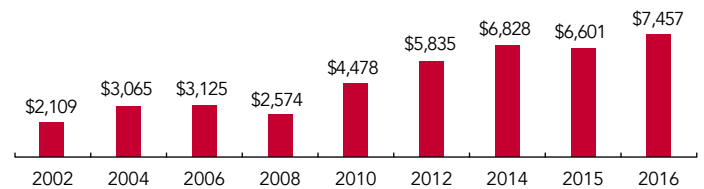


# Vermont

PERCENT OF STATE POPULATION ENROLLED\*



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



Vermont has a 30-year history of providing state-funded preschool. In 1987, the Vermont Early Education Initiative (EEI) was created as an annual competitive grant program to finance early education opportunities for at-risk 3- to 5-year-olds. Act 62 was signed into law in 2007, which significantly expanded publicly funded prekindergarten education for 4-year-old children in public schools and private programs. With Act 62, pre-K programs were supported through the state's Education Fund similarly to K-12, prorated based on the 10 hours per week model. In the 2014 Legislative Session, legislators passed Act 166, which built on Act 62 by requiring all Vermont school districts to provide universal, publicly funded prekindergarten education for a minimum of 10 hours per week for 35 weeks annually for all 3-, 4-, and 5-year-old children who are not enrolled in kindergarten. Act 166 also requires an annual legislative evaluation of the state's pre-K efforts that includes TS GOLD data, quality rating and improvement system (QRIS) level, and the creation of a pre-K monitoring system.

As mandated, in 2015-2016, all of Vermont's local education agencies (LEAs) provided pre-K through an arrangement of school-based programs and partnerships with qualified private, family-based or center-based providers, private preschools, and/or with Head Start programs. All pre-K programs, including those operated by public schools, are required to attain at least four out of five stars in Vermont's quality rating system, Step Ahead Recognition Systems (STARS), or to hold NAEYC accreditation. An exception is made for programs that have three stars. These programs are allowed to operate if the provider has developed a plan to achieve four or five stars within three years and the plan is approved by the Secretaries of Agency of Education and Agency of Human Services. STARS require structured observations of classroom quality using the ECERS or CLASS.

The newly revised Vermont Early Learning Standards (VELS) for birth through grade three were approved by the State Board of Education in August 2015. The VELS are aligned with the Head Start Early Learning Outcomes Framework, Common Core State Standards in English language arts and mathematics, as well as Next Generation Science Standards. The VELS are much more extensive, covering children from birth to third grade, than the previous standards that only covered pre-K.

Funding for Act 166 is provided by a mix of federal, state, and local dollars. State funding per pupil was set at \$3,000 for the 2015-2016 school year based on an adequacy study. Federal funding in 2015-2016 came from various sources, including a \$33 million, four-year federal Preschool Expansion grant to create full-time, comprehensive, high-quality preschool experiences for 4-year-olds in families with incomes under 200% FPL.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
5	2

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
8	11

TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
6	5

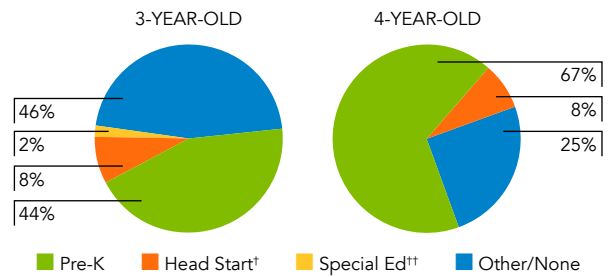
\* Prior to 2012, age-breakdowns were estimated using the national average.

# VERMONT UNIVERSAL PREKINDERGARTEN (ACT 166)

## ACCESS

Total state pre-K enrollment.....	7,236
School districts that offer state program.....	100%
Income requirement.....	No income requirement
Minimum hours of operation.....	10 hours/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4.....	1,038
Federally funded Head Start enrollment, ages 3 and 4.....	991
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	VT PRE-K REQUIREMENT	PREVIOUS BENCHMARK	MEETS PREVIOUS BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Determined locally	New in 2015-2016	—	Approval process & supports	<input type="checkbox"/>
Teacher degree	BA <sup>8</sup>	BA	<input type="checkbox"/>	BA	<input type="checkbox"/>
Teacher specialized training	ECE, ECE SpEd <sup>8</sup>	Specializing in pre-K	<input type="checkbox"/>	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD <sup>9</sup>	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	9 credit hours/7 years; (public teachers); 15 hours/year (assistants & nonpublic teachers); PD plans	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, developmental; Support services <sup>4</sup>	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Snack	At least one meal/day	<input type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Annual structured classroom observations; Improvement plan <sup>15</sup>	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			<b>6</b>		
					<b>5</b>

## RESOURCES

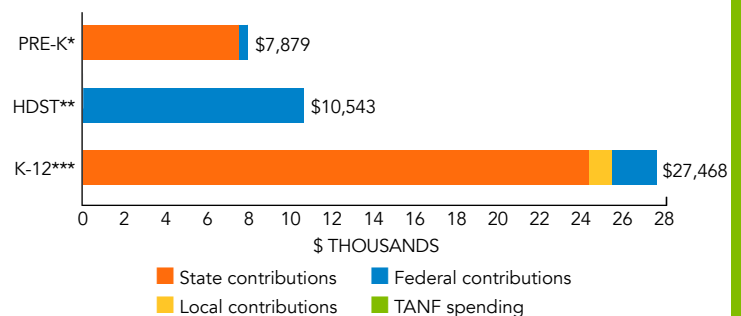
Total state pre-K spending.....	\$54,629,329
Local match required?.....	No
State Head Start spending.....	\$0
State spending per child enrolled.....	\$7,457
All reported spending per child enrolled*.....	\$7,879

\* 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.

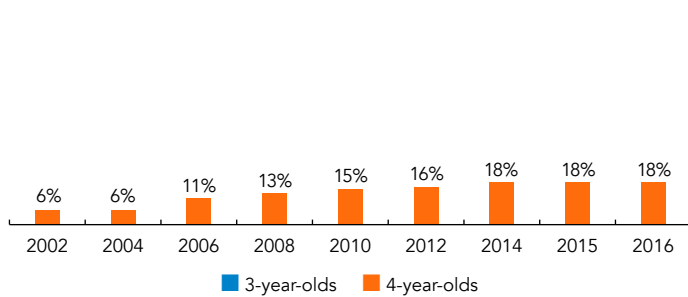
\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

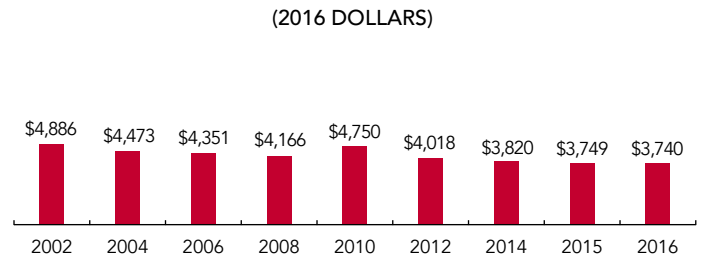


# Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



The Virginia Preschool Initiative (VPI) began in 1995 in order to serve at-risk 4-year-olds not enrolled in existing preschool programs. The VPI program served 18,356 four-year-old children in the 2015-2016 school year, increasing the number of children enrolled for the fifth consecutive year. Eighty-eight percent of eligible school divisions operate VPI classrooms, and the majority of children participate in public school settings. Funding allocations to local school divisions are based on the number of students eligible for free lunch, but criteria for student eligibility are based on risk factors including, but not limited to: poverty, family unemployment, limited English proficiency, homelessness, parent with limited education, and parent incarceration. VPI programs may provide services on either a part- or school-day schedule throughout the school year.

Lottery revenues continued to account for all state funding for VPI in 2015-2016. In 2011, VPI was evaluated for both program quality and child outcomes by the Curry School of Education at the University of Virginia. Program monitoring by state education staff and consultants was conducted through site visits every two years prior to 2011-2012 to review program facilities, on-site safety procedures, and program record checks. Site visits were eliminated due to budget constraints in 2011-2012. Desk monitoring of local plans and results of child assessments continue as methods to conduct an annual review of program-level outcomes.

Virginia's federal preschool expansion grant program, VPI+, expands services to four-year-olds in high needs communities. The state serves an additional 1,230 students in 11 school divisions within this program. In the 2015-2016 school year, these school divisions were awarded \$16,661,897 to provide 1,280 new VPI+ slots and 1,574 improved state-funded VPI slots.

In the 2015-2016 school year, new eligibility criteria were mandated by the General Assembly to include children living in households with incomes up to 200% of the federal poverty level. Previously, there was no state mandated income requirement for program eligibility. In the 2016-2017 school year, new income requirements will allow 15% of slots to be used for local eligibility criteria.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
29	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
29	26

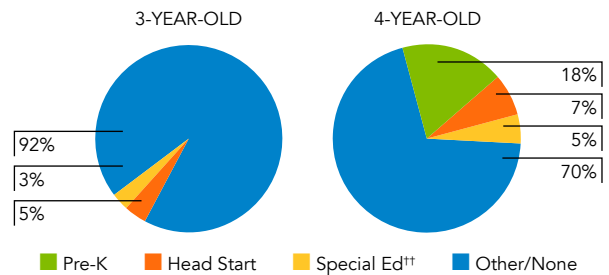
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
5	4

# VIRGINIA PRESCHOOL INITIATIVE

## ACCESS

Total state pre-K enrollment.....	18,356
School districts that offer state program .....	88% (school divisions)
Income requirement .....	200% FPL
Minimum hours of operation.....	3 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4 .....	9,573
Federally funded Head Start enrollment, ages 3 and 4 .....	11,977
State-funded Head Start enrollment, ages 3 and 4.....	0

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



<sup>††</sup> Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	VA PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	New in 2015-2016	—	Approval process & supports	<input type="checkbox"/>
Teacher degree	BA (public); HSD (nonpublic)	BA	<input type="checkbox"/>	BA	<input type="checkbox"/>
Teacher specialized training	P-3, P-6 (public); Determined locally (nonpublic) <sup>10</sup>	Specializing in pre-K	<input type="checkbox"/>	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD (public); None (nonpublic)	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours/school year (teachers only)	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	18 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	None	At least one meal/day	<input type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Other monitoring	Site visits	<input type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<b>5</b>		
					<b>4</b>

## RESOURCES

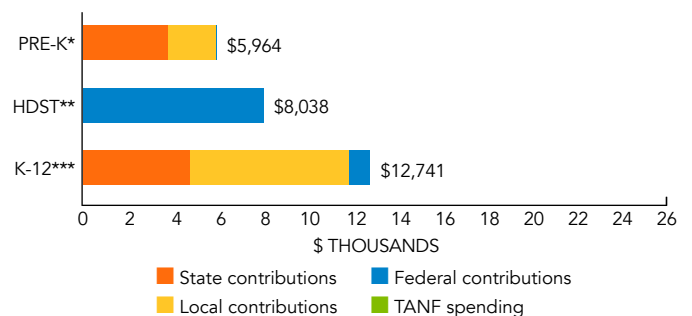
Total state pre-K spending .....	\$68,651,478
Local match required? .....	Yes
State Head Start spending .....	\$0
State spending per child enrolled .....	\$3,740
All reported spending per child enrolled* .....	\$5,964

\* 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.

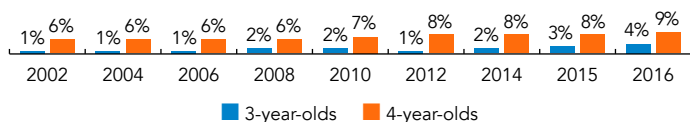
SPENDING PER CHILD ENROLLED



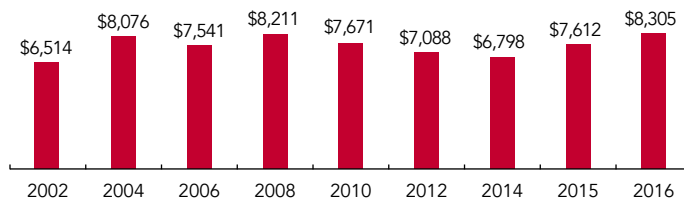


# Washington

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



The Washington State Early Childhood Education and Assistance Program (ECEAP), overseen by the Washington Department of Early Learning (DEL), was created in 1985 to prepare 3- and 4-year-olds from low-income families for success in school and in life. ECEAP focuses on the well-being of the whole child by providing comprehensive nutrition, health, education and family support services to Washington’s most at-risk young children. Funding for ECEAP is awarded through a competitive process. ECEAP is operated by a variety of agencies including school districts, educational service districts, colleges/universities, nonprofit organizations, and local governments. The program is offered in 36 of the state’s 39 counties. Head Start serves 3- and 4-year-olds in two of the counties not served by ECEAP, and the other county is sparsely populated.

Three- and 4-year-olds from families with incomes at or below 110% of the federal poverty level are eligible to attend ECEAP. Children with IEPs are also eligible to enroll in ECEAP, regardless of income. Up to 10% of enrollment can be children who do not meet the income requirement but experience other risks that could jeopardize learning, development, or school success. Enrollment is prioritized based on a combination of income and other risk factors.

ECEAP is one strategy behind DEL’s goal to ensure that 90% of children in the state are ready for kindergarten by 2020. In 2015-2016, Washington State invested a total of \$97 million in ECEAP, an increase of more than \$20 million from the previous year. State funding comes from both the state general fund and the “opportunity pathways account,” which consists of lottery funds. The increase in state spending on ECEAP corresponded with the creation of an additional 1,600 new slots and an increase in per-child spending. In 2015-2016, DEL hired research staff for the first time and also piloted research-based curricula (Creative Curriculum and HighScope). In 2010, the Legislature passed House Bill 2731 establishing ECEAP as a statutory entitlement for all eligible children by the 2018-2019 school year. This has since been extended to 2020-2021.

The state of Washington has committed to focusing on creating high-quality early learning experiences for young children via ECEAP. As of 2014-2015, all ECEAP sites were required to participate in the state’s QRIS, Early Achievers, and receive a rating of level four or five by March 2016. Structured observations of classroom quality are conducted every three years using the ECERS and CLASS as part of the QRIS. ECEAP teachers assess children’s development three times a year using Teaching Strategies GOLD.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
32	17

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
4	8

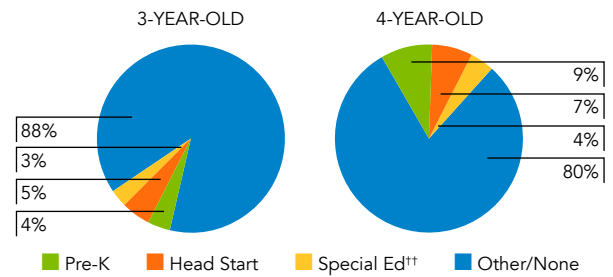
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
9	7

# EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM (ECEAP)

## ACCESS

Total state pre-K enrollment ..... 11,691  
 School districts that offer state program ..... 92% (counties/parishes)  
 Income requirement ..... 110% FPL  
 Minimum hours of operation ..... 2.5 hours/day  
 Operating schedule ..... School year (part- & school-day);  
 Full calendar year (extended-day)  
 Special education enrollment, ages 3 and 4 ..... 8,768  
 Federally funded Head Start enrollment, ages 3 and 4 ..... 10,473  
 State-funded Head Start enrollment, ages 3 and 4 ..... 0

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



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

## QUALITY STANDARDS CHECKLIST

POLICY	WA PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA, 12 ECE credits, WA State ECE Certificate <sup>11</sup>	CDA or equivalent	<input checked="" type="checkbox"/>	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year (teachers only); PD plans (some teachers); coaching	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	At least one meal/day <sup>7</sup>	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Structured classroom observations (less than once/year); Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			9		
				7	

## RESOURCES

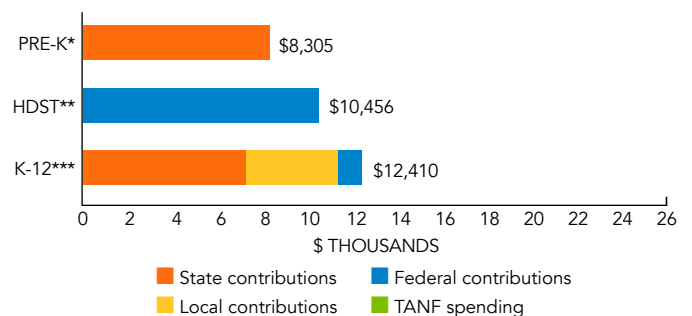
Total state pre-K spending ..... \$97,093,974  
 Local match required? ..... No  
 State Head Start spending ..... \$0  
 State spending per child enrolled ..... \$8,305  
 All reported spending per child enrolled\* ..... \$8,305

\* 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.

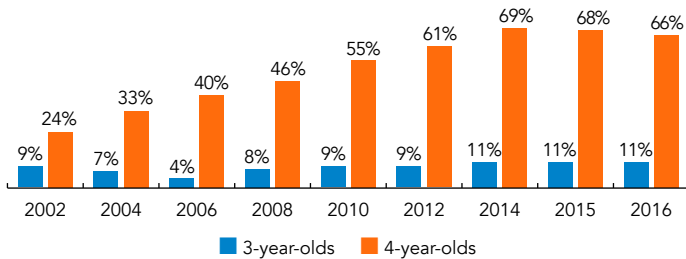
\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

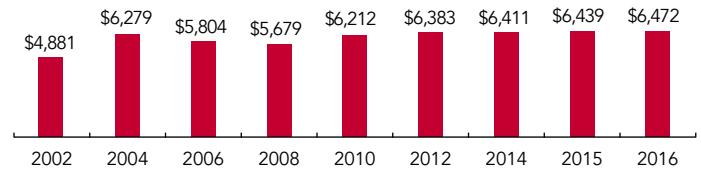


# West Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



West Virginia began offering preschool programs to 3- and 4-year-olds through the Public School Early Childhood Education program in 1983, when the state changed school policies to allow local school boards to serve children before kindergarten. Legislation passed in 2002 required, by 2012, pre-K to be available to all of the state's 4-year-olds. In 2015-2016, approximately 66% of the state's 4-year-olds were enrolled in West Virginia's Universal Pre-K program. In addition to 4-year-olds, some kindergarten age-eligible children with documented needs, and 3-year-olds with special needs, may attend the program. During the 2015-2016 school year, approximately 11% of 3-year-olds in the state were enrolled.

The West Virginia Universal Pre-K System provides prekindergarten programs in all 55 counties in the state. Public schools receive West Virginia Universal Pre-K funding directly, but half of all programs are required to partner with child care centers, private prekindergarten, or Head Start agencies in order to meet demand. Programs are permitted to use additional funding from IDEA and federal Head Start.

The state has implemented many changes in recent years to improve program quality. Beginning July 1, 2013, all new lead teachers in nonpublic settings were required to have at least a BA degree in Early Childhood or a related field. Beginning July 1, 2014, all assistant teachers were required to apply for the Early Childhood Classroom Assistant Teacher Authorization, which requires a CDA or equivalent, as determined by the West Virginia Board of Education. West Virginia has also increased the duration of its preschool program, increasing instructional days per year and hours per week since 2012. Beginning in the 2016-2017 school year, all programs will operate for a full day (25 hours per week minimum).

The West Virginia Universal Pre-K program has been assessed for both process quality (in 2009 and 2012) and program impact/child outcomes (in 2005). All classrooms receive structured quality observations once every three years using the Early Childhood Environment Rating Scale. Programs also develop monitoring systems to offer ongoing continuous quality improvement, using monitoring tools recognized by a local collaborative team. Children are assessed three times per year using the Early Learning Scale, and this information is applied to track child and program outcomes over time, guide teacher professional development and coaching, make adjustments to curricula, and measure kindergarten readiness. The Universal Pre-K program is also currently conducting a multi-year study to assess the effects of participation in the program.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
6	7

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
13	5

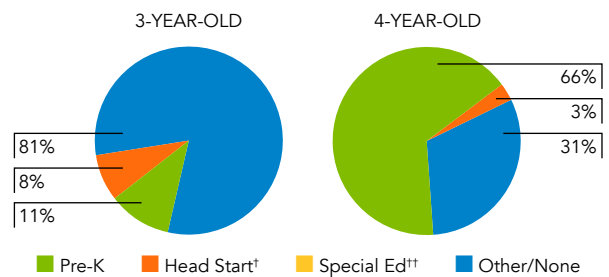
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
10	9

# WEST VIRGINIA UNIVERSAL PRE-K

## ACCESS

Total state pre-K enrollment ..... 16,387  
 School districts that offer state program ..... 100% (counties/parishes)  
 Income requirement ..... No income requirement  
 Minimum hours of operation ..... 14 hours/week; 4 or 5 days/week  
 Operating schedule ..... School or academic year  
 Special education enrollment, ages 3 and 4 ..... 2,611  
 Federally funded Head Start enrollment, ages 3 and 4 ..... 7,050  
 State-funded Head Start enrollment, ages 3 and 4 ..... 0

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



† 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	WV PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year; PD plans	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	At least one meal/day	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	Structured classroom observations (more than once/year); Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			<b>10</b>		
					<b>9</b>

## RESOURCES

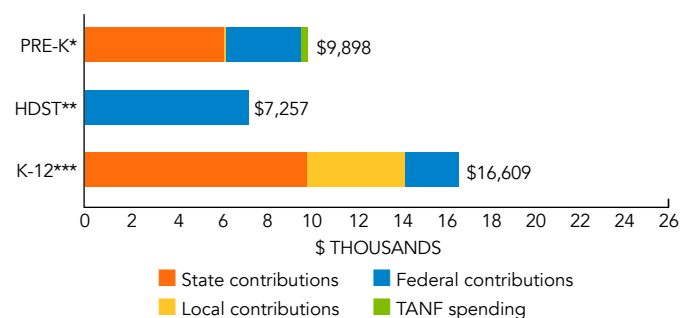
Total state pre-K spending ..... \$97,807,662  
 Local match required? ..... No  
 State Head Start spending ..... \$0  
 State spending per child enrolled ..... \$6,472  
 All reported spending per child enrolled\* ..... \$9,898

\* 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.

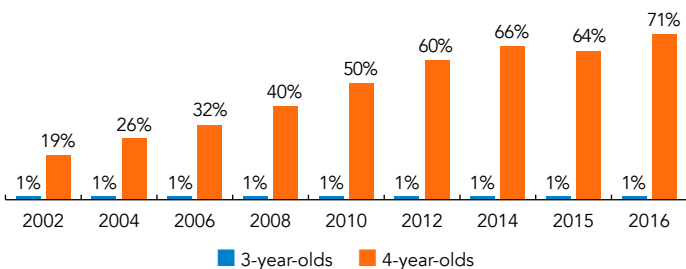
\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

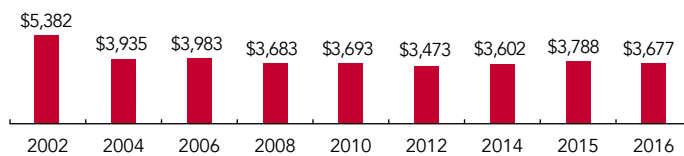


# Wisconsin

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2016 DOLLARS)



Wisconsin's Constitution has included a promise to provide free, voluntary education for 4-year-olds since it became a state in 1848. Districts in Wisconsin are not required to offer the Four-Year-Old Kindergarten program (4K), but if they do, it must be open to all age-eligible children. As it currently stands, 399 of Wisconsin's 413 school districts do offer the program. Funds for 4K are distributed to public schools, which then may subcontract with private child-care centers, community-based programs, or Head Start agencies. Most programs operate part-day, four or five days per week, but some operate full-day, two or three days per week.

Funding for 4K is part of the overall school funding formula, funded at 50% of the funding for other grade levels. Districts receive 60% of full-day funding if they offer additional hours of parent outreach. During the 2015-2016 school year, almost 71% of the state's 4-year-old population was enrolled in 4K.

In the 2011-2012 school year, Wisconsin implemented a statewide early literacy assessment for kindergarten students, and 4K programs began early literacy screening with PALS PK in 2013-2014. The state does not require another assessment at 4K, so districts determine their own assessment process. The 4K program was last evaluated for both process quality and program impact/child outcomes during the 2003-2004 year, but the University of Wisconsin-Madison is currently involved in a national study exploring 4K in Wisconsin and New Jersey. Literacy learning standards were revised in 2013.

The Wisconsin Head Start program is a separate, state-funded program offering supplemental state finances to federal Head Start grantees to provide comprehensive early childhood education for 3- and 4-year-olds with disabilities or from low-income families. Participating programs follow the federal Head Start Performance Standards, and children meet Head Start enrollment eligibility guidelines. Reductions in state supplemental funding have led to fewer spaces. Efforts have been made to bring together Head Start technical assistance and training with other professional development efforts at both the state and local levels.

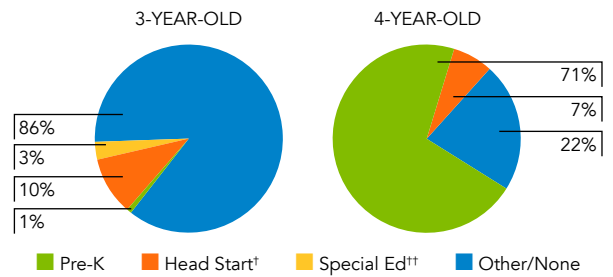
The first two pages of Wisconsin's profile give an overview of the state's overall promise and assistance to state-funded prekindergarten programs, including enrollment and state expenditures for both the 4K program and the Head Start State Supplement. The third page presents information on the 4K program, and the fourth page focuses on the Wisconsin Head Start program.

## WISCONSIN STATE OVERVIEW

### ACCESS

Total state pre-K enrollment.....	51,551
Special education enrollment, ages 3 and 4 .....	8,930
Federally funded Head Start enrollment, ages 3 and 4 .....	12,052
State-funded Head Start enrollment, ages 3 and 4.....	705

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



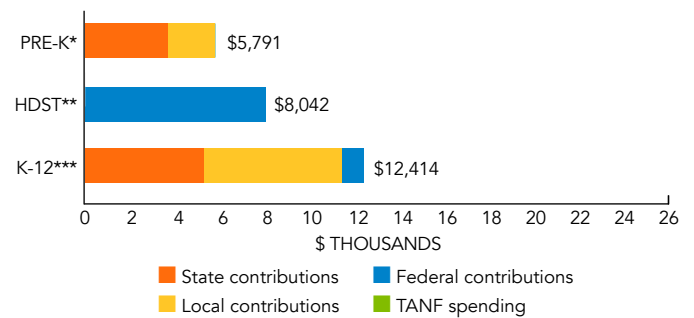
† Some Head Start children may also be counted in state pre-K.

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

### RESOURCES

Total state pre-K spending .....	\$189,542,429
State Head Start spending .....	\$4,842,429
State spending per child enrolled .....	\$3,677
All reported spending per child enrolled* .....	\$5,791

SPENDING PER CHILD ENROLLED



\* 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.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
4	25

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
30	27

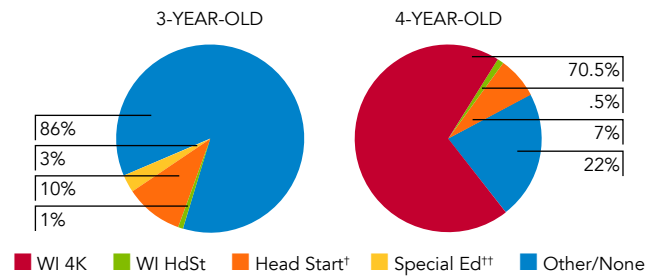
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
4.1	3

# WISCONSIN FOUR-YEAR-OLD KINDERGARTEN (4K)

## ACCESS

Total state pre-K enrollment.....	50,846
School districts that offer state program .....	97%
Income requirement .....	No income requirement
Minimum hours of operation.....	2.5 hours/day
Operating schedule.....	Determined locally
Special education enrollment, ages 3 and 4 .....	8,930
Federally funded Head Start enrollment, ages 3 and 4 .....	12,052

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

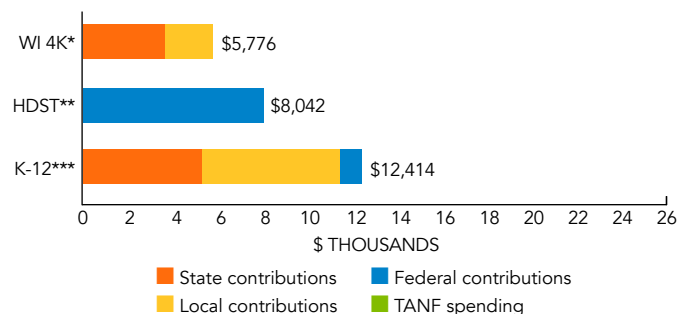
POLICY	WI 4K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Other <sup>18</sup>	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	6 credit hours/5 years (teachers only); coaching (public teachers only) <sup>15</sup>	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	Determined locally (4-year-olds) <sup>8</sup>	20 or lower	<input type="checkbox"/>	20 or lower	<input type="checkbox"/>
Staff-child ratio	Determined locally (4-year-olds) <sup>8</sup>	1:10 or better	<input type="checkbox"/>	1:10 or better	<input type="checkbox"/>
Screening & referral	Immunizations, developmental, full physical exam; Referral determined locally; Support services <sup>14</sup>	Vision, hearing, health & at least one support service	<input type="checkbox"/>	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Meals	Depends on length of program day <sup>9</sup>	At least one meal/day	<input type="checkbox"/>	Discontinued	—
Monitoring/Continuous quality improvement system	None	Site visits	<input type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			<b>4</b>		
				<b>3</b>	

## RESOURCES

Total state pre-K spending .....	\$184,700,000
Local match required? .....	Yes
State spending per child enrolled .....	\$3,633
All reported spending per child enrolled* .....	\$5,776

\* 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.

SPENDING PER CHILD ENROLLED

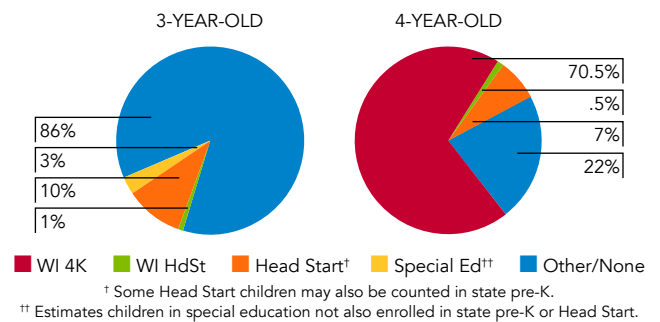


# WISCONSIN HEAD START STATE SUPPLEMENT

## ACCESS

Total state pre-K enrollment.....	705
School districts that offer state program... 100% (federal HdSt grantees)	
Income requirement.....	Per Federal HdSt requirements - 100% FPL
Minimum hours of operation.....	3.5 hours/day
Operating schedule.....	Determined locally
Special education enrollment, ages 3 and 4 .....	8,930
Federally funded Head Start enrollment, ages 3 and 4 .....	12,052

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



## QUALITY STANDARDS CHECKLIST

POLICY	WI HDST REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>	BA	<input type="checkbox"/>
Teacher specialized training	Per federal Head Start requirements	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	17 (3-year-olds); 20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	2:17 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	At least one meal/day	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/ Continuous quality improvement system	None	Site visits	<input type="checkbox"/>	Structured classroom observation; program improvement plan	<input type="checkbox"/>
			8		
				6	

## RESOURCES

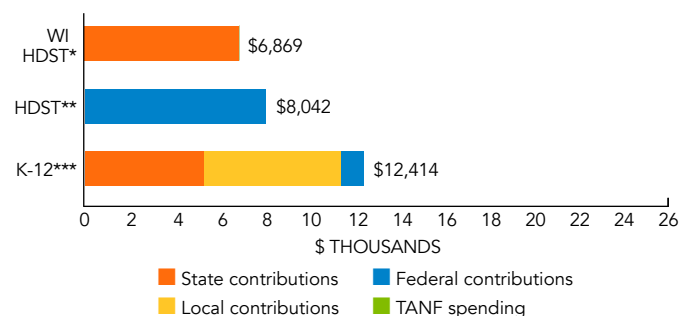
Total state pre-K spending .....	\$4,842,429
Local match required? .....	No
State spending per child enrolled .....	\$6,869
All reported spending per child enrolled* .....	\$6,869

\* 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.

SPENDING PER CHILD ENROLLED





# Wyoming

## NO PROGRAM

**T**he state of Wyoming does not offer a state-funded preschool program, according to definitions used in this report. However, the state does provide support for other early childhood education programs.

Local school districts can use a portion of Title I funding for early childhood education. The Department of Health administers a statewide developmental preschool system to provide IDEA service for 3- to 5-year-old students, and the Department of Family Services (DFS) uses TANF dollars to fund 10 schools in the state. The Department of Education administers the TANF programs through a competitive grant process which funds high-quality preschool services for children whose families qualify for TANF. In the 2014 budget, the Wyoming State Legislature appropriated \$665,000 for an Early Childhood Community Partnership Grant program to develop, enhance, and sustain high-quality early childhood education programs. DFS administers these grant funds. DFS also licenses several programs through the University of Wyoming, community colleges, school districts, and private preschool and child care facilities to provide academic instruction. Both licensed and non-licensed programs are able to and do pursue accreditation through the National Association for the Education of Young Children (NAEYC).

The Wyoming Early Childhood State Advisory Council was created in 2010 and is a collaboration of a number of individuals across multiple disciplines. The council's mission is to serve Wyoming children and families by facilitating statewide collaboration, evaluating the early childhood system, and making recommendations to the governor, lawmakers, and state agencies. Wyoming also has an Early Intervention Council which focuses on children with special needs.

In 2012, the state adopted the comprehensive Wyoming Early Learning Foundations. The Foundations cover multiple domains including cognition and general knowledge, physical well-being/motor development, approaches toward learning, social/emotional development, and language development.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

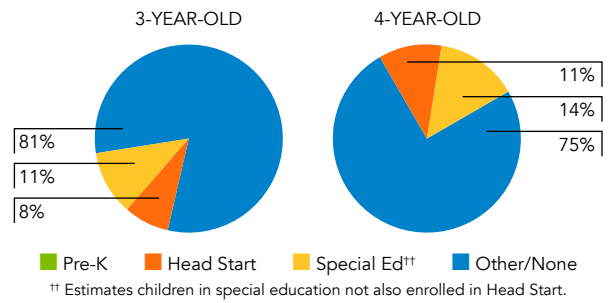
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
No Program	

## WYOMING

### ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	2,302
Federally funded Head Start enrollment, ages 3 and 4 .....	1,441
State-funded Head Start enrollment, ages 3 and 4 .....	0

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



### QUALITY STANDARDS CHECKLIST

# NO PROGRAM

### RESOURCES

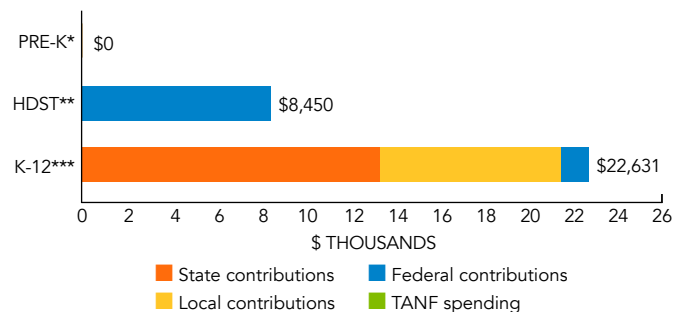
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

\* 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.

SPENDING PER CHILD ENROLLED



# American Samoa

## NO PROGRAM

American Samoa does not provide publicly-funded preschool as defined in this report but does support early childhood education in several other ways. The Early Childhood Education/Head Start (ECE/HS) division is housed within the American Samoa Department of Education (ASDOE). The ASDOE and both elementary and secondary schools operate early childhood education centers.

The American Samoa Children's Cabinet serves as the territory's early childhood advisory council. The Cabinet operates under the Office of the Governor and includes representation from the ASDOE, the Department of Human and Social Service, and the Department of Health.

American Samoa's early learning guidelines, for children ages 3 to 5, address multiple domains including social and emotional development, mathematics, science, approaches to learning, logic and reasoning, social studies, physical development and health, language development, literacy, English language development, and creative arts expression. The early learning guidelines are aligned with the Head Start Child Development and Learning Framework.

In 2012-2013 American Samoa was in the process of developing a quality rating and improvement system, though details concerning its current status are unavailable. One component of the system would be use of quality program assessment tools for quality assurance and monitoring.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
No Program	

## AMERICAN SAMOA

### ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	42
Federally funded Head Start enrollment, ages 3 and 4 .....	1,332
State-funded Head Start enrollment, ages 3 and 4 .....	0

### QUALITY STANDARDS CHECKLIST

# NO PROGRAM

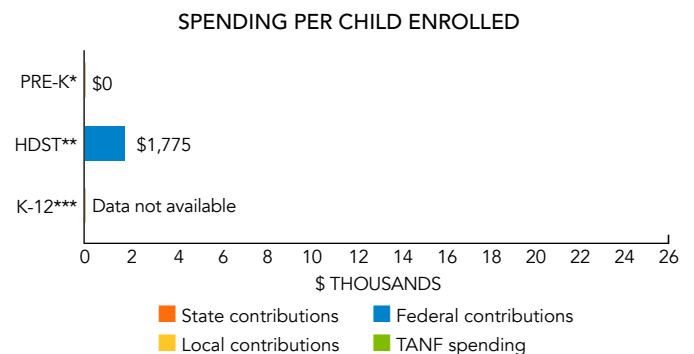
### RESOURCES

Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

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

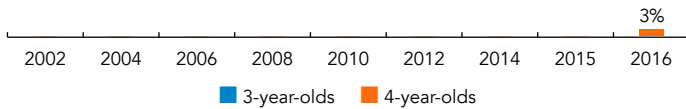
\*\* Head Start per-child spending includes funding only for 3- and 4-year-olds.

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

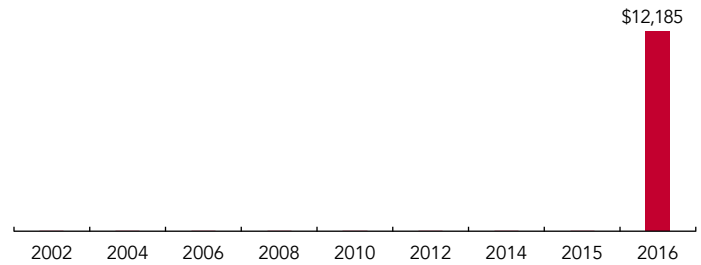


# Guam

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2016 DOLLARS)



The Guam Department of Education launched its first publicly funded Pilot Prekindergarten Program in October 2015, with an initial \$877,330 investment including \$513,157 in classroom start-up costs. The Guam Department of Education oversees one school district, comprised of four regions. Each of the four regions has one Prekindergarten Program classroom. Currently, all four pre-K classrooms are located within public schools.

In the 2015-2016 school year, the four Prekindergarten Program classrooms served 72 four-year-old children, approximately 2.6% of the territory's four-year-old children. All age-eligible children may enroll in the program—there is no specified income requirement. The Prekindergarten Program operates six hours a day, five days a week, following the school year or academic calendar, providing 820 hours of services per year. During this school-day program, both lunch and breakfast are served.

The maximum class size for the program is 18, with a teacher to student ratio of 1 to 9. Lead teachers are required to have an Associate's degree with early childhood education specialization and either pre-K or pre-K to 2nd grade certification. The Pilot Prekindergarten Program is in its initial stages and policies regarding classroom-embedded coaching support will be reviewed in the future to include Prekindergarten teachers. Lead teachers are required to participate in 30 clock hours of in-service professional development annually. Assistant teachers are not required to participate in professional development and need only a high school diploma.

A formal evaluation of the program is still in the planning stages and will be conducted by the Guam Department of Education's Administrator for Research, Planning & Evaluation.

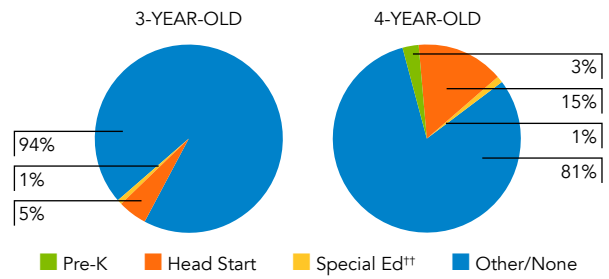
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
7	5

# GUAM DEPARTMENT OF EDUCATION PILOT PREKINDERGARTEN PROGRAM

## ACCESS

Total state pre-K enrollment.....	72
School districts that offer state program .....	100%
Income requirement .....	No income requirement
Minimum hours of operation.....	6 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4 .....	105
Federally funded Head Start enrollment, ages 3 and 4 .....	534
State-funded Head Start enrollment, ages 3 and 4.....	0

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



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

## QUALITY STANDARDS CHECKLIST

POLICY	GUAM PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	<input type="checkbox"/>	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>	BA	<input type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	30 hours/year (teachers only)	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	18 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Immunizations, full physical exam, no vision or hearing; Support services <sup>6</sup>	Vision, hearing, health & at least one support service	<input type="checkbox"/>	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Meals	Breakfast, lunch	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	<input type="checkbox"/>
Monitoring/Continuous quality improvement system	Annual structured classroom observations; Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			<b>7</b>		
				<b>5</b>	

## RESOURCES

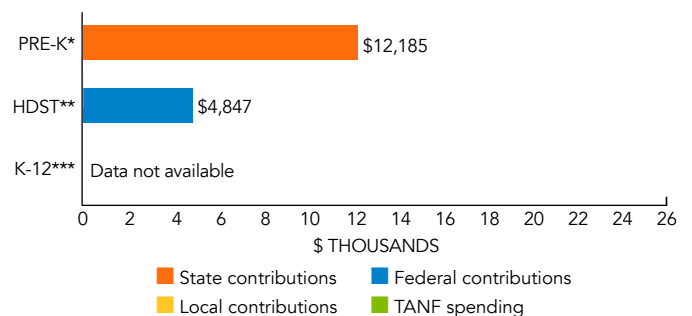
Total state pre-K spending .....	\$877,330
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled.....	\$12,185
All reported spending per child enrolled* .....	\$12,185

\* 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.

SPENDING PER CHILD ENROLLED



# Northern Mariana Islands

## NO PROGRAM

**A**lthough the Commonwealth of the Northern Mariana Islands (CNMI) does not provide state-funded preschool as defined in this report, the territory does support early education in other ways. Since 1984, the CNMI Public School System has operated the Head Start program, operating in 10 centers across multiple islands, providing center-based services four days per week, 152 days per year, in both the morning and the afternoon. The CNMI Head Start program served approximately 462 preschool-aged children in 2015-2016 and also provided specialized services for young children with special needs.

CNMI have early learning guidelines for children birth through age 5 which address multiple domains including logic and reasoning, social studies, physical development and health, language development, literacy, mathematics, science, English language development, social and emotional development, approaches to learning, and creative arts expression. The guidelines are aligned with the Head Start Child Development and Learning Framework.

CNMI is currently developing a quality rating and improvement system (QRIS). Program quality assessment tools are also used for quality assurance and monitoring, which will be one component of the QRIS.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
No Program	

## NORTHERN MARIANA ISLANDS

### ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	49
Federally funded Head Start enrollment, ages 3 and 4 .....	462
State-funded Head Start enrollment, ages 3 and 4 .....	0

### QUALITY STANDARDS CHECKLIST

# NO PROGRAM

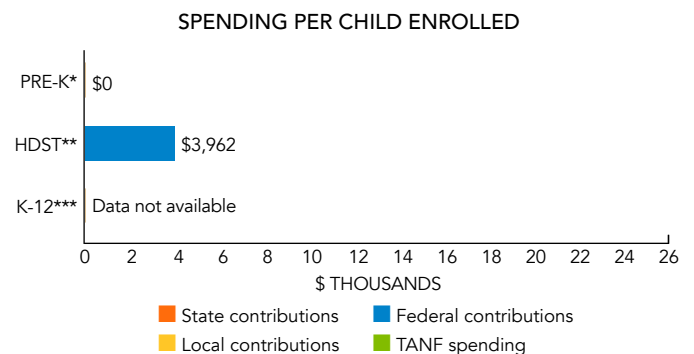
### RESOURCES

Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

\* 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.





# NO PROGRAM

**T**he Republic of Palau does not have a state-funded preschool program meeting the criteria of this report, but the territory does support other early childhood education initiatives. The Palau Community Action Agency operated center-based Head Start for 350 3- to 5-year-olds throughout the Republic's 16 states in 2015-2016. In addition, three of the predominant religious denominations (Roman Catholic, Seventh Day Adventist, and Palau Evangelical Church) have established private kindergartens in Koror State which enrolled a total of 101 preschoolers. However, many young children living in communities outside Koror State continue to lack access to early education. Many small communities do not meet the requirement that at least 10 eligible children enroll in the Head Start program and cost of access and enrollment into the private kindergartens is beyond parental means.

The Family Health Unit within the Ministry of Health helped to prepare the Palau Early Childhood Comprehensive System (PECCS) proposal in 2003, which included a three-year work plan to develop a National Framework on Early Childhood Development for School Readiness.

In their Education for All National Plan for 2002-2010, the Ministry of Education identified "expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children," as a chief goal. Ministry responsibilities include developing appropriate curricula for all public preschool, elementary school, and secondary school programs, and recommending minimum qualifications and requirements for preschool, elementary, and secondary school teachers.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
No Program	

## PALAU

### ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	1
Federally funded Head Start enrollment, ages 3 and 4 .....	400
State-funded Head Start enrollment, ages 3 and 4 .....	0

### QUALITY STANDARDS CHECKLIST

# NO PROGRAM

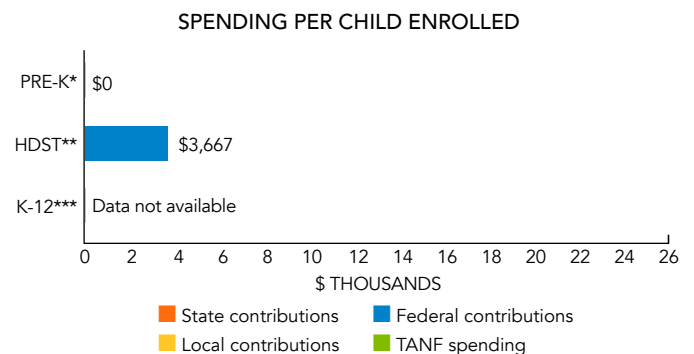
### RESOURCES

Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

\* 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.



# Puerto Rico

## NO PROGRAM

**P**uerto Rico does not have a state-funded preschool program as defined in this report. However, the territory, which operates as one single school district, does support several early learning initiatives.

The Department of Education of Puerto Rico and the Puerto Rico Education Council oversee elementary and secondary public education, monitor academic standards, and issue licenses to educational institutions. Programs for preschool-aged children are administered by the Administration for Integral Child Care and Development (ACUDEN) and the Department of Education has authority over early childhood special education. There are seven levels of education in Puerto Rico. Level 1 is nursery school for children under age 4 which is optional and consists of Early Head Start, Head Start, and other prekindergarten programs. Level 2 is compulsory preschool, also known as kindergarten, which is mandatory for 5-year-olds.

Puerto Rico has a 16-member Early Childhood Advisory Board (ECAB) administered by ACUDEN with representation for agencies responsible for Head Start, child care, education, higher education, and other constituent groups. ECAB was responsible for developing Unidos por la Niñez Temprana (United for Early Childhood), Puerto Rico's plan for providing services to children from birth through 5 years. In collaboration with the Department of Education, the ECAB developed and promoted the use of the Early Learning Guidelines by all early learning programs. Teachers, directors, and supervisors across various early learning programs received training in implementing the guidelines.

Puerto Rico has a five level quality improvement and rating system (QRIS) to measure the quality of infant, toddler, and preschool centers. ACUDEN partnered with the University of Puerto Rico and other government agencies to create and validate Puerto Rico's QRIS whose identification symbol is the Pasito (meaning "baby step"), with five Pasitos identifying a high-quality center.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
No Program	

## PUERTO RICO

### ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	9,643
Federally funded Head Start enrollment, ages 3 and 4 .....	33,184
State-funded Head Start enrollment, ages 3 and 4 .....	0

### QUALITY STANDARDS CHECKLIST

# NO PROGRAM

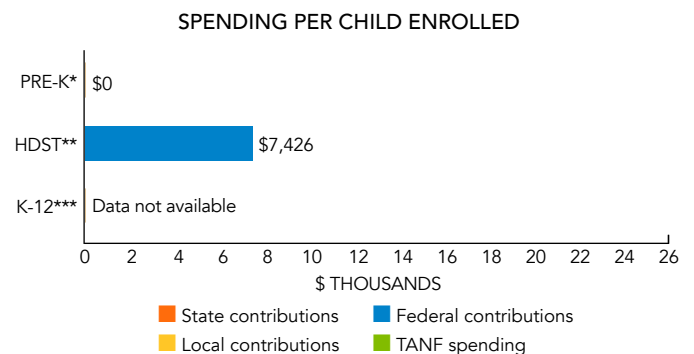
### RESOURCES

Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

\* 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.



# Virgin Islands

## NO PROGRAM

The Virgin Islands does not provide a preschool program as defined by this report. However, the Department of Human Services, which houses the Office of Child Care and Regulatory Services and the Head Start Program, oversees early childhood education and care across multiple settings. The Department of Human Services uses local funds to surpass the federally required Head Start local match. The Virgin Islands Child Care Revised Rules and Regulations provide standards that all child care and early childhood education facilities, including private centers, Head Start, and Early Head Start, must follow. All early childhood education teachers and directors were required to earn a CDA credential by June 2015, and 24 hours of professional development training is required each year. These regulations also require maximum class sizes of 18 for 3-year-olds (with 1:9 staff to child ratio) and 20 for 4-year-olds (with 1:10 staff to child ratio).

Published in April 2010, the Virgin Islands Early Learning Guidelines were developed to improve the quality of care and education and focus on school readiness and provide a common set of preschool standards across all settings. The Guidelines provide advice on what children should know, understand, and be able to do by the time they reach kindergarten in the domains of language and literacy; mathematical understanding; approaches to learning; social, emotional, and values development; creativity and the arts; science; social studies; and physical health and development. The Guidelines also provide strategies for teachers, caregivers, families, and community members to help children achieve these goals. Content of the Guidelines is aligned with the Head Start Framework and the Common Core State Standards, adopted by the Department of Education.

The Virgin Islands Infant & Toddler Developmental Guidelines were released in 2013 and reflect expectations of what children should know, understand, and be able to do by the time they reach their third birthday. They are aligned with the Early Learning Guidelines and cover the same domains.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
No Program	

## VIRGIN ISLANDS

### ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	75
Federally funded Head Start enrollment, ages 3 and 4 .....	894
State-funded Head Start enrollment, ages 3 and 4 .....	0

### QUALITY STANDARDS CHECKLIST

# NO PROGRAM

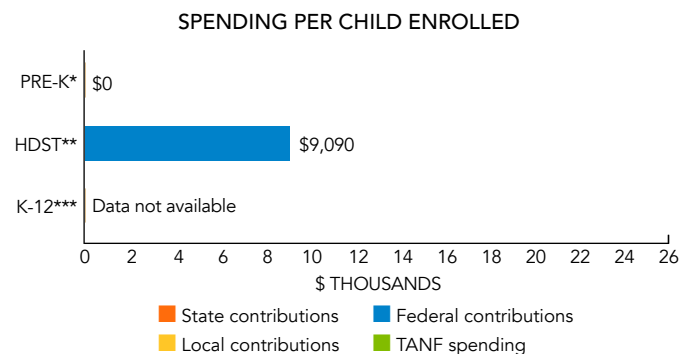
### RESOURCES

Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

\* 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.



## THE STATE OF PRESCHOOL SURVEY METHODOLOGY

### Respondent Universe

The respondent universe for this study is the state preschool administrators in the 50 states and the District of Columbia, plus the U.S. territories. Data are collected directly from these entities through a web-based survey form. More than one agency supports early childhood education programs in some states. As a result, some states have more than one respondent. Note that in some states, there are no state programs to support publicly provided early childhood education. As such, these states do not have state preschool administrators and they do not report data on the topic. Other administrators in these states, however, are contacted to update and confirm a state narrative on the status of other early childhood programs in the state each year.

### Statistical Methodology

This is a universe data collection, employing a survey form. All states with publicly supported early childhood education have responded to the collection effort, with the exception of Florida. Information on Florida was obtained through a direct search of public records. In addition, information was sought from territories; Guam is now the first territory to operate its own preschool program comparable to state-funded programs. Because the data collection is based on a universe of sample members, weighting adjustments and adjustments to variances for statistical test purposes are not necessary. Some statistical adjustments are made to the resulting data, however, to help unduplicate enrollment counts that can arise when the same child is enrolled in more than one publicly funded program. More specifically, when states report that they have included children with disabilities in both the special education counts and the counts of preschool-aged children who are in regular preschool programs, the preschool special education in state preschool count is subtracted from the preschool special education enrollment counts. Similarly, when states reported that they have included Head Start children in counts of children in state preschool and Head Start, the Head Start in state preschool count is subtracted from the Head Start enrollment. Children with disabilities enrolled in Head Start are also subtracted from the preschool special education enrollment count to avoid duplication.

### Methods to Maximize Response Rate and Ensure Data Accuracy

Several steps have been taken to maximize the response to this data collection. First, the data are collected through a user-friendly, web-based, computer-assisted interview (CAI) program. This flexibility allows respondents to enter information as time and data availability permit. Further, respondents are offered opportunities to check previous years' entries prior to data collection beginning and to review a current year's entries before the data are published. The first data check acts both as a data quality control step, in terms of reminding respondents what kinds of data will be needed for the current year's collection, and as a reminder that the current year's data collection is about to begin. Allowing respondents to review current year's data entry before results are published acts as another data quality control check and also provides respondents with confidence that accurate data will be reported from their respective states, further garnering cooperation.

Once surveys are completed, data are checked by NIEER staff for entry errors, consistency with prior year's data, and consistency with information available from public documents (for example, with published state education agency regulations and guidance). Any apparent inconsistencies or errors are discussed with the respondents for resolution. When data have been compiled and summarized for publication in a public use data set and reports, the results are then sent back to the state administrators who provided the information for final verification.

### Tests of Procedures and Methods

Each year, staff at NIEER review changes to policies that support early childhood education at the state and federal levels. Modifications are then made to the questionnaire and the related web-based CAI instruments to reflect these policy changes. In addition to the policy review, respondents are sent data from the previous year's data collection, allowing them to correct errors or to update information for the formal release of the data. NIEER staff actively solicit opinions regarding the clarity, usefulness, and availability of data requested by the survey from the primary respondents. This facilitates NIEER staff learning about new or changing policies from the provider perspective.

The CAI instruments undergo extensive testing prior to the initiation of data collection. Tests are run to verify that logical skips through the instrument are functioning as expected so that respondents are not asked questions that are not meaningful based on responses to prior questions. Prior to publication, respondents are sent current year answers for one last verification for accuracy before the data are released.

The survey form was developed by staff and faculty at NIEER with technical input and guidance from staff at NCES. NIEER is responsible for collecting the data and developing initial NCES reports, again with guidance from NCES. The annual State Preschool Yearbook, subsequently produced by NIEER, is not an NCES product and is solely the responsibility of NIEER.

All initiatives included in the current report meet the criteria outlined by NIEER, which defines state preschool education programs as initiatives that are funded and directed by the state to support group learning experiences for preschool-age children, usually ages 3 and 4. For more information about these criteria, please see, "What Qualifies as a State Preschool Program?" on page 27. This report covers the same initiatives as our 2015 report, with the addition of a program in Indiana

that was considered a pilot in this report last year, additional programs in California and Connecticut, and a new program in Guam. In the 2015 report, two programs in Vermont were included but in 2016 only the new Universal Prekindergarten program is included in the report.

The survey included yes or no questions, questions that asked state administrators to select which of several choices best described their program, and open-ended questions. The survey included questions on access, operating schedule, child eligibility and reassessment, program standards, statewide early learning standards, curriculum, personnel, resources, structured observations of classroom quality, other program monitoring, evaluations, and important changes to the program since the last survey.

### Collection of Non-Survey Data

Although most of the data in this report were collected through the surveys, there are a few exceptions. Total federal, state, and local expenditures on K-12 education in the 2015-2016 school year were calculated by NIEER based on data from the National Education Association's report, *Rankings and Estimates: Rankings of the States 2015 and Estimates of School Statistics 2016*. Total K-12 spending for each state includes current operating expenditures plus annual capital outlays and interest on school debt. This provides a more complete picture of the full cost of K-12 education than including only current operating expenditures, which underestimate the full cost. Our estimate of K-12 expenditures is also more comparable to total preschool spending per child because this funding generally must cover all costs, including facilities. Expenditure per child was calculated for each state by dividing total expenditures by the fall 2015 enrollment. We estimated the breakdown of expenditure per child by source, based on the percentages of revenue receipts from federal, state, and local sources in each state.

The Administration for Children and Families (ACF) and the Office of Head Start in the U.S. Department of Health and Human Services were the sources of data on federal Head Start spending and enrollment and Head Start enrollment supported by state match. In addition, some data were obtained from the Education Commission of the States, *State Pre-K Funding: 2015-2016 Fiscal Year Report* and through the Head Start Program Information Reports (PIR) for the 2015-2016 program year. Where necessary, states were asked for clarification and/or additional information regarding state supplements to Head Start. Head Start data are provided in Appendix B.

Populations of 3- and 4-year-olds in each state were obtained from the Census Bureau's datasets and are shown in Appendix C. As in the past, NIEER used estimates for the July immediately preceding the program year (e.g., July 2015 for the 2015-2016 program year) to calculate percentages of 3- and 4-year-olds enrolled in state preschool programs, federal Head Start, and special education.

The U.S. Office of Special Education Programs provided data on special education enrollment in the Individuals with Disabilities Education Act Preschool Grants program (IDEA Section 619 of Part B) in the 2015-2016 program year. These data are provided in Appendix D.

In the 2016 Yearbook, NIEER again attempts to provide a more accurate estimate of unduplicated enrollments, whether in state preschool, Head Start, special education, or other settings, through a series of calculations. Because many children who are counted in special education enrollments are also enrolled in state preschool or Head Start programs, it is important to ensure that those children are not counted twice. Thirty-nine states and the District of Columbia reported including children in special education in their state preschool enrollment figures, while four states and Guam do not include these children in their enrollment count. Thirty-one of the 39 states and the District of Columbia were able to provide the number of children in special education who were also counted in their enrollment; another four multi-program states provided breakdown for some, but not all, programs. Those children were subtracted from the special education enrollment figure for the state, but remain in the state preschool enrollment figure in the enrollment pie charts and when calculating total enrollment across both programs. The remaining four states were unable to report special education enrollment numbers, and, therefore, estimates were used based on the average percent of special education students in state preschool and enrollment numbers for each program. Information from the PIR regarding special education students were used for one Head Start program (See Table 4).

Three- and four-year-olds enrolled in Head Start with an IEP or IFSP, as reported in the 2015-2016 PIR, were also removed from the special enrollment total used in the enrollment pie charts. As the PIR does not report a breakdown of special education students by age, estimates were based on total special education enrollment and the percentage of all Head Start enrollees who were 3 or 4 years old. Three-year-olds enrolled in Early Head Start programs were not included in this estimate.

Beginning with the 2014-2015 Yearbook, 3- and 4-year-olds who were enrolled in both Head Start and state preschool were removed from the Head Start enrollment total used in the enrollment pie charts. In 2015-2016, 21 programs were able to report information on the number of children enrolled in state preschool who were also enrolled in Head Start. These children were subtracted from the total Head Start number but remain in the state preschool enrollment number for the enrollment pie charts and when calculating total enrollment across both programs. Ten programs reported that children were dually enrolled in Head Start and state preschool but could not report the number of children. In these states, the number of children in state preschool and Head Start may be an overestimate.



## Determination of State Rankings

States are given rankings in four areas: the percentage of 4-year-olds enrolled in state preschool (Access Ranking–4-Year-Olds), the percentage of 3-year-olds enrolled in state preschool (Access Ranking–3-Year-Olds), state spending per child enrolled (Resources Ranking–State Spending), and all reported spending per child enrolled (Resources Ranking–All Reported Spending). The measures of access for 3- and 4-year-olds were calculated, as described above, using state data on enrollment in the preschool programs and Census population data. When a state did not report separate enrollment numbers of 3-year-olds and 4-year-olds, the age breakdown was estimated by other means, such as using the average proportion of children enrolled in state preschool at each age in states that served both 3- and 4-year-olds, and provided data by age. State per-child spending was calculated by dividing state preschool spending (including TANF spending directed toward the state preschool initiative) by enrollment. All reported spending per child was calculated by dividing the sum of reported local, state (including TANF), and federal spending by enrollment. Beginning with the 2014-2015 report, we also provide an indicator of whether the state was able to report local and/or federal resources (see Table 6). New for 2015-2016, federal Preschool Development Grant (PDG) spending for state preschool is included in all reported spending.

All states (and D.C.) that provided data were ranked, starting with “1” for the state with the highest percentage of its children enrolled in the state preschool education program or the state program that spent the most per child. Guam is not included in the state rankings. States that did not serve children at age 3 receive notations of “None Served” on the ranking of access for 3-year-olds. Throughout this report, the District of Columbia is referred to by the term “state,” creating a list of 44 states for rankings. The seven states that did not fund a preschool initiative during the 2015-2016 school year are omitted from all rankings and instead receive notations of “No Program” on their state profile pages.