



The State of Preschool 2023

STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research

RUTGERS
Graduate School of Education



THE STATE OF PRESCHOOL 2023

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Executive Summary

The 21st *State of Preschool* finds the state of preschool in America at a critical moment. The states have emerged, albeit unevenly, from the worst of the COVID-19 pandemic, and are poised to make new progress toward more effective and equitable preschool policies. Additional states have committed to offering every child publicly funded preschool education and have begun working towards that goal. Enrollment in preschool increased in 2022-2023 and the percent of 3-year-olds and 4-year-olds enrolled in preschool reached all-time highs. *But* the number of children enrolled in state-funded preschool is still lower than it was prior to the pandemic, and six states are still without programs. All but a few states fall short of meeting at least one benchmark for policies regarding quality, and many fall short of meeting most of the benchmarks. Inadequate funding is a near universal problem. A key question for the future is whether or not states will increase funding enough to keep promises regarding program expansion and quality, including adequate pay for the workforce. Will this be the turning point needed for the country to make real progress towards high quality universal preschool?

ENROLLMENT INCREASED TO A RECORD HIGH

In the 2022-2023 school year, 1,631,968 children attended state-funded preschool, an increase of 110,209 children, up 7%, from the 2021-2022 school year. The number of children enrolled in preschool increased in all except six states. Enrollment of 3-year-olds increased (by 11%) to 7% of 3-year-olds and enrollment of 4-year-olds increased (by 6%) to 35% of 4-year-olds. New universal preschool initiatives in several states helped to push the nation to these record high percentages as shown in Figure 1.

The declining population of young children also contributed to the boost in percentages, masking the fact that nearly 25,000 fewer children attended preschool in fall 2022 than in fall 2019 (prior to the pandemic). Less than half the states (only 17) enrolled more children in preschool in fall 2022 than in fall 2019. Although the percentage of 3- and 4-year-olds who attended state-funded preschool were at all-time highs in 2022-2023, and the number of 3-year-olds in state-funded preschool also hit an all-time high, the total number of children in state-funded preschool remained below pre-pandemic levels.

FIGURE 1: PERCENTAGE OF U.S. POPULATION ENROLLED IN PRESCHOOL REACHED AN ALL TIME HIGH

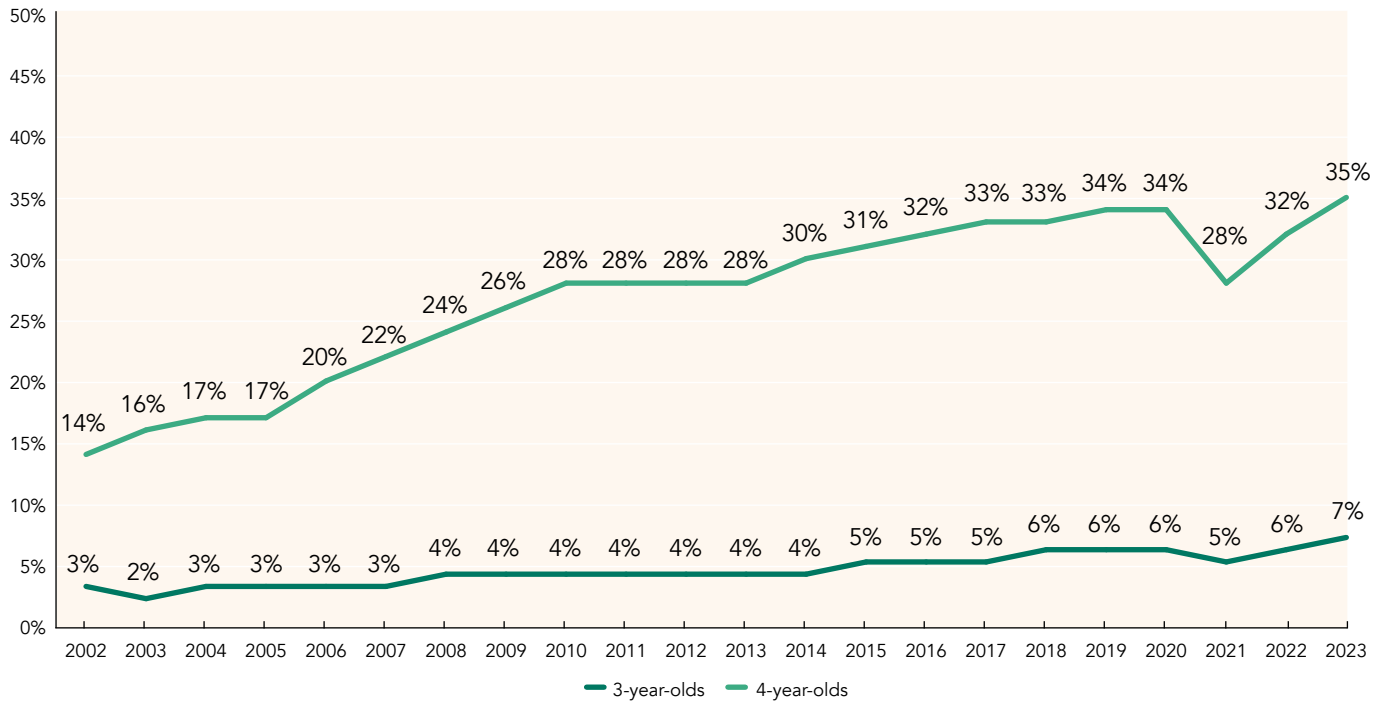
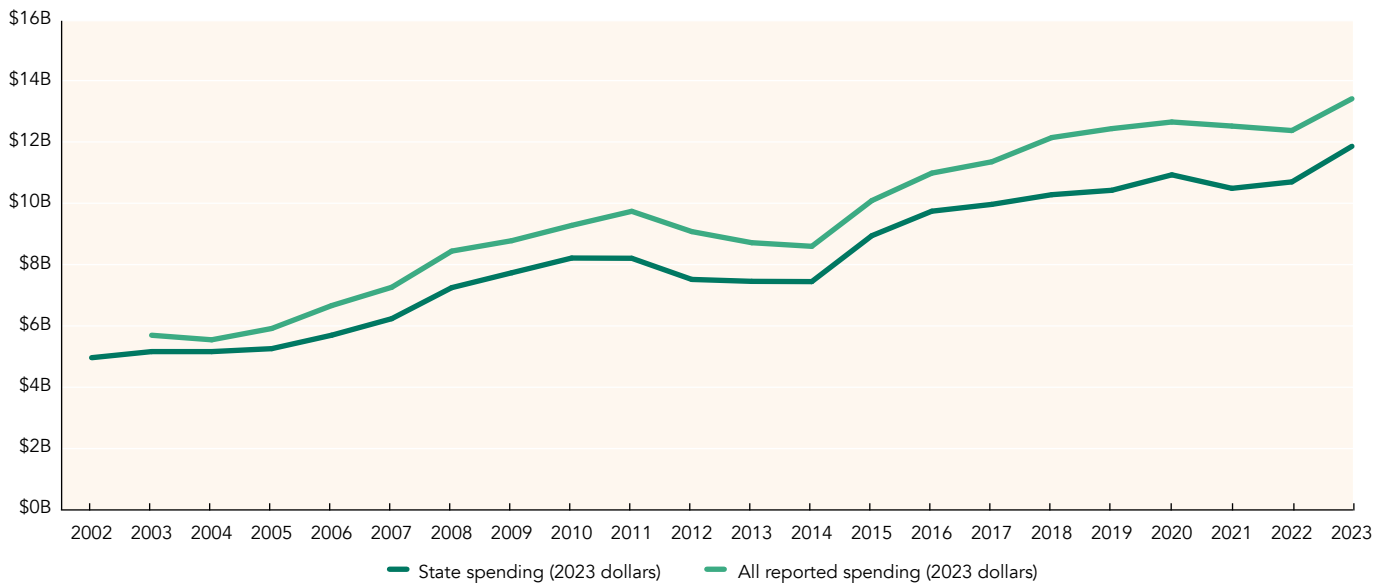


FIGURE 2: STATES' INVESTMENTS IN PRESCHOOL CONTINUE TO INCREASE, REACHING ALL TIME HIGHS (2023 DOLLARS)



PRESCHOOL SPENDING REACHED AN ALL TIME HIGH

Perhaps the most notable finding for this year is that funding increased by a larger percentage than enrollment. States spent \$11.73 billion (including COVID-19 relief dollars) on state-funded preschool in 2022-2023, an increase of \$1.17 billion (11%) from 2021-2022 after adjusting for inflation. This is an all time high (See Figure 2). Inflation-adjusted preschool spending increased in 29 states. Twenty-eight programs reported using federal COVID-19 relief funding to support preschool but many could not report the amount. Adding reported federal and local sources, known preschool spending topped \$13.37 billion, also an all-time high, adjusting for inflation.

State spending per child averaged \$7,277, surpassing the pre-pandemic high, but not substantially different from its level 21 years ago (See Figure 3). Including federal and reported local sources, spending per child exceeded \$8,000. Adding in our estimates of unreported local funding, bumps this up to \$11,300. However, even this figure falls far short of the cost of a high-quality full school day program.¹ As Table A shows, very few states fund preschool programs at levels that would cover this cost, and many are far, far below that mark.

FIGURE 3: STATE SPENDING PER CHILD ENROLLED IN PRESCHOOL SURPASSED \$7,000 (2023 DOLLARS)

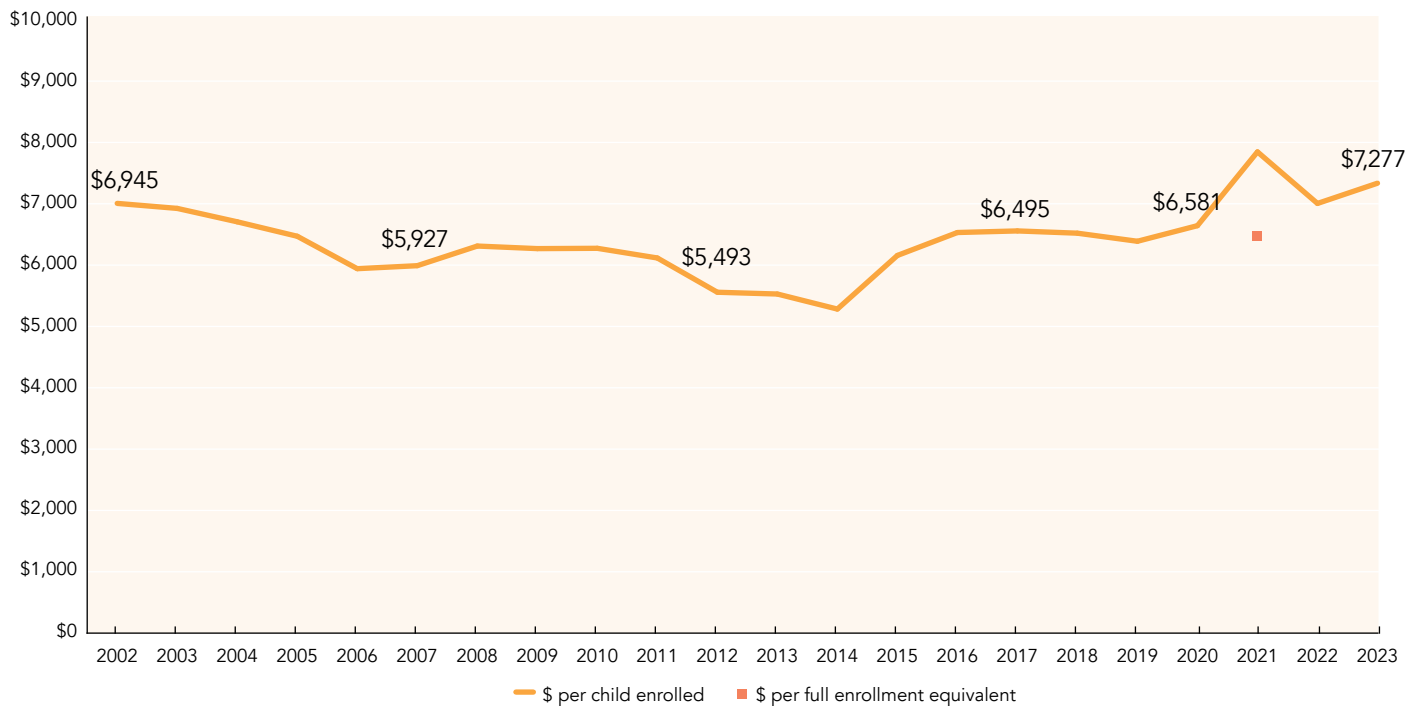


TABLE A: AT LEAST \$33 BILLION MORE IS NEEDED TO PROVIDE HIGH-QUALITY FULL-DAY PRESCHOOL TO ALL 4-YEAR-OLDS ACROSS THE NATION

STATE	Estimated per child cost of high-quality full-day preschool	Gap between needed spending and current spending per child (including estimated local share)*	Additional funding needed to provide a high-quality full-day program for 4-year-olds currently enrolled	Additional funding needed to provide universal access to high-quality full-day preschool for 4-year-olds not currently enrolled
Alabama	\$11,468	\$587	\$13,728,518	\$319,590,224
Alaska	\$18,622	\$12,118	\$10,785,100	\$121,749,357
Arizona	\$12,474	\$7,061	\$21,902,991	\$800,866,092
Arkansas	\$12,547	Exceeds Minimum	\$0	\$249,060,749
California	\$18,023	Exceeds Minimum	\$0	\$4,027,882,307
Colorado	\$13,668	\$7,210	\$110,599,110	\$506,639,481
Connecticut	\$18,437	\$7,203	\$50,535,304	\$459,672,577
Delaware	\$14,983	\$5,754	\$4,022,168	\$130,635,415
District of Columbia	\$18,061	Exceeds Minimum	\$0	\$1,417,213
Florida	\$13,326	\$9,155	\$1,410,110,234	\$481,983,967
Georgia	\$13,461	\$5,080	\$373,195,521	\$558,146,906
Hawaii	\$15,043	\$4,192	\$2,423,185	\$197,935,794
Idaho	No Program	\$12,723	\$0	\$249,485,307
Illinois	\$14,133	\$2,416	\$117,171,853	\$1,027,979,467
Indiana	No Program	\$13,155	\$0	\$916,987,424
Iowa	\$13,524	\$8,116	\$208,596,420	\$98,740,944
Kansas	\$12,814	\$7,285	\$118,968,855	\$174,642,007
Kentucky	\$13,495	\$1,005	\$14,919,729	\$387,831,858
Louisiana	\$12,809	\$374	\$6,850,100	\$350,761,656
Maine	\$13,193	\$2,289	\$13,595,324	\$68,844,215
Maryland	\$16,080	\$1,325	\$35,283,874	\$584,717,039
Massachusetts	\$17,579	\$13,541	\$269,512,168	\$692,137,968
Michigan	\$14,372	\$2,518	\$96,028,080	\$830,874,064
Minnesota	\$14,724	\$7,989	\$58,988,732	\$738,530,436
Mississippi	\$11,817	\$3,244	\$17,288,579	\$231,742,095
Missouri	\$13,723	\$300	\$1,606,050	\$767,239,208
Montana	No Program	\$13,776	\$0	\$129,714,816
Nebraska	\$14,301	\$2,667	\$23,001,215	\$194,093,709
Nevada	\$14,577	\$4,680	\$11,610,438	\$428,971,718
New Hampshire	No Program	\$14,439	\$0	\$158,410,269
New Jersey	\$16,448	\$146	\$5,160,711	\$910,171,217
New Mexico	\$15,183	\$6,242	\$65,204,864	\$124,288,505
New York	\$19,323	\$113	\$13,800,333	\$1,238,318,253
North Carolina	\$12,097	\$3,492	\$89,677,704	\$943,759,555
North Dakota	\$13,476	\$5,943	\$3,191,147	\$103,320,769
Ohio	\$13,927	\$7,984	\$121,960,521	\$1,332,660,702
Oklahoma	\$11,158	\$112	\$3,782,728	\$86,293,516
Oregon	\$16,942	\$810	\$5,408,649	\$483,649,953
Pennsylvania	\$14,271	\$2,610	\$89,096,450	\$1,127,857,778
Rhode Island	\$16,036	\$6,539	\$15,457,266	\$113,237,759
South Carolina	\$13,520	\$7,171	\$186,727,882	\$325,277,679
South Dakota	No Program	\$11,244	\$0	\$101,574,811
Tennessee	\$12,810	\$3,408	\$57,042,537	\$670,248,689
Texas	\$14,495	\$7,783	\$1,576,189,832	\$1,847,525,251
Utah	\$12,220	\$7,403	\$9,802,037	\$476,372,398
Vermont	\$14,503	\$4,864	\$18,029,264	\$15,895,288
Virginia	\$15,939	\$2,892	\$61,855,827	\$1,028,703,062
Washington	\$16,441	\$2,928	\$40,961,064	\$988,005,455
West Virginia	\$12,166	\$1,720	\$20,756,120	\$43,778,868
Wisconsin	\$14,411	\$7,458	\$305,996,936	\$186,871,601
Wyoming	No Program	\$15,640	\$0	\$82,294,420
Total			\$5,680,825,422	\$28,117,389,811

* NIEER estimated the likely local amount contributed to preschool in each state. For additional information, see the *Methodology* section for an explanation of the calculations.



LET'S NOT FORGET QUALITY

Once again, five states met all ten quality standards benchmarks but eight states met fewer than half (including the three states that serve the most children—California, Florida, and Texas). Nationally, young children are more than twice as likely to attend programs meeting fewer than half of NIEER's quality standards benchmarks than programs meeting nine or ten. Inadequate funding is one reason, but not the only one, as some states choose to leave most standards up to local control and some benchmarked policies have modest costs.

Overall, states did make progress on policies to support quality, but a few states backtracked. A continuing concern is that even more states received an “*” for the lead teacher degree benchmark this year. These states have a policy that requires all lead preschool teachers to have at least a bachelor's degree but, in practice, are allowing a large percentage of teachers to have a waiver to this requirement. Such policy waivers are a response—but not a solution—to the widely reported teacher shortage problem.

As in past years, the assistant teacher benchmark requiring that assistant teachers to hold a CDA or equivalent is one of the least met benchmarks—only 19 programs meet this benchmark. And most states that do not meet it, have no substantive requirements in place for assistant teachers. Given the importance of the teaching team for preschool quality, this lack of requirements is particularly concerning. Since policies setting low minimal qualifications tend to go with low pay, it is hardly surprising that turnover among assistant teachers is quite high.

A TIME TO CHOOSE

As the challenges of the pandemic recede, federal, state, and local governments should renew their attention to how they can improve early education policies to provide more children—especially those most in need—with stronger early learning opportunities. Half of all 3- and 4-year-old children in poverty attend no preschool program at all.² States should lead the way, and the new wave of commitments to universal preschool education suggests they will do so. Yet, most states that have committed to serve all children still have far to go to meet the call, and most states have not yet made this commitment. In addition, as states expand enrollment, they face crucial choices about quality and adequate funding. Once program enrollment becomes quite large, the total cost of raising quality and increasing funding per child becomes similarly large. By contrast, if a program starts with high standards and adequate funding per child with a modest enrollment, that program can gradually be expanded to more children in small bites of the budget. Of course, that risks stalling out on the path to universal access, but universal access to low-quality publicly funding programs may do more harm than good.³ Local governments also can choose to move forward to expand access, increase quality, and raise funding if their states do not. Finally, the federal government could play a much larger role than it does now.

Below we highlight seven major policy issues for states to consider as they make choices that will determine the future of early education.

1. Preschool funding: How much of an investment will states make given their current (and future) fiscal environment, will this funding provide an adequate per child amount to support a quality program and with adequate teacher compensation, and what methods will they use to fund preschool? California added nearly \$1 billion in preschool funding in 2022-2023 on road to universal preschool for 4-year-olds and New Jersey added \$60 million to support universal preschool for 3- and 4-year-olds. Both states are committed to expanding preschool access but face uncertainties in their fiscal environments.

2. Universal access: Will states commit to preschool for all, and, if so, for whom? Will they prioritize access for children in the lowest income families who are least able to purchase quality preschool education on their own? Will they include only 4-year-olds, or also include 3-year-olds? Will they commit to a timeline for achieving universal access? Georgia, Illinois, Maine, and New York have universal policies that they have not fully implemented. These states all increased enrollment last year. California, Colorado, Hawaii, and New Mexico have recently passed laws to provide universal preschool. If state budgets tighten, will they continue to expand their enrollment? Governors in Illinois, Michigan, and New Jersey also announced support for universal preschool (for 3- and 4-year-olds in Illinois and New Jersey). Even in states without universal preschool, do they have plans to expand? Some states like Alabama, Mississippi, and Rhode Island have been committed to expanding access while maintaining high standards for quality.



- 3. Access for 3-year-olds:** Two years of high quality preschool can have much larger impacts than one year.⁴ Will states make larger investments in serving 3-year-olds? Only DC and Vermont offer universal preschool beginning at age 3. Illinois and New Jersey offer pre-K beginning at age 3, but remain far from offering universal access. Some states have gradually expanded access, for example, Connecticut, Massachusetts, New Mexico, Oklahoma, Tennessee, and Texas. However, many states, including some that offer universal preschool at age 4, serve virtually no 3-year-olds outside of preschool special education.
- 4. Mixed delivery:** How will states provide preschool, particularly those states working to expand access? More than 60% of children in state-funded preschool programs were served in public schools in 2022-2023. Will states support mixed-delivery, public-private partnerships for preschool? If so, will this be done in a way that ensures uniform quality—including supports for the workforce—across settings? New Jersey, New Mexico and West Virginia are three states with strong mixed delivery systems for preschool, and they provide three very different models for accomplishing this goal. There can be many benefits of mixed delivery including using existing space designed for children, an experienced workforce, and access to before and after care.⁵ However, too many states have created two-tier systems where funding and standards are lower in private settings. Inequalities can be eliminated by establishing and funding the same standards for all settings.
- 5. Length of day:** Will states provide at least a full school-day option for all families who want it? School-day programs can have added child development benefits, and especially when coupled with before and after care (e.g., extended day) also better support working parents.⁶ Nationally, there has been a shift to serve more children in at least school-day (compared to part-day) preschool programs. In 2010, 40% of children in state-funded preschool attended at least a school-day program. By 2023, this increased to 72%.

States vary greatly in the percentage of children served for a full school day. Alabama, Arkansas, DC, Georgia, Hawaii, Louisiana, Nevada, North Carolina, Rhode Island, and Tennessee provide at least 6 hours of preschool per day to all children enrolled. Other states provide as little as 10 hours per week of preschool. School-day preschool with the option for wrap around care before and after the school day can meet both the educational and developmental needs of children and the child care needs of families.

- 6. Quality:** Will states commit to *high quality* preschool? What new policies will states enact to improve quality? Alabama, Mississippi, and Rhode Island are examples of states that have remained committed to high quality preschool while expanding access. These states started small and have gradually increased the number of children served each year while meeting all ten of NIEER's quality standards benchmarks. Other states serve a high percentage of children but meet few quality standards benchmarks. As the new group of states works towards universal preschool, it remains to be seen which path they will follow. Hawaii currently meets all ten benchmarks but has a long way to go to reach universal access. Colorado began its new universal preschool program without establishing all of the program standards for quality. New Jersey increased standards around professional development plans for assistant teachers and now meets a ninth benchmark as the program continues to expand. California is reducing class size and developing new standards for serving preschoolers with disabilities and Dual Language Learners in Transitional Kindergarten.
- 7. Workforce:** It is a particularly critical time for the early childhood workforce and the workforce is a central part of preschool quality. Forty-seven programs reported a shortage of preschool teachers. More states reported employing teachers with waivers to the education and specialized training requirements. How will states recruit, support, and retain a qualified workforce? Will states develop policies for compensation parity in mixed delivery systems and with K-12? What policies will states put in place to help those who want to be assistant teachers and teachers become fully qualified? Many states have in place or are developing systems to support teachers in attaining a degree and/or license through a non-traditional pathway, but the extent of these programs varies widely. Twenty-seven states reported having a program to support lead preschool teachers to earn a degree or credential through non-traditional routes; 10 states reported having such a program that is under development. Will states develop policies for compensation parity in mixed delivery systems and with K-12? Twenty-eight states have at least some requirements for salary parity with K-12 for lead preschool teachers in public schools—but this leaves out many teachers. Among the states currently working towards universal preschool, California TK, Hawaii, and New Jersey have parity policies in place for all lead teachers; New Mexico requires parity only for lead teachers in public schools but not those in mixed-delivery settings.



CONCLUSION

State-funded preschool education has grown substantially over the past 20 plus years and has emerged from the pandemic stronger than ever. Primarily this has been a story of quantitative growth. Enrollment and spending (inflation-adjusted) have more than doubled over the last 20 years. More programs offer full school day preschool. Quality standards have been slower to improve but some progress has been made. A handful of states meet all the minimum benchmarks we set for program quality standards. None did in 2002. The average number of benchmarks states meet has increased by about one benchmark.

Nevertheless, our nation has far to go before every child has access to high quality preschool and no prospect of achieving this goal in our lifetimes without accelerated change. Early education opportunity in the United States still depends on your zip code. Access to public preschool and the quality of those offerings varies greatly across and within states. Perhaps the most remarkable finding in our report is that real spending per child on state pre-K has not improved in two decades. That lack of progress is hard to comprehend considering that both K–12 spending per pupil and GDP per capita increased by nearly 30 percent over the same period.⁷ In a very meaningful sense, investment in early education quality—the features of programs that benefit child development—has not kept pace. It should not be surprising then if research finds few state pre-K programs deliver the promised benefits for long-term educational success.⁸

Internationally, the United States falls further behind other countries with every passing year.⁹ We no longer lag just the developed European countries, Australia, Japan, Korea, and New Zealand, we have fallen behind Mexico, Colombia, and Brazil. The uptick in state commitments to universal preschool, at least at age 4, promises some catch up to the rest of the world. However, unless expanded enrollment is accompanied by an unprecedented commitment to quality and increased funding per child, increased enrollment is unlikely to improve learning and development for many children.

Whether to commit to (and adequately fund) **quality** public early education may be the most important choice that states—but also cities and the federal government—face today and over the next several years. We recognize the role of cities because in many states where quality has lagged, cities have stepped up to raise standards and provide additional funding. The federal government could play a much larger role than it currently does, going beyond Head Start (which serves fewer 3- and 4-year-olds with each passing year) to provide funding that supports and incentivizes higher quality in state preschool programs. Even a modest federal investment could dramatically change the funding available for quality. In a \$28 trillion dollar economy, both the amounts spent on preschool and the increases needed to pay for quality are miniscule.

We calculate that another \$30 billion would be needed to raise quality and increase access to serve 90 percent of all 4-year-olds with a full school-day of public preschool (See Table A).¹⁰ As this is more than double current annual preschool spending, it is highly unlikely that this increase will occur without some dramatic shift in public policy. What might make it happen? One approach would be for the federal government to offer states matching funds to increase their investments. If the federal government offered to match increased state funding dollar for dollar, this goal could be reached with 10 percent growth in spending per year for 10 years starting at \$1.5 billion in federal spending and ending at \$15 billion (in today's dollars) in federal spending annually.

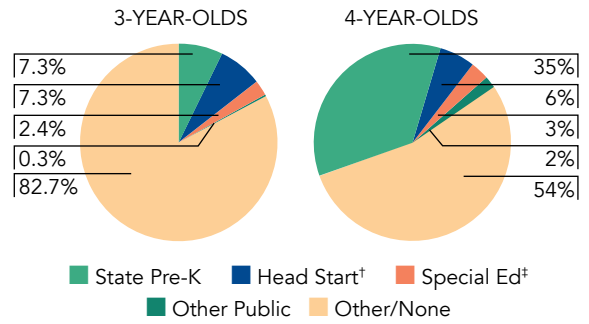
In presidential election years such as 2024, our nation becomes more focused on public policy choices. For early childhood education, the choices are clear. Should every child have equal access to a good publicly funded preschool education or should a child's first educational experiences depend on their zip code? Should the federal government take some responsibility for supporting minimum levels of preschool quality across states by offering matching funds or should it ignore the growing inequalities between states? Should the United States return to first place internationally for investing in education, or should we fall further behind? It should be no surprise that nations surpassing us in higher education also surpass us in early childhood education. There is a causal connection. Perhaps the question that most needs to be asked is this: Do we value *everything* in our current spending more than improvements in the education of our young children? If not, our elected officials need to set new priorities. Every candidate this year should be asked about theirs.



NATIONAL ACCESS

Total state pre-K enrollment, all ages.....	1,631,968
State-funded preschool programs.....	60 programs in 44 states and DC ¹
Income requirement	35 state programs have an income requirement
Minimum hours of operation.....	26 part-day; 15 school-day; 7 extended-day; 12 determined locally ²
Operating schedule.....	2 full calendar year; 39 school/ academic year; 19 determined locally
Special education enrollment, ages 3 and 4	467,539
Federally funded Head Start enrollment, ages 3 and 4	537,239 ³
State-funded Head Start enrollment, ages 3 and 4.....	13,852 ⁴

PERCENT OF POPULATION ENROLLED IN ECE



[†] 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	BENCHMARK	OF THE 62 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARK
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	58
Curriculum supports	Approval process & supports	56
Teacher degree	BA	31
Teacher specialized training	Specializing in pre-K	47
Assistant teacher degree	CDA or equivalent	19
Staff professional development	For teachers & assistants: At least 15 hours/year; Individual PD plans; Coaching	19
Maximum class size	20 or lower	46
Staff-child ratio	1:10 or better	48
Screening & referral	Vision, hearing & health screenings; & referral	41
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	42

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

NATIONAL RESOURCES

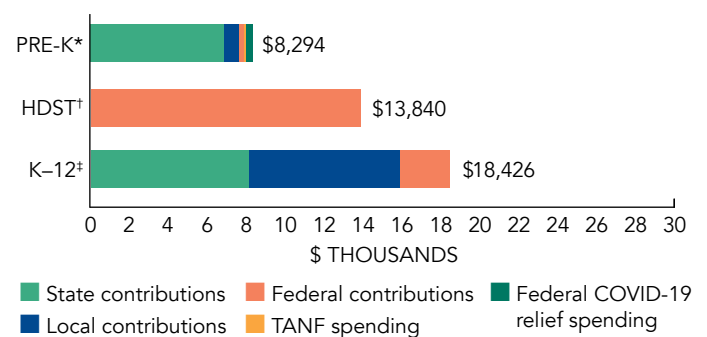
Total state pre-K spending	\$11,732,021,112 ⁵
Local match required?	12
State Head Start spending	\$330,595,281 ⁶
State spending per child enrolled	\$7,277 ⁵
All reported spending per child enrolled*	\$8,294

* 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



¹ Throughout this report, the District of Columbia is included like a state, resulting in a list of 45 states for rankings. In 2015-2016, Guam began offering a "state"-funded pre-K program but is not included in totals or rankings in this report.

² 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 6.5 or more hours per day. Some programs offer multiple hours of operation but only the minimum one is listed here.

³ The enrollment figures for federal Head Start include children 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.

⁴ This figure is based on the Head Start enrollment supported by state match as reported in the survey by states. This figure includes 13,046 children who attended programs that were considered to be state-funded preschool programs and are also included in the state-funded preschool enrollment total.

⁵ This figure includes federal TANF funds and federal COVID-19 relief funds directed toward preschool at states' discretion.

⁶ This figure includes \$216,346,091 also included in the total state pre-K spending. This also includes some funding for state supplements to Early Head Start where states could not separate Head Start and Early Head Start funding.

TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS

STATE	Access for 4-year-olds rank	Access for 3-year-olds rank	Resources rank based on state spending	Resources rank based on all reported spending	Quality standards checklist sum (maximum of 10)
Alabama	15	None Served	15	13	10
Alaska	38	27	30	35	2
Arizona	43	24	26	34	3
Arkansas	22	6	12	5	8
California	16	15	4	4	4.4
Colorado	27	16	40	29	4
Connecticut	32	10	7	12	5.1
Delaware	41	25	10	20	9*
District of Columbia	1	1	1	1	4
Florida	2	None Served	42	45	4
Georgia	9	None Served	25	33	8*
Hawaii	44	31	8	14	10*
Illinois	19	3	27	26	8
Iowa	5	22	39	44	8
Kansas	12	5	35	40	6
Kentucky	25	18	24	10	8*
Louisiana	23	34	22	32	7.9
Maine	11	None Served	28	21	9
Maryland	17	19	18	8	8
Massachusetts	24	8	45	42	6
Michigan	18	None Served	6	7	10*
Minnesota [†]	37	32	19	28	5.4
Mississippi	35	None Served	41	22	10
Missouri	39	30	33	38	4*
Nebraska	20	7	44	9	7
Nevada	40	None Served	9	16	7
New Jersey	21	4	2	2	9
New Mexico	13	13	14	25	9
New York	8	9	21	31	7*
North Carolina	29	None Served	20	23	9*
North Dakota	42	None Served	32	37	5
Ohio	36	26	36	43	5
Oklahoma	3	21	31	11	9
Oregon	34	12	3	3	7.7
Pennsylvania [†]	26	11	11	24	6.7*
Rhode Island	28	None Served	16	18	10
South Carolina	14	33	37	41	7
Tennessee	31	29	29	30	9
Texas	10	14	34	39	4
Utah	45	28	43	36	5
Vermont	6	2	13	17	7
Virginia	30	23	23	19	5.8
Washington	33	17	5	6	8.3
West Virginia	4	20	17	15	9
Wisconsin	7	35	38	27	2
Idaho	No program	No program	No program	No program	No program
Indiana	No program	No program	No program	No program	No program
Montana	No program	No program	No program	No program	No program
New Hampshire	No program	No program	No program	No program	No program
South Dakota	No program	No program	No program	No program	No program
Wyoming	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.

* Indicates that while a policy meets the benchmark, at least one benchmark in the program is not being fully implemented.



WHAT'S NEW?

RESOURCES

- Total state spending for preschool programs reached \$11.16 billion across 44 states and the District of Columbia*, with six states still not funding preschool in 2022-2023. States reported spending an additional \$571 million in federal COVID-19 relief funding.
- Including COVID-19 relief dollars, spending on state-funded preschool increased by nearly \$1.17 billion (11%), adjusted for inflation, from 2021-2022 to 2022-2023.
- Average state funding per child enrolled (including COVID-19 relief) was \$7,277 in 2022-2023. Adjusted for inflation this is a \$333 per child increase from 2021-2022.
- All-reported spending, which includes local and federal dollars, to the extent states can report them, was \$13.37 billion, an inflation-adjusted increase of more than \$1 billion (8%) from 2021-2022. All-reported spending per child was \$8,294, an inflation-adjusted increase of \$102 from 2021-2022. When we add to this calculation our estimate of local matching funds that goes unreported, the estimated total is \$11,300.

ENROLLMENT

- States enrolled more than 1.63 million children in state-funded preschool in 2022-2023, including 1.33 million four-year-olds and 273,416 three-year-olds. States served 7% of 3-year-olds and 35% of 4-year-olds, all-time highs in the percentages served.
- Enrollment in state-funded preschool increased by 110,209, or 7% since 2021-2022. The total number of children enrolled in preschool increased in all but six states.
- Preschool enrollment was still down nationally by 1.5% from the pre-pandemic level of 2019-2020. The number of children enrolled in preschool was still below pre-pandemic levels in 28 states.
- DC and nine states enrolled more than 50% of 4-year-olds in state-funded preschool. Only DC served more than 70% of 4-year-olds (88%). Only DC (79%) and Vermont (71%) served more than one-third of 3-year-olds.
- Across all major public programs – state-funded preschool, preschool special education, and Head Start – 44% of 4-year-olds and 17% of 3-year-olds were served.

FIGURE 4: ENROLLMENT OF 4-YEAR-OLDS IN PRESCHOOL VARIES WIDELY: SOME STATES WORK TOWARDS UNIVERSAL PRESCHOOL AND OTHERS ENROLL NO CHILDREN

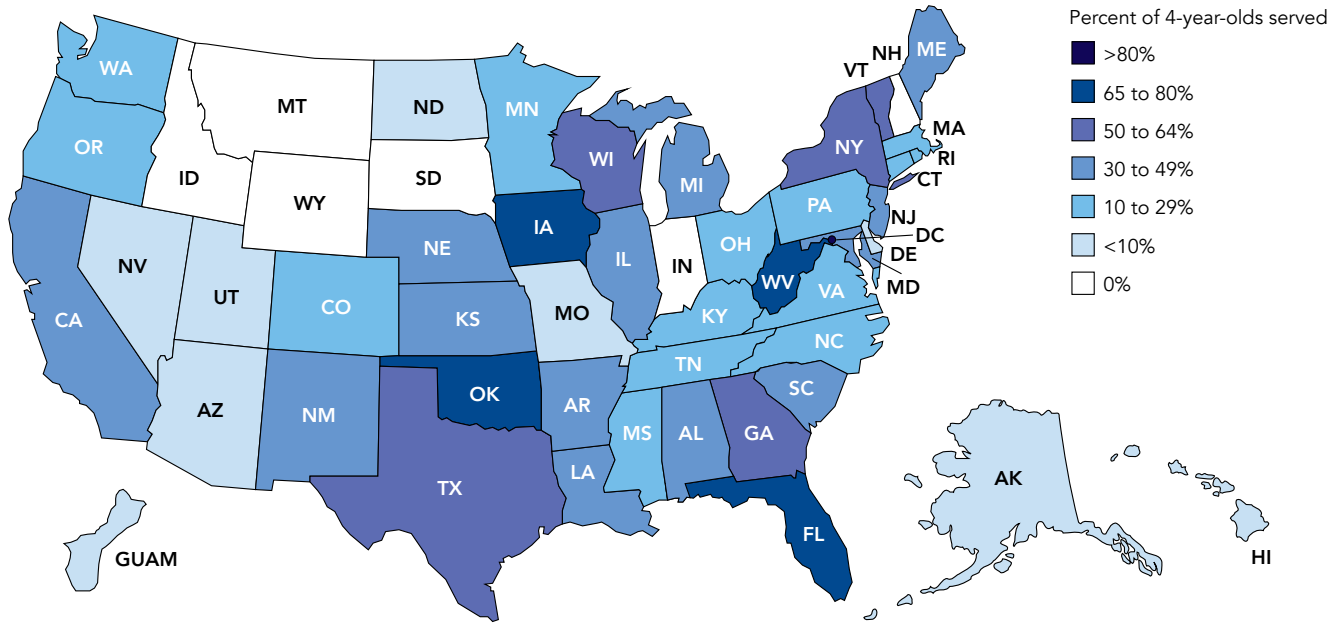


FIGURE 5: ONLY TWO STATES SERVE MORE THE ONE THIRD OF 3-YEAR-OLDS AS ACCESS REMAINS LOW

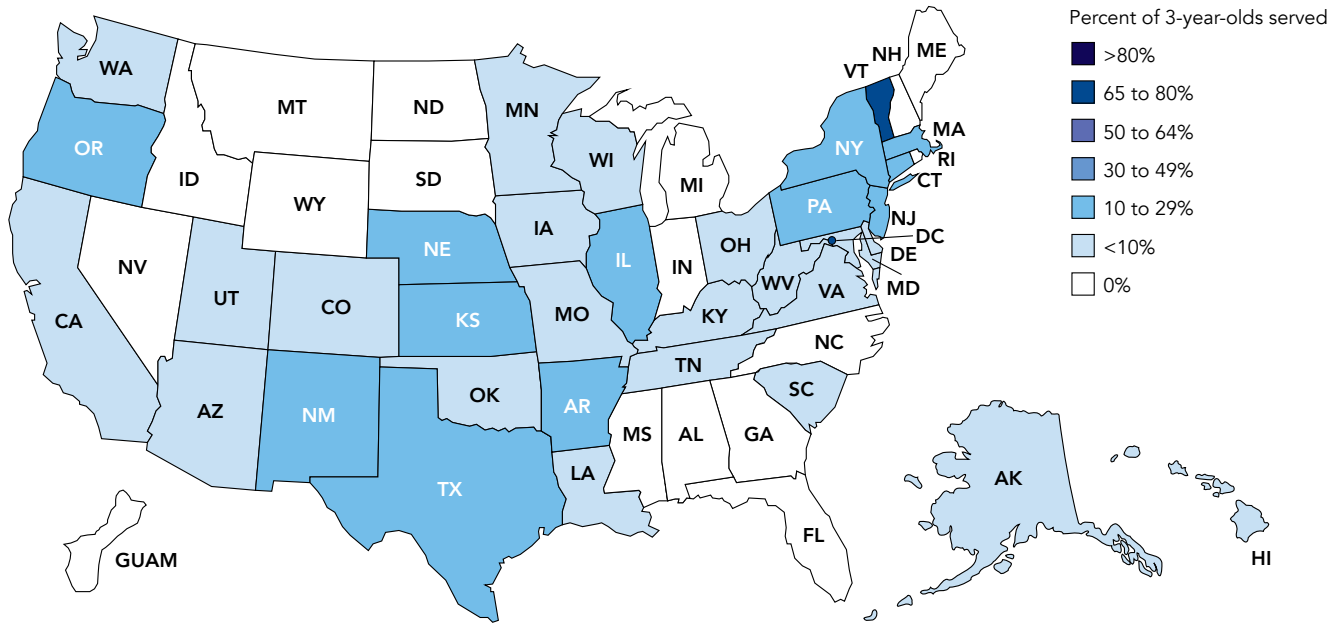
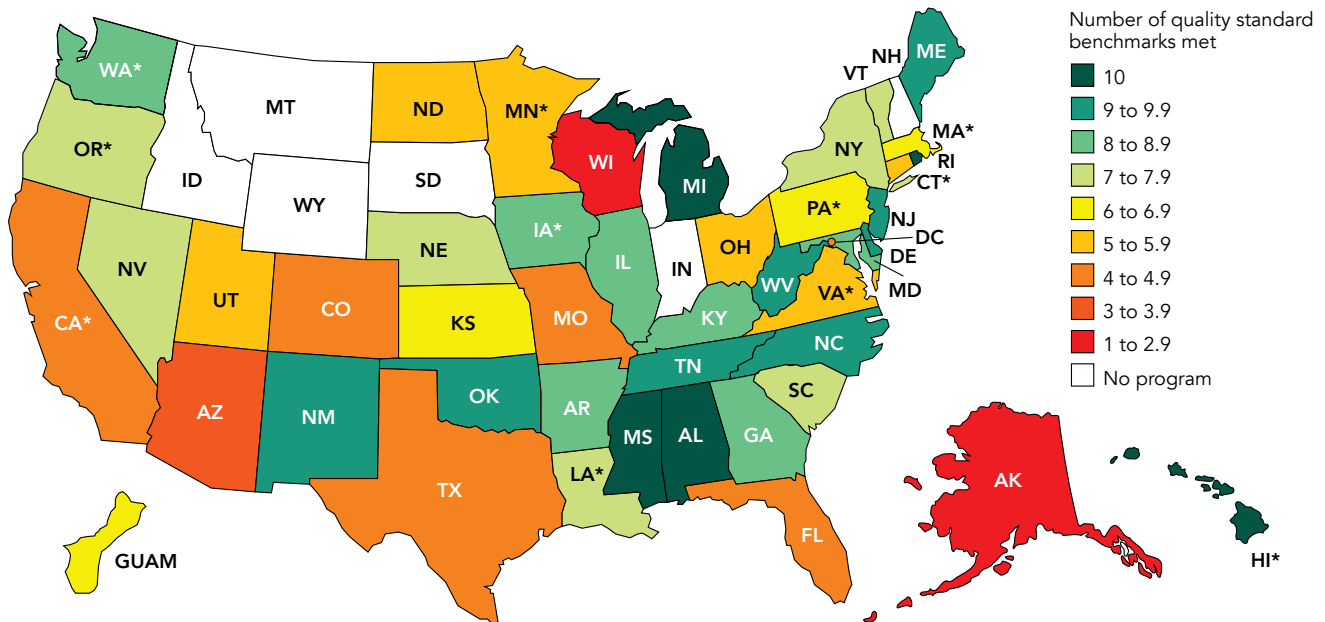


FIGURE 6: SOME STATES MADE PROGRESS BUT MOST STATES NEED STRONGER POLICIES FOR QUALITY PRESCHOOL



*For states with more than one state-funded preschool program, the weighted average number of quality standards met is shown on the map.

QUALITY STANDARDS

- Alabama, Hawaii, Michigan, Mississippi, and Rhode Island continue to be the only five states to meet all 10 of NIEER’s benchmarks for state preschool quality standards.
- Five programs gained new quality standards benchmarks from policy changes.
 - Florida began requiring annual structured classroom observations in all classrooms and now meets the continuous quality improvement system benchmark.
 - New Jersey instituted a new policy requiring all assistant teachers to have annual professional development plans and now meets the staff professional development benchmark.
 - North Carolina now requires all assistant teachers to have at least a CDA, meeting the assistant teacher benchmark.
 - Oregon Pre-K and Oregon Preschool Promise began a new system for structured classroom observation and both programs now meet the continuous quality improvement system benchmark.
- Eleven state-funded preschool programs met fewer than half of the quality standards benchmarks, including three of the five largest programs. Thirty-seven percent of children in state-funded preschool were in a program meeting fewer than half of the quality standards benchmarks. Only 16% were in programs meeting nine or ten benchmarks—this is an increase from 11% last year. More than twice as many children were enrolled in programs meeting fewer than half of the benchmarks than were in programs that met nine or ten.
- NIEER’s benchmarks are for policies regarding quality standards rather than implementation. However, at some point waivers or “exceptions” to policies—official or unofficial—become so extensive that the *de facto* policy is different and should be rated accordingly. During the pandemic, waivers to policies became much more extensive and some have continued even as the emergency has passed. As it is unclear yet whether these will be reversed, this year programs received an “*” for standards that were known to not be fully implemented. Seven programs received an “*” for the lead teacher degree benchmark. Two programs received an “*” for the continuous quality improvement benchmark.

IMPORTANT DEVELOPMENTS

- More states that ever have or are working towards universal preschool with some focused on 4-year-olds only and others striving to serve all 3- and 4-year-olds. These states include some of the most populous, and if they achieve universal access it would dramatically shift the preschool landscape nationally.
 - Six states (Florida, Iowa, Oklahoma, Vermont, West Virginia, and Wisconsin) and the District of Columbia can be said to have already implemented universal preschool for 4-year-olds. The District of Columbia and Vermont also provide universal access for 3-year-olds.
 - Four states (Georgia, Illinois, Maine, and New York) have policies for universal preschool that have not been fully implemented though all four states enrolled more children in 2022-2023 than in the prior year.
 - California, Colorado, Hawaii, and New Mexico have passed laws for universal preschool in recent years.
 - Michigan and New Jersey have support from their governors for universal preschool and are working to expand access.
- Twenty-nine programs reported providing a list of state approved or state recommend preschool curricula. And 19 programs require that all preschool programs and sites adopt a curriculum from that list.
 - The most common reasons for selecting curricula for the approved or recommended list include alignment with the Early Learning and Development Standards and research on curriculum effectiveness.
 - Most programs had a more than one person or group involved in the decision making around selecting curricula for the approved/recommended list including a state curriculum review committee, state pre-K administrators, a curriculum specialist employed by the state.
 - Coaching and professional development around curriculum implementation was most commonly provided by coaches and mentors, curriculum specialists employed by the curriculum company, QRIS specialists, child care resource and referral agencies, child care center directors, Head Start directors, and school principals.

¹ Rickus, G., Barnett, W. S., Nores, M., Weisenfeld, G., Friedman-Krauss, A., & Garver, K. (2019). *Cost of Preschool Quality-Mini (CPQ-Mini)*. National Institute for Early Education Research

² U.S. Census Bureau, Current Population Survey, School Enrollment Supplement, October 2022.

³ Baker, M., Gruber, J., & Milligan, K. (2019). The long-run impacts of a universal child care program. *American Economic Journal: Economic Policy*, 11(3), 1-26.

⁴ Barnett, W. S. & Jung, K. (2021). Effects of New Jersey's Abbott preschool program on children's achievement, grade retention, and special education through tenth grade. *Early Childhood Research Quarterly*, 56, 248-259.

⁵ Weiland, C., McCormick, M., Duer, J., Friedman-Krauss, A. H., Pralica, M., Xia, S., Nores, M., & Mattera, S. (2022). Mixed-delivery public prekindergarten: Differences in demographics, quality, and children's gains in community-based versus public preschool across five large-scale systems. (EdWorkingPaper: 22-651). Annenberg Institute at Brown University: <https://doi.org/10.26300/pncz-2233>; Weiland, C., McCormick, M., & Friedman-Krauss, A. H. Equity in mixed-delivery prekindergarten systems required new investments and new thinking. Brookings Brown Center Chalkboard. December 6, 2022.

⁶ Atteberry, A., Bassok, D., & Wong, V. (2019). The effects of full-day prekindergarten: Experimental evidence of impacts on children's school readiness. *Educational Evaluation and Policy Analysis*, 41, 537-562; Reynolds, A. J., Richardson, B. A., Hayakawa, M., Lease, E. M., Warner-Richter, M., Englund, M. M., Ou, S. R., & Sullivan, M. (2014). Associations of a full-day vs part-day preschool intervention with school readiness, attendance, and parent involvement. *Journal of the American Medical Association*, 312, 2126-2134.

⁷ U.S. Bureau of Economic Analysis, Real gross domestic product per capita [A939RX0Q048SBEA], retrieved from FRED, Federal Reserve Bank of St. Louis; <https://fred.stlouisfed.org/series/A939RX0Q048SBEA>, March 22, 2024. National Center for Education Statistics (2023). *Digest of Education Statistics*. Table 236.55. Total and current expenditures per pupil in public elementary and secondary schools: Selected school years, 1919-20 through 2020-21

⁸ Bartik, Timothy J., and Brad Hershbein. 2018. "Pre-K Effectiveness at a Large Scale." *Employment Research* 25(2): 5-7. [https://doi.org/10.17848/1075-8445.25\(2\)-2](https://doi.org/10.17848/1075-8445.25(2)-2)

⁹ OECD (2017). *Starting Strong 2017: Key OECD Indicators on Early Childhood Education and Care*, OECD Publishing, Paris.

¹⁰ Rickus et al. (2019).

TABLE 2: STATE PRESCHOOL ACCESS BY STATE

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2022-2023)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2022-2023)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	District of Columbia	88%	79%	84%	6,821	5,929	12,750
2	Florida	67%	0%	34%	154,024	0	154,024
3	Oklahoma	67%	6%	37%	33,881	2,910	36,791
4	West Virginia	67%	7%	37%	12,069	1,178	13,247
5	Iowa*	67%	6%	37%	25,702	2,149	27,851
6	Vermont	64%	71%	67%	3,707	4,011	7,718
7	Wisconsin	63%	0.1%	32%	41,029	42	41,071
8	New York	56%	15%	36%	122,624	32,888	155,512
9	Georgia	56%	0%	28%	73,462	0	73,462
10	Texas	52%	11%	31%	202,520	40,455	242,975
11	Maine	47%	0%	23%	5,940	0	5,940
12	Kansas	45%	22%	34%	16,331	7,631	23,962
13	New Mexico	45%	11%	28%	10,446	2,444	12,890
14	South Carolina	44%	0.3%	23%	26,038	191	26,229
15	Alabama	39%	0%	20%	23,388	0	23,388
16	California*	38%	9%	23%	166,452	38,281	204,733
17	Maryland	37%	7%	22%	26,637	4,924	31,561
18	Michigan*	34%	0%	17%	38,140	0	38,140
19	Illinois	34%	23%	29%	48,500	32,504	81,004
20	Nebraska	34%	16%	25%	8,623	4,023	12,646
21	New Jersey *	33%	22%	28%	35,376	23,011	58,387
22	Arkansas	32%	18%	25%	11,941	6,392	18,333
23	Louisiana *	32%	0.3%	16%	18,302	155	18,457
24	Massachusetts*	28%	16%	22%	19,903	10,731	30,634
25	Kentucky	27%	7%	18%	14,849	3,941	18,790
26	Pennsylvania *	25%	12%	19%	34,141	16,958	51,098
27	Colorado	24%	8%	16%	15,339	4,945	20,284
28	Rhode Island	22%	0%	11%	2,364	0	2,364
29	North Carolina	21%	0%	11%	25,684	0	25,684
30	Virginia	21%	3%	12%	21,388	2,763	24,151
31	Tennessee	20%	1%	11%	16,739	1,098	17,837
32	Connecticut *	19%	13%	16%	7,016	4,659	11,675
33	Washington*	16%	8%	12%	13,990	6,906	20,896
34	Oregon*	16%	12%	14%	6,678	4,857	11,535
35	Mississippi	15%	0%	8%	5,329	0	5,329
36	Ohio	11%	2%	7%	15,276	2,724	18,000
37	Minnesota*	11%	1%	6%	7,383	416	7,799
38	Alaska	9%	2%	6%	890	150	1,040
39	Missouri	7%	1%	4%	5,356	920	6,276
40	Nevada	7%	0%	3%	2,481	0	2,481
41	Delaware	6%	2%	4%	699	255	954
42	North Dakota	5%	0%	3%	537	0	537
43	Arizona	4%	3%	3%	3,102	2,187	5,289
44	Hawaii*	4%	1%	2%	578	126	704
45	Utah	3%	1%	2%	1,324	663	1,987
No program	Idaho	0%	0%	0%	0	0	0
No program	Indiana	0%	0%	0%	0	0	0
No program	Montana	0%	0%	0%	0	0	0
No program	New Hampshire	0%	0%	0%	0	0	0
No program	South Dakota	0%	0%	0%	0	0	0
No program	Wyoming	0%	0%	0%	0	0	0
	50 states + DC	35%	7%	21%	1,332,999	273,416	1,606,415
	Guam	2%	0%	1%	57	0	57

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

* Nationwide, an additional 25,553 children of other ages were enrolled in state prekindergarten, for a total of 1,631,968 children.

TABLE 3A: CHANGE IN PRESCHOOL ENROLLMENT OF 3-YEAR-OLDS OVER TIME

STATE	2001-2002 TO 2022-2023		2019-2020 TO 2022-2023		2021-2022 TO 2022-2023	
	Number	% served	Number	% served	Number	% served
Alabama	0	0%	0	0%	0	0%
Alaska	150	2%	-131	-1%	57	1%
Arizona	2,187	3%	475	1%	467	1%
Arkansas	5,450	15%	-259	0%	-81	0%
California	27,357	7%	-17,957	-3%	6,889	2%
Colorado	4,215	7%	-1,453	-1%	-345	0%
Connecticut	3,124	9%	-766	-2%	1,070	3%
Delaware	255	2%	-8	0%	14	0%
District of Columbia	4,804	59%	-506	6%	368	10%
Florida	0	0%	0	0%	0	0%
Georgia	0	0%	0	0%	0	0%
Hawaii	126	1%	126	1%	57	0%
Idaho	0	0%	0	0%	0	0%
Illinois	18,406	15%	-1,808	1%	2,047	2%
Indiana	0	0%	0	0%	0	0%
Iowa	1,638	4%	710	2%	707	2%
Kansas	7,631	22%	6,235	18%	930	3%
Kentucky	-931	-2%	-2,217	-4%	549	1%
Louisiana	155	0%	155	0%	60	0%
Maine	0	0%	0	0%	0	0%
Maryland	3,516	5%	2,484	4%	1,097	2%
Massachusetts	1,299	4%	-1,291	-1%	1,908	3%
Michigan	0	0%	0	0%	0	0%
Minnesota*	-399	-1%	-120	0%	-5	0%
Mississippi	0	0%	0	0%	0	0%
Missouri	-1,626	-2%	-230	0%	187	0%
Montana	0	0%	0	0%	0	0%
Nebraska	3,899	16%	-297	0%	0	0%
Nevada	-111	0%	0	0%	0	0%
New Hampshire	0	0%	0	0%	0	0%
New Jersey	10,226	11%	752	1%	1,429	2%
New Mexico	1,974	9%	874	4%	-44	0%
New York	27,053	13%	22,165	11%	-2,956	-1%
North Carolina	0	0%	0	0%	0	0%
North Dakota	0	0%	0	0%	0	0%
Ohio	-6,990	-4%	937	1%	439	0%
Oklahoma	2,910	6%	71	1%	13	0%
Oregon	3,748	9%	1,271	4%	800	2%
Pennsylvania*	16,958	12%	1,899	2%	2,655	2%
Rhode Island	0	0%	0	0%	0	0%
South Carolina	-159	0%	-66	0%	-44	0%
South Dakota	0	0%	0	0%	0	0%
Tennessee	256	0%	890	1%	61	0%
Texas	20,714	4%	3,358	2%	6,307	2%
Utah	663	1%	144	0%	-208	0%
Vermont	3,642	65%	539	12%	1,724	31%
Virginia	2,763	3%	2,763	3%	563	1%
Washington	5,757	7%	1,572	2%	1,178	2%
West Virginia	-590	-2%	-54	0%	64	1%
Wisconsin	-646	-1%	-360	-1%	11	0%
Wyoming	0	0%	0	0%	0	0%
United States	169,423	5%	19,896	1%	27,968	1%
Guam	0	0%	0	0%	0	0%

* 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 the table are estimates.

TABLE 3B: CHANGE IN PRESCHOOL ENROLLMENT OF 4-YEAR-OLDS OVER TIME

STATE	2001-2002 TO 2022-2023		2019-2020 TO 2022-2023		2021-2022 TO 2022-2023	
	Number	% served	Number	% served	Number	% served
Alabama	22,632	38%	2,949	5%	1,449	3%
Alaska	890	9%	-233	-1%	393	4%
Arizona	-1,175	-2%	215	1%	581	1%
Arkansas	9,717	26%	-843	-1%	886	3%
California	121,918	29%	-15,939	1%	19,101	6%
Colorado	7,019	11%	-1,199	0%	162	1%
Connecticut	2,599	9%	-970	-2%	218	0%
Delaware	-144	-2%	117	1%	122	1%
District of Columbia	3,810	44%	-535	4%	105	5%
Florida	154,024	67%	-12,702	-4%	930	1%
Georgia	9,849	3%	-6,866	-3%	285	1%
Hawaii	-671	-4%	-100	0%	98	1%
Idaho	0	0%	0	0%	0	0%
Illinois	9,598	12%	-2,180	1%	2,887	3%
Indiana	0	0%	0	0%	0	0%
Iowa	24,146	63%	-1,033	1%	373	3%
Kansas	14,101	39%	4,958	16%	453	3%
Kentucky	2,032	4%	-1,880	-3%	1,196	3%
Louisiana	10,783	20%	-2,153	-1%	402	2%
Maine	4,500	37%	54	2%	625	6%
Maryland	8,263	12%	-4,032	-4%	1,478	3%
Massachusetts	10,471	17%	-1,711	-1%	2,276	4%
Michigan	11,663	15%	772	2%	2,245	3%
Minnesota*	6,113	9%	-203	0%	-240	0%
Mississippi	5,329	15%	2,265	7%	2,522	7%
Missouri	1,670	2%	-285	0%	925	1%
Montana	0	0%	0	0%	0	0%
Nebraska	8,267	32%	-665	0%	-149	1%
Nevada	2,160	6%	-589	-1%	96	0%
New Hampshire	0	0%	0	0%	0	0%
New Jersey	11,495	13%	2,222	2%	3,665	4%
New Mexico	10,076	43%	-51	4%	398	3%
New York	59,125	32%	13,208	8%	6,480	5%
North Carolina	24,444	20%	-5,375	-4%	2,005	2%
North Dakota	537	5%	-698	-6%	166	2%
Ohio	1,391	2%	-807	0%	829	1%
Oklahoma	8,002	11%	-3,336	-3%	150	2%
Oregon	4,089	10%	904	3%	726	2%
Pennsylvania*	31,591	23%	2,095	2%	5,851	5%
Rhode Island	2,364	22%	944	9%	0	1%
South Carolina	10,388	15%	-2,645	-3%	1,070	2%
South Dakota	0	0%	0	0%	0	0%
Tennessee	14,981	18%	-1,518	-2%	1,142	1%
Texas	74,937	12%	-8,749	1%	14,244	5%
Utah	1,324	3%	-379	-1%	-618	-1%
Vermont	3,087	55%	-915	-13%	-159	0%
Virginia	15,510	15%	2,229	3%	1,312	2%
Washington	9,205	10%	5,324	7%	1,669	3%
West Virginia	6,984	43%	-1,322	-1%	362	4%
Wisconsin	27,525	44%	-5,422	-4%	-189	2%
Wyoming	0	0%	0	0%	0	0%
United States	766,619	20%	-47,079	1%	78,522	3%
Guam	57	2%	-14	0%	0	0%

* 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 the table are estimates.

TABLE 4: 2022-2023 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 [†]	675	1%	23,954	40%	5,853	10%	26,557	44%
Alaska* [†]	365	4%	1,310	14%	1,478	16%	2,440	26%
Arizona	4,826	6%	7,607	9%	9,769	12%	14,184	17%
Arkansas	7,837	22%	16,789	45%	10,666	29%	19,317	52%
California	46,543	11%	167,629	38%	77,703	18%	192,549	44%
Colorado	7,495	12%	19,522	31%	10,976	18%	23,485	37%
Connecticut [†]	6,693	18%	9,536	26%	8,769	25%	11,573	31%
Delaware	1,038	10%	1,923	17%	1,661	15%	2,442	22%
District of Columbia [†]	5,929	79%	6,821	88%	5,954	79%	6,897	89%
Florida*	6,308	3%	154,024	67%	21,581	10%	170,188	74%
Georgia [†]	2,379	2%	76,121	58%	12,444	10%	78,940	60%
Hawaii	656	4%	1,596	10%	1,668	10%	2,720	16%
Idaho	574	3%	1,162	5%	1,635	7%	2,669	11%
Illinois [†]	32,504	23%	54,827	38%	40,815	29%	62,427	44%
Indiana	3,372	4%	6,884	8%	7,761	9%	12,755	15%
Iowa [†]	2,349	7%	26,856	70%	4,651	13%	28,596	74%
Kansas	7,631	22%	17,322	48%	9,834	28%	19,859	55%
Kentucky [†]	3,941	7%	16,078	30%	9,697	18%	21,150	39%
Louisiana*	155	0.3%	21,830	38%	9,165	16.3%	27,542	48%
Maine [†]	354	3%	6,118	48%	1,082	9%	6,457	51%
Maryland* [†]	7,602	11%	28,704	40%	11,148	16%	30,706	43%
Massachusetts [†]	10,731	16%	20,012	29%	15,255	22%	23,797	34%
Michigan [†]	2,434	2%	38,140	34%	12,556	12%	42,743	38%
Minnesota**	3,216	5%	14,964	22%	7,849	12%	19,088	28%
Mississippi [†]	141	0.4%	6,792	19%	6,475	18%	13,942	39%
Missouri	3,672	5%	11,763	16%	8,788	12%	16,248	22%
Montana	43	0.4%	269	2%	1,355	11%	1,721	14%
Nebraska [†]	4,023	16%	8,674	34%	4,852	19%	9,502	37%
Nevada [†]	1,490	4%	4,596	13%	2,640	7%	5,294	15%
New Hampshire	863	7%	1,056	8%	1,257	10%	1,562	12%
New Jersey	29,131	28%	43,244	40%	33,991	33%	48,624	45%
New Mexico	3,311	15%	10,675	46%	6,268	28%	13,100	56%
New York [†]	42,957	20%	127,185	59%	54,307	25%	136,135	63%
North Carolina [†]	2,529	2%	30,650	25%	8,718	7%	35,639	30%
North Dakota [†]	370	4%	1,361	13%	1,104	11%	2,301	23%
Ohio	7,648	6%	25,824	19%	19,446	15%	38,675	28%
Oklahoma	2,910	6%	34,488	68%	9,296	19%	38,321	76%
Oregon	5,527	14%	8,824	21%	8,703	22%	12,245	29%
Pennsylvania* [†]	21,613	16%	47,046	34%	31,332	23%	58,996	43%
Rhode Island [†]	497	5%	3,190	29%	1,281	12%	3,591	33%
South Carolina	1,853	3%	27,214	46%	6,615	11.3%	29,885	51%
South Dakota	303	3%	897	7%	1,795	15%	2,670	22%
Tennessee [†]	2,561	3%	18,779	23%	9,410	12%	24,202	29%
Texas	40,455	11%	202,520	52%	70,502	18%	226,237	58%
Utah* [†]	2,727	6%	5,154	11%	4,892	10%	7,579	16%
Vermont	4,011	71%	3,926	67%	4,301	76%	4,361	75%
Virginia [†]	5,632	6%	26,237	26%	10,469	11%	31,044	31%
Washington	8,825	10%	17,602	20%	13,368	15%	22,420	26%
West Virginia [†]	1,178	7%	12,069	67%	3,241	18%	12,678	70%
Wisconsin	1,511	2%	41,665	64%	8,076	12%	45,860	71%
Wyoming	710	11%	1,193	18%	1,325	21%	1,822	28%
United States	362,102	10%	1,462,624	38%	633,781	17%	1,693,734	44%
Guam	13	0.4%	71	2.5%	186	6%	432	14%

* 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 or on percentages of children with IEPs reported in the previous year.

** Minnesota serves special education children in its state-funded Head Start pre-K programs but was not able to provide the number of children. Estimates are 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 was 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 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 5: 2022-2023 STATE PRESCHOOL QUALITY STANDARDS

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	Quality standards checklist sum 2022-2023
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Alaska	✓		✓								2
Arizona	✓	✓								✓	3
Arkansas	✓	✓		✓	✓		✓	✓	✓	✓	8
California CSPP	✓	✓		✓				✓	✓	✓	6
California TK	✓	✓	✓								3
Colorado	✓			✓			✓	✓			4
Connecticut CDCC	✓	✓		✓			✓	✓			5
Connecticut SR	✓	✓		✓			✓	✓			5
Connecticut Smart Start	✓	✓	✓	✓			✓	✓			6
Delaware	✓	✓		✓	✓	✓	✓	✓		✓*	9*
District of Columbia	✓	✓							✓	✓	4
Florida	✓	✓					✓			✓	4
Georgia	✓	✓	✓*	✓	✓	✓			✓	✓	8*
Hawaii EOEL	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Hawaii HPCSC	✓	✓	✓*	✓	✓	✓	✓	✓	✓	✓	10*
Illinois	✓	✓	✓	✓			✓	✓	✓	✓	8
Iowa Shared Visions	✓	✓		✓	✓		✓	✓	✓		7
Iowa SWVPP	✓	✓	✓		✓		✓	✓	✓		8
Kansas	✓	✓	✓				✓	✓	✓		6
Kentucky	✓	✓	✓	✓			✓	✓	✓	✓*	8*
Louisiana 8(g)	✓	✓	✓	✓			✓	✓		✓	7
Louisiana LA 4	✓	✓	✓	✓			✓	✓	✓	✓	8
Louisiana NSECD	✓	✓		✓			✓	✓	✓	✓	7
Maine	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Maryland	✓	✓	✓	✓			✓	✓	✓	✓	8
Massachusetts CPPI	✓	✓				✓	✓	✓		✓	6
Massachusetts Chapter 70	✓	✓	✓	✓					✓	✓	6
Michigan	✓	✓	✓*		✓	✓	✓	✓	✓	✓	10*
Minnesota HdSt	✓	✓		✓	✓	✓	✓	✓	✓	✓	9
Minnesota VPK/SRP	✓	✓					✓	✓	✓		5
Mississippi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Missouri	✓		✓*	✓				✓			4*
Nebraska	✓	✓	✓	✓			✓	✓		✓	7
Nevada	✓	✓		✓			✓	✓	✓	✓	7
New Jersey	✓	✓	✓	✓		✓	✓	✓	✓	✓	9
New Mexico	✓	✓		✓	✓	✓	✓	✓	✓	✓	9
New York	✓	✓	✓*	✓			✓	✓	✓		7*
North Carolina	✓	✓	✓*	✓	✓		✓	✓	✓	✓	9*
North Dakota	✓	✓					✓	✓	✓		5
Ohio	✓	✓		✓				✓	✓	✓	5
Oklahoma	✓	✓	✓	✓		✓	✓	✓	✓	✓	9
Oregon Pre-K	✓	✓		✓	✓	✓	✓	✓	✓	✓	9
Oregon Preschool Promise	✓	✓		✓			✓	✓		✓	6
Pennsylvania RTL	✓	✓		✓			✓	✓			5
Pennsylvania HSSAP	✓	✓		✓	✓	✓	✓	✓	✓		8
Pennsylvania K4 & SBPK	✓	✓							✓		3
Pennsylvania Pre-K Counts	✓	✓	✓*	✓			✓	✓	✓	✓	8*
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
South Carolina	✓	✓		✓		✓	✓	✓		✓	7
Tennessee	✓	✓	✓	✓		✓	✓	✓	✓	✓	9
Texas	✓		✓	✓					✓		4
Utah		✓		✓			✓	✓		✓	5
Vermont	✓	✓		✓			✓	✓	✓	✓	7
Virginia VPI	✓	✓		✓			✓	✓		✓	6
Virginia Mixed Delivery	✓	✓						✓		✓	4
Washington ECEAP	✓	✓		✓	✓	✓	✓	✓	✓	✓	9
Washington TK	✓	✓	✓			✓			✓	✓	6
West Virginia	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Wisconsin		✓	✓								2
TOTAL	58	56	31	47	19	19	46	48	41	42	
Guam	✓	✓		✓			✓	✓	✓		6

* Indicates that while the policy meets the benchmark, it is not being fully implemented.
 Note: A red checkmark indicates that the benchmark is newly met due to a policy change.

TABLE 6: STATE PRE-K RESOURCES 2022-2023

STATE	Resource rank based on state spending	State \$ per child enrolled in preschool	Change in total state per child spending from 2021-2022 to 2022-2023 Adjusted dollars	Total state preschool spending in 2022-2023	Change in total state spending from 2021-2022 to 2022-2023 Adjusted dollars
District of Columbia	1	\$22,207	\$394	\$284,007,157	\$15,143,727
New Jersey	2	\$16,302	-\$1,547	\$951,831,781	\$600,409
Oregon	3	\$16,132	\$1,739	\$189,067,971	\$45,008,829
California	4	\$15,307	\$2,258	\$3,200,335,096	\$830,595,002
Washington	5	\$11,940	\$117	\$251,365,473	\$36,959,492
Michigan	6	\$11,854	-\$872	\$452,120,000	-\$4,696,417
Connecticut	7	\$10,895	-\$1,734	\$140,223,426	\$760,740
Hawaii	8	\$10,676	-\$2,758	\$7,516,239	\$140,914
Nevada	9	\$9,467	-\$39	\$23,488,749	\$815,128
Delaware	10	\$9,229	\$1,207	\$8,804,300	\$2,242,819
Pennsylvania	11	\$8,433	\$124	\$446,622,741	\$71,337,963
Arkansas	12	\$8,281	\$596	\$159,389,941	\$12,635,372
Vermont***	13	\$8,244	\$437	\$68,702,087	\$9,832,410
New Mexico	14	\$8,008	-\$816	\$105,924,736	-\$4,974,315
Alabama	15	\$7,429	\$10	\$173,745,222	\$10,988,447
Rhode Island	16	\$7,121	-\$284	\$16,834,943	-\$670,471
West Virginia	17	\$7,053	\$63	\$96,845,695	\$4,097,211
Maryland	18	\$7,032	-\$623	\$224,382,022	-\$44,138
Minnesota	19	\$6,735	\$60	\$52,523,670	-\$1,168,499
North Carolina	20	\$6,672	-\$1,178	\$171,360,040	-\$14,517,388
New York	21	\$6,101	-\$104	\$948,772,591	\$5,745,842
Louisiana	22	\$5,915	\$540	\$109,179,482	\$12,451,353
Virginia	23	\$5,810	\$186	\$140,416,191	\$15,133,853
Kentucky	24	\$5,765	-\$1,495	\$112,553,895	-\$15,298,045
Georgia	25	\$5,646	\$4	\$414,786,468	\$1,902,930
Arizona	26	\$5,413	\$956	\$32,229,445	\$10,792,365
Illinois	27	\$5,405	-\$355	\$438,746,040	-\$365,078
Maine	28	\$5,133	\$806	\$32,015,855	\$7,820,830
Tennessee	29	\$4,823	-\$538	\$86,029,013	-\$3,144,078
Alaska	30	\$4,810	-\$902	\$5,002,332	\$1,546,414
Oklahoma	31	\$4,798	-\$226	\$187,024,576	-\$10,092,999
North Dakota	32	\$4,776	-\$1,969	\$2,574,427	\$72,059
Missouri	33	\$4,333	-\$978	\$27,625,495	-\$207,515
Texas**	34	\$4,235	\$54	\$940,818,031	\$11,039,712
Kansas	35	\$4,183	-\$247	\$101,706,563	\$1,674,295
Ohio	36	\$4,000	-\$268	\$72,000,000	\$585,889
South Carolina	37	\$3,900	-\$202	\$102,551,686	-\$1,127,393
Wisconsin	38	\$3,831	-\$57	\$171,994,862	-\$5,838,754
Iowa*	39	\$3,705	\$27	\$96,338,321	-\$3,246,970
Colorado	40	\$3,599	-\$20	\$76,799,772	\$2,734,837
Mississippi	41	\$3,281	-\$75	\$17,485,429	\$8,064,628
Florida	42	\$3,142	\$669	\$489,183,355	\$110,490,459
Utah	43	\$3,098	\$743	\$6,154,997	-\$467,663
Nebraska	44	\$2,335	-\$133	\$30,819,968	-\$2,154,827
Massachusetts	45	\$1,939	-\$224	\$64,121,030	\$2,347,793
Idaho	No Program	\$0	\$0	\$0	\$0
Indiana	No Program	\$0	\$0	\$0	\$0
Montana	No Program	\$0	\$0	\$0	\$0
New Hampshire	No Program	\$0	\$0	\$0	\$0
South Dakota	No Program	\$0	\$0	\$0	\$0
Wyoming	No Program	\$0	\$0	\$0	\$0
50 states + DC		\$7,277	\$333	\$11,732,021,112	\$1,165,547,172
Guam		\$8,170	\$2,790	\$465,712	\$159,021

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

* 2,190 children with instructional IEPs were served in Iowa's SWVPP program but were funded by sources not reported by the state. Similar to prior years, these children were removed from the per-child spending calculations.

** Texas includes 21,466 Non-ADA eligible children in their enrollment total. These children are removed from state funding per child calculations.

*** Vermont could not separate state, local, and federal spending. These were estimated based on K-12 spending percentages.

TABLE 7: ALL-REPORTED PRE-K RESOURCES 2022-2023

STATE	Resource rank based on all-reported spending	All-reported \$ per child enrolled in preschool	State reported non-state funds	State \$ per child enrolled in preschool	Local \$ per child enrolled in preschool	Federal \$ per child enrolled in preschool	Total all-reported preschool spending
District of Columbia	1	\$22,207	No	\$22,207	\$0	\$0	\$284,007,157
New Jersey	2	\$16,302	No	\$16,302	\$0	\$0	\$951,831,781
Oregon	3	\$16,132	No	\$16,132	\$0	\$0	\$189,067,971
California	4	\$15,554	Yes	\$15,307	\$8	\$240	\$3,252,111,614
Arkansas	5	\$13,117	Yes	\$8,281	\$3,654	\$1,183	\$252,484,399
Washington	6	\$13,096	Yes	\$11,940	\$669	\$487	\$275,702,300
Michigan	7	\$11,854	No	\$11,854	\$0	\$0	\$452,120,000
Maryland	8	\$11,772	Yes	\$7,032	\$4,739	\$0	\$375,598,353
Nebraska	9	\$11,634	Yes	\$2,335	\$3,874	\$5,424	\$153,528,275
Kentucky	10	\$11,420	Yes	\$5,765	\$3,020	\$2,635	\$222,960,145
Oklahoma	11	\$11,046	Yes	\$4,798	\$4,417	\$1,832	\$430,608,914
Connecticut	12	\$10,895	No	\$10,895	\$0	\$0	\$140,223,426
Alabama	13	\$10,881	Yes	\$7,429	\$3,452	\$0	\$254,485,066
Hawaii	14	\$10,676	No	\$10,676	\$0	\$0	\$7,516,239
West Virginia	15	\$10,446	Yes	\$7,053	\$18	\$3,375	\$143,436,939
Nevada	16	\$9,897	Yes	\$9,467	\$0	\$430	\$24,555,099
Vermont***	17	\$9,639	Yes	\$8,244	\$194	\$1,201	\$80,334,987
Rhode Island	18	\$9,497	Yes	\$7,121	\$0	\$2,376	\$22,451,838
Virginia	19	\$9,480	Yes	\$5,810	\$2,805	\$865	\$229,122,922
Delaware	20	\$9,229	Yes	\$6,446	\$2,783	\$0	\$8,804,300
Maine	21	\$9,063	Yes	\$5,133	\$3,930	\$0	\$56,525,607
Mississippi	22	\$8,573	Yes	\$3,281	\$4,433	\$858	\$45,684,214
North Carolina	23	\$8,504	Yes	\$6,672	\$1,745	\$86	\$218,405,951
Pennsylvania	24	\$8,433	No	\$8,433	\$0	\$0	\$446,622,741
New Mexico	25	\$8,008	No	\$8,008	\$0	\$0	\$105,924,736
Illinois	26	\$7,858	Yes	\$5,405	\$2,454	\$0	\$637,936,036
Wisconsin	27	\$6,953	Yes	\$3,831	\$3,122	\$0	\$312,193,748
Minnesota	28	\$6,735	No	\$6,735	\$0	\$0	\$52,523,670
Colorado	29	\$6,458	Yes	\$3,599	\$2,859	\$0	\$137,806,875
Tennessee	30	\$6,211	Yes	\$4,823	\$1,388	\$0	\$110,793,070
New York	31	\$6,101	No	\$6,101	\$0	\$0	\$948,772,591
Louisiana	32	\$5,915	No	\$5,915	\$0	\$0	\$109,179,482
Georgia	33	\$5,646	No	\$5,646	\$0	\$0	\$414,786,468
Arizona	34	\$5,413	No	\$5,413	\$0	\$0	\$32,229,445
Alaska	35	\$4,839	Yes	\$4,810	\$0	\$29	\$5,032,332
Utah	36	\$4,817	Yes	\$3,098	\$0	\$1,719	\$9,570,681
North Dakota	37	\$4,776	No	\$4,776	\$0	\$0	\$2,574,427
Missouri	38	\$4,333	No	\$4,333	\$0	\$0	\$27,625,495
Texas**	39	\$4,235	No	\$4,235	\$0	\$0	\$940,818,031
Kansas	40	\$4,183	No	\$4,183	\$0	\$0	\$101,706,563
South Carolina	41	\$4,147	Yes	\$3,900	\$0	\$247	\$109,033,553
Massachusetts	42	\$4,038	Yes	\$1,939	\$1,707	\$391	\$133,503,054
Ohio	43	\$4,000	No	\$4,000	\$0	\$0	\$72,000,000
Iowa*	44	\$3,831	Yes	\$3,705	\$126	\$0	\$99,618,341
Florida	45	\$3,142	No	\$3,142	\$0	\$0	\$489,183,355
Idaho	No program	\$0	NA	\$0	\$0	\$0	\$0
Indiana	No program	\$0	NA	\$0	\$0	\$0	\$0
Montana	No program	\$0	NA	\$0	\$0	\$0	\$0
New Hampshire	No program	\$0	NA	\$0	\$0	\$0	\$0
South Dakota	No program	\$0	NA	\$0	\$0	\$0	\$0
Wyoming	No program	\$0	NA	\$0	\$0	\$0	\$0
50 states + DC		\$8,294	Yes	\$7,275	\$766	\$240	\$13,371,002,191
Guam		\$8,170	No	\$8,170	\$0	\$0	\$465,712

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

* 2,190 children with instructional IEPs were served in Iowa's SWVPP program but were funded by sources not reported by the state. Similar to prior years, these children were removed from the per-child spending calculations.

** Texas includes 21,466 Non-ADA eligible children in their enrollment total. These children are removed from state funding per child calculations.

*** Vermont could not separate state, local, and federal spending. These were estimated based on K-12 spending percentages.

WHAT QUALIFIES AS A STATE PRESCHOOL PROGRAM?

NIEER's *State of 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 three and/or four 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 of 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 Child Care and Development Fund (CCDF) dollars, Temporary Assistance for Needy Families (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 three years old during the 2022-2023 school year are those who will be eligible to enter kindergarten two years later, during the 2024-2025 school year.
- Children considered to be four years old during the 2022-2023 school year were eligible to enter kindergarten one year later, during the 2023-2024 school year.
- Children considered to be five years old during the 2022-2023 school year were already eligible for kindergarten at the beginning of the 2022-2023 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 line graphs. The first set shows percentages of the state's 3-year-olds and 4-year-olds enrolled in state-funded preschool in the state. The second set shows the state's spending per child enrolled in state-funded preschool. Both sets of line graphs depict changes in state preschool over time, from fiscal year 2002 (which corresponds to the 2001-2002 school year) through fiscal year 2023 (which corresponds to the 2022-2023 school year). Most of the data used for comparison purposes come from NIEER's previous Yearbooks, although spending figures are adjusted for inflation and represent 2023 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. For the 2020-2021 school year, in response to the impact of COVID-19 on preschool enrollment, there is a dark orange dot on the spending per child line graph which shows the state pre-K

spending per the estimated full enrollment equivalent. This is an estimate of what spending per child would have been if the program was fully enrolled. This was not done again in 2021-2022 or 2022-2023.

Following the line graphs is a brief narrative providing information on the main features of the state's program(s). This includes an overview of preschool enrollment, spending and quality; any new developments; details such as the program's history, the types of settings in which state-funded preschool can be offered, and eligibility criteria. 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 expected changes for the 2023-2024 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 44 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).

Federal COVID-19 relief funding used for preschool is also included in the State expenditure per child calculation again this year.

The All Reported Spending ranking often provides a more complete picture of preschool 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.

The bottom of the first page of each state profile (including Guam) also presents a box indicating the total number of quality standards benchmarks met.

California, Connecticut, Hawaii, Iowa, Louisiana, Massachusetts, Minnesota, Oregon, Pennsylvania, Virginia, and Washington 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 six states that did not fund preschool education programs in the 2022-2023 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. Profile pages are also included for U.S. territories that do not offer "state-funded" preschool (American Samoa, Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the Virgin Islands). For these five territories, a narrative is provided, as is information about Head Start and special education.

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 2022-2023 school year except where otherwise 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. New in 2022-2023, the special education enrollment total includes only children in school- or center-based settings and also includes 5-year-olds not yet in kindergarten. The Head Start enrollment total includes children in the American Indian/Alaskan Native and Migrant & Seasonal Head Start programs where applicable. The final item in the table reports how many children ages three and four years old 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, Head Start, and Other Public ECE programs. 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. "Other public" was new for 2021-2022 and includes children enrolled in locally, city, or district-funded preschool programs (outside of state-funded preschool). Only ten states were able to report this information. We calculated an unduplicated count for special education enrollment in order to more accurately represent the percentage of children served in the state. The special education percentage in the pie chart represents children who are in school- or center-based special education but not enrolled in Head Start or state preschool programs. 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. 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 benchmark for each policy—that is, the rigor of the state requirement needed to meet the benchmark. The fourth column depicts whether the state preschool program's requirements met the benchmark. A box at the bottom of the fourth column displays the total number of benchmarks met by the state program. New, starting in the 2021-2022 report, an "*" indicates that in practice a program did not meet a benchmark even though a policy was in place. For example, a program that required a BA for lead teachers but allowed waivers resulting in a substantial portion of lead teachers not having at least a BA received an "*" next to the check mark and the total number of benchmarks met.

The 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 fully 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.

Judgment inevitably plays a role in setting specific benchmarks based on evidence, as research rarely is completely definitive. We have given more weight to the risk of losing substantial benefits by setting benchmarks too low than to the risk of unnecessarily raising costs by setting benchmarks too high, because research has found the benefits of high quality programs to be substantially greater than the costs. In other words, there is more to lose when programs are weak or ineffective. Nevertheless, the original benchmarks were still conceived as minimum standards. The current benchmarks raise the bar somewhat.

Based on advances in research during more than a decade and a half since establishing the original quality standards benchmarks, we have created the current set, which debuted in the 2016 *Yearbook*. These shifted the focus somewhat from policies regarding classroom structure toward policies that shape classroom processes associated with positive child developmental outcomes.¹ Specifically, the current benchmarks introduced one new quality standards benchmark and made substantial changes or enhancements to three others. Below, we explain each benchmark, along with the evidence and reasoning behind it.

We also describe the criteria used to assess whether state policies meet each benchmark:

Benchmark 1. Early Learning and Development Standards (ELDS). A state’s ELDS specify a program’s goals. Clear and appropriate expectations for learning and development across multiple domains are an essential starting place for quality.² States should have comprehensive ELDS covering all areas identified as fundamental by the National Education Goals Panel³ — children’s physical well-being and motor development, social/emotional development, approaches toward learning, language development, and cognition and general knowledge. Neglecting any of these developmental domains could weaken both short- and long-term effectiveness.⁴

To meet the benchmark, ELDS should be comprehensive and specific to preschool-aged children and vertically aligned with state standards for younger and older children so that children’s experiences at each stage build on what has gone before.⁵ ELDS also should be aligned with any required child assessments, and sensitive to children’s diverse cultural and language backgrounds.⁶ Finally, the state must provide some support for those charged with implementing the ELDS so they understand them, such as professional development and additional resources.

Benchmark 2. Curriculum supports. A strong curriculum that is well-implemented increases support for learning and development broadly, and includes specificity regarding key domains of language, literacy, mathematics, and social-emotional development.⁷ To meet the benchmark for curriculum support, states must provide guidance or an approval process for selecting curricula, and support for curriculum implementation, such as training or ongoing technical assistance to facilitate adequate implementation of the curriculum.

Benchmark 3. Teacher degree. To meet the benchmark, state policy must require lead teachers in every classroom to have at least a bachelor’s degree. This follows recommendations from multiple studies by the Institute of Medicine (IOM) and National Research Council (NRC) of the National Academy of Science recommending that preschool teachers have a BA with specialized knowledge and training in early childhood education.⁸ Their conclusions are supported by an analysis of what teachers are expected to know and do in order to be highly effective. Also, a comprehensive review finds that teachers with higher educational levels generally provide higher quality educational environments for young children.⁹

Much of the research has approached the question of teacher degree requirements incorrectly by assuming that teacher qualifications and other program features act independently, are unconstrained by regulation, and are independent of unmeasured contexts that affect outcomes.¹⁰ When multiple program features are interdependent, benchmarking is a more appropriate approach for identifying the features associated with success.¹¹ We found no examples of programs that have produced large persistent gains in achievement without well-qualified teachers.



It also follows that teacher qualifications should not be expected to have an effect in isolation. Compensation must be adequate to attract and retain strong teachers, regardless of qualifications requirements.¹² We have not made this part of the benchmark due to the difficulty of ascertaining exactly what “adequate compensation” is for each state—but that does not lessen its importance.

Benchmark 4. Teacher specialized training. Institute of Medicine/National Research Council reports have also emphasized that preschool lead teachers should have specialized preparation that includes knowledge of learning, development, and pedagogy specific to preschool-age children.¹³ To meet the benchmark, policy must require specialized training in early childhood education and/or child development. We recognize that early childhood teacher preparation programs are variable. States may wish to consider supports to improve programs offered by their state institutions of higher education and alignment with the state ELDS.¹⁴

Benchmark 5. Assistant teacher degree. All members of a teaching team benefit from preservice preparation. The Child Development Associate (CDA) credential was developed as the entry-level qualification for the field.¹⁵ Other certifications or coursework can provide similar preparation. There has been limited research specific to the qualifications of assistant teachers, but evidence indicates that assistant teacher qualifications are associated with teaching quality. To meet the benchmark, policy must require that assistant teachers hold a CDA or have equivalent preparation based on coursework.

Benchmark 6. Staff professional development. To meet this benchmark both teachers and assistant teachers must be required to have at least 15 hours of annual in-service training. In addition, some professional development must be provided through coaching or similar ongoing classroom-embedded support. Lead and assistant teachers are also required to have annual written individualized professional development plans. Research indicates regular professional learning, including coaching, supports teaching practices related to high quality experiences for children.¹⁶ Individualized professional development focused on helping teachers improve in their own classrooms has been found more effective than traditional workshops and general professional development.¹⁷ Good teachers actively engage in learning and regular professional development, and there is some evidence for a 15-hour threshold.¹⁸

Benchmarks 7 and 8. Maximum class size (20) and staff-child ratio (1:10). These two benchmarks are addressed together as they are highly linked in policy and practice. To meet benchmark 7, class size should be limited to at most 20 children. To meet benchmark 8, classes should be permitted to have no more than 10 children per classroom teaching staff member. Small class size and corresponding teacher-child ratios characterize the most effective programs, even though many studies find weak or no association between these features and effectiveness.¹⁹ Yet, it seems clear that smaller classes and fewer children per teacher enable teachers to interact with each child more frequently, to work with smaller groups, and offer each child more individualized attention, which results in better outcomes. The smaller the class, the easier it is for a teacher to develop a good understanding of each child’s interests, needs, and capabilities.

What may be the best designed large-scale randomized trial of class size for young children to date found substantive and lasting impacts on achievement and educational success for smaller class sizes in kindergarten.²⁰ Subsequent efforts to reproduce these results through policy changes elsewhere have been far less successful. Again, we note that key policies regarding program features are not independent of other policies, context, and implementation.

A staff-child ratio of 1:10 is lower than in programs found to have the largest persistent effects, but it is generally accepted by professional opinion. A recent meta-analysis suggests an even lower threshold, below 1 to 7.5 (class size of 15), would be better, and that finding is consistent with experimental evidence for kindergarten.²¹ On the other hand, at least one program has produced large short-term gains with a maximum class size of 22 and 1:11 staff to child ratio, just outside the benchmarks.²²

Benchmark 9. Screenings and referrals. To meet the benchmark, policies should require that preschool programs ensure children receive vision and hearing screenings and at least one additional health screening; as well as referrals when needed.²³ This benchmark recognizes that children’s overall well-being and educational success involve not only cognitive development but also physical and mental health.²⁴ This quality standards benchmark no longer assesses provision of support services. Nearly all state-funded pre-K programs have some requirement for parent engagement and support, and we could not set an evidence-based benchmark that differentiated among them based on effectiveness.

Benchmark 10. This benchmark focuses on state requirements regarding a Continuous Quality Improvement System (CQIS). This reflects a shift in focus from compliance to state support for continuous improvement. An effective CQIS operates at local and state levels to ensure that information is gathered regularly on processes and outcomes, and that this information is used to guide program improvement. To meet this benchmark, policy must at a minimum require that (1) data on classroom quality is systematically collected, and (2) local programs and the state both use information from the CQIS to help improve policy or practice. The use of a cycle of planning, observation, and feedback has characterized highly effective programs.²⁵

The original Quality Standards Checklist required that programs should provide at least one meal per day. While nutritious meals are important, this requirement has been removed from the Checklist because whether a program met the requirement was largely determined by whether the program operated for a half day or full school day.



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.

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 2022-2023 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 several years). Different colors indicate the different funding sources (local, state, and federal). Separate colors are used to indicate any TANF funds or federal COVID-19 relief funds that a state directs toward its preschool initiative. While TANF and COVID-19 relief funds are federal dollars, it is the state's decision to devote these funds to preschool education, as opposed to other purposes. Therefore, TANF and COVID-19 relief funds are including in the "State" funding amount. Data on the amounts of local and federal preschool funds are included in the bar chart when available.

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Guide to State Profiles

ACCESS

Total state pre-K enrollment.....	Number of children of all ages in state pre-K program
School districts that offer state program	Percentage of school districts in state where program is offered
Income requirement	Maximum family income for program eligibility
Minimum hours of operation.....	Minimum hours per day and days per week program operates
Operating schedule.....	Annual schedule of operation (school/academic 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 Act in School- or Center-Based Settings
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	Comprehensive, aligned with state infant & toddler and K–3 or college & career ready standards, aligned with child assessments, supported, and culturally sensitive
Curriculum supports.....	Approval process for selecting curricula and supports in place for curriculum implementation
Teacher degree.....	Lead teacher must have a BA, at minimum
Teacher specialized training	Lead teacher must have specialized training in a pre-K area
Assistant teacher degree.....	Assistant teacher must have a CDA or equivalent, at minimum
Staff professional development.....	Teacher and assistant teacher must receive at least 15 hours/year of in-service professional development and training, individualized annual professional development plans, and coaching
Maximum class size	Maximum number of children per classroom must be 20 or fewer
Staff-child ratio	Lowest acceptable ratio of staff to children in classroom (e.g., maximum number of students per teacher) must be 1:10 or better
Screening & referral.....	Screenings and referrals for vision, hearing, and health must be required
Continuous quality improvement system	Systematic structured observations of classroom quality and information collected is used for classroom/program improvement at the state and local levels

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 program

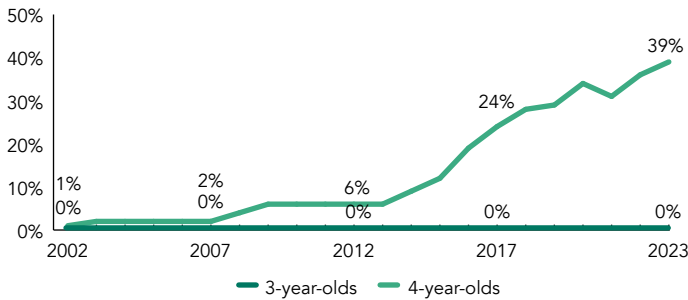
GLOSSARY OF ABBREVIATIONS

AA	Associate of Arts	FEE	Full enrollment equivalent
ACF	Administration for Children and Families	FPL	Federal Poverty Level
AEPS	Assessment, Evaluation, and Programming System for Infants and Children	FRPL	Free or reduced-price lunch
ARP	American Rescue Plan	FTE	Full-time Equivalent
ASQ-3/ ASQ-SE	Ages & Stages Questionnaires, Third Edition/Ages & Stages Questionnaires - Social Emotional	FY	Fiscal Year
B–	Denotes that the age range covered by a teaching license begins at birth (e.g., B–3 = birth–grade 3)	GED	General Equivalency Diploma
BA	Bachelor of Arts	GEERS	Governor's Emergency Education Relief Fund
BMI	Body Mass Index	HdSt	Head Start
BS	Bachelor of Science	HSD	High School Diploma
CACFP	Child and Adult Care Food Program	IDEA	Individuals with Disabilities Education Act
CARES	Coronavirus Aid, Relief, and Economic Security Act	IEP	Individualized Education Plan
CBO	Community-Based Organization	IFSP	Individualized Family Service Plan
CCDF	Child Care and Development Fund	IOM	Institute of Medicine
CD	Child Development	ITERS	Infant/Toddler Environment Rating Scale
CDA	Child Development Associate credential	K	Kindergarten
CLASS	Classroom Assessment Scoring System	KEA/KRA	Kindergarten Entry Assessment/Kindergarten Readiness Assessment
COR	HighScope Child Observation Record	KIDS	Kindergarten Individual Development Survey
CQIS	Continuous Quality Improvement System	LEA	Local Education Agency
CRRSA	Coronavirus Response and Relief Supplemental Appropriations Act	MA	Master of Arts
DIAL	Developmental Indicators for the Assessment of Learning	myIGDis	My Individual Growth and Development Indicators
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	N–	Denotes that the age range covered by a teaching license begins at nursery (e.g., N–3 = nursery–grade 3)
DLL	Dual Language Learner	NA	Not Applicable
DOE	Department of Education	NAEYC	National Association for the Education of Young Children
DRA	Developmental Reading Assessment	NCLB	No Child Left Behind
DRDP	Desired Results Developmental Profile	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	PEG	Preschool Expansion Grant
ECE	Early Childhood Education	PD	Professional Development
ECERS-3	Early Childhood Environment Rating Scale-Third Edition	PDG	Preschool Development Grant
ECERS-R	Early Childhood Environment Rating Scale-Revised	PDG B–5	Preschool Development Grant Birth through Five
ECSE/ ECE Sp Ed	Early Childhood Special Education	PIR	Program Information Report (Head Start)
Ed.D	Doctor of Education Degree	PPVT	Peabody Picture Vocabulary Test
Ed.S	Educational Specialist Degree	Pre-K	Prekindergarten
EE	Elementary Education	QRIS	Quality Rating and Improvement System
ELDS	Early Learning and Development Standards	RTT	Race to the Top
ELL	English Language Learner	RTT-ELC	Race to the Top - Early Learning Challenge
ELLCO	Early Language and Literacy Classroom Observation	SEA	State Education Agency
ELS	Early Learning Standards	SMI	State Median Income
ESSER	Elementary and Secondary School Emergency Relief Fund	SpEd	Special Education
EPSDT	Early Periodic Screening, Diagnosis, and Treatment	TANF	Temporary Assistance to Needy Families
ERS	Environmental Rating Scale	T.E.A.C.H.	Teacher Education and Compensation Helps (T.E.A.C.H. Early Childhood Project)
ESL	English as a Second Language	TS GOLD	Teaching Strategies GOLD
FCCERS	Family Child Care Environment Rating Scale	USDA	United States Department of Agriculture
		WSS	Work Sampling System

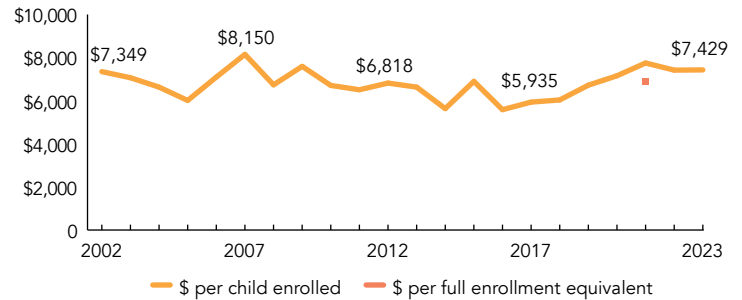
State Profiles

Alabama

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Alabama preschool enrolled 23,388 children, an increase of 1,449 from the prior year. State spending totaled \$173,745,222, up \$10,988,477 (7%), adjusted for inflation, since last year. State spending per child equaled \$7,429 in 2022-2023, up \$10 from 2021-2022, adjusted for inflation. Alabama met 10 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2022-2023 school year, there was an increase in state funding of over \$21 million (almost \$11 million adjusted for inflation) to further expand the preschool program. Program capacity increased from 25,164 in 2021-2022 to 26,658 in 2022-2023. The Alabama Department of Early Childhood Education (ADECE) is expected to focus efforts on the state's Turnaround Schools as designated by the state's education report card. The Alabama Commission on Teaching and Learning as well as Governor Ivey, through a memorandum to the ADECE in 2023, are recommending increased attention and early childhood programming for the Turnaround Schools Initiative. Most of the growth in the next few years of the state's pre-K program is expected to be in support of this effort.

Additionally, in December 2022, Alabama was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) one-year planning grant for \$4 million. The state is using the funding to continue strengthening Alabama's integrated early childhood system. The funds are also being allocated to address early care and education workforce challenges and to support the inclusion of children with, or at risk of, disabilities in early care and education programming in the state.

BACKGROUND

First Class Pre-K (FCPK) is a grant program administered by the Office of School Readiness within the ADECE, under the Governor's Office. The program funds full-day preschool education for 4-year-old children in every county in a variety of settings, including public schools, private centers, Head Start programs, community organizations, faith-based centers, colleges and universities, and military agencies. Using a multi-pronged approach, the ADECE Office of School Readiness has implemented evidence-based strategies and methods grounded in research to ensure that all children enrolled in FCPK have access to excellent, high-quality early learning classrooms in their communities.

Funding for FCPK is distributed from the Alabama Education Trust Fund Budget through competitive grants at three levels for pre-K programs: (1) Pre-K Excellence Grants (up to \$48,300) are awarded to help programs meet quality standards and are not intended as the primary source of funding; (2) Pre-K Tiered Grants (\$84,804 to \$97,908 per grant) to classrooms serving a certain share of the free and reduced-price lunch eligible child population and are primary sources of pre-K funding; (3) New Classroom Grants (\$120,000 per grant) cover costs of materials, equipment, furnishings, and general operating expenses in new classrooms for one year. Grantees must provide at least a 25% match to the awards locally, which can include sliding-scale fee revenue.

All teachers in FCPK classrooms must center their instructional strategies, classroom environment and activities in accordance with the Alabama First Class Framework. All FCPK classrooms are supported by a coach and monitor to support continuous improvement. Alabama requires each classroom to have a lead teacher with a minimum of a BA/BS in an early childhood-related field. Assistant teachers, required for every classroom, must have a CDA or equivalent. To support the development of a qualified workforce, high school students are encouraged to complete a CDA and can use the FCPK classrooms housed in high schools to satisfy some of the required observation hours. In 2015, the ADECE introduced policies to support salary parity for all pre-K teachers.

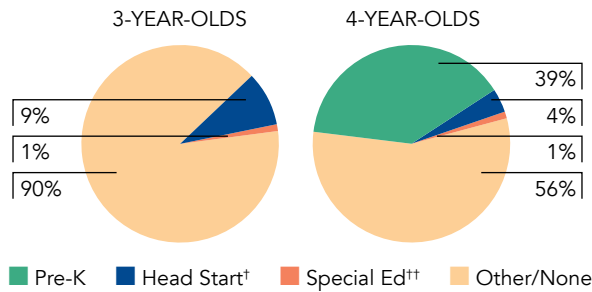
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
15	None Served	15	13	10

ALABAMA FIRST CLASS PRE-K PROGRAM

ACCESS

Total state pre-K enrollment	23,388
School districts that offer state program	100% (counties)
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	4,015
Federally funded Head Start enrollment, ages 3 and 4	9,432
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or 9 ECE/CD credits	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	30 hours/year (teachers); 20 hours/year (assistants); PD plans; Coaching	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"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

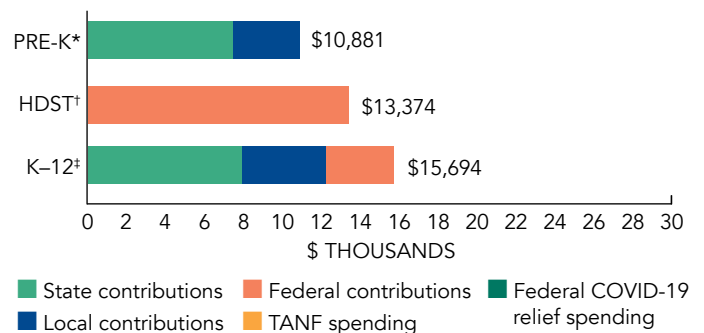
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RESOURCES

Total state pre-K spending	\$173,745,222
Local match required?	Yes
State Head Start spending	\$5,775,801
State spending per child enrolled	\$7,429
All reported spending per child enrolled*	\$10,881

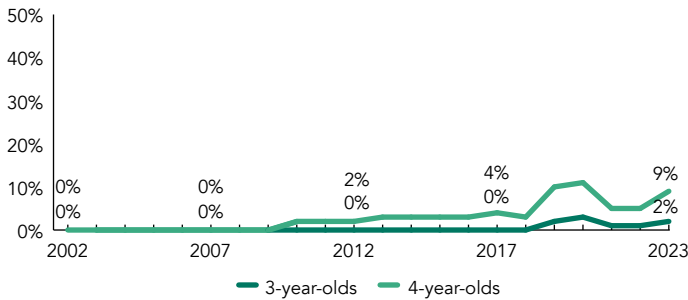
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 † Head Start per-child spending includes funding only for 3- and 4-year-olds.
 ‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

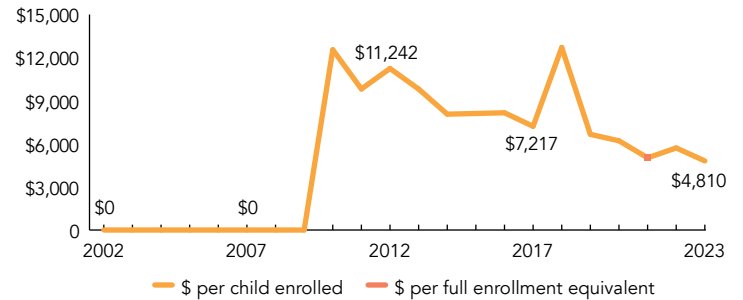


Alaska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Alaska preschool enrolled 1,040 children, an increase of 435 from the prior year. State spending totaled \$5,002,332, up \$1,546,414 (45%), adjusted for inflation, since last year. State spending per child equaled \$4,810 in 2022-2023, down \$902 from 2021-2022, adjusted for inflation. Alaska met 2 of 10 quality standards benchmarks.

WHAT'S NEW

In May 2022, the Alaska State Legislature passed the Alaska Reads Act which will provide more consistent and stable funding of early childhood programs starting on July 1, 2023. The Alaska Reads Act includes a total of \$3 million in grant money that will be available to districts to develop preschool programs or to expand and improve upon existing programs. Programs can apply for a portion of the \$3 million, to be spent over the course of three years. Districts that receive this competitive grant must work towards meeting the Alaska Early Education Program Standards, which include components that meet Head Start Standards and other high-quality federal standards. Once a district has adopted the Standards and it is confirmed by the Alaska Department of Education and Early Development through an application-review-approve process, the district can claim their 4- and 5-year-old students as part of their Average Daily Membership (the state funding formula) at a rate of .5, starting the following fall.

Additionally, in December 2022, the Alaska Department of Health was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) 3-year renewal grant for \$8 million. Funds are being used to update the Statewide Early Childhood Needs Assessment and Statewide Early Childhood Strategic Plan.

BACKGROUND

Since the 1980s, Alaska has supplemented federal funding for Head Start programs in an effort to enhance school readiness and professional development and expand opportunities for children and families. During the 2022-2023 program year, the state provided \$6.85 million to support Head Start and Early Head Start programs in Alaska. In 2009-2010, the state launched the Alaska PreKindergarten pilot program for school districts, now known as the Alaska Pre-Elementary program.

In 2015, the state changed the way competitive grants were offered to include two types of grantees. Districts new to the program may apply for a 3-year Pre-Elementary Development Grant geared toward strategic planning to begin implementing or supporting existing Pre-Elementary goals. Previously funded grantees could apply for three-year renewal grants to support the program while the districts worked towards sustainability of the program once the state grant funding ended. Development grants were geared toward strategic planning to begin implementing or support existing Pre-Elementary goals until they could be switched to renewal grants.

Starting in the 2020-2021 school year, the Department posted a request for applications for a three-year Pre-Elementary Grant. Any school district was eligible to apply for this competitive grant. Seventeen districts were awarded a Pre-Elementary Grant. The 2022- 2023 school year was the third year of a three-year grant. The financial support is part of an effort to promote school readiness and positive outcomes for participating 3-to-5-year-old children. The funds also offer admission to additional children and families whenever possible.

Budget reductions have continued to be a challenge, as insecure funding has affected program implementation and quality. Funding for the Alaska Pre-Elementary program goes directly to school districts. Participating school districts may subcontract with Head Start programs or private early childhood programs and agencies.

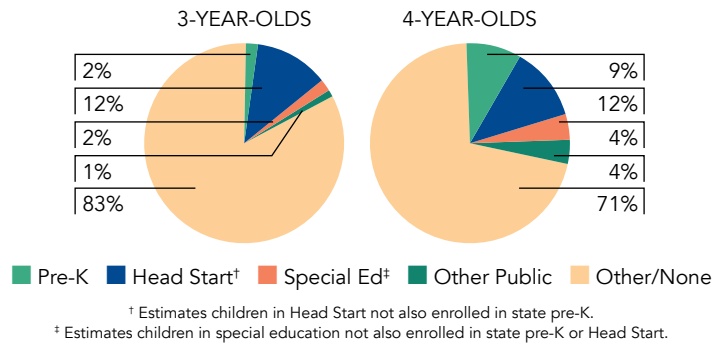
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
38	27	30	35	2

ALASKA PRE-ELEMENTARY PROGRAMS

ACCESS

Total state pre-K enrollment	1,040
School districts that offer state program	31%
Income requirement	No income requirement
Minimum hours of operation	Determined locally
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	1,022
Federally funded Head Start enrollment, ages 3 and 4	2,202
State-funded Head Start enrollment, ages 3 and 4	51

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

POLICY	AK PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	Approval process & supports	<input type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Alaska Teaching Certificate	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	6 credit hours/5 years (teachers only); PD plans (some teachers & assistants)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	Determined locally	20 or lower	<input type="checkbox"/>
Staff-child ratio	Determined locally	1:10 or better	<input type="checkbox"/>
Screening & referral	None	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations are required, but are determined locally; Data used for program improvement at the local level	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



RESOURCES

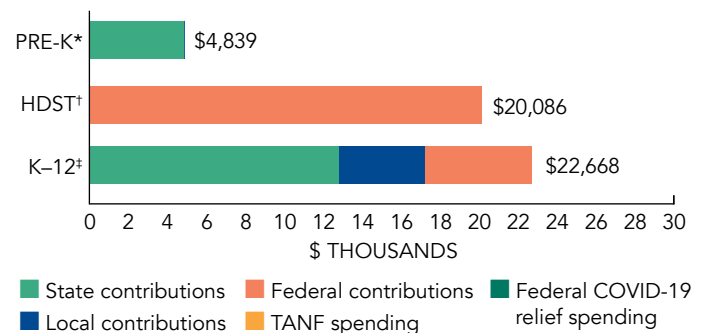
Total state pre-K spending	\$5,002,332
Local match required?	No
State Head Start spending	\$6,853,000
State spending per child enrolled	\$4,810
All reported spending per child enrolled*	\$4,839

* 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.

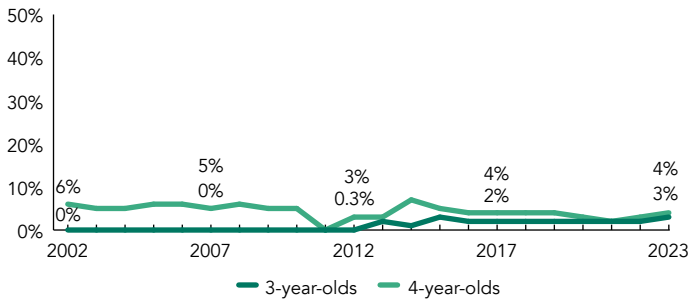
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

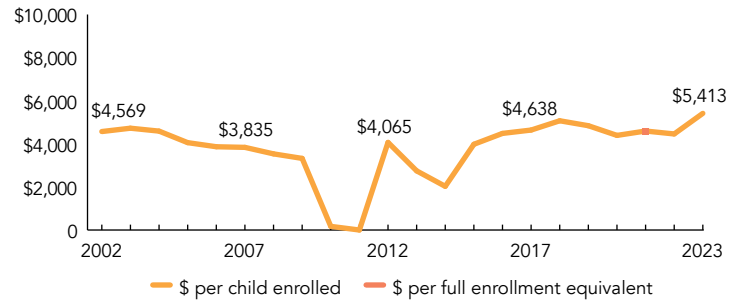


Arizona

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Arizona preschool enrolled 5,954 children, an increase of 1,144 from the prior year. State spending totaled \$20,779,103 and an additional \$11,450,342 in federal recovery funds supported the program, up \$10,792,365 (50%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$5,413 in 2022-2023, up \$956 from 2021-2022, adjusted for inflation. Arizona met 3 of 10 quality standards benchmarks.

WHAT'S NEW

During 2022-2023, program structured assessments (using CLASS and ERS-3) were re-started after almost 2 years of pause due to the impacts of COVID-19. Minimum classroom threshold scores for CLASS were added to the Quality First Rating Scale; ERS thresholds were already included. Federal COVID-19 relief funds were used to support Quality First (QF) Scholarships by increasing reimbursement rates to the cost of quality, increasing the eligibility threshold to 300% FPL, as well as increasing the number of scholarships available.

In December 2022, Arizona was awarded a three-year (\$42 million) federal Preschool Development Grant Birth through Five (PDG B-5) renewal grant. Funds are being used to increase access to high quality early learning programs (birth to age five), build early childhood educator capacity, support family engagement, and increase inclusive settings for children with disabilities.

BACKGROUND

Arizona began funding preschool programs in 1991 along with supplemental services for preschool, full-day kindergarten, and first through third grade education supported by the federal Early Childhood Block Grant (ECBG) from 1996 until 2010 when that funding ended.

In 2006, Arizona voters earmarked certain tobacco tax revenues for early childhood development and health programs and created the Early Childhood Development and Health Board, known as First Things First (FTF), to oversee those funds. FTF allocates funds to communities based on the birth to age 5 population and percentage of young children in poverty. Volunteer regional councils recommend early childhood strategies to fund, including QF Scholarships serving children birth to age 5 (before kindergarten) living at or below 200% FPL. Programs are eligible to receive QF Scholarships as long as they participate in QIRS and have met at least a three-star rating on the QIRS quality standards. QF Scholarship reimbursement rates vary by program type.

Dramatic decreases in tobacco tax revenues have resulted in a \$63.6 million drop as of FY23 (38.6% less than the baseline year of 2008). Despite ongoing decreases in tobacco revenue (10.3% in the past two years alone), FTF's commitment to QF Scholarships has grown, increasing from \$35 million in FY16 to \$46.2 million in FY23 in all settings (center-based and home based) and for all ages birth through 5 (before kindergarten). FTF collaborates with the state to meet federal match requirements and preserve about \$47 million per year in federal Child Care and Development Fund (CCDF) funds. In the 13 years this partnership has been in place, Arizona has been able to leverage \$511.7 million in federal subsidy dollars that otherwise would have been lost.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
43	24

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
26	34

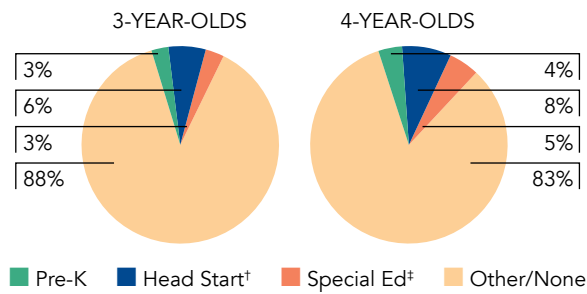
TOTAL BENCHMARKS MET
3

QUALITY FIRST SCHOLARSHIPS

ACCESS

Total state pre-K enrollment	5,954
School districts that offer state program	82% (Regional Partnership Councils)
Income requirement	200% FPL initially, raised to 300% FPL during school year
Minimum hours of operation	34 hours/month
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	8,443
Federally funded Head Start enrollment, ages 3 and 4	11,520
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



[†] 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	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	HSD	BA	<input type="checkbox"/>
Teacher specialized training	None	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	None	CDA or equivalent	<input type="checkbox"/>
Staff professional development	18 hours/year	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"/>
Staff-child ratio	1:13 (3-year-olds); 1:15 (4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Immunizations	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

3

RESOURCES

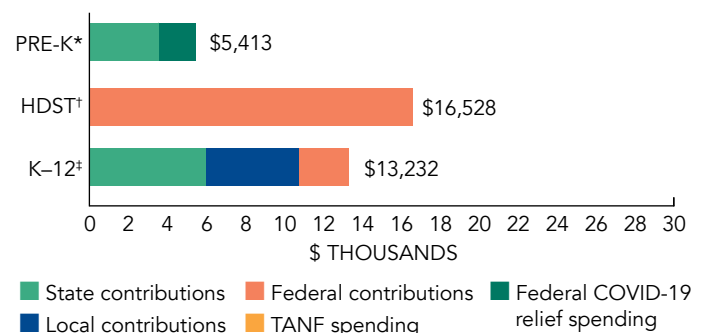
Total state pre-K spending	\$32,229,445
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$5,413
All reported spending per child enrolled*	\$5,413

* 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.

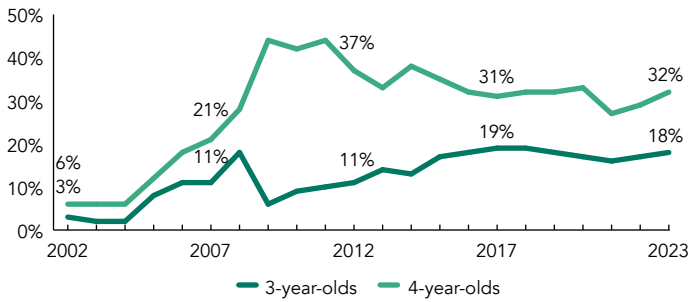
[‡] K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

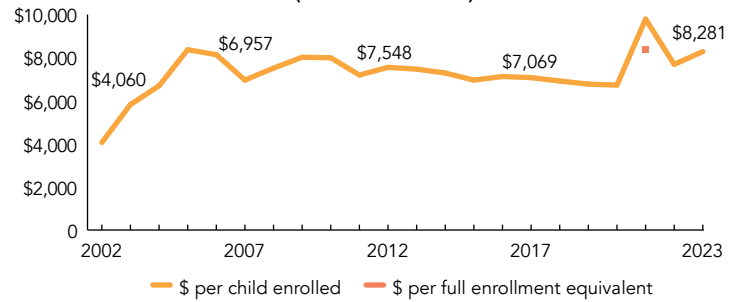


Arkansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Arkansas preschool enrolled 19,248 children, an increase of 151 from the prior year. State spending totaled \$106,500,000 and an additional \$7,500,000 in TANF funds and \$45,389,941 in federal recovery funds supported the program, up \$12,635,372 (9%), adjusted for inflation, since last year. State spending per child (including TANF and federal recovery funds) equaled \$8,281 in 2022-2023, up \$596 from 2021-2022, adjusted for inflation. Arkansas met 8 of 10 quality standards benchmarks.

WHAT'S NEW

Arkansas is in the third year of the Pre-K R.I.S.E. Early Literacy Initiative that provides the LETRS for Early Childhood Educators professional learning to publicly funded preschool educators to deepen their knowledge of foundational literacy instruction. The sharpened focus on early literacy in Arkansas with the LEARNS Act 237 of 2023 supports expanding the focus on Early Childhood Education by providing high quality instructional materials, regional technical assistance, and coaching, as well as professional development that is evidence based and grounded in the science of reading. As a result of the new legislation, Arkansas created the Office of Early Childhood, which unifies the Arkansas early childhood system under the Arkansas Department of Education.

Also, in December 2022, Arkansas was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) three-year renewal grant for \$12 million. The state is using the funding to provide additional support for enhancement of infant and toddler care, family engagement and trauma informed care for children ages three to five.

BACKGROUND

The Arkansas Better Chance (ABC) program began in 1991 as part of a statewide education reform initiative, with funding (\$10 million) earmarked to serve children birth to 5 years old based on family income, developmental, and/or economic risk factors. In 2003, legislation known as Arkansas Better Chance for School Success (ABCSS) set priorities for funding, supporting 3- and 4-year-olds in households with incomes up to 200% of the federal poverty level. School districts with 75% or more of their students scoring below proficient in literacy and math on the State Assessment, and children in schools designated as "school improvement status" receive prioritized funding.

ABC/ABCSS components intended to ensure quality include: one teacher with at least a bachelor's degree per every three classrooms at a site and teachers with an associate degree in the other two classrooms; teacher assistants/paraprofessionals with a minimum of a CDA or equivalent; low teacher-to-child ratios (1:10); health and development screenings; parent involvement and community engagement; statewide child assessment (Work Sampling); an approved list of curriculum aligned with the 2016 Arkansas Child Development and Early Learning Standards; and classroom quality observations to inform technical assistance; and an evaluation of child outcomes through a longitudinal study.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
22	6

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
12	5

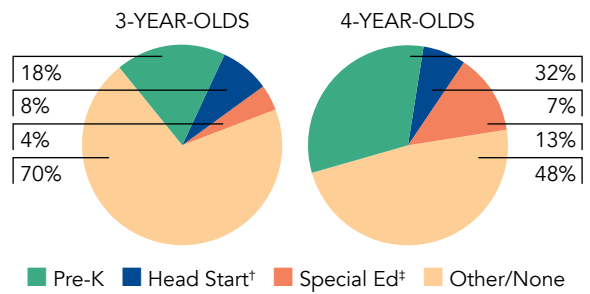
TOTAL BENCHMARKS MET
8

ARKANSAS BETTER CHANCE/ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS

ACCESS

Total state pre-K enrollment	19,248
School districts that offer state program	99% (counties)
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	9,467
Federally funded Head Start enrollment, ages 3 and 4	5,357
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	AR PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	One BA per 3 classrooms; AA for other 2 classrooms	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	30 hours/year; PD plans; Coaching for novice teachers	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"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



RESOURCES

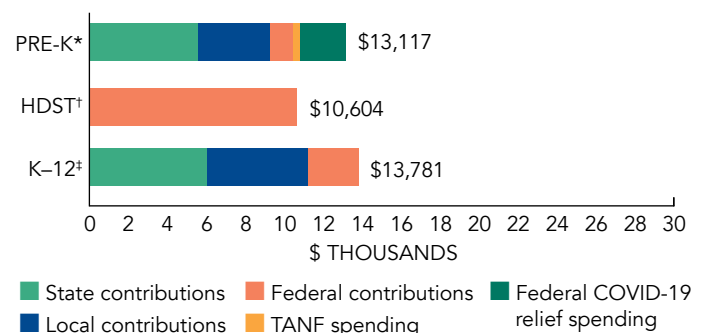
Total state pre-K spending	\$159,389,941
Local match required?	Yes
State Head Start spending	\$0
State spending per child enrolled	\$8,281
All reported spending per child enrolled*	\$13,117

* 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.

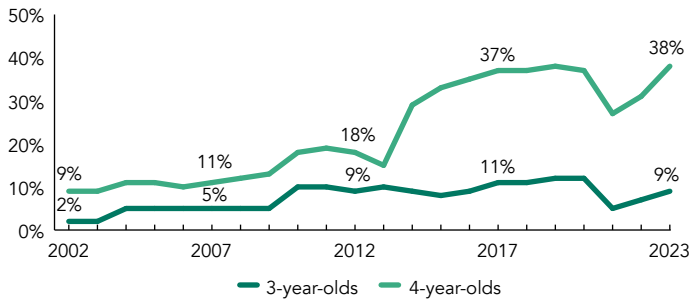
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

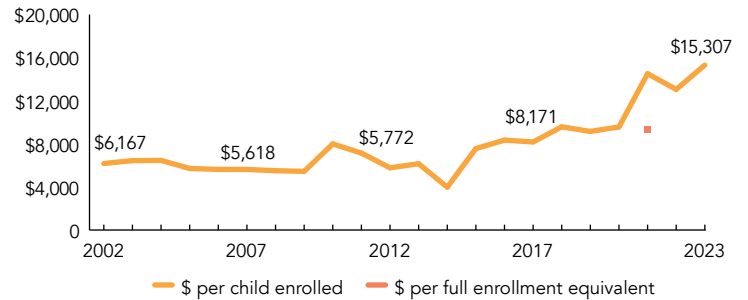


California

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, California's two preschool programs together enrolled 209,081 children, an increase of 27,467 from the prior year. State spending for the two programs totaled \$2,989,941,651, with an additional \$210,393,445 in federal recovery funds to support the program, up \$830,595,002 (35%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) averaged \$15,307 in 2022-2023, up \$2,258 from 2021-2022, adjusted for inflation. In 2022-2023, state spending per child was \$19,817 (including federal recovery funds) for the California State Preschool Program (CSPP) and \$11,165 for the Transitional Kindergarten (TK) program. The CSPP met 6 of 10 quality standards benchmarks and TK met 3 of 10.

WHAT'S NEW

California State Preschool Programs (CSPP) received additional funding to cover family fee waivers through the 2022-2023 school year. California published its Master Plan for Early Learning and Care (MPELC) in December 2020. The MPELC seeks to promote school readiness by recommending the expansion of a mixed-delivery system, increased access for three-year-olds, and universal preschool for all four-year-olds.

In 2022-2023, California was in the first year of ramping up its full implementation of universal TK by funding \$614 million to expand eligibility for TK to all children turning five years old by February 2. An additional \$383 million supported reducing child to teacher ratios by adding a second adult to TK classrooms. In 2022-2023, the Universal Prekindergarten Planning and Implementation Grant Program allocated another \$300 million to local educational agencies (LEAs) to support planning and implementation costs to expand access to classroom-based prekindergarten programs at LEAs. This school year, school districts and charter schools must maintain an average TK class enrollment of no more than 24 children with a 1 to 12 child to teacher ratio in each classroom. Commencing with the 2025-2026 school year, TK classrooms must have an average ratio of 1 adult to 10 children. Beginning in 2022-2023, TK expanded by increasing the age-eligibility window until the program is fully universal by 2025-2026. The California Department of Education continued to update the California Preschool Learning Foundations to reflect the prekindergarten year and incorporate research on supporting dual language learnings and children with disabilities.

In December 2022, the California Health & Human Services Agency received a Preschool Development Grant Birth through Five (PDG B-5) planning grant for \$4 million to include expanded activities from existing partners of PDG B-5 renewal grant, supportive resources for the Early Childhood Integrated Data System project and a new PDG B-5 California Department of Social Services team member to focus on Workforce Development and support PDG B-5 activities.

BACKGROUND

In 2008, the California State Preschool Program Act created the CSPP by consolidating several early childhood initiatives into one funding stream. CSPP provides part- and full-day preschool to 3- and 4-year-olds. In addition to meeting eligibility requirements for CSPP (now 100% SMI), families are prioritized for full-day services if they have established at least one of the following: employment/seeking employment, education or vocational training, homelessness, or parental incapacity. CSPP awards funding through a competitive application process to school districts, private and faith-based agencies, Head Start programs, higher education institutions, counties, cities, and tribal organizations. A family is eligible for full-day CSPP for at least 24 months if age-eligibility requirements are met. A family is eligible for part-day CSPP services for the remainder of the current program year and the following program year, provided the child continues to meet age eligibility requirements. 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 ECERS-R at least once a year.

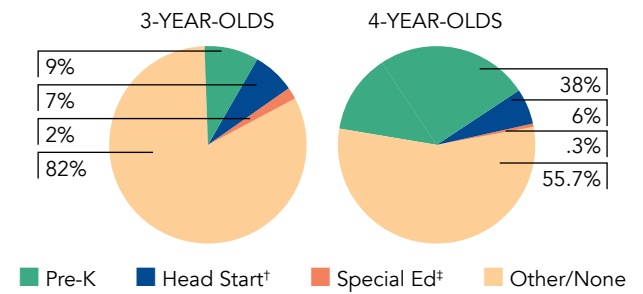
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CALIFORNIA STATE OVERVIEW

ACCESS

Total state pre-K enrollment	209,081
Special education enrollment, ages 3 and 4	36,152
Federally funded Head Start enrollment, ages 3 and 4	56,080
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

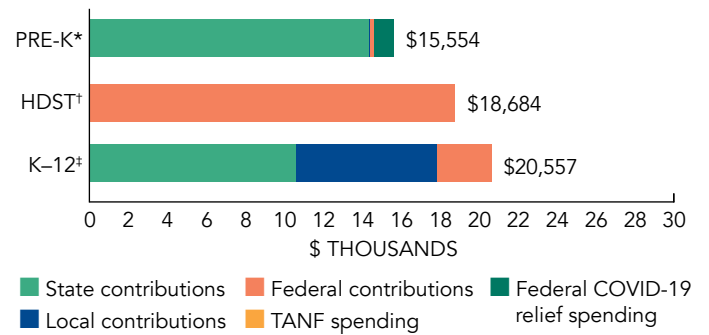


† Some Head Start children may also be counted in state pre-K.
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$3,200,335,096
State Head Start spending	\$0
State spending per child enrolled	\$15,307
All reported spending per child enrolled*	\$15,554

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
16	15

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
4	4

TOTAL BENCHMARKS MET
4.4

California TK began during the 2012-2013 school year when the kindergarten age eligibility shifted from December 2 to September 1. In June 2015 an amendment to state law allowed children turning 5 years old after December 2 to attend TK at the beginning of the school year, at the discretion of the local educational agency. In 2022-2023, TK was the first year of a two-year kindergarten program for children born between September 2 and February 2. TK follows kindergarten law for class size, teacher qualifications, funding, and serving English language learners. By the 2025-2026 school year, TK will be available to all 4-year-olds in the state.

Beginning in the 2018-2019 school year, CSPP- and TK-enrolled children can be served in the same classroom. Classrooms consisting of commingled CSPP and TK children are intended to support student transition, allow school districts and charter schools to braid funding streams, and support the overall quality of the programs by requiring that standards from both programs are met.

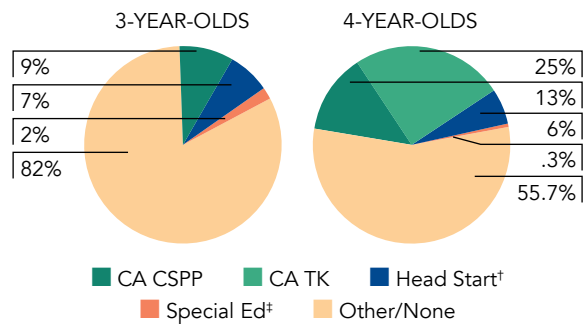
California's overall support for state-funded preschool is depicted in the first two pages of this state profile. The third page focuses on CSPP and the fourth on TK.

CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP)

ACCESS

Total state pre-K enrollment	100,081
School districts that offer state program	97% (counties)
Income requirement	100% SMI
Minimum hours of operation	3 hours/day; 5 days/week
Operating schedule	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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 CSPP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	California Child Development Associate Teacher Permit	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	105 hours/5 years; PD plans (Determined locally)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	No limit (3- & 4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:8 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

RESOURCES

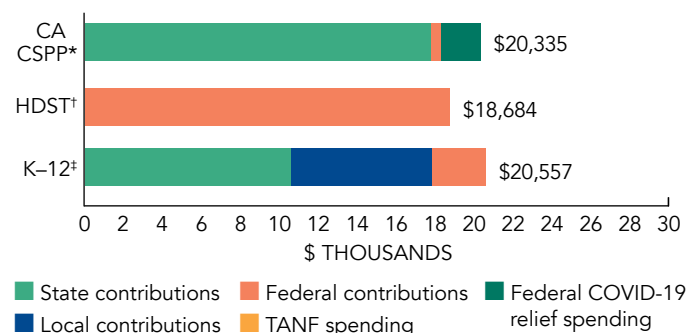
Total state pre-K spending	\$1,983,335,096
Local match required?	Yes
State spending per child enrolled	\$19,817
All reported spending per child enrolled*	\$20,335

* 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

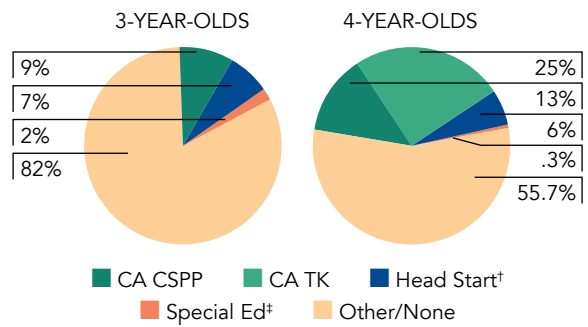


CALIFORNIA TRANSITIONAL KINDERGARTEN (TK) PROGRAM

ACCESS

Total state pre-K enrollment	109,000
School districts that offer state program	100% (counties)
Income requirement	No income requirement
Minimum hours of operation	3 hours/day; 5 days/week
Operating schedule	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, Elem. Ed.	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	Determined locally	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"/>
Staff-child ratio	1:12 (average, 4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Referrals not required	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations only in TK classes comingled with CSPP	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

3

RESOURCES

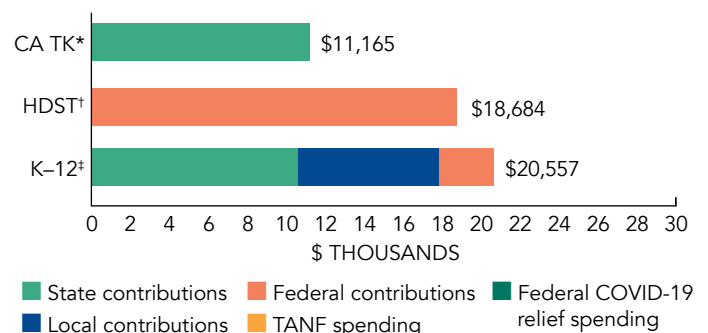
Total state pre-K spending	\$1,217,000,000
Local match required?	No
State spending per child enrolled	\$11,165
All reported spending per child enrolled*	\$11,165

* 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.

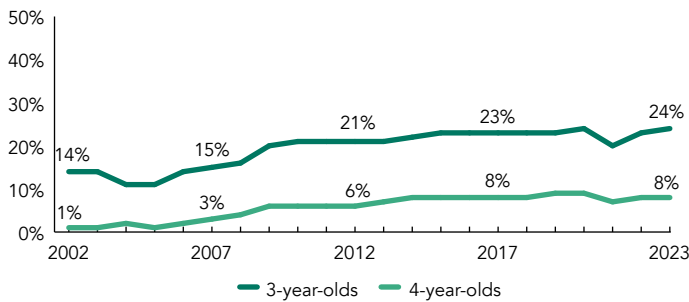
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

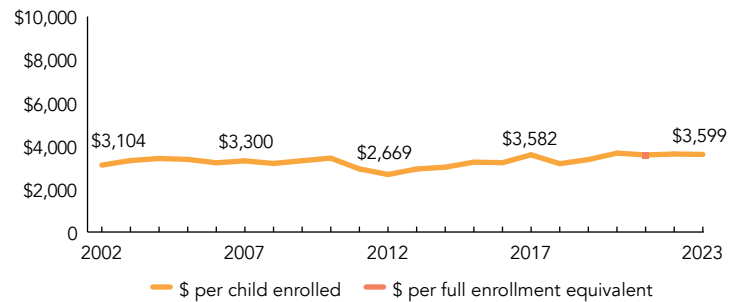


Colorado

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Colorado preschool enrolled 21,340 children, an increase of 873 from the prior year. State spending totaled \$76,799,772, up \$2,734,837 (4%), adjusted for inflation, since last year. State spending per child equaled \$3,599 in 2022-2023, down \$20 from 2021-2022, adjusted for inflation. Colorado met 4 of 10 quality standards benchmarks.

WHAT'S NEW

The passage of Proposition EE in November 2020, and related laws (e.g., HB22-1295) passed in 2021 and 2022, established the Department of Early Childhood (CDEC). The new statewide universal preschool program launched July 1, 2023, at which time the Colorado Preschool Program sunsetted. The new program, which is not covered in this report this year, is administered by the CDEC using a mixed delivery model, and in collaboration with Local Coordinating Organizations rather than local school districts. The Colorado Department of Education will continue to administer federal and state funding for special education in accordance with IDEA and Exceptional Children's Educational Act (ECEA) for children ages three through five.

CDEC received a \$3,971,588 Preschool Development Grant Birth through Five (PDG B-5) in December 2022. Colorado Shines Brighter (PDG B-5) is based on the state's shared vision to ensure all children are ready for school when entering kindergarten by achieving three outcomes: Colorado families have access to quality formal early childhood care and education settings of their choosing which best meet the needs of their child and family, especially those who are vulnerable and infants and toddlers; informal early childhood care and education environments (parental, friend, family, and neighbor care) are enhanced to enrich and support children's physical, social, emotional, and cognitive development; and Colorado's B-5 early childhood state system is coordinated and aligned to enhance the resources available to families and to improve the quality of relationships among families, caregivers, and children.

BACKGROUND

The Colorado Preschool Program (CPP) launched in 1988 for 4-year-olds who needed language development support, in hopes of lowering school dropout rates and reducing dependence on public assistance. In 1992, CPP became a permanent program and expanded eligibility to young children lacking overall school readiness due to family risk factors, as defined by statute (e.g., eligibility for FRPL, dual language learners, in foster care, family history of abuse or neglect, homelessness, parental substance abuse, or 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. Three districts also serve a limited number of children under the age of three using a waiver that is no longer statutorily available. The data in this report only pertains to children aged three and up.

In the 2021-2022 school year, 98% of the state's 179 school districts offered CPP. Districts reapply annually to implement CPP. CPP funding is determined by the Colorado school finance formula, with preschoolers receiving half the amount for students in grades 1 through 12, and significant funds included in the financing formula from local school tax revenues. Funds are distributed directly to school districts, each receiving a base allocation from the Colorado Department of Education of half-day positions to serve eligible children. Schools may provide pre-K service by subcontracting with private childcare centers, Head Start, or other community-based or public agencies. CPP providers are encouraged to use additional funding sources, such as federal Head Start money, tuition, or local funds, to extend the program day, supplement services, or provide wraparound care.

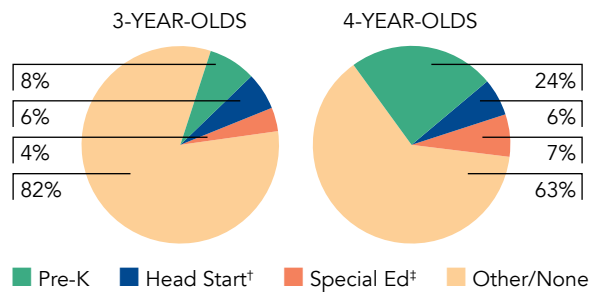
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
27	16	40	29	4

COLORADO PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment	21,340
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	9,094
Federally funded Head Start enrollment, ages 3 and 4	7,443
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	CO PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	Approval process & supports	<input type="checkbox"/>
Teacher degree	Early Childhood Teacher Qualification	BA	<input type="checkbox"/>
Teacher specialized training	Early Childhood Teacher Qualification	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	None	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours/year	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"/>
Staff-child ratio	1:8 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	None	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (above QRIS Level 2); Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

4

RESOURCES

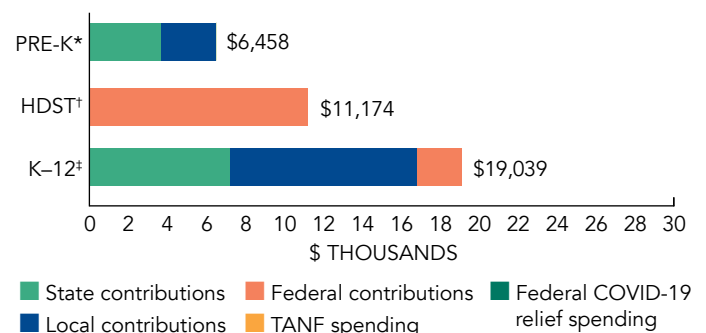
Total state pre-K spending	\$76,799,772
Local match required?	Yes
State Head Start spending	\$0
State spending per child enrolled	\$3,599
All reported spending per child enrolled*	\$6,458

* 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.

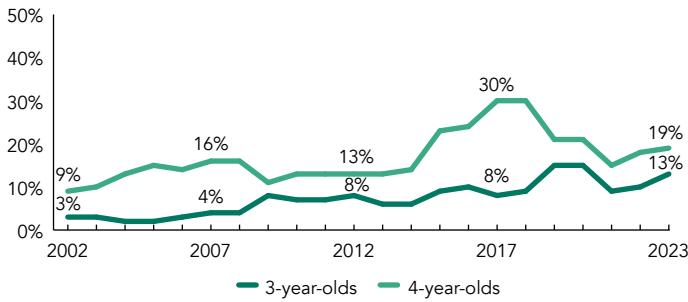
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

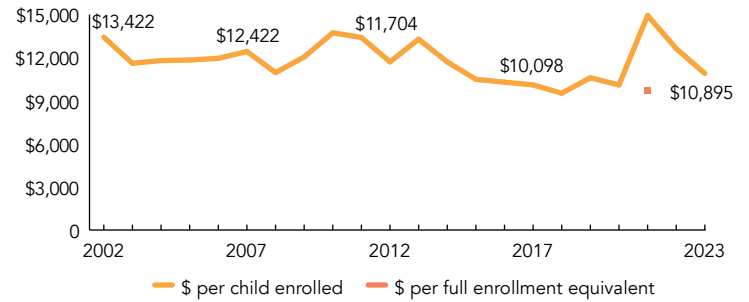


Connecticut

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Connecticut preschool enrolled 12,870 children, an increase of 1,827 from the prior year. State spending totaled \$130,866,797 and an additional \$9,356,630 in federal recovery funds supported the programs, up \$760,740 (1%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$10,895 in 2022-2023, down \$1,734 from 2021-2022, adjusted for inflation. Connecticut met an average of 5.1 of 10 quality standards benchmarks.

WHAT'S NEW

An Act Adjusting the State Budget for the Biennium Ending June 30, 2023, awarded funding to the Office of Early Childhood (OEC) to create 1,300 new Infant and Toddler spaces intended to provide low-income Connecticut families increased access to high-quality, affordable new full-day, full-year child care opportunities. These new infant and toddler spaces are being allocated in three phases with an intentionality toward supporting programs in high desert areas. Facility Funds were offered to facilities for renovation of space or classroom supplies. Spaces were awarded to family childcare homes for contract implementation in July 2023. The rate was increased for infant and toddler care to \$13,500. The state legislature allocated \$30 million in FY23 through FY24 in funding for an emergency stabilization grant program for School Readiness and Child Day Care.

In FY 25 the state funded preschool rate will increase by 17% to \$10,500. Governor Lamont initiated the Blue-Ribbon Panel on Child Care by Executive Order in 2023. The Panel's strategic plan will be actionable, and data driven, prioritize equitable access to early care and education, and support families, providers, and the state's economy. The goal is to develop an equitable, high-quality, and sustainable system that ensures that every child has a quality educational foundation that will prepare them to grow, learn, and succeed. Beginning with the 2024-2025 school year, children need to turn 5 years old on or before September 1 to be automatically eligible for kindergarten. This is a change from the current kindergarten cutoff date of January 1.

BACKGROUND

Connecticut serves prekindergarten children in three state-funded programs: School Readiness Program (SR), Child Day Care Contracts (CDCC), and Smart Start, all supervised by the OEC. Non-Head Start SR, CDCC, and Smart Start programs have three years to become NAEYC accredited. Programs not NAEYC accredited or Head Start approved are required to have annual Early Childhood Environment Rating Scale (ECERS) ratings by state-approved raters to help prepare them for accreditation.

Connecticut has provided funding for CDCC for over 40 years through a purchase-of-service contracting system. The services provided through the CDCC are supported through state funds and must operate for at least 10 hours per day. Eligibility requirements target children with household incomes below 75% SMI for state funding CDCC programs, which must be licensed as a child care facility by the state, may operate under the contract held by an elementary or secondary school, nursery school, preschool, day care center, group child care home, family child care home, family resource center, Head Start program, or local or regional board of education.

School Readiness was founded in 1997 to expand access to early childhood programs for 3- and 4-year-olds. Financial support is available to 21 Priority School Readiness districts, as defined by legislation, and 46 Competitive School Readiness municipalities that have at least one school in which 40% or more of children are eligible for free or reduced-price lunch, or fall within the 50 lowest wealth-ranked towns in the state. Any family can apply for School Readiness spaces in designated Priority or Competitive municipalities; however, 60% of children enrolled in each municipality must meet the income guideline of at-or-below 75% of the SMI.

Smart Start was created during the 2014 legislative session to expand publicly funded preschool in public school settings. Funding is distributed to local or regional boards of education through a competitive grant process.

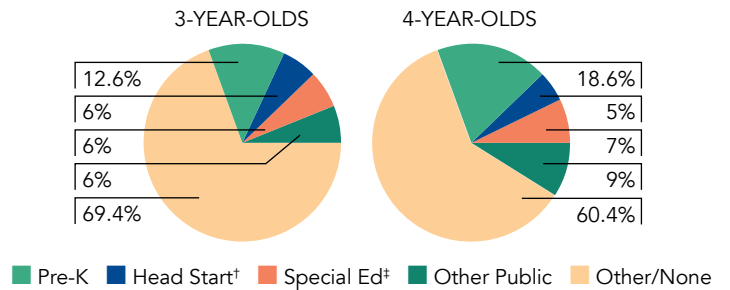
Connecticut's overall support for state-funded preschool, including enrollment and funding for CDCC, SR, and Smart Start, is depicted in the first two pages of the state profile. The third page focuses solely on CDCC, the fourth on SR, and the fifth on Smart Start.

CONNECTICUT STATE OVERVIEW

ACCESS

Total state pre-K enrollment	12,870
Special education enrollment, ages 3 and 4	6,315
Federally funded Head Start enrollment, ages 3 and 4	4,046
State-funded Head Start enrollment, ages 3 and 4.....	256

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

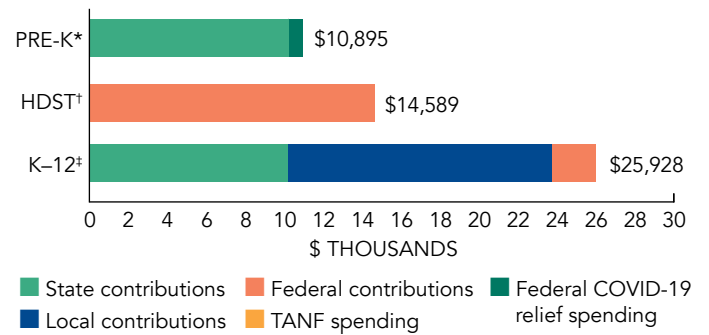


† Estimates children in Head Start not also enrolled in state pre-K.
 ‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$140,223,426
State Head Start spending	\$5,083,238
State spending per child enrolled	\$10,895
All reported spending per child enrolled*	\$10,895

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
32	10

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
7	12

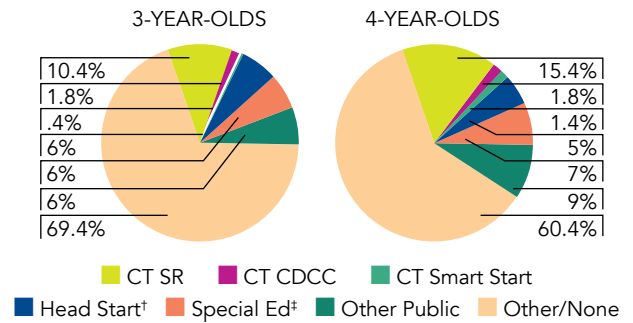
TOTAL BENCHMARKS MET
5.1

CONNECTICUT CHILD DAY CARE CONTRACTS (CDCC)

ACCESS

Total state pre-K enrollment 1,597
 School districts that offer state program ... 28% (towns/communities)
 Income requirement 75% SMI (60% families)
 Minimum hours of operation 10 hours/day; 5 days/week
 Operating schedule Full calendar year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	AA in ECE (at least 50% of teachers); CDA + 12 ECE credits (other teachers)	BA	<input type="checkbox"/>
Teacher specialized training	AA in ECE (at least 50% of teachers); CDA + 12 ECE credits (other teachers)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	No minimum education degree	CDA or equivalent	<input type="checkbox"/>
Staff professional development	PD: 1% of total work hours; PD plans (some teachers & assistants)	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"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Referrals not required	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (per Head Start and NAEYC accreditation requirements); Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

5

RESOURCES

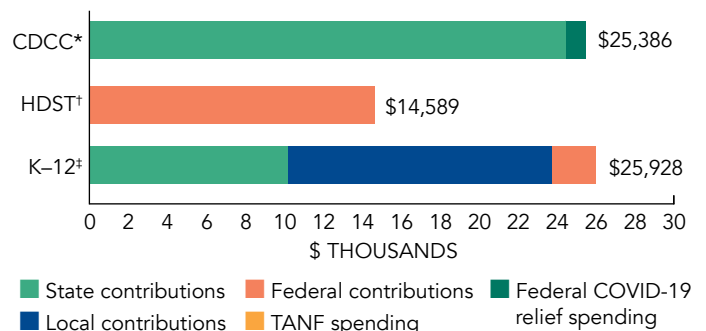
Total state pre-K spending \$40,541,007
 Local match required? No
 State spending per child enrolled \$25,386
 All reported spending per child enrolled* \$25,386

* 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

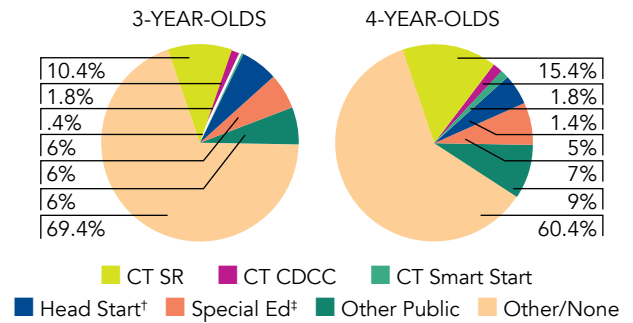


CONNECTICUT SCHOOL READINESS (SR)

ACCESS

Total state pre-K enrollment.....	10,605
School districts that offer state program...	40% (towns/communities)
Income requirement.....	75% SMI (60% families)
Minimum hours of operation.....	2.5 hours/day; 5 days/week
Operating schedule.....	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



[†] 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 SR REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	AA in ECE (at least 50% of teachers); CDA + 12 ECE credits (other teachers)	BA	<input type="checkbox"/>
Teacher specialized training	AA in ECE (at least 50% of teachers); CDA + 12 ECE credits (other teachers)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	No minimum education degree	CDA or equivalent	<input type="checkbox"/>
Staff professional development	PD: 1% of total work hours; PD plans (some teachers)	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"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Referrals not required	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (per Head Start and NAEYC accreditation requirements); Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

5

RESOURCES

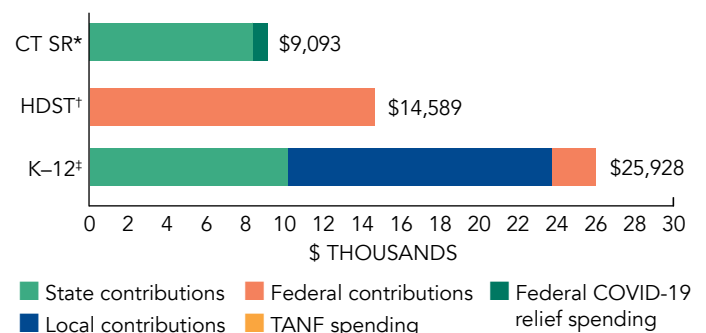
Total state pre-K spending	\$96,432,629
Local match required?.....	No
State spending per child enrolled	\$9,093
All reported spending per child enrolled*	\$9,093

* 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

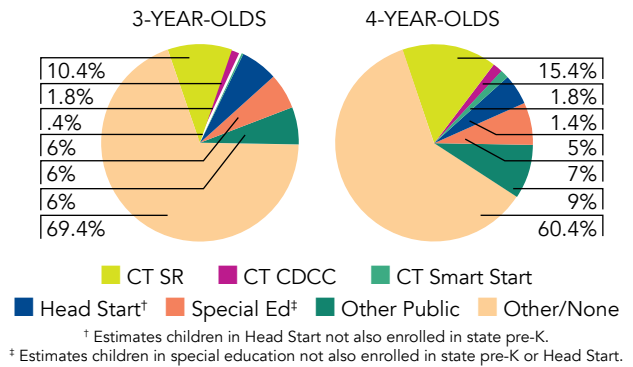


CONNECTICUT SMART START

ACCESS

Total state pre-K enrollment	668
School districts that offer state program ...	14% (towns/communities)
Income requirement	75% SMI (60% of families) or 185% FPL (50% of families)
Minimum hours of operation	6 hours/day; 5 days/week
Operating schedule	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

POLICY	CT SMART START REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	PD plans (teachers only)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	18 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Referrals not required	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (per Head Start and NAEYC accreditation requirements); Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages. 6

RESOURCES

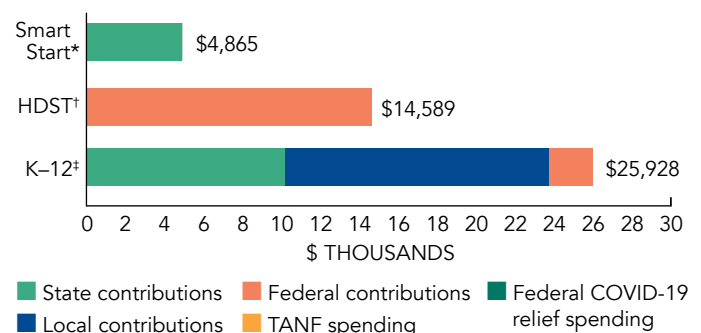
Total state pre-K spending	\$3,249,790
Local match required?	No
State spending per child enrolled	\$4,865
All reported spending per child enrolled*	\$4,865

* 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.

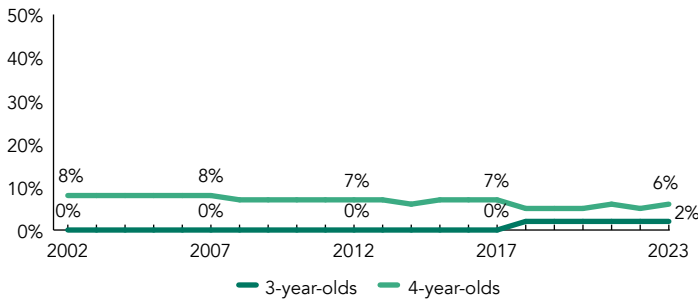
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

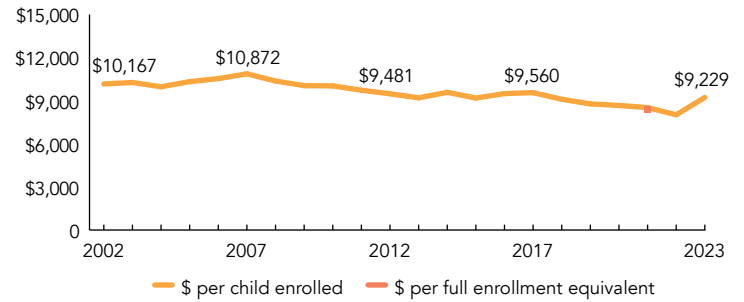


Delaware

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Delaware preschool enrolled 954 children, an increase of 136 from the prior year. State spending totaled \$8,804,300, up \$2,242,819 (34%), adjusted for inflation, since last year. State spending per child equaled \$9,229 in 2022-2023, up \$1,207 from 2021-2022, adjusted for inflation. Delaware met 9 of 10 quality standards benchmarks.

WHAT'S NEW

In December 2022, the Delaware Department of Education was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) renewal grant for \$8 million. Funds are planned to be used for expanding state-funded preschool seats to include infant and toddlers, workforce supports for professionals, pilot changes to the Office for Child Care Licensing monitoring and the state's Quality Improvement System's verification processes and piloting of the Family Connects Home Visiting Model.

A revised Quality Improvement System was launched July of 2023 with state funded programs receiving targeted support in the form of training, coaching, and technical assistance. In winter 2023, the ECAP program went out to Request for Proposal (RFP). Programs needed to plan for potential changes to their state contract and programming during the 2022-2023 school year, in anticipation of program changes outlined in the RFP.

BACKGROUND

The Delaware Early Childhood Assistance Program (ECAP) began in 1994, providing comprehensive early learning services for 4-year-olds eligible for the federal Head Start program. Eligibility expanded to 3-year-olds in 2017-2018.

Modeled after the federal Head Start program, ECAP requires participating programs to follow required federal Head Start Program Performance Standards. Per these standards, ten percent of enrollment slots are reserved for children with disabilities; the majority of participating children must live in families with incomes at or below 100% FPL. Since the reauthorization of the federal Head Start program in 2007, up to 35% of enrolled children may live in households up to 130% FPL.

ECAP awards are available to private and public child care programs, such as for-profit child care, Head Start agencies, public schools, community-based organizations, and faith-based centers through an RFP process. Contracts for funded ECAP seats are determined based on Community Needs Assessment Data.

In 2012, Delaware began requiring all ECAP programs to participate in Delaware Stars, the state quality rating and improvement system (QRIS) for early childhood programs. All ECAP programs are required to maintain at least a Star 4 out of 5 rating.

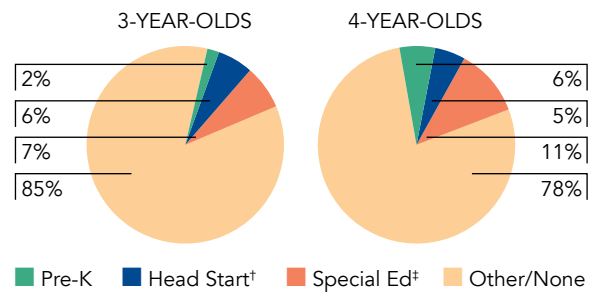
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
41	25	10	20	9*

DELAWARE EARLY CARE AND EDUCATION PROGRAMS

ACCESS

Total state pre-K enrollment	954
School districts that offer state program	100% (counties)
Income requirement	100% FPL
Minimum hours of operation	3.5 hours/day; 5 days/week
Operating schedule	160 days/year
Special education enrollment, ages 3 and 4	2,266
Federally funded Head Start enrollment, ages 3 and 4	1,142
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); At least AA with 50% BA (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Working towards CDA or equivalent	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	90 hours/5 years (public teachers); 18 hours/year (nonpublic teachers & assistants); 15 hours/year (public assistants); PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	17 (3-year-olds); 20 (4-year-olds)	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"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/> *

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

* Indicates that while policy meets the benchmark, it is not being implemented fully.

9*

RESOURCES

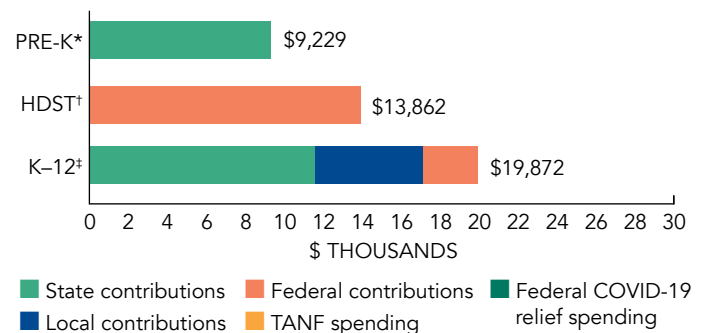
Total state pre-K spending	\$8,804,300
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$9,229
All reported spending per child enrolled*	\$9,229

* 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.

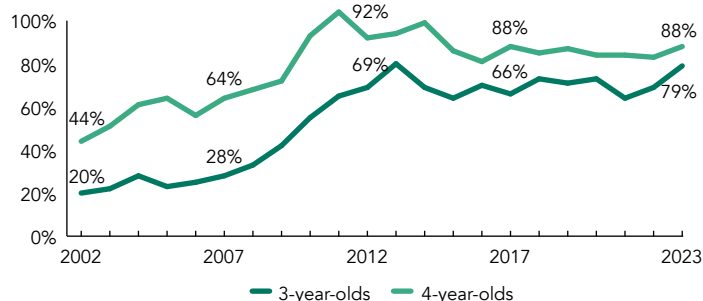
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

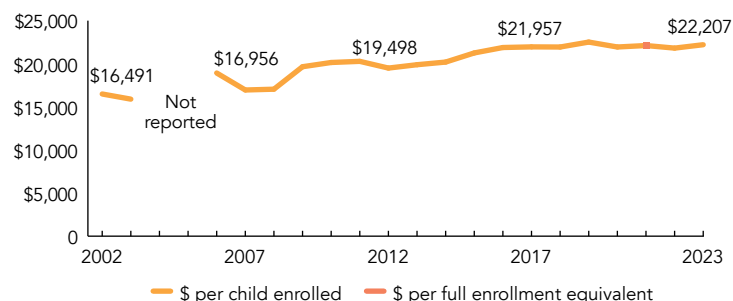


District of Columbia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, the District of Columbia preschool enrolled 12,789 children, an increase of 463 from the prior year. Spending totaled \$284,007,157, up \$15,143,727 (6%), adjusted for inflation, since last year. Spending per child equaled \$22,207 in 2022-2023, up \$394 from 2021-2022, adjusted for inflation. The District of Columbia met 4 of 10 quality standards benchmarks.

BACKGROUND

Among the first in the nation to invest in early education, the District has offered pre-K since the 1960s. The District began to bolster its investment in pre-K significantly through the Pre-K Enhancement and Expansion Amendment Act of 2008 (Pre-K Act). The Pre-K Act provides public, quality, universally accessible pre-K via a mixed-delivery system in the District of Columbia Public Schools (DCPS), Public Charter Schools (PCS), and publicly-funded Community Based Organizations (CBOs) that participate in the Pre-K Enhancement and Expansion Program. The Office of the State Superintendent of Education (OSSE) oversees the District's Universal Pre-K Program, including programs in DCPS and CBOs. PCSs are authorized and monitored by the DC Public Charter School Board (PCSB). Additionally, the District's Head Start and Early Head Start grantees serve thousands of children and their families through early learning and comprehensive services and supports; all District Head Start grantees also participate in the universal pre-K system, but may also serve children not eligible for public pre-K.

Pre-K programs operate five days a week for a minimum of 6.5 hours per day and a minimum of 180 instructional days per year. Given the high availability and participation, this program can be considered universal, as the District has a higher percentage of 3- and 4-year-olds enrolled than any U.S. state or territory. Funding for public pre-K programs is based on the Uniform Per Student Funding Formula, with spending per pupil adjusted through a series of weights for higher-cost grade levels and supplemental funding weights for students with additional needs.

Program quality is measured using the CLASS Pre-K, which informs a school rating that is included on each school's DC School Report Card. The PCSB also uses CLASS Pre-K in its Performance Management Framework, which provides all public charter schools with an annual score. For CBOs, CLASS Pre-K assessments are used for Capital Quality, the District's QRIS. In the 2022-2023 school year CLASS observations were conducted in 859 pre-K classrooms. CLASS scores, across all observed domains, increased since the 2021-2022 school year continuing a trend of improvement over time since the 2017-2018 school year. Performance across sectors was strong with variation in performance among classrooms within each sector (DCPS, PCS and CBOs) greater than variations between sectors.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
1	1

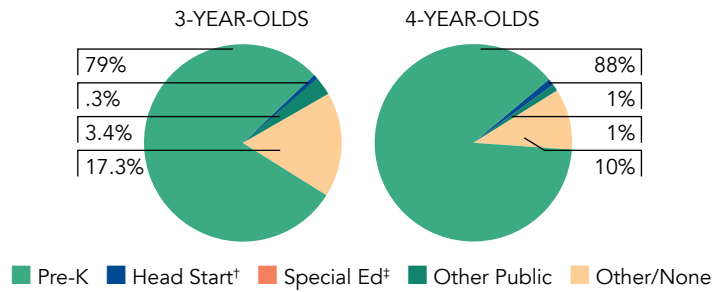
TOTAL BENCHMARKS MET
4

DISTRICT OF COLUMBIA UNIVERSAL PRE-K

ACCESS

Total state pre-K enrollment	12,789
School districts that offer state program	100% (wards)
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	1,374
Federally funded Head Start enrollment, ages 3 and 4	429
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (DCPS & CBO); Determined locally (PCS)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, Elem. Ed., (DCPS); ECE or related field (CBO); Determined locally (PCS)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	AA or Paraprofessional Certification (DCPS); AA (CBO); Determined locally (PCS)	CDA or equivalent	<input type="checkbox"/>
Staff professional development	30 hours/year (DCPS teachers); 21 hours/year (CBO teachers & assistants); PD plans (Head Start teachers & CBO teachers & assistants); Coaching (DCPS)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	DCPS & CBO only: 16 (3-year-olds); 20 (4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	DCPS & CBO only: 1:8 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

4

RESOURCES

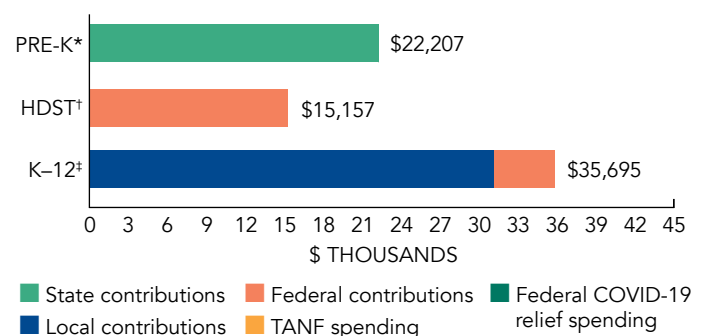
Total state pre-K spending	\$284,007,157
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$22,207
All reported spending per child enrolled*	\$22,207

* 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.

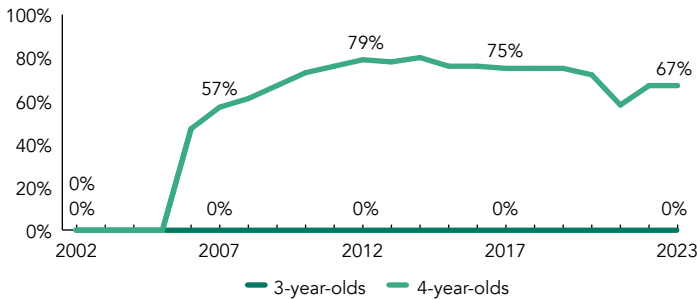
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

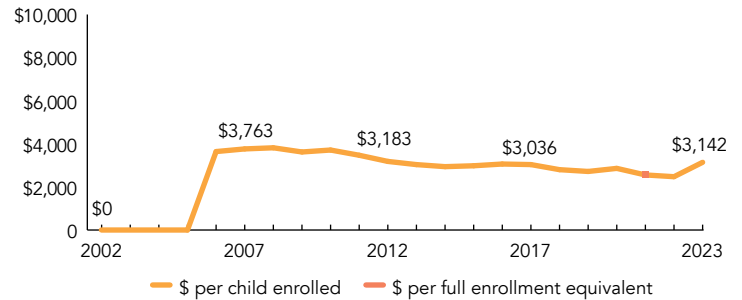


Florida

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Florida preschool enrolled 155,668 children, an increase of 2,574 from the prior year. State spending totaled \$440,315,538, and an additional \$48,867,817 in federal recovery funds supported the program, up \$110,490,459 (29%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$3,142 in 2022-2023, up \$669 from 2021-2022, adjusted for inflation. Florida met 4 of 10 quality standards benchmarks.

WHAT'S NEW

Beginning in the 2022-2023 program year, Voluntary Prekindergarten (VPK) providers participated in the coordinated screening and progress monitoring program and a program assessment designed to measure the quality of teacher-child interactions. Data gathered from the 2022-2023 program year will be used to develop a new accountability system for Florida's VPK program. Beginning with the 2023-2024 program year, the Florida Department of Education will adopt the methodology for calculating a VPK provider's performance metric using a combination of data points which will include: program assessment composite scores; student learning gains from the initial and final progress monitoring results; and student learning outcomes as determined by the final progress monitoring results. The VPK Provider Performance Metric and designations will be used to determine how well VPK programs prepare students to be kindergarten ready. Data gathered from both the coordinated screening and progress monitoring and program assessments is also used to increase knowledge and skills of early learning professionals through targeted professional learning and coaching supports. Additional VPK instructor training requirements were added in law requiring all lead VPK instructors complete an approved training on the performance standards, three 5-hour training courses in emergent literacy and an additional emergent literacy training course at least once every 5 years. Senate Bill 2500, passed during the 2023 legislative session, included increased investment in the VPK program providing an additional \$20 million to increase the Base Student Allocation (BSA). School Year BSA increased from \$2,803 to \$2,941 (increase of \$138). Summer BSA increased from \$2,393 to \$2,511 (increase of \$118).

BACKGROUND

Florida's Voluntary Prekindergarten Education Program (VPK) was launched in 2005 after voters in 2002 approved a constitutional amendment providing prekindergarten access for all 4-year-olds. Parents may postpone enrollment of young 4-year-olds in the VPK program for a year, consequently making some 5-year-olds eligible. The program is managed by the Florida Department of Education, Division of Early Learning (DEL). 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 least a CDA credential or equivalent credential. Teachers in the summer program are required to have a bachelor's degree.

VPK is provided in a variety of settings such as public schools, accredited nonpublic schools, licensed child care centers, accredited faith-based centers, and licensed family child care homes. Most children attend VPK in nonpublic school settings. Regional early learning coalitions monitor programs for compliance and administer VPK, distributing funding based on a fixed hourly rate. Programs are required to meet the Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten, which were most recently revised in 2017. Florida's School Readiness Program is a separate initiative, funded by CCDF. The program offers financial assistance for childcare to qualified parents. This report focuses solely on the VPK program.

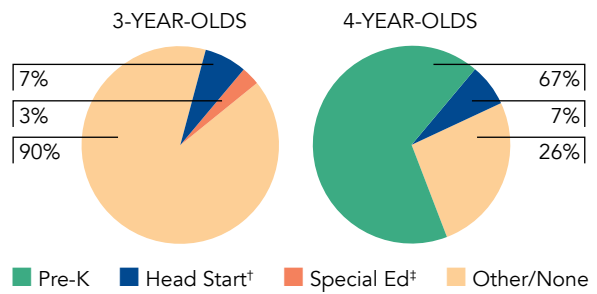
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
2	None Served	42	45	4

FLORIDA VOLUNTARY PREKINDERGARTEN (VPK) EDUCATION PROGRAM

ACCESS

Total state pre-K enrollment	155,668
School districts that offer state program	100% (counties)
Income requirement	No income requirement
Minimum hours of operation	3 hours/day
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	22,604
Federally funded Head Start enrollment, ages 3 and 4	31,437
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	FL PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (summer); CDA or equivalent + training (school year)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, Elem. Ed., Other (summer); CDA (school year)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	None	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours in first year, 5 hours/5 years after first year (teachers only); PD plans (teachers & assistants on probation)	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"/>
Staff-child ratio	1:12 (summer); 1:11 or 2:12-20 (school year)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing & health; Referrals (public schools only)	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

4

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

RESOURCES

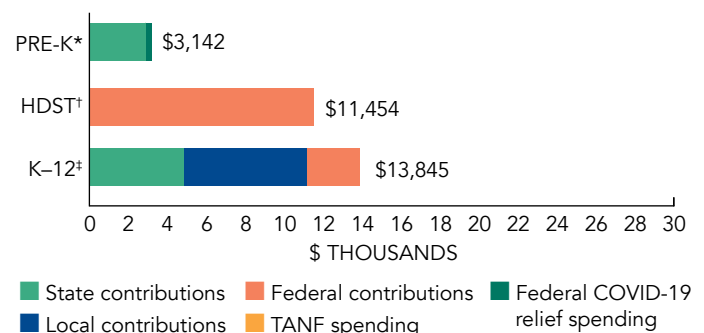
Total state pre-K spending	\$489,183,355
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$3,142
All reported spending per child enrolled*	\$3,142

* 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.

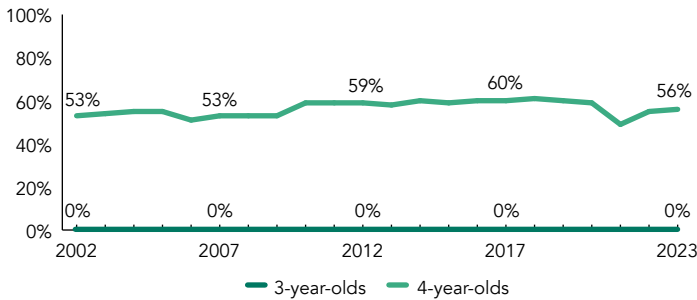
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

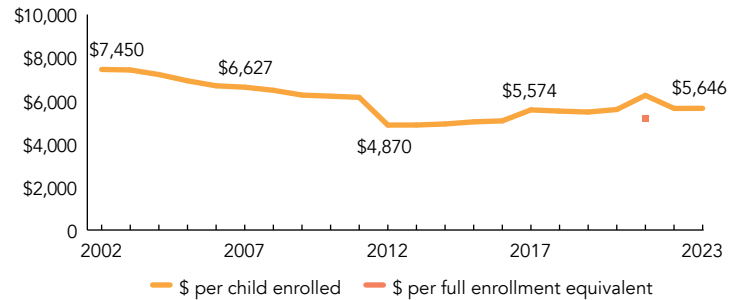


Georgia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Georgia preschool enrolled 73,462 children, an increase of 285 from the prior year. State spending totaled \$388,314,860, and an additional \$26,471,608 in federal recovery funds supported the program, up \$1,902,930 (0.5%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$5,646 in 2022-2023, up \$4 from 2021-2022, adjusted for inflation. Georgia met 8 of 10 quality standards benchmarks.

WHAT'S NEW

The final report from the Georgia Pre-K Longitudinal Study was released in spring 2023 and followed a statewide sample of 1,169 children from pre-K through fourth grade. Fourth grade results reveal that while students continued to gain skills and perform at or above the national average, most skills were not acquired as quickly as in pre-K and kindergarten. Children who had attended Georgia pre-K had better language, literacy, and executive function in fourth grade compared to children who did not attend any pre-K. Overall, results suggest that a key strength of Georgia's Pre-K Program is building foundational literacy skills for reading.

BACKGROUND

Georgia's Pre-K Program launched 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, which is provided in a variety of settings, including public schools, private child-care centers, faith-based organizations, Head Start agencies, state colleges and universities, and military facilities.

In 2011, the Georgia General Assembly authorized an evaluation of Georgia's Pre-K Program. In response to the General Assembly, DECAL commissioned national experts at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill to conduct a series of studies to measure the impact of the state's nationally renowned pre-K program. Reports and summaries from the studies are available [here](#).

Reports include recent results from the Pre-K Longitudinal Study designed to examine the short- and long-term learning outcomes for children who attended Georgia's Pre-K as well as the quality of their preschool and early elementary school experiences. The report from the fifth year of the study was issued in January 2021. The final report with findings through the fourth grade was issued in spring 2023.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
25	33

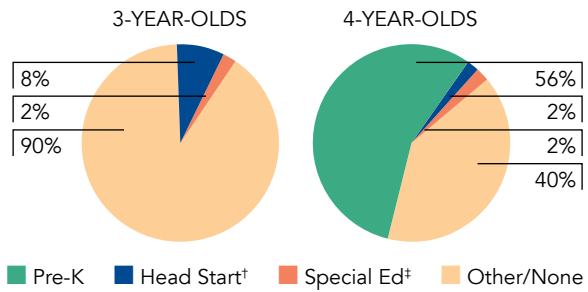
TOTAL BENCHMARKS MET
8*

GEORGIA'S PRE-K PROGRAM

ACCESS

Total state pre-K enrollment	73,462
School districts that offer state program	100% (counties)
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	9,557
Federally funded Head Start enrollment, ages 3 and 4	16,875
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/> *
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	22 (4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:11 (4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

8*

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

* Indicates that while policy meets the benchmark, it is not being implemented fully.

RESOURCES

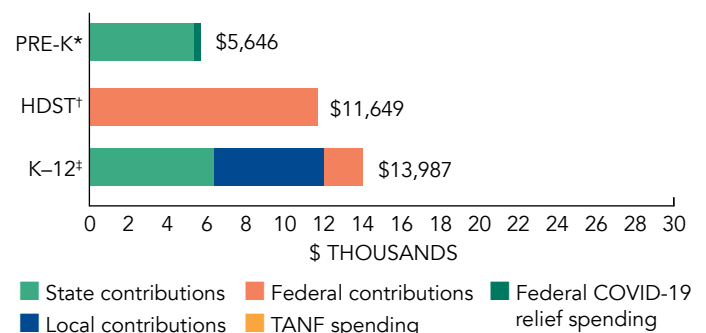
Total state pre-K spending	\$414,786,468
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$5,646
All reported spending per child enrolled*	\$5,646

* 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.

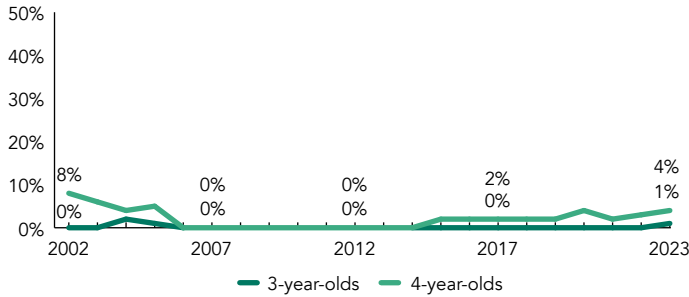
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

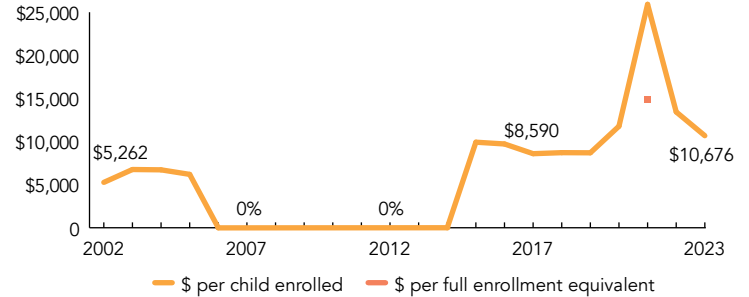


Hawaii

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Hawaii preschool enrolled 704 children, an increase of 155 from the prior year. State spending totaled \$7,516,239, up \$140,914 (2%), adjusted for inflation, since last year. State spending per child equaled \$10,676 in 2022-2023, down \$2,758 from 2021-2022, adjusted for inflation. Hawaii met 10 of 10 quality standards benchmarks.

WHAT'S NEW

The State of Hawaii is planning to add up to 44 new Executive Office on Early Learning EOEL Public Prekindergarten Program classrooms, which will allow up to 880 additional students to enroll in the EOEL Public Prekindergarten Program during the 2024-2025 school year. Additionally, 30 new State Public Charter School Early Learning classrooms (SPCSC) are planned for charter schools, adding up to 600 new pre-K seats. Combined, Hawaii is looking to add 1,480 more public pre-K slots in the 2024-2025 school year.

Through HB961, the legislature added \$38.8 million to the Preschool Open Doors (POD) childcare tuition subsidy program for community-based childcare providers. The funding will allow POD to expand their subsidy eligibility to include three-year-olds beginning August 2024. This bill also allows more families to be eligible by expanding the income criteria up to 300% FPL.

Taking a multi-faceted approach, the State of Hawaii, through the legislature, recognized the need to grow the early childhood educator workforce simultaneously. The Early Childhood Educator Stipend Program was established by the legislature through Act 210 Sessions Law Hawaii 2021. A generous donation from the Samuel N. and Mary Castle Foundation funded it. In 2023, the legislature approved \$600,000 in additional funding to support our Early Childhood Educator Stipend program, which now becomes the first publicly funded tuition stipend program available to current and future practitioners in the early childhood field for Hawaiian and English medium teacher preparation pathways. This tuition stipend program aims to help increase the qualifications of our ECE workforce. It seeks individuals who will commit to work in early care and education services directly to children from birth through five years of age for at least two consecutive years in one of the early learning systems described in HRS § 302L-2. This program includes Hawaiian language medium and immersion settings and early learning settings at charter schools. Stipend awardees who keep this commitment will pay nothing back.

The Hawaii State Legislature, through Act 257, Sessions Laws of Hawaii 2022, appropriated \$200 million for the School Facilities Authority to add or expand access to prekindergarten for eligible children across the state for the fiscal year 2022-2023. In January 2023, Hawaii was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) renewal grant for \$6.6 million. The University of Hawaii Systems is the lead in this grant.

BACKGROUND

In Hawaii, the Executive Office on Early Learning (EOEL) Public Prekindergarten Program serves 3- and 4-year-old children, with priority given to students considered "at-risk," including those from low-income families, now defined as 300% FPL. The EOEL Public Prekindergarten Program is required to operate on the same schedule as public elementary schools, providing services for 1,080 hours a year. EOEL expanded its eligibility to include three- and four-year-olds in the 2022-2023 school year.

Beginning in SY 2020-2021, through Act 46, SLH 2020, the legislature gave statutory authority to the State Public Charter School Commission to administer the early learning program in charter schools. Act 46, SLH 2020 also changed the eligibility criteria to include three- and four-year-old children.

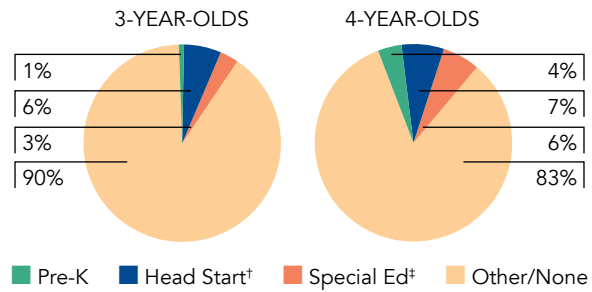
(continued)

HAWAII STATE OVERVIEW

ACCESS

Total state pre-K enrollment	704
Special education enrollment, ages 3 and 4	1,827
Federally funded Head Start enrollment, ages 3 and 4	2,136
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

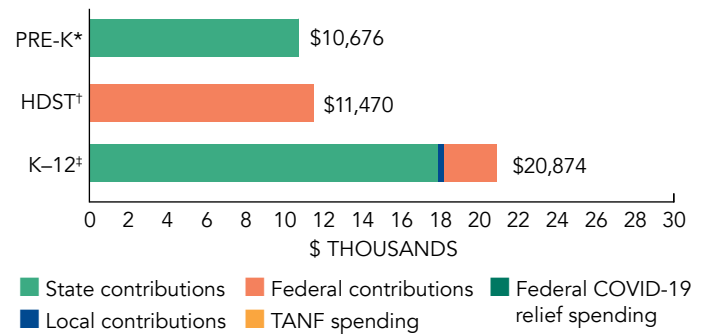


† Estimates children in Head Start not also enrolled in state pre-K.
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$7,516,239
State Head Start spending	\$0
State spending per child enrolled	\$10,676
All reported spending per child enrolled*	\$10,676

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		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
44	31	8	14	10*

Teachers in the EOEL Public Prekindergarten Program and the Hawaii State Public Charter School (SPCSC) Early Learning Program are part of the Hawaii State Teachers Association and, as such, receive salary and benefit parity with teachers in K-12 classrooms. Lead teachers in both programs are required to have a bachelor's degree with licensure in ECE, while assistant teachers are required to have a CDA credential or coursework for a certificate that meets the requirements for child development associate credential preparation. The EOEL Public Prekindergarten Program and the SPCSC Early Learning Program classrooms receive CLASS observations twice a year, and formative child assessments using Teaching Strategies GOLD are conducted throughout the year with three checkpoints. In addition, all programs undergo fiscal monitoring annually, and program records are reviewed more than once per year.

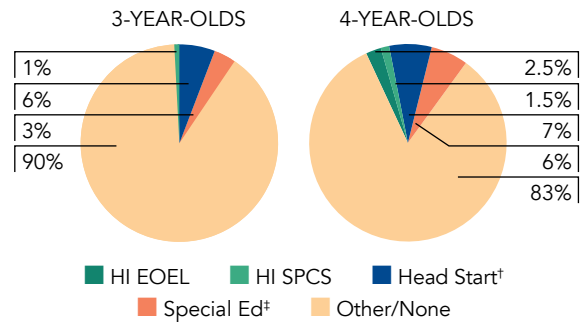
Hawaii's overall support for state-funded preschool, including enrollment and funding for EOEL and SPCSC, is depicted in the first two pages of the state profile. The third page focuses solely on EOEL, and the fourth on the SPCSC.

HAWAII'S EXECUTIVE OFFICE ON EARLY LEARNING PUBLIC PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment.....	380
School districts that offer state program.....	93% complex areas
Income requirement.....	300% FPL
Minimum hours of operation.....	30.5 hours/week; 5 days/week
Operating schedule.....	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	HI EOEL REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	10 PD sessions/year (teachers & assistants); PD plans; Coaching	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"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Full physical exam (includes vision & hearing)	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

10

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

* Indicates that while policy meets the benchmark, it is not being implemented fully.

RESOURCES

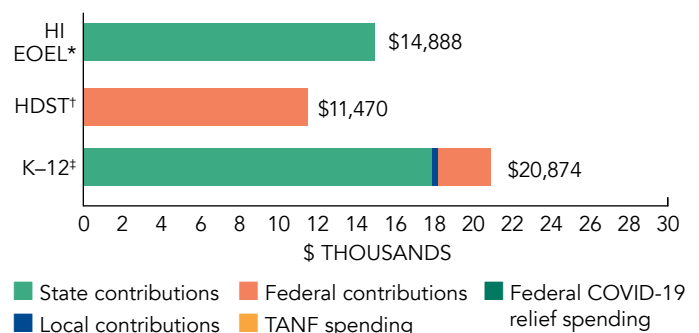
Total state pre-K spending	\$5,657,492
Local match required?.....	No
State spending per child enrolled	\$14,888
All reported spending per child enrolled*	\$14,888

* 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

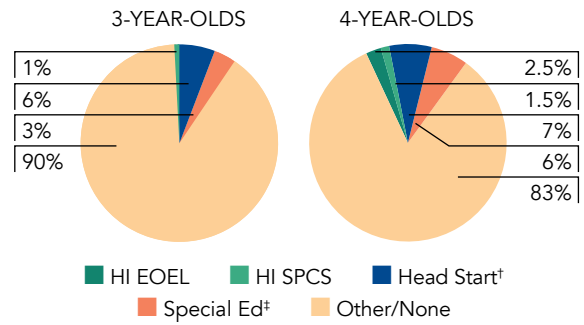


HAWAII STATE PUBLIC CHARTER SCHOOL EARLY LEARNING PROGRAM

ACCESS

Total state pre-K enrollment	324
School districts that offer state program	60% (complex areas)
Income requirement	No income requirement
Minimum hours of operation	30.5 hours/week; 5 days/week
Operating schedule	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	HI SPCS REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/> *
Teacher specialized training	ECE, CD	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	60 hours/year (teachers & assistants); PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Full physical exam (includes vision & hearing)	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

10*

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

* Indicates that while policy meets the benchmark, it is not being implemented fully.

RESOURCES

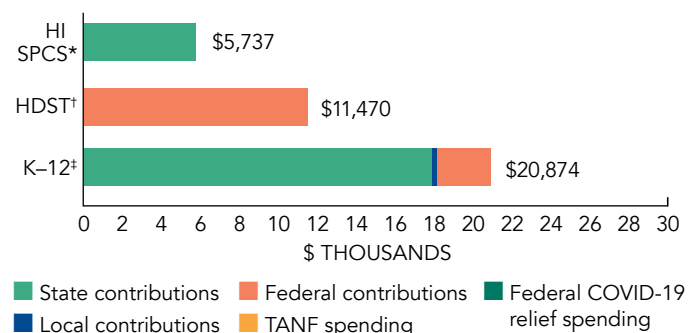
Total state pre-K spending	\$1,858,747
Local match required?	No
State spending per child enrolled	\$5,737
All reported spending per child enrolled*	\$5,737

* 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

Idaho does not have a state funded preschool program as defined by this report. The Idaho Statehouse continues to shy away from state investments in state-funded preschool and early childhood education, but the state does dedicate TANF money to early education. In 2020, Idaho received a Preschool Development Grant Birth through Five (PDG B-5) initial grant to conduct a statewide needs assessment on early childhood education. In addition, the state was able to conduct several activities to support early childhood educators, families, and communities which included outreach activities around the importance of quality child care, training on early learning screenings and referral resources, early literacy, trauma informed care, and school readiness. The state was also awarded a federal Preschool Development Grant Birth through Five (PDG B-5) three-year renewal grant for \$10 million in December 2022. The renewal grant will continue to set the stage for investments in early childhood education while providing much needed supports to families and those who work with and care for young children throughout Idaho.

Idaho's Early Learning eGuidelines cover a broad range of early learning domains, including: motor development, physical wellbeing, 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 State Head Start Collaboration Office, with the Idaho Department of Education, revised the Early Learning eGuidelines in 2019.

The Idaho STARS project is a multi-agency collaboration and operates in all seven regions of the state. Idaho STARS encompasses four core function areas: Continuous Quality Improvement, Professional Development System (PDS), Operations and Policy, and Outreach. These core function areas include Idaho's QRIS-Steps to Quality (STQ), Professional Development System Registry, Training Development, Program Assessment, Child Care Health Consultants, Child Care Resource and Referral Agencies, State Licensing and Subsidy support, and Training and Academic Scholarships. Participation in Idaho STARS is voluntary.

A coalition of early childhood advocates continues to advance efforts for state investments in high-quality preschool options, and several polls have shown that close to 80% of respondents are supportive of state investments in early learning options for Idaho families. Idaho's early learning supporters continue outreach and education for early learning and have formed Preschool the Idaho Way as an effort to galvanize and organize support. Optimistically, program work is currently underway to offer planning and implementation grants in key Idaho areas that will allow local communities to create and sustain preschools that are centered by a collaborative community effort to increase high-quality preschool seats in their area.

The Idaho Head Start Association (IHSA) received a Voices for Healthy Kids advocacy grant from the American Heart Association in 2018, which provided resources to begin a campaign to pursue state funding for Head Start. Since then, IHSA has organized Head Start parents and staff to be ambassadors for Head Start with their local legislators and leaders. IHSA continues to be very active at the Capitol and with the Governor's Office to find an avenue for investment in these most vulnerable young children and their families. There are a number of legislative champions from both parties who are partners in finding a path forward.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

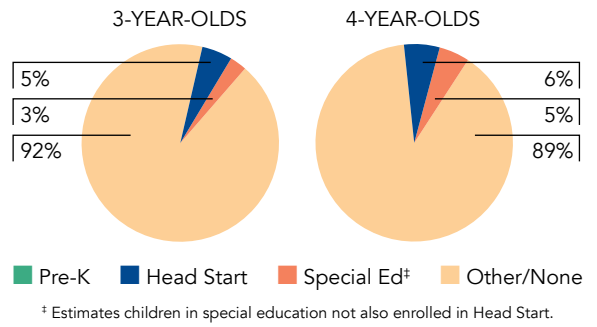
TOTAL BENCHMARKS MET
No Program

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	2,056
Federally funded Head Start enrollment, ages 3 and 4	2,568
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

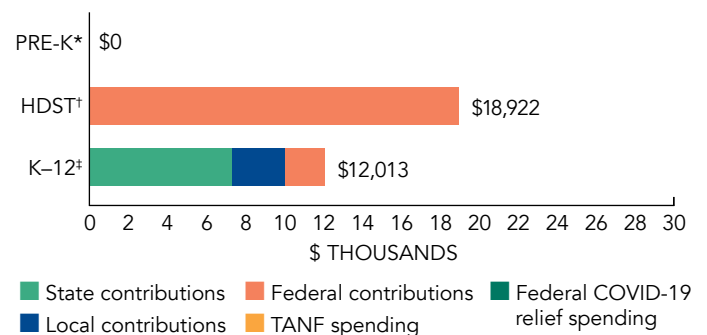
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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.

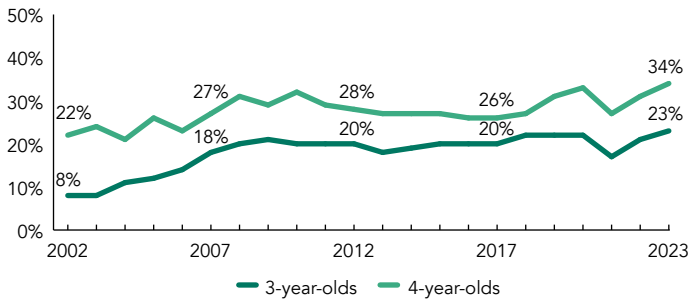
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

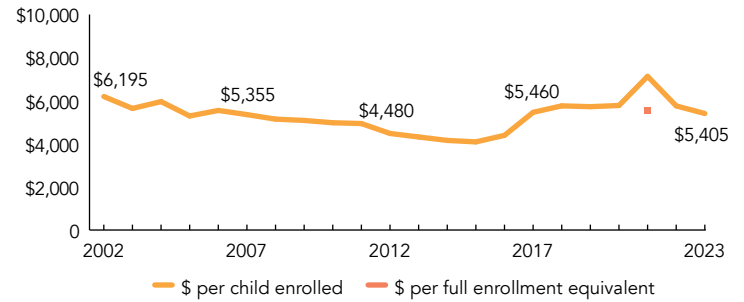


Illinois

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Illinois preschool enrolled 81,181 children, an increase of 4,938 from the prior year. State spending totaled \$438,746,040, down \$365,078 (0.1%), adjusted for inflation, since last year. State spending per child equaled \$5,405 in 2022-2023, down \$355 from 2021-2022, adjusted for inflation. Illinois met 8 of 10 quality standards benchmarks.

WHAT'S NEW

For FY23, Governor Pritzker signed the state budget with a 10% increase (\$54.4 million) to the Early Childhood Block Grant (ECBG). The funds allowed the Illinois State Board of Education (ISBE) to increase the slots for Preschool for All (PFA), Preschool for All Expansion, and the Prevention Initiative.

In 2022-2023, Illinois implemented a \$4 million Preschool Development Grant Birth through Five (PDG B-5) planning grant. Funds were used for an initiative to improve the capacity of community-based early learning providers to identify and serve English learners. The project provides training for community-based early learning providers to interview families and administer language screeners, as appropriate, and deploy a team of consultants to conduct screening services on site when needed.

In FY24, Governor Pritzker invested in a multi-year Smart Start Illinois plan to expand access to preschool for Illinois' youngest learners. This expansion will ensure there are enough seats to serve all children whose parents wish to enroll them in a high-quality early childhood program. Additionally, Smart Start Illinois increases funding for childcare providers to raise wages and quality, invest in new early childhood facilities, and reach more vulnerable families with early support. The \$250 million investment in FY24 includes \$75 million in additional funding for the Early Childhood Block Grant to put Illinois on a path to create more than 20,000 new pre-K seats.

BACKGROUND

The Illinois Prekindergarten Program for At-Risk Children was founded in 1985. The Illinois PFA initiative began in 2006 with the goal of providing pre-K to all 3- and 4-year-olds by 2012. Starting in 2017, the PFA Expansion Program began when the State was awarded a federal Preschool Development Grant. The Illinois PFA and PFA Expansion programs are now combined to operate in almost all counties. Funding for Preschool for All is awarded on a competitive basis to public schools, private childcare, Head Start, faith-based centers, higher education institutions, and regional offices of education.

Preschool for All programs are required to provide instruction in children's home language if there are 20 or more English Language Learners (ELLs) with the same home language enrolled in a program. All pre-K teachers are required to meet bilingual education certification requirements. Language of instruction is determined locally if there are fewer than 20 ELLs with the same home language, however English as a Second Language and other home language supports may be provided.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
27	26

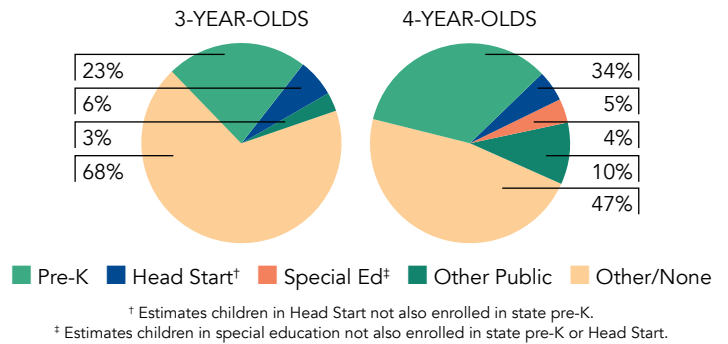
TOTAL BENCHMARKS MET
8

ILLINOIS PRESCHOOL FOR ALL AND PRESCHOOL EXPANSION

ACCESS

Total state pre-K enrollment.....	81,181
School districts that offer state program.....	98% (counties)
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.....	23,539
Federally funded Head Start enrollment, ages 3 and 4.....	16,390
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

POLICY	IL PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Educator License	CDA or equivalent	<input type="checkbox"/>
Staff professional development	120 hours/5 years (teachers); PD plans; Coaching (PFA Expansion)	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"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



RESOURCES

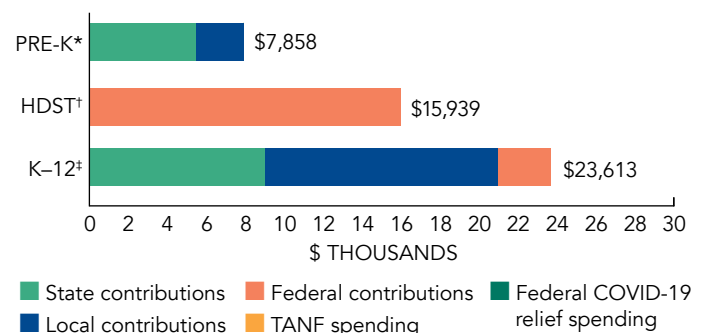
Total state pre-K spending.....	\$438,746,040
Local match required?.....	No
State Head Start spending.....	\$0
State spending per child enrolled.....	\$5,405
All reported spending per child enrolled*.....	\$7,858

* 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

Indiana is dedicated to expanding enrollment of low-income four-year-old children in high-quality early childhood education. The On My Way Pre-K program was signed into law in 2014 to provide vouchers to eligible, low-income four-year-old children for qualified early education services statewide. Services may be delivered via public schools, licensed, or registered child care programs that have achieved Level Three or Level Four in Paths to QUALITY™, or via accredited private schools. The On My Way Pre-K program does not meet the definitions of a state-funded preschool program used in this report.

To serve more children and pay programs at current county cost of care rates, On My Way Pre-K co-funds some vouchers with Child Care Development Fund money for families that also meet CCDF eligibility requirements, with a percentage of total state allocated funds reserved for non-eligible CCDF families up to 185% of the federal poverty level.

In 2022-2023, On My Way Pre-K supported 6,231 children with over \$37million in combined state and federal funding. This enrollment was a 30% increase in total enrollment, with over half of the 91 counties in Indiana showing higher enrollment numbers than last year.

According to the Purdue University longitudinal study, children who attended the On My Way Pre-K program had stronger school readiness, language and literacy skills than their peers with similar family incomes who attended lower quality childcare or prekindergarten programs. Additional research by Purdue University is studying the use of curricula in Indiana and identifying the key ingredients of high-quality preschool programs in Indiana. A second longitudinal study will begin in the fall of 2024.

Additionally, for a third year, On My Way Pre-K children from the 2022-2023 school year matched up positively compared to national norms established for all pre-kindergarten children in the annual Kindergarten Readiness Indicators assessment, conducted by the National Opinion Research Center (NORC) at the University of Chicago.

On My Way Pre-K has stimulated the expansion of the number of high-quality programs in Indiana, affecting not only the 4-year-old children enrolled with state funding, but all other children enrolled in those programs. There has been a stable 92% increase in high quality early care and education programs for all children statewide since the inception of On My Way Pre-K.

In December 2022, Indiana was awarded a federal preschool development grant renewal for \$14 million. Indiana seeks to create a vibrant and sustainable Early Child Care and Education system that is committed to ensuring children, especially those most underserved, arrive ready to thrive in kindergarten and beyond. While the Family and Social Services Administration's Office of Early Childhood and Out-of-School Learning serves as grant administrator, the office collaborates closely with the Indiana Department of Education to plan and execute efforts along with partnership between many early childhood contracted agencies.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

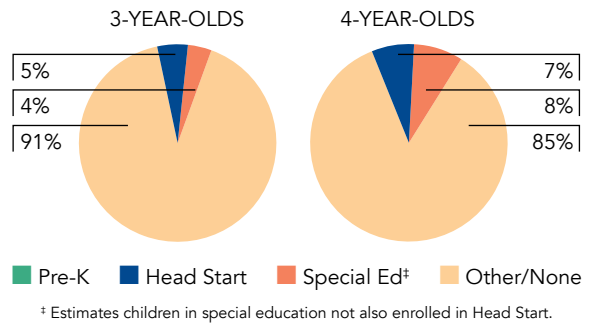
TOTAL BENCHMARKS MET
No Program

INDIANA

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	11,754
Federally funded Head Start enrollment, ages 3 and 4	10,261
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

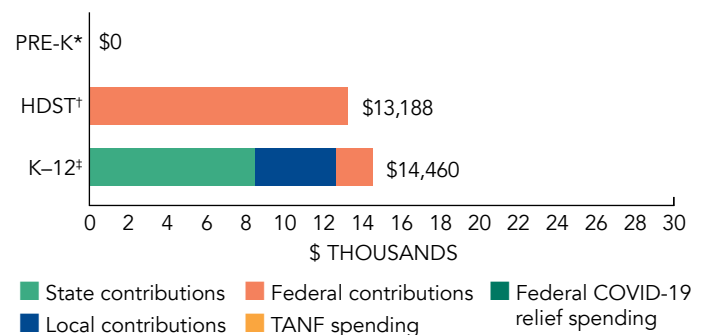
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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.

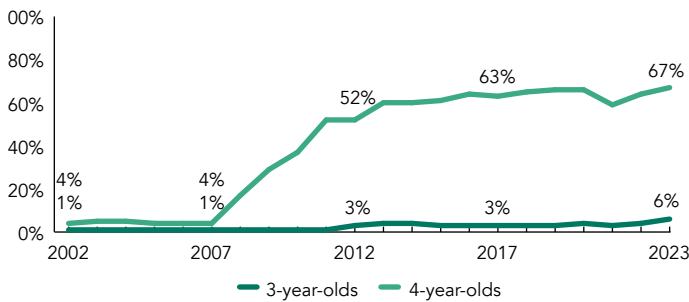
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

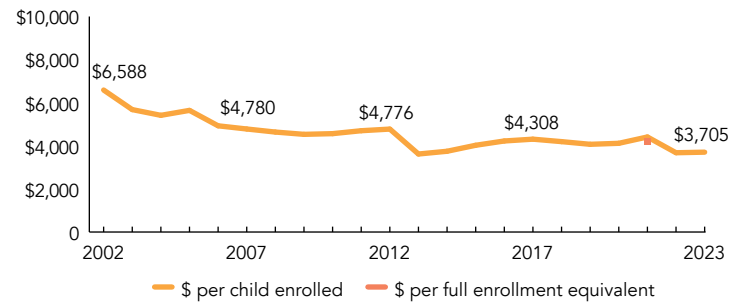


Iowa

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Iowa preschool enrolled 28,194 children, an increase of 1,116 from the prior year. State spending totaled \$94,650,334 and an additional \$1,687,987 in federal recovery funds supported the program, down \$3,246,970 (3%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$3,705 in 2022-2023, up \$27 from 2021-2022, adjusted for inflation. Iowa met 8 of 10 quality standards benchmarks.

WHAT'S NEW

A new state commitment provides Shared Visions (SV) grantees with access to an online program, which supports early language development and family engagement, starting in the 2022-2023 program year. Eligibility guidelines for SV have been adjusted for more children to be eligible beginning in the 2023-2024 grant year.

BACKGROUND

Iowa has two state-funded preschool programs: Shared Visions (SV) and the Statewide Voluntary Preschool Program (SWVPP). The SV program has provided services to 3-, 4-, and 5-year-olds since 1989 through competitive grants to public schools, licensed non-profit childcare centers, other public non-profit agencies, and Head Start. SV serves children in part-, school-, or extended-day programs.

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

Both SWVPP and SV have undergone formal evaluations. As part of the state longitudinal data system, all children enrolled in either program receive a unique state identification number.

An important difference between the two state-funded preschool programs pertains to child eligibility. SV 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 based on a sliding scale. Services within this program are provided in 29 of Iowa's 99 counties through 49 awarded grants. Programming is offered in 23 school district locations (through 16 school districts), representing less than 5% of school districts. In addition, services are provided in 26 other community-based locations, representing 11 organizations. In contrast, SWVPP, is available in 99% of school districts and all resident children who turn four by September 15 are eligible to attend.

SV lead teachers are required to meet the educational qualifications as outlined in the program standards selected within the awarded application. While requirements within selected program standards vary, 73% of lead teachers hold a BA degree or higher in early childhood, child development, or a related field, while another 19% hold an AA degree in early childhood or a related field. All SWVPP lead teachers must have at least a BA and an Iowa teaching license with an early childhood endorsement.

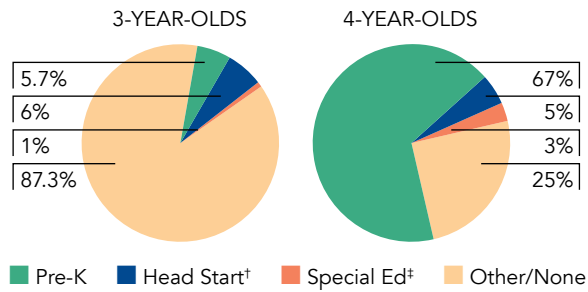
Iowa's overall support for state-funded preschool, including enrollment and funding for SV and SWVPP, is depicted in the first two pages of this state profile. The third page focuses on SV and the fourth page provides information on SWVPP.

IOWA STATE OVERVIEW

ACCESS

Total state pre-K enrollment	28,194
Special education enrollment, ages 3 and 4	4,348
Federally funded Head Start enrollment, ages 3 and 4	5,293
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

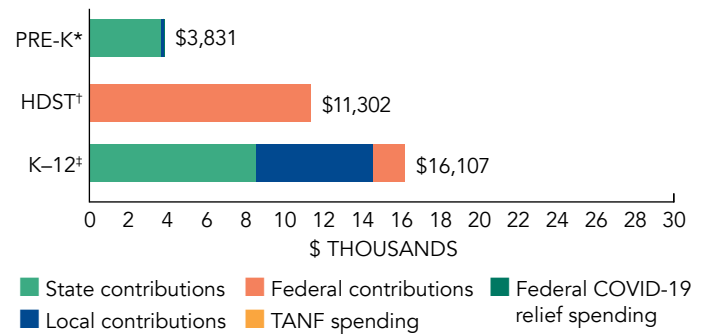


† Estimates children in Head Start not also enrolled in state pre-K.
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$96,338,321
State Head Start spending	\$0
State spending per child enrolled	\$3,705
All reported spending per child enrolled*	\$3,831

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
5	22

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
39	44

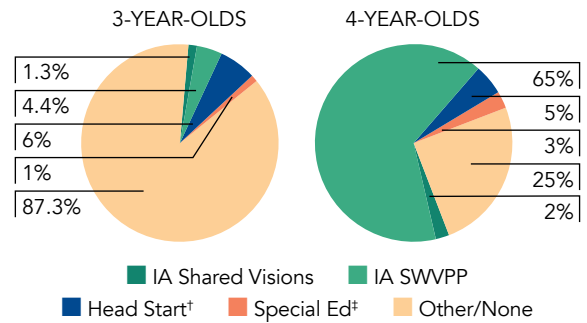
TOTAL BENCHMARKS MET
8

IOWA SHARED VISIONS

ACCESS

Total state pre-K enrollment	1,106
School districts that offer state program	29% (counties)
Income requirement	130% FPL
Minimum hours of operation	Determined locally
Operating schedule	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or equivalent	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	PD hours based on program standards; PD plans; Coaching (teachers with an active teaching license only)	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"/>
Staff-child ratio	1:8 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (every 5 years and determined locally); Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

7

RESOURCES

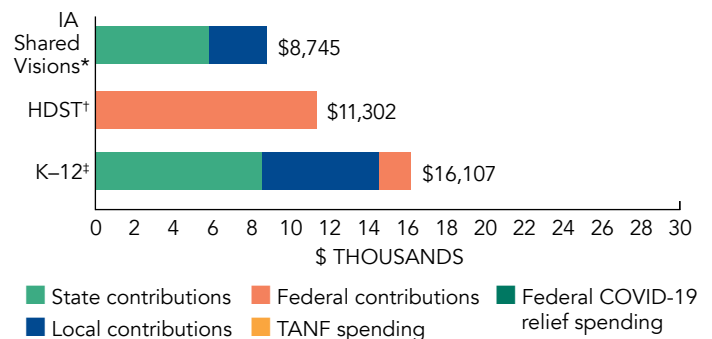
Total state pre-K spending	\$6,391,823
Local match required?	Yes
State spending per child enrolled	\$5,779
All reported spending per child enrolled*	\$8,745

* 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

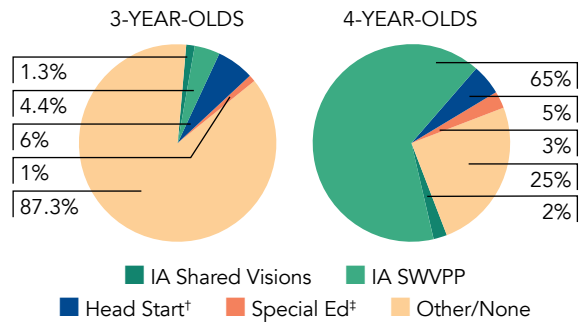


IOWA STATEWIDE VOLUNTARY PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment.....	27,088
School districts that offer state program.....	99%
Income requirement.....	No income requirement
Minimum hours of operation.....	10 hours/week
Operating schedule.....	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, Elem Ed (with ECE endorsement)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or equivalent	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year recommended (teachers only); PD plans; Coaching (public only)	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"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement at the local level only	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



RESOURCES

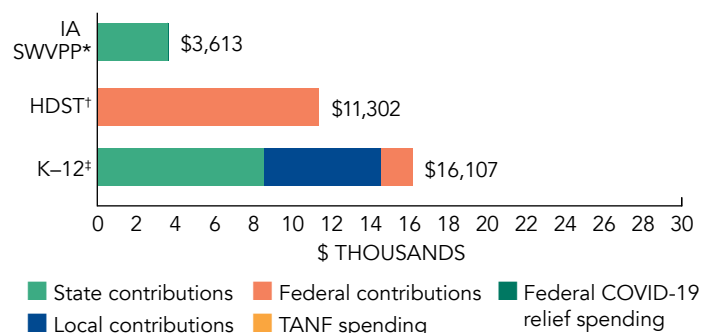
Total state pre-K spending	\$89,946,498
Local match required?	No
State spending per child enrolled	\$3,613
All reported spending per child enrolled*	\$3,613

* 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.

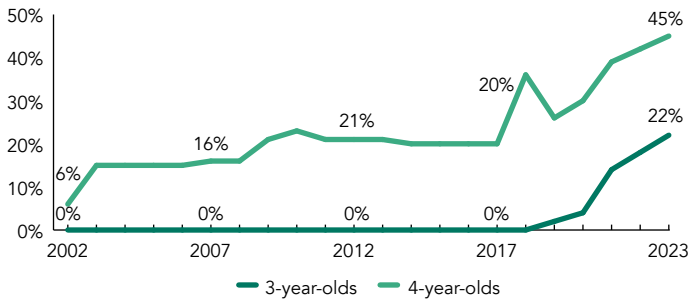
SPENDING PER CHILD ENROLLED



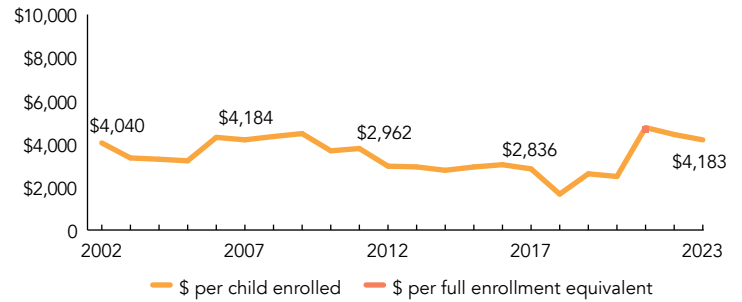
■ State contributions ■ Federal contributions ■ Federal COVID-19 relief spending
■ Local contributions ■ TANF spending

Kansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Kansas preschool enrolled 24,312 children, an increase of 1,733 from the prior year. State spending totaled \$94,988,706, and an additional \$4,132,317 in TANF funds and \$2,585,540 in federal recovery funds supported the program, up \$1,674,295 (2%), adjusted for inflation, since last year. State spending per child (including TANF and federal recovery funds) equaled \$4,183 in 2022-2023, down \$247 from 2021-2022, adjusted for inflation. Kansas met 6 of 10 quality standards benchmarks.

WHAT'S NEW

In January 2023, Governor Kelly established an Early Childhood Transition Task Force. Final recommendations were released in December but did not include major changes for preschool.

The state is also working to update its All In For Kansas Kids Needs Assessment and Strategic Plan, which is work supported under the federal Preschool Development Grant Birth through Five (PDG B-5). Release of the updated Strategic Plan is anticipated in 2024.

In January 2024, the Kansas State Board of Education (KSBE) approved updates to the Kansas Early Learning Standards and the Standards were officially released in March 2024.

BACKGROUND

Kansas supports two funding streams for state prekindergarten. The first, established in 1998, is the State Pre-K 4 Year Old At-Risk Program (more recently renamed the Preschool-Aged At-Risk Program). The second is the Kansas Preschool Pilot (KPP), first offered in the 2006-2007 school year. Both funding streams are administered through the Kansas State Department of Education (KSDE) and are reported together due to their similar standards and overlapping enrollment.

Between the two funding streams, funding was available in all 286 school districts in Kansas, and 2022-2023 marks the second year that 3-year-olds are included in this report.

In 2015, KSBE announced a new vision for education in the state: Kansas leads the world in the success of each student. Kindergarten Readiness is one identified metric to track progress toward this goal. In 2018, the KSDE was internally restructured to increase emphasis and capacity around early childhood. Beginning in 2020, the Kansans Can Star Recognition Program gives districts the opportunity to apply for recognition in the qualitative Board Outcome areas, including Kindergarten Readiness. This will provide an opportunity to measure and drive quality improvements at the community level.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
12	5

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
35	40

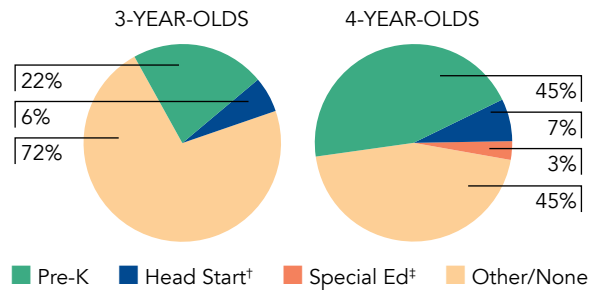
TOTAL BENCHMARKS MET
6

PRESCHOOL OFFERED BY PUBLIC SCHOOL DISTRICTS

ACCESS

Total state pre-K enrollment	24,312
School districts that offer state program	100%
Income requirement	130% FPL
Minimum hours of operation	465 hours/year
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	8,312
Federally funded Head Start enrollment, ages 3 and 4	4,740
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, Elem. Ed.	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	Other	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours/year; PD plans (teachers only); Coaching (some teachers)	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"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	None	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

RESOURCES

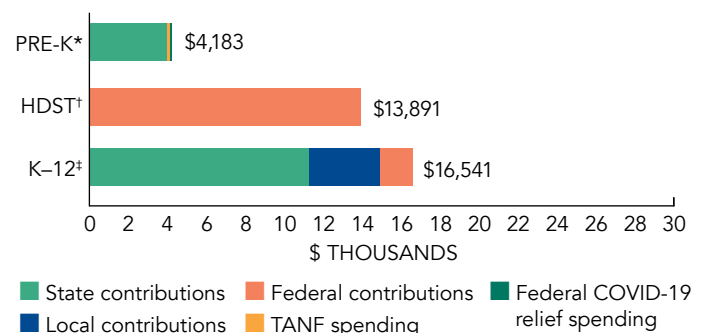
Total state pre-K spending	\$101,706,563
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$4,183
All reported spending per child enrolled*	\$4,183

* 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.

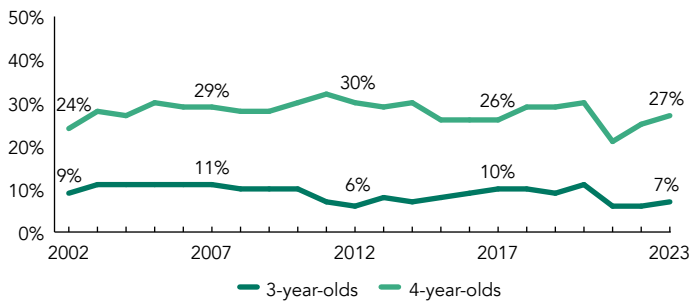
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

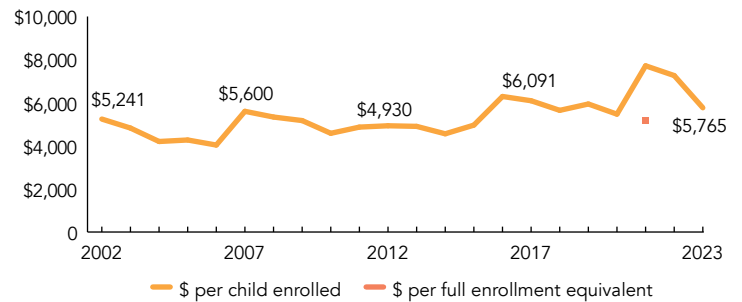


Kentucky

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Kentucky preschool enrolled 19,523 children, an increase of 1,912 from the prior year. State spending totaled \$87,194,951, and an additional \$25,358,944 in federal recovery funds supported the program, down \$15,298,045 (12%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$5,765 in 2022-2023, down \$1,495 from 2021-2022, adjusted for inflation. Kentucky met 8 of 10 quality standards benchmarks.

WHAT'S NEW

In December 2022, Kentucky was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) renewal grant for \$11,990,400. Funds are being used to refresh Kentucky's needs assessment and strategic plan; support family engagement; document exemplar practices, opportunities, and gaps; and effectively transition children across the continuum of educational milestones, prioritizing highly vulnerable and un- or under-served children.

In June 2022, the state's revised Early Childhood Standards and Family Guides were officially launched and are aligned with the Kentucky Academic Standards and include supports for dual language learners and additional resources.

During the pandemic, including the 2021-2022 school year, participation in All STARS (QRIS) was not monitored and ECERS data were not collected. In 2022-2023, program quality data were collected again for planning purposes.

Using federal recovery funds, the Office of Special Education and Early Learning (OSEEL) is implementing a project for delivering high-quality training and coaching to preschool through third grade (P-3) staff and administrators designed to improve learning outcomes of young children that were disproportionately impacted by the ongoing pandemic. The project includes hiring statewide trainers and coaches with backgrounds in early literacy, early mathematics, positive approaches to behavior and discipline, and/or high-quality preschool.

BACKGROUND

The Kentucky Preschool Program (KPP), launched in 1990, is available to 4-year-olds from low-income families, and 3- and 4-year-olds with disabilities. KPP programs operate half- or full-day, for at least 2.5 hours per day, four or five days per week. Income eligibility increased from 150% to 160% FPL beginning with the 2015-2016 school year. Children who do not meet state eligibility requirements may still participate if there is space, but they are funded either by the school district or tuition rather than state dollars.

KPP is administered by the Kentucky Department of Education (KDE), Office of Special Education and Early Learning, School Readiness Branch. Funds are distributed to school districts through a funding formula. School districts may subcontract with private child care centers, Head Start programs, and special education providers to offer preschool services.

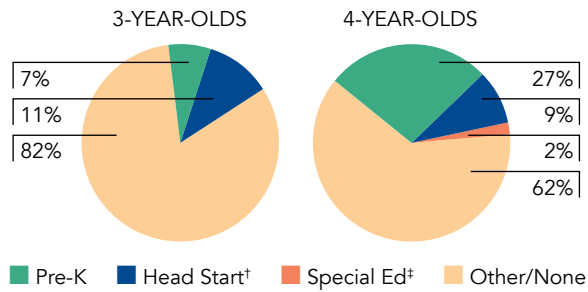
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
25	18	24	10	8*

KENTUCKY PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment.....	19,523
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.....	11,486
Federally funded Head Start enrollment, ages 3 and 4.....	11,563
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	24 hours/year (teachers); 18 hours/year (assistants); PD plans (public teachers only); Coaching (certified teachers)	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"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/> *

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

* Indicates that while policy meets the benchmark, it is not being implemented fully.

8*

RESOURCES

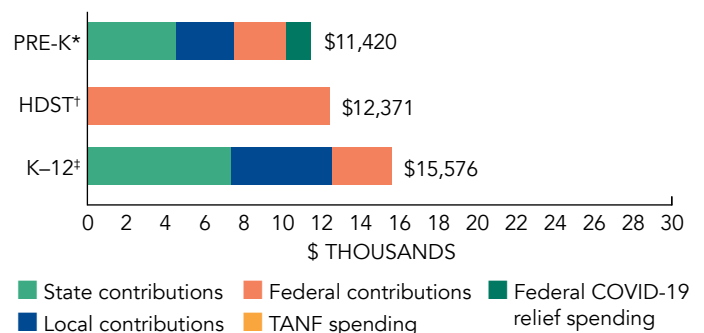
Total state pre-K spending.....	\$112,553,895
Local match required?.....	No
State Head Start spending.....	\$0
State spending per child enrolled.....	\$5,765
All reported spending per child enrolled*.....	\$11,420

* 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.

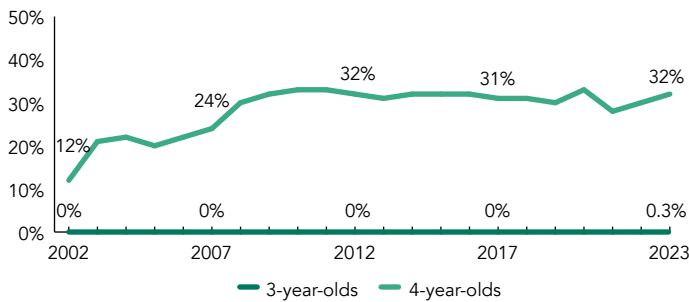
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

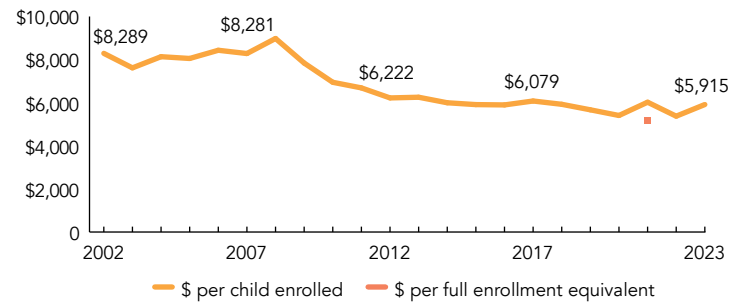


Louisiana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Louisiana preschool enrolled 18,457 children, an increase of 462 from the prior year. State spending totaled \$58,547,582 and an additional \$50,631,900 in TANF funds supported preschool, up \$12,451,353 (13%), adjusted for inflation, since last year. State spending per child (including TANF) equaled \$5,915 in 2022-2023, up \$540 from 2021-2022, adjusted for inflation. Louisiana met an average of 7.9 of 10 quality standards benchmarks.

WHAT'S NEW

In June 2022, the State Legislature approved an increase of \$17,076,000 for the Cecil J. Picard LA 4 Early Childhood Program (LA 4) and \$1,404,000 for the Nonpublic Schools Early Childhood Development Program (NSECD). These funds were used to increase the reimbursement rate per student in LA 4 and NSECD during the 2022-2023 academic year. The increased reimbursement rate will be maintained for the 2023-2024 academic year.

BACKGROUND

Louisiana has three distinct state funded preschool programs: the 8(g) Student Enhancement Block Grant Program (8(g)), the Cecil J. Picard LA 4 Early Childhood Program (LA 4), and the Nonpublic Schools Early Childhood Development Program (NSECD). Many school districts also use federal Title I funding to provide high-quality pre-K to 4-year-olds in public schools, typically adopting the same standards as LA 4.

The first of Louisiana's state-funded pre-K programs, initially established in 1988, is the 8(g) program. It was created to compensate for the loss of the Model Early Childhood Program when matching annual appropriations for that program ended. The 8(g) program serves 4-year-old children and priority is given to students living at or below 200% FPL. However, if all income-eligible children are served, additional students may be served if they are deemed "developmentally unprepared."

The largest of the three state-funded pre-K programs, the LA 4 program (formerly LA 4 and Starting Points), was established in 2001 and serves 4-year-old children in public schools, independent LEA charter schools, and tribal schools. Programs can subcontract with Head Start, Type III licensed child care centers, and non-independent LEA charter schools to deliver the LA 4 program. Teachers in LA 4 are required to have a minimum of a bachelor's degree and meet all the qualifications required for public school teachers, regardless of where the program is located. Eligibility for this program is based on income: all children must be at or below 200% FPL to enroll.

Also established in 2001, the NSECD program supports high-quality pre-K for 3- and 4-year-olds in nonpublic settings. Teachers in the NSECD program are required to have a bachelor's degree and assistant teachers are required to have at least a CDA. NSECD has the same eligibility requirements as the LA 4 program and funding is available for this program on a competitive basis.

During the 2012 session, the Louisiana Legislature passed Act 3, unifying multiple early childhood initiatives under the DOE 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 are required to participate, a unified professional development system, birth-through-five early learning and development standards, and a cross-agency integrated data system.

During the 2016-2017 school year, Louisiana completed its first full year of the unified quality rating and improvement system for all publicly funded childcare, Head Start and pre-K sites. The state shared information for all programs serving children birth to age five via a family friendly website, www.louisianaschools.com, which provides comparable information about program quality.

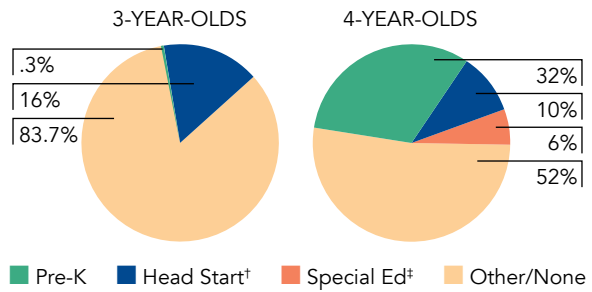
Louisiana's overall support for state-funded preschool, including enrollment and funding for 8(g), LA 4, and NSECD, is depicted in the first two pages of this state profile. The third page focuses on 8(g), the fourth page on LA 4, and the fifth page on NSECD.

LOUISIANA STATE OVERVIEW

ACCESS

Total state pre-K enrollment	18,457
Special education enrollment, ages 3 and 4	6,112
Federally funded Head Start enrollment, ages 3 and 4	14,722
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

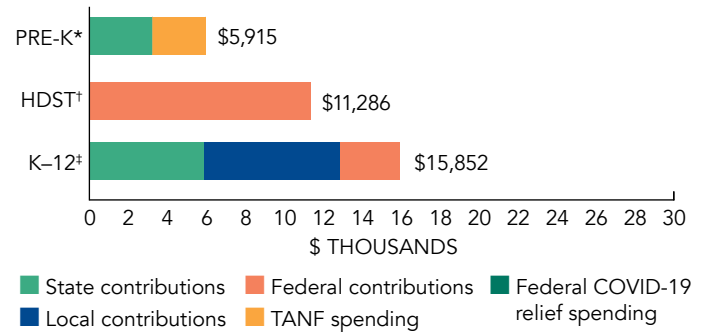


† Estimates children in Head Start not also enrolled in state pre-K.
 † Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$109,179,482
State Head Start spending	\$0
State spending per child enrolled	\$5,915
All reported spending per child enrolled*	\$5,915

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	34

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
22	32

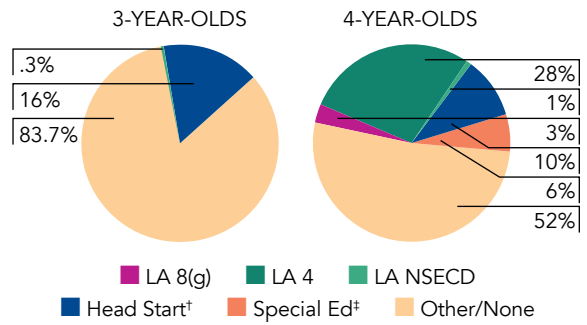
TOTAL BENCHMARKS MET
79

LOUISIANA 8(G) STUDENT ENHANCEMENT BLOCK GRANT PROGRAM

ACCESS

Total state pre-K enrollment 1,725
 School districts that offer state program 91% (LEAs)
 Income requirement 200% FPL
 Minimum hours of operation 6 hours/day; 5 days/week
 Operating schedule School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	LA 8(G) REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Pre-K–3, ECE, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Other	CDA or equivalent	<input type="checkbox"/>
Staff professional development	18 hours/year; PD plans (teachers only)	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"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Referrals	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

7

RESOURCES

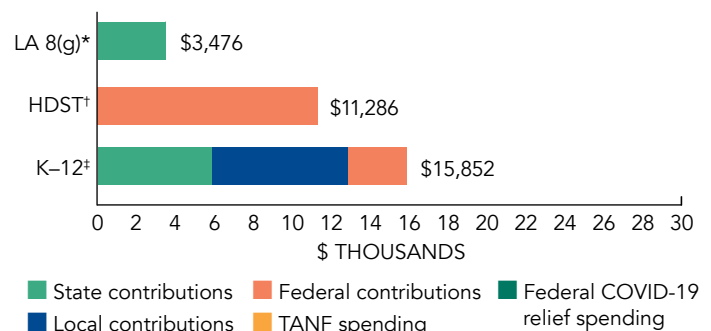
Total state pre-K spending \$5,996,354
 Local match required? No
 State spending per child enrolled \$3,476
 All reported spending per child enrolled* \$3,476

* 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

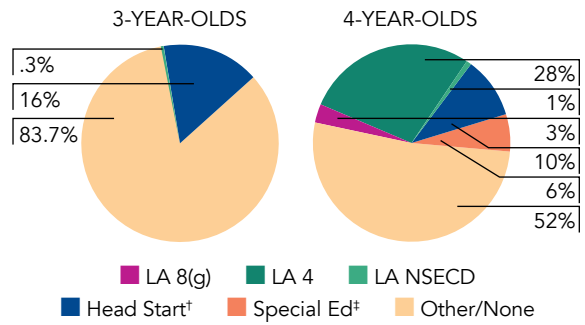


CECIL J. PICARD LA 4 EARLY CHILDHOOD PROGRAM

ACCESS

Total state pre-K enrollment 15,731
 School districts that offer state program 97% (parishes)
 Income requirement 200% FPL
 Minimum hours of operation 6 hours/day; 5 days/week
 Operating schedule School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	LA 4 REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Pre-K–3, ECE, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	None	CDA or equivalent	<input type="checkbox"/>
Staff professional development	18 hours/year; PD plans	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"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, immunizations	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



RESOURCES

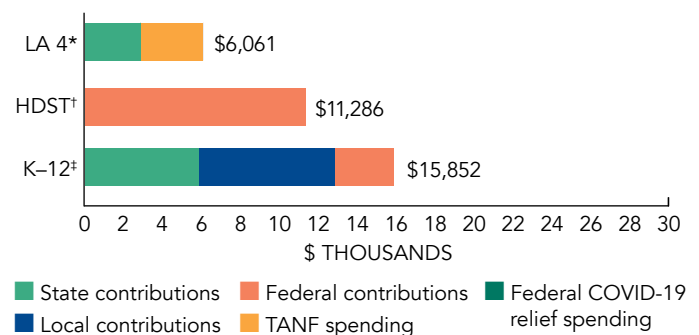
Total state pre-K spending \$95,342,670
 Local match required? No
 State spending per child enrolled \$6,061
 All reported spending per child enrolled* \$6,061

* 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

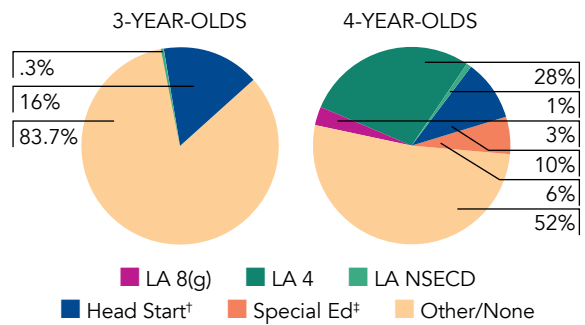


LOUISIANA NONPUBLIC SCHOOLS EARLY CHILDHOOD DEVELOPMENT PROGRAM (NSECD)

ACCESS

Total state pre-K enrollment.....	1,001
School districts that offer state program.....	23% (parishes)
Income requirement.....	200% FPL
Minimum hours of operation.....	6 hours/day; 5 days/week
Operating schedule.....	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	LA NSECD REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (4-year-old classes); CDA (3-year-old classes)	BA	<input type="checkbox"/>
Teacher specialized training	Pre-K–3, ECE SpEd (4-year-old classes); CDA (3-year-old classes)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA (4-year-old classes); HSD (3-year-old classes)	CDA or equivalent	<input type="checkbox"/>
Staff professional development	18 hours/year; PD plans	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"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, immunizations	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

7

RESOURCES

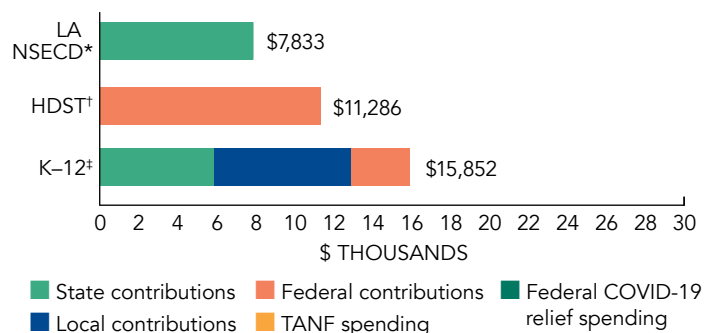
Total state pre-K spending	\$7,840,458
Local match required?	No
State spending per child enrolled	\$7,833
All reported spending per child enrolled*	\$7,833

* 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.

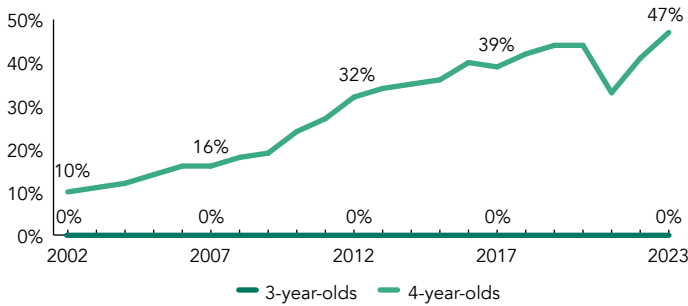
‡ K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

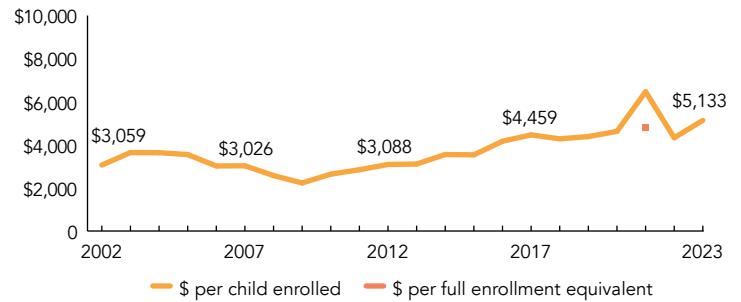


Maine

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Maine preschool enrolled 6,237 children, an increase of 646 from the prior year. State spending totaled \$30,121,111, with an additional \$1,894,744 in federal recovery funds to support the program, up \$7,820,830 (32%), adjusted for inflation, since last year. State spending per child equaled \$5,133 in 2022-2023, up \$806 from 2021-2022, adjusted for inflation. Maine met 9 of 10 quality standards benchmarks.

WHAT'S NEW

In 2022, ARP funding was committed by Maine's governor and legislature to support public Pre-K expansion. This allowed ten school administrative units to open or expand current offerings as well as support new team members at the state level. This funding will continue to support new and expanded programming in 2023-24 and will start or expand current offerings and add another team member at the state level. Legislation passed in 2023 directs the formation of a state level commission to study funding public preschool as well as the Maine Department of Education (DOE) to study credentialing pathways and to annually report back to the legislature on public preschool.

Maine's Department of Health and Human Services, in partnership with Maine's Department of Education, received an \$8 million Preschool Development Grant Birth through Five (PDG B-5) renewal grant in December 2022 to build needed infrastructure and capacity to create a more coordinated, efficient, and high-quality mixed delivery system to ensure children enter Kindergarten prepared to succeed in the early elementary years. Intended outcomes of the expansion effort include engaging a diverse group of stakeholders to advise the development of policy and programming for more fully utilizing Maine's mixed-delivery system to reach the goal of universal public pre-K. Additionally, PDG B-5 funding will support the addition of a Pre-K Partnership Specialist position to help cultivate partnerships between school systems and community providers to provide public pre-K. Attention will also be paid to professional learning related to high-quality programming and transitions between pre-K and the early elementary years.

BACKGROUND

Maine established its Two-Year Kindergarten initiative in 1983 by allocating resources to local districts through the school funding formula. Since 2007, state-funded programs for 4-year-olds have been separately defined as the Public Preschool Program (PPP), still funded through Maine's school funding formula, with a distribution of funds to 152 of the 197 (77%) school administrative units (SAUs) that operate kindergarten.

PPP classrooms function as either stand-alone programs located in public schools or SAUs partner with licensed community-based child care programs or Head Start agencies. Schools are required to provide a local match to draw down a per-pupil state subsidy. The required local match is part of the school funding formula based on property value.

Maine's Public Preschool Program Standards, promulgated as a regulation in December 2014, outlined programmatic changes including reduced child-staff ratio and group size, the use of evidence-based curricula, and child screening and assessments.

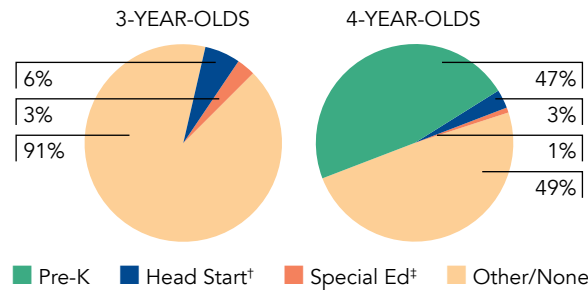
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
11	None Served	28	21	9

MAINE PUBLIC PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment	6,237
School districts that offer state program	85% (eligible school administrative units)
Income requirement	No income requirement
Minimum hours of operation	2 hours/day
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	1,871
Federally funded Head Start enrollment, ages 3 and 4	1,830
State-funded Head Start enrollment, ages 3 and 4	Not reported

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Educational Technician II (at least 9 ECE credits)	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	6 credit hours/5 years (teachers); 3 credit hours/5 years (assistants)	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"/>
Staff-child ratio	1:8 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

9

RESOURCES

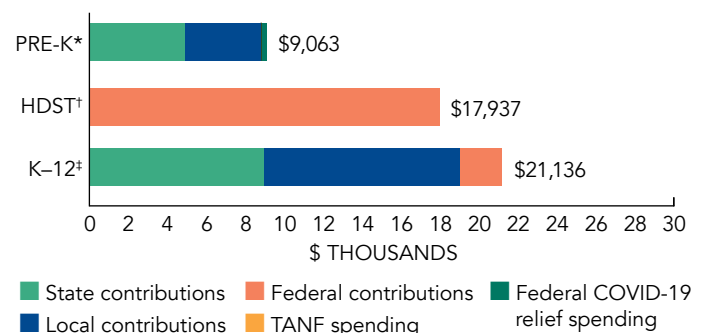
Total state pre-K spending	\$32,015,855
Local match required?	Yes
State Head Start spending	\$1,190,007
State spending per child enrolled	\$5,133
All reported spending per child enrolled*	\$9,063

* 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.

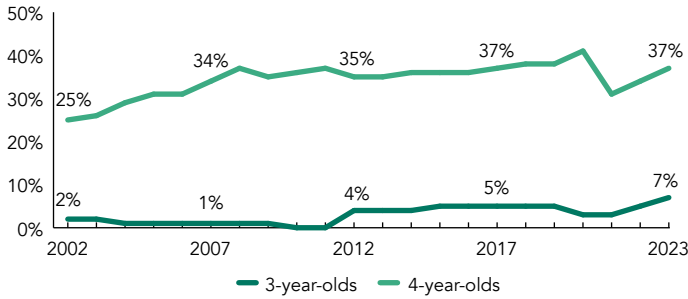
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

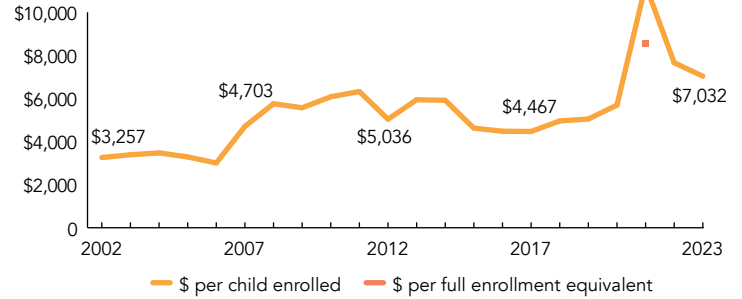


Maryland

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Maryland preschool enrolled 31,907 children, an increase of 2,589 from the prior year. State spending totaled \$224,382,022, down \$44,138, adjusted for inflation, since last year. State spending per child equaled \$7,032 in 2022-2023, down \$623 from 2021-2022, adjusted for inflation. Maryland met 8 of 10 quality standards benchmarks.

WHAT'S NEW

Maryland Code, Education, § 5-401 "Blueprint for Maryland's Future" put in place an increase in preschool funding over the next 10 years to support prekindergarten expansion in the state. As a result, along with multiple education reforms, the Maryland State Department of Education (MSDE) is charged with establishing and implementing high-quality prekindergarten programming by expanding voluntary prekindergarten in a mixed-delivery system for 3- and 4-year-old children from families earning incomes at or below 300% FPL beginning in FY 2023.

BACKGROUND

Maryland created the Extended Elementary Education Program (EEEP) in 1980 as a pilot preschool program in Baltimore City and Prince George's County. The Maryland Prekindergarten Program was started in 2002, giving local boards of education until 2007 to provide pre-K in public schools to all 4-year-olds from families with incomes at or below 185% FPL. Maryland enacted the Prekindergarten Expansion Act in 2014, adding \$4.3 million per year to increase access to full-day public pre-K for 4-year-olds from families with household incomes up to 300% FPL.

The Division of Early Childhood (DEC) in the MSDE is responsible for early care and education. Funding for the Maryland Prekindergarten Program is provided through a school funding formula and is based on the K-12 per pupil amount, to support eligible children attending half-day programs. DEC staff monitor pre-K programs funded through the Prekindergarten Expansion Grants annually, using a self-developed checklist. Prekindergarten Expansion Grantees are required to participate in Maryland EXCELS, the state's QRIS, and are able to access targeted technical assistance.

Maryland also has 82 "Judy Centers" located in Title 1 schools that work collaboratively with elementary schools and community based providers to offer comprehensive, year-round early learning services for children birth to age five.

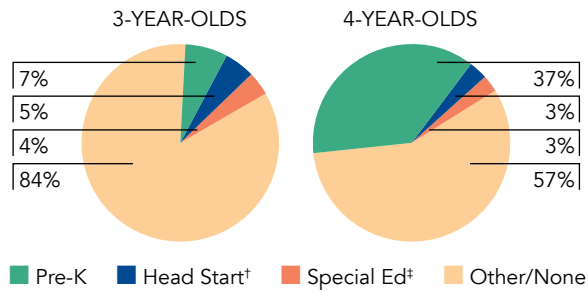
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
17	19	18	8	8

MARYLAND PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment	31,907
School districts that offer state program	100%
Income requirement	185% FPL (part-day); 300% FPL (full-day)
Minimum hours of operation	2.5 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	9,715
Federally funded Head Start enrollment, ages 3 and 4	5,813
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	MD PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	6 credit hours/5 years (teachers); 24 hours/year (assistants); PD plans	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"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



RESOURCES

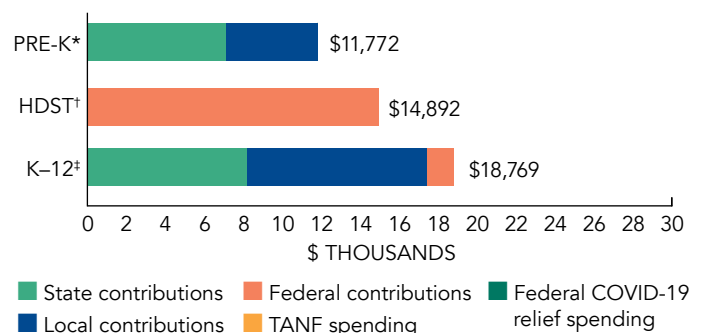
Total state pre-K spending	\$224,382,022
Local match required?	No
State Head Start spending	\$2,440,960
State spending per child enrolled	\$7,032
All reported spending per child enrolled*	\$11,772

* 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.

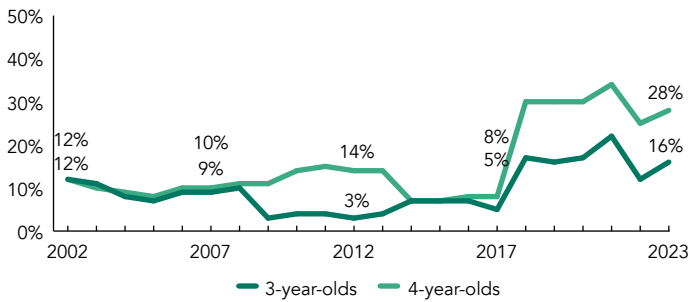
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

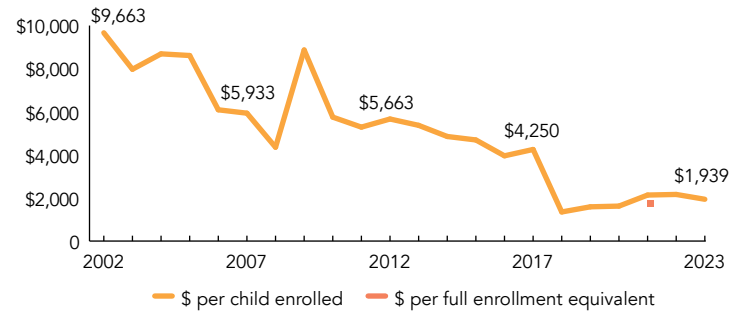


Massachusetts

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

Massachusetts preschool programs enrolled 33,064 children in 2022-2023, an increase of 4,509 children from the prior year. State spending totaled \$64,121,030, up \$2,347,793 (4%), adjusted for inflation, since last year. State spending per child equaled \$1,939 in 2022-2023, down \$224 from 2021-2022, adjusted for inflation. Massachusetts met an average of 6 of 10 quality standards benchmarks.

WHAT'S NEW

In December 2022, Massachusetts was awarded a 3-year, \$36 million (\$12 million per year) federal Preschool Development Grant Birth through Five (PDG B-5). In addition to the federal funding, the Commonwealth will provide \$3 million each year in matching funds. The additional funding will support new and ongoing work to improve families' ability to access high-quality programs and services, establish clear career growth pathways for the workforce serving young children, and support high-quality programming. One key focus of the grant will be increasing supports for early education and care programs to deliver to high-quality programming and implement evidence-based curricula appropriate for young children.

The Healey-Driscoll administration and state legislature made a commitment to continue providing stabilization grants to providers using state funds when federal ARPA funds sunset, allocating \$475 million for the state's Commonwealth Cares for Children (C3) Operational Grants for early education and care providers in FY24. Additional funds were also included in the budget to support increased access to mental health supports with a focus on trauma informed care for both children and families.

BACKGROUND

In 2005, Massachusetts established the Department of Early Education and Care (EEC) and since then has supported access to high-quality preschool through multiple grant programs. These include a Universal Pre-Kindergarten (UPK) grant to support quality, affordability, and accessibility available to licensed programs serving 3- and 4-year-olds until 2019. The Inclusive Preschool Learning Environments (IPLE) Grant was also available to programs until 2019 and was designed to support access for preschool-age children with and without disabilities to high quality, inclusive early education and care settings. These programs are no longer included in the report.

In 2019, EEC launched its Commonwealth Preschool Partnerships Initiative (CPPI), which supports high quality preschool access for children from age 2 years and 9 months until they reach the locally determined kindergarten eligibility age. State funding is awarded directly to public school districts that serve as the fiscal and programmatic managers of the grant. Funded school districts are required to subcontract with community-based early education and care programs from their communities to implement the grant requirements, providing preschool access across public and private classrooms.

Massachusetts also supports preschool enrollment through the Chapter 70 funding stream, which is the state's funding formula for K-12 public schools. For the 2022-2023 school year, \$105.6 million in combined state and local funding supported preschool-age children. All children in the state are eligible for the program and are served in public school settings, but local districts can set their own eligibility priorities. Lead teachers are required to have at least a bachelor's degree and a Preschool through Grade 2 license.

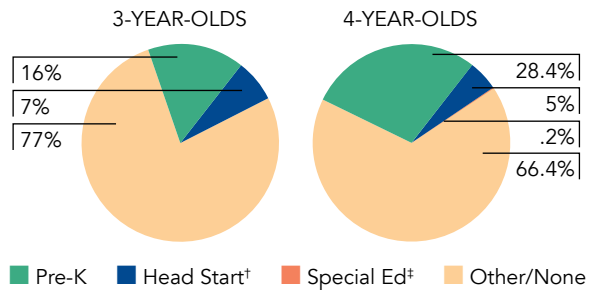
Massachusetts' overall support for state-funded preschool, including enrollment and funding for both CPPI and Chapter 70, is depicted in the first two pages of this state profile. The third page focuses solely on CPPI, and the fourth page provides information on Chapter 70.

MASSACHUSETTS STATE OVERVIEW

ACCESS

Total state pre-K enrollment	33,064
Special education enrollment, ages 3 and 4	10,809
Federally funded Head Start enrollment, ages 3 and 4	8,500
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

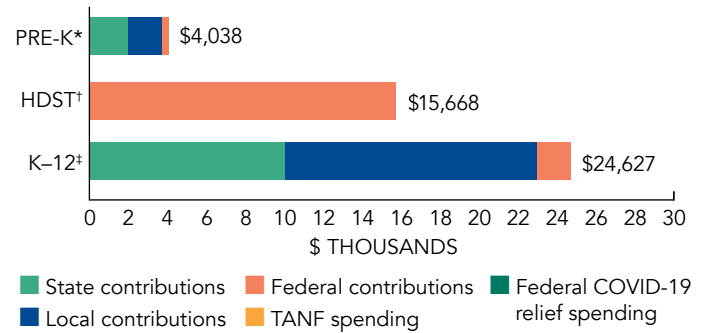


† Some Head Start children may also be counted in state pre-K (Chapter 70).
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$64,121,030
State Head Start spending	\$16,500,000
State spending per child enrolled	\$1,939
All reported spending per child enrolled*	\$4,038

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
24	8

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
45	42

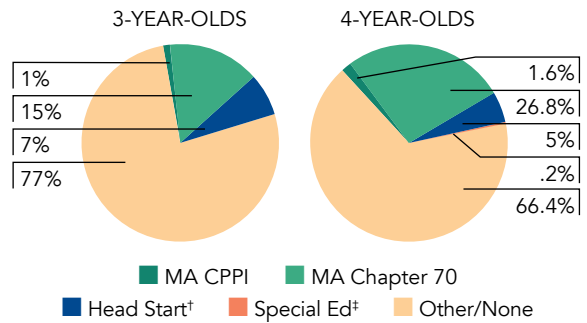
TOTAL BENCHMARKS MET
6

COMMONWEALTH PRESCHOOL PARTNERSHIPS INITIATIVE

ACCESS

Total state pre-K enrollment 2,140
 School districts that offer state program 6% (towns/communities)
 Income requirement No income requirement
 Minimum hours of operation 6 hours/day; 5 days/week
 Operating schedule Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K (Chapter 70).
 ‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	MA CPPI REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); Other (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	Pre-K–2 (public); Other (nonpublic)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	20 hours/year; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Developmental; Referrals	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

RESOURCES

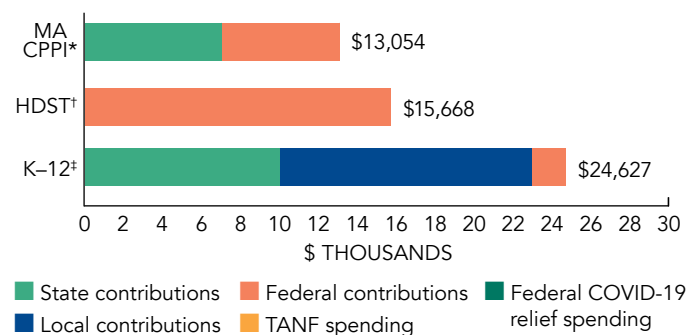
Total state pre-K spending \$15,000,000
 Local match required? No
 State spending per child enrolled \$7,009
 All reported spending per child enrolled* \$13,054

* 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

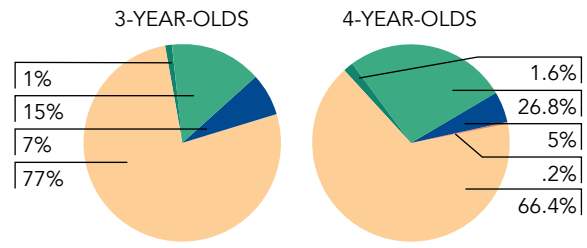


MASSACHUSETTS CHAPTER 70

ACCESS

Total state pre-K enrollment	30,924
School districts that offer state program	100%
Income requirement	No income requirement
Minimum hours of operation	Determined locally
Operating schedule	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



■ MA CPPI ■ MA Chapter 70
■ Head Start† ■ Special Ed‡ ■ Other/None
 † Some Head Start children may also be counted in state pre-K (Chapter 70).
 ‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	MA CHAPTER 70 REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Pre-K–2	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Determined locally	CDA or equivalent	<input type="checkbox"/>
Staff professional development	150 Professional Development Points/ 5 years (teachers only); PD plans (teachers only)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	No limit (3- & 4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	No limit (3- & 4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

RESOURCES

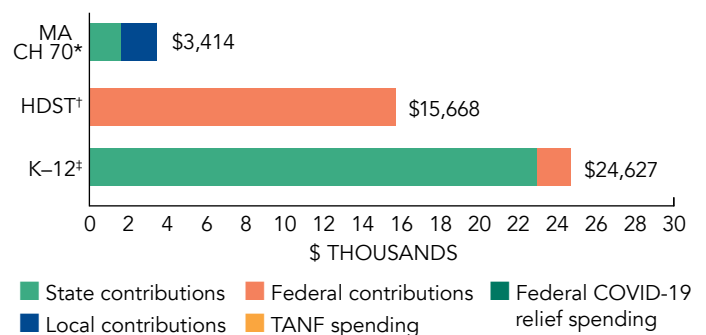
Total state pre-K spending	\$49,121,030
Local match required?	Yes
State spending per child enrolled	\$1,588
All reported spending per child enrolled*	\$3,414

* 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

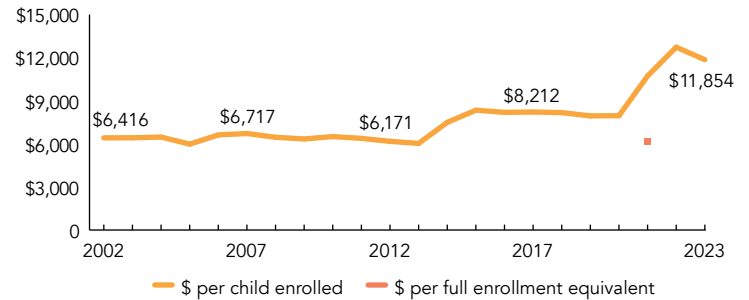


Michigan

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Michigan Great Start School Readiness (GSRP) enrolled 38,140 children, an increase of 2,245 from the prior year. State spending totaled \$369,120,000, with an additional \$83,000,000 in federal recovery funds to support the program, down \$4,696,417 (1%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$11,854 in 2022-2023, down \$872 from 2021-2022, adjusted for inflation. Michigan met 10 of 10 quality standards benchmarks.

WHAT'S NEW

The \$83 million in federal recovery funding to expand GSRP in 2022-2023 helped move Michigan toward the goal of enrolling 90% of 4-year-olds in families at or below 250% FPL. This was the last year using federal recovery funding for GSRP. The state legislature approved an increase in GSRP per child funding from \$8,700 to \$9,150 for a full-day slot, matching the base foundation allowance of K-12. As of December 1, 2023, GSRP moved to the newly created Michigan Department of Lifelong Education, Advancement, and Potential created by the Governor under Executive Order 2023-6.

The Michigan Department of Education (MDE) received a Preschool Development Grant Birth through Five (PDG B-5) planning grant for \$4 million in December 2022 to create workforce and family engagement needs assessments that will be incorporated into [Michigan's Collective Early Childhood Action Plan](#).

BACKGROUND

Established in 1985, the GSRP, formerly known as Michigan School Readiness Program, provides preschool education for at-risk 4-year-olds, and is associated with the state's early childhood initiative. Starting in 2013-2014, 90% of families had to be at or below 250% FPL with some exceptions for up to 300% FPL. In 2021-2022, up to 15% of children could be over the income threshold, up from 10%. Any family over-income must pay a fee on a locally determined sliding scale unless they are homeless, in foster care, or have an IEP recommending placement in an inclusive preschool setting. GSRP serves the majority of children in school-day programs. Intermediate School Districts (ISDs) serve as program grantees, but they may distribute funds to local school districts and to providers in community-based settings to offer GSRP. GSRP providers must attain a three-star or higher rating in Michigan's Great Start to Quality (GSQ) tiered rating and improvement system. In Winter 2023, Michigan's GSQ system was updated to be more provider friendly and moved away from star ratings. GSRP providers must now be an equivalent to enhanced quality within the new naming convention.

Overall ISD funding is determined by the level of poverty in each ISD and a funding formula, with final grantee awards based on a community needs assessment and a formula component. State funding includes a transportation fund, a curriculum/training fund, and funding to recruit families and increase public awareness of GSRP; as well as \$500,000 for ongoing statewide evaluation activities.

Michigan's Developmental Kindergarten (DK, not included in this report) is the first year of a planned two-year kindergarten program sequence for children who turn 5 between September 2 and December 1 or whose parents and/or schools feel they are "not ready," usually those with birthdays between July and September 1. It is funded in the same way as kindergarten using the school funding formula and follows kindergarten requirements, which are based on local district control. DK enrolled 8,498 four-year-olds with \$77,756,700 in total spending in 2022-2023.

Michigan's Strong Beginnings is a pilot state-funded center-based preschool program for three-year-olds. In 2022-2023, 178 three-year-olds participated in the program with \$2.2 million in state school aid funding.

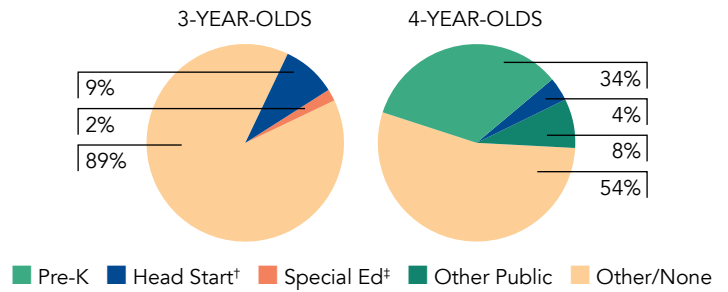
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
18	None Served	6	7	10*

MICHIGAN GREAT START READINESS PROGRAM

ACCESS

Total state pre-K enrollment	38,140
School districts that offer state program	99% (counties)
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	9,434
Federally funded Head Start enrollment, ages 3 and 4	19,804
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/> *
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or AA in ECE/CD	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	16 hours/year; PD plans; Coaching	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"/>
Staff-child ratio	1:8 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.
* Indicates that while policy meets the benchmark, it is not being implemented fully.

10*

RESOURCES

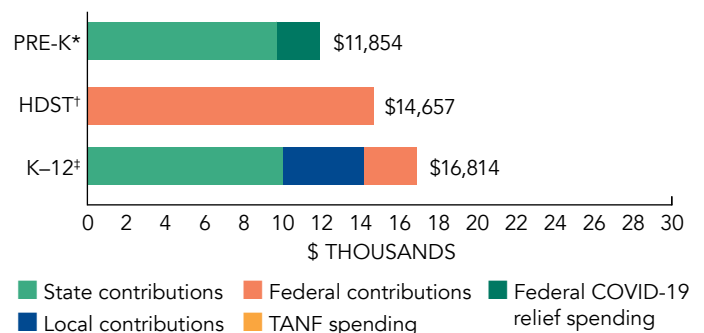
Total state pre-K spending	\$452,120,000
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$11,854
All reported spending per child enrolled*	\$11,854

* 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.

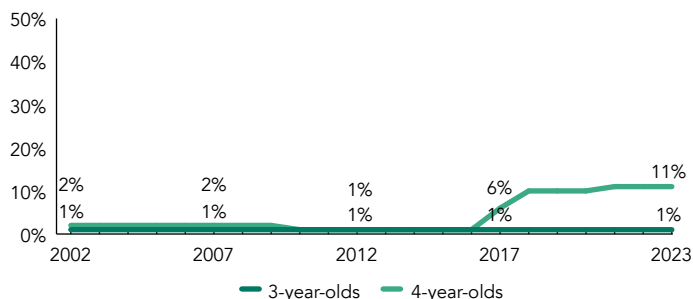
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

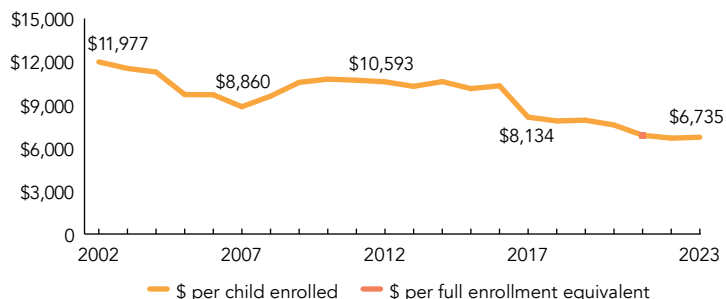


Minnesota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Minnesota preschool enrolled 7,799 children, a decrease of 245 children from the prior year. State spending totaled \$52,523,670 down \$1,168,499 (2%), adjusted for inflation, since last year. State spending per child equaled \$6,735 in 2022-2023, up \$60 from 2021-2022, adjusted for inflation. Minnesota met an average of 5.4 of 10 quality standards benchmarks.

WHAT'S NEW

The legislature made the current Voluntary Preschool (VPK)/School Readiness Plus (SRP) funding for 7,160 seats permanent and added an additional 5,200 seats by FY 2026. The legislature also appropriated an additional \$10 million for a total of \$35.1 million for Head Start and Early Head Start. A new state agency, Children, Youth, and Families, will be formed and operating by July 2026. Federal relief funding remained available to programs during the 2021-2022 school year, including for summer programs. Additional legislative changes for VPK/SRP include new teacher licensure requirements by 2028 and a focus on Grow Your Own programs to create on the job professional development and institute of higher education opportunities.

State funding and Preschool Development Grant funds were used to increase professional learning opportunities. The state is committed to supporting mixed-delivery partnerships between public schools, Head Start, and community-based providers. Finding qualified staff was a challenge for many preschool programs. In December 2022, the Minnesota Department of Education received a Preschool Development Grant Birth through Five (PDG B-5) planning grant for \$4 million to focus on improved systems supports, accelerating local mixed-delivery work, and workforce compensation parity activities.

BACKGROUND

Minnesota financially supplements federally designated Head Start and Early Head Start programs to increase access to early childhood education for children birth to age five. 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 as well as the federal Head Start Performance Standards. Total state funding for Head Start was \$25.1 million and programs decide at the local level if funds are used for Head Start or Early Head Start. Recently there has been a shift towards more funding being used for Early Head Start.

A second state-funded preschool program, Voluntary Prekindergarten (VPK), was established in 2016-2017 and funded through general education funds as a new grade level with children funded at 0.6 ADM. In 2017-2018, the state legislature created the School Readiness Plus (SRP) program, a variation of VPK. Districts could apply to be a VPK or SRP district; most chose to offer VPK.

Across VPK and SRP, more than 7,000 seats were allocated to 134 school districts (including charter schools) through an application and ranking process based on free and reduced-price lunch percentages of each elementary school in the state. The program operates a minimum of 350 hours per year and serves children who are 4 years old by September 1.

Voluntary Prekindergarten standards build on existing School Readiness standards by requiring the use of a defined list of curriculum and assessment tools aligned with the early learning standards and Kindergarten Entrance Assessment, paying knowledgeable teaching staff wages comparable to local K-12 teachers, observing teacher-child interactions to guide professional development using an approved instrument, involving parents in transition planning, and measuring the impact of the program through either a self- or state-designed tool.

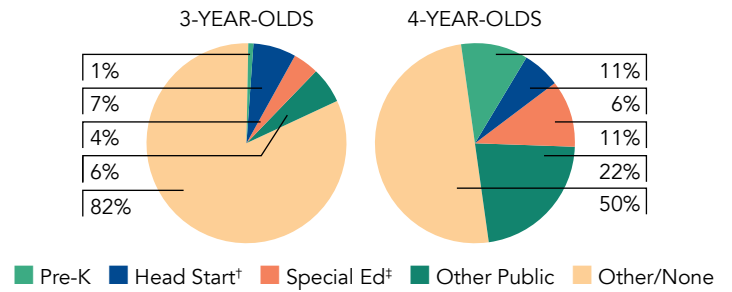
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MINNESOTA STATE OVERVIEW

ACCESS

Total state pre-K enrollment	7,799
Special education enrollment, ages 3 and 4	12,101
Federally funded Head Start enrollment, ages 3 and 4	8,756
State-funded Head Start enrollment, ages 3 and 4.....	789

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



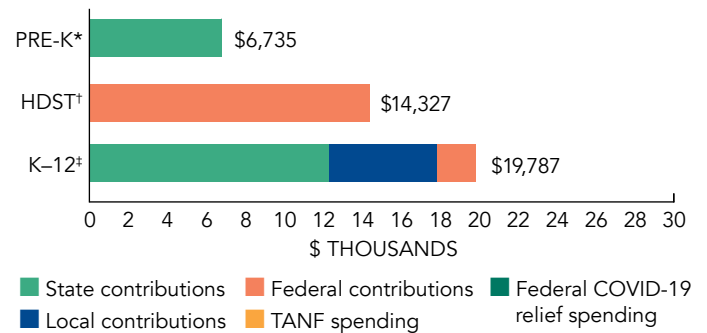
† Some Head Start children may also be counted in state pre-K (VPK/SRP).

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

RESOURCES

Total state pre-K spending	\$52,523,670
State Head Start spending	\$9,171,263
State spending per child enrolled	\$6,735
All reported spending per child enrolled*	\$6,735

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		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
37	32	19	28	5.4

Minnesota invests state-funding in several early childhood initiatives for children ages 3- and 4-years-old as of September 1 that are not included in this report: Early Learning Scholarship funding provides \$77 million in scholarships to eligible families to offset the cost of enrollment in early childhood programs earning a Three- or Four-Star Parent Aware Rating. Additionally, the state invests \$33 million in district-controlled School Readiness programs with widespread access and instructional standards similar to VPK/SRP for preschool aged children. The state also spends \$32 million on district-based Early Childhood Family Education programs providing family education and home visits with a focus on health and developmental screening, parent engagement, and community services.

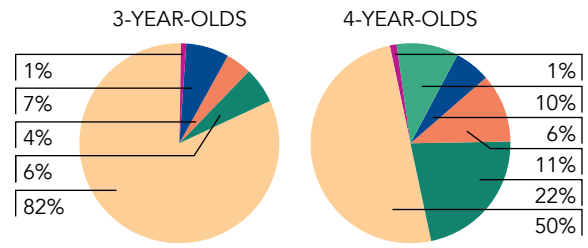
Minnesota's overall support for state-funded preschool, including enrollment and funding for both Minnesota Head Start and VPK/SRP, is depicted in the first two pages of this state profile. The third page focuses solely on Minnesota Head Start and the fourth page provides information on VPK/SRP.

MINNESOTA HEAD START

ACCESS

Total state pre-K enrollment.....	789
School districts that offer state program.....	100% (counties/parishes)
Income requirement.....	Per Federal Head Start: 100% FPL
Minimum hours of operation.....	Per Federal Head Start Program Performance Standards
Operating schedule.....	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



■ MN HdSt ■ MN VPK/SRP ■ Head Start†
■ Special Ed‡ ■ Other Public ■ Other/None

† Some Head Start children may also be counted in state pre-K (VPK/SRP).
 ‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	MN HDST REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	15 (3-year-olds); 20 (4-year-olds)	20 or lower	<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"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

9

RESOURCES

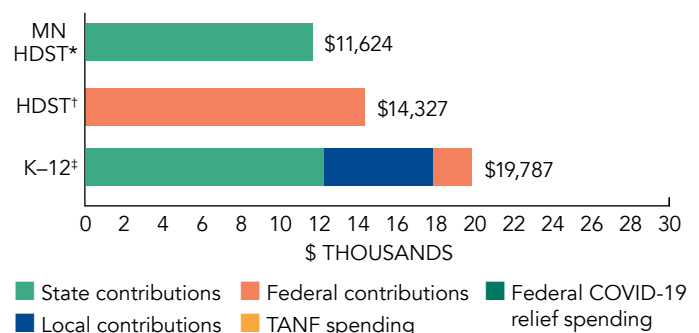
Total state pre-K spending	\$9,171,263
Local match required?.....	No
State spending per child enrolled	\$11,624
All reported spending per child enrolled*	\$11,624

* 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

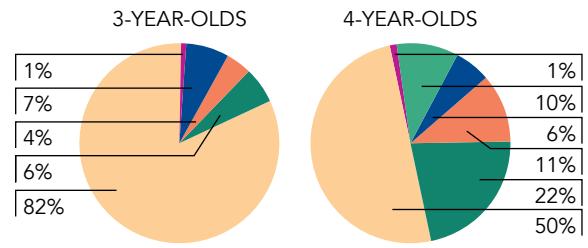


MINNESOTA VOLUNTARY PREKINDERGARTEN (VPK) AND SCHOOL READINESS PLUS (SRP)

ACCESS

Total state pre-K enrollment 7,010
 School districts that offer state program ... 35%; 11% (charter schools)
 Income requirement No income requirement
 Minimum hours of operation 350 instructional hours/year
 Operating schedule School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



■ MN HdSt ■ MN VPK/SRP ■ Head Start†
■ Special Ed† ■ Other Public ■ Other/None
 † Some Head Start children may also be counted in state pre-K (VPK/SRP).
 † Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	MN VPK/SRP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	Other	BA	<input type="checkbox"/>
Teacher specialized training	Other	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	Determined locally	CDA or equivalent	<input type="checkbox"/>
Staff professional development	10 hours/year (all teachers & assistants); 125 hours/5 years (licensed teachers only); PD plans (teachers only); Coaching	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"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement at the local level only	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

5

RESOURCES

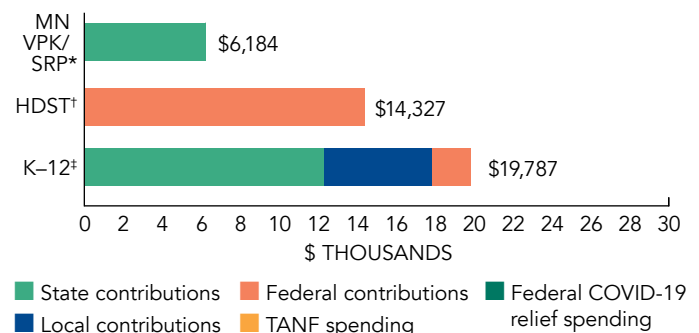
Total state pre-K spending \$43,352,407
 Local match required? No
 State spending per child enrolled \$6,184
 All reported spending per child enrolled* \$6,184

* 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.

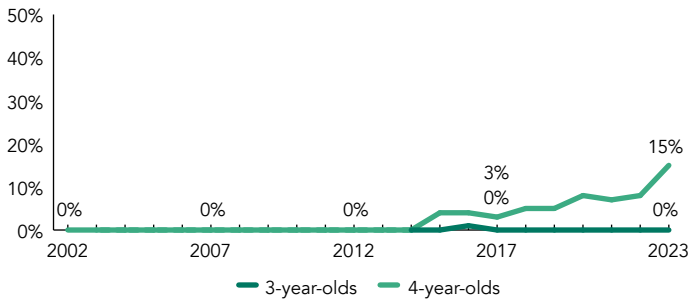
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

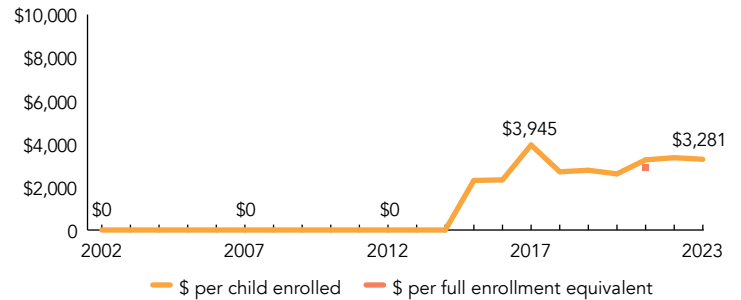


Mississippi

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Mississippi preschool enrolled 5,329 children, an increase of 2,522 from the prior year. State spending totaled \$16,000,000, and an additional \$1,485,429 in federal recovery funds supported the program, up \$8,064,628 (86%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$3,281 in 2022-2023, down \$75 from 2021-2022, adjusted for inflation. Mississippi met 10 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2022-2023 school year, the Mississippi state preschool expansion continued, with another \$8 million for additional planning grants to open 3,040 more seats during the 2023-2024 school year. With this expansion, the total state funding will equal \$24 million. Additionally, during the 2022 legislative session, \$20 million was appropriated to fund additional preschool programs in school settings, specifically in the State Invested Pre-K (SIP) Program. SIP classrooms are in public schools; however, these classrooms can include children who are dually enrolled in Head Start. Although this funding was received during the 2022-2023 program year, children are being served in classrooms beginning in August 2023. It is estimated that this \$20 million investment will yield approximately 190 additional classrooms to serve approximately 3,800 additional children.

In December 2022, Mississippi was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) three-year renewal grant for \$8,095,090. Funds are used to offer coaching, family engagement activities, and professional learning opportunities for childcare, school district, and Head Start preschool providers. This funding will also provide grant opportunities to school districts to offer blended preschool classrooms for children with and without disabilities in the same classroom.

BACKGROUND

The Early Learning Collaborative (ELC) Act of 2013 established Mississippi's first state-funded, voluntary pre-K program. The ELC 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 the capacity to serve 1,774 children. The program was initially funded at \$3 million per year and has expended with additional funding to serve more children. As long as the ELC Act of 2013 is funded, current Collaboratives that meet program requirements will continue to be funded.

Pre-K programs in Head Start centers, licensed child-care facilities, and public, parochial, or private schools formed and maintained stakeholder councils called ELCs, involving at least two program auspices.

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. This program also supports local programs in their efforts to improve pre-K quality and access. Pre-K programs also implement an integrated, effective system of early childhood curriculum, instruction, assessment, and program evaluation, which includes the utilization of evidence-based curricula aligned with the Mississippi Department of Education's Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children.

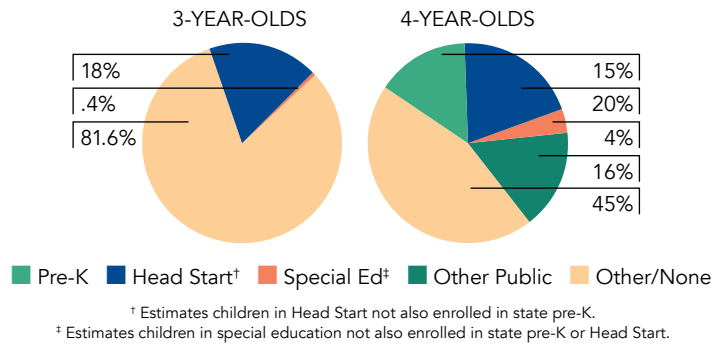
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
35	None Served	41	22	10

MISSISSIPPI EARLY LEARNING COLLABORATIVE

ACCESS

Total state pre-K enrollment	5,329
School districts that offer state program	26%
Income requirement	No income requirement
Minimum hours of operation	4 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	3,446
Federally funded Head Start enrollment, ages 3 and 4	13,833
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

POLICY	MS PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA in ECE or CD	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching	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"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

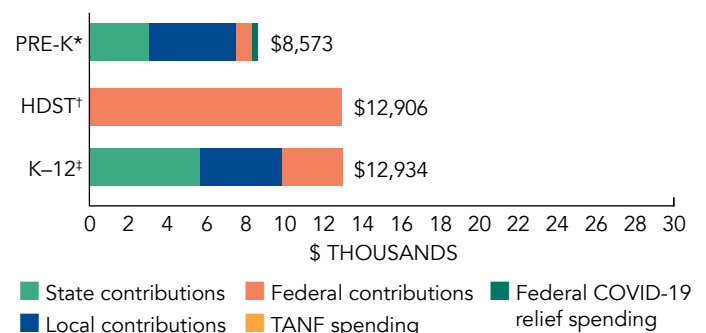


RESOURCES

Total state pre-K spending	\$17,485,429
Local match required?	Yes
State Head Start spending	\$0
State spending per child enrolled	\$3,281
All reported spending per child enrolled*	\$8,573

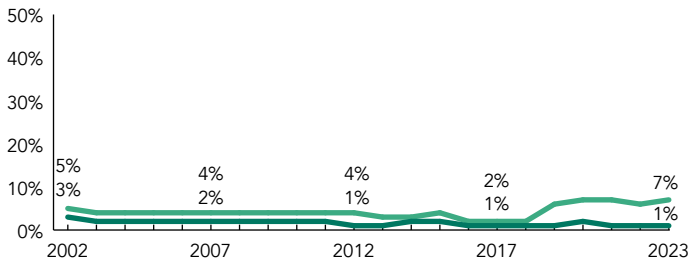
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 † Head Start per-child spending includes funding only for 3- and 4-year-olds.
 ‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

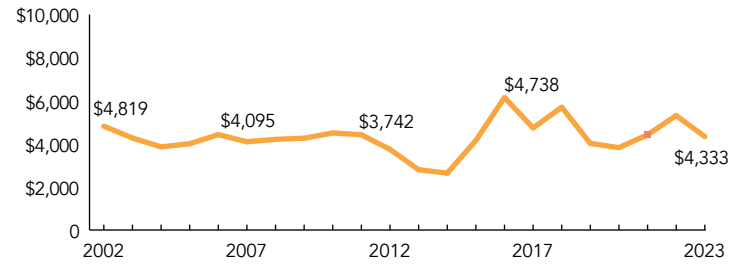


Missouri

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Missouri preschool enrolled 6,375 children, an increase of 1,135 from the prior year. State spending totaled \$27,625,495, down \$207,515 (1%), adjusted for inflation, since last year. State spending per child equaled \$4,333 in 2022-2023, down \$978 from 2021-2022, adjusted for inflation. Missouri met 4 of 10 quality standards benchmarks.

WHAT'S NEW

The Missouri Legislature appropriated funds for quality pre-kindergarten education. House bill 2.017 appropriated \$26,084,588 to fund pre-kindergarten education in child care facilities and House bill 20.233 appropriated \$55,830,843 for pre-kindergarten education in Local Education Agencies. If all funds are expended, it will provide pre-kindergarten education to approximately half of the children in the grade level.

Missouri Department of Elementary and Secondary Education (DESE) received a \$4 million Preschool Development Grant Birth through Five (PDG B-5) planning grant in December 2022 to achieve the following objectives: disseminate innovative family engagement and early childhood workforce best practices at the state and local levels; expand the state's Quality Assurance report that will define, measure, and support quality improvement; provide recruitment and retention opportunities for early childhood professionals; strengthen Missouri's state-local partnership model through the state's community leader model and related initiatives; and enhance systems of data collection and reporting.

Missouri is developing a unified strategic plan for the state's childhood system focused on the following big goals: (1) Expand access to high-quality programs and services; (2) Improve the quality of programs and services; (3) Strengthen community leadership; (4) Modernize systems and improve operations. The activities funded by this PDG B-5 opportunity will expand upon previous PDG B-5 activities and ultimately support the Office of Childhood in achieving these four goals and more.

BACKGROUND

Beginning in the 2018-2019 school year, Missouri's Local Education Agencies (LEAs) were encouraged to use the Missouri Pre-K Foundation Formula fund for preschool. Most policy decisions are made by the LEAs but programs must meet requirements around teacher to child ratios, teacher degrees and certification, and fiscal spending and reporting.

Previously, the Missouri Preschool Program (MPP), launched in 1998, served 3- and 4-year-olds in public schools, private child-care centers, and nonprofit agencies. Programs were required to work with the local Parents as Teachers program to provide parent education, family visits, group connections, health and development screenings, and services referrals. MPP was funded through the state's Tobacco Settlement Fund. Priority for funding was given to programs serving children with special needs or from low-income families. The 2020-2021 school year was the last year of operation for MPP.

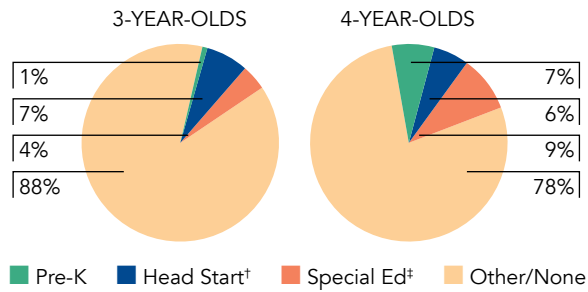
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
39	30	33	38	4*

MISSOURI PRE-K FOUNDATION FORMULA

ACCESS

Total state pre-K enrollment	6,375
School districts that offer state program..	36%; 54% (charter schools)
Income requirement	185% FPL
Minimum hours of operation	Determined locally
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	10,890
Federally funded Head Start enrollment, ages 3 and 4	9,601
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	Approval process & supports	<input type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/> *
Teacher specialized training	ECE, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Other	CDA or equivalent	<input type="checkbox"/>
Staff professional development	30 hours/year (teachers years 1-4); 15 hours/year (teachers year 5 until exempt); PD plans and Coaching (some teachers)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	No limit (3- & 4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	None	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	None	Structured classroom observations; data used for program improvement	<input type="checkbox"/>
			4*

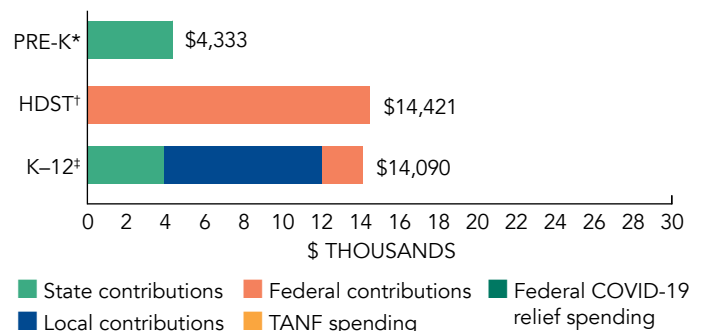
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.
 * Indicates that while policy meets the benchmark, it is not being implemented fully.

RESOURCES

Total state pre-K spending	\$27,625,495
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$4,333
All reported spending per child enrolled*	\$4,333

* 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 currently operate a public preschool program that meets the definitions used in this report. The 2018-2019 program year marked the final year for implementation of the \$6 million STARS Preschool Pilot, which was Montana's first state-funded preschool effort.

In the past, Montana has taken advantage of federal grant opportunities to support preschool programs. In 2018-2019, over 1,300 children were provided with new or enhanced preschool slots under the state's federal Preschool Development Grant (PDG). Also, in 2017, Montana received another competitive federal grant through the Striving Readers Comprehensive Literacy Program to support literacy skills among disadvantaged children and earmarked 15% of grant funding for preschool programs.

Additionally, in December 2022, Montana was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) three-year renewal grant for \$8 million.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

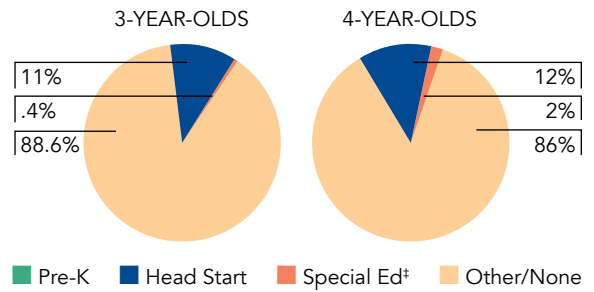
TOTAL BENCHMARKS MET
No Program

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	678
Federally funded Head Start enrollment, ages 3 and 4	2,764
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in special education not also enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

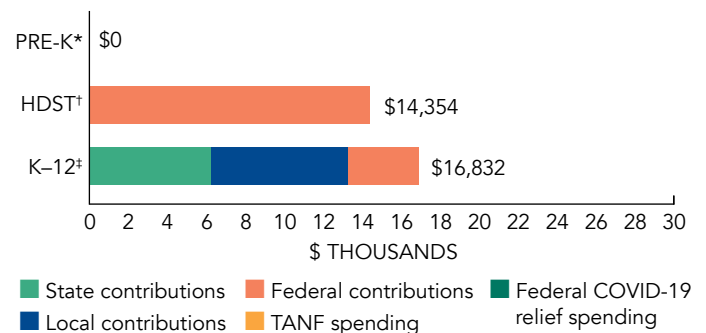
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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.

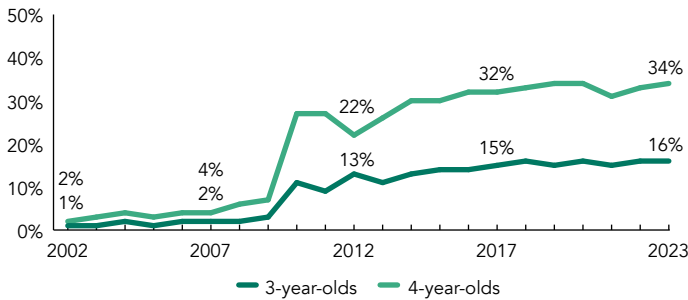
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

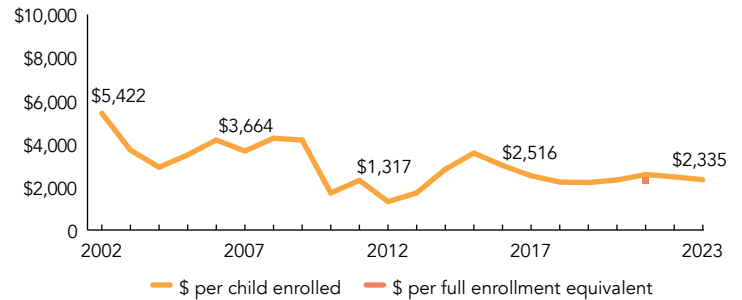


Nebraska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Nebraska preschool enrolled 13,197 children, a decrease of 163 from the prior year. State spending totaled \$30,819,968, down \$2,154,827 (6.5%), adjusted for inflation, since last year. State spending per child equaled \$2,335 in 2022-2023, down \$133 from 2021-2022, adjusted for inflation. Nebraska met 7 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2022-2023 school year, the state implemented District Support Plans to provide support across the state more equitably based on the needs of the district. Supports include access to Nebraska Department of Education (NDE) resources and technical assistance.

In May 2022, NDE authorized the use of ESSER funds to be utilized within up to six Educational Service Units to support PreK–2nd grade teachers with dedicated Professional Development Specialists for two years. The intent of these specialists is to provide educators with someone at a regional level with PreK–2nd grade dedicated support in the areas of appropriate teaching practice, curricular support, formative/observational assessment, Pyramid/PBIS implementation, and/or transitions, based on the needs of the specific regions.

Additionally, in December 2022, Nebraska was awarded a federal Preschool Development Grant Birth through Five (PDG B–5) one year planning grant for \$4 million. For more information about Nebraska’s grant, see [the FAQ](#).

BACKGROUND

The Nebraska Early Childhood Education Program began as a pilot program in 1992 and expanded in 2001, providing preschool education for children ages three to five. Direct financial support is available on a competitive basis for public schools and education service units that partner with child care centers, Head Start agencies and/or human services agencies. Grantees are required to match 100% of the funding with local and/or federal sources.

At least 70% of the children in the program must have at least 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, or having been born prematurely or with a low birth weight. The program seeks to serve children of diverse social and economic characteristics.

Most programs operate 3.5 to 4 hours per day, four or five days per week and must operate for a minimum of 12 hours per week during the school year. All teachers in the Nebraska Early Childhood Education Program are required to have at least a bachelor’s degree and training in early childhood education. The program monitors child, program, and family outcomes annually.

While the Early Childhood Education Grant Program has expanded, many districts and education service units fund their early childhood programs without the use of grants yet follow the same regulations as the grant program. Those programs are also included in this report.

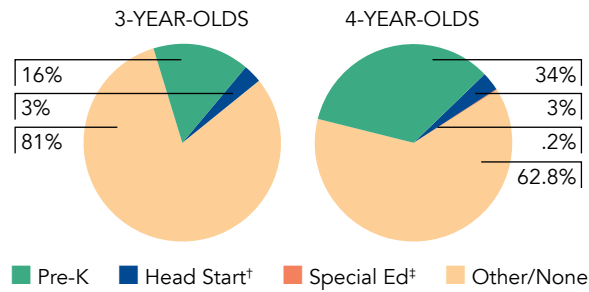
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
20	7	44	9	7

NEBRASKA EARLY CHILDHOOD EDUCATION PROGRAM

ACCESS

Total state pre-K enrollment	13,197
School districts that offer state program	92%
Income requirement	185% FPL
Minimum hours of operation	12 hours/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	4,026
Federally funded Head Start enrollment, ages 3 and 4	3,294
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	K-6 Endorsement, 6 credits in CD or ECE, or previous experience	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching for teachers participating in the Pyramid model	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"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Determined locally	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

7

RESOURCES

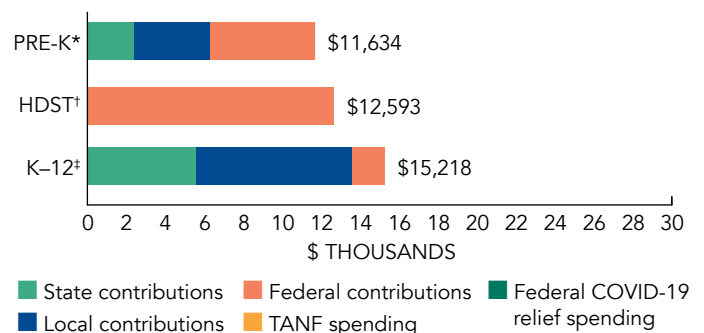
Total state pre-K spending	\$30,819,968
Local match required?	Yes
State Head Start spending	\$0
State spending per child enrolled	\$2,335
All reported spending per child enrolled*	\$11,634

* 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.

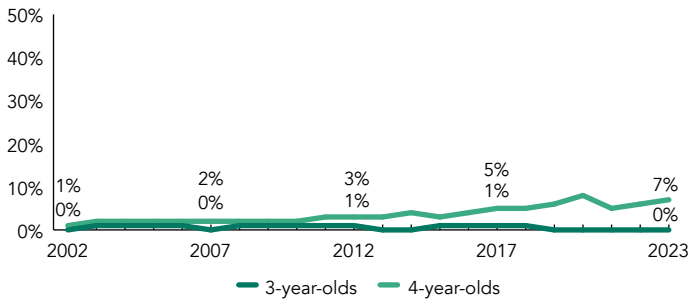
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

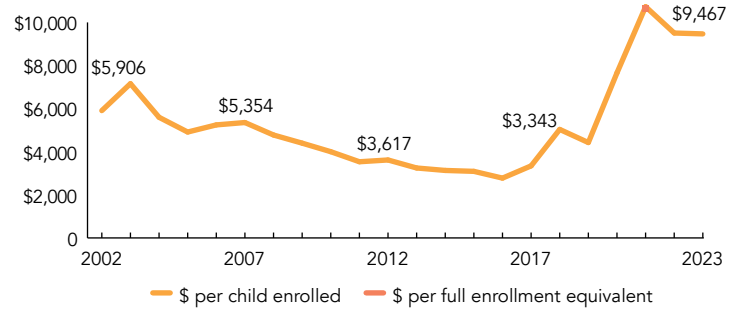


Nevada

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Nevada preschool enrolled 2,481 children, an increase of 96 from the prior year. State spending totaled \$19,754,875 with an additional \$3,733,874 in federal recovery funds to support the program, up \$815,128 (4%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$9,467 in 2022-2023, down \$39 from 2021-2022, adjusted for inflation. The State Legislature allotted \$8,410 per child. Nevada met 7 of 10 quality standards benchmarks.

WHAT'S NEW

The 2023 Legislative session passed the Early Childhood Innovation Literacy Program (AB400) to expand and enhance a literacy program for children under the age of six. The \$70 million allocated will be used to expand State Pre-K eligibility such as expanding income eligibility and including 3-year-olds as well as developing other evidence-based literacy programs for FY24 and FY25 via competitive grants.

In December 2022, Nevada was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) renewal grant for \$10 million. Funds are being used to support three buckets of work: (1) Children and Families (i.e., kindergarten transition, parent leadership, and family engagement); (2) Workforce and Quality (i.e., professional development pathways, compensation model, QRIS coaching and specialized supports, and workforce and quality leadership); and (3) Comprehensive Systems (i.e., ECAC support, B-3 leadership and alignment, and cross-sector partnerships and collaboration).

BACKGROUND

The Nevada Ready! State Pre-K (formerly known as the Nevada State Pre-Kindergarten Program) began in 2001. Programs operate in both community-based organizations and school districts. During the 2022-2023 school year, nearly 75% of enrolled children were served in programs operated by their local school districts, with 65% of school districts providing Nevada Ready! State Pre-K funded programs or classrooms. The Office of Early Learning and Development (OELD) within the Nevada Department of Education (NDE) is responsible for administering multiple early childhood state and federal funding sources including State Pre-K. Beginning in 2019-2020, pre-K funds were no longer awarded through competitive grants but were instead distributed to existing school districts or programs based on the previous year's final expenditures.

Districts and programs determine eligibility based on highest need, which can include children from low-income families, those who are homeless, English Language Learners, or children receiving special education services. Nevada Ready! State Pre-K program eligibility is set at 200% of FPL based on previous Preschool Development Grant (PDG) requirements. Programs can serve other children that do not meet the income requirement if there are no income eligible children on the waiting list and/or if they are braiding funds.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
9	16

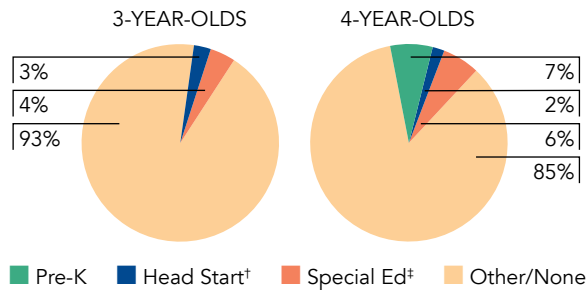
TOTAL BENCHMARKS MET
7

NEVADA READY! STATE PRE-K

ACCESS

Total state pre-K enrollment	2,481
School districts that offer state program	65% (LEAs); 3 Community-Based Organizations
Income requirement	200% FPL
Minimum hours of operation	5 hours/day or 25 hours/week
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	4,081
Federally funded Head Start enrollment, ages 3 and 4	2,100
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	NV PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); BA (waiver if enrolled in TEACH, nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	6 credit hours/5 years (public); 24 hours/year (nonpublic)	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"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

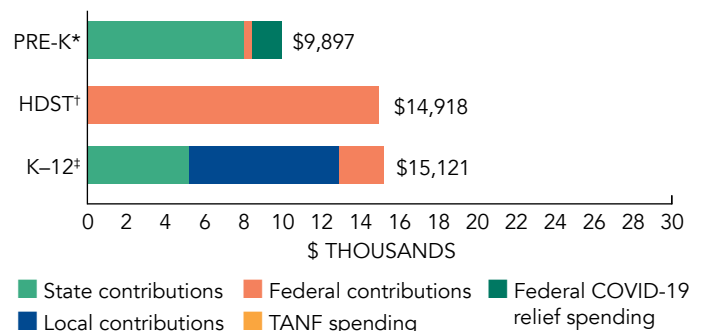
7

RESOURCES

Total state pre-K spending	\$23,488,749
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$9,467
All reported spending per child enrolled*	\$9,897

* 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 a mixed-delivery system to support early childhood education in local communities. 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 use Title I and local funds to implement voluntary preschool programs in public schools. Also, New Hampshire's Community Action Programs serve preschool-age children before school entry through Head Start and Early Head Start.

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

The New Hampshire Early Learning Guidelines were introduced in 2005 and address development and learning for children birth through age five. 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 the New Hampshire Kindergarten Readiness Indicators. The state's 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.

DHHS's Child Development Bureau administers New Hampshire's QRIS, 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 ERS and CLASS, respectively.

New Hampshire received two Preschool Development Grants Birth through Five (PDG B-5): a \$3.8 million planning grant followed by a \$26.8 million renewal to lead a collaborative effort between the University of New Hampshire, DOE and DHHS, the Governor's Early Childhood Council, and New Hampshire's early childhood advocates and practitioners, to create a collective vision for quality early childhood care and education to ensure that all children and families of New Hampshire are healthy, learning and thriving.

Additionally, in December 2022, the University of New Hampshire was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) one-year planning grant for \$3,948,368.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

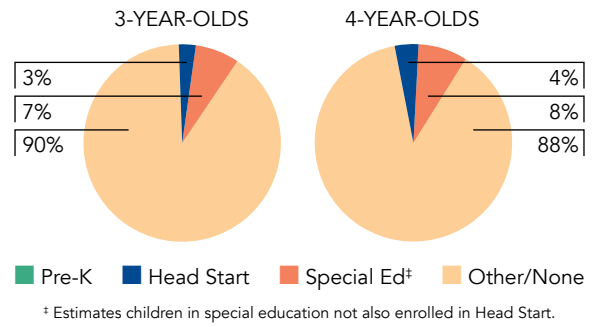
TOTAL BENCHMARKS MET
No Program

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	2,073
Federally funded Head Start enrollment, ages 3 and 4	900
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

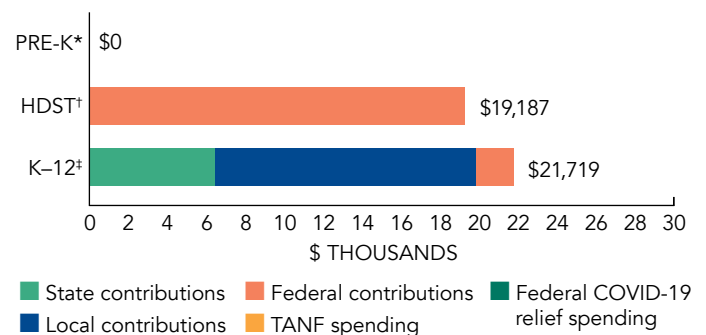
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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.

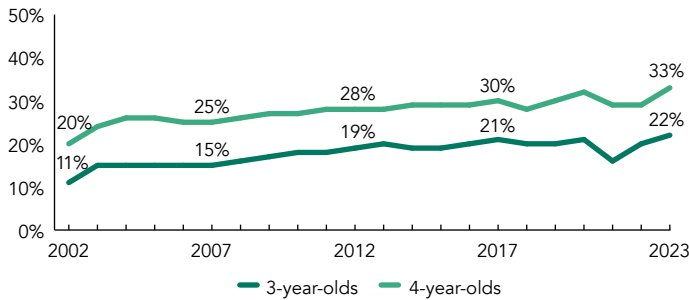
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

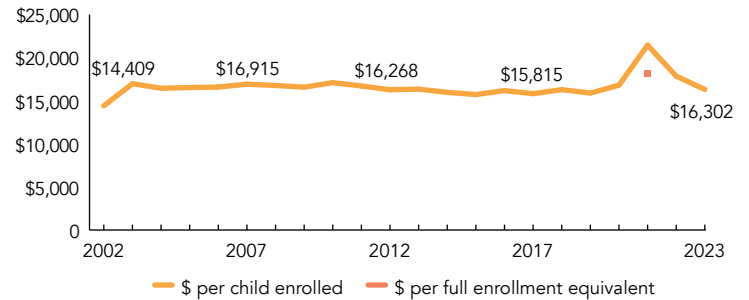


New Jersey

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, New Jersey preschool enrolled 58,387 children, an increase of 5,094 from the prior year. State spending totaled \$951,831,781, up \$600,409 (0.1%), adjusted for inflation, since last year. State spending per child equaled \$16,302 in 2022-2023, down \$1,547 from 2021-2022, adjusted for inflation. New Jersey met 9 of 10 quality standards benchmarks.

WHAT'S NEW

For the first time, New Jersey is reporting only one state-funded preschool program. In an effort to move towards a universal program with common standards, the state is actively phasing out two long-standing programs (the Early Launch to Learning Initiative (ELLI) and Early Childhood Program Aid (ECPA)) and converting those seats to the higher standards required under the state's largest program, which is now referred to as the Preschool Expansion Program.

For the 2022-2023 school year, Governor Murphy and the legislature approved a \$40 million increase (in nominal dollars) to expand preschool, marking the seventh year in a row of increased funding for state preschool. Most of the increased funding went to support new seats for preschoolers, but some was also earmarked to provide a cost of living increase for all other existing preschool seats. The state is working on an Implementation Plan to reach universal access to public preschool throughout the state.

New Jersey also met a 9th benchmark this year, after adding a policy to require written, annual, individualized professional development plans for teacher assistants as well as for teachers.

BACKGROUND

New Jersey's largest and most intensive program, formerly known as the Abbott Preschool Program, was originally established under a 1998 New Jersey Supreme Court mandate to serve all 3- and 4-year-olds in 31 of the state's lowest income school districts. Since 2018, the state has expanded the program to include over 260 school districts that are approved to expand their preschool programs to meet Abbott standards. The NJ Department of Education funds eligible districts to provide a full-day program to all 3- and 4-year-olds who live in those districts and choose to enroll. The original 31 Abbott districts are required to contract with licensed private child care centers or Head Start programs that meet state standards. All other districts are required to contract with willing and able Head Start agencies, and encouraged to contract with private child care.

As noted above, the state is in the process of phasing out the ECPA and ELLI programs, which operate in just 14 school districts.

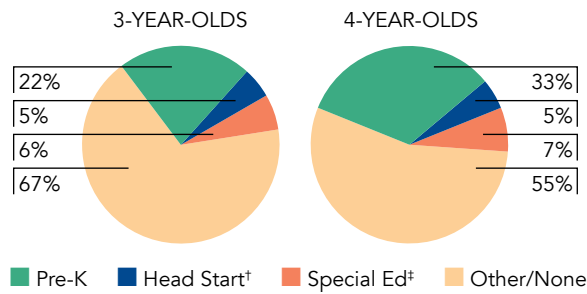
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
21	4	2	2	9

NEW JERSEY PRESCHOOL EXPANSION PROGRAMS

ACCESS

Total state pre-K enrollment	58,387
School districts that offer state program	40%
Income requirement	No income requirement
Minimum hours of operation	6 hours/day (Abbott/Expansion), 2.5 hours/day (ECPA & ELLI); 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	14,688
Federally funded Head Start enrollment, ages 3 and 4	10,240
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



[†] 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	NJ PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	100 hours/5 years; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	15 (Abbott/Expansion); 18 (ECPA); 20 (ELLI)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	2:15 (Abbott/Expansion); 1:9 (ECPA); 1:10 (ELLI)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

9

RESOURCES

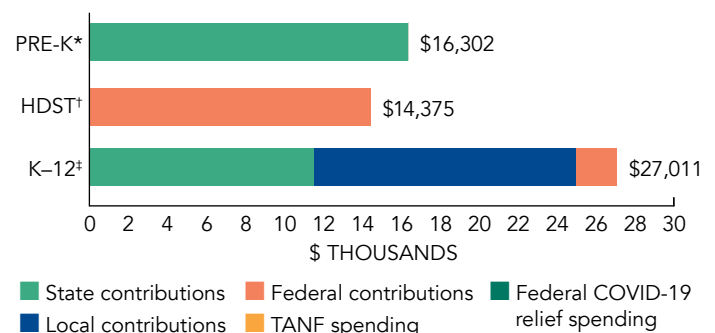
Total state pre-K spending	\$951,831,781
Local match required?	No
State Head Start spending	\$47,604,434
State spending per child enrolled	\$16,302
All reported spending per child enrolled*	\$16,302

* 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.

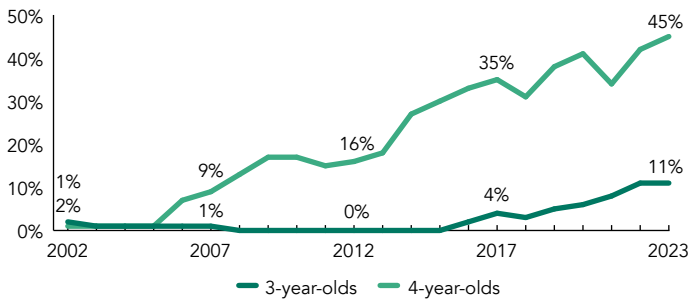
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

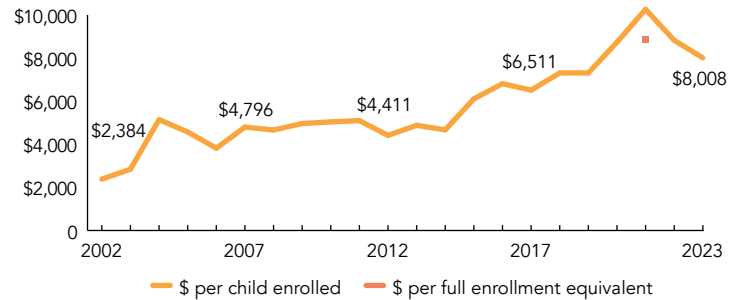


New Mexico

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, New Mexico preschool enrolled 13,227 children, an increase of 660 from the prior year. State spending totaled \$88,324,736 and an additional \$17,600,000 in TANF funds supported the program, down \$4,974,315 (4%), adjusted for inflation, since last year. State spending per child (including TANF) equaled \$8,008 in 2022-2023, down \$816 from 2021-2022, adjusted for inflation. New Mexico met 9 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2023 state legislative session, nearly \$100 million from the Land Grant Permanent Fund was appropriated to the Early Childhood Education and Care Department (ECECD) to award a total of 279 PreK grants to 84 school district programs and 195 community-based programs, family child care providers, Tribal governments (funding 554 new Tribal PreK slots), and Head Start grantees. The funding will also be used to significantly expand instructional hours and increase pay for PreK teachers in the awarded programs.

In the 2023-2024 school year, NM PreK programs received a significant increase in the per child rate to reflect higher salaries for teachers and assistant teachers and an increase in instructional hours. In addition, there were increases for transportation costs and funding for research-based curricula. The state allowed enrollment of three-year olds in public schools.

In December 2022, New Mexico was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) renewal grant for \$10 million. PDG B-5 is addressing ECECD's six focus areas: updating the comprehensive needs assessment, implementing local early childhood coalitions' strategic plans, maximizing family engagement, supporting the workforce to expand language immersion early child care and education programs in Tribal communities, redesigning the states QRIS, and enhancing quality through subgrants.

BACKGROUND

NM PreK launched in the 2005-2006 school year with the enactment of the PreK Act. With the passage of the New Mexico Early Childhood Education and Care Act (2019), the program is now administered by ECECD which funds and monitors NM PreK programs provided through school districts, and those operated by community-based organizations and other eligible providers. ECECD partners with the New Mexico Public Education Department (PED) for the day-to-day operations and oversight of PreK programs in public schools. In the 2022-2023 school year, 94% of school districts offered NM PreK.

NM PreK funding is awarded through a competitive grant process, with priority 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 family income.

The number of hours and days per week vary by program, with a minimum of 450 hours 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. In 2022-2023, almost 92% of all children enrolled were in school-day PreK. Some private or nonprofit facilities use child care subsidy dollars for wraparound care to assist parents who qualify, or to offer reduced rates for private pay. PreK programs in public schools can extend the day using operational dollars or Title I funds.

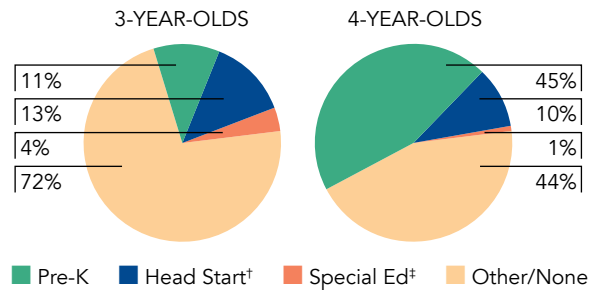
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
13	13	14	25	9

NEW MEXICO PREK

ACCESS

Total state pre-K enrollment	13,227
School districts that offer state program	94%
Income requirement	No income requirement
Minimum hours of operation	3 hours/day
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	3,109
Federally funded Head Start enrollment, ages 3 and 4	5,382
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	NM PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); Working toward BA (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd (public); ECE, CD (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA in ECE	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	Minimum 24 hours/year; PD plans; Coaching	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"/>
Staff-child ratio	1:8 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

9

RESOURCES

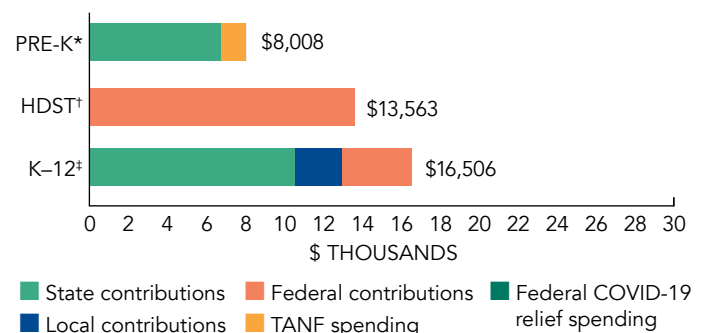
Total state pre-K spending	\$105,924,736
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$8,008
All reported spending per child enrolled*	\$8,008

* 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.

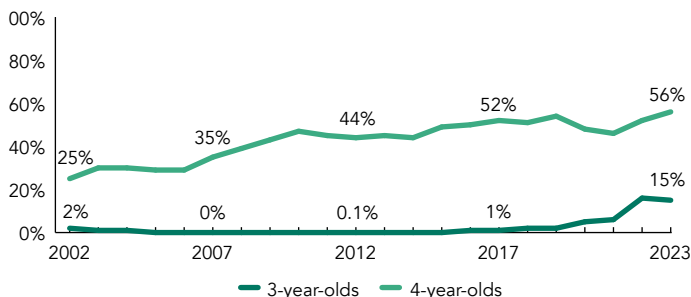
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

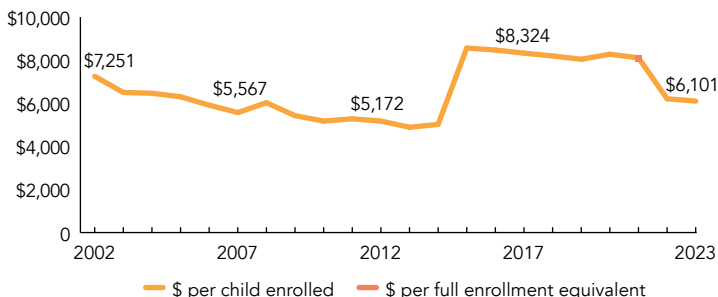


New York

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year New York preschool enrolled 155,512 children, an increase of 3,524 from the prior year. State spending totaled \$884,375,996, with an additional \$64,396,595 in federal recovery funds to support the program, up \$5,745,842 (1%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$6,101 in 2022-2023, down \$104 from 2021-2022, adjusted for inflation. New York met 7 of 10 quality standards benchmarks.

WHAT'S NEW

In 2022-2023, \$25 million in competitive Statewide Universal Full-Day Prekindergarten Program (SUFDPK) grants were awarded to 57 school districts for preschool expansion. Additionally, the Fiscal Year 2024 enacted state budget included an additional \$100 million for the Universal Prekindergarten Program (UPK) and \$50 million for a new competitive SUFDPK grant. The Office of Early Learning's capacity increased so more site visits and professional learning opportunities were provided. New York State is also updating preschool regulations to better support the needs of emergent multilingual learners. The New York Office of Children and Family Services received a Preschool Development Grant Birth through Five (PDG B-5) planning grant in December 2022 for \$4 million.

BACKGROUND

In 1998, New York State began its Universal Prekindergarten Program (UPK) with the goal of making prekindergarten education available to all 4-year-olds in the state, regardless of family income or other risk factors. In 2007, the Targeted Prekindergarten Program merged with UPK. In the 2013-2014 school year, the state continued targeting its pre-K funding, launching the New York State Priority Prekindergarten Program (NYSPPK) offering competitive grants creating new full- and half-day slots for high-need children in low-income school districts and enabling districts to convert half-day slots to full-day. In 2014-2015, the Statewide Universal Full-Day Prekindergarten Program (SUFDPK) competitive grant for full-day pre-K was launched. Most of this funding (\$300 million) went to New York City, resulting in a dramatic boost in access to full-day pre-K slots for 4-year-olds; \$40 million was used to expand full-day programs in the rest of the state. Funding could be used to create additional full-day placements or to convert existing half-day slots to full-day.

In 2015-2016, the Expanded Prekindergarten for 3- and 4-Year-Old Students grant began, creating new slots for both 3- and 4-year-olds. New York also was awarded a 2014 federal Preschool Development Grant (PDG) supporting enrollment of additional low-income 4-year-olds in five school districts. Ninety percent of children were served in full-day programs in 2022-2023.

The New York Board of Regents adopted revised comprehensive, multi-domain early learning standards in 2011 which are aligned with state K-3 standards, state college and career ready standards, and the New York State Common Core Learning Standards. In 2012, the state implemented a voluntary quality rating and improvement system (QRIS) called QUALITYstarsNY.

In 2017-2018, all districts receiving state funds for pre-K were required to adopt approved quality indicators within two years, including, but not limited to, valid and reliable measures of environmental quality, the quality of teacher-student interactions, and child outcomes. To document districts' progress in implementing the approved quality indicators, the State Education Department (SED) implemented the NYS Pre-K Self-Assessment. Districts rate themselves as Implemented, In Process, or Not Implemented. For each area marked In Process or Not Implemented, districts develop Quality Improvement Action Plans to assess strengths and weaknesses in seven areas of program quality. SED staff review the plans and provide feedback to inform technical assistance and monitoring.

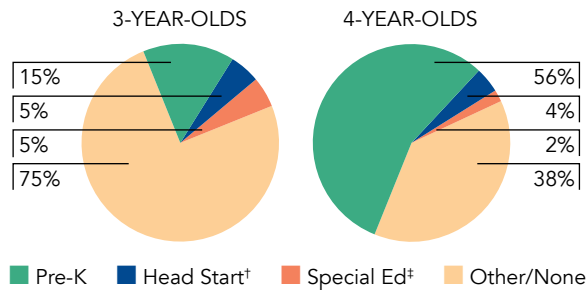
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
8	9	21	31	7*

NEW YORK STATE ADMINISTERED PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment	155,512
School districts that offer state program	93%
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	40,979
Federally funded Head Start enrollment, ages 3 and 4	28,588
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/> *
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Level I Teaching Assistant Certificate (public); HSD (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Staff professional development	175 hours/5 years (teachers only); Coaching (first year public school teachers only)	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"/>
Staff-child ratio	1:9 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Annual structured classroom observations; Data used at the local level only (UPK); Determined locally (SUFDPK)	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

* Indicates that while policy meets the benchmark, it is not being implemented fully.

7*

RESOURCES

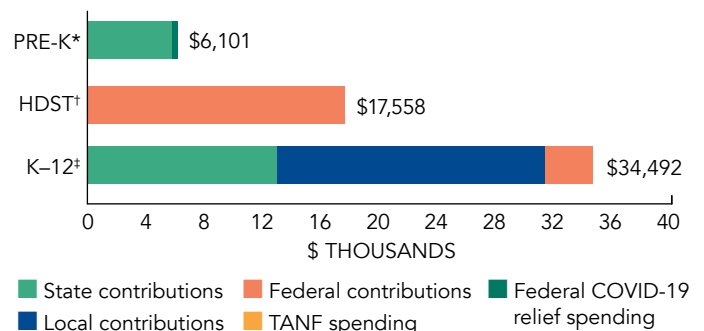
Total state pre-K spending	\$948,772,591
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$6,101
All reported spending per child enrolled*	\$6,101

* 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.

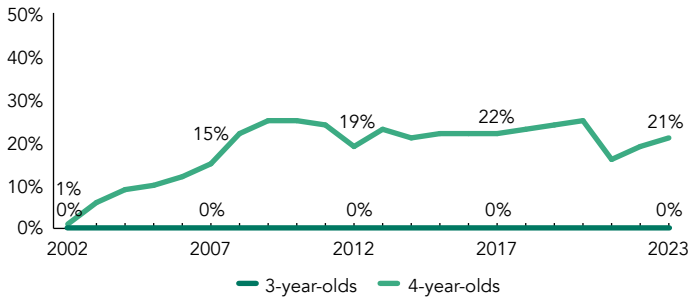
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

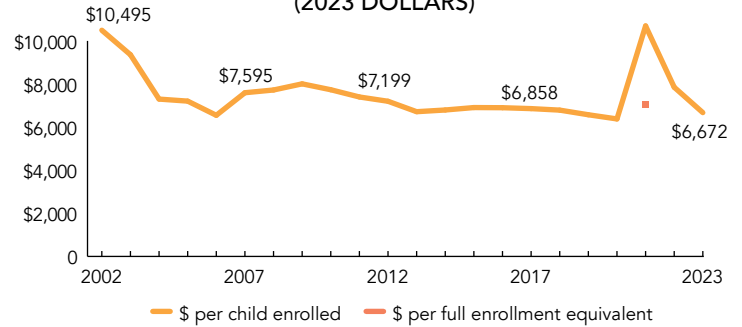


North Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, North Carolina preschool enrolled 25,684 children, an increase of 2,005 from the prior year. State spending totaled \$96,578,574 and an additional \$68,244,128 in TANF funds and \$6,537,337 in federal recovery funds supported the program, down \$14,517,388 (8%), adjusted for inflation, since last year. State spending per child equaled \$6,672 in 2022-2023, down \$1,178 from 2021-2022, adjusted for inflation. North Carolina met 9 of 10 quality standards benchmarks.

WHAT'S NEW

The 2023-2025 State Budget passed by the legislature and which the Governor allowed to become law without signing (Session Law 2023-134) included a provision to increase NC Pre-K staff-to-child ratios. Specifically, beginning in October 2023, staff-to-child ratios will increase from one to nine with a maximum class size of 18 to one to 10 with a maximum class size of 20 children, with at least one teacher and one teacher assistant per classroom. A classroom of 10 children or less shall have at least one teacher. The NC Division of Child Development and Early Education did not support this provision because: (1) NC Pre-K is specifically designed to serve the most at risk children, including those with developmental and/or educational challenges. Increasing staff-to-child ratios may have a negative impact on classroom quality due to increased demand on teaching staff, decreased ability to provide focused one-on-one support to all children, and increased likelihood for behavioral challenges in the classroom and (2) Without additional funding for the NC Pre-K program to increase funds and slots at the county level, increasing staff-to-child ratios will lead to local level disruptions/disparities (e.g., increasing capacity at one site could result in decreasing capacity at another site).

BACKGROUND

North Carolina has provided state-funded pre-kindergarten education since 2001, originally via the More at Four Pre-Kindergarten Program. During the 2011-2012 school year, the program was renamed the North Carolina Pre-Kindergarten (NC Pre-K) Program, and administrative control moved from the Department of Public Instruction to the Department of Health and Human Services. NC Pre-K enrolls at-risk 4-year-olds from low-income families who have not participated in other early childhood programs. NC Pre-K programs are required to operate 6.5 hours per day for 36 weeks each year and serve as many eligible children as funding levels permit. Eligibility generally requires children to be in a household with income at or below 75% SMI, but up to 20% of children may be in a household with a higher income if they have another designated risk factor. Risk factors include a developmental delay or identified disability, a chronic health condition, or limited English proficiency.

Funding for NC Pre-K includes state general appropriations and North Carolina Education Lottery receipts, federal funds, and a local contribution, with the majority of funding from the state. NC Pre-K classrooms operate statewide in settings such as privately licensed Head Start programs, childcare centers, and public schools. All programs, whether in public or private settings, must earn high-quality ratings under the state child-care licensing system to participate in NC Pre-K and the state's subsidy system. NC Pre-K sets a maximum class size of eighteen 4-year-olds and requires a staff-child ratio of 1:9. Lead teachers must have a bachelor's degree and hold or be working towards a birth-through-kindergarten license. Classroom staff are required to use approved curricula and formative assessments 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.

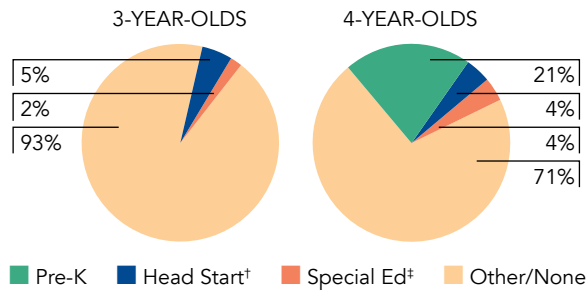
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
29	None Served	20	23	9*

NORTH CAROLINA PRE-KINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment	25,684
School districts that offer state program	99% (counties)
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	10,321
Federally funded Head Start enrollment, ages 3 and 4	14,220
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/> *
Teacher specialized training	ECE, CD	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or AA in ECE or CD	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	5-20 hours/year; PD plans; Coaching	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"/>
Staff-child ratio	1:9 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

* Indicates that while policy meets the benchmark, it is not being implemented fully.

9*

RESOURCES

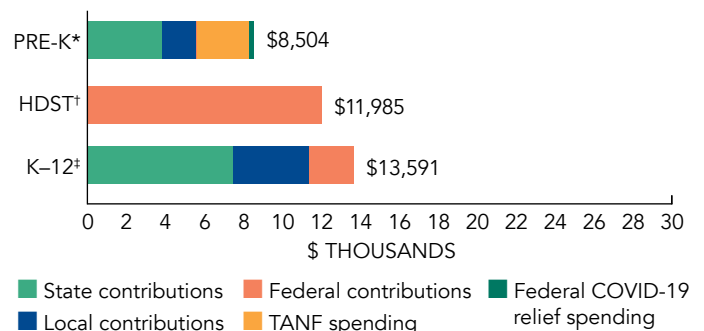
Total state pre-K spending	\$171,360,040
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$6,672
All reported spending per child enrolled*	\$8,504

* 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.

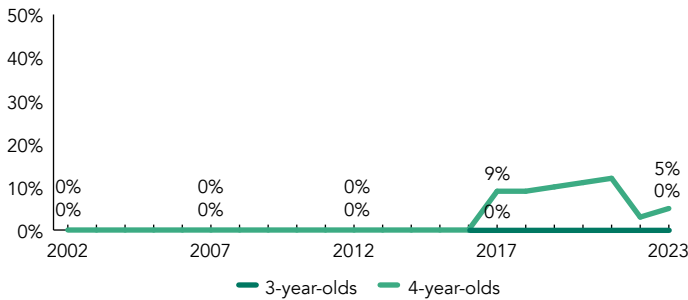
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

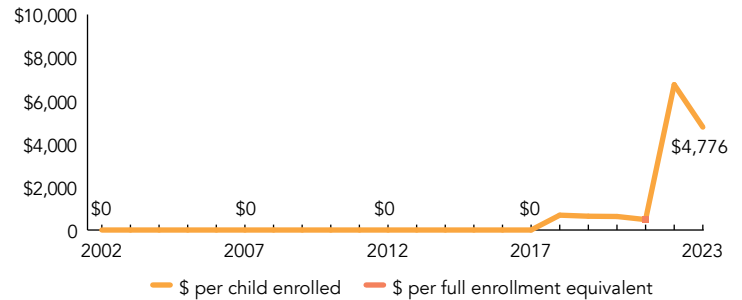


North Dakota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, North Dakota Best in Class enrolled 539 children, an increase of 168 from the prior year. A total of \$2,574,427 in federal recovery funds supported the program, up \$72,059 (3%), adjusted for inflation, since last year. Spending per child equaled \$4,776 in 2022-2023, down \$1,969 from 2021-2022, adjusted for inflation. North Dakota met 5 of 10 quality standards benchmarks.

WHAT'S NEW

The 2023 Legislative Assembly funded North Dakota Best In Class program with \$12 million beginning in July of 2023 until June 2025. In addition, a final round of ESSER funds were granted to Health and Human Services for the 2023-2024 cohort.

The North Dakota Department of Human Services received a \$6,756,103 Preschool Development Grant Birth through Five (PDG B-5) in December of 2022 to promote family engagement, expand infrastructure to support children’s behavioral health, embed a continuum of quality across all state initiatives and systems building around workforce preparation and professional development.

BACKGROUND

Beginning in the 2017-2018 school year, North Dakota’s legislature provided Early Childhood Education Program Grants through a biennial appropriation to the state Department of Commerce. The program provided services in 55 districts for at least 400 hours over 32 weeks per year. All program providers were required to incorporate at least 10 hours of research-based parent involvement activities. Four-year-old children who were eligible for free or reduced-price lunch were eligible for the program. The program sunsetted after the 2020-2021 school year.

The 2021 Legislative Assembly authorized the ND Department of Health and Human Services to pilot Best in Class, North Dakota’s year before Kindergarten experience program, utilizing ESSER public emergency funding. The program is intended to serve at least 50% of children who qualify for free or reduced-price lunch, come from families with incomes less than 60% of North Dakota’s SMI, or have an identified developmental delay or disability. Funding is based on an annual competitive grant to public schools, Head Start, and licensed child care participating in the QRIS.

The North Dakota Department of Public Instruction (NDDPI) had other early childhood education initiatives as well, including grant opportunities for educators and school districts. Early Childhood Continuing Education Grants of up to \$3,000 every two years enable lead and assistant teachers in pre-kindergarten, Head Start, and child care to enhance their credentials at North Dakota state colleges and universities. Additionally, 1,000 pre-K students participated in Waterford Upstart, an at-home early learning program.

The North Dakota Early Learning Standards Birth–Kindergarten, revised in 2018, 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.

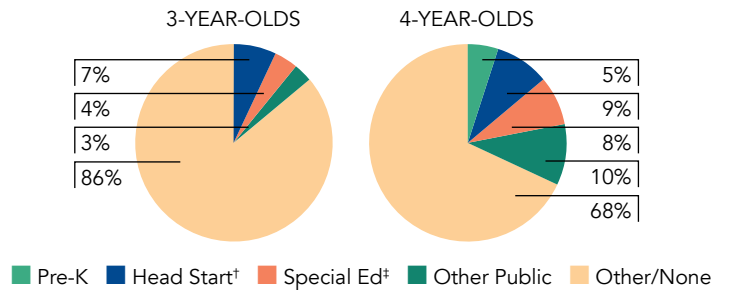
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
42	None Served	32	37	5

NORTH DAKOTA BEST IN CLASS

ACCESS

Total state pre-K enrollment.....	539
School districts that offer state program.....	55% (counties)
Income requirement.....	185% FPL or 60% SMI
Minimum hours of operation.....	400 hours/year
Operating schedule.....	Determined locally
Special education enrollment, ages 3 and 4.....	1,585
Federally funded Head Start enrollment, ages 3 and 4.....	1,692
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	ND PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); HSD (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, Elem. Ed. with K credential, ECE SpEd (public); ECE, Elem. Ed. with K credential, Other (nonpublic)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	Other	CDA or equivalent	<input type="checkbox"/>
Staff professional development	PD varies by teaching license (teachers); PD varies by setting (assistants); PD plans (all public teachers & some nonpublic teachers); Coaching	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"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	None	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

5

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

RESOURCES

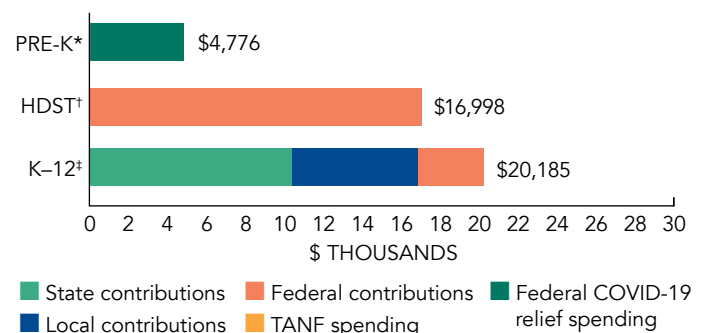
Total state pre-K spending.....	\$2,574,427
Local match required?.....	Yes
State Head Start spending.....	\$0
State spending per child enrolled.....	\$4,776
All reported spending per child enrolled*.....	\$4,776

* 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.

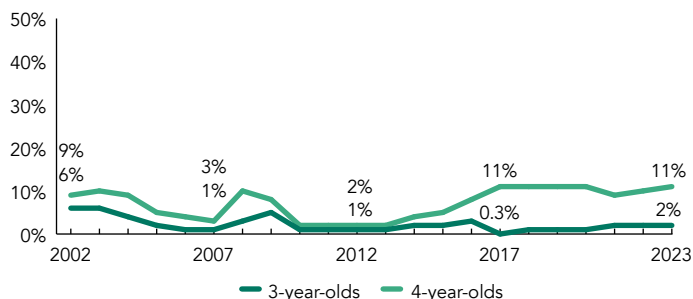
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

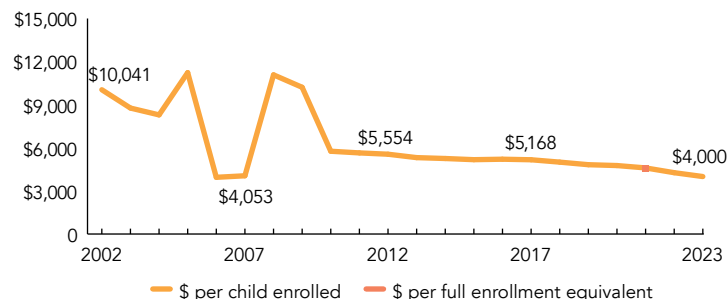


Ohio

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Ohio preschool enrolled 18,000 children, an increase of 1,268 from the prior year. State spending totaled \$72,000,000, up \$585,889 (1%), adjusted for inflation, since last year. State spending per child equaled \$4,000 in 2022-2023, down \$268 from 2021-2022, adjusted for inflation. Ohio met 5 of 10 quality standards benchmarks.

WHAT'S NEW

In August 2023, the State lifted the requirement to obtain pre-approval for 3-year-old children to enroll in the Ohio Early Childhood Education (ECE), making it the same as 4-year-old children. The State also increased the budget for the ECE program, effectively doubling the number of children who will be served in the 2023-2024 School Year. The Ohio ECE program is also running a pilot study in the 2023-2024 school year. The study examines the access and participation of children exiting early intervention without preschool special education eligibility to a publicly funded preschool slot.

The Ohio Department of Job and Family Services (ODJFS) received a three-year, \$16 million per year (\$48 million total) Preschool Development Grant Birth through Five (PDG B-5) renewal grant in December of 2022 to support and increase access to quality early childhood care and education. ODJFS is partnering with the Ohio Departments of Education; Health; Mental Health and Addiction Services; Medicaid; and Developmental Disabilities to administer the grant programs.

BACKGROUND

The Ohio Public Preschool Program (PSP), established in 1990 following a four-year pilot program, strives to ensure children have access to quality programs through public preschool and publicly funded childcare. All types of programs have access to both public preschool and childcare funds. This report focuses on the Ohio Department of Education's publicly funded Early Childhood Education (ECE) program, excluding publicly funded childcare and Head Start programs.

Ohio is operating its publicly funded programs under common program and child standards. All Ohio ECE programs are required to be rated at 3 or more stars on the state's quality rating and improvement system (QRIS).

Program sites are 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. Ohio began using an expanded tiered QRIS in 2013-2014 for all state programs, including public preschool and childcare programs. Programs are required to submit annual documentation of meeting or exceeding standards, including annual classroom observations of quality and regular on-site visits.

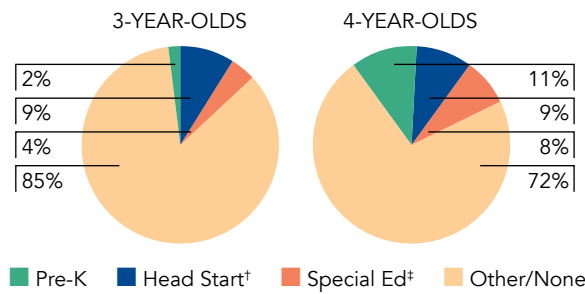
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
36	26	36	43	5

OHIO EARLY CHILDHOOD EDUCATION

ACCESS

Total state pre-K enrollment	18,000
School districts that offer state program	35%; 125 additional community providers
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	20,670
Federally funded Head Start enrollment, ages 3 and 4	24,649
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	OH PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd (public); ECE, CD (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	20 hours/2 years; PD plans	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"/>
Staff-child ratio	1:12 (3-year-olds); 1:14 (4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

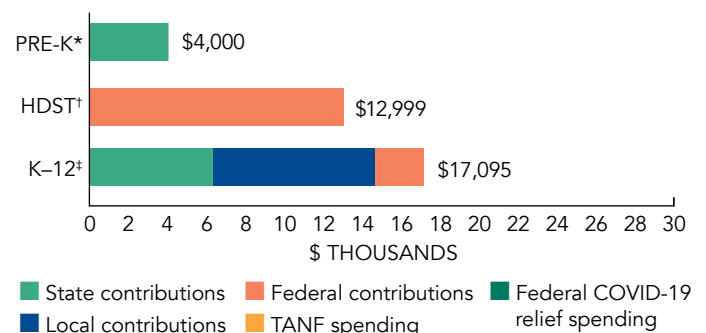
5

RESOURCES

Total state pre-K spending	\$72,000,000
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$4,000
All reported spending per child enrolled*	\$4,000

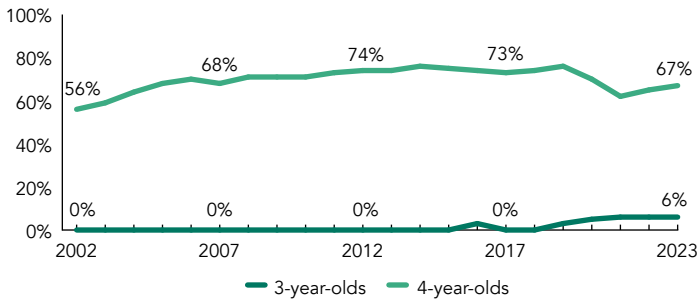
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 † Head Start per-child spending includes funding only for 3- and 4-year-olds.
 ‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

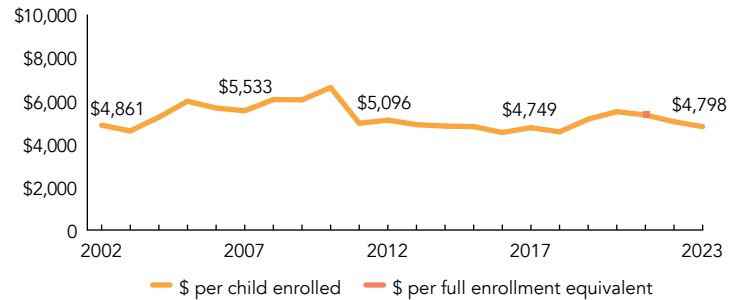


Oklahoma

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Oklahoma preschool enrolled 38,982 children, a decrease of 258 from the prior year. State spending totaled \$187,024,576, down \$10,092,999 (5%), adjusted for inflation, since last year. State spending per child equaled \$4,798 in 2022-2023, down \$226 from 2021-2022, adjusted for inflation. Oklahoma met 9 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2022-2023 school year, the Dolly Parton's Imagination Library of Oklahoma, a book gifting program, expanded to over 350 communities around the state, due in part to the investment of Preschool Development Grant Birth through Five (PDGB-5) funds. Also, the Oklahoma State Department of Education (OSDE) began working with the Regional Educational Laboratory Southwest on the Leading Early Childhood Achievement and Development (LEADS) project to support pre-K and kindergarten teachers and their administrators in understanding how to incorporate high-quality interactions, play-based learning, and academic standards in the early childhood classroom through in-person training, asynchronous courses, and professional learning communities.

The OSDE developed an observational assessment called the Early Learning Inventory for Pre-Kindergarten that includes all domains and aligns with the Oklahoma Academic Standards. The OSDE plans to pilot the new assessment in schools during the 2023-2024 school year. The assessment will be available but not required.

In the 2022-2023 school year, the OSDE conducted the first ever high-quality instructional materials (HQIM) cycle for comprehensive pre-K curriculum programs.

In the summer of 2024, OSDE will support the Oklahoma Head Start Collaboration Office in hosting two Early Childhood Transition Summits in each of the major metro areas of Oklahoma. These Summits will be a day of learning to ensure successful transitions for students and families.

BACKGROUND

Oklahoma launched its Early Childhood Four-Year-Old Program in 1980, intending to serve 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 with local funds or tuition. In 1998, Oklahoma became the second state in the nation to provide free preschool for all 4-year-olds, with 100% of school districts providing the program. In addition, funding for 3-year-olds is provided by the Oklahoma Early Childhood Program (OECF) through a pass-through from the state to public school districts.

In spring 2020, the Oklahoma State Legislature approved revisions to the Oklahoma Academic Standards for Science and Fine Arts, which both included pre-K standards and emphasized play-based learning. Also passed was legislation requiring an additional layer of support for a more detailed review of instructional materials for grades PK-12. Facilitated by the OSDE, a committee of expert educators are reviewing materials to establish Tier 1, 2 or 3 level instructional materials based on a robust, subject and grade level specific rubric.

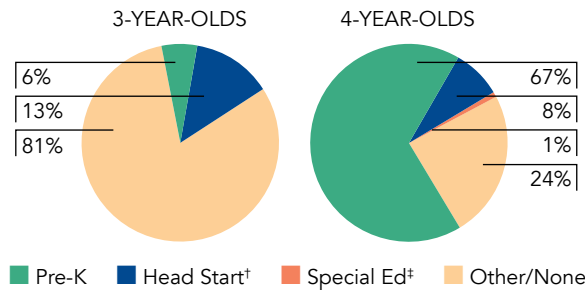
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
3	21	31	11	9

OKLAHOMA EARLY CHILDHOOD FOUR-YEAR-OLD PROGRAM

ACCESS

Total state pre-K enrollment	38,982
School districts that offer state program	100%
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	4,565
Federally funded Head Start enrollment, ages 3 and 4	10,219
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	18 (3-year-olds); 20 (4-year-olds)	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"/>
Screening & referral	Vision, hearing, immunizations	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

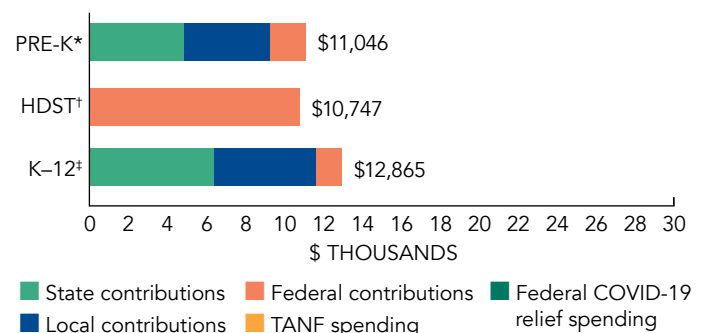
9

RESOURCES

Total state pre-K spending	\$187,024,576
Local match required?	No
State Head Start spending	\$1,641,869
State spending per child enrolled	\$4,798
All reported spending per child enrolled*	\$11,046

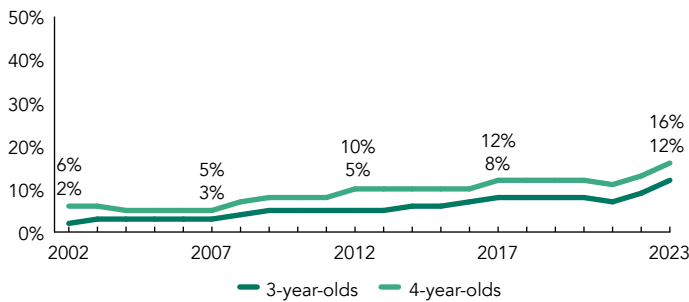
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 † Head Start per-child spending includes funding only for 3- and 4-year-olds.
 ‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

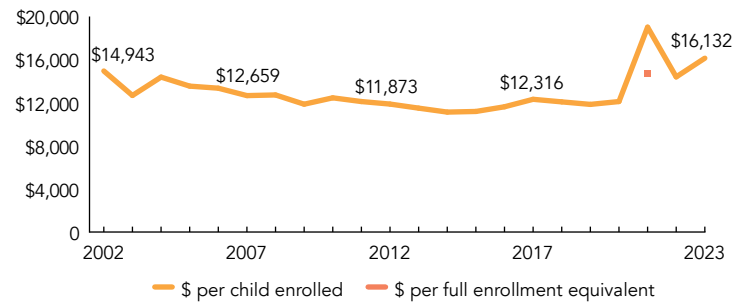


Oregon

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Oregon preschool enrolled 11,720 children, an increase of 1,711 from the prior year. State spending totaled \$189,067,971, up \$45,008,829 (31%), adjusted for inflation, since last year. State spending per child equaled \$16,132 in 2022-2023, up \$1,739 from 2021-2022, adjusted for inflation. Oregon met an average of 7.7 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2022-23 school year, Oregon preschool programs reported a shortage of qualified teachers. To retain qualified staff for Oregon Pre-Kindergarten (OPK) classrooms, Preschool Promise and Healthy Families Oregon, the state is instructed to allocate up to \$25.6 million of its 2023-25 OPK budget, \$16.7 million of its 2023-25 Preschool Promise budget, and \$2.8 million of its 2023-25 Healthy Families Oregon budget to increase provider rates by at least 7% over previous funding levels for each of these programs.

Also, during the 2022-23 school year, the Early Learning Division launched a Request for Applications for Preschool Promise to increase the number of children served. This provided current grantees with the opportunity to increase the number of slots and allowed new Preschool Promise grantees to receive these grants. Through this expansion, the State added 57 new Preschool Promise grantees statewide.

On July 1, 2023, the Oregon Early Learning Division (ELD), which oversees OPK and Preschool Promise, transitioned out of the Department of Education and became its own department, the Department of Early Learning and Care (DELIC).

Additionally, during the 2023-24 school year, both OPK and Preschool Promise amended their grant terms to allow programs to enter into two-year grants. The two-year grants provide families across the state with more stability and reduced stress knowing that their children can have continuity of services at family preferred provider for two years. Moreover, it allows grantees to have funding for two years reducing staff stress and increasing provider stability.

BACKGROUND

Oregon has two state-funded preschool programs: the Oregon Pre-Kindergarten (OPK) program, established in 1987, and Preschool Promise, launched in 2016.

OPK provides comprehensive child and family development services for 3- and 4-year-old children from low-income families through a state-federal partnership between the Oregon Department of Education and Region X Office of Head Start. OPK is funded using the state general fund and Early Learning Account to serve additional Head Start-eligible children. Funding is awarded through a competitive process to all grantees. OPK includes Region X, Region XI, and Region XII Head Start grantees, and, even though most of the funding goes to Head Start grantees, there are six non-affiliated organizations that receive OPK funding. OPK programs must follow federal Head Start Performance Standards and the Head Start Early Learning Outcomes Framework. Eligibility for OPK also follows federal Head Start requirements.

Preschool Promise is a mixed-delivery program for children from families with incomes up to 200% FPL. The mixed-delivery model includes public schools, child care centers, family child care homes, Head Start/OPK, Relief Nurseries, Education Service Districts, and other community-based organizations. While funding for Preschool Promise was initially administered through Early Learning Hubs, grantees received grants directly from the Early Learning Division. Preschool Promise programs are required to participate in Spark, Oregon's quality recognition and improvement system.

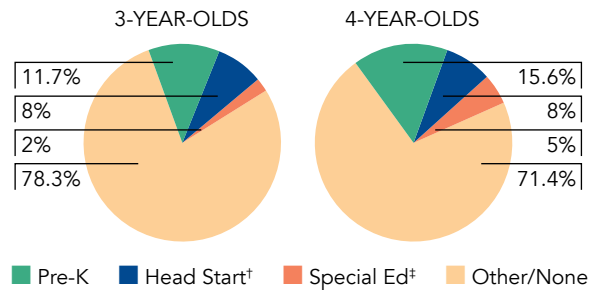
Oregon's overall support for state-funded preschool, including enrollment and funding for both OPK and Preschool Promise, is depicted in the first two pages of this state profile. The third page focuses solely on the OPK program, and the fourth page provides information on Preschool Promise.

OREGON STATE OVERVIEW

ACCESS

Total state pre-K enrollment	11,720
Special education enrollment, ages 3 and 4	6,287
Federally funded Head Start enrollment, ages 3 and 4	6,597
State-funded Head Start enrollment, ages 3 and 4.....	6,293

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

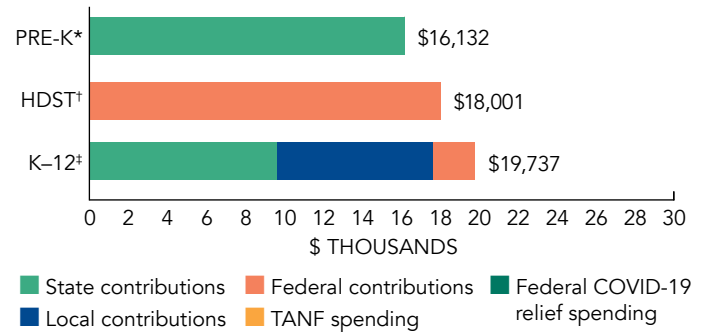


† Estimates children in Head Start not also enrolled in state pre-K.
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$189,067,971
State Head Start spending	\$138,702,609
State spending per child enrolled	\$16,132
All reported spending per child enrolled*	\$16,132

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.

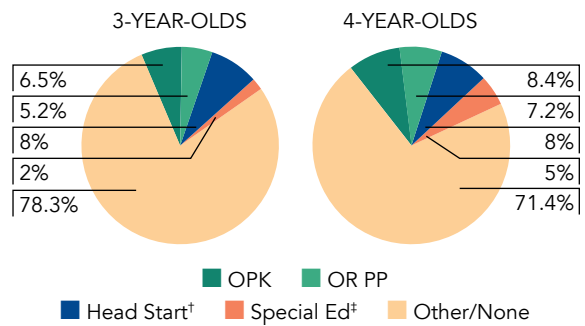
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
34	12	3	3	7.7

OREGON PRE-KINDERGARTEN (OPK)

ACCESS

Total state pre-K enrollment.....	6,478
School districts that offer state program.....	100% (counties)
Income requirement.....	100% FPL
Minimum hours of operation.....	3.5 hours/day
Operating schedule.....	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	OPK REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	17 (3-year-olds); 20 (4-year-olds)	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"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

9

RESOURCES

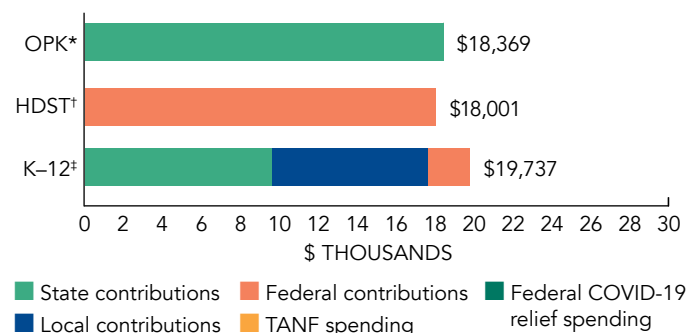
Total state pre-K spending	\$118,996,828
Local match required?.....	No
State spending per child enrolled	\$18,369
All reported spending per child enrolled*	\$18,369

* 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

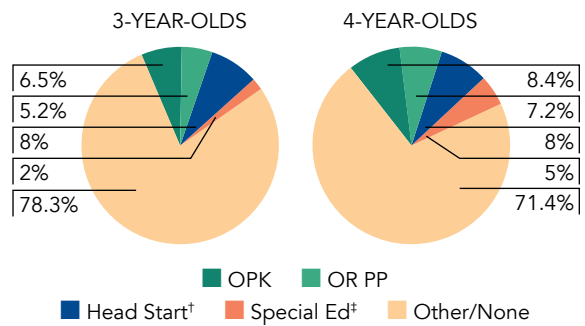


OREGON PRESCHOOL PROMISE

ACCESS

Total state pre-K enrollment.....	5,242
School districts that offer state program.....	100% (Early Learning Hub Regions & counties)
Income requirement.....	200% FPL
Minimum hours of operation.....	6 hours/day; 4 days/week
Operating schedule.....	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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 PP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	CDA	BA	<input type="checkbox"/>
Teacher specialized training	ECE or CDA	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Other	CDA or equivalent	<input type="checkbox"/>
Staff professional development	20 hours/year; PD plans (teachers & assistants not meeting education requirements); Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	18, or 20 with a waiver (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 with 18, 1:9 with 20 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Immunizations, Developmental; Referrals	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

RESOURCES

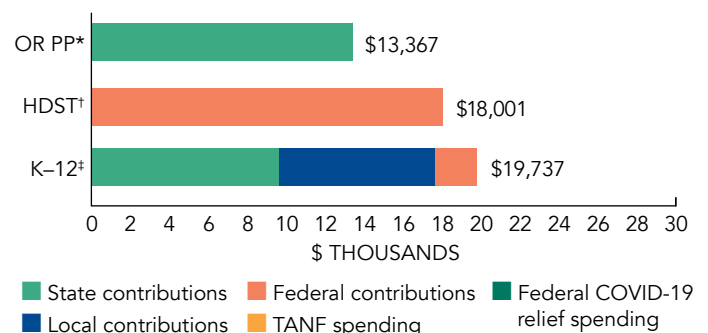
Total state pre-K spending	\$70,071,143
Local match required?.....	No
State spending per child enrolled	\$13,367
All reported spending per child enrolled*	\$13,367

* 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.

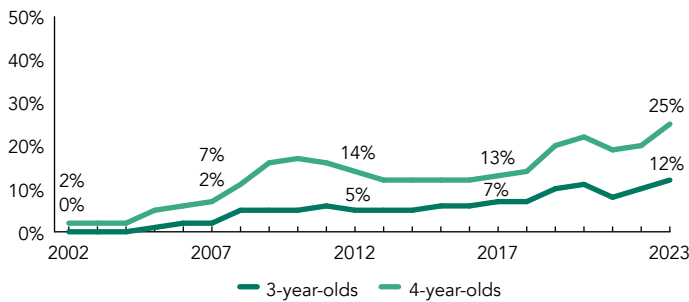
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

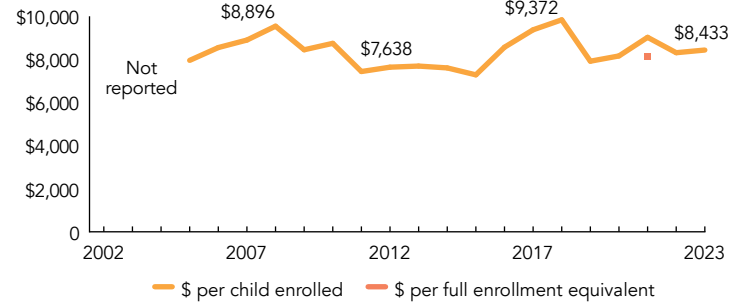


Pennsylvania

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Pennsylvania preschool enrolled 52,962 children, an increase of 7,798 from the prior year. State spending totaled \$446,622,741, up \$71,337,963 (19%), adjusted for inflation, since last year. State spending per child equaled \$8,433 in 2022-2023, up \$124 from 2021-2022, adjusted for inflation. Pennsylvania met 6.7 of 10 quality standards benchmarks.

WHAT'S NEW

For the Head Start Supplemental Assistance Program (PAHSSAP), 2022-2023 was the first year of a new 5-year cycle. All HSSAP grantees underwent full competitive rebid where they were encouraged to develop program budget to support the full five-year cycle with full enrollments. In December 2022, Pennsylvania received a three-year Preschool Development Grant Birth through Five (PDG B-5-R) renewal grant to build upon the initial grant which ended in 2020. The Office of Child Development and Early Learning (OCDEL) is the primary recipient of the \$16 million renewal grant in direct partnership with the Pennsylvania Department of Education (PDE). OCDEL is utilizing PDG B-5-R funds to conduct an updated needs assessment, create marketing materials in other languages to support compulsory school attendance, provide additional early childhood mental health supports for both families and staff, enhance the Professional Development Registry, expand the coaching model for early childhood education staff, provide training and resources to support families and children experiencing homelessness, and mini-grants to early learning providers to help expand facilities in child care deserts and obtain supports for challenging behaviors.

BACKGROUND

The PDE oversees and conducts fiscal monitoring for four pre-kindergarten programs: PA Ready to Learn Block Grant (RTL), PA Head Start Supplemental Assistance Program (PAHSSAP), PA Kindergarten for Four-Year-Olds and School Based Pre-K (K4 and SBPK), and PA Pre-K Counts (PAPKC).

RTL (formerly known as the Education Accountability Block Grant Program) was launched in 2004 and is funded through the school aid formula with 75% of funds targeted to children who have not achieved proficiency on the PA System for School Assessment test. School districts may opt to offer this program or choose from a list of other services.

PAHSSAP, launched in 2004 provides extended-day services for children attending federally funded Head Start programs, as well as additional Head Start slots. Programs must meet federal Head Start Performance Standards and programs in child care centers must participate in the Pennsylvania quality rating and improvement system (QRIS). PAHSSAP programs are required to use CLASS, ECERS, or another locally selected tool to annually conduct structured observations of classroom quality. The program is monitored and administered by the OCDEL, which is accountable to the Pennsylvania Departments of Education and Human Services.

K4 and SBPK, the longest running of the state's pre-K programs, are financed through the state's general fund. K4 launched in the 1990s as "kindergarten for 4-year-olds" and funding is now available to any districts wishing to offer the programs, but enrollment is low. Policy decisions are decentralized to the local school district level.

PAPKC enrolls the most children of the four state pre-K programs and operates in most school districts statewide. The PAPKC program served 97% of the state's 499 school districts during the 2022-2023 school year. Launched in 2007, specifically to expand access to high quality pre-K, programs can enroll children up to two years before they are eligible for kindergarten. Children living in households with incomes up to 300% FPL are eligible for PAPKC. A variety of programs — Head Start, child care, licensed private academic schools and public school districts — are eligible to apply for funding awarded through competitive grants every five years. Site monitoring is conducted annually by program specialists and programs are required to have an annual assessment of the learning environment, which may include self-assessments. PAPKC will undergo a competitive rebid process to begin a new 5-year cycle starting in 2023-2024.

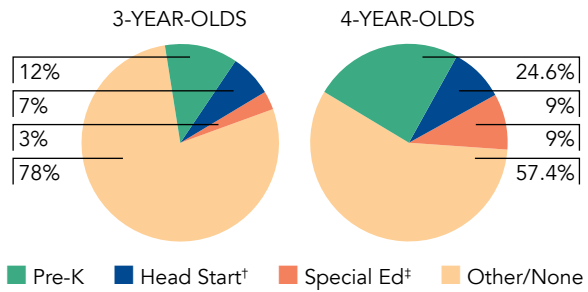
Pennsylvania's overall support for state-funded preschool, including enrollment and funding for all programs, is depicted in the first two pages of this state profile. The third page focuses on RTL, the fourth on PAHSSAP, the fifth on K4/SBPK, and the sixth on PAPKC.

PENNSYLVANIA STATE OVERVIEW

ACCESS

Total state pre-K enrollment	52,962
Special education enrollment, ages 3 and 4	25,670
Federally funded Head Start enrollment, ages 3 and 4	21,970
State-funded Head Start enrollment, ages 3 and 4.....	5,964

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

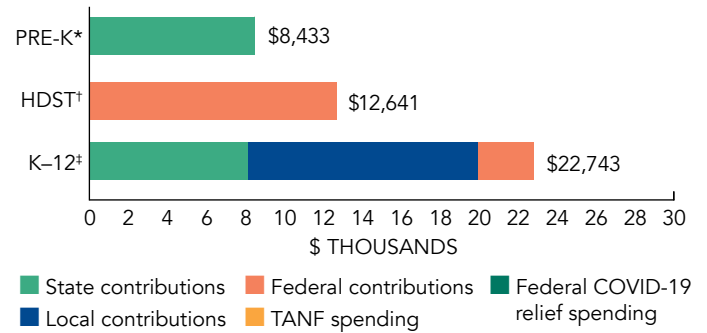


† Some Head Start children may also be counted in state pre-K (RTL, HSSAP, K4 & SBPK).
 ‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$446,622,741
State Head Start spending	\$88,178,000
State spending per child enrolled	\$8,433
All reported spending per child enrolled*	\$8,433

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.

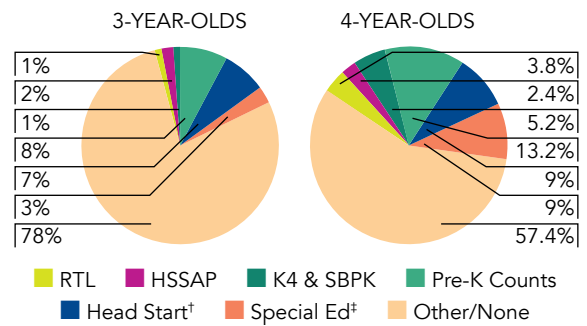
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
26	11	11	24	6.7*

PENNSYLVANIA READY TO LEARN BLOCK GRANT

ACCESS

Total state pre-K enrollment.....	6,931
School districts that offer state program.....	3%
Income requirement.....	No income requirement
Minimum hours of operation.....	2.5 hours/day; 5 days/week
Operating schedule.....	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K (RTL, HSSAP, K4 & SBPK).
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	PA RTL REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	PK-4, B-3 (public); ECE (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Other	CDA or equivalent	<input type="checkbox"/>
Staff professional development	180 hours/5 years (teachers only); PD plans (new public teachers); Coaching (new public teachers)	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"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Determined locally	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Observation required for Instructional I certified teachers only; Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



RESOURCES

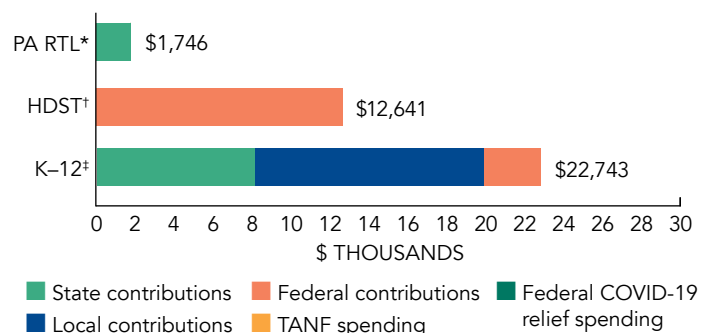
Total state pre-K spending	\$12,103,357
Local match required?.....	No
State spending per child enrolled	\$1,746
All reported spending per child enrolled*	\$1,746

* 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

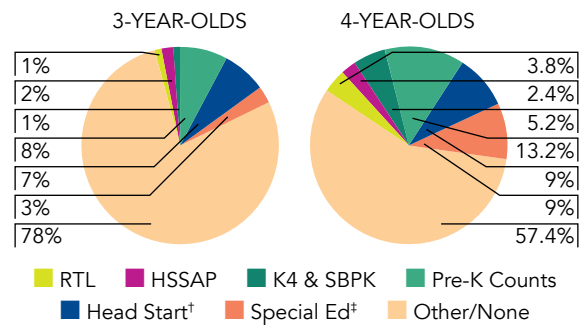


PENNSYLVANIA HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM

ACCESS

Total state pre-K enrollment.....	6,306
School districts that offer state program.....	26%
Income requirement.....	Per Federal Head Start: 100% FPL
Minimum hours of operation.....	3.5 hours/day
Operating schedule.....	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K (RTL, HSSAP, K4 & SBPK).
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	PA HSSAP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement at the local level only	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



RESOURCES

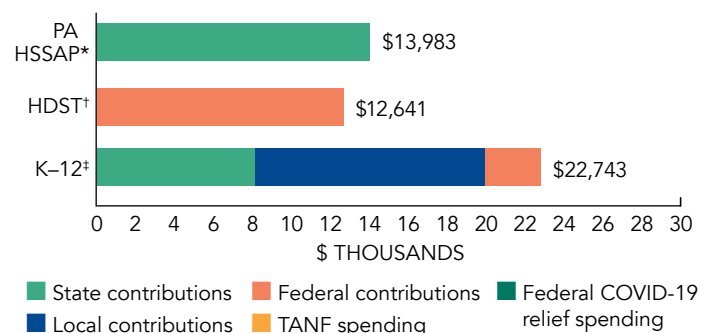
Total state pre-K spending	\$88,178,000
Local match required?.....	No
State spending per child enrolled	\$13,983
All reported spending per child enrolled*	\$13,983

* 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

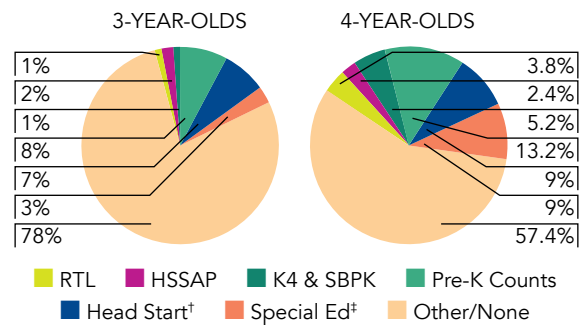


PENNSYLVANIA KINDERGARTEN FOR FOUR-YEAR-OLDS AND SCHOOL-BASED PRE-K

ACCESS

Total state pre-K enrollment.....	9,431
School districts that offer state program.....	22%
Income requirement.....	No income requirement
Minimum hours of operation.....	2.5 hours/day; 5 days/week
Operating schedule.....	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K (RTL, HSSAP, K4 & SBPK).
 ‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	PA K4 & SBPK REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	PK-4, B-3, K-6 (public); PK-4, B-3 (nonpublic)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	Other	CDA or equivalent	<input type="checkbox"/>
Staff professional development	180 hours/5 years (SBPK public teachers only); PD plans (new public teachers & some nonpublic teachers & assistants); Coaching (new teachers & some non-public teachers & assistants)	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"/>
Staff-child ratio	SBPK: 1:10 (3- & 4-year-olds); K4: No limit	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Observation required for Instructional I certified teachers only; Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

3

RESOURCES

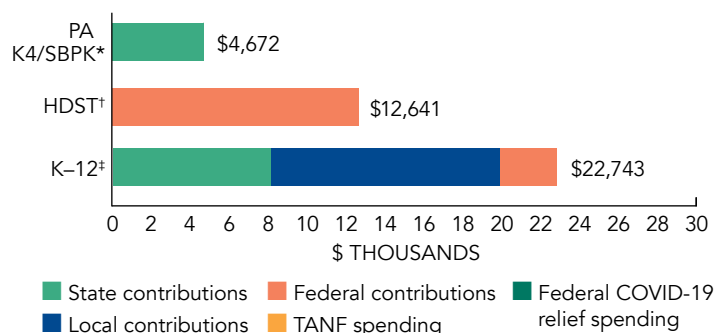
Total state pre-K spending	\$44,057,384
Local match required?.....	No
State spending per child enrolled	\$4,672
All reported spending per child enrolled*	\$4,672

* 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

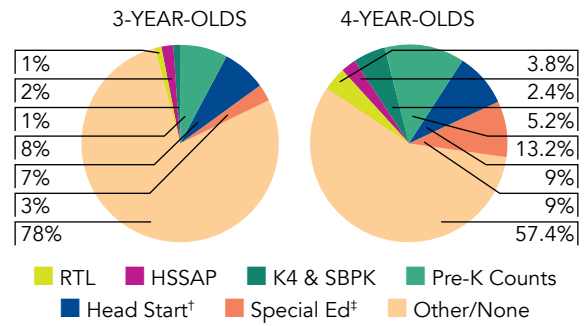


PENNSYLVANIA PRE-K COUNTS

ACCESS

Total state pre-K enrollment.....	30,294
School districts that offer state program.....	97%
Income requirement.....	300% FPL
Minimum hours of operation.....	2.5 hours/day; 5 days/week
Operating schedule.....	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K (RTL, HSSAP, K4 & SBPK).
 ‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	PA PKC REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/> *
Teacher specialized training	PK-4, B-3	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Other	CDA or equivalent	<input type="checkbox"/>
Staff professional development	180 hours/5 years (teachers); 24 hours/year (assistants); PD plans (some teachers & assistants); Coaching (new teachers)	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"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

* Indicates that while policy meets the benchmark, it is not being implemented fully.

8*

RESOURCES

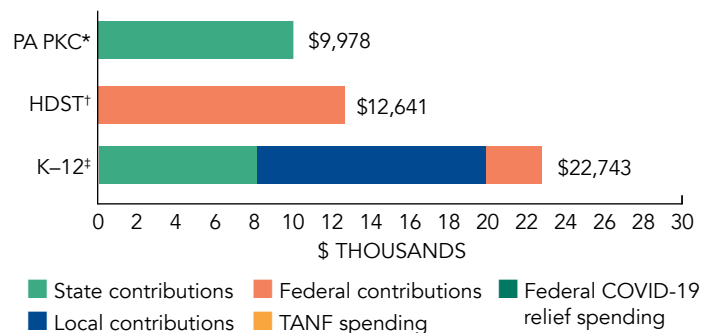
Total state pre-K spending	\$302,284,000
Local match required?.....	No
State spending per child enrolled	\$9,978
All reported spending per child enrolled*	\$9,978

* 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.

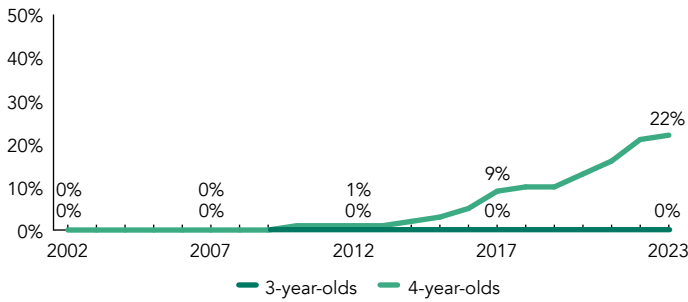
SPENDING PER CHILD ENROLLED



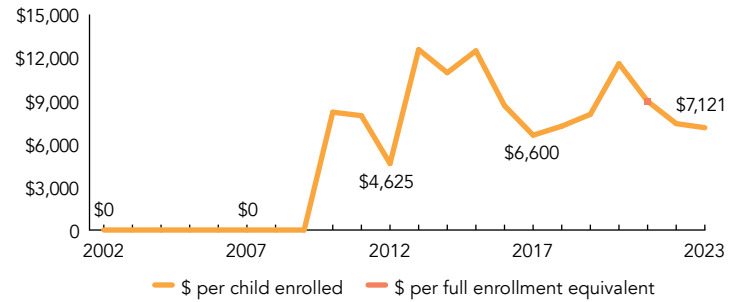
State contributions Federal contributions Federal COVID-19 relief spending
 Local contributions TANF spending

Rhode Island

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Rhode Island preschool enrolled 2,364 children, the same as in 2021-2022. State spending totaled \$14,990,487, and an additional \$1,844,456 in federal recovery funds supported the program, down \$670,471 (4%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$7,121 in 2022-2023, down \$284 from 2021-2022, adjusted for inflation. Rhode Island met 10 of 10 quality standards benchmarks.

WHAT'S NEW

The state increased funding for the Rhode Island State Pre-Kindergarten Program (RI Pre-K) by \$8.2M in the FY24 budget to ensure the federal funding that ended was backfilled and to allow for expansion pipeline work to add classrooms in the 2024-2025 school year. The Governor has a goal to reach 5,000 seats by FY28. Rhode Island remains committed to the high-quality programming that the model was built on and is being thoughtful on expansion, developing relationships and coaching models with programs interested in applying for RI Pre-K in the next application cycle.

The Rhode Island Executive Office of Health & Human Services received a \$4 million Preschool Development Grant Birth through Five (PDG B-5) planning grant in December of 2022 for supports for early educators, including: an early educator supplemental compensation pilot program and higher education articulation support to advance degree attainment; focused strategic planning on early childhood multilingual learner supports and best practices; early childhood mental health; an infant/toddler system; early childhood development supports; early educator compensation; and RI's quality rating and improvement system and family engagement and outreach, including for the RI Pre-K lottery in spring 2023.

BACKGROUND

The Rhode Island State Pre-Kindergarten Program, launched in 2009, is provided in public schools, Head Start programs, and private childcare. All children who turn four years old by September 1 and are living in participating communities are eligible for the program, even though enrollment is also determined by lottery.

The Rhode Island Department of Education oversees the pre-K program, funded through an Early Childhood Categorical line, created in 2010, within the Rhode Island Department of Education's (RIDE) state-budget. Using a phased-in approach, \$10 million was invested over ten years to expand access to high quality pre-K, commencing with communities containing a high proportion of children eligible for free or reduced-price lunch.

In 2014, Rhode Island received a \$19 million federal Preschool Development Grant (PDG) to expand access to its high-quality pre-K program. This funding was used to expand access in high-need communities and to enhance program monitoring, evaluation, and technical assistance. Enrollment nearly doubled between the 2015-2016 and 2016-2017 school years as a result of the PDG support which leveled off (as planned), in 2017-2018 and 2018-2019.

Teachers in the program must hold a bachelor's degree in early childhood. 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.

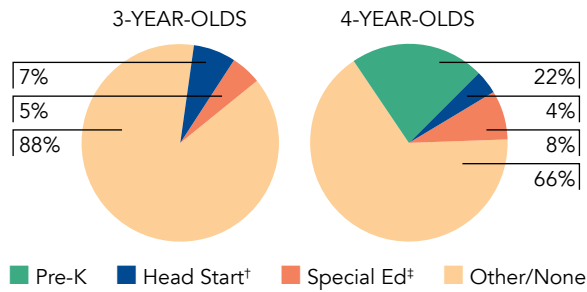
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
28	None Served	16	18	10

RHODE ISLAND STATE PRE-KINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment	2,364
School districts that offer state program	49% (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	1,844
Federally funded Head Start enrollment, ages 3 and 4	1,514
State-funded Head Start enrollment, ages 3 and 4	131

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	RI PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD + 12 college credits in ECE/CD or a CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	20 hours/year; PD plans; Coaching	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"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



RESOURCES

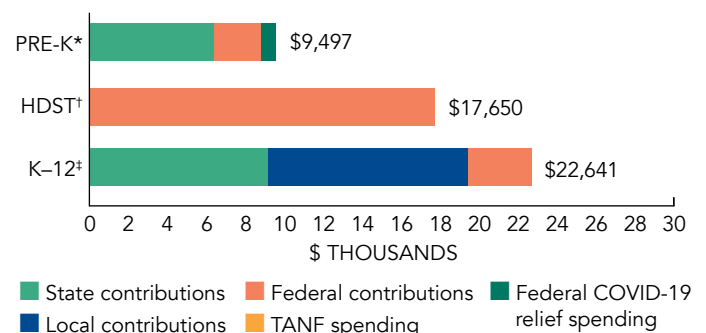
Total state pre-K spending	\$16,834,943
Local match required?	No
State Head Start spending	\$1,190,000
State spending per child enrolled	\$7,121
All reported spending per child enrolled*	\$9,497

* 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.

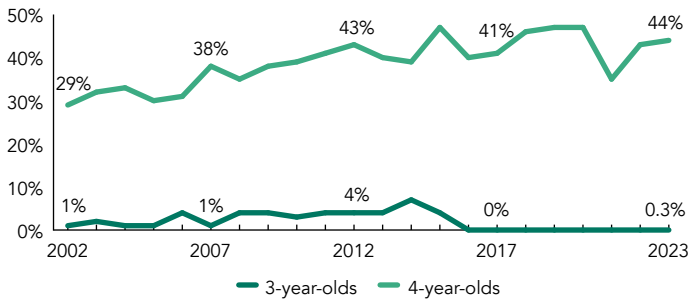
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

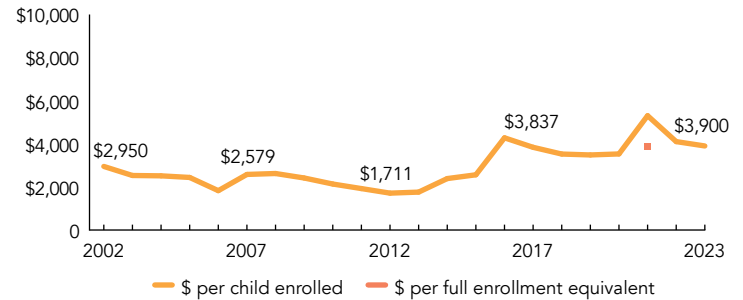


South Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, South Carolina preschool enrolled 26,294 children, an increase of 1,018 from the prior year. State spending totaled \$101,741,923 with an additional \$809,763 in federal recovery funds to support the program, down \$1,127,393 (1%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$3,900 in 2022-2023, down \$202 from 2021-2022, adjusted for inflation. South Carolina met 7 of 10 quality standards benchmarks.

WHAT'S NEW

Based on the continued growth in Child Early Reading Development and Education Program (CERDEP) student enrollment, the state's General Assembly increased state funding available for CERDEP in 2023-2024 to a minimum rate of \$5,100 per student for instructional costs. As of July 2021, any school with a 60% or higher poverty index may request CERDEP funding, previously, only districts meeting the law's poverty threshold were eligible.

In December 2022, South Carolina was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) planning grant for \$3,734,616. As a compliment to the SC ECIDS work, South Carolina is entering the fourth year of a federal data systems grant focused on extending the current K-12 longitudinal data system to include early learning partners.

The South Carolina Department of Education's Office of Early Learning and Literacy (OELL) partnered with REL Southeast on multiple literacy initiatives over the past few years to create a resource guide and PLC model which was implemented in demonstration sites during 2022-2023. Using federal COVID-19 relief funds, the SCDE partnered with SC First Steps to support transitioning students into pre-K and kindergarten, recruit and retain pre-K teachers, engage parents, and monitor the health of early learners through early identification and referrals.

BACKGROUND

South Carolina funds two preschool programs: the Education Improvement Act Child Development Program (EIA 4K) and the public/private CERDEP. Both programs are delivered in public school settings by OELL. CERDEP is co-administered in private preschool settings by South Carolina First Steps (First Steps 4K), the state's school readiness initiative.

EIA 4K began in 1984 and is funded as part of a one-cent sales tax supporting public education projects. Eligibility for EIA 4K is prioritized by law for children eligible for FRPL or Medicaid and allows for consideration of children with documented developmental delays. EIA 4K districts may then set their own eligibility criteria from a state-specified list of risk factors. State funding is allocated to districts by OELL using a formula according to the number of kindergarten students who qualify for FRPL in each district. School districts now provide full-day programs, except for a few continuing to offer half-day programs.

CERDEP, originally called the Child Development Education Pilot Program (CDEPP), was created as a pilot program in 2006 in response to Abbeville County School District, et. al. v. South Carolina, a lawsuit initiated by rural school districts regarding school equity funding, the program was codified in 2014 along with the state's Read to Succeed legislation (Act 284).

To monitor quality, OELL conducts visits including an evaluation based on the Early Language and Literacy Classroom Observation (ELLCO) used to provide feedback and support to ensure classrooms are language- and literacy-rich. Some programs receive additional monitoring, which includes a fidelity verification measuring curriculum implementation.

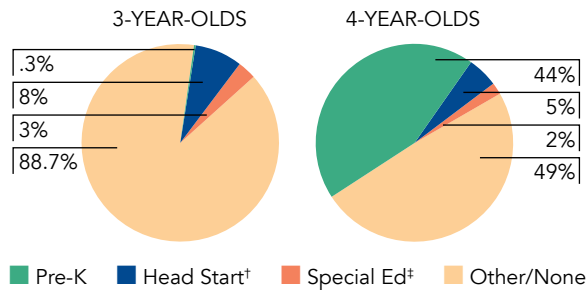
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
14	33	37	41	7

SOUTH CAROLINA CHILD EARLY READING DEVELOPMENT AND EDUCATION PROGRAM AND EIA/4K

ACCESS

Total state pre-K enrollment	26,294
School districts that offer state program	100%
Income requirement	185% FPL
Minimum hours of operation..CERDEP: 6.5 hours/day, 5 days/week; EIA 4K: 4 hours/day, 5 days/week	
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4	5,671
Federally funded Head Start enrollment, ages 3 and 4	7,433
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	SC PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching	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"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Immunizations, developmental (CERDEP/EIA 4K); Vision, hearing, health & more (First Steps)	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

7

RESOURCES

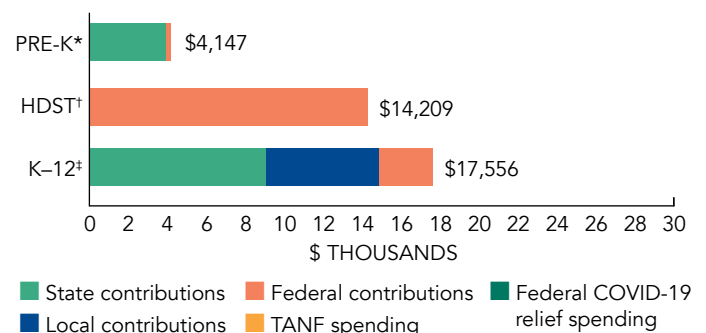
Total state pre-K spending	\$102,551,686
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$3,900
All reported spending per child enrolled*	\$4,147

* 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 offer a state-funded preschool program as defined by this report, but the state does support early childhood education in several ways. Local education agencies can use a portion of their Title I funding to support preschool programs. The Department of Social Services oversees licensing of state registered family day care programs as well as licensed child and school age care programs and administers the child care assistance program.

The South Dakota Early Learning Guidelines (ELG) are used in 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. Most recently, the state created a Content Standards Crosswalk to serve as a resource to support the learning environment for preschool age children transitioning into kindergarten. This crosswalk is being distributed across the state to early childhood educators with local education agencies and public/private preschool homes and/or centers. Like the Early Learning Guidelines, this work was a collaboration between the South Dakota Department of Education, Head Start Collaboration Office, and multiple stakeholders.

In 2017, the School Administrators of South Dakota (SASD) rolled out the SASD Preschool Levels of Excellence. Based on NAEYC accreditation standards, the Levels of Excellence address ten domains of program quality. Preschool programs may use the Levels of Excellence as a self-assessment tool, or to obtain a formal Level assessed by SASD.

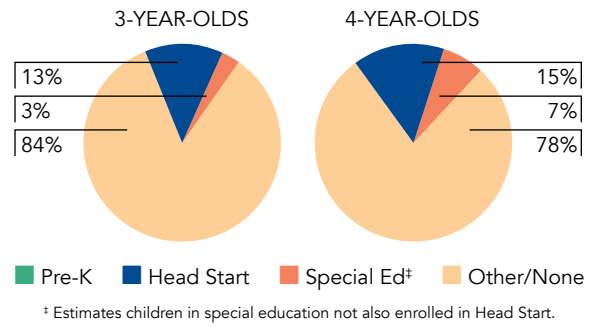
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
No Program		No Program		No Program

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	1,645
Federally funded Head Start enrollment, ages 3 and 4	3,265
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

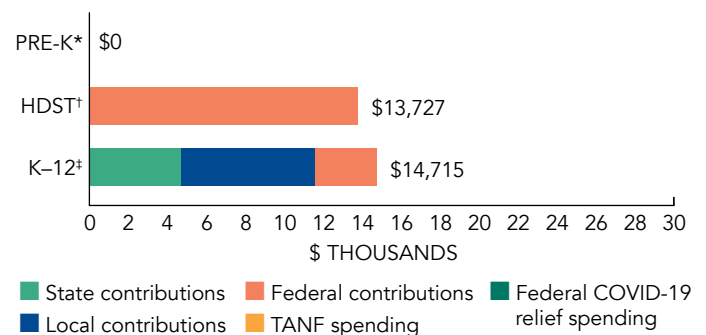
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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.

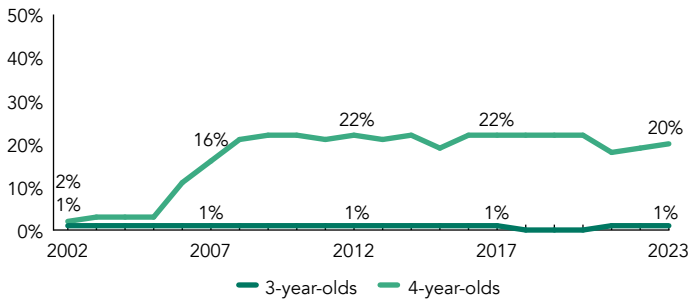
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

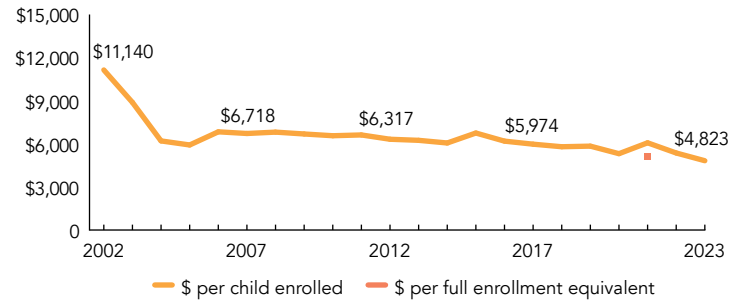


Tennessee

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Tennessee preschool enrolled 17,837 children, an increase of 1,203 from the prior year. State spending totaled \$86,029,013, down \$3,144,078 (4%), adjusted for inflation, since last year. State spending per child equaled \$4,823 in 2022-2023, down \$538 from 2021-2022, adjusted for inflation. Tennessee met 9 of 10 quality standards benchmarks.

WHAT'S NEW

In May 2023, the following curricula were approved to be used in VPK classrooms through May 2028: Kaplan Connect4Learning, Teaching Strategies Creative Curriculum, and HighScope Preschool Curriculum.

The Tennessee Department of Education received a \$4 million Preschool Development Grant Birth through Five (PDG B-5) planning grant in December of 2022 to develop and implement a comprehensive, statewide, birth through five needs assessment. This assessment will be followed by the development of a related strategic plan that also addresses activities that lead to more meaningful parent engagement, the sharing of resources and best practices among the different early childhood program providers, and improvements in overall quality. The plan also aims to improve the coordination of existing early childhood service delivery models and funding streams for the purpose of serving more children birth through age five.

BACKGROUND

Tennessee Voluntary Pre-K (VPK) was launched in 2005, building on the 1998 Early Childhood Education Pilot Project. VPK classrooms are now in 137 of the state's 142 school districts. Children from families meeting the income eligibility requirements are prioritized for enrollment in VPK, as are children with disabilities and dependent children of a parent who died as a result of war.

The Tennessee State Department of Education and Early Learning Division have administrative authority over VPK. Only local education agencies may apply for VPK grants, but districts may contract with private childcare agencies, Head Start agencies, institutions of higher education, public housing authorities, and any community-based or private agency with a rating of at least three stars on the state's quality rating and improvement system (QRIS) operating within the jurisdiction of the school district.

With commencement during the 2018-2019 school year, in-service professional development for directors, teachers, and assistant teachers in Tennessee Voluntary Pre-K increased from 24 to 30 clock hours per year, six of which were allocated to address developmentally appropriate literacy practices. Tennessee's Early Learning and Development Standards were instituted in 2018. The state also continues to implement the Pre-K Quality Act of 2016, a platform for revising the Tennessee Early Learning Development Standards. This created a shared definition of "quality" to guide quality improvements, established a vision for early learning at statewide trainings, supports curriculum implementation, provides guidance for district leaders, reduced the number of approved curricula, shifted to a competitive grant application based on program quality, piloted CLASS observations, trained CLASS observers, and enforced pre-K Student Growth Portfolios statewide. Each yearly cohort of Tennessee Pre-K classrooms observed by state level CLASS observers have seen statistically significant improvements in the Instructional Support domain from fall 2020 (3.0) to spring 2021 (3.4). VPK relies on numerous funding sources, including general education revenue. Federal Head Start, IDEA, Title I, and other funds are used to provide the required local match.

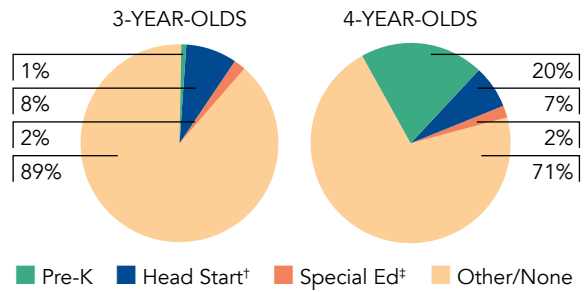
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
31	29	29	30	9

TENNESSEE VOLUNTARY PRE-K (VPK)

ACCESS

Total state pre-K enrollment.....	17,837
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.....	9,191
Federally funded Head Start enrollment, ages 3 and 4.....	14,151
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	TN PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	30 hours/year; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

9

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

RESOURCES

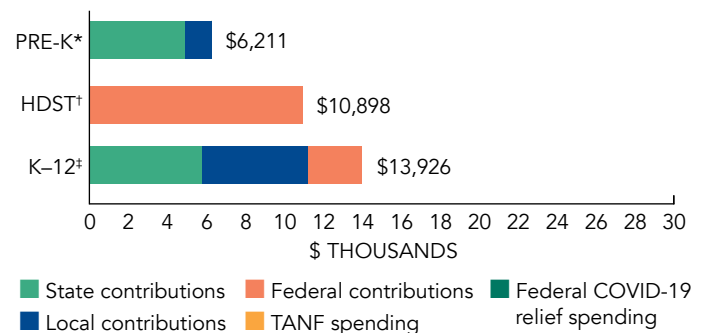
Total state pre-K spending.....	\$86,029,013
Local match required?.....	Yes
State Head Start spending.....	\$0
State spending per child enrolled.....	\$4,823
All reported spending per child enrolled*.....	\$6,211

* 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.

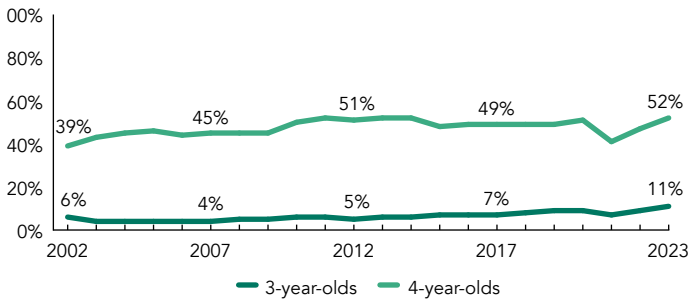
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

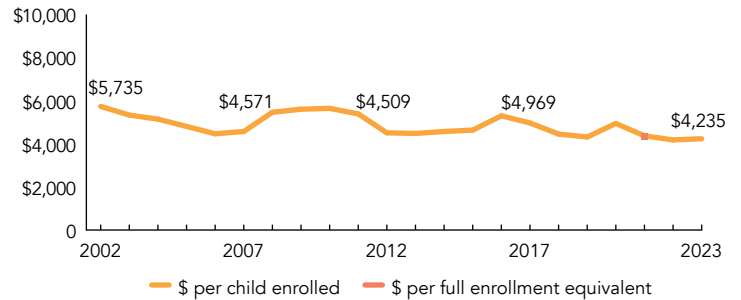


Texas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Texas preschool enrolled 243,592 children, an increase of 21,168 children. State spending totaled \$938,418,031 and an additional \$2,400,000 in federal recovery funds supported the program, up \$11,039,712 (1%), adjusted for inflation, since last year. State spending per child (including federal recovery dollars) equaled \$4,235 in 2022-2023, up \$54 from 2021-2022, adjusted for inflation. Texas met 4 of 10 quality standards benchmarks.

WHAT'S NEW

The Texas Legislature passed House Bill 2729, which clarifies certification and qualifications for pre-K program staff for open-enrollment charter schools, school districts, and entities contracted with schools to operate PreK4 programs. HB 2729 lowers qualification requirements for pre-K teachers in private settings so that no college degree is required, effective with the 2023-2024 school year. Previously all pre-K teachers were required to have at least a BA. The bill sunsets in 2029.

BACKGROUND

In 1985, Texas began funding half-day pre-K for eligible 4-year-olds through the Texas Public School Prekindergarten program. Currently, districts with 15 or more eligible 4-year-olds are required to offer pre-K. Districts with 15 or more eligible 3-year-olds can also offer pre-K but are not required to do so. The Texas Education Agency (TEA) Early Childhood Education Division oversees the free program in school districts and open-enrollment charter schools, and school districts are permitted to subcontract with nonpublic preschools to serve eligible children.

Students are eligible to participate in the Texas Public School Prekindergarten program if they are age-eligible and meet at least one of the following conditions: qualify for free or reduced-price lunch (185% FPL), are homeless, are in foster care, have a parent on active military duty or who was injured or killed on active duty, are unable to speak or comprehend English, and/or have a parent eligible for the Star of Texas Award.

In 2019, the Texas PDG B-5 team and Texas Early Learning Council led the use of grant funding to conduct a statewide 0-5 needs assessment, develop a statewide 0-5 strategic plan, increase parental choice and knowledge, share best practices, and improve overall quality of care. Also in 2019, House Bill (HB) 3 was passed by the 86th Texas Legislature and signed into law by Governor Abbott on June 11. HB 3 impacts districts and open-enrollment charter schools serving pre-K through third grade students by addressing early education allotment, full-day high-quality pre-K for eligible 4-year-olds, expanded early education reporting, early learning progress monitoring tools (single kindergarten assessment with one alternative available), and early childhood partnerships.

The Children's Learning Institute at the University of Texas-Health Science Center, in partnership with the TEA and Texas Workforce Commission, has developed a comprehensive professional development platform for early childhood educators that is free to all public school teachers, Head Start programs, families, and child care providers.

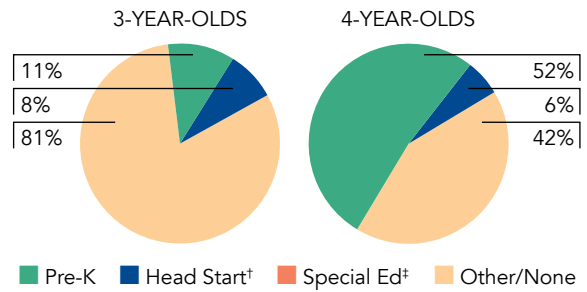
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
10	14	34	39	4

TEXAS PUBLIC SCHOOL PREKINDERGARTEN

ACCESS

Total state pre-K enrollment	243,592
School districts that offer state program	90%
Income requirement	185% FPL
Minimum hours of operation	32,400 minutes/year; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	30,822
Federally funded Head Start enrollment, ages 3 and 4	53,764
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	Approval process & supports	<input type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	P-6	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	30 hours/year (teachers only)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	22 (3- & 4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	No limit (3-year-olds); Must strive for 1:11 (4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, immunizations	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	None	Structured classroom observations; data used for program improvement	<input type="checkbox"/>
			4

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

RESOURCES

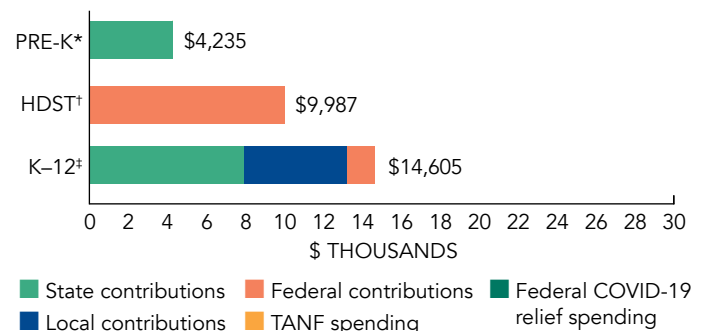
Total state pre-K spending	\$940,818,031
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$4,235
All reported spending per child enrolled*	\$4,235

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure. Due to changes to the state financial data reporting this year, Texas was not able to provide spending information comparable to past years.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

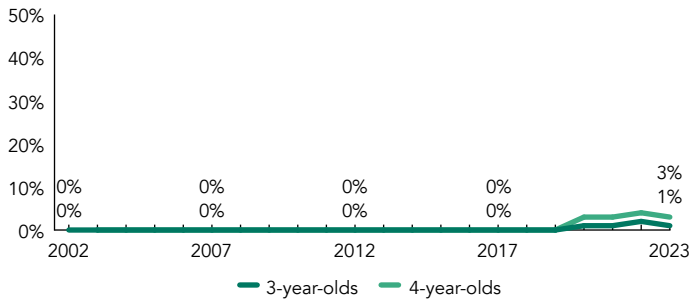
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

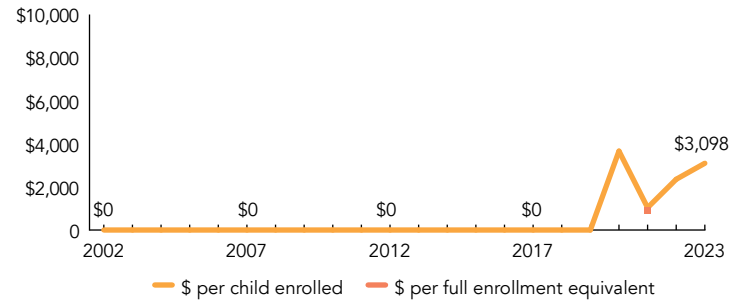


Utah

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Utah preschool enrolled 1,987 children, a decrease of 826 from the prior year. State spending totaled \$6,154,997, down \$467,663 (7%), adjusted for inflation, since last year. State spending per child equaled \$3,098 in 2022-2023, up \$743 from 2021-2022, adjusted for inflation. Utah met 5 of 10 quality standards benchmarks.

WHAT'S NEW

The number of children served by the School Readiness Grant program in 2022-2023 decreased because of increased costs to provide high-quality preschool services and some previous grantees no longer participating in the grant program.

At the end of summer 2022, COVID-19 relief funding was used to provide a one-time \$2,000 retention bonus to early educators.

In 2022-2023, Utah implemented a \$4.8 million Preschool Development Grant Birth through Five (PDG B-5) renewal grant. The funding was used to update Utah's statewide early childhood needs assessment, establish and extend technology to increase parent and family engagement in early childhood programs, and increase training and coaching for early educators.

BACKGROUND

In 2016, the High-Quality School Readiness Expansion (HQSR-E) grant program was established to expand access to high-quality school readiness programs for eligible children. The HQSR-E grant program provided funding to LEAs and private providers with existing, high-quality early education programs to serve economically disadvantaged 4-year-old children. The HQSR-E program ended in June 2019 and was replaced by the Expanded Student Access to High Quality School Readiness (ESA) grant program.

With the passing of SB 166 in 2019, the School Readiness Board governs both the Becoming High-Quality (BHQ) and ESA grant programs for both public and private providers. The BHQ program provides funding to help existing preschool programs increase program quality to later qualify for ESA grant funding. The ESA program allows high-quality preschool programs to expand access and provide seats to eligible students. An eligible student is one who is economically disadvantaged and whose parent or guardian reports they also have experienced at least one risk factor (e.g., mother is 18 or younger, parents with a low reading ability, exposure to substance abuse) or a student that is an English Learner.

SB166 also codified Utah's UPSTART Program, which provides a home-based, technology-delivered kindergarten readiness program to children throughout the state and prioritizes children from low-income families. The program includes an annual independent evaluation contracted by the Utah State Board of Education (USBE).

In May 2020, the new Utah Core Standards: Early Learning (Ages 3-5) were approved by the USBE. USBE staff collaborated with other agencies and early childhood professionals to provide professional learning during the 2020-2021 school year to encourage and assist with the implementation of the new standards starting in the 2021-2022 school year.

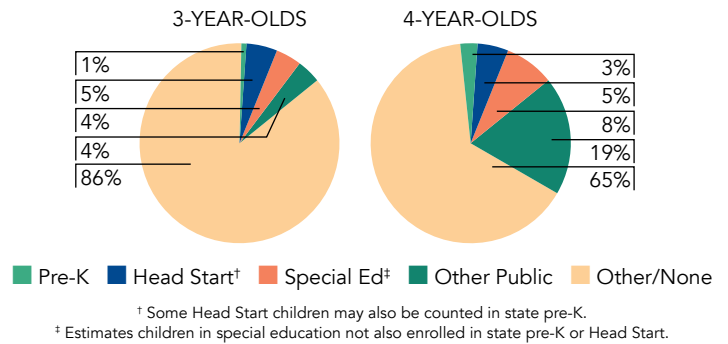
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
45	28	43	36	5

EXPANDED STUDENT ACCESS TO HIGH QUALITY SCHOOL READINESS PROGRAMS (ESA)

ACCESS

Total state pre-K enrollment	1,987
School districts that offer state program	41% (counties)
Income requirement	185% FPL
Minimum hours of operation	Determined locally
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	6,793
Federally funded Head Start enrollment, ages 3 and 4	4,590
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

POLICY	UT PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned with child assessments, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	CDA	BA	<input type="checkbox"/>
Teacher specialized training	CDA	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	None	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours/year (teachers only); Coaching (teachers only)	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"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	None	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

5

RESOURCES

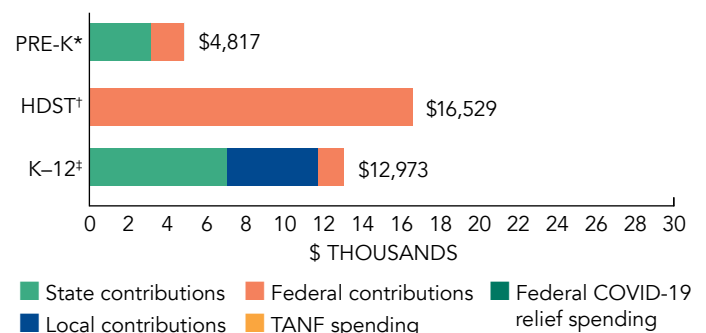
Total state pre-K spending	\$6,154,997
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$3,098
All reported spending per child enrolled*	\$4,817

* 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.

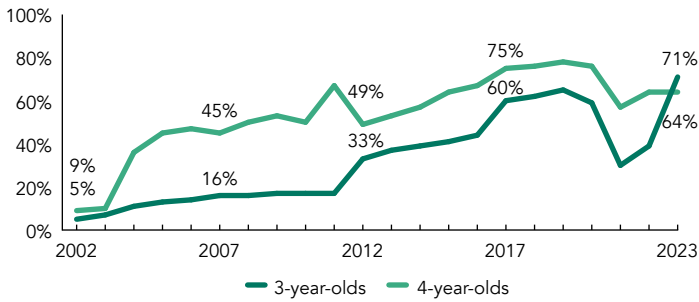
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

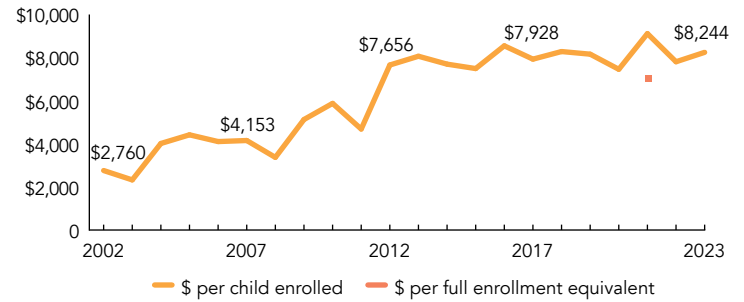


Vermont

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Vermont preschool enrolled 8,334 children, an increase of 793 from the prior year. State spending totaled \$68,702,087, up \$9,832,410 (17%), adjusted for inflation, since last year. State spending per child equaled \$8,244 in 2022-2023, up \$437 from 2021-2022, adjusted for inflation. Vermont met 7 of 10 quality standards benchmarks.

WHAT'S NEW

Act 76 was passed in June 2023 which convened a committee to study policy changes that may have impacts for both early childhood and school-age settings. One of the goals of Act 76 includes increasing equitable access and enhancing the quality of Universal Prekindergarten for four-year-olds.

BACKGROUND

In 1987, Vermont created the Vermont Early Education Initiative (EEI), an annual competitive grant program to finance early education opportunities for at-risk 3- to 5-year-olds. In 2007, legislation expanded publicly funded prekindergarten education for 4-year-old children in public schools and private programs and provided funding through the state's Education Fund, similar to K-12, pro-rated based on a model of 10 hours per week.

Starting in 2014, Act 166, required all public school districts to offer Universal Prekindergarten (UPK) for every 3-, 4-, and 5-year-old child not enrolled in kindergarten, for a minimum of 10 hours per week for 35 weeks annually. UPK was fully implemented beginning in the 2016-2017 school year, with pre-K provided through school district operated programs and in contractual partnerships with state approved public and private programs.

Act 166 also requires an annual legislative evaluation of the state's pre-K efforts that includes the number of children and programs participating in UPK, child progress monitoring data, and quality rating and improvement system (QRIS) level information. All Vermont state pre-K programs are required to attain at least four of five stars in Vermont's QRIS, Step Ahead Recognition Systems (STARS), or hold NAEYC accreditation. STARS requires structured observations of classroom quality using the ECERS or CLASS. Licensed educators with an endorsement in early childhood education and/or early childhood special education are required to be lead teachers in all public school UPK classrooms. For private UPK programs, the licensed educator is required to oversee lead teachers in private UPK classrooms to ensure implementation of UPK education for each child.

The Vermont Agency of Education (AOE) and Agency of Human Services (AHS) completed the process of designing a joint agency Pre-K Monitoring System that builds upon existing monitoring systems and procedures to assess the quality of the state's approved private and public UPK programs.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
6	2

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
13	17

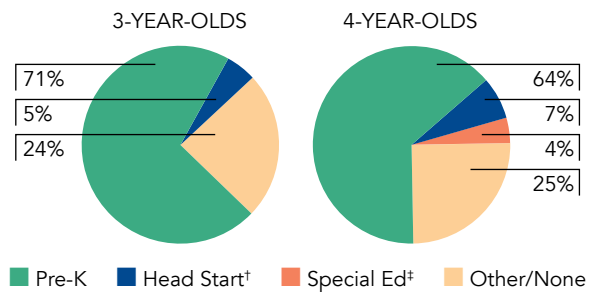
TOTAL BENCHMARKS MET
7

VERMONT UNIVERSAL PREKINDERGARTEN EDUCATION (ACT 166)

ACCESS

Total state pre-K enrollment	8,334
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	1,101
Federally funded Head Start enrollment, ages 3 and 4	725
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); BA for lead teacher, AA for classroom teacher (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, Elem. Ed. with ECE, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	6 credit hours/5 years (teachers); 15 hours/year (assistants); PD plans; Coaching (public & some nonpublic)	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"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

7

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

RESOURCES

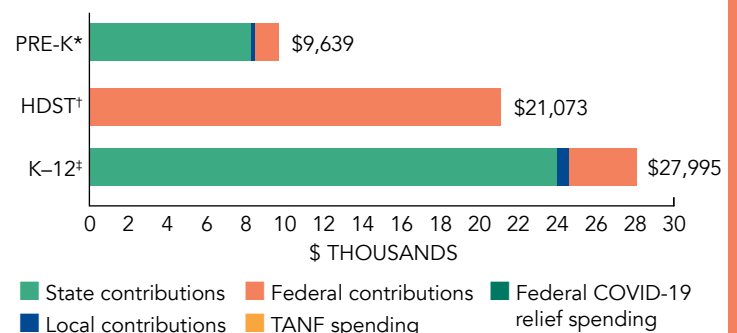
Total state pre-K spending	\$68,702,087
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$8,244
All reported spending per child enrolled*	\$9,639

* 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.

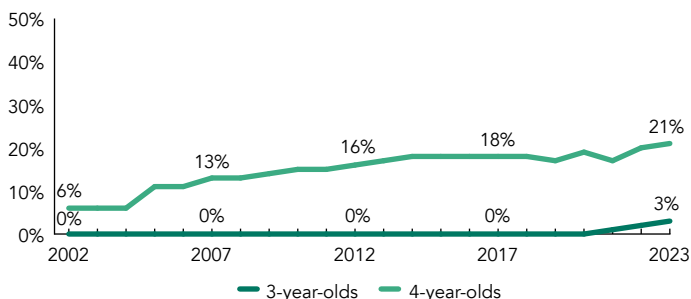
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

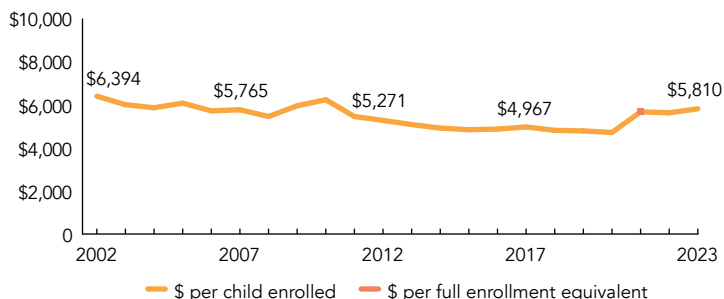


Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Virginia's two preschool programs enrolled a total of 24,169 preschool-age children, an increase of 1,893 from the prior year. State spending for both programs totaled \$124,134,116, and an additional \$16,282,075 in federal recovery funds supported Mixed Delivery, up \$15,133,853 (12%) total, adjusted for inflation, since last year. State spending per child (including federal recovery funds) for both programs equaled \$5,810 in 2022-2023, up \$186 from 2021-2022, adjusted for inflation. State spending per child for the Virginia Preschool Initiative (VPI) equaled \$5,295 and Mixed Delivery equaled \$12,067 (including recovery funds). Virginia VPI met 6 of 10 quality standards benchmarks, while Mixed Delivery met 4 of 10.

WHAT'S NEW

In 2022, the state budget included an additional \$16 million for VPI and increased per pupil rates that are benchmarked based on the standards of quality. Starting during the 2022-23 school year, the per pupil rates will be based on the biannually re-benchmarked rate, which follows the same model of basing costs on standards of quality as K-12. This change led to a significant increase in the per child rate and will ensure that the VPI rate remains comparable to other grade levels.

Virginia also increased Early Childhood Care & Education (ECCE) slot reimbursement rates for its Mixed Delivery preschool program to 100% of the Cost of Quality beginning with the 2023-2024 program year. While increases in teacher compensation are not required in Mixed Delivery, the Mixed Delivery model and the increases in the funding formula allow and incentivize site leaders to invest in classroom and center stability by increasing compensation for teachers in Mixed Delivery classrooms to levels that approach public school teachers' salary and benefits as part of the strategy to address Virginia's ECCE workforce challenges.

Most of the Mixed Delivery funding came from federal relief funds in 2022-2023 and continues to do so in 2023-2024. Sustaining recent expansions to Mixed Delivery is dependent upon receiving additional state funding in the 2025-2026 state biennial budget.

In December 2022, Virginia was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) one-year planning grant for \$4 million. The state is using the funding to update the statewide ECCE needs assessment and strategic plan, as well as implement key ECCE priorities related to quality early learning settings and supporting the ECCE workforce.

BACKGROUND

The Virginia Preschool Initiative (VPI) began in 1995 to serve at-risk 4-year-olds not enrolled in existing preschool programs. During the 2022-2023 school year, VPI programs operated in 96% of eligible school divisions. Programs are required to operate for a minimum of three hours per day, though 95% of children attend full-day programs throughout the school year. VPI is funded by an annual legislative appropriation of state general funds and a required local match based on the local composite index. The local match is capped at half the per-pupil amount. Funding for VPI is available to school divisions where there are at-risk 3- and 4-year-olds who are not served by Head Start.

The Mixed Delivery program began during the 2016-2017 school year and was included in the State of Preschool Yearbook for the first time in 2022. This program is administered by the Virginia Early Childhood Foundation (VECF) as a public/private partnership and provides publicly funded early childhood care and education (ECCE) services in licensed, non-school-based and non-faith-based private ECCE settings. Eligible children are those who have been identified as at-risk for entering kindergarten without the necessary social and academic skills for success. From its inception until 2020, Mixed Delivery was designed to test innovative strategies that addressed community-level barriers to preschool access for families whose needs and preferences were not met by the school-based VPI program. In 2020, the Mixed Delivery program shifted to an access model that more fully covered (and in 2023-2024, fully covers) the cost of quality for full-day, year-round services for eligible children.

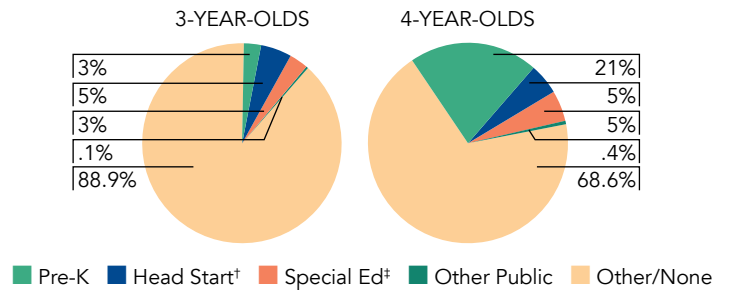
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VIRGINIA STATE OVERVIEW

ACCESS

Total state pre-K enrollment	24,169
Special education enrollment, ages 3 and 4	10,648
Federally funded Head Start enrollment, ages 3 and 4	9,730
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

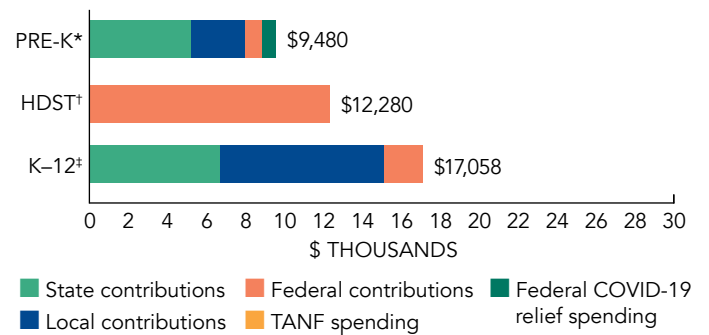


† Estimates children in Head Start not also enrolled in state pre-K.
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$140,416,191
State Head Start spending	\$0
State spending per child enrolled	\$5,810
All reported spending per child enrolled*	\$9,480

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		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
30	23	23	19	5.8

During the 2022-2023 school year, all VPI and Mixed Delivery programs were invited to participate in VQB5, Virginia’s quality measurement and improvement system, and 76% of public schools and 100% of registered Mixed Delivery programs participated. The new unified system uses measures of teacher-child interactions and curriculum implementation to support improvement across all publicly funded birth-to-five program and will be required for all publicly funded birth-to-five programs by Fall 2023.

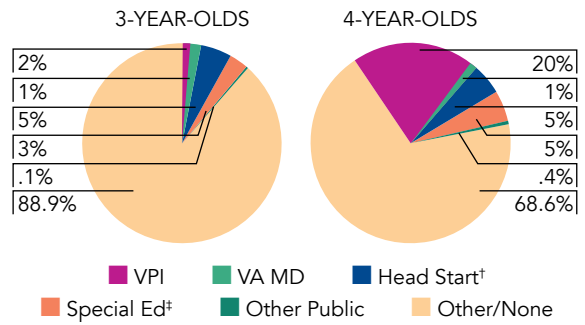
Virginia’s overall support for state-funded preschool, including enrollment and funding for both VPI and Mixed Delivery, is depicted in the first two pages of this state profile. The third page focuses solely on VPI, and the fourth page on Mixed Delivery.

VIRGINIA PRESCHOOL INITIATIVE

ACCESS

Total state pre-K enrollment.....	22,331
School districts that offer state program.....	96% (school divisions)
Income requirement.....	200% FPL
Minimum hours of operation.....	3 hours/day; 5 days/week
Operating schedule.....	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	VA VPI REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); HSD (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD (public); None (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours/school year	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"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Referrals not required	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

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RESOURCES

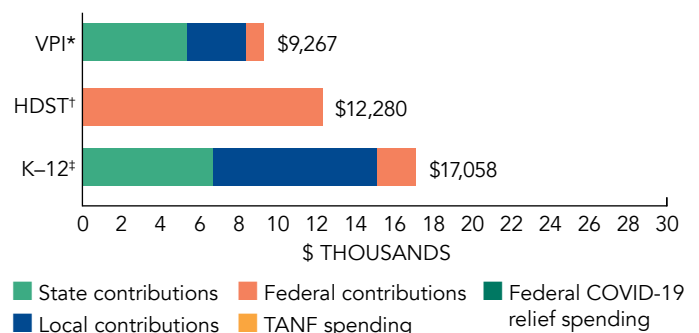
Total state pre-K spending	\$118,237,825
Local match required?.....	Yes
State spending per child enrolled	\$5,295
All reported spending per child enrolled*	\$9,267

* 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

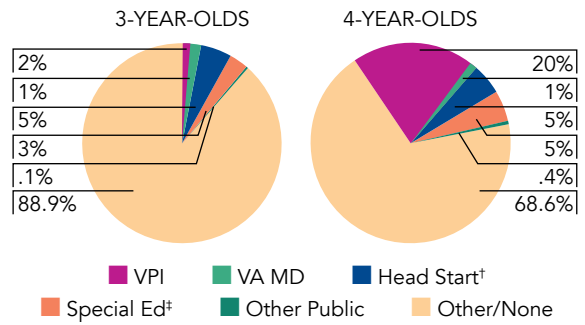


VIRGINIA EARLY CHILDHOOD FOUNDATION MIXED DELIVERY

ACCESS

Total state pre-K enrollment	1,838
School districts that offer state program	42% (localities)
Income requirement	200% FPL
Minimum hours of operation	6.5 hours/day; 5 days/week
Operating schedule	Full calendar year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	VA MD REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	None	BA	<input type="checkbox"/>
Teacher specialized training	None	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	None	CDA or equivalent	<input type="checkbox"/>
Staff professional development	16 hours/school year	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	30 (3- & 4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Immunizations & Full physical exam; Referrals not required	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

4

RESOURCES

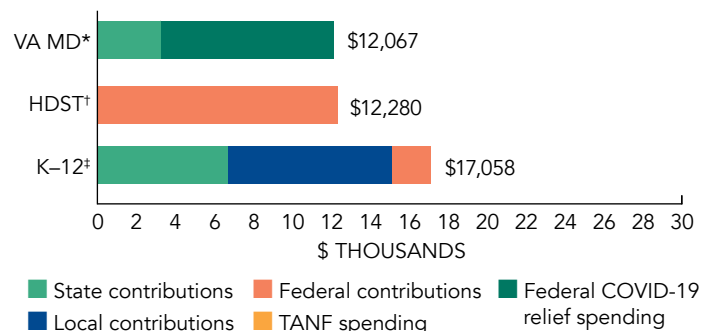
Total state pre-K spending	\$22,178,366
Local match required?	No
State spending per child enrolled	\$12,067
All reported spending per child enrolled*	\$12,067

* 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.

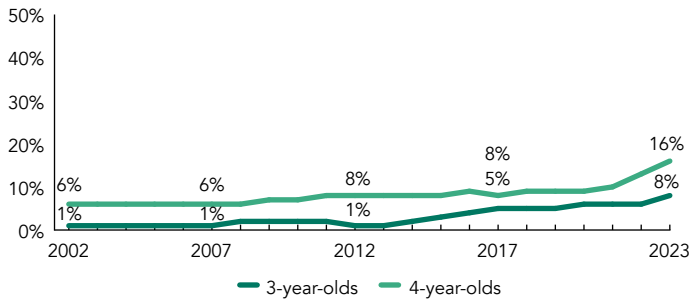
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

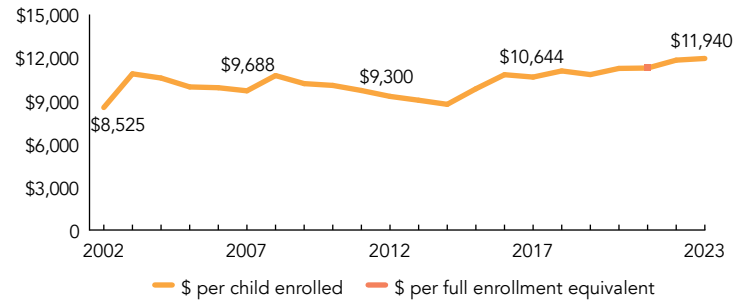


Washington

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year Washington’s Department of Children, Youth, and Families (DCYF) enrolled 15,808 children in the Early Childhood Education and Assistance Program (ECEAP), an increase of 801 children from the prior year. State spending for ECEAP totaled \$177,228,389 with an additional \$4,605,000 in federal recovery funding to support the program, up \$8,614,391 (5%), adjusted for inflation, since last year. State spending per child on ECEAP equaled \$11,503 (including recovery dollars) in 2022-2023, down \$40 from 2021-2022, adjusted for inflation. Washington ECEAP met 9 of 10 quality standards benchmarks.

Washington’s Office of Superintendent of Public Instruction (OSPI) also served 5,244 children in a Transitional Kindergarten (TK) program during the 2022-2023 school year, up 2,117 children from the prior year. State spending for TK was \$69,532,084, an increase of \$28,345,101 (69%), adjusted for inflation, since last year. State spending per child on TK was \$13,259, up \$88 from 2021-2022, adjusted for inflation. TK met 6 out of 10 quality standards benchmarks.

WHAT’S NEW

ECEAP added 800 more slots during the 2022-2023 school year and another 500 in 2023-2024 as well as 1,000 part- to full-day conversions. In 2022-2023, a 1.6% slot rate increase also took effect. In 2023-2024 contractors received additional increases: 18% for school-day slots, 9% for working-day slots, and 7% for part-day slots. Summer ECEAP was funded by the state legislature for the first time and was provided by 21 ECEAP contractors to 1,948 students in the summer of 2022. The state also helped to fund 178 Early ECEAP slots for children birth to age three after the PDG B-5 grant ended in December 2022. The legislature also funded \$7 million for the Tribal Early Learning Fund to provide critical, culturally sensitive services.

Income eligibility was expanded and moved to State Median Income (SMI) instead of Federal Poverty Level (FPL) in 2021-2022. Income eligibility categories will increase again in 2030-2031. The state QRIS implemented a revised quality recognition and improvement system based on provider feedback that moves to a virtual data collection model that allows reviewers the opportunity to see every teaching environment and engage in coaching with teachers.

The Department of Children, Youth, and Families (DCYF) and the Office of the Superintendent of Public Instruction (OSPI) are supporting TK programs with TA on collaborating with community-based partners (including ECEAP), Head Start, child care, family child care, and licensed tribally-led early learning programs. DCYF and OSPI jointly identified strategies to improve alignment of high quality preschool across the two agencies and increase equitable access to preschool.

BACKGROUND

In 2018, the Washington Department of Early Learning merged into the new Department of Children, Youth, and Families (DCYF), which oversees early learning programs along with child welfare and juvenile rehabilitation. One of the five strategic priorities for DCYF is to create a high-quality integrated birth to eight system. This includes expanding access to infant/toddler supports, expanding access to affordable, high-quality care, creating a responsive and inclusive integrated pre-K system, and expanding supports to the early learning workforce. The state ECEAP, created in 1985, is a large part of the state’s strategy to accomplish this goal. In recent years, both funding and enrollment for ECEAP have been growing. ECEAP funding comes from the state general fund, the Education Legacy Trust Account funded by estate taxes, and the “opportunity pathways account” financed by lottery proceeds. In 2010, the state Legislature established the ECEAP as a statutory entitlement for all eligible children, not funded by Head Start, by the 2018-2019 school year — a deadline extended to 2026-2027. ECEAP focuses on the whole child and provides comprehensive nutrition, health, education and family support services to Washington’s most at-risk young children. To be eligible for ECEAP currently, children must be 3- or 4-years-old and live in households with an income at or below 36% SMI for non-tribal children or 100% SMI for tribal children, eligible for special education services, experiencing homelessness, or previously participated in an approved birth to three early learning program. Up to 10% of ECEAP enrollment may include children whose families do not meet the poverty requirement but experience other risk factors that could jeopardize learning, development, or school success.

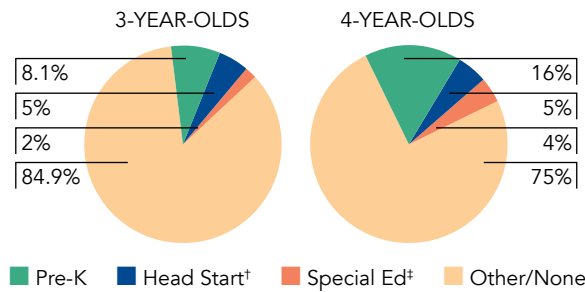
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WASHINGTON STATE OVERVIEW

ACCESS

Total state pre-K enrollment	21,052
Special education enrollment, ages 3 and 4	9,665
Federally funded Head Start enrollment, ages 3 and 4	9,361
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

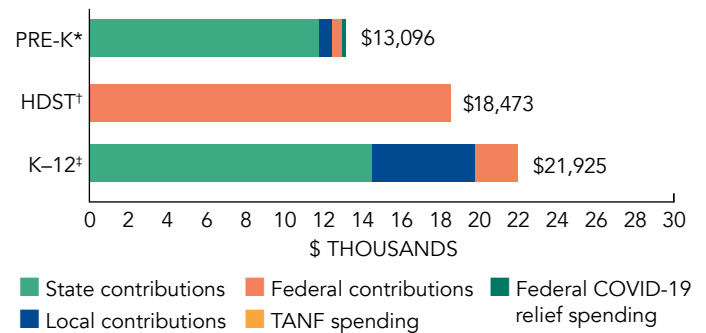


† Estimates children in Head Start not also enrolled in state pre-K.
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$251,365,473
State Head Start spending	\$0
State spending per child enrolled	\$11,940
All reported spending per child enrolled*	\$13,096

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		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	ECEAP	TK
33	17	5	6	9	6

The Office of Superintendent of Public Instruction (OSPI) is the primary agency charged with overseeing public K–12 education in Washington state. Working with the state’s 295 public school districts and six state-tribal education compact schools, OSPI allocates funding and provides tools, resources, and technical assistance so every student in Washington is provided a high-quality public education. The goal of Washington’s K–12 education system is to prepare every student for postsecondary pathways, careers, and civic engagement.

OSPI’s Transitional Kindergarten (TK) is a kindergarten program for children aged 5 who have missed the cutoff for kindergarten or are turning 5 before the following school year and do not have access to high-quality early learning experiences prior to kindergarten. Districts may offer TK programs, but they are not required to do so. The requirements for TK are the same as those for regular kindergarten established by RCW 28A.150.315. While school districts in Washington have always had the ability to enroll children into kindergarten early, TK has gained momentum in recent years, as a strategy for closing opportunity gaps.

Washington’s overall support for state-funded preschool is depicted in the first two pages of this state profile. The third page focuses on ECEAP and the fourth page on TK.

EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM (ECEAP)

ACCESS

Total state pre-K enrollment 15,808

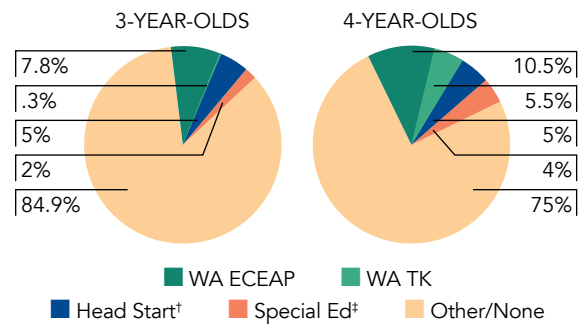
School districts that offer state program 92% (counties)

Income requirement 36% SMI (non-tribal children);
100% SMI (tribal children)

Minimum hours of operation 3 hours/day

Operating schedule School year (part- & school day);
Full calendar year (working-day)

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	WA ECEAP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	20 hours/year (teachers); 15 hours/year (assistants); PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

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RESOURCES

Total state pre-K spending \$181,833,389

Local match required? No

State spending per child enrolled \$11,503

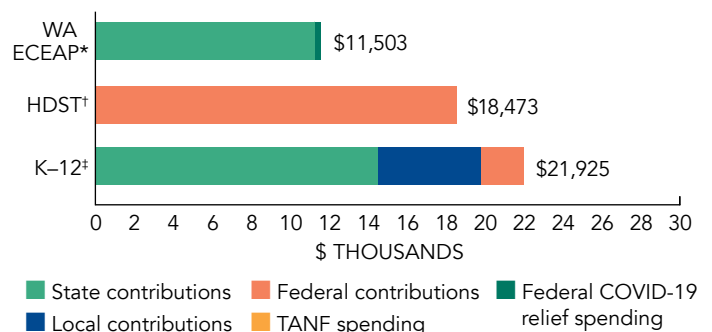
All reported spending per child enrolled* \$11,503

* 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

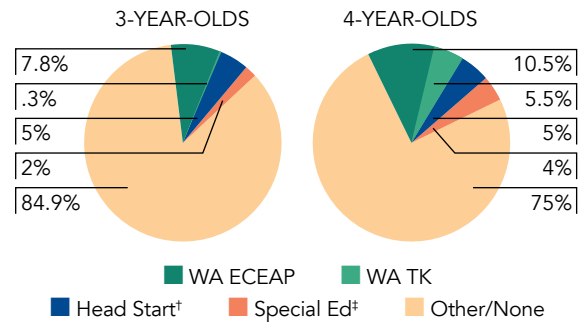


TRANSITIONAL KINDERGARTEN (TK)

ACCESS

Total state pre-K enrollment.....	5,244
School districts that offer state program.....	50%
Income requirement.....	No income requirement
Minimum hours of operation.....	27.75 hours/week; 5 days/week
Operating schedule.....	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	WA TK REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, Elem. Ed., ECE SpEd, SpEd	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	100 hours/5 years (teachers); 3 days/year (assistants); PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	No limit (3- & 4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	No limit (3- & 4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

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RESOURCES

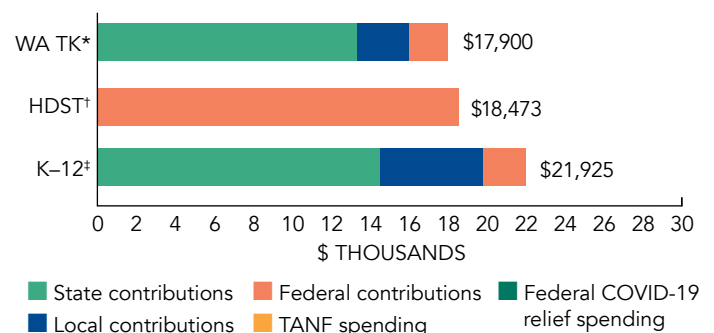
Total state pre-K spending	\$69,532,084
Local match required?.....	No
State spending per child enrolled	\$13,259
All reported spending per child enrolled*	\$17,900

* 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.

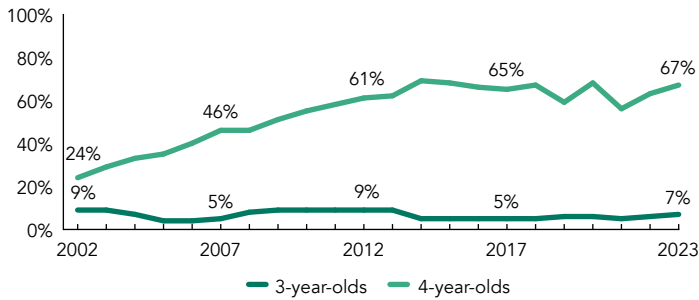
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

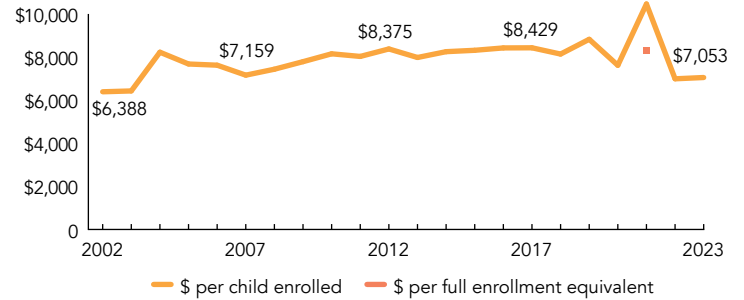


West Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, West Virginia preschool enrolled 13,731 children, an increase of 463 from the prior year. State spending totaled \$92,238,300 and an additional \$4,317,875 in TANF funds and \$289,520 in federal recovery funds supported the program, up \$4,097,211 (4%), adjusted for inflation, since last year. State spending per child (including TANF and federal recovery funds) equaled \$7,053 in 2022-2023, up \$63 from 2021-2022, adjusted for inflation. West Virginia met 9 of 10 quality standards benchmarks.

WHAT'S NEW

In December 2022, West Virginia was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) one-year planning grant for \$2 million. The state is using this opportunity to enhance a coordinated system of early care and education by further strengthening connections of the collaborative pre-K program and programs serving children and families birth to pre-K, including enhanced transitions services.

BACKGROUND

West Virginia introduced public preschool in 1983 for 3- and 4-year-olds through the Public School Early Childhood Education program. In 2002, legislation passed that required pre-K to be available to all 4-year-olds by 2012. Today, West Virginia's Universal Pre-K System provides pre-K programs in all 55 counties in the state, serving 4-year-olds, as well as some 3-year-olds with special needs, and some kindergarten-eligible children if it is determined that kindergarten placement is not in the child's best interest.

Public schools receive West Virginia Universal Pre-K funding directly, with half of all programs required to partner with child care centers, private pre-K, or Head Start agencies to meet demand. During the 2022-2023 school year, the collaboration rate was 83%. Programs are permitted to use additional funding from IDEA and federal Head Start.

As of July 2013, all new lead teachers in nonpublic settings are required to have at least a BA in ECE or a related field and, as of July 2014, all assistant teachers are 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 also increased instructional days per year and hours per week to at least 1,500 minutes (25 hours) of instruction per week and 48,000 minutes (800 hours) of instruction per year. Programs must operate no fewer than four days per week.

The West Virginia Universal Pre-K program had undergone a multi-year study to assess the effects of program participation. Programs develop monitoring systems to offer ongoing continuous quality improvement, using reliable monitoring tools selected by a local collaborative team. Children are assessed three times per year using the Early Learning Scale, and this information is used to track child and program outcomes over time, guide teacher professional development and coaching, adjust instructional practices, and support school readiness.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
4	20	17	15	9

WEST VIRGINIA UNIVERSAL PRE-K

ACCESS

Total state pre-K enrollment 13,731

School districts that offer state program 100% (counties/parishes)

Income requirement No income requirement

Minimum hours of operation 25 hours/week; 4 days/week

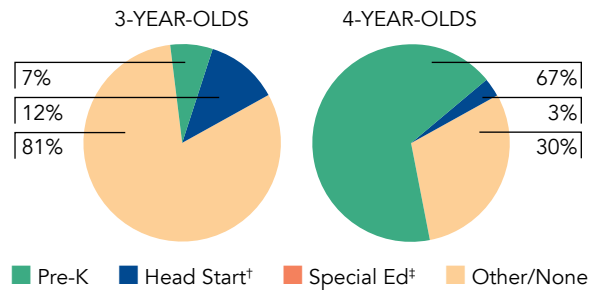
Operating schedule School or academic year

Special education enrollment, ages 3 and 4 3,032

Federally funded Head Start enrollment, ages 3 and 4 6,682

State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching (classrooms collaborating with Head Start)	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"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

9

RESOURCES

Total state pre-K spending \$96,845,695

Local match required? No

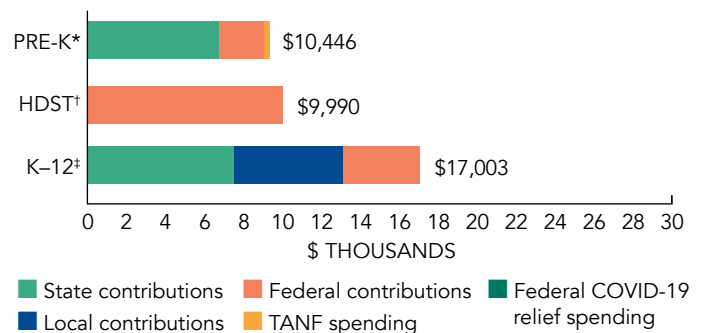
State Head Start spending \$0

State spending per child enrolled \$7,053

All reported spending per child enrolled* \$10,446

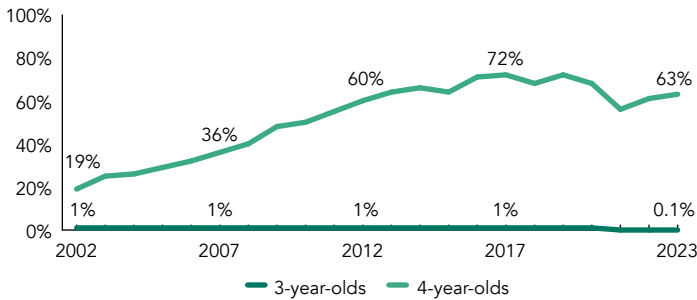
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

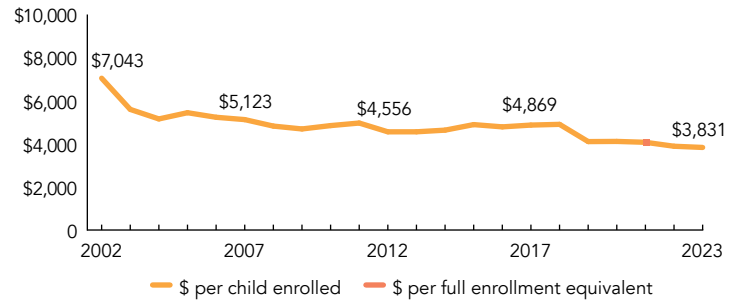


Wisconsin

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Wisconsin preschool enrolled 44,901 children, a decrease of 845 from the prior year. State spending totaled \$171,994,862, down \$5,838,754 (3%), adjusted for inflation, since last year. State spending per child equaled \$3,831 in 2022-2023, down \$57 from 2021-2022, adjusted for inflation. State spending per child is an average; funding for Wisconsin Four-Year-Old Kindergarten (4K) is based on a formula that results in varying spending amounts per child. Wisconsin met 2 of 10 quality standards benchmarks.

BACKGROUND

Since becoming a state in 1848, Wisconsin's Constitution has included a promise to provide free, voluntary education for 4-year-olds. School districts are not required to offer a 4K program, but if they do, it must be open to all age-eligible children within the school district.

Funding for 4K is part of the overall school funding formula. For state aid purposes, 4K students are counted as either .5 or .6 full time equivalent (FTE), depending on the services the school provides. Districts provide either 437 hours of instruction or 349.5 hours of instruction and 87.5 hours of family outreach (for .5 FTE membership aid) or 437 hours of instruction and 87.5 hours of family outreach (for .6 FTE membership aid). Funds for 4K are distributed to public schools, which may subcontract and collaborate with community providers per guidance of public education funding and state requirements. Operating schedules are locally determined with most programs operating part-day, four or five days per week and some programs operating full-day, two or three days per week.

The Wisconsin Head Start State Supplement Grant is a separate budgetary item that offers state funding, via an application, to federal Head Start grantees in Wisconsin. Funding is used to supplement the provision of comprehensive early childhood education services for children and families enrolled in Early Head Start and Head Start. Awarded grantees continue to follow the federal Head Start Performance Standards. Ongoing collaborative efforts bring together Head Start technical assistance and training with other professional development efforts at both the state and local levels. The Wisconsin Head Start State Supplement Grant data is no longer included in this report beginning with the 2020-2021 school year since supplemental funds do not substantially expand the number of children served.

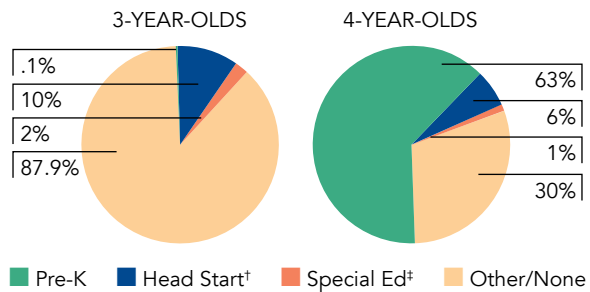
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
7	35	38	27	2

WISCONSIN FOUR-YEAR-OLD KINDERGARTEN (4K)

ACCESS

Total state pre-K enrollment	44,901
School districts that offer state program	99.5%
Income requirement	No income requirement
Minimum hours of operation	2.5 hours/day
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	8,123
Federally funded Head Start enrollment, ages 3 and 4	10,392
State-funded Head Start enrollment, ages 3 and 4	368

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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 PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned with some other state standards, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	B-3, K-9	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD (public); Other (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Staff professional development	PD plans (public teachers); Coaching (some nonpublic)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	Determined locally (3- & 4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	Determined locally (3- & 4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision & immunizations	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations determined locally; Data used for program improvement at local level only	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



RESOURCES

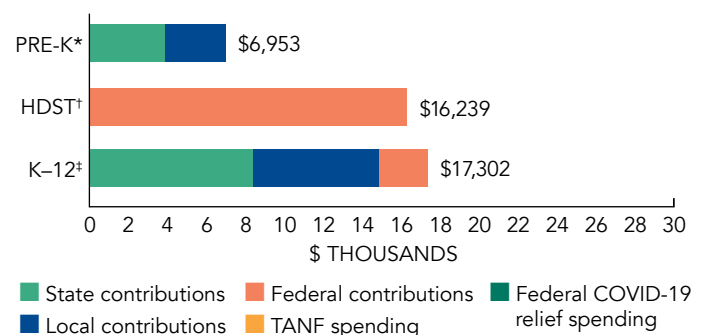
Total state pre-K spending	\$171,994,862
Local match required?	No
State Head Start spending	\$6,264,100
State spending per child enrolled	\$3,831
All reported spending per child enrolled*	\$6,953

* 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

The 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 Wyoming Department of Health (WDH) administers a statewide developmental preschool system to provide IDEA services for 3- to 5-year-olds, and Wyoming Department of Family Services (DFS) administers the TANF program through a competitive grant process which funds high-quality preschool services for children whose families qualify for TANF.

In 2022, the Wyoming Department of Education (WDE) distributed \$2.7 million to 12 preschools serving low-income children. 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 pursue accreditation through the NAEYC.

The Wyoming Early Childhood State Advisory Council was created in 2010 and is a collaboration 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. The Wyoming Advisory Panel for Students with Disabilities functions in the same capacity with a focus on students qualifying and receiving special education services.

In December 2020, Wyoming received a \$2,098,776 Preschool Development Grant Birth–Five award. The funding supported the state in addressing the following five activities: (1) Conducting a statewide B–5 needs assessment; (2) Developing a statewide B–5 strategic plan; (3) Maximizing parental knowledge and choice; (4) Sharing best practices among early childhood care and education (ECE) providers; and (5) Improving overall program quality. There are two programs providing support and COVID-19 relief to early childhood programs with CARES Act Child Care Development Block Grant funds, and a partnership between DFS and Wyoming Kids First. The state also received a PDG B–5 grant in December 2022 for \$3,301,647.

The COVID-19 pandemic significantly impacted pre-K enrollment in 2021-2022. The TANF program was not funded with additional CARES money to adjust to the impact of the learning loss experienced. There is no current pre-K legislation indicating pre-K as a part of educational pathways in Wyoming.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

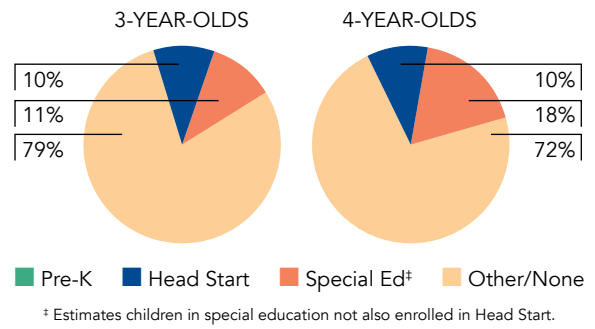
TOTAL BENCHMARKS MET
No Program

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	2,263
Federally funded Head Start enrollment, ages 3 and 4	1,244
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

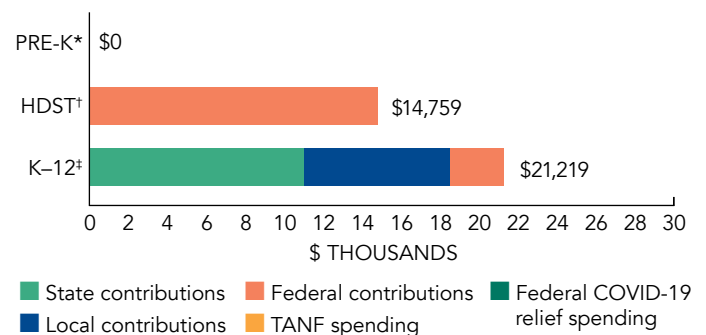
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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 Services, and the Department of Health.

American Samoa's early learning guidelines, for children ages three to five, 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.

As of January 2017, American Samoa was in the late stages of developing a quality rating and improvement system (QRIS) with components including parent engagement, administration, professional development, and health/safety.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
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	25
Federally funded Head Start enrollment, ages 3 and 4	888
State-funded Head Start enrollment, ages 3 and 4	0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

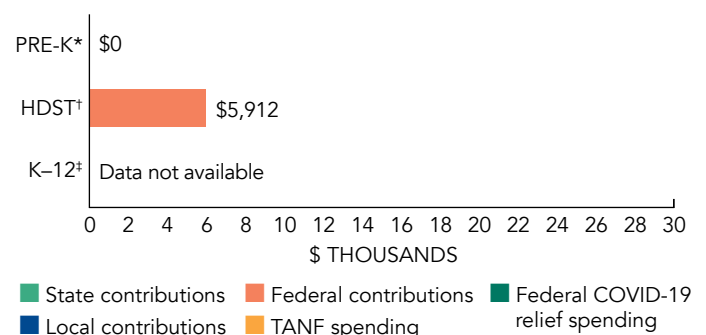
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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.

SPENDING PER CHILD ENROLLED



NO PROGRAM

Although 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 in ten centers across multiple islands, providing two center-based program options: double session (half-day) and full-day. During the 2017-2018 school year, there were 192 enrollment slots allocated to the half-day variation that offered services four days per week, 152 days per year, in both the morning and the afternoon. The remaining 204 slots operated a standard full-day with 6.5 hours of planned class operations, five days a week, 160 days per year. The CNMI Head Start program had 396 preschool-aged Head Start slots and 64 Early Head Start slots in 2022-2023.

In December 2019, the CNMI was awarded \$2,125,989 under the Preschool Development Grant Birth through Five competition to support development, planning, and coordination of the territory's early learning system. The Department of Community and Cultural Affairs (DCCA) was named as the lead agency overseeing this award to coordinate and collaborate efforts across early childhood programs.

Since February 2015, the CNMI continues to be the lone grantee in the Outer Pacific to be awarded the Early Head Start- Child Care Partnership Grant. The program operates for eight hours a day, five days a week for the full calendar year (222 instructional days). In 2017-2018, the program served a total of 64 infants and toddlers, ages six weeks to three years old. Forty-eight of the enrolled slots are in grantee-operated classrooms, and the remaining 16 slots are allocated as partnership slots. The Northern Marianas International School is the lone partnership site that has two classrooms serving Early Head Start enrolled children.

CNMI has early learning guidelines for children birth through age five 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 developed a quality rating and improvement system (QRIS), called Reach Higher, CNMI, that provides reviews, ratings, coaching and technical assistance to eight local care providers. Program quality assessment tools are already used for quality assurance and monitoring and are now incorporated as 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
No Program

COMMONWEALTH OF THE 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	61
Federally funded Head Start enrollment, ages 3 and 4	396
State-funded Head Start enrollment, ages 3 and 4	0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

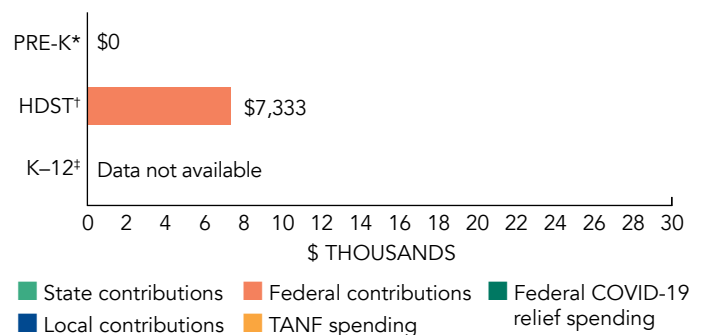
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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.

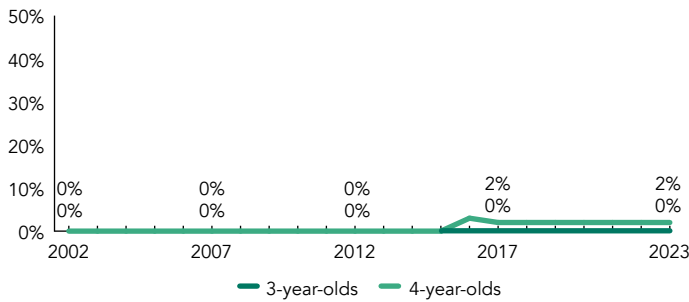
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

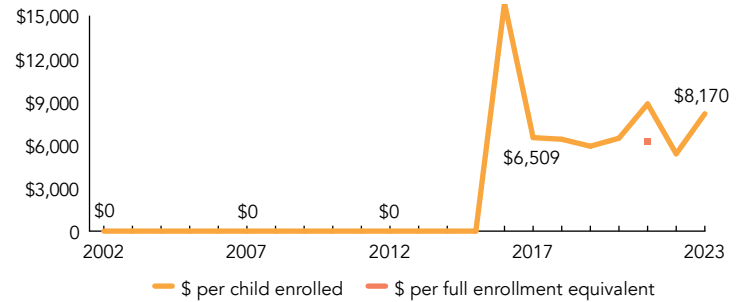


Guam

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



OVERVIEW

During the 2022-2023 school year, Guam preschool enrolled 57 children, the same as in 2021-2022. State spending totaled \$465,712, an increase of \$159,021 (52%), adjusted for inflation since last year. State spending per child equaled \$8,170 in 2022-2023, up \$2,790 from 2021-2022, adjusted for inflation. Guam met 6 of 10 quality standards benchmarks.

WHAT'S NEW

Guam maintained public preschool enrollment in 2022-2023, while significantly increasing funding for public preschool. Guam continued working on activities funded under a \$2.8 million federal Preschool Development Grant Birth through Five (PDG B-5) renewal grant. Funds are being used to support island-wide systemic improvements, parent engagement activities, and school readiness activities.

BACKGROUND

The Guam Department of Education's publicly funded Pilot Prekindergarten Program is available in all four regions of the territory's single school district. Each region has one Prekindergarten Program classroom located within a public school. All age-eligible children may enroll in the program, which has no income limit for eligibility. Guam's Prekindergarten Program operates six hours a day, five days a week, following the school year or academic calendar, and providing 1,080 hours of services per year. Both breakfast and lunch are served to children attending the program.

The program's maximum class size is 18 children, with a teacher-to-student ratio of 1 to 9. Lead teachers are required to have an associate degree with early childhood education specialization and either pre-K or pre-K to 2nd grade certification. Lead teachers also are required to participate in 30 clock hours of in-service professional development annually. Assistant teachers are required to hold a high school diploma, but are not required to participate in any professional development.

TOTAL BENCHMARKS MET

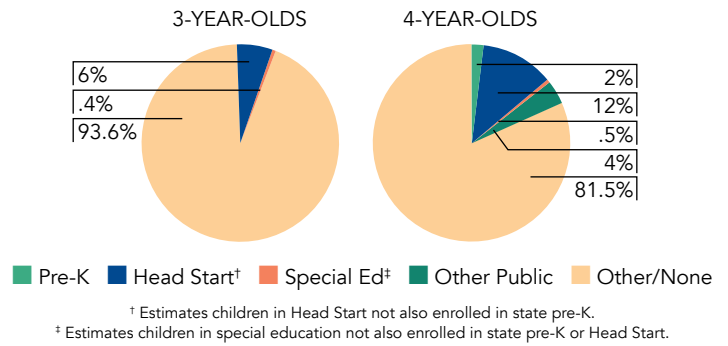
6

GUAM DEPARTMENT OF EDUCATION PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment	57
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	76
Federally funded Head Start enrollment, ages 3 and 4	534
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

POLICY	GUAM PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	30 hours/year (teachers only); PD plans (teachers only); Coaching	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"/>
Staff-child ratio	1:9 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Site visits	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

RESOURCES

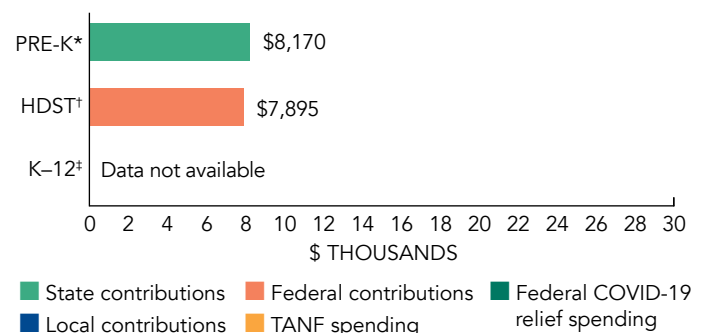
Total state pre-K spending	\$465,712
Local match required?	No
State Head Start spending	\$829,376
State spending per child enrolled	\$8,170
All reported spending per child enrolled*	\$8,170

* 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

The 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 operates center-based Head Start for 3- to 5-year-olds throughout the Republic's 16 states. In addition, three of the predominant religious denominations (Roman Catholic, Seventh Day Adventist, and Palau Evangelical Church) have established private early childhood programs in Koror State. Many young children live in small communities outside Koror State and continue to lack access to early education because their communities do not meet the requirement that at least ten eligible children enroll in the Head Start program. In these communities, the cost of access to and enrollment in private early childhood programs is beyond parental means. However, in 2019-2020, the Palau Ministry of Education continued to pilot two early childhood education programs serving 3- to 5-year-olds in the outlying states of Palau, specifically in Angaur and Kayangel states. These are areas that can only be accessed by boat and have populations of less than ten preschool aged children.

The Palau Early Childhood Comprehensive System (PECCS) established a National Framework on Early Childhood Development for School Readiness which partners with families, communities and agencies to ensure the health and success of children in Palau.

The Ministry of Education has 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
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	4
Federally funded Head Start enrollment, ages 3 and 4	350
State-funded Head Start enrollment, ages 3 and 4	0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

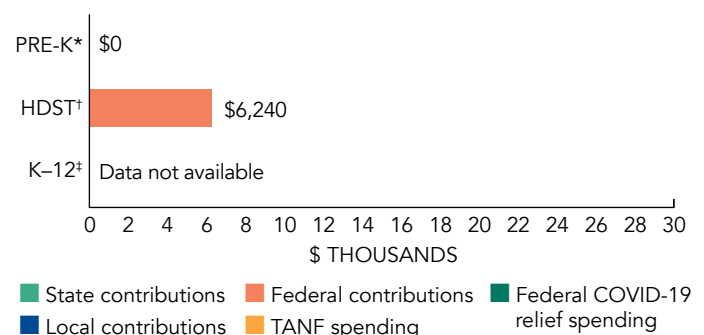
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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.

SPENDING PER CHILD ENROLLED



Puerto Rico

NO PROGRAM

Puerto Rico has preschool education programs that are funded by grants from various areas. This description shows how Puerto Rico, which operates as a single school district, supports several early childhood education initiatives.

Early childhood preschool programs 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, and Level One is nursery school for children under age four, which is optional and consists of Early Head Start, Head Start and other prekindergarten programs. Level Two is compulsory preschool, also known as kindergarten, which is mandatory for 5-year-olds.

ACUDEN is responsible for administering Federal Head Start and Early Head Start (as the largest grantee), is the lead agency for the Child Care Program funds, and is in charge of the PDG B-5 project. The agency guarantees the provision of and access to comprehensive care and development for the neediest children from their early formative stages, and encourages the participation of fathers, mothers, caregivers, and relatives of the child in the educational and formative process. ACUDEN also funds child care service providers and centers.

Head Start operates throughout Puerto Rico. In 2022-2023, there were 19,381 federally-funded Head Start slots and 5,158 Early Head Start slots. There is an active multi-sectoral regulatory council for Head Start, which has representation from various sectors and meets every two months.

Puerto Rico has not had an active Multisector Council for Early Childhood since 2016. However, thanks to the efforts of the PDG B-5 Project, the Governor of Puerto Rico signed an executive order to reactivate the Multisectoral Council for Early Childhood in October 2023.

In December 2019, Puerto Rico was awarded an initial PDG B-5 grant for the purpose of updating early childhood planning efforts in Puerto Rico. Puerto Rico received \$547,000 to support the development of planning and coordination of the early childhood development and education system. As part of this grant, a COVID-19 Pandemic Needs Assessment was conducted, which yielded important data on economic inequality among children in Puerto Rico, as well as mental health, access to services and system coordination. As a result of these findings, training was initiated for service providers in mental health, specifically psychological recovery from trauma after disasters.

In December 2020, Puerto Rico was awarded a three-year PDG B-5 renewal grant in the amount of \$4,682,916. This grant provides continuity to the activities designed to achieve an integrated system of early childhood services. To date, Puerto Rico successfully disseminated the Needs Assessment, developed Early Learning Guidelines, held Virtual Wellness Cafes for over 5,000 participants, and provided workshops and professional development opportunities to early childhood professionals, among other activities.

In August 2022, through the collaboration of the PDG B-5 Project and the Department of Education, Puerto Rico developed and approved the 0-60 Month Education and Development Standards, which are currently being implemented.

Through an agreement established with the University of Puerto Rico, ACUDEN developed a pilot quality rating and improvement system (QRIS) called PASITOS in 2010, which was validated to serve as a self-assessment for participating public and private care centers. In 2023, ACUDEN commissioned the Department of Social Work of the Inter-American University of Puerto Rico, Metropolitan Campus to update the referred measurement instrument. This instrument, called Centers of the Future, evaluates services offered by early childhood centers from the private and public centers and is a voluntary self-assessment process.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
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	6,567
Federally funded Head Start enrollment, ages 3 and 4	18,525
State-funded Head Start enrollment, ages 3 and 4	0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

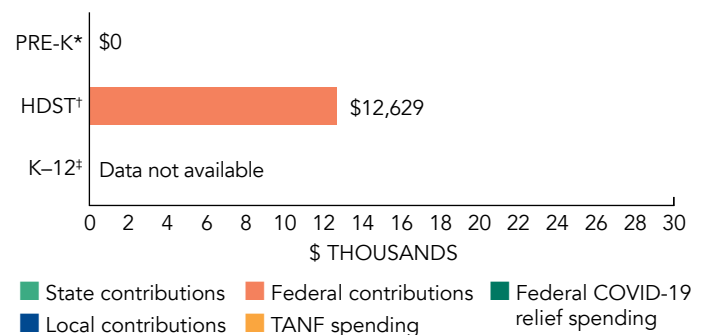
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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.

SPENDING PER CHILD ENROLLED



Virgin Islands

NO PROGRAM

PROGRAM DEVELOPMENT

Beginning in the 2018-2019 school year, the Virgin Islands Department of Education (VIDE) introduced a preschool program called the "Granny Preschool Program," which was developed to cater to pre-K students who will enter kindergarten during the enrollment period for the upcoming school year. The program was created because data showed that incoming kindergarteners were entering kindergarten without the necessary readiness skills.

ELIGIBILITY

Any child who turns four by December 31 of the enrollment year is eligible for the Granny Preschool Program. Registration during open enrollment period is conducted through the Division of Student Services. Interested parents must complete the Granny Preschool Eligibility Questionnaire to ensure that preschooler meet the program requirements. Preschoolers are selected in the order in which parents have completed the questionnaire.

COLLABORATIVE EFFORTS

Prior to program implementation, state and district Department of Education stakeholders played a vital role in the execution of the Granny Preschool Program. Additionally, collaboration was instituted amongst the following community agencies for Granny Preschool operational licenses: the Department of Human Services, the Department of Planning and Natural Resources, the Virgin Islands Fire Department, and the Department of Health.

CURRICULUM

Waterford, a research-based, integrated early learning resource is used. Waterford provides a multi-sensory learning experience and is designed to help all children build the foundation for a lifetime of learning. Data collected through observations, individualized assessments, and work samples is used to support students through a personalized learning approach.

DATA COLLECTION

The Learning Accomplishment Profile Third Edition (LAP-3) provides a systematic method for observing the skill development of any child functioning in the 36 to 72-month age range, including children with disabilities. The LAP-3 is administered during the beginning, middle, and end of the school.

OTHER EARLY CHILDHOOD INITIATIVES

Additionally, the Department of Human Services, which houses the Office Preschool Services, 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. Currently, almost 80% of low-income preschoolers are served through Head Start in the territory.

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 establish maximum class sizes of 18 for 3-year-olds (with a 1:9 staff to child ratio) and 20 for 4-year-olds (with a 1:10 staff to child ratio).

The U.S. Virgin Islands Department of Human Services was awarded \$725,112 under the Preschool Development Birth through Five (PDG B-5) grant in December 2018.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
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	69
Federally funded Head Start enrollment, ages 3 and 4	759
State-funded Head Start enrollment, ages 3 and 4	0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

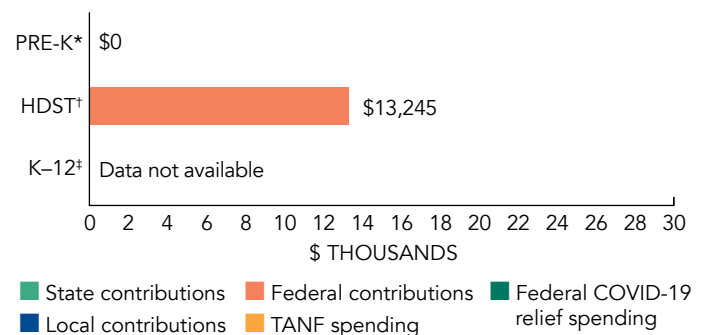
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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.

SPENDING PER CHILD ENROLLED



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. In addition, information was sought from territories; Guam is the first territory to operate its own preschool program comparable to state-funded programs. The Virgin Islands also has a preschool program but data are not yet available on that program. 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 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' data at the beginning of data collection and can view last year's responses to many questions embedded in the current year's web-based survey. They also have multiple opportunities to review the current year's entries before the data are published. The first data check acts as a data quality control step, in terms of reminding respondents what kinds of data will be needed for the current year's collection. 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 before publication and dissemination.

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 as well as new priorities in the field. 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. 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 verification for accuracy and are also given the opportunity to review their state's profile page before the data are released.

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 the 2022 report with the following exception: New Jersey's three preschool programs are reported together as one program for the first time.

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, program administration, operating schedule, child eligibility and reassessment, program standards, statewide early learning standards, curriculum, personnel, resources, structured observations of classroom quality, child assessments, nature-based and outdoor learning, 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 State of Preschool survey there are a few exceptions. Total federal, state, and local expenditures on K–12 education in the 2022-2023 school year were calculated by NIEER based on data from the National Education Association's report, *Rankings of the States 2022 and Estimates of School Statistics 2023*. 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 2022 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. The Head Start Program Information Report (PIR) for the 2022-2023 program year was used for information on Head Start enrollment. States were asked about state supplements to Head Start as part of the main survey again this year. For each state, the number of ACF-funded Head Start slots was compared to the cumulative enrollment based on the PIR data and the lower number was used as the best estimate of the number of children who attended Head Start. In most states, cumulative enrollment continued to be lower than funded enrollment. OHS reported to NIEER that in some instances Head Start funding and enrollment were reported in the state in which the program was administered, rather than the state in which children attended Head Start. The Head Start Service Location dataset, which provides the state of administration and service provision, was used correct for this in NIEER's calculations of Head Start enrollment, funding, and per child funding by state. Adjustments were made to AL, AZ, CA, CO, GA, ID, IL, IN, LA, MS, NV, NJ, NM, NY, ND, PA, TX, UT, WI, and Puerto Rico to align enrollment and funding by state with enrollment by location of service rather than with administrative headquarters. The number of 3- and 4-year-olds who attended Head Start was estimated using the age-breakdown of the cumulative enrollment information from the PIR. Enrollment in American Indian/Alaska Native (AI/AN) Head Start programs was calculated in a similar way and included in each state's total. Enrollment in Migrant Seasonal Head Start (MSHS) is based on information provided in the PIR and is also included in each state's total. Total funding for each state includes Head Start as well as AI/AN and MSHS. Spending per child was calculated for each state by dividing the total Head Start spending by the enrollment. For MSHS, only total national spending and enrollment were provided by ACF and includes children birth to 5. To get state-specific estimates, we estimated the percent of children and funding in each state using information from the PIR. All data in Appendix B include AI/AN and MSHS when applicable. Information included in the report is specific to Head Start and does not include Early 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 2022 for the 2022-2023 program year) to calculate percentages of 3- and 4-year-olds enrolled in state preschool programs, federal Head Start, and special education. Census estimates are based on the 2020 census.

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 2022-2023 program year. New for the 2022-2023 year, NIEER calculated the number of children receiving special education who were in school- or center-based settings which included the following IDEA categories: Separate Class, Separate School, Other Location Regular Early Childhood Program, and Regular Early Childhood Program. Five-year-olds not yet in kindergarten are included as 4-year-olds. These data are provided in Appendix D.

In the 2023 *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. This year, for the first time, we include only children in special education who are in school- or center-based settings to get a better estimate of the children in early childhood education programs. Forty-three states and the District of Columbia reported including children in special education in their state preschool enrollment figures, while one state and Guam do not include these children in their enrollment count. Thirty-five of the 43 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 two 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 six 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 or data from 2021-2022 when available. Information from the PIR regarding special education students was used for one state-funded Head Start programs (See Table 4).

Three- and 4-year-olds enrolled in Head Start with an IEP or IFSP, as reported in the 2022-2023 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. 3-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 2022-2023, 25 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. Eleven programs reported that children were dually enrolled in Head Start and state preschool but could not report the number of children. And eight programs reported that it was unknown if children were dually enrolled. 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 previously, 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 and federal COVID-19 relief funding directed toward the state preschool initiative) by enrollment. All reported spending per child was calculated by dividing the sum of reported local, state 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.

All states (and DC) 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 45 states for rankings. The six states that did not fund a preschool initiative during the 2022-2023 school year are omitted from all rankings and instead receive notations of “No Program” on their state profile pages.

ESTIMATED FUNDING NEEDED FOR HIGH-QUALITY, FULL-DAY PRESCHOOL

Per Child Funding Estimates

Our estimates of the cost of providing high-quality, full-day preschool are based on the CPQ-Mini, which is a NIEER-developed tool designed to help policymakers calculate accurate costs for implementing high-quality preschool programs. It is specifically designed to illustrate the cost of meeting NIEER's 10 quality standards benchmarks, in addition to other important drivers of program quality such as providing salary parity for all preschool teaching staff, basic state- and site-level administrative costs, as well as estimates for facilities, staff benefits, transportation, meals, and child assessments.

To estimate true local spending on public preschool, we compared the percentage of local spending reported by each state against local spending for K–12. In states where reported local spending was at a similar or higher proportion than K–12 spending, we made no changes. For all other states, we estimated local spending on public preschool at the same proportion as K–12 for all preschool children served in public school settings where a bachelor's degree is required. Using this estimate, we next calculated the gap between what states are currently spending and what is required to fund high-quality full-day preschool in that state.

Estimates of Additional Funding Needed

Using the cost of high-quality, full-day preschool from the CPQ-Mini, we next calculated the additional cost (beyond states' current preschool spending including estimated local spending) of providing high-quality, full-day preschool to all 4-year-olds currently enrolled in preschool in the state. Then we also calculated additional funding to provide universal high-quality, full-day preschool to 4-year-olds in the state not currently enrolled in preschool. We defined universal as reaching 90% of the 4-year-old population in state preschool or Head Start.

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TO DIRECTLY VIEW AND DOWNLOAD THE APPENDICES, VISIT OUR WEBSITE

***** COMING SOON *****