About NCSL

- National bi-partisan membership organization
  - 7,383 legislators and all legislative staff
  - Offices in Denver and Washington, D.C.
- NCSL is committed to the success of all legislators and staff. Our mission is to:
  - Improve the quality and effectiveness of state legislatures.
  - Promote policy innovation and communication among state legislatures.
  - Ensure state legislatures a strong, cohesive voice in the federal system.
Access webinar resources

Document Share Icon

10 WAYS TO A GREAT WEBINAR
FRIDAY, JUNE 16, 2017
1 PM ET / NOON CT / 11 AM MT / 10 AM PT

National Conference of State Legislatures
NCSL has hosted the Early Learning Fellows program since 2011

Competitive application process

For NCSL members that are experienced or emerging leaders on early childhood and early learning issues

Geared toward those chairing or serving on human services, education or appropriation committees who want to expand their knowledge and learn from other legislators and experts across the country

Learn more about the program by visiting: [www.ncsl.org/fellows7](http://www.ncsl.org/fellows7)
Lori Connors-Tadros

- Senior Project Director, Center on Enhancing Early Learning Outcomes
- Leads work to provide technical assistance to states to implement effective policies to improve outcomes for children birth through third grade
- Ph.D. in Developmental and Educational Psychology from Boston College and a Master of Science in Early Childhood Special Education from Southern Connecticut State University.

Karin Garver

- Early Childhood Education Policy Specialist, National Institute for Early Education Research
- Focuses on national policy trends related to state-funded preschool programs, with particular interest in data systems, systems integration, and preschool finance
- BA in Sociology and Anthropology and an MA in Education Policy
Representative Terri Collins

**Legislative Service:** 2010 - Present

**Committees:**
- Chair, House Committee on Education Policy
- Member, House Committee on Ways and Means Education

**2014 (3rd cohort) NCSL Early Learning Fellow**
A Look at Prekindergarten Across the Country
August 16, 2018
Lori Connors-Tadros, Ph.D., Senior Director, CEELO
Karin Garver, Early Childhood Education Policy Specialist, NIEER
The Center on Enhancing Early Learning Outcomes (CEELO)

- Our **mission** is to strengthen the capacity of State Education Agencies and state Early Learning Agencies to lead sustained improvements in early learning opportunities and outcomes.
Our Talk Will Address

- Designing PreK programs for success
- State policies to reach goals
- Two sides of the coin: costs + financing
- Selected States With Strong Capacity
- What you can do ~ ESSA Preschool Development Grant; Resources
Why Do Some PreK Programs Succeed and Others Fail?

- **Evidence-based** early childhood programs help children succeed (OK, AL, NC, AR, GA, NJ, MA)
- Public pre-K produces persistent positive effects on achievement only when quality is relatively high.
- Some don’t produce/sustain gains due to “Design Failure” or “Implementation Failure”
Design for Success: Preschool 2.0

Focus MUCH More on Implementation
States Need to provide programs with:

- Coherent vision and goals for quality
- Sufficient and stable resources
- Capacity for local system change
- Data to inform policy and practice

Most importantly -- Begin early -- before Prek, and keep at it, K-3
Indispensables of High Quality PreK

3 Practices
1. Engage in positive interactions with children and families
2. Use learning trajectories in subject areas and domains
3. Promote social-emotional development and self-regulation

3 Policies
1. Allocate increased, predictable and sustainable funding
2. Provide educators with professional learning
3. Use high quality data to promote continuous quality improvement

Source: New America https://qualitypre-k.earlysuccess.org/
www.ceelo.org | www.nieer.org
Your system...any system is perfectly designed to produce the results you are obtaining.

(Adapted from Carr, 2008)
State of Preschool Yearbook

- Began collecting data in 2001-02
- Ten Quality Benchmarks based on research, revised in 2016
- Access for 3 and 4 year olds
- Federal, State and Local Resources

2017 was 15th year of collecting this data!
## State Funded Preschool Policy
### 2002 vs. 2017!

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>States &amp; Services</td>
<td>Only 3 states &amp; DC served more than 1/3 of 4-year-olds</td>
<td>This is now the national average</td>
</tr>
<tr>
<td></td>
<td>2 states enrolled &gt;50% of 4-year-olds</td>
<td>10 states enroll 50% or more of 4-year-olds</td>
</tr>
<tr>
<td></td>
<td>13 “No Program” states</td>
<td>7 “No Program” states</td>
</tr>
<tr>
<td></td>
<td>3% of 3-year-olds served</td>
<td>5% of 3-year-olds</td>
</tr>
<tr>
<td>Spending</td>
<td>$2.4 billion in state pre-K spending</td>
<td>$7.6 billion in state pre-K spending</td>
</tr>
<tr>
<td></td>
<td>$3,458/child or $5,395 inflation-adjusted</td>
<td>$5,008/child slight decrease in real $</td>
</tr>
<tr>
<td>Quality Standards</td>
<td>No programs met all 10 quality standards benchmarks; 3 programs met 9</td>
<td>5 programs met all 10 original quality standards benchmarks; 15 others met 9</td>
</tr>
<tr>
<td></td>
<td>10 programs met fewer than half of the benchmarks</td>
<td>9 programs meet fewer than half of the benchmarks</td>
</tr>
</tbody>
</table>
2017 Enrollment Overview

- Enrollment topped **1.5 million children**
  - 1.3 million 4-year-olds
- **1/3 of all 4-year-olds** in the country
  - Enrollment increased but only very slightly
    - 40,861 3- and 4-year-olds
  - 10 states served 50% or more of 4-year-olds
  - 5 state served more than 70% of 4-year-olds
- **5% of 3-year-olds**
  - Only DC and VT served more than 50% of 3-year-olds
## 2016 Quality Standard Benchmarks

<table>
<thead>
<tr>
<th>Standard</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Early Learning Standards</td>
<td>Enhanced</td>
</tr>
<tr>
<td>Curriculum Implementation Support</td>
<td>New</td>
</tr>
<tr>
<td>Lead Teacher Degree (BA)</td>
<td>None</td>
</tr>
<tr>
<td>Lead Teacher Specialized Training</td>
<td>None</td>
</tr>
<tr>
<td>Assistant Teacher Degree (CDA)</td>
<td>None</td>
</tr>
<tr>
<td><strong>Staff Professional Development</strong></td>
<td>Enhanced</td>
</tr>
<tr>
<td>Maximum Class Size (20)</td>
<td>None</td>
</tr>
<tr>
<td>Staff: Child Ratio (1:10)</td>
<td>None</td>
</tr>
<tr>
<td>Screenings and Referrals &amp; 1 support service</td>
<td>Slight change</td>
</tr>
<tr>
<td>At least one meal</td>
<td><strong>DELETED</strong></td>
</tr>
<tr>
<td>Monitoring ➔ Continuous Improvement</td>
<td>Enhanced</td>
</tr>
</tbody>
</table>
Total (of 4) New Process-Quality Focused Benchmarks Met

* 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.
New Early Learning & Development Standards

• Met by 52 programs (all 61 programs met old version)
• Strengthened in 3 ways beyond comprehensive
  • Aligned
    • **Vertically** with state standards for older and younger ages
    • **Horizontally** with child assessments
  • Supported:
    • Professional Development on the ELDS, or
    • Resources available to support implementation
  • Culturally sensitive content/support for DLLs
Curriculum Supports

• Entirely New
• Met by 52 programs
• Requirements of the Curriculum Supports benchmark
  • The State supports curriculum selection, examples:
    • Guidance on how to select an evidenced-based curricula
    • A list of approved or recommended curricula
    • Requires adoption of specific curricula
    • Requires alignment of curricula with ELDS
  • The State supports curriculum implementation, examples:
    • Provides or sponsors PD/training on implementation
    • Offers TA on curriculum implementation
    • Funding for curriculum implementation, PD/training
Staff Professional Development

• Met by only 9 programs
  • 49 program met the old version

• To meet the new PD benchmark:
  • At least 15 hours/year of PD for LEAD and ASSISTANT teachers
  • Written individual annual PD plans for LEAD and ASSISTANT teachers
  • Includes PD that is teacher/classroom specific (such as classroom-embedded support, coaching)
Continuous Quality Improvement System (CQIS)

• Slight changes this year from last year to focus on the *systematic* collection of data

• 34 programs met the CQIS standard in 2017
  • Up from 22 in 2016 (due to change in criteria)
  • 43 programs met the old monitoring standard

• CQIS requirements include:
  • Systematic approach to classroom observations
    • Could include random samples, focus on low performing classrooms
    • At least every 3 years
  • Data are used at both the state and local levels for program improvement
Dual Language Learners (DLL)

• Supplemental survey on policies to support DLLs in state-funded preschool
• Only 26 programs collect data on children’s home language
• 6 states with high % of DLLs also have a high % of DLLs enrolled in state pre-k (CA, IL, NV, NJ, NM, TX)
• Other states with high % of DLLs cannot report on DLLs in state pre-K (AZ, FL, NY)
• 35 programs have specific policies to support DLLs
• 33 programs have at least one policy to support families of DLLs
• Only 6 programs require teachers to have qualifications related to working with preschool DLLs (CA TK, IL, MN HdSt, MN VPK, OK, TX)
Additions to the 2018 Survey

- Supplemental survey on the preschool workforce
  - Salary and benefit parity
  - Paid time for planning, meetings, and PD
  - Professional supports (coaching, scholarships, etc.)
- Chronic absenteeism
  - Definition, applied to preschool
  - Existing policies/efforts to reduce chronic absenteeism
- Suspension and expulsion
  - Baseline information about current policies and practices
- Plans to sustain Preschool Expansion Grant funding
- Early Childhood Integrated Data Systems (ECIDS)
  - Current status of efforts, if any
How much did States Spend?

- Total state pre-K spending exceeded $7.6 billion
  - Inflation-adjusted increase of $155 million (2%)
  - 7 states reported an increase in total state spending of more than $10 million
- State $/child = $5,008
  - Inflation-adjusted decrease of $16
  - First decrease in several years
  - 18 states increased spending per child
- “All reported” spending topped $8.65 billion
  - Includes state, federal, and local dollars
Spending per child by state
Illustrative Example: What functions drive costs?

The top eight categories contribute more than 90% of the total cost estimate.

Example: Child Care Center Unit Cost Contributions to Total Cost per Slot*

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Wages</td>
<td>$3,456</td>
<td>38%</td>
</tr>
<tr>
<td>Facility</td>
<td>$1,399</td>
<td>15%</td>
</tr>
<tr>
<td>Additional Benefits</td>
<td>$1,168</td>
<td>13%</td>
</tr>
<tr>
<td>Child Meals</td>
<td>$973</td>
<td>11%</td>
</tr>
<tr>
<td>Equipment &amp; Supplies</td>
<td>$401</td>
<td>4%</td>
</tr>
<tr>
<td>Mandatory Benefits</td>
<td>$357</td>
<td>4%</td>
</tr>
<tr>
<td>State Admin</td>
<td>$295</td>
<td>3%</td>
</tr>
<tr>
<td>Child Transportation</td>
<td>$250</td>
<td>3%</td>
</tr>
<tr>
<td>Coaching</td>
<td>$179</td>
<td>2%</td>
</tr>
<tr>
<td>Substitutes</td>
<td>$123</td>
<td>1%</td>
</tr>
<tr>
<td>Classroom Observations</td>
<td>$122</td>
<td>1%</td>
</tr>
<tr>
<td>Classroom Materials</td>
<td>$103</td>
<td>1%</td>
</tr>
<tr>
<td>Screening</td>
<td>$95</td>
<td>1%</td>
</tr>
<tr>
<td>Curriculum</td>
<td>$51</td>
<td>1%</td>
</tr>
<tr>
<td>Training</td>
<td>$44</td>
<td></td>
</tr>
<tr>
<td>Child Assessments</td>
<td>$25</td>
<td></td>
</tr>
<tr>
<td>Tuition Support</td>
<td>$18</td>
<td></td>
</tr>
<tr>
<td>External TA and PE</td>
<td>$13</td>
<td></td>
</tr>
<tr>
<td>Capacity Building</td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>

Total Cost per Slot = $9,073

Source: CPQ&R

*Not all preschool programs will match the illustrative example, which is based on 1,000 hypothetical slots in Alabama located within private Child Care Centers. The slot count is held constant for Years 0-3 and no inflation is assumed. 100% participation is assumed for Professional Learning and Support (training, coaching, and PD plans), CQIS (classroom observations), Curriculum (Curriculum selection and materials support is assumed to ramp from 0% to 100% in Year 3), and Screening/Referrals (vision, hearing, and health). All other default assumptions are left unchanged.

Note: in the example above, coaching and training costs related to ELDS, CQIS, and Curriculum are assumed to be zero, as are capacity building costs. Assuming non-zero costs in these areas would raise their profile in a rank order of cost categories.
Can Cost Studies Help Ensure Equity?

- Design for success first, then estimate cost per child
  - Find out how cost varies by child characteristics and location
  - Determine how many children can be served at quality within a given budget
  - Examine impacts on costs of alternative policy decisions (for example, pay parity)

- Create a stable, adequate, and equitable funding formula
  - Reduce burden at local level of blending and braiding
    - Different eligibility rules for Head Start & child care subsidies
    - Fixed Head Start and Child Care dollars, only so much classroom space and shared administration available
Cost of Preschool Quality & Revenue (CPQR)

Free, excel-based tool to project costs and revenue to expand access/enhance quality of preschool programs

- Fully accounts for state and local administrative costs
- Projects costs based on quality standards
- Includes a comprehensive revenue section
- Allows users to compare alternate policy options
CPQR Costs Components

NIEER Quality Standards

- Aligned Early Learning Standards
- Lead Teacher Degree
- Teacher Specialized Training
- Assistant Teacher Degree
- PD + Coaching for Lead and Asst Teachers
- Maximum Class Size
- Staff-Child Ratio
- Screening/Referrals
- New Continuous Quality Improvement
- New Supports for Curriculum Implementation

State Level Infrastructure & Supports

- Admin Costs
- Curriculum Standards
- Coaching
- Technical Assistance
- Ratings & Monitoring
- Program Evaluation
- Professional Development
- System Supports
- Capacity Building

Provider Level Direct & Indirect Services

- Wages, Taxes & Benefits
- Non-Personnel Costs*
- Other Direct Costs
- Indirect Costs

*Non-Personnel Costs include per-child costs (e.g., food and food prep), per-classroom costs (e.g., rent and utilities allocations), per-staff costs (e.g., consultants and training incremental to NIEER Quality Standards assumptions), and per-site costs (e.g., audit and legal expense).
### CPQ&R Revenue Components

#### Table B.2.a.2: Available Funding Streams

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Funding Source and Amount** | 1. Funding Source (Name)  
                              | 2. Volume Driver  
                              | 3. Funding per Unit Volume |
| **Relationship to Other Funds** | 4. Matched to Funding  
                              | 5. % Match (if applicable) |
| **Duration of Funds**        | 6. Beginning Year  
                              | 7. Ending Year  
                              | 8. % Pass-Through to Providers |
| **Restrictions on Funds**    | 9. Child Eligibility Restriction  
                              | 10. Delivery Model Restriction |

- Head Start (HS) Federal Funding
- Early Head Start (EHS) Federal Funding
- CCDF - Child Care Development Fund Funding
- TANF - Temporary Funding for Needy Families Funding
- Child Care Tax Credits
- Title I Funding
- Title IX - Preschool Development Grant Funding
- IDEA Part B Funding
- IDEA Part C Funding
- CACFP - Children and Adult Food Care Program Funding
- MIECHV (Home Visiting) Funding
- State Pre-K Funding
- State Preschool Special Education Funding
- Other Federal Funding
- Other State Funding
- Other Local Funding
- Private Funding - Philanthropic Grants and Donations
- Private Funding - Tuition/Parent Co-Pay
- Other Private Funding
## Figure 1: Key Assumptions for Standards at Three Levels of Quality Preschool

<table>
<thead>
<tr>
<th>Key Assumptions</th>
<th>Minimum</th>
<th>Intermediate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum class size</td>
<td>20</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>Assistants per classroom</td>
<td>1.5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Lead teacher salary</td>
<td>$52,618</td>
<td>$52,618</td>
<td>$52,618</td>
</tr>
<tr>
<td>Instructional assistant salary</td>
<td>$15,000</td>
<td>$16,500</td>
<td>$18,000</td>
</tr>
<tr>
<td>Family coordinator</td>
<td>None</td>
<td>Part time</td>
<td>Full time</td>
</tr>
<tr>
<td>Specialists (nurses, PT, OT, speech, interpreters)</td>
<td>0.2 FTE</td>
<td>0.3 FTE</td>
<td>0.4 FTE</td>
</tr>
</tbody>
</table>

Source: Determining Costs of Preschool Quality in Kentucky.  
Cost Estimates - Kentucky Preschool Program

- Minimum Quality:
  - Per-child cost (all other eligible 3- and 4-year olds): $4,961
  - Per-child cost (children with severe/multiple disabilities): $8,793

- Intermediate Quality:
  - Per-child cost (all other eligible 3- and 4-year olds): $5,969
  - Per-child cost (children with severe/multiple disabilities): $10,728

- Target Quality:
  - Per-child cost (all other eligible 3- and 4-year olds): $6,964
  - Per-child cost (children with severe/multiple disabilities): $12,779

$7,810 per child rate (children with severe/multiple disabilities) for 2017-18

$4,110 per child rate (all other eligible children) for 2017-18
Indiana Wanted to Determine Costs of Increasing Access

The Other Side of the Coin: Financing

- Limited Resources = Difficult Choices
  - Recent National Academies report showed that the system receives about 1/3 of the public funding it needs to fund equitable access to high quality early education and care

- States generally under-estimate costs to administer and improve quality

- WE under-estimate the burden of blending and braiding many funds at local level to meet comprehensive family needs

www.ceelo.org | www.nieer.org
Primary State Pre-K Revenue Sources

Sources of Funding of State Pre-K Programs

- **General Revenues**
- **General Revenues through School Funding Formula**
- **No General Revenues**
- **No State-Funded Pre-K Program**
- **Gaming Revenues**
- **Lottery Revenues**
- **Social Impact Bond**
- **Tobacco Tax or Settlement Funds**
Figure 10. Mixing of Major Public Program Funding Within Preschools

- No PK, HS or CCS: 41%
- PK only: 16%
- PK and HS: 5%
- PK and CCS: 6%
- HS only: 9%
- PK, HS and CCS: 1%
- CCS only: 20%
- HS and CCS: 2%

Source: NSECE center-based provider questionnaire [N=129,000 centers].
## Use of School Funding Formula in State Pre-K Programs

<table>
<thead>
<tr>
<th>State program</th>
<th>Universal Coverage</th>
<th>Cap on Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Colorado</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Iowa</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Maine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maryland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oklahoma</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Texas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vermont</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>West Virginia</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Wisconsin</td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>

Source: Funding Landscape for Preschool with a Highly Qualified Workforce. [https://sites.nationalacademies.org/DBASSE/BCYF/Finance_ECE/index.htm](https://sites.nationalacademies.org/DBASSE/BCYF/Finance_ECE/index.htm)
States Likely to Succeed

Strong program design + strong implementation supports:

- Very Strong Currently: AL, GA, NJ
- Most likely to be very strong: AR, MD, MI, NY, WV
- To Watch: WA, PA, MA
What Can You Do?

New Funding Opportunity to Assess Your System and Identify Improvements -- Preschool Development Grant in ESSA

• Assist States to develop, update, or implement a strategic plan that facilitates collaboration and coordination among existing programs of early childhood care and education in a mixed delivery system
Ensure Early Learning in ESSA State Plan Is Implemented Well

1) Setting goals and policy priorities for early learning as a strategy to address equity (accountability system)

2) Integrating early learning into school improvement and data transparency

3) Supporting early childhood educator development
ESSA Requires Local Education Agency + Head Start Coordination Agreements

Information and resources for SEAs, LEAs, Head Start and other Early Childhood Programs on:

- ESSA’s Early Childhood Coordination Requirements
- Other Related Federal Policies
- Alignment and Differences between ESSA and Head Start Coordination Requirements
- Specific SEA Actions to Support Local Coordination;
- Specific LEA Steps to Develop Coordination Approaches that Comply with ESSA and Support Children, Families, and Educators

Talk About “Value” and Benefits

**CPQR Communications Toolkit** includes:

- Sample social media templates
- Press Release Templates
- Quotes from experts
- How to create graphics with your cost data
- Printable 1 page handouts on 8 key cost/quality topics
Get More Information

- **Resources:**
  - CEELO ESSA resources and blog: [http://ceelo.org/essa/](http://ceelo.org/essa/)
  - CEELO Cost of Quality Preschool and Revenue Calculator Webpage
  - Cost of Quality Early Learning Think Tank
  - NIEER State of Preschool Yearbook
    - [http://nieer.org/state-preschool-yearbooks](http://nieer.org/state-preschool-yearbooks)
Contact me: Lori Connors-Tadros, ltadros@nieer.org

Website
http://ceelo.org
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Alabama
First Class: Alabama's Voluntary Pre-K is part of the Office of School Readiness within the department of Early Childhood Education. First Class Pre-K provides effective, high quality early childhood experiences that prepare Alabama's children for school success and lifelong learning.
# Alabama

**Percent of State Population Enrolled**

<table>
<thead>
<tr>
<th>Year</th>
<th>2-year-old</th>
<th>3-year-old</th>
<th>4-year-old</th>
<th>5-year-old</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>2003</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>2004</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>2005</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>2006</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>2007</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>2008</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>2009</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>2010</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>2011</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>2012</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>2013</td>
<td>1.0%</td>
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<td>2014</td>
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</tr>
<tr>
<td>2015</td>
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<tr>
<td>2016</td>
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</tr>
<tr>
<td>2017</td>
<td>1.0%</td>
<td>1.0%</td>
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</tr>
</tbody>
</table>

**State Spending per Child Enrolled (2017 Dollars)**

<table>
<thead>
<tr>
<th>Year</th>
<th>2-year-old</th>
<th>3-year-old</th>
<th>4-year-old</th>
<th>5-year-old</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>$3,176</td>
<td>$3,309</td>
<td>$3,583</td>
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</tr>
<tr>
<td>2003</td>
<td>$3,248</td>
<td>$3,454</td>
<td>$3,719</td>
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<td>2004</td>
<td>$3,310</td>
<td>$3,517</td>
<td>$3,796</td>
<td>$4,133</td>
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<tr>
<td>2005</td>
<td>$3,372</td>
<td>$3,584</td>
<td>$3,863</td>
<td>$4,211</td>
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<tr>
<td>2006</td>
<td>$3,434</td>
<td>$3,644</td>
<td>$3,942</td>
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<tr>
<td>2007</td>
<td>$3,496</td>
<td>$3,707</td>
<td>$4,042</td>
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<tr>
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<td>$3,768</td>
<td>$4,106</td>
<td>$4,685</td>
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<tr>
<td>2009</td>
<td>$3,620</td>
<td>$3,830</td>
<td>$4,185</td>
<td>$4,843</td>
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<tr>
<td>2010</td>
<td>$3,682</td>
<td>$3,892</td>
<td>$4,254</td>
<td>$5,001</td>
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<tr>
<td>2011</td>
<td>$3,744</td>
<td>$3,954</td>
<td>$4,424</td>
<td>$5,162</td>
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<tr>
<td>2012</td>
<td>$3,806</td>
<td>$4,065</td>
<td>$4,603</td>
<td>$5,321</td>
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<tr>
<td>2013</td>
<td>$3,868</td>
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<td>$4,802</td>
<td>$5,481</td>
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<td>2014</td>
<td>$3,930</td>
<td>$4,185</td>
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<td>$5,641</td>
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<tr>
<td>2015</td>
<td>$3,992</td>
<td>$4,245</td>
<td>$5,201</td>
<td>$5,801</td>
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<tr>
<td>2016</td>
<td>$4,054</td>
<td>$4,305</td>
<td>$5,401</td>
<td>$5,961</td>
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<tr>
<td>2017</td>
<td>$4,116</td>
<td>$4,358</td>
<td>$5,601</td>
<td>$6,121</td>
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</tbody>
</table>

## First Class Pre-K: Alabama’s Voluntary Pre-Kindergarten Program

The First Class Pre-K: 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 67 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 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 the 2016-2017 school year, the program serves more than 14,000 four-year-olds in a full-day education program, which is approximately 24% of the state’s 4-year-old population. Enrollment increased by approximately 2,700 children from the prior school year, supported 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. 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. Due to an increase in state spending for FCVPK, overall funding for the program in 2016-2017 rose by $15.6 million to $98.1 million.

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 $60,200 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.

### Quality Standards Checklist

- **POLICY**
  - Early learning & development standards: Comprehensive, aligned, supported, culturally sensitive
  - Curriculum supports: Approval process & supports
  - Teacher degree: BA
  - Teacher special training: ECE, CD, ECE SpEd
  - Assistant teacher degree: CDA or 9 ECE/CD credits
  - Staff professional development: 20 hours/year (teachers); 30 hour/year (assistants)
  - Maximum class size: 20 (4-year-olds)
  - Staff-child ratio: 1:1.1 (4-year-olds)
  - Screening & referral: Vision, hearing, health
  - Meals: Lunch

- **CURRENT BENCHMARK**
  - Comprehensive, aligned, supported, culturally sensitive
  - New in 2015-2016
  - BA
  - Specializing in pre-K
  - CDA or equivalent
  - For teachers: At least 15 hours/year
  - 20 or lower
  - Vision, hearing, health
  - Lunch at least one meal/day

- **MEETS CURRENT BENCHMARK?**
  - Yes
  - No

### New Benchmarks

- Approval process & supports
- Specializing in pre-K
- CDA or equivalent
- For teachers & assistants:
  - At least 15 hours/year
  - Individual PD plans
  - 20 or lower
  - Vision, hearing & health screenings & referral
  - Discontinued

### Resources

- State pre-K spending: $44,662,050
- Local match required: Yes
- State Head Start spending: $5,232,025
- State spending per child enrolled: $4,594
- All reported spending per child enrolled: $6,990

### Spending per Child Enrolled

<table>
<thead>
<tr>
<th>Category</th>
<th>Spending per Child Enrolled</th>
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</thead>
<tbody>
<tr>
<td>PRE-K</td>
<td>$6,990</td>
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<tr>
<td>Head Start</td>
<td>$8,049</td>
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<tr>
<td>Special Ed*</td>
<td>$10,238</td>
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</tbody>
</table>

* All programs may receive additional funds from federal or local sources that are not included in the above figures.

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

**Note:** 6-12 expenditure includes capital spending as well as current operating expenditures.
Representative Terri Collins
Alabama
Questions
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• An archived version will be available shortly, please visit: www.ncsl.org/research/human-services/2018-early-care-and-education-webinar-series.aspx

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  • Jennifer Palmer, research analyst, Children & Families Program jennifer.palmer@ncsl.org / 303-856-1351
  • Julie Poppe, program manager, Children & Families Program julie.poppe@ncsl.org / 303-856-1497