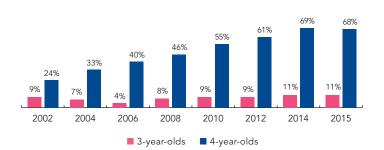
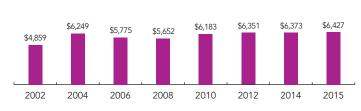
# WestVirginia

PERCENT OF STATE POPULATION ENROLLED\*



#### STATE SPENDING PER CHILD ENROLLED\* (2015 DOLLARS)



est 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. In addition to 4-year-olds, some kindergarten age-eligible children with documented need, and 3-year-olds with special needs, may attend the program.

Beginning with the 2012-2013 school year, West Virginia extended preschool education to all 4-year-olds in the state. The West Virginia Universal Pre-K System now 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. Programs are permitted to use additional funding from IDEA and federal Head Start.

The state has implemented many changes over the past several 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 must apply for the Early Childhood Classroom Assistant Teacher Authorization, which requires a CDA or equivalent, as determined by the West Virginia Board of Education. As a result of these changes, West Virginia now meets all 10 of NIEER's quality benchmarks. Lead and assistant teachers in public schools are required to be paid on the same salary schedule and to receive the same fringe benefits as K-3 public school teachers.

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 full day (25 hours per week minimum).

West Virginia provides many supports for dual language learners. Monolingual non-English classes and dual immersion classes are permitted and children may be pulled out for English language instruction. Bilingual staff and translators are available when children do not speak English and information about the program, recruitment, outreach, and child progress is provided to families in their home language. Teachers receive professional development around supporting DLLs and the state monitors the quality of bilingual instruction. ELL teachers are required to hold an ESL endorsement. At the beginning of the year, a home language survey is sent home and written plans must be in place on how to work with individual DLLs. The Early Learning Standards Framework contains standards for foreign language acquisition, cultural awareness, and the integration of the child's home language into the classroom.

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 using the Early Learning Scale three times per year, and this information is used to track child and program outcomes over time, guide teacher professional development and coaching, make adjustments to curricula, and measure kindergarten readiness.



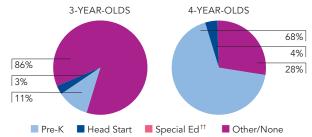
THE STATE OF PRESCHOOL 2015 - STATE PRESCHOOL YEARBOOK - NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH - WWW.NIEER.ORG

## WEST VIRGINIA UNIVERSAL PRE-K

# ACCESS

Total state program enrollment
School districts that offer state program100% (counties/parishes)
Income requirementNo income requirement
Hours of operationDetermined locally, minimum of 14 hours/week; 4 or 5 days/week
Operating scheduleSchool or academic year
Special education enrollment, ages 3 and 42,498
Federally funded Head Start enrollment, ages 3 and 47,118
State-funded Head Start enrollment, ages 3 and 40

#### 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 STATE PRE-K REQUIREMENT Early learning standardsComprehensive Teacher degreeBA Teacher specializedEC Endorsement; Preschool Special training Needs (public); Community Program Permanent Authorization (nonpublic)	BA Specializing in pre-K	DOES REQUIREMENT MEET BENCHMARK? 🗹
Assistant teacher degreeCDA Teacher in-service15 clock hours/year Maximum class size	CDA or equivalent At least 15 hours/year 20 or lower 1:10 or better	TOTAL BENCHMARKS MET
Screening/referralVision; hearing; height/weight/BMI; and support services blood pressure; immunizations; psychosocial/behavioral; dental; developmental; full physical exam; and support services MealsAt least one meal Monitoring	Vision, hearing, health; and at least 1 support service At least 1/day	

### **RESOURCES**

Total state pre-K spending	\$98,051,203
Local match required?	No
State spending per child enrolled	\$6,427
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 for the 2014-2015 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

\*\*\* K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '14-'15 school year, unless otherwise noted.

