



The State of Preschool 2024

STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research



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Executive Summary

The 22nd *State of Preschool* finds that state initiatives propelled early childhood education (ECE) in the United States to historic highs during the 2023-2024 school year. Nationally, preschool recovered from the devastating impacts of the COVID-19 pandemic. Yet, progress has been highly uneven from state to state. While many states advanced by enrolling more children in quality preschool, others lagged, funding no preschool or only low quality programs. As federal cutbacks in education and elsewhere are being implemented, it is notable that federal COVID-19 recovery funding played a crucial role in sustaining and advancing preschool, and other federal funds underpin state programs and decrease inequality among the states in access to quality preschool education.

Changes in the national policy environment increase the importance of state leadership in pre-K. Federal leadership in pre-K has receded for some time, and this trend will continue in the foreseeable future. There is an additional risk that funding for federal ECE programs will be cut, reducing pre-K access for children in low-income families. This report provides state leaders with the information they need to fully understand the importance of federal ECE funding for their states. Of course, state leaders also are aware that any cuts in federal funding to states (e.g., Medicaid) have the potential to impact their budgets. In addition, states should be wary of negative impacts from a potential economic downturn. As can be seen in Figure 1, the Great Recession of 2008 led to lower pre-K funding for more than half a decade, though pre-K funded through K-12 formulas withstood the recession better than other pre-K programs. In these uncertain times, states can take control of their own destinies with policies that preserve and even increase smart investments in pre-K that pay-off far into the future. States can learn much about how to do this from each other, especially from the bi-partisan mix of very different states we identify as leaders in pre-K (see pullout section).

FIGURE 1: PRESCHOOL SPENDING REACHED ANOTHER ALL-TIME HIGH BUT FISCAL UNCERTAINTY MAY REVERSE THIS TREND (2024 DOLLARS)

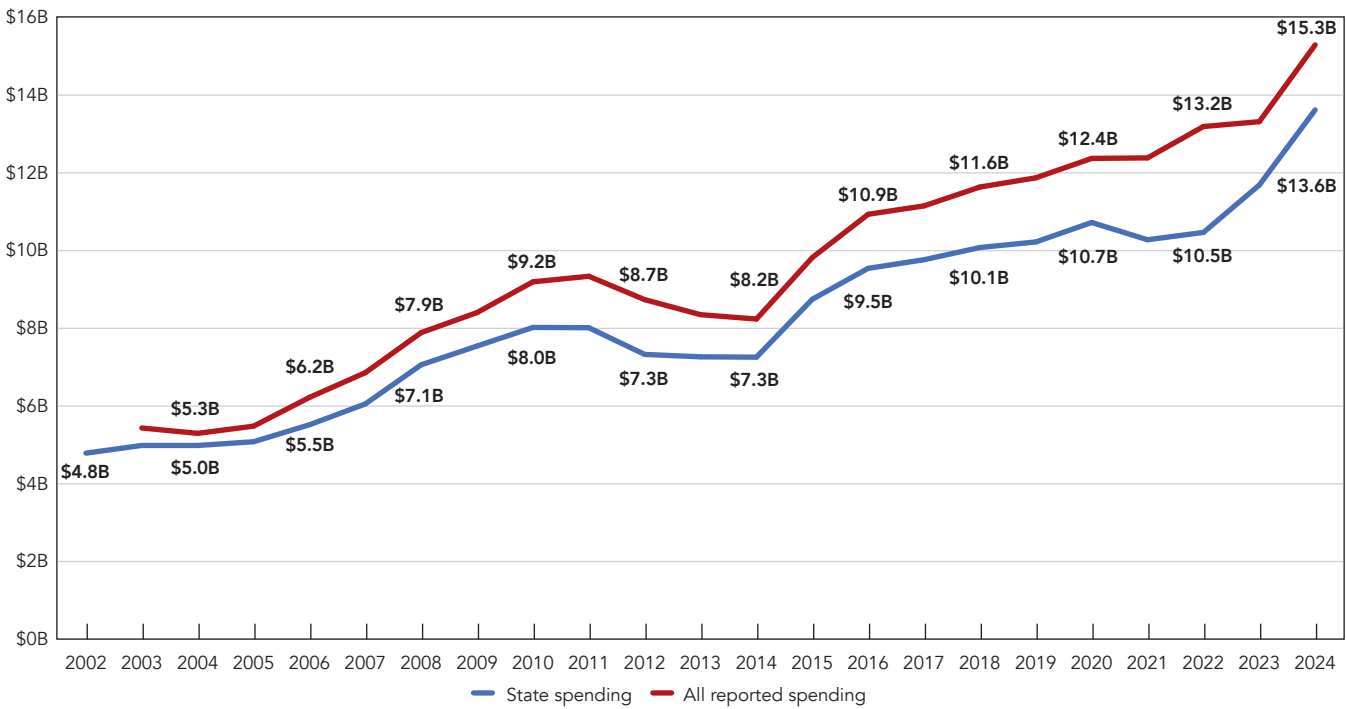
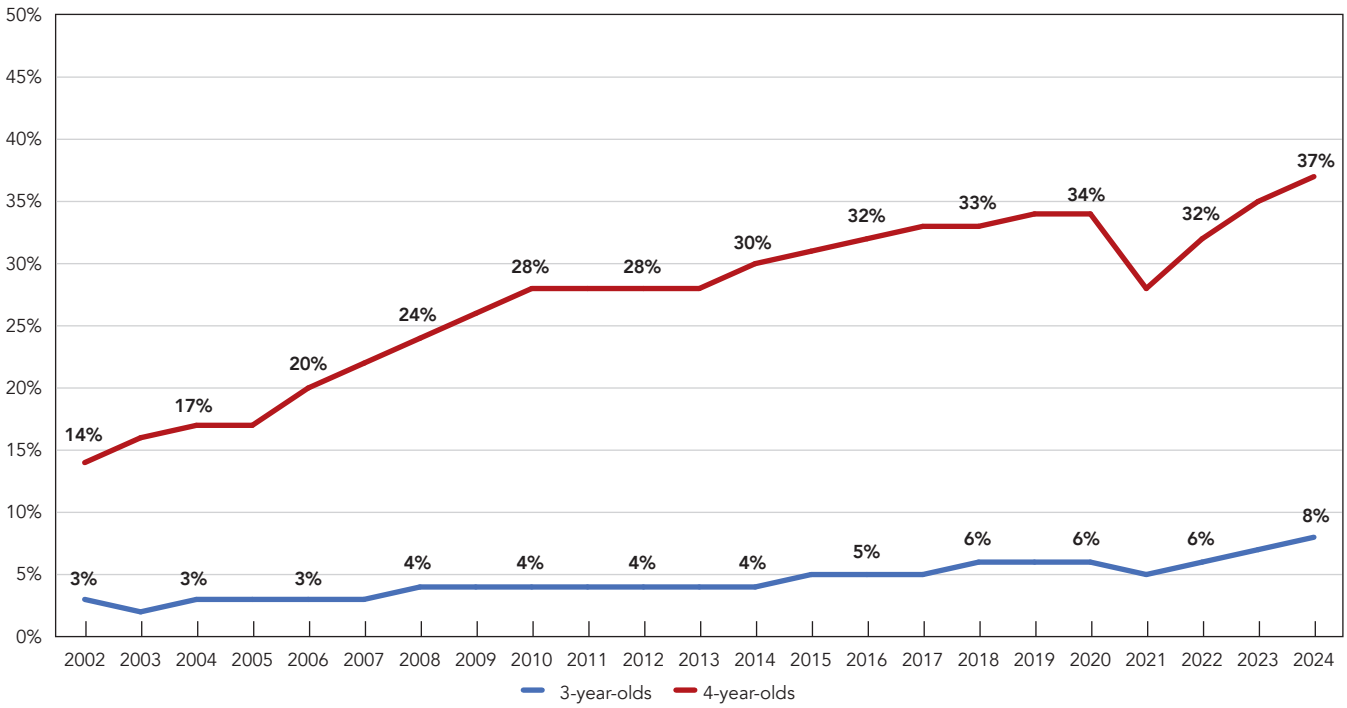


FIGURE 2: PERCENT OF POPULATION ENROLLED IN STATE-FUNDED PRESCHOOL



HISTORIC PROGRESS

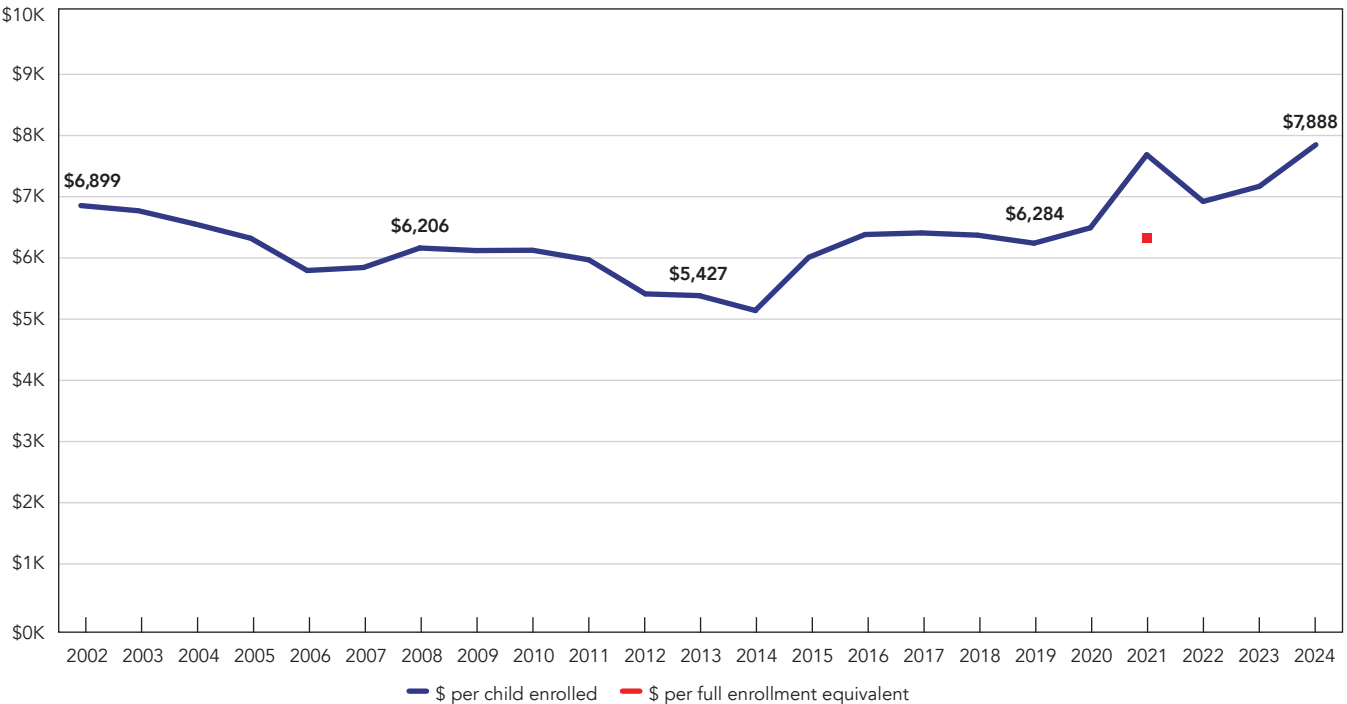
The 2023-2024 school year set new records for state-funded preschool enrollment and funding. Enrollment reached 1,751,109 children, an increase of 111,243 children, up 7% from the prior year. Enrollment reached all-time highs in total children and in the number and percentage of both 3- and 4-year-olds enrolled (See Figure 2). The total number of children enrolled in preschool increased in most states, but states working towards universal pre-K accounted for most of the nation’s progress (See Tables 3A & 3B). Enrollment increased by more than 30,000 children in two states: California and Colorado, both of which have ambitious plans for universal preschool. These two states account for 60% of the national increase in enrollment. Ten states increased enrollment by more than 20%: Alaska, Colorado, Delaware, Hawaii, Mississippi, Missouri, Nevada, New Mexico, North Dakota, and Ohio.

Most state pre-K programs continue to primarily or only serve 4-year-olds despite some increases in enrollment at age 3. Enrollment reached 8% of 3-year-olds and 37% of 4-year-olds, nationally.

Funding for state-funded preschool also reached record highs in the 2023-2024 school year. States spent more than \$13.6 billion (including \$257 million in federal COVID-19 relief funding) on preschool, an inflation-adjusted increase of almost \$2 billion (17%). State spending on preschool increased in all except five states with a preschool program. Six states increased state spending on preschool, adjusted for inflation, by more than \$100 million over the prior year: California, Colorado, Maryland, New Jersey, New Mexico, and Texas. All reported funding (state, local, and federal) supporting state preschool topped \$15.3 billion, another all-time high.

Like last year, preschool spending increased by a larger percentage than enrollment. State spending per child enrolled reached \$7,888, another record high and an inflation-adjusted increase of \$675 from the prior year (See Figure 3). State spending per child increased in all but eight states with a preschool program. Five states increased spending per child by more than \$2,500, adjusted for inflation: Arizona, Delaware, Maryland, New Mexico, and Oregon. This group includes states with new preschool initiatives and states that raised spending per child to support program quality. Including state, local, and federal sources, spending per child was \$8,857, an inflation-adjusted increase of \$636, reflecting a strong increase in state funding during a time of declining federal recovery dollars.

FIGURE 3: AVERAGE STATE SPENDING PER CHILD ENROLLED (2024 DOLLARS)



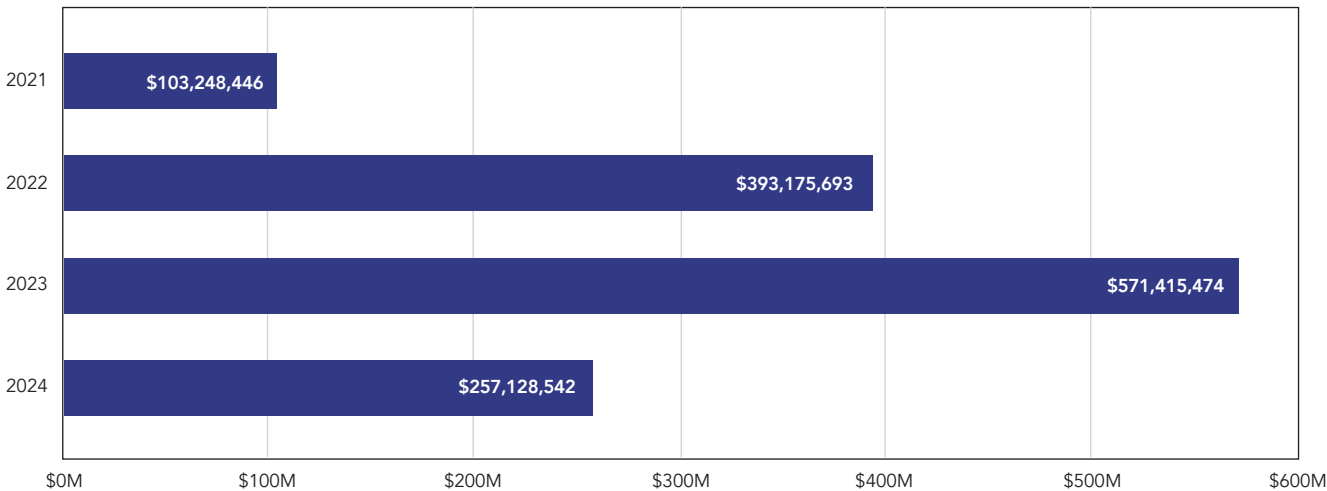
UNEVEN PROGRESS

Underlying the historically positive national picture is tremendous variation by state. While some states moved rapidly ahead, others made little or no progress. Five states have no state-funded preschool program, and many others serve very few children, spend too little per child, and/or have such low standards for quality that their programs provide little support for the gains in learning and development needed for investments in pre-K to payoff for children and taxpayers.

Since the onset of the COVID-19 pandemic, the national percentage of 4-year-olds enrolled in pre-K has increased from 34% to 37% while the percentage of 3-year-olds enrolled increased from 6% to 8%. But almost half of states with a preschool program (22) enrolled fewer children in fall 2023 than fall 2019 and 14 states served a lower percentage of 3- and 4-year-olds in fall 2023 than fall 2019 (See Tables 3A & 3B). As noted earlier, most of the national progress was concentrated in a handful of states — California, Colorado, Kansas, New York, Ohio — while others have fallen further behind — Florida, Georgia, Oklahoma, Wisconsin.

State spending for preschool increased by \$2.9 billion from before the COVID-19 pandemic to the 2023-2024 school year, and state spending per child increased by \$1,353 (adjusted for inflation). Notably, many states utilized federal COVID-19 relief funds to help stabilize and even expand their preschool programs. During the 2020-2021, 2021-2022, 2022-2023, and 2023-2024 school years, a total of 34 of 45 states with preschool programs reported using COVID-19 relief funding to support preschool. States reported using more than \$1.3 billion in COVID-19 relief funds over those four years, though this is likely an underestimate as many states could not report the amount of funding. In 2023-2024, states reported approximately \$257 million in COVID-19 relief funding, less than half of what they spent in 2022-2023 (See Figure 4). Many states have used state funds to fill in the gap left by COVID-19 relief funding (like Michigan, North Dakota, and Rhode Island) but others have seen decreases in overall preschool funding (like Arkansas and Florida).

FIGURE 4: COVID-19 RELIEF FUNDING FOR PRESCHOOL DROPPED BY HALF



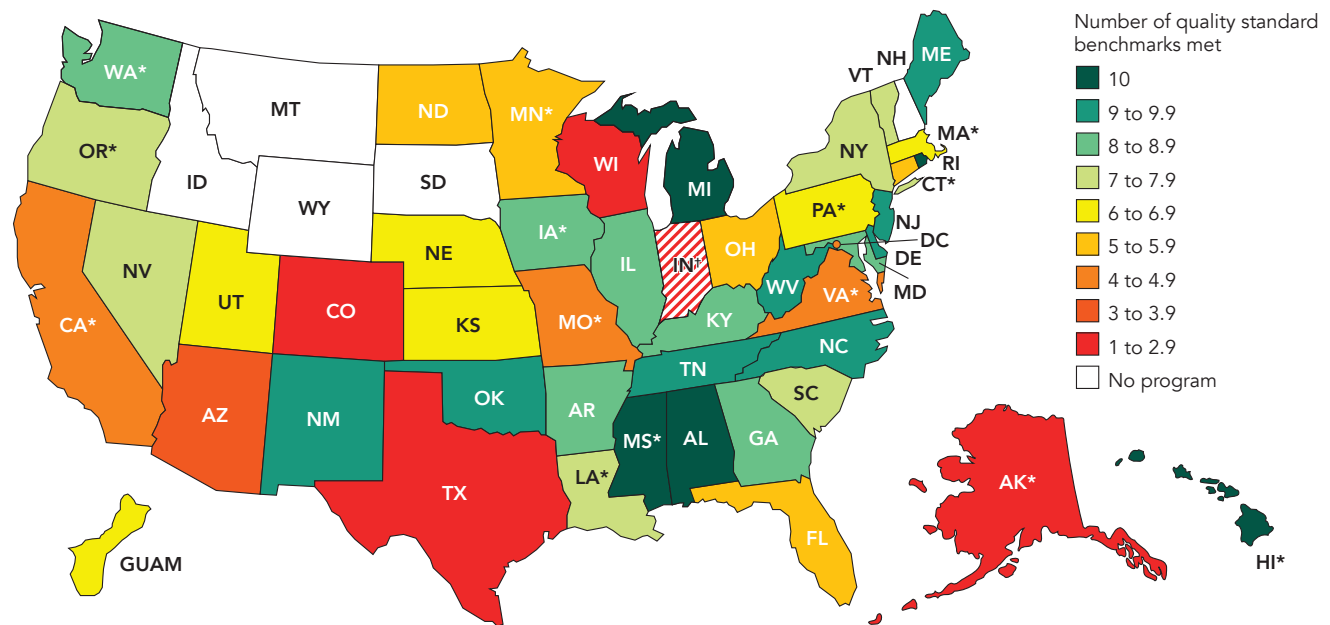
WHERE IMPROVEMENT IS MOST NEEDED: QUALITY STANDARDS

Standards for quality are too low in most programs (See Figure 5), and improvements have been few and far between. Instead, some states rolled back standards recently. Texas no longer requires a bachelor's degree and P-6 certification for preschool teachers in public schools. North Carolina raised class sizes from 18 to 20 and increased ratios from 1:9 to 1:10 beginning in the 2023-2024 school year. Many states with policies requiring lead preschool teachers to have at least a bachelor's degree report higher numbers of lead preschool teachers who do not have the degree because waivers have increased amid recent workforce shortages. Georgia stands out most recently for moving in the right direction on quality by reducing class size and improving teacher-child ratios starting in the 2024-2025 school year and providing lead and assistant teachers with raises.

Between the 2022-2023 and 2023-2024 school years, only one state had a policy change that resulted in an additional benchmark being met: Utah met the Early Learning and Development Standards (ELDS) benchmark for the first time. Three states moved in the other direction, with policy changes that reduced the number of quality standards benchmarks met (Nebraska, Texas, and Virginia).

When states put money into quality programs they are investing in children's futures and can expect to see returns on their investments. Low spending results in low quality. While that may seem to save money, it is wasteful and costly in the long-run to fund programs that do not adequately support long-term gains and may even harm long-term outcomes for some children. Investing in quality raises the cost of pre-K but results in a larger long-term net return. In 2023-2024, only 18 state-funded preschool programs met 9 or 10 of NIEER's benchmarks for minimum program quality. Twenty-one programs met 5 or fewer. However, those 21 programs served 44% of children in state-funded preschool compared to only 16% in the higher quality programs.

FIGURE 5: PROGRESS IS NEEDED TO PROVIDE QUALITY PRESCHOOL IN MORE STATES



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

† Indiana's state-funded ECE program does not meet NIEER's definition of a state-funded preschool program because it has a parent work or education requirement for eligibility.

LEARNING FROM LEADING STATES

ENROLLMENT LEADERS

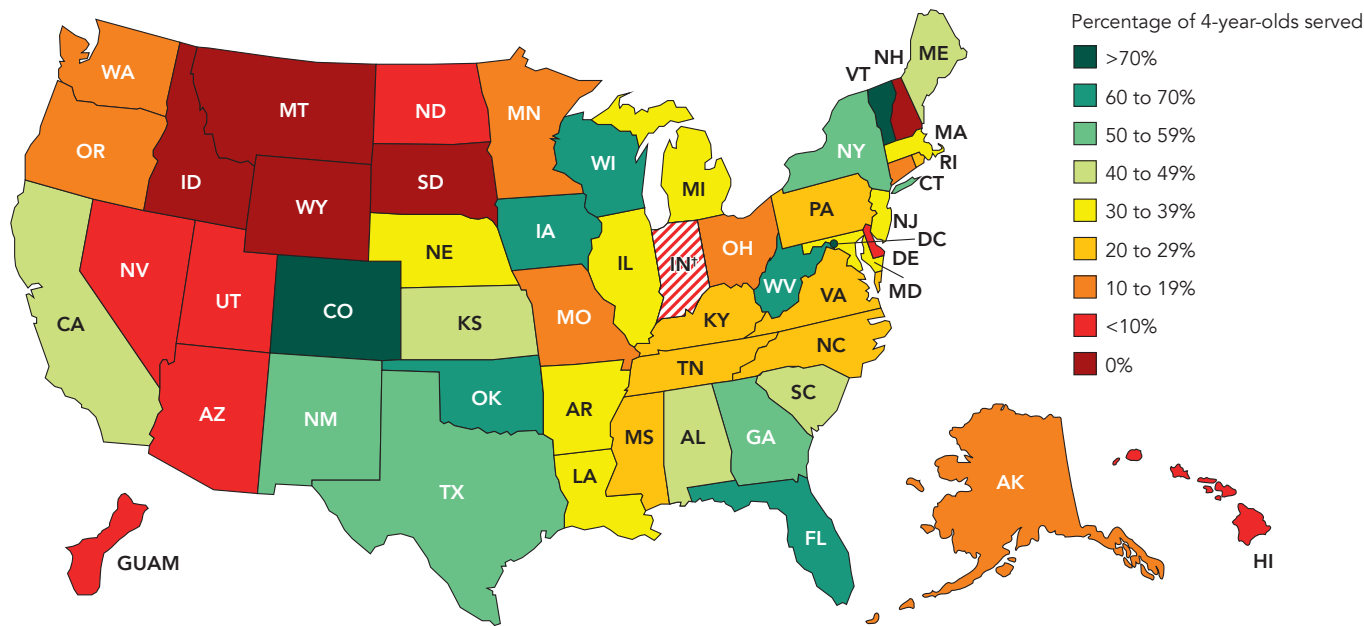
Two small “states” led the nation in access to quality pre-K. The District of Columbia enrolled 95% of 4-year-olds and 82% of 3-year-olds, far surpassing all states. Vermont followed, enrolling 76% of 4-year-olds and 58% of 3-year-olds (See Figures 6 and 7 and Table 2). Other states that stand out for long-standing high levels of enrollment are Iowa and West Virginia. Colorado rocketed into third place in access for 4-year-olds as it rapidly expanded enrollment in a single year under its new universal preschool program, though quality standards are limited and are still being developed. California and New Mexico are other states with high rates of growth, and if they continue to expand at recent rates, they could enroll two-thirds of their 4-year-olds in the next few years.

An alarm is raised by enrollment trends in some states with universal pre-K programs where enrollment rates have not recovered since the pandemic and continued to decline into 2024. Why? Florida, Georgia, Oklahoma, and Wisconsin all had substantive enrollment declines since at least 2019-2020 (starting before the pandemic) and continued to decline in 2023-2024. Florida, Oklahoma, and Wisconsin all once enrolled more than 70% of 4-year-olds but now serve 63% to 66%. Georgia’s enrollment declined from a high of 61% to 55% of 4-year-olds. This could be related to a trend toward lower enrollment rates in public education more generally, but these pre-K enrollment rates are far below K-12 rates for public schools. Not all states with universal pre-K show this trend, but others, notably Iowa and West Virginia, seem “stuck” at 67% which is about the same as five years ago. This leads to a broader question. What enrollment rate should be expected for universal pre-K?

While the District of Columbia enrolls 95% of 4-year-olds, enrollment rates drop to 75% and even the low 60s for some states with “universal pre-K”. When preschool special education and federal Head Start are added, enrollment rates rise but remain well below the District’s high mark. A comparison of enrollment at age 4 to enrollment at ages 5 and 6 sheds lights on this issue: In 2022, nationally, 84% of 5-year-olds were enrolled in school, including 65% in public school program and 19% in private kindergarten. At age 6, when all children have access to free public education (some 5-year-olds are not yet old enough for kindergarten or are held back), nationally, 97% enrolled in school in 2022, including 87% in public school and 10% in private school.

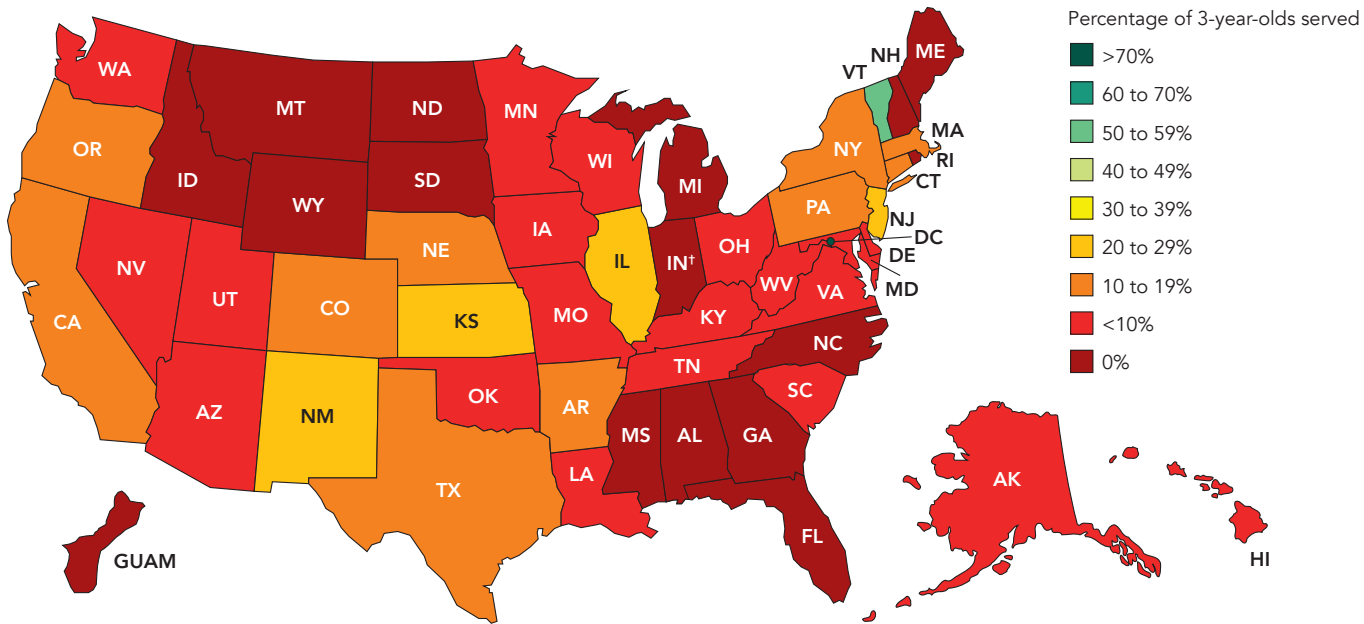


FIGURE 6: ELEVEN STATES AND DC SERVE AT LEAST HALF OF 4-YEAR-OLDS IN STATE-FUNDED PRESCHOOL



[†] Indiana's state-funded ECE program does not meet NIEER's definition of a state-funded preschool program because it has a parent work or education requirement for eligibility.

FIGURE 7: PRESCHOOL ACCESS FOR 3-YEAR-OLDS REMAINS LOW ALMOST EVERYWHERE, LAGGING BEHIND 4-YEAR-OLD ACCESS



[†] Indiana's state-funded ECE program does not meet NIEER's definition of a state-funded preschool program because it has a parent work or education requirement for eligibility.

Based on these enrollment rates for 5- and 6-year-olds, one could speculate that a universal public pre-K program might enroll only 65% of preschoolers, with Head Start and private (e.g., child care) enrollment raising the total to about 85%. However, why shouldn't public programs expect to enroll 85% of 4-year-olds, with private providers raising enrollment rates to around 95% as is common for older children? This pattern would be more consistent with preschool enrollment rates in most other developed nations.¹

Further attention should be given to the sources of low enrollment in publicly-funded preschool programs. Are parents dissatisfied with quality or with limited hours that do not meet child care needs for working families? Does lack of transportation limit access? As the District of Columbia and Vermont have by far the highest enrollment rates in very different contexts, states with much lower enrollment in universal programs could look to them for advice.

The importance of state leadership in recognizing and seeking to influence federal policy impacts on states is evident from examining trends in combined (unduplicated) enrollment across state pre-K, Head Start, and early childhood special education. States increased 4-year-old pre-K enrollment by six percentage points over the last decade, but because Head Start decreased enrollment at age 4, there was only a three-percentage point increase overall (See Figure 8). Although that decrease in Head Start enrollment results from an increase in the percentage of children served for a full school day and shift in funding toward Early Head Start, it impeded progress toward serving all 4-year-olds in poverty and undercut the progress made by states to expand ECE access.

If federal proposals to defund Head Start are enacted, state ECE progress will be undercut with some states totally overwhelmed by decreased ECE access at both ages 3 and 4. Table A and Table 4 show how ECE enrollment would decrease in each state if Head Start is defunded. These decreases reflect not just the reduction in unduplicated enrollment but the loss of enrollment for children jointly funded by Head Start and states in partnership.

FIGURE 8: ENROLLMENT IN STATE-FUNDED PRE-K, HEAD START, & EARLY CHILDHOOD SPECIAL EDUCATION: 4-YEAR-OLDS

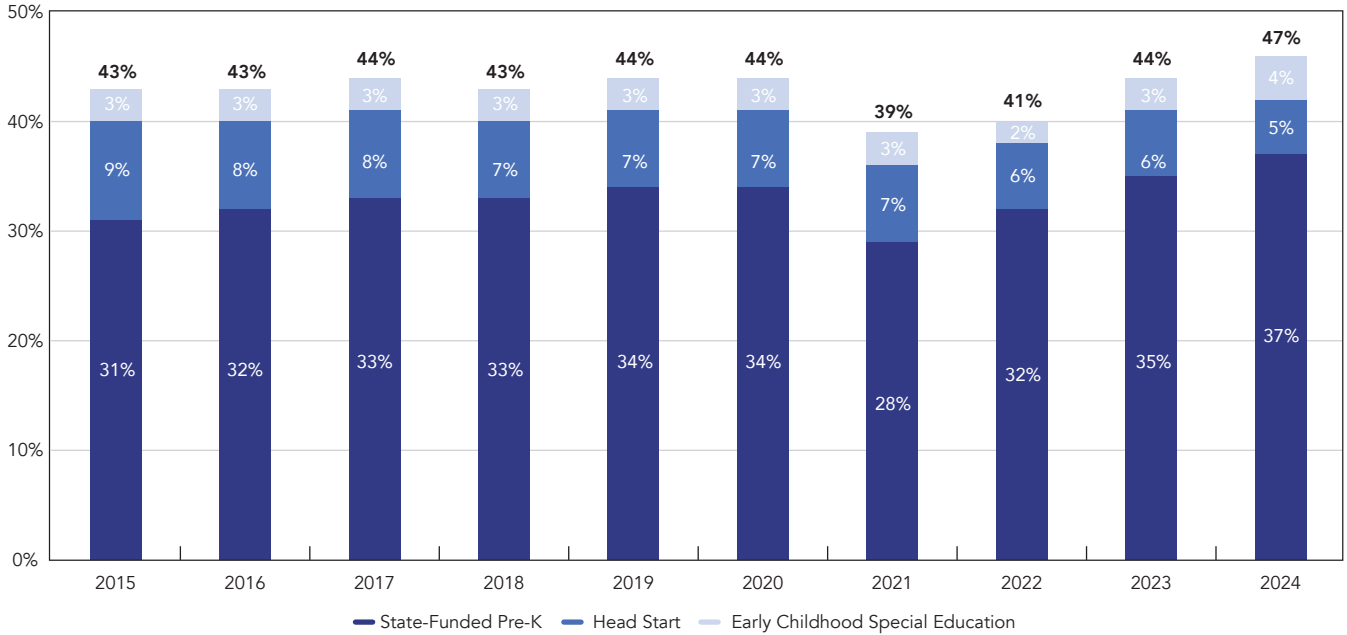


TABLE A: 2023-2024 FEDERAL HEAD START ENROLLMENT BY STATE*

STATE	3-YEAR-OLDS		4-YEAR-OLDS	
	Number	Percentage	Number	Percentage
Alabama	5,104	9%	4,168	7%
Alaska	1,083	12%	1,131	12%
Arizona	5,174	7%	6,639	8%
Arkansas	2,363	6%	1,874	5%
California	28,541	7%	20,423	5%
Colorado	3,000	5%	3,952	6%
Connecticut	1,807	5%	1,966	5%
Delaware	459	4%	554	5%
District of Columbia	231	3%	193	3%
Florida	14,168	6%	14,958	6%
Georgia	9,353	7%	6,640	5%
Hawaii	762	5%	983	6%
Idaho	1,006	4%	1,242	5%
Illinois	8,449	6%	7,367	5%
Indiana	3,870	5%	4,260	5%
Iowa	2,510	7%	2,395	6%
Kansas	2,170	6%	2,580	7%
Kentucky	5,019	9%	5,319	10%
Louisiana	8,856	16%	5,337	9%
Maine	809	6%	986	8%
Maryland	3,161	4%	2,013	3%
Massachusetts	4,207	6%	3,593	5%
Michigan	10,061	9%	8,998	8%
Minnesota	3,978	6%	3,679	5%
Mississippi	6,725	19%	8,074	23%
Missouri	5,358	7%	3,775	5%
Montana	1,317	11%	1,411	12%
Nebraska	1,403	6%	1,706	7%
Nevada	1,178	3%	890	2%
New Hampshire	501	4%	522	4%
New Jersey	4,944	5%	5,171	5%
New Mexico	2,791	13%	2,695	12%
New York	16,014	8%	16,042	8%
North Carolina	5,828	5%	7,507	6%
North Dakota	823	8%	982	10%
Ohio	10,244	8%	11,203	8%
Oklahoma	6,160	12%	3,886	8%
Oregon	2,305	6%	2,034	5%
Pennsylvania	8,336	6%	10,072	7%
Rhode Island	736	7%	766	7%
South Carolina	5,683	10%	2,776	5%
South Dakota	1,352	11%	1,833	15%
Tennessee	6,037	7%	6,594	8%
Texas	26,105	7%	20,834	5%
Utah	1,886	4%	2,188	5%
Vermont	299	5%	340	6%
Virginia	4,427	4%	4,800	5%
Washington	3,954	5%	4,003	5%
West Virginia	2,378	13%	4,131	23%
Wisconsin	5,667	9%	3,303	5%
Wyoming	594	9%	540	8%
50 states + DC	259,185	7%	239,332	6%
Guam	154	5%	380	13%

* Data come from the Administration for Children and Families (ACF), the Head Start Program Information Report (PIR) for 2023-2024, and the Head Start Service Location dataset. See the Methodology for additional details.

FUNDING LEADERS

Four states — California, New Jersey, New York, and Texas — each spent \$1 billion or more on preschool in 2023-2024. California alone spent more than \$3.8 billion. Preschool spending in these four states accounted for 51% of all state preschool spending in the nation. As these states have just 30% of the nation's children and 41% of its pre-K enrollment, their outsized impact reflects both serving higher proportions of the population and higher spending per child. At the other extreme, four states with programs — Alaska, Hawaii, North Dakota, and Utah — each spent less than \$10 million.

To compare funding adequacy across states adjusting for the numbers of children served, one must examine funding per child. The District of Columbia ranked first as it spent \$23,785 per child, followed by Oregon (\$18,637) and New Jersey (\$17,911). At the other end, 13 states with programs spent less than \$5,000 per child (See Table 6). Although in some states local sources supplement state funding, this is not always the case, and funding per child from all sources also varies widely across states. Dependence on local funds also means that funding per child can vary greatly within states, though data are not available on this variation.

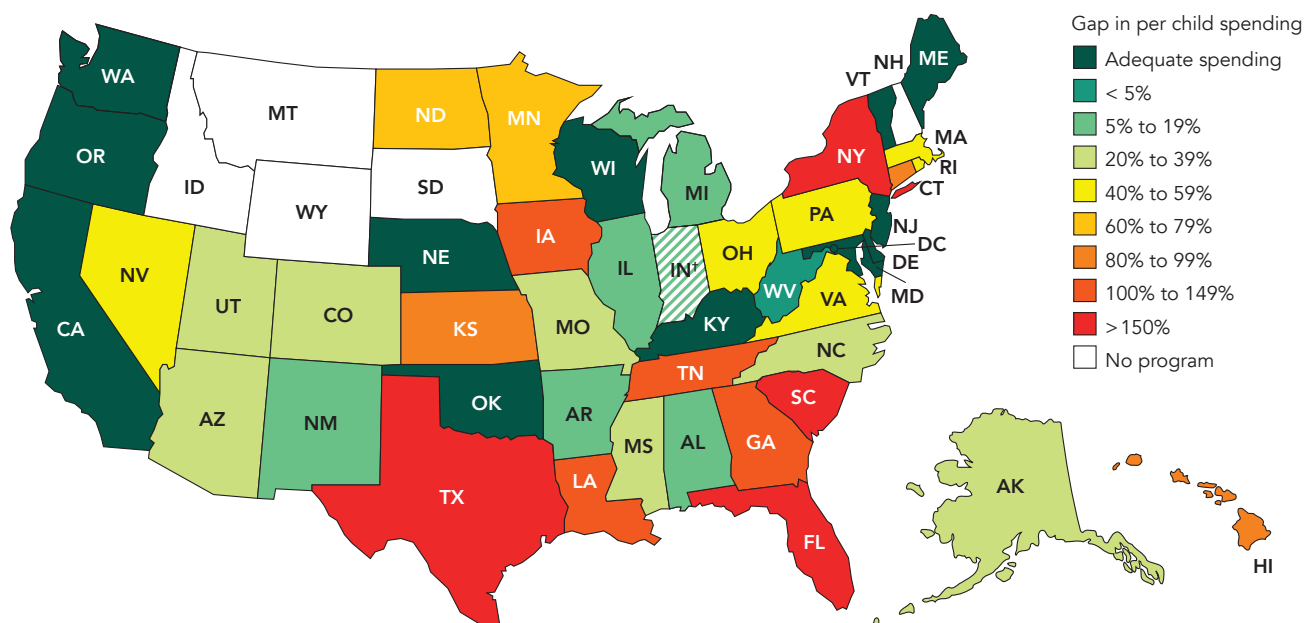
To better assess funding adequacy, we estimated how much each state needs to spend per child and in total to support minimum quality standards and provide K-12 pay parity for preschool teachers within their current operating structures (half-day and/or full-day). Table B shows estimates of how much each state should spend per child and for all children currently enrolled. A limitation is that some states cannot report all the funds supporting state-funded pre-K. This leads to uneven comparisons across states and underestimates of spending adequacy. Despite these shortcomings, we can be reasonably certain that 15 states spend enough to meet these standards. In another eight states, reported spending is less than half of the cost to meet minimum standards, which is an unreasonably high gap for local spending to fill. For other states, the situation is less clear. Estimated gaps in spending are shown in Table B and Figure 9.

QUALITY STANDARDS LEADERS

Alabama, Hawaii, Michigan, Mississippi, and Rhode Island are the only states to meet all 10 of NIEER's benchmarks for minimum quality standards for preschool. Other states come close with nine benchmarks including Delaware, Maine, New Jersey, New Mexico, North Carolina, Oklahoma, Tennessee, and West Virginia. Some states with multiple programs have one of their programs at this level but not all. Not surprisingly, none of the programs meeting 9 or 10 benchmarks are among the lowest spenders per child, and most provide strong financial support. Some of these quality leaders also offer universal programs and have either attained or are moving rapidly toward high enrollment rates.

Although much can be learned from many state leaders, we highlight Alabama, Michigan, New Mexico, and Oklahoma as having strong lessons for other states despite taking different paths. These are described briefly in the highlighted pullout section below.

FIGURE 9: ONLY THIRTEEN STATES AND DC REPORT SPENDING WITHIN 5% OF ESTIMATED ADEQUATE PRESCHOOL FUNDING



[†] Indiana's state-funded ECE program does not meet NIEER's definition of a state-funded preschool program because it has a parent work or education requirement for eligibility.

TABLE B: MINIMUM GAP IN SPENDING PER CHILD AND TOTAL SPENDING FOR STATE-FUNDED PRESCHOOL

STATE	All-reported \$ per child enrolled in preschool	Estimated per child cost of high quality preschool	Gap between needed and current per child spending	Percentage gap in per child spending	Additional \$ to meet quality standards for existing seats
Alabama	\$10,063	\$11,388	\$1,325	13%	\$32,649,959
Alaska	\$6,959	\$8,548	\$1,589	23%	\$2,093,351
Arizona	\$7,972	\$10,865	\$2,893	36%	\$18,293,145
Arkansas	\$10,442	\$12,458	\$2,016	19%	\$40,954,653
California	\$15,421		ADEQUATE SPENDING		
Colorado	\$5,722	\$7,148	\$1,426	25%	\$75,034,989
Connecticut	\$9,194	\$16,741	\$7,547	82%	\$93,076,031
Delaware	\$11,753		ADEQUATE SPENDING		
District of Columbia	\$23,785		ADEQUATE SPENDING		
Florida	\$2,856	\$7,236	\$4,381	153%	\$669,687,797
Georgia	\$6,400	\$13,369	\$6,969	109%	\$498,451,186
Hawaii	\$7,398	\$13,650	\$6,252	85%	\$6,414,735
Idaho			NO PROGRAM		
Illinois	\$8,133	\$9,126	\$993	12%	\$81,878,340
Indiana [†]	\$11,986	\$12,841	\$855	7%	\$6,799,070
Iowa	\$3,878	\$8,824	\$4,946	128%	\$139,417,058
Kansas	\$4,562	\$8,724	\$4,163	91%	\$100,885,570
Kentucky	\$12,673		ADEQUATE SPENDING		
Louisiana	\$5,676	\$12,721	\$7,045	124%	\$137,484,938
Maine	\$10,714		ADEQUATE SPENDING		
Maryland	\$17,262		ADEQUATE SPENDING		
Massachusetts	\$6,033	\$8,842	\$2,810	47%	\$98,770,606
Michigan	\$12,761	\$14,073	\$1,312	10%	\$53,964,380
Minnesota	\$6,868	\$11,585	\$4,717	69%	\$37,111,666
Mississippi	\$9,753	\$11,720	\$1,967	20%	\$14,056,192
Missouri	\$4,844	\$6,374	\$1,530	32%	\$13,456,254
Montana			NO PROGRAM		
Nebraska	\$12,156		ADEQUATE SPENDING		
Nevada	\$9,703	\$14,454	\$4,751	49%	\$17,133,263
New Hampshire			NO PROGRAM		
New Jersey	\$17,911		ADEQUATE SPENDING		
New Mexico	\$13,227	\$14,748	\$1,521	11%	\$24,479,041
New York	\$6,285	\$18,561	\$12,276	195%	\$1,951,305,145
North Carolina	\$9,394	\$12,017	\$2,623	28%	\$71,621,389
North Dakota	\$6,118	\$10,874	\$4,756	78%	\$4,261,497
Ohio	\$4,250	\$6,468	\$2,218	52%	\$62,423,392
Oklahoma	\$11,103		ADEQUATE SPENDING		
Oregon	\$18,637		ADEQUATE SPENDING		
Pennsylvania	\$8,336	\$12,766	\$4,430	53%	\$244,448,542
Rhode Island	\$10,039	\$15,927	\$5,888	59%	\$13,918,629
South Carolina	\$4,534	\$13,430	\$8,896	196%	\$241,711,220
South Dakota			NO PROGRAM		
Tennessee	\$6,270	\$12,728	\$6,458	103%	\$113,874,734
Texas	\$4,767	\$13,780	\$9,013	189%	\$2,238,552,074
Utah	\$4,973	\$6,788	\$1,815	37%	\$3,650,467
Vermont	\$10,115		ADEQUATE SPENDING		
Virginia	\$9,751	\$16,278	\$5,509	57%	\$137,691,609
Washington	\$13,013		ADEQUATE SPENDING		
West Virginia	\$11,833	\$11,899	\$66	1%	\$916,249
Wisconsin	\$6,918		ADEQUATE SPENDING		
Wyoming			NO PROGRAM		
Total					\$7,246,467,170

[†] Indiana's state-funded ECE program does not meet NIEER's definition of a state-funded preschool program because it has a parent work or education requirement for eligibility.

Alabama

ALABAMA has been a leader in expanding access to quality preschool for almost two decades. The First Class Pre-K (FCPK) program has set and maintained standards that meet all 10 of NIEER's quality standards benchmarks. Alabama prioritizes quality over rapid growth. The program has grown enrollment gradually but steadily, reaching 41% in 2023-2024 while maintaining quality standards without reducing funding per child. Alabama's program also stands out for supporting salary parity for teachers to enhance quality and prevent teacher shortages and for a 6.5 hour per day to better support child development and parental employment. FCPK's funding model includes start-up funds for classrooms to support growth and grants to help programs improve quality to support effectiveness. The state has also benefited from support from the business coalition which has built strong political support for preschool. Evaluations indicate that FCPK improves participants' long-term educational outcomes.²



New Mexico

NEW MEXICO is a preschool rising star. The New Mexico PreK program (NM PreK) meets 9 of 10 NIEER quality standards benchmarks (missing the teacher degree benchmark because lead teachers in nonpublic schools are not required to have a bachelor's degree). Since 2005-2006 enrollment in NM PreK has grown gradually, but in the last few years it has skyrocketed. Between 2022-2023 and 2023-2024, enrollment of 3-year-olds increased by 10 percentage points, almost doubling, and enrollment of 4-year-olds increased by six percentage points, surpassing 50% for the first time. This growth alone is remarkable, but it occurred at the same time the state shifted toward greater provision of school-day slots, increased the annual hours for a school-day slot from 900 to 1,080, and added a new extended plus program that provides year-round pre-K. Funding per child has also increased in recent years to both cover more hours and to increase salaries for lead and assistant teachers. Lead and assistant NM PreK teachers in public schools have salary parity with other public school teachers. This progress was made possible by a new dedicated funding source: revenues from New Mexico's Land Grant Permanent Fund (LGPF). The LGPF is a sovereign wealth fund based on leases and royalties from natural resources. In 2022, voters approved a constitutional amendment requiring a 1.25% distribution from the fund to provide early childhood education. The amendment was passed by more than 70% of voters.⁴ Other states that might consider such a step because they have large sovereign wealth funds are Alaska and North Dakota.

Michigan

MICHIGAN has been a long-time leader in quality and has recently begun working towards universal preschool. Like Alabama, Michigan's policies meet all 10 of NIEER's quality standard benchmarks which are embedded in state policy. Enrollment in Michigan's Great Start School Readiness Program (GSRP) has increased slowly, but in recent years the state has prioritized serving more children in school-day programs (6.5 hours per day) and fewer children in part-day programs (3 hours per day). One key to creating school-day slots has been through GSRP-blended slots that are funded partially by GSRP and partially by Head Start. The state has also increased funding for GSRP in recent years, raising the per child rate significantly. GSRP funding includes funding for transportation, curricula and training on curricula, and outreach to parents. To reach the stated goal of universal preschool for 4-year-olds, Michigan has increased the income-eligibility limit for priority enrollment, up to 400% of the federal poverty level for the 2025-2026 school year.³



Oklahoma

OKLAHOMA was one of the first states to have universal preschool for 4-year-olds, and it is offered in all school districts in the state.⁵ Currently the state enrolls 66% of 4-year-olds in its Oklahoma Early Childhood Four-Year-Old Program. The state also supports a small percentage (6%) of 3-year-olds in preschool. Oklahoma's preschool program meets 9 of 10 NIEER quality standards benchmarks, falling short on requirements for assistant teachers, something the state is working on improving. Oklahoma built in quality from the start by requiring that all teachers meet public school teacher standards and be paid as public school teachers. Preschool is funded through the school funding formula and state, local, and federal (to a lesser extent) funds support the program. Rigorous evaluations of the program in Tulsa have found numerous positive impacts including a 12 percentage point increase in college enrollment.⁵

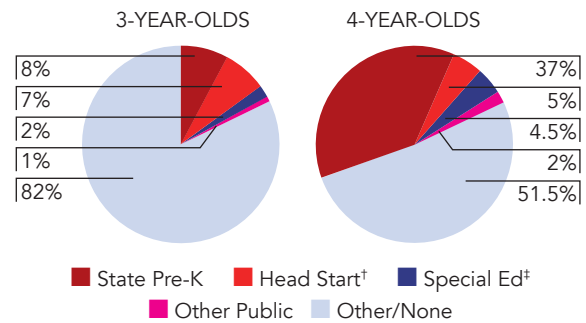
Oklahoma experienced a declining K-12 population a quarter century ago and was perhaps the first state to recognize that the problems this caused (e.g., school closures, lost economies of scale) could be addressed by adding universal preschool to the public education system.⁶ States facing large declines in K-12 population today that might learn from Oklahoma include California, Hawaii, Louisiana, Mississippi, New Mexico, New York, Oregon, and West Virginia. Some of these states seem to have already started down a similar path to Oklahoma. As 40 states are predicted to experience some decline in K-12 enrollment, most states should monitor this trend and consider pre-K expansion as an approach to dealing with the problems and opportunities associated with declining enrollment.⁷

As discussed earlier, Oklahoma is one of the leaders in universal pre-K that has experienced a long-term decline in the percentage of children enrolled from its peak in the last decade. Why this has occurred is something of a mystery. However, Oklahoma and the other states with similar downward trends should be considered "canaries in the coal mine," early warnings of a problem that others may experience and that needs to be addressed. In particular, states need to ensure that children in the most economically disadvantaged families enroll in preschool at very high rates (90% or more) as the payoffs are biggest for these children. It may not be a coincidence that Head Start programs targeting young children in poverty also have experienced more enrollment problems in recent years.

NATIONAL ACCESS

Total state pre-K enrollment, all ages.....	1,751,109
State-funded preschool programs.....	64 programs in 44 states and DC ¹
Income requirement	35 state programs have an income requirement
Minimum hours of operation.....	30 part-day; 16 school-day; 7 extended-day; 11 determined locally ²
Operating schedule.....	2 full calendar year; 41 school/ academic year; 21 determined locally
Special education enrollment, ages 3 and 4	518,951
Federally funded Head Start enrollment, ages 3 and 4	518,395 ³
State-funded Head Start enrollment, ages 3 and 4.....	14,411 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 64 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARK
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	63
Curriculum supports	Approval process & supports	60
Teacher degree	BA	31
Teacher specialized training	Specializing in pre-K	47
Assistant teacher degree	CDA or equivalent	20
Staff professional development	For teachers & assistants: At least 15 hours/year; Individual PD plans; Coaching	19
Maximum class size	20 or lower	49
Staff-child ratio	1:10 or better	51
Screening & referral	Vision, hearing & health screenings; & referral	43
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	43

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

NATIONAL RESOURCES

Total state pre-K spending	\$13,624,271,021 ⁵
Local match required?	12
State Head Start spending	\$352,604,083 ⁶
State spending per child enrolled	\$7,888 ⁵
All reported spending per child enrolled*	\$8,857

* 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.

¹ Throughout this report, the District of Columbia is included like a state, resulting in a list of 45 states for rankings. Indiana's state-funded early childhood education program is similar to state-funded preschool in other states. However, because it has a parent work or education requirement for eligibility, the program does not meet NIEER's definition of a state-funded preschool program. Indiana program information is included in the report but not in national totals or 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.

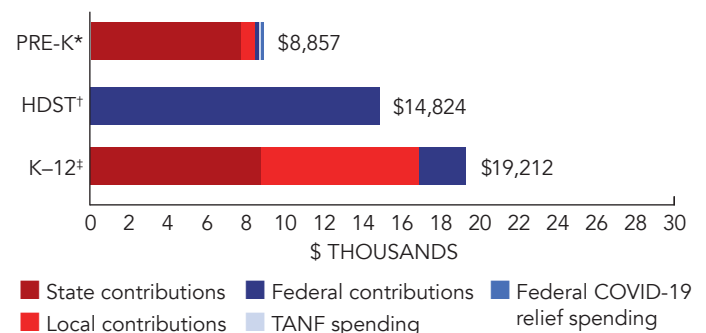
³ The enrollment figures for federal Head Start include children in the program in all 50 states, D.C., and the U.S. territories, as well as enrollment in the Migrant & Seasonal and American Indian/Native Alaskan programs. These numbers do not include children funded by state match.

⁴ This figure is based on the Head Start enrollment supported by state match as reported in the survey by states. This figure includes 13,708 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 \$242,263,080 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.

SPENDING PER CHILD ENROLLED



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

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	17	None Served	18	17	10
Alaska	38	24	20	28	2.9
Arizona	44	27	15	26	3
Arkansas	24	8	31	15	8
California	13	16	4	5	4.2
Colorado	3	12	29	36	2
Connecticut	36	11	12	23	5.1
Delaware	42	25	8	12	9*
District of Columbia	1	1	1	1	4
Florida	7	None Served	44	45	5
Georgia	10	None Served	23	31	8
Hawaii†	43	28	17	27	10*
Illinois	20	3	26	25	8
Iowa	5	21	41	44	8
Kansas	16	5	36	41	6
Kentucky	26	18	22	9	8*
Louisiana	23	33	30	37	7.8
Maine	14	None Served	24	14	9
Maryland	18	20	9	4	8
Massachusetts	25	9	43	35	6
Michigan	19	None Served	7	8	10*
Minnesota†	37	34	21	30	5.4
Mississippi	31	None Served	37	19	10
Missouri	39	29	34	39	4.3
Nebraska	22	10	45	10	6
Nevada	41	31	10	21	7
New Jersey	21	4	3	3	9
New Mexico	12	6	5	6	9
New York	9	7	25	32	7*
North Carolina	28	None Served	19	22	9*
North Dakota	40	None Served	28	34	5
Ohio	35	23	39	43	5
Oklahoma	6	22	32	13	9
Oregon	34	14	2	2	7.6
Pennsylvania†	27	13	14	24	6.7*
Rhode Island	29	None Served	11	18	10
South Carolina	15	35	38	42	7
Tennessee	32	32	33	33	9
Texas	11	15	35	40	2
Utah	45	30	42	38	6
Vermont	2	2	13	16	7
Virginia	30	26	27	20	4.9
Washington	33	17	6	7	8.2
West Virginia	4	19	16	11	9
Wisconsin	8	36	40	29	2
Indiana**	Work requirement	Work requirement	Work requirement	Work requirement	2
Idaho	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.

** Indiana's state-funded early childhood education program is similar to state-funded preschool in other states. However, because it has a parent work or education requirement for eligibility, the program does not meet NIEER's definition of a state-funded preschool program. Indiana program information is reported here but not in national totals or rankings.



WHAT'S NEW: THE DETAILS

RESOURCES

- Total state spending for preschool programs reached an all-time high of \$13.6 billion across 44 states and the District of Columbia.* Six states still did not fund a preschool program meeting NIEER's definition in 2023-2024, though Indiana offers a program that provides similar services but with eligibility limited by a work or school requirement. States reported spending \$257 million in federal COVID-19 relief funding. States' use of COVID-19 relief funding declined by almost half since the prior school year, and that funding source will no longer be available.
- Including COVID-19 relief dollars, spending on state-funded preschool increased by \$1.93 billion (17%), adjusted for inflation, from 2022-2023.
- Average state funding per child enrolled (including COVID-19 relief) was \$7,888 in 2023-2024. Adjusted for inflation, this is a \$675 per child increase from 2022-2023 (and more than double the increase seen last year).
- All-reported spending, which includes local and federal dollars to the extent that states can report them, topped \$15 billion for the first time ever, an inflation-adjusted increase of nearly \$2 billion (15%) from 2022-2023. All-reported spending per child was \$8,857, an inflation-adjusted increase of \$636 from 2022-2023.

ENROLLMENT

- States enrolled more than 1.75 million children in state-funded preschool in 2023-2024, including 1.42 million 4-year-olds and 307,232 three-year-olds. States enrolled 8% of 3-year-olds and 37% of 4-year-olds.
- Enrollment in state-funded preschool reached all-time highs in the total number of children, the number of 3-year-olds, the number of 4-year-olds, the percentage of 3-year-olds, and the percentages of 4-year-olds. Enrollment in state-funded preschool increased by 111,243 children, or 7%. The total number of children enrolled in state-funded preschool increased in all but nine states.

*Consistent with U.S. government statistical practices, the District of Columbia will be referred to as a "state" throughout this report. Hence, we report 45 "states" providing state-funded preschool.

- Nationally, enrollment in state-funded preschool recovered from the devastating impacts of the COVID-19 pandemic. A total of 94,435 more children enrolled in state-funded preschool in fall 2023 than in fall 2019, up 6%. However, progress has been uneven, and many states still enroll fewer children and/or a lower percentage of children than before the pandemic.
- The District of Columbia and 11 states enrolled more than 50% of 4-year-olds in state-funded preschool. The District, Vermont, and Colorado all served 70% or more of 4-year-olds.
- Only the District of Columbia (82%) and Vermont (58%) served more than one-quarter of 3-year-olds. Four other states (Illinois, New Jersey, Kansas, and New Mexico) enrolled more than 20% of 3-year-olds.
- Across all major public programs — state-funded preschool, preschool special education, and Head Start — 47% of 4-year-olds and 17% of 3-year-olds were served. Enrollment in Head Start at ages 3 and 4 decreased between 2022-2023 and 2023-2024 and it remains below pre-pandemic levels as well.

QUALITY STANDARDS

- Alabama, Hawaii, Michigan, Mississippi, and Rhode Island continue to be the only states to meet all 10 of NIEER's benchmarks for state preschool quality standards.
- Twenty-one state-funded preschool programs met five or fewer of the quality standards benchmarks, including three of the four largest programs (California TK, Florida, and Texas). Forty-four percent of children in state-funded preschool were in a program meeting half or fewer of the quality standards benchmarks. Only 16% of children were in programs meeting nine or ten benchmarks. More than 2.5 times as many children were enrolled in programs meeting five or fewer benchmarks than were in programs that met nine or ten.
- Utah met the Early Learning and Development Standards benchmark for the first time now that their ELDS is aligned with their infant and toddler standards.
- 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. Five programs received an "***" for the lead teacher degree benchmark. Two programs received an "***" for the continuous quality improvement benchmark.

IMPORTANT DEVELOPMENTS

- Indiana's On My Way Pre-K program is included in the Yearbook again. Although it does not meet NIEER's definition of a state-funded preschool program because of its parental work or school requirement, it does provide early education to 4-year-olds. The program is described on its profile page but is not included in national numbers or rankings.
- Several states added additional state-funded preschool programs:
 - Alaska began the Alaska Early Education Program Grant and the Alaska .5 ADM Approval Pre-K Program in addition to the Pre-Elementary Program.
 - Mississippi began the State Invested Pre-Kindergarten in addition to the Early Learning Collaborative program.
 - Missouri began the Missouri Quality Preschool Grant in addition to the Pre-K Foundation Formula program.
- Georgia piloted class size reductions from 22 to 20 with a 1:10 teacher to child ratio that goes into effect in the 2024-2025 school year.

¹ Organization for Economic Cooperation and Development (OECD), Online Education Database, retrieved September 16, 2019, from <http://stats.oecd.org/Index.aspx>. See Digest of Education Statistics 2019, table 601.35. NCESE (2020). The Condition of Education. Chapter 4/International Comparisons. Retrieved from: https://nces.ed.gov/programs/coe/pdf/coe_cgh.pdf

² First Class Pre-K Research Evaluation Team (2020). Alabama's First Class Pre-K Program: Outcomes and Impacts: A Summary of Results. Retrieved from: https://www.children.alabama.gov/wp-content/uploads/2021/09/Alabama-FCPK_Summary-of-Research-Evaluation-Results_January-2020.pdf

³ <https://www.michigan.gov/mileap/early-childhood-education/early-learners-and-care/gsrp> (Accessed April 2025).

⁴ https://en.wikipedia.org/wiki/New_Mexico_Land_Grant_Permanent_Fund#cite_note-13 (Accessed April 2025).

⁵ Gormley, W. (2024). Universal Pre-K in Tulsa: A Surprising Success. The Journal of the National Association of State Boards of Education, 24. <https://www.nasbe.org/universal-pre-k-in-tulsa-a-surprising-success/>

⁶ <https://www.newson6.com/story/5e367f022f69d76f620929e0/census-finds-fewer-schoolage-children-in-oklahoma>. Accessed April 2025.

⁷ NCES (2023). Table 203.20. Enrollment in public elementary and secondary schools by region, state, and jurisdiction: Selected years, fall 1900 through fall 2023. Retrieved from: https://nces.ed.gov/programs/digest/d23/tables/dt23_203.20.asp

TABLE 2: STATE PRESCHOOL ACCESS BY STATE

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2023-2024)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2023-2024)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	District of Columbia	95%	82%	88%	7,078	6,115	13,193
2	Vermont	76%	58%	67%	4,388	3,275	7,663
3	Colorado	70%	15%	43%	43,479	9,138	52,617
4	West Virginia	67%	7%	37%	12,064	1,311	13,375
5	Iowa	67%	6%	37%	25,606	2,302	27,908
6	Oklahoma	66%	6%	36%	33,349	3,010	36,359
7	Florida	65%	0%	33%	151,449	0	151,449
8	Wisconsin	63%	0.1%	32%	40,781	61	40,842
9	New York	56%	19%	38%	118,969	39,987	158,956
10	Georgia	55%	0%	28%	71,526	0	71,526
11	Texas	52%	11%	32%	204,876	42,590	247,466
12	New Mexico	51%	21%	36%	11,548	4,547	16,095
13	California	48%	10%	29%	207,852	42,855	250,707
14	Maine	47%	0%	24%	6,094	0	6,094
15	South Carolina	45%	0.2%	23%	26,990	135	27,125
16	Kansas	45%	21%	33%	16,200	7,553	23,753
17	Alabama	41%	0%	21%	24,640	0	24,640
18	Maryland	38%	7%	23%	27,501	5,227	32,728
19	Michigan	37%	0%	19%	41,120	0	41,120
20	Illinois	35%	24%	30%	48,774	33,568	82,342
21	New Jersey	34%	24%	29%	36,555	25,313	61,868
22	Nebraska	34%	16%	25%	8,668	4,032	12,700
23	Louisiana	34%	1%	17%	19,166	349	19,515
24	Arkansas	32%	19%	26%	12,077	6,927	19,004
25	Massachusetts	30%	17%	24%	21,014	11,593	32,607
26	Kentucky	27%	8%	18%	14,851	4,127	18,978
27	Pennsylvania	26%	13%	19%	35,452	17,505	52,958
28	North Carolina	22%	0%	11%	27,304	0	27,304
29	Rhode Island	22%	0%	11%	2,364	0	2,364
30	Virginia	22%	3%	13%	21,727	3,266	24,993
31	Mississippi	20%	0%	10%	7,145	0	7,145
32	Tennessee	20%	1%	11%	16,776	857	17,633
33	Washington	17%	8%	13%	14,830	6,860	21,690
34	Oregon	17%	12%	15%	7,186	5,118	12,304
35	Ohio	15%	6%	10%	20,218	7,926	28,144
36	Connecticut	13%	15%	14%	4,944	5,585	10,529
37	Minnesota	11%	1%	6%	7,501	367	7,868
38	Alaska	10%	4%	7%	940	345	1,285
39	Missouri	10%	2%	6%	7,529	1,165	8,694
40	North Dakota	9%	0%	4%	896	0	896
41	Nevada	9%	1%	5%	3,151	455	3,606
42	Delaware	8%	4%	6%	840	398	1,238
43	Hawaii	5%	2%	3%	734	279	1,013
44	Arizona	4%	3%	3%	3,213	2,370	5,583
45	Utah	3%	2%	2%	1,290	721	2,011
	50 states + DC*	37%	8%	23%	1,420,655	307,232	1,727,888
Work requirement†	Indiana†	9%	0%	5%	7,948	0	7,948
	Guam	2%	0%	1%	50	0	50
No program	Idaho	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

* Nationwide, an additional 23,221 children of other ages were enrolled in state prekindergarten, for a total of 1,751,109 children.

† Indiana's state-funded early childhood education program is similar to state-funded preschool in other states. However, because it has a parent work or education requirement for eligibility, the program does not meet NIEER's definition of a state-funded preschool program. Indiana program information is reported here but not in national totals or rankings.

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

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

STATE	2001-2002 TO 2023-2024		2019-2020 TO 2023-2024		2022-2023 TO 2023-2024	
	Number	% served	Number	% served	Number	% served
Alabama	0	0%	0	0%	0	0%
Alaska	345	4%	64	1%	195	2%
Arizona	2,370	3%	658	1%	183	0%
Arkansas	5,985	16%	276	2%	535	1%
California	31,931	8%	-13,383	-1%	4,574	1%
Colorado	8,408	14%	2,740	5%	4,193	7%
Connecticut	4,050	12%	160	1%	926	3%
Delaware	398	4%	135	1%	143	1%
District of Columbia	4,990	62%	-320	9%	186	3%
Florida	0	0%	0	0%	0	0%
Georgia	0	0%	0	0%	0	0%
Hawaii*	279	2%	279	2%	153	1%
Idaho	0	0%	0	0%	0	0%
Illinois	19,470	16%	-744	2%	1,064	1%
Indiana**	0	0%	0	0%	0	0%
Iowa	1,791	5%	863	2%	153	0%
Kansas	7,553	21%	6,157	18%	-78	0%
Kentucky	-745	-2%	-2,031	-3%	186	0%
Louisiana	349	1%	349	1%	194	0%
Maine	0	0%	0	0%	0	0%
Maryland	3,819	5%	2,787	4%	303	0%
Massachusetts	2,161	5%	-429	0%	862	1%
Michigan	0	0%	0	0%	0	0%
Minnesota*	-448	-1%	-169	0%	-48	0%
Mississippi	0	0%	0	0%	0	0%
Missouri	-1,381	-2%	15	0%	245	0%
Montana	0	0%	0	0%	0	0%
Nebraska	3,908	15%	-288	0%	9	0%
Nevada	344	1%	455	1%	455	1%
New Hampshire	0	0%	0	0%	0	0%
New Jersey	12,528	13%	3,054	3%	2,302	2%
New Mexico	4,077	19%	2,977	15%	2,103	10%
New York	34,152	17%	29,264	14%	7,099	4%
North Carolina	0	0%	0	0%	0	0%
North Dakota	0	0%	0	0%	0	0%
Ohio	-1,788	-1%	6,139	5%	5,202	4%
Oklahoma	3,010	6%	171	1%	100	0%
Oregon	4,009	10%	1,532	5%	261	1%
Pennsylvania*	17,505	13%	2,447	2%	548	0%
Rhode Island	0	0%	0	0%	0	0%
South Carolina	-215	0%	-122	0%	-56	0%
South Dakota	0	0%	0	0%	0	0%
Tennessee	15	0%	649	1%	-241	0%
Texas	22,849	5%	5,493	2%	2,135	1%
Utah	721	2%	202	0%	58	0%
Vermont	2,906	53%	-197	-1%	-736	-13%
Virginia	3,266	3%	3,266	3%	503	1%
Washington	5,711	7%	1,526	2%	-46	0%
West Virginia	-457	-1%	79	1%	133	1%
Wisconsin	-627	-1%	-341	0%	19	0%
Wyoming	0	0%	0	0%	0	0%
United States	203,239	5%	53,713	2%	33,816	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.

**Indiana's state-funded early childhood education program is similar to state-funded preschool in other states. However, because it has a parent work or education requirement for eligibility, the program does not meet NIEER's definition of a state-funded preschool program. Indiana program information is reported here but not in national totals or rankings.

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

STATE	2001-2002 TO 2023-2024		2019-2020 TO 2023-2024		2022-2023 TO 2023-2024	
	Number	% served	Number	% served	Number	% served
Alabama	23,884	40%	4,201	7%	1,252	2%
Alaska	940	10%	-183	-1%	50	1%
Arizona	-1,064	-2%	326	1%	111	0%
Arkansas	9,853	26%	-707	0%	136	0%
California	163,318	40%	25,461	11%	33,502	9%
Colorado	35,159	57%	26,941	46%	28,140	46%
Connecticut	527	4%	-3,042	-8%	-2,072	-5%
Delaware	-3	0%	258	2%	141	1%
District of Columbia	4,067	51%	-278	11%	257	7%
Florida	151,449	65%	-15,277	-6%	-2,575	-2%
Georgia	7,913	1%	-8,802	-5%	-1,936	-2%
Hawaii*	-515	-3%	56	1%	156	1%
Idaho	0	0%	0	0%	0	0%
Illinois	9,872	13%	-1,906	2%	274	1%
Indiana**	7,948	9%	4,431	5%	1,717	2%
Iowa	24,050	63%	-1,129	1%	-96	1%
Kansas	13,970	39%	4,827	15%	-131	0%
Kentucky	2,034	4%	-1,878	-3%	2	0%
Louisiana	11,647	22%	-1,289	1%	864	2%
Maine	4,654	37%	208	3%	154	0%
Maryland	9,127	13%	-3,168	-3%	864	1%
Massachusetts	11,582	19%	-600	0%	1,111	2%
Michigan	14,643	18%	3,752	5%	2,980	3%
Minnesota*	6,231	9%	-85	1%	117	0%
Mississippi	7,145	20%	4,081	12%	1,816	5%
Missouri	3,843	5%	1,888	3%	2,173	3%
Montana	0	0%	0	0%	0	0%
Nebraska	8,312	33%	-620	0%	45	0%
Nevada	2,830	8%	81	1%	670	2%
New Hampshire	0	0%	0	0%	0	0%
New Jersey	12,674	14%	3,401	3%	1,179	1%
New Mexico	11,178	49%	1,051	10%	1,102	6%
New York	55,470	31%	9,553	8%	-3,655	-1%
North Carolina	26,064	21%	-3,755	-3%	1,620	1%
North Dakota	896	9%	-339	-2%	359	4%
Ohio	6,333	6%	4,135	3%	4,942	4%
Oklahoma	7,470	10%	-3,868	-4%	-532	-1%
Oregon	4,597	11%	1,412	5%	508	2%
Pennsylvania*	32,902	24%	3,406	3%	1,311	1%
Rhode Island	2,364	22%	944	9%	0	0%
South Carolina	11,340	16%	-1,693	-2%	952	1%
South Dakota	0	0%	0	0%	0	0%
Tennessee	15,018	18%	-1,481	-2%	37	0%
Texas	77,293	13%	-6,393	2%	2,356	1%
Utah	1,290	3%	-413	-1%	-34	0%
Vermont	3,768	67%	-234	-1%	681	12%
Virginia	15,849	15%	2,568	3%	339	0%
Washington	10,045	11%	6,164	8%	840	1%
West Virginia	6,979	43%	-1,327	-1%	-5	1%
Wisconsin	27,277	44%	-5,670	-5%	-248	-1%
Wyoming	0	0%	0	0%	0	0%
United States	854,275	23%	77,019	3%	79,758	2%
Guam	50	2%	-21	-1%	-7	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.

**Indiana's state-funded early childhood education program is similar to state-funded preschool in other states. However, because it has a parent work or education requirement for eligibility, the program does not meet NIEER's definition of a state-funded preschool program. Indiana program information is reported here but not in national totals or rankings.

TABLE 4: 2023-2024 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 [†]	829	1%	26,048	44%	5,933	10%	28,578	48%
Alaska ^{*,†}	547	6%	1,364	15%	1,639	18%	2,484	27%
Arizona	5,067	6%	8,294	10%	10,241	13%	14,933	18%
Arkansas	8,464	23%	17,453	47%	10,827	30%	19,327	52%
California	51,614	12%	210,380	49%	80,155	19%	230,803	53%
Colorado [†]	9,138	15%	43,479	70%	11,407	18%	45,734	74%
Connecticut [†]	7,782	21%	8,187	22%	9,637	26%	10,000	27%
Delaware	1,312	12%	2,190	20%	1,771	16%	2,745	25%
District of Columbia [†]	6,115	82%	7,080	95%	6,223	84%	7,113	95%
Florida [†]	6,290	3%	165,371	72%	20,458	9%	179,732	78%
Georgia [†]	2,576	2%	74,236	57%	11,928	9%	77,030	59%
Hawaii [*]	794	5%	1,815	11%	1,556	10%	2,799	17%
Idaho	721	3%	1,318	6%	1,727	7%	2,560	11%
Illinois [†]	33,568	24%	56,261	40%	41,702	30%	63,295	45%
Indiana ^{*,***}	3,787	5%	14,337	17%	7,657	9%	18,597	22%
Iowa [†]	2,447	6%	26,504	70%	4,695	12%	28,683	75%
Kansas	7,553	21%	17,191	48%	9,723	27%	19,771	55%
Kentucky [†]	4,127	8%	16,345	30%	9,146	17%	20,669	38%
Louisiana [*]	877	2%	23,995	43%	9,734	18%	29,332	52%
Maine [†]	458	4%	6,209	48%	1,267	10%	6,267	48%
Maryland ^{*,†}	8,117	11%	29,868	41%	11,257	16%	31,569	43%
Massachusetts [†]	11,593	17%	21,034	30%	15,594	23%	24,439	35%
Michigan [†]	2,210	2%	41,120	37%	12,271	11%	45,204	41%
Minnesota ^{**}	3,438	5%	16,091	24%	7,416	11%	19,770	29%
Mississippi [†]	162	0.5%	8,544	24%	6,887	20%	16,226	46%
Missouri [*]	4,114	6%	14,300	20%	9,472	13%	18,076	25%
Montana	18	0.2%	216	2%	1,335	11%	1,627	14%
Nebraska [†]	4,032	16%	8,788	35%	4,884	19%	9,557	38%
Nevada [†]	2,037	6%	5,853	16%	3,215	9%	6,508	18%
New Hampshire	919	7%	1,297	10%	1,420	11%	1,820	14%
New Jersey [†]	32,001	30%	46,018	43%	34,538	33%	47,713	45%
New Mexico [†]	5,288	24%	11,548	51%	7,669	35%	13,629	60%
New York [†]	48,362	23%	123,273	58%	61,491	29%	133,741	63%
North Carolina [†]	2,803	2%	33,282	27%	8,631	7%	37,478	31%
North Dakota [†]	353	3%	1,758	17%	1,176	12%	2,681	27%
Ohio	12,422	9%	31,231	23%	22,666	17%	42,434	31%
Oklahoma	3,010	6%	34,119	67%	9,170	18%	38,005	75%
Oregon	5,711	14%	9,822	23%	8,016	19%	11,856	28%
Pennsylvania ^{*,†}	23,312	17%	51,428	37%	31,519	23%	61,328	44%
Rhode Island [†]	521	5%	3,434	31%	1,320	12%	3,980	36%
South Carolina	1,901	3%	27,029	46%	7,583	13%	29,805	50%
South Dakota	302	3%	906	8%	1,654	14%	2,739	23%
Tennessee [†]	2,520	3%	21,035	25%	8,474	10%	25,996	31%
Texas [†]	46,665	12%	214,030	54%	68,396	18%	214,030	54%
Utah [*]	2,815	6%	5,302	11%	4,701	10%	7,490	16%
Vermont	3,275	58%	4,420	76%	3,574	63%	4,760	82%
Virginia [†]	6,019	6%	27,110	27%	10,422	11%	31,871	32%
Washington	8,914	10%	19,049	22%	12,868	15%	23,053	27%
West Virginia [†]	1,311	7%	12,064	67%	3,379	19%	13,032	73%
Wisconsin	1,724	3%	41,635	64%	7,589	12%	45,056	70%
Wyoming	554	9%	1,387	22%	1,148	18%	1,927	30%
United States	400,490	11%	1,595,050	42%	647,164	17%	1,777,851	47%
Guam	26	1%	82	3%	179	6%	462	15%

* 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 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.

** The number of special education children in the Minnesota Head Start program was estimated based on the percentage of children with an IEP in Head Start as reported by the PIR.

*** Indiana's state-funded early childhood education program is similar to state-funded preschool in other states. However, because it has a parent work or education requirement for eligibility, the program does not meet NIEER's definition of a state-funded preschool program. Indiana program information is reported here but not in national totals or rankings.

[†] 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: 2023-2024 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 2023-2024
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Alaska Pre-Elementary	✓		✓								2
Alaska EEP	✓	✓					✓	✓			4
Alaska .5 ADM	✓	✓					✓	✓			4
Arizona	✓	✓								✓	3
Arkansas	✓	✓		✓	✓		✓	✓	✓	✓	8
California CSPP	✓	✓		✓				✓	✓	✓	6
California TK	✓	✓	✓								3
Colorado	✓	✓									2
Connecticut CDCC	✓	✓		✓			✓	✓			5
Connecticut SR	✓	✓		✓			✓	✓			5
Connecticut Smart Start	✓	✓	✓	✓			✓	✓			6
Delaware	✓	✓		✓	✓	✓	✓	✓	✓	✓*	9*
District of Columbia	✓	✓							✓	✓	4
Florida	✓	✓					✓		✓	✓	5
Georgia	✓	✓	✓	✓	✓	✓			✓	✓	8
Hawaii EOEL	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Hawaii SPCS	✓	✓	✓*	✓	✓	✓	✓	✓	✓	✓	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 ELC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Mississippi SIP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Missouri Foundation Form.	✓		✓	✓				✓			4
Missouri QPK	✓			✓			✓	✓		✓	5
Nebraska	✓	✓	✓	✓			✓	✓			6
Nevada	✓	✓		✓			✓	✓	✓	✓	7
New Jersey	✓	✓	✓	✓		✓	✓	✓	✓	✓	9
New Mexico	✓	✓		✓	✓	✓	✓	✓	✓	✓	9
New York	✓	✓	✓*	✓			✓	✓	✓		7*
North Carolina	✓	✓	✓*	✓	✓		✓	✓	✓	✓	9*
North Dakota	✓	✓					✓	✓	✓		5
Ohio	✓	✓		✓					✓	✓	5
Oklahoma	✓	✓	✓	✓		✓	✓	✓	✓	✓	9
Oregon OPK	✓	✓		✓	✓	✓	✓	✓	✓	✓	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	✓								✓		2
Utah	✓	✓		✓			✓	✓		✓	6
Vermont	✓	✓		✓			✓	✓	✓	✓	7
Virginia VPI	✓	✓					✓	✓		✓	5
Virginia Mixed Delivery	✓	✓						✓		✓	4
Washington ECEAP	✓	✓		✓	✓	✓	✓	✓	✓	✓	9
Washington TK	✓	✓	✓			✓			✓	✓	6
West Virginia	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Wisconsin		✓	✓								2
TOTAL	63	60	31	47	20	19	49	51	43	43	
Indiana†	✓	✓									2
Guam	✓	✓		✓			✓	✓	✓		6

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

† Indiana's state-funded early childhood education program is similar to state-funded preschool in other states. However, because it has a parent work or education requirement for eligibility, the program does not meet NIEER's definition of a state-funded preschool program. Indiana program information is reported here but not in national totals or rankings.

Note: A red checkmark indicates that the benchmark is newly met due to a policy change.

TABLE 6: STATE PRE-K RESOURCES 2023-2024

STATE	Resource rank based on state spending	State \$ per child enrolled in preschool	Change in total state per child spending from 2022-2023 to 2023-2024 Adjusted dollars	Total state preschool spending in 2023-2024	Change in total state spending from 2022-2023 to 2023-2024 Adjusted dollars
District of Columbia	1	\$23,785	\$1,688	\$314,419,667	\$31,820,962
Oregon	2	\$18,637	\$2,585	\$234,774,788	\$46,644,445
New Jersey	3	\$17,911	\$1,690	\$1,108,123,000	\$161,011,555
California	4	\$15,192	\$515	\$3,840,830,368	\$656,366,415
New Mexico	5	\$13,227	\$5,258	\$212,888,058	\$107,488,625
Washington	6	\$12,808	\$927	\$279,381,146	\$29,262,249
Michigan	7	\$12,761	\$965	\$524,720,000	\$74,842,159
Delaware	8	\$11,753	\$2,570	\$14,550,750	\$5,790,112
Maryland	9	\$10,977	\$3,979	\$361,918,293	\$138,649,029
Nevada	10	\$9,703	\$282	\$34,987,861	\$11,615,598
Rhode Island	11	\$9,489	\$2,402	\$22,430,859	\$5,679,404
Connecticut	12	\$9,194	Not reported	\$113,392,552	Not reported
Vermont***	13	\$8,632	\$429	\$71,825,895	\$3,464,516
Pennsylvania	14	\$8,336	-\$55	\$460,009,750	\$15,601,907
Arizona	15	\$7,972	\$2,585	\$50,404,480	\$18,334,868
West Virginia	16	\$7,903	\$885	\$109,570,771	\$13,205,354
Hawaii	17	\$7,398	-\$3,226	\$7,590,165	\$111,201
Alabama	18	\$7,368	-\$24	\$181,550,866	\$8,667,284
North Carolina	19	\$7,117	\$478	\$194,318,020	\$23,807,791
Alaska	20	\$6,936	\$2,150	\$9,134,365	\$4,156,841
Minnesota	21	\$6,868	\$964	\$54,036,950	\$7,992,761
Kentucky	22	\$6,598	\$861	\$130,218,152	\$18,222,436
Georgia	23	\$6,400	\$782	\$457,779,908	\$45,050,454
Maine	24	\$6,338	\$1,230	\$40,313,880	\$8,456,798
New York	25	\$6,285	\$215	\$999,114,327	\$55,046,901
Illinois	26	\$6,171	\$793	\$508,924,188	\$72,353,983
Virginia	27	\$6,119	\$338	\$152,943,300	\$13,223,463
North Dakota	28	\$6,118	\$1,365	\$5,481,515	\$2,919,855
Colorado	29	\$5,722	\$2,141	\$301,057,683	\$224,638,777
Louisiana	30	\$5,676	-\$210	\$110,765,377	\$2,127,339
Arkansas	31	\$5,675	-\$2,564	\$115,274,454	-\$43,325,038
Oklahoma	32	\$5,133	\$359	\$197,385,755	\$11,288,674
Tennessee	33	\$4,902	\$103	\$86,437,438	\$835,061
Missouri	34	\$4,844	\$532	\$42,609,450	\$15,120,955
Texas**	35	\$4,682	\$468	\$1,061,419,621	\$125,267,307
Kansas	36	\$4,562	\$399	\$110,559,369	\$9,357,190
Mississippi	37	\$4,450	\$1,185	\$31,794,188	\$14,395,473
South Carolina	38	\$4,255	\$375	\$115,624,307	\$13,581,197
Ohio	39	\$4,250	\$270	\$119,612,000	\$47,969,063
Wisconsin****	40	\$3,812	\$0	\$169,270,437	-\$1,871,466
Iowa*	41	\$3,735	\$49	\$96,606,841	\$746,282
Utah	42	\$3,326	\$244	\$6,688,608	\$564,135
Massachusetts	43	\$2,853	\$341	\$100,292,048	\$17,227,034
Florida	44	\$2,838	-\$289	\$433,804,469	-\$52,952,921
Nebraska	45	\$2,225	-\$99	\$29,435,102	-\$1,232,023
50 states + DC		\$7,888	\$675	\$13,624,271,021	\$1,937,388,530
Indiana†	Work Requirement	\$10,023	\$5,082	\$79,665,126	\$48,876,594
Guam		\$9,314	\$1,184	\$465,712	\$2,310
Idaho	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

* 2,325 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 21,650 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.

**** Wisconsin could not report pre-K spending for 2023-2024. It is estimated based on 2022-2023 reported spending.

† Indiana's state-funded early childhood education program is similar to state-funded preschool in other states. However, because it has a parent work or education requirement for eligibility, the program does not meet NIEER's definition of a state-funded preschool program. Indiana program information is reported here but not in national totals or rankings.

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

TABLE 7: ALL-REPORTED PRE-K RESOURCES 2023-2024

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	\$23,785	No	\$23,785	\$0	\$0	\$314,419,667
Oregon	2	\$18,637	No	\$18,637	\$0	\$0	\$234,774,788
New Jersey	3	\$17,911	No	\$17,911	\$0	\$0	\$1,108,123,000
Maryland	4	\$17,262	Yes	\$10,977	\$6,285	\$0	\$569,159,141
California	5	\$15,421	Yes	\$15,192	\$7	\$223	\$3,898,876,391
New Mexico	6	\$13,227	No	\$13,227	\$0	\$0	\$212,888,058
Washington	7	\$13,013	Yes	\$12,808	\$205	\$0	\$283,853,445
Michigan	8	\$12,761	No	\$12,761	\$0	\$0	\$524,720,000
Kentucky	9	\$12,673	Yes	\$6,598	\$3,106	\$2,970	\$250,130,532
Nebraska	10	\$12,156	Yes	\$2,225	\$4,539	\$5,392	\$160,850,738
West Virginia	11	\$11,833	Yes	\$7,903	\$5	\$3,925	\$164,054,009
Delaware	12	\$11,753	No	\$11,753	\$0	\$0	\$14,550,750
Oklahoma	13	\$11,103	Yes	\$5,133	\$4,409	\$1,562	\$427,001,401
Maine	14	\$10,714	Yes	\$6,338	\$4,377	\$0	\$68,153,508
Arkansas	15	\$10,442	Yes	\$5,675	\$3,463	\$1,304	\$212,079,785
Vermont***	16	\$10,115	Yes	\$8,632	\$192	\$1,290	\$84,164,751
Alabama	17	\$10,063	Yes	\$7,368	\$2,695	\$0	\$247,950,361
Rhode Island	18	\$10,039	Yes	\$9,489	\$0	\$551	\$23,732,799
Mississippi	19	\$9,753	Yes	\$4,450	\$3,212	\$2,091	\$69,683,209
Virginia	20	\$9,751	Yes	\$6,119	\$2,821	\$810	\$243,698,805
Nevada	21	\$9,703	No	\$9,703	\$0	\$0	\$34,987,861
North Carolina	22	\$9,394	Yes	\$7,117	\$2,133	\$144	\$256,490,779
Connecticut	23	\$9,194	No	\$9,194	\$0	\$0	\$113,392,552
Pennsylvania	24	\$8,336	No	\$8,336	\$0	\$0	\$460,009,750
Illinois	25	\$8,133	Yes	\$6,171	\$1,962	\$0	\$670,768,028
Arizona	26	\$7,972	No	\$7,972	\$0	\$0	\$50,404,480
Hawaii	27	\$7,398	No	\$7,398	\$0	\$0	\$7,590,165
Alaska	28	\$6,959	Yes	\$6,936	\$0	\$23	\$9,164,365
Wisconsin****	29	\$6,918	Yes	\$3,812	\$3,107	\$0	\$307,248,552
Minnesota	30	\$6,868	No	\$6,868	\$0	\$0	\$54,036,950
Georgia	31	\$6,400	No	\$6,400	\$0	\$0	\$457,779,908
New York	32	\$6,285	No	\$6,285	\$0	\$0	\$999,114,327
Tennessee	33	\$6,270	Yes	\$4,902	\$1,368	\$0	\$110,558,090
North Dakota	34	\$6,118	No	\$6,118	\$0	\$0	\$5,481,515
Massachusetts	35	\$6,033	Yes	\$2,853	\$2,695	\$484	\$212,071,280
Colorado	36	\$5,722	No	\$5,722	\$0	\$0	\$301,057,683
Louisiana	37	\$5,676	No	\$5,676	\$0	\$0	\$110,765,377
Utah	38	\$4,973	Yes	\$3,326	\$0	\$1,647	\$10,000,008
Missouri	39	\$4,844	No	\$4,844	\$0	\$0	\$42,609,450
Texas**	40	\$4,767	Yes	\$4,682	\$0	\$85	\$1,080,697,989
Kansas	41	\$4,562	No	\$4,562	\$0	\$0	\$110,559,369
South Carolina	42	\$4,534	Yes	\$4,255	\$0	\$279	\$123,195,310
Ohio	43	\$4,250	No	\$4,250	\$0	\$0	\$119,612,000
Iowa*	44	\$3,878	Yes	\$3,735	\$143	\$0	\$100,296,902
Florida	45	\$2,856	Yes	\$2,838	\$0	\$18	\$436,562,687
50 states + DC		\$8,857	Yes	\$7,888	\$721	\$248	\$15,297,320,514
Indiana†	Work Requirement	\$11,986	Yes	\$10,023	\$0	\$1,962	\$95,262,478
Guam		\$9,314	No	\$9,314	\$0	\$0	\$465,712
Idaho	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

* 2,325 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 21,650 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.

**** Wisconsin could not report pre-K spending for 2023-2024. It is estimated based on 2022-2023 reported spending.

† Indiana's state-funded early childhood education program is similar to state-funded preschool in other states. However, because it has a parent work or education requirement for eligibility, the program does not meet NIEER's definition of a state-funded preschool program. Indiana program information is reported here but not in national totals or rankings.

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

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 2023-2024 school year are those who will be eligible to enter kindergarten two years later, during the 2025-2026 school year.
- Children considered to be four years old during the 2023-2024 school year were eligible to enter kindergarten one year later, during the 2024-2025 school year.
- Children considered to be five years old during the 2023-2024 school year were already eligible for kindergarten at the beginning of the 2023-2024 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 2024 (which corresponds to the 2023-2024 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 2024 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 red 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 subsequent years.

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 2024-2025 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.

Indiana's preschool program has a parent work or education requirement for eligibility and therefore does not meet NIEER's definition of a state-funded preschool program. Information on the program is included in this report but not in national totals or rankings.

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

Alaska, California, Connecticut, Hawaii, Iowa, Louisiana, Massachusetts, Minnesota, Mississippi, Missouri, 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 five states that did not fund preschool education programs in the 2023-2024 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 2023-2024 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, beginning 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 and the District of Columbia 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. 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 bachelor’s degree for lead teachers but allowed waivers resulting in a substantial portion of lead teachers not having at least a bachelor’s degree 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 that preschool teachers have a bachelor's degree 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. IOM/NRC 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. Continuous Quality Improvement System. 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 (which includes TANF and COVID-19 relief funding); 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 2023-2024 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 included 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

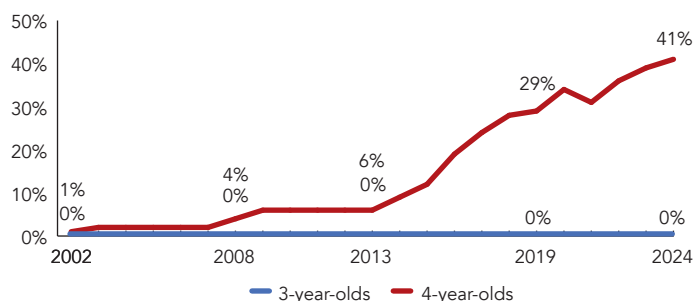
GLOSSARY OF ABBREVIATIONS

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/ARPA	American Rescue Plan/American Rescue Plan Act	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	N–	Denotes that the age range covered by a teaching license begins at nursery (e.g., N–3 = nursery–grade 3)
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	NA	Not Applicable
DLL	Dual Language Learner	NAEYC	National Association for the Education of Young Children
DOE	Department of Education	NCLB	No Child Left Behind
DRA	Developmental Reading Assessment	ONBL	Outdoor/Nature-based Learning
DRDP	Desired Results Developmental Profile	PALS	Phonological Awareness Literacy Screening
EC	Early Childhood	P–	Denotes that the age range covered by a teaching license begins at preschool (e.g., P–4 = preschool–grade 4)
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	SEA	State Education Agency
ELL	English Language Learner	SMI	State Median Income
ELLCO	Early Language and Literacy Classroom Observation	SpEd	Special Education
ELS	Early Learning Standards	TANF	Temporary Assistance to Needy Families
ESSER	Elementary and Secondary School Emergency Relief Fund	T.E.A.C.H.	Teacher Education and Compensation Helps (T.E.A.C.H. Early Childhood Project)
ERS	Environmental Rating Scale	TPOT	Teaching Pyramid Observation Tool
ESL	English as a Second Language	TS GOLD	Teaching Strategies GOLD
FCC	Family Child Care	USDA	United States Department of Agriculture
FCCERS	Family Child Care Environment Rating Scale	WSS	Work Sampling System

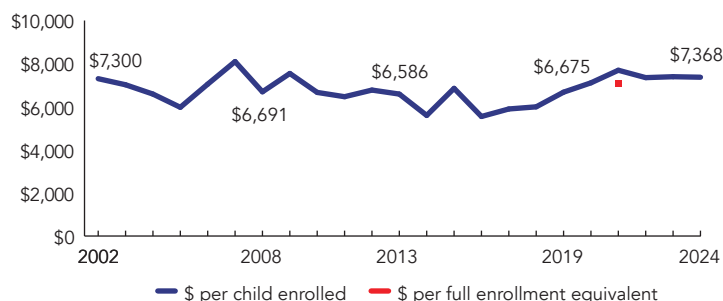
State Profiles

Alabama

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Alabama preschool enrolled 24,640 children, an increase of 1,252 from the prior year. State spending totaled \$181,550,866, up \$8,667,284 (5%), adjusted for inflation, since last year. State spending per child equaled \$7,368 in 2023-2024, down \$24 from 2022-2023, adjusted for inflation. Alabama met 10 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2023-24 school year, in response to the ongoing teacher shortage, First Class Pre-K expanded the apprenticeship program to increase the number of qualified teachers. Additionally, in January 2023, the Governor directed the Alabama Department of Early Childhood Education (ADECE) to focus on serving children in and around turnaround schools.

For the 2024-25 school year, the ADECE was instructed to reduce the cost burden on families by not allowing programs that receive full grants to charge tuition. The state Education Trust Fund (ETF) budget provided \$2.5 million to replace tuition charges to parents. This has led to a streamlining in the budget process and format at the local level.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
18	17

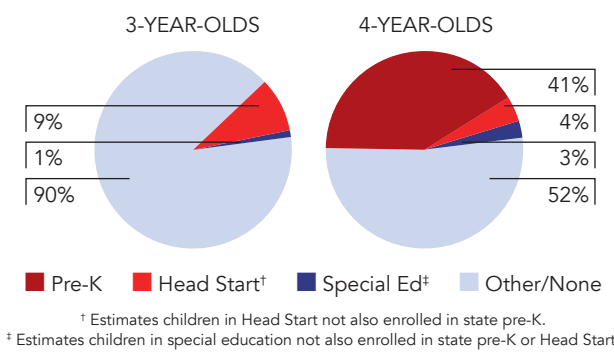
TOTAL BENCHMARKS MET
10

ALABAMA FIRST CLASS PRE-K PROGRAM

ACCESS

Total state pre-K enrollment	24,640
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	4,140
Federally funded Head Start enrollment, ages 3 and 4	9,272
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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	✓
Curriculum supports	Approval process & supports	Approval process & supports	✓
Teacher degree	BA	BA	✓
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	✓
Assistant teacher degree	CDA or 9 ECE/CD credits	CDA or equivalent	✓
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	✓
Maximum class size	20 (4-year-olds)	20 or lower	✓
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	✓
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	✓
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	✓

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

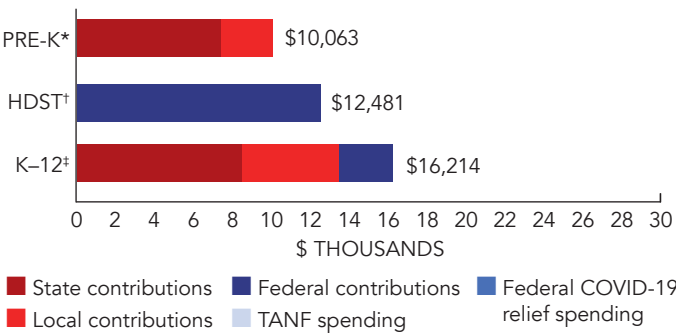
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RESOURCES

Total state pre-K spending	\$181,550,866
Local match required?	Yes
State Head Start spending	\$5,138,672
State spending per child enrolled	\$7,368
All reported spending per child enrolled*	\$10,063

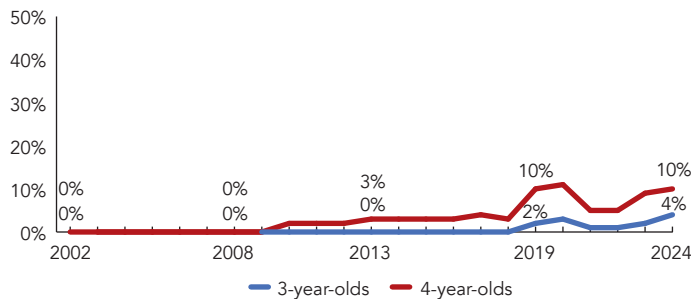
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

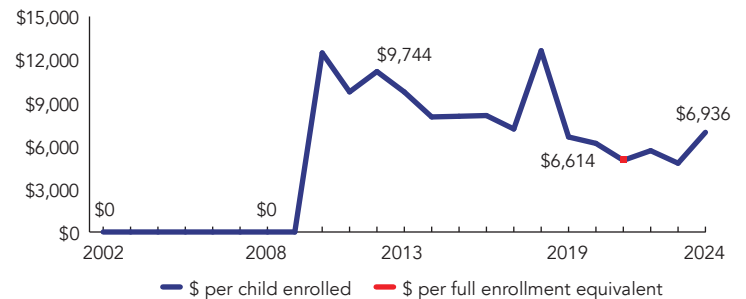


Alaska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Alaska preschool enrolled 1,317 children, an increase of 277 from the prior year. State spending totaled \$9,134,365, up \$4,156,841 (84%), adjusted for inflation, since last year. State spending per child equaled \$6,936 in 2023-2024, up \$2,150 from 2022-2023, adjusted for inflation. Alaska met an average of 2.9 of 10 quality standards benchmarks.

WHAT'S NEW

In May 2022, the Alaska State Legislature passed the Alaska Reads Act which provides more consistent and stable funding of early childhood programs starting July 1, 2023. The Alaska Reads Act includes a total of \$3 million in grant money that is 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.

Because of the Alaska Reads Act, the Alaska Early Education Program Grant (EEP) and the Alaska .5 ADM Approval Pre-K Program are included in the Yearbook for the first time this year. Starting with the 2023-24 school year, the state awarded EEP Grants to seven districts, on a 3-year cycle. These districts are working towards meeting Alaska's Early Education Program Standards. One district, Anchorage, was included in the .5 ADM Approval Pre-K program, which includes stable funding through Alaska's base student allocation formula, for 4- and 5-year-old pre-elementary students at .5 Average Daily Membership (ADM).

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 2023-2024 program year, the state provided \$8,335,000 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 would 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 for the three-year grant cycle starting on July 1, 2020, and ending June 30, 2023. A new application was posted in Spring of 2023, open to all school districts to either start a preschool program or continue and improve their existing program for children ages three to five years. Starting July 1, 2023, nine school districts were awarded the Pre-Elementary Grant. Dependent upon annual legislative funding of \$3.2 million, the districts will receive grant funding through June 30, 2027. 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.

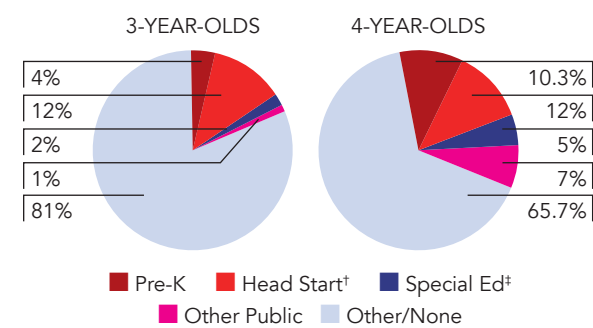
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ALASKA STATE OVERVIEW

ACCESS

Total state pre-K enrollment	1,317
Special education enrollment, ages 3 and 4	1,092
Federally funded Head Start enrollment, ages 3 and 4	2,214
State-funded Head Start enrollment, ages 3 and 4.....	21

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

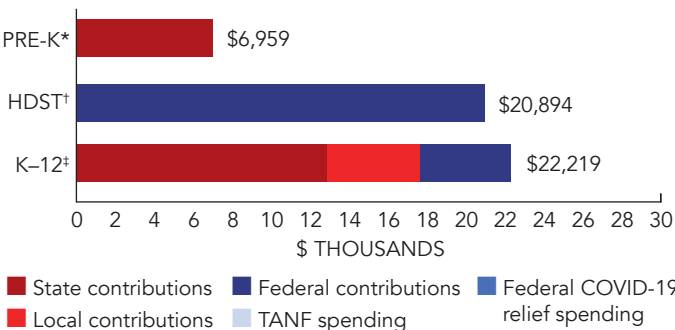


† Some Head Start children may also be counted in state pre-K (Pre-Elementary).
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$9,134,365
State Head Start spending	\$8,335,000
State spending per child enrolled	\$6,936
All reported spending per child enrolled*	\$6,959

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
38	24

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
20	28

TOTAL BENCHMARKS MET
2.9

Insecure funding has affected program implementation and quality because the legislature provides the funding one year at a time. 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.

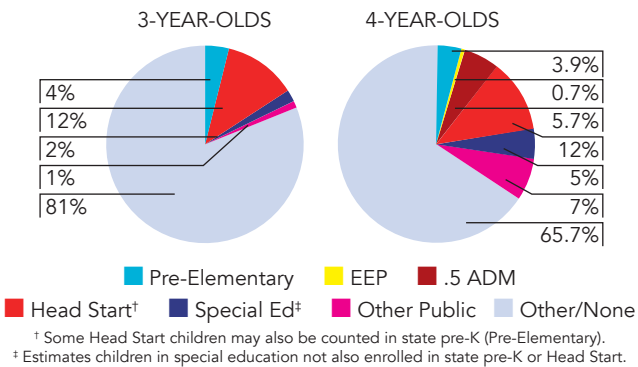
Alaska’s overall support for state-funded preschool is depicted in the first two pages of this state profile. The third page focuses on Pre-Elementary, the fourth page on EEP, and the fifth page on .5 ADM.

ALASKA PRE-ELEMENTARY PROGRAMS

ACCESS

Total state pre-K enrollment.....	699
School districts that offer state program.....	31%
Income requirement.....	No income requirement
Minimum hours of operation.....	Determined locally
Operating schedule.....	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

POLICY	AK PRE-ELEMENTARY 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 year (teachers only); PD plans (some public teachers and 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 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

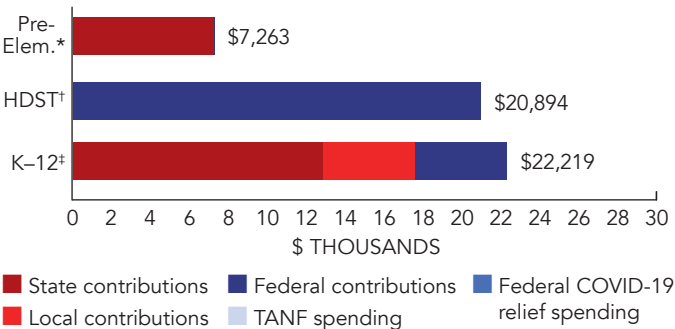
Total state pre-K spending	\$5,046,869
Local match required?	No
State Head Start spending	\$7,220
All reported spending per child enrolled*	\$7,263

* 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

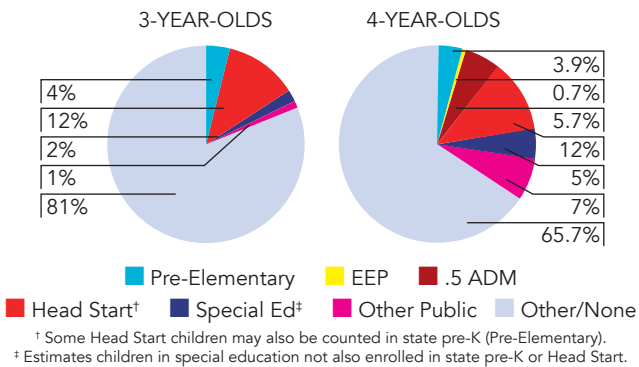


ALASKA EARLY EDUCATION PROGRAM GRANT (EEP)

ACCESS

Total state pre-K enrollment.....	95
School districts that offer state program.....	13%
Income requirement.....	No income requirement
Minimum hours of operation.....	2 hours/day; 5 days/week
Operating schedule.....	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

POLICY	AK EEP 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); None (Nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, Kindergarten	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD (public); None (Nonpublic)	CDA or equivalent	<input type="checkbox"/>
Staff professional development	6 credit hours/5 years (public 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	2:20 (3- & 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	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.

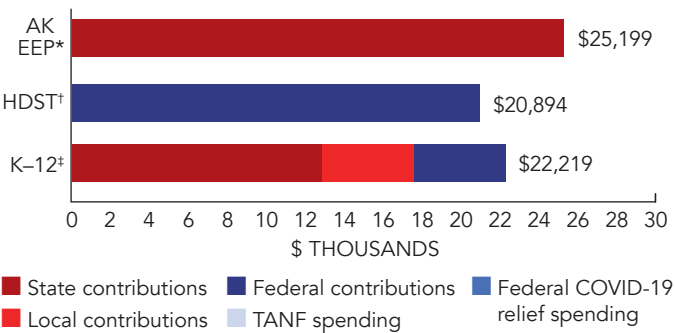
4

RESOURCES

Total state pre-K spending	\$2,393,897
Local match required?	No
State spending per child enrolled	\$25,199
All reported spending per child enrolled*	\$25,199

* 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

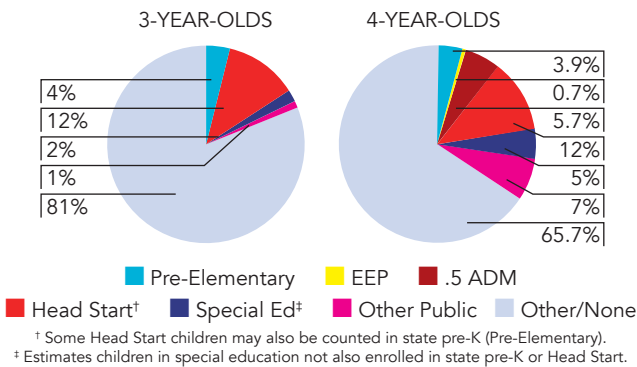


ALASKA .5 ADM APPROVAL PRE-K PROGRAM

ACCESS

Total state pre-K enrollment.....	523
School districts that offer state program.....	2%
Income requirement.....	No income requirement
Minimum hours of operation.....	2 hours/day; 5 days/week
Operating schedule.....	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

POLICY	AK .5 ADM 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); None (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, Kindergarten	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD (public); None (Nonpublic)	CDA or equivalent	<input type="checkbox"/>
Staff professional development	6 credit hours/5 years (public 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	2:20 (3- & 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	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.

4

RESOURCES

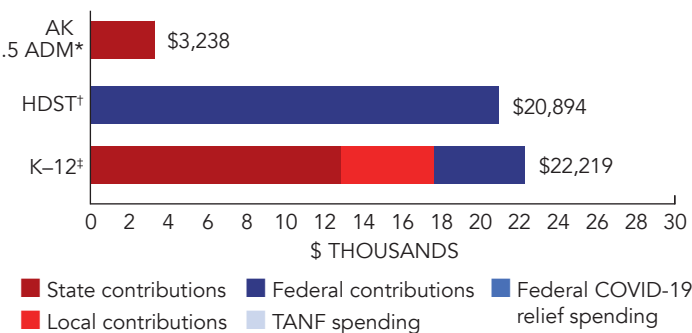
Total state pre-K spending	\$1,693,599
Local match required?	No
State spending per child enrolled	\$3,238
All reported spending per child enrolled*	\$3,238

* 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.

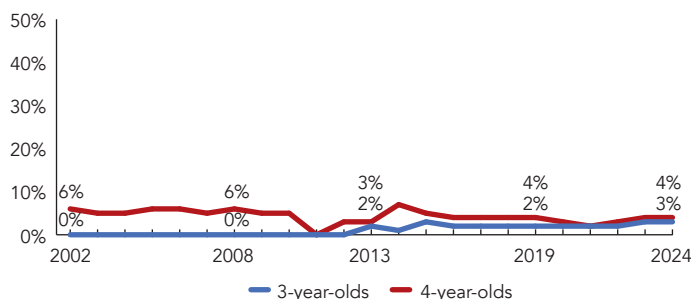
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

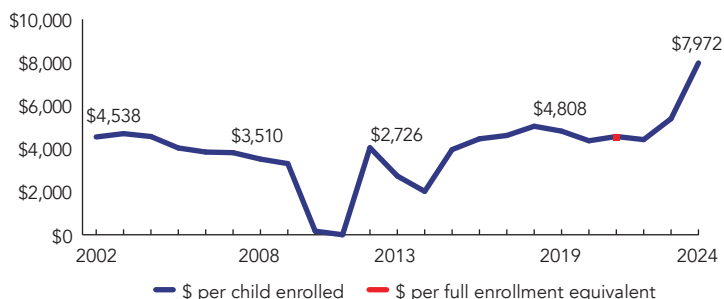


Arizona

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Arizona preschool enrolled 6,323 children, an increase of 369 from the prior year. State spending totaled \$26,892,795 and an additional \$23,511,685 in federal recovery funds supported the program, up \$18,334,868 (57%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$7,972 in 2023-2024, up \$2,585 from 2022-2023, adjusted for inflation. Arizona met 3 of 10 quality standards benchmarks.

WHAT'S NEW

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. First Things First Board approved the maintenance of the increased reimbursement rate for Quality First Scholarships. While the increase is positive, it will negatively impact enrollment in the 2024-2025 program year.

During 2023-2024, the Quality First (QIRS) model was revised so that quality improvement supports are more individualized to the needs of the participating programs. Lower rated programs receive more supports while higher rated programs receive fewer supports.

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 300% 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 age of child (infants, toddlers, preschoolers).

Dramatic decreases in tobacco tax revenues have resulted in a \$62.5 million drop as of SFY24 (37.9% less than the baseline year of 2008). Despite ongoing decreases in tobacco revenue, 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
44	27

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
15	26

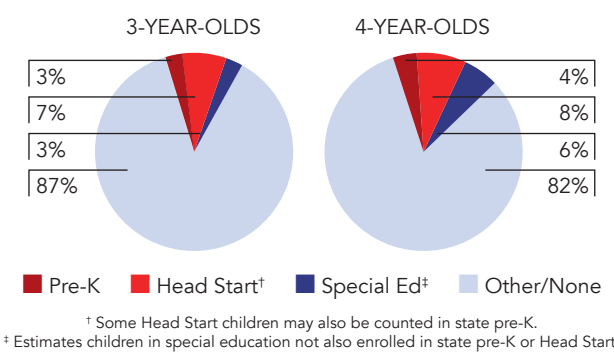
TOTAL BENCHMARKS MET
3

QUALITY FIRST SCHOLARSHIPS

ACCESS

Total state pre-K enrollment.....	6,323
School districts that offer state program.....	82% (Regional Partnership Councils)
Income requirement.....	300% FPL
Minimum hours of operation.....	34 hours/month
Operating schedule.....	Determined locally
Special education enrollment, ages 3 and 4.....	9,220
Federally funded Head Start enrollment, ages 3 and 4.....	11,813
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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.

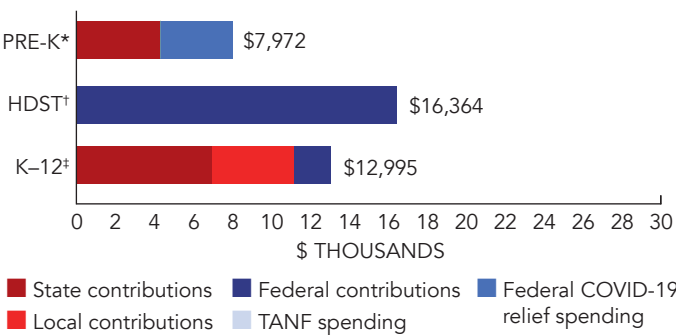
3

RESOURCES

Total state pre-K spending	\$50,404,480
Local match required?.....	No
State Head Start spending	\$0
State spending per child enrolled	\$7,972
All reported spending per child enrolled*	\$7,972

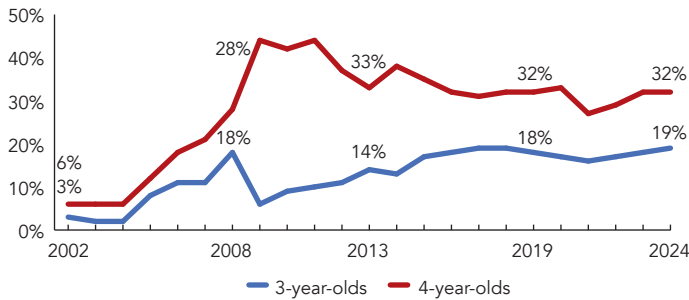
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

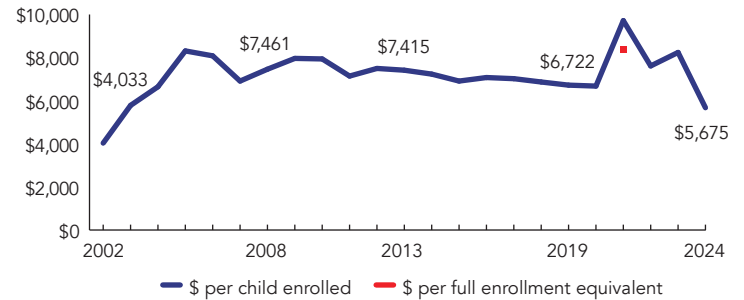


Arkansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Arkansas preschool enrolled 20,311 children, an increase of 1,063 from the prior year. State spending totaled \$106,500,000 and an additional \$7,500,000 in TANF funds and \$1,274,454 in federal recovery funds supported the program, down \$43,325,038 (27%), adjusted for inflation, since last year. State spending per child (including TANF and federal recovery funds) equaled \$5,675 in 2023-2024, down \$2,564 from 2022-2023, adjusted for inflation. Arkansas met 8 of 10 quality standards benchmarks.

WHAT'S NEW

In Spring 2023, Arkansas created the Office of Early Childhood (OEC) within the Arkansas Department of Education (ADE), which unifies the Arkansas early childhood system. This office was established when the LEARNS Act was signed into law.

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
24	8

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
31	15

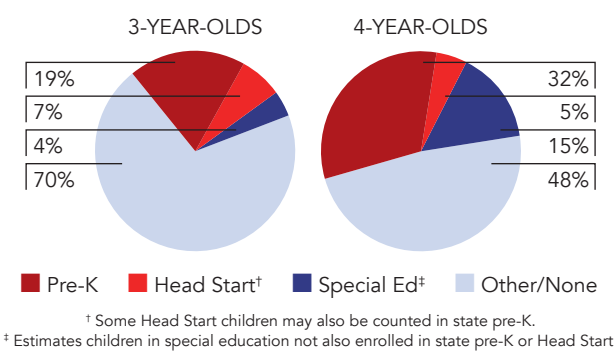
TOTAL BENCHMARKS MET
8

ARKANSAS BETTER CHANCE/ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS

ACCESS

Total state pre-K enrollment.....	20,311
School districts that offer state program.....	100% (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	9,764
Federally funded Head Start enrollment, ages 3 and 4	4,237
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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.

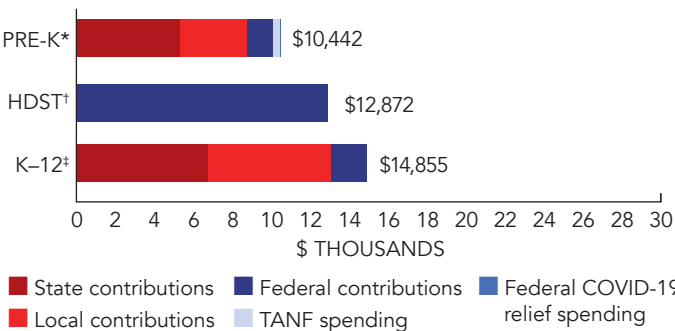


RESOURCES

Total state pre-K spending	\$115,274,454
Local match required?.....	Yes
State Head Start spending	\$0
State spending per child enrolled	\$5,675
All reported spending per child enrolled*	\$10,442

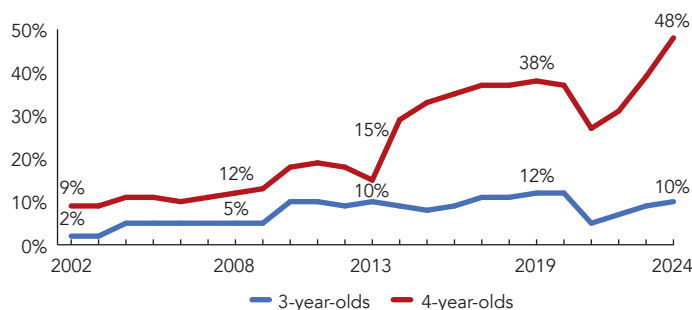
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

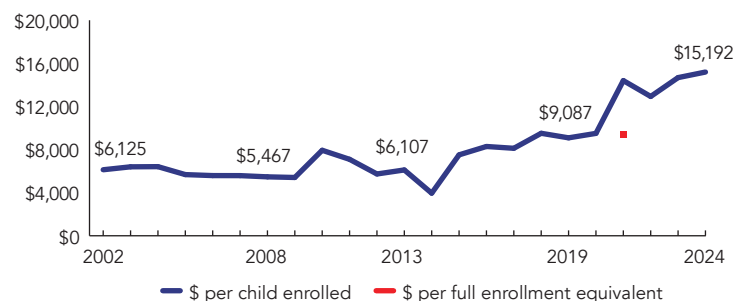


California

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, California's two preschool programs together enrolled 252,826 children (Census Day enrollment), an increase of 35,847 from the prior year. State spending for the two programs totaled \$3,787,165,368, with an additional \$53,665,000 in federal recovery funds to support preschool, up \$656,366,415 (21%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) averaged \$15,192 in 2023-2024, up \$515 from 2022-2023, adjusted for inflation. In 2023-2024, state spending per child was \$20,248 (including federal recovery funds) for the California State Preschool Program (CSPP) and \$11,809 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 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.

Beginning January 1, 2024, all California State Preschool Program (CSPP) centers and represented family child care providers received a cost of care plus rate once per month per child for children served who are enrolled in subsidized early learning and care. The new PK-3 Early Childhood Education Specialist Instruction credential, which authorizes holders to teach all subjects in self-contained and general education preschool to third grade classrooms, was approved and became effective on April 1, 2024. Serving two-year-old children is now optional for CSPP contractors between July 2, 2024, and June 30, 2027. If contractors choose to serve two-year-old children, all current requirements must be followed for children in CSPP.

In 2023-2024, California was in the second year of ramping up its full implementation of universal TK by funding \$597 million to expand eligibility for TK to all children turning five years old by April 2. School districts and charter schools can opt to enroll "early enrollment children" who turn four before September 1 but after the TK cut-off date. An additional \$165 million supported reducing child to teacher ratios by adding a second adult to TK classrooms. In 2023-2024, local educational agencies (LEAs) continued to expend the \$500 million in the Universal Prekindergarten Planning and Implementation Grant funds allocated in prior budget years 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 for each schoolsite 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. TK continued to expand by increasing the age-eligibility window until the program is fully universal for four-year-old children 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 learners and children with disabilities. In July 2024, the new publication was released publicly, with a new name reflecting TK as a preschool offering: the Preschool/Transitional Kindergarten Learning Foundations.

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 2-, 3-, and 4-year-old children. 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. Once deemed eligible, a family is eligible to remain in full-day CSPP for at least 24 months provided the child continues to meet age-eligibility requirements. 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

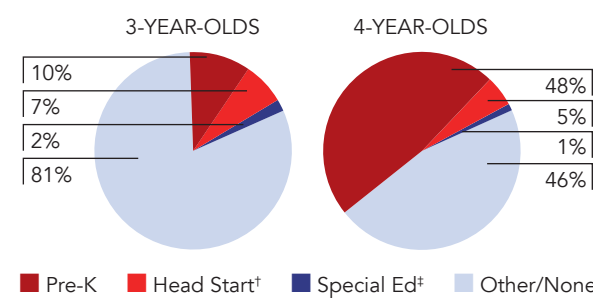
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CALIFORNIA STATE OVERVIEW

ACCESS

Total state pre-K enrollment	252,826
Special education enrollment, ages 3 and 4	43,818
Federally funded Head Start enrollment, ages 3 and 4	48,964
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

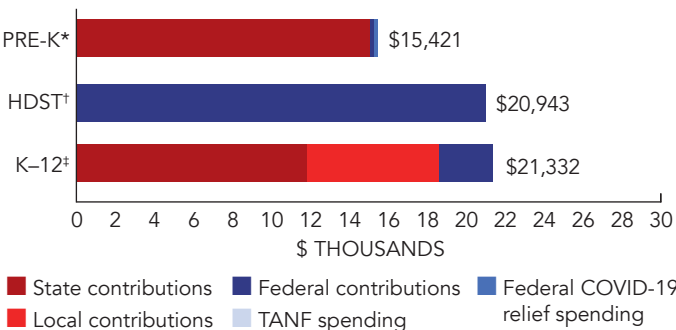


† Some Head Start children may also be counted in state pre-K.
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$3,840,830,368
State Head Start spending	\$0
State spending per child enrolled	\$15,192
All reported spending per child enrolled*	\$15,421

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	
13	16	4	5	4.2

professional learning. As of July 1, 2024, CSPP contractors are no longer required to use the ECERS-R to assess quality in CSPP classrooms. Instead, all CSPP contractors are required to implement the CLASS Second Edition Pre-K-3rd and CLASS Environment beginning with the 2024-2025 school year.

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 2023-2024, TK served children turning five between September 2 and April 2. By the 2025-2026 school year, TK will be available to all 4-year-olds in the state. TK differs from kindergarten by requiring smaller class size, adult to child ratios, and requirements for teachers to have child development/early education and/or experience. Late in 2023-24, the requirement to assess children in TK using the English Language Proficiency Assessment for California (ELPAC) was rescinded for all future academic years, and the proposed budget for 2025-26 includes \$10 million to develop and implement an assessment that is developmentally appropriate for TK students.

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.

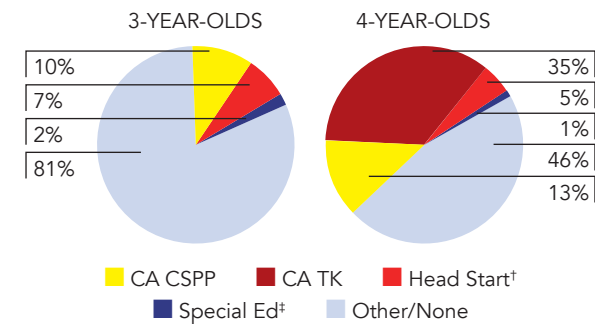
California’s overall support for state-funded preschool is depicted in the first two pages of this state profile. The third page focuses on CSPP and the fourth on TK.

CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP)

ACCESS

Total state pre-K enrollment.....	101,335
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



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	None	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.

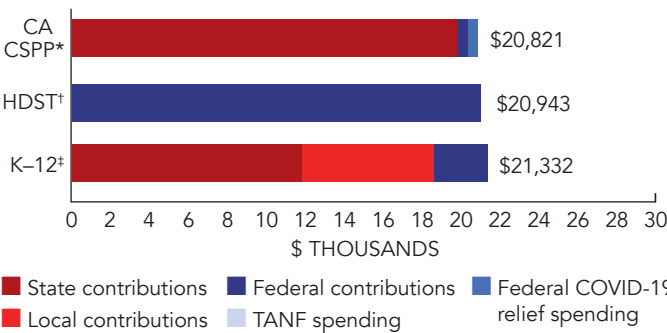
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RESOURCES

Total state pre-K spending	\$2,051,830,368
Local match required?	Yes
State spending per child enrolled	\$20,248
All reported spending per child enrolled*	\$20,821

* 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

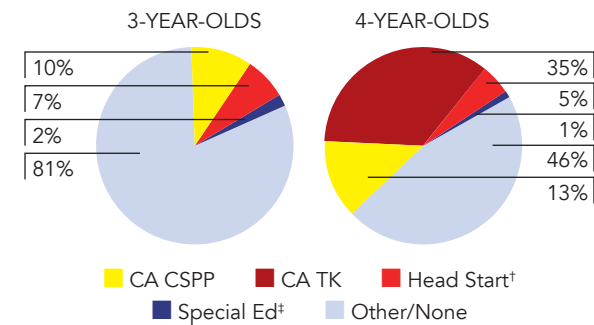


CALIFORNIA TRANSITIONAL KINDERGARTEN (TK) PROGRAM

ACCESS

Total state pre-K enrollment.....	151,491
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	PD hours based on type of credential/permit & determined locally; PD plans (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.

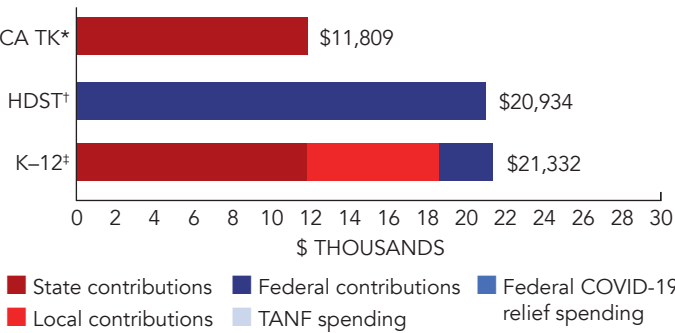
3

RESOURCES

Total state pre-K spending	\$1,789,000,000
Local match required?	No
State spending per child enrolled	\$11,809
All reported spending per child enrolled*	\$11,809

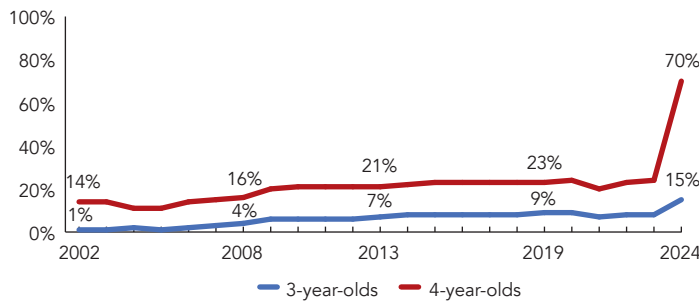
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

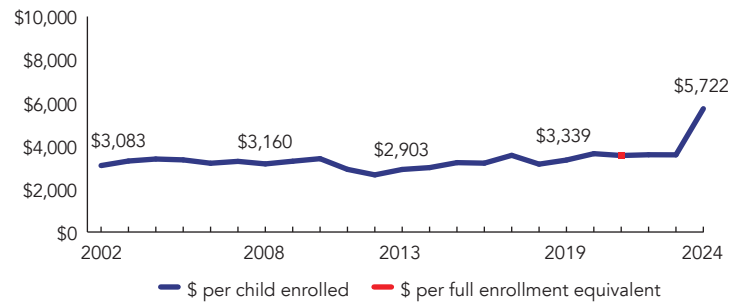


Colorado

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Colorado preschool enrolled 52,617 children, an increase of 31,277 from the prior year. State spending totaled \$301,057,683, up \$224,638,777 (294%), adjusted for inflation, since last year. State spending per child equaled \$5,722 in 2023-2024, up \$2,141 from 2022-2023, adjusted for inflation. Colorado met 2 of 10 quality standards benchmarks but will meet additional benchmarks once their new program's standards are fully in place.

WHAT'S NEW

The passage of Proposition EE in November 2020 and related laws (e.g., HB22-1295) in 2022 established the Colorado Department of Early Childhood (CDEC) and the Colorado Universal Preschool program. The new statewide universal preschool program launched July 1, 2023, at which time the Colorado Preschool Program sunsetted. The new program, which is covered in this report for the first time this year, is administered by the CDEC using a mixed delivery model, and in collaboration with Local Coordinating Organizations rather than local school districts. It is funded primarily by a nicotine and tobacco tax. 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.

BACKGROUND

The Colorado Preschool Program (CPP) launched in 1988 for 4-year-olds who needed language development support. It became a permanent program in 1992 and expanded eligibility to young children lacking overall school readiness due to family risk factors. The 2022-2023 school year was the last year of CPP.

The Colorado Universal Preschool program began operating in the 2023-2024 school year and is administered by the new CDEC. The new program uses a mixed delivery model where funding goes directly to providers based on enrollment and services provided. Families can choose a licensed community-based program, a school-based program, or a licensed home-based provider. All four-year-olds in the state are eligible to attend the program and receive up to 15 hours of preschool each week. Depending on available funding, families may qualify for 30 hours (full-day) for their 4-year-old if they are low-income and meets at least one qualifying factor that may impact their future academic achievement. Three-year-olds with a qualifying factor (including an IEP, low-income status, non-English home language, in foster care, experiencing homelessness) can also attend the program for a minimum of 10 hours per week. The program is offered for a 10-month school year.

As of the first year of the Colorado Universal Preschool Program, CDEC is still developing several policies for the program which will be implemented over the next few years. The Colorado Department of Universal Preschool resource bank was launched in January 2025 which includes resources related to instructional practices (e.g., curricula), family and community engagement, and healthy development.

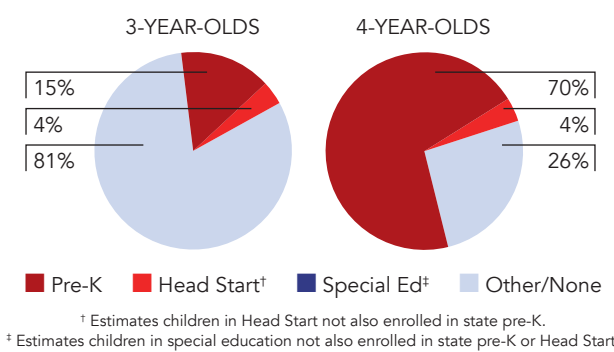
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
3	12	29	36	2

COLORADO UNIVERSAL PRESCHOOL

ACCESS

Total state pre-K enrollment	52,617
School districts that offer state program	100% (counties)
Income requirement	No income requirement (4-year-olds); 270% FPL (3-year-olds)
Minimum hours of operation	10 hours/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	9,545
Federally funded Head Start enrollment, ages 3 and 4	6,952
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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 & 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	Other	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	20 (3-year-olds); 24 (4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:10 (3-year-olds); 1:12 (4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Immunizations & Full physical exam; Referrals determined locally	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations per QRIS; 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.

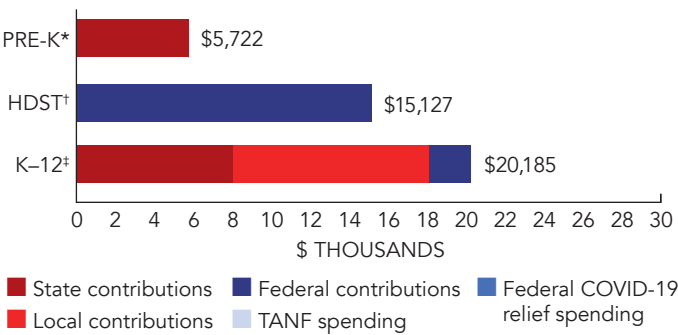


RESOURCES

Total state pre-K spending	\$301,057,683
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$5,722
All reported spending per child enrolled*	\$5,722

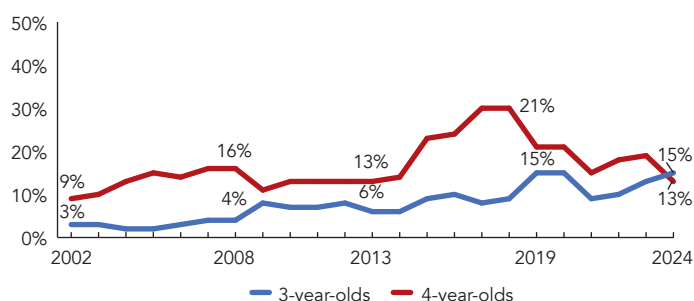
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

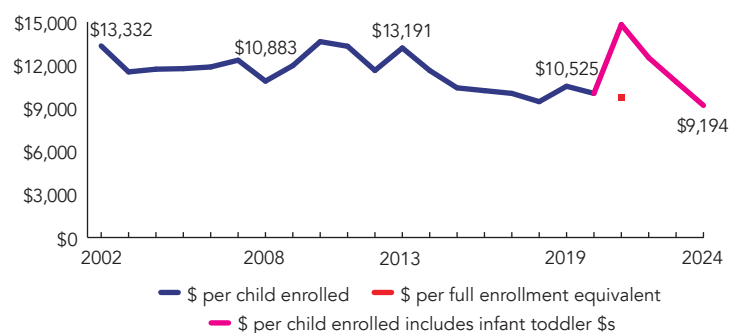


Connecticut

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Connecticut preschool enrolled 12,333 children, a decrease of 537 from the prior year. State spending totaled \$113,392,552, and state spending per child equaled \$9,194 in 2023-2024. The CT Legislature approved level funding for all state funded preschool programs and maintained the same per pupil spending rates for the different available space types. Variations in final totals and per pupil spending as reported by NIEER are generally based upon utilization. Connecticut met an average of 5.1 of 10 quality standards benchmarks. The pink colored line on the spending per child enrolled figure reflects the years in which spending reported on the CDCC program included infant and toddler slots.

WHAT'S NEW

In July of 2025, the Office of Early Childhood (OEC) will consolidate multiple funding streams under Early Start CT to provide state funding to early care and education programs throughout the state and coordinate and facilitate the efficient delivery of such early care and education programs for eligible children. Under Early Start CT OEC will expand opportunities and services for young children including:

- Provide streamlined access for eligible infants and toddlers and preschool-age children to high-quality early care and education programs that promote the health and safety of children and prepare them for school.
- Strengthen the family through encouragement of family and community engagement and partnership in a child's development and education, and enhancement of parent voice at local governance tables.
- Assure that children with disabilities are integrated into early care and education programs available to children who do not have disabilities.

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.

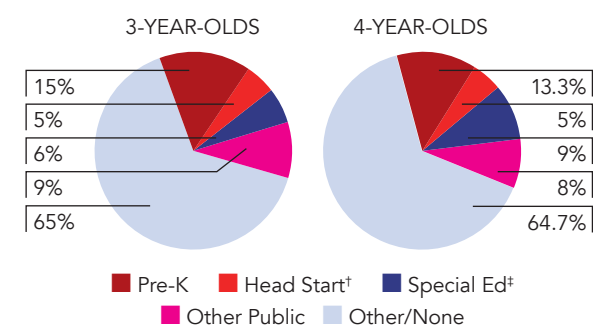
Connecticut's overall support for state-funded preschool, including enrollment and funding for CDCC, SR, and Smart Start, is depicted in the first two pages of the state profile. The third page focuses solely on CDCC, the fourth on SR, and the fifth on Smart Start.

CONNECTICUT STATE OVERVIEW

ACCESS

Total state pre-K enrollment	12,333
Special education enrollment, ages 3 and 4	7,070
Federally funded Head Start enrollment, ages 3 and 4	3,773
State-funded Head Start enrollment, ages 3 and 4.....	237

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

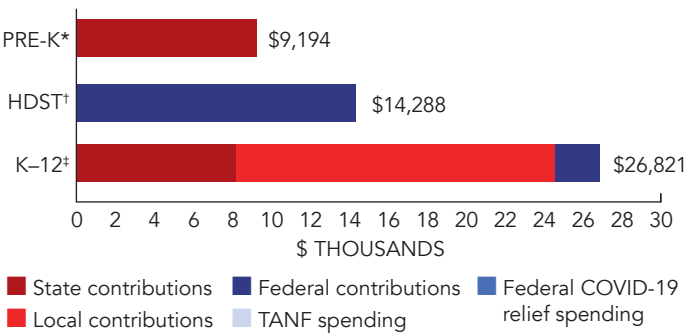


† Estimates children in Head Start not also enrolled in state pre-K.
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$113,392,552
State Head Start spending	\$5,083,238
State spending per child enrolled	\$9,194
All reported spending per child enrolled*	\$9,194

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
36	11

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
12	23

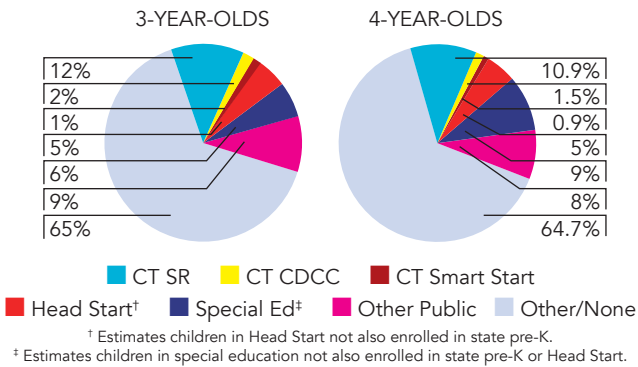
TOTAL BENCHMARKS MET
5.1

CONNECTICUT CHILD DAY CARE CONTRACTS (CDCC)

ACCESS

Total state pre-K enrollment.....	1,609
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



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)	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.

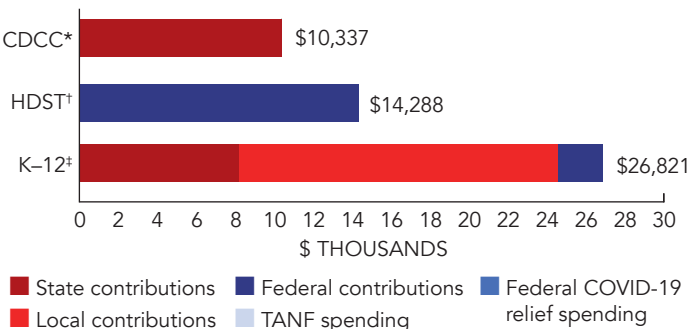
5

RESOURCES

Total state pre-K spending	\$16,632,520
Local match required?	No
State spending per child enrolled	\$10,337
All reported spending per child enrolled*	\$10,337

* 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

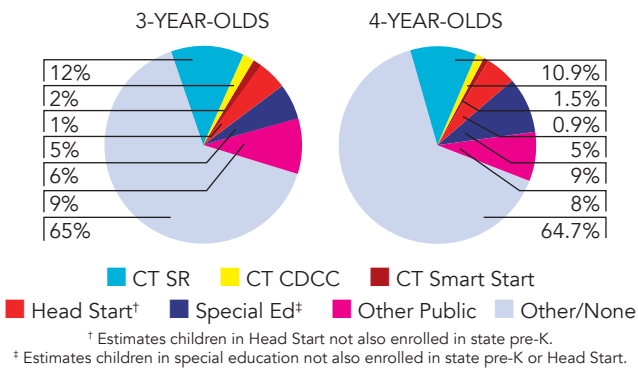


CONNECTICUT SCHOOL READINESS (SR)

ACCESS

Total state pre-K enrollment.....	10,075
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



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.

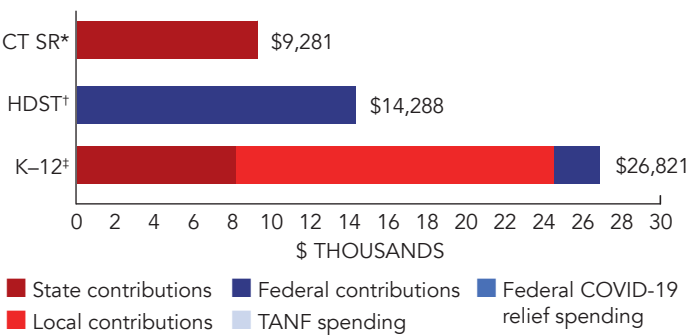
5

RESOURCES

Total state pre-K spending	\$93,510,032
Local match required?	No
State spending per child enrolled	\$9,281
All reported spending per child enrolled*	\$9,281

* 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

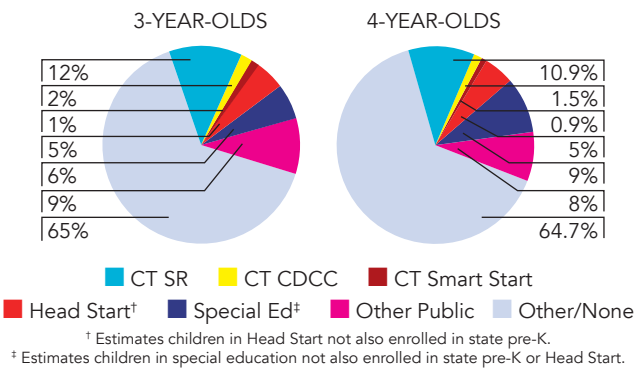


CONNECTICUT SMART START

ACCESS

Total state pre-K enrollment.....	649
School districts that offer state program ...	14% (towns/communities)
Income requirement.....	75% SMI (60% 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.

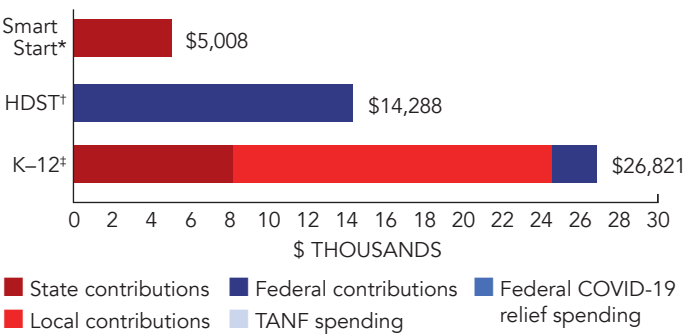
6

RESOURCES

Total state pre-K spending	\$3,250,000
Local match required?	No
State spending per child enrolled	\$5,008
All reported spending per child enrolled*	\$5,008

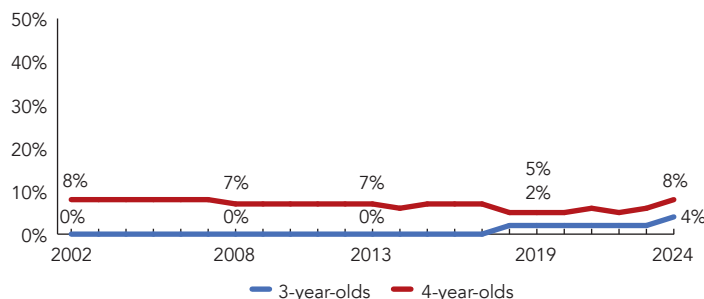
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

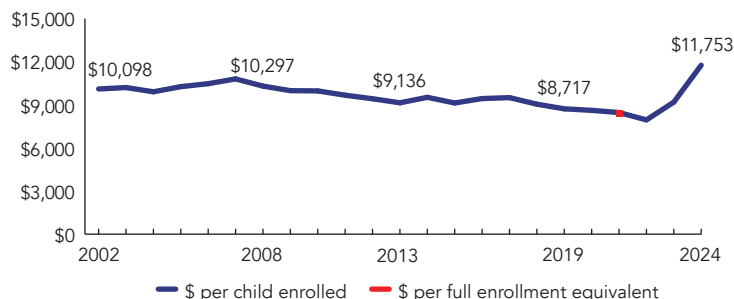


Delaware

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Delaware preschool enrolled 1,238 children, an increase of 284 from the prior year. State spending totaled \$14,550,750, up \$5,790,112 (66%), adjusted for inflation, since last year. State spending per child averaged \$11,753 in 2023-2024, up \$2,570 from 2022-2023, adjusted for inflation. Full-day preschool seats are funded at \$14,500 and half-day seats are funded at \$7,250. Delaware met 9 of 10 quality standards benchmarks.

WHAT'S NEW

The State-funded Early Care and Education Program (SFECEP) blends the Early Childhood Assistance Program (ECAP) and the Redding Consortium funding streams, both of which are state funding streams. In 2023-2024, children under three years old became eligible to participate in Delaware's Early Care and Education Program (SFECEP), as well as a new pilot including one Family Child Care Provider, though it was not included in this report because it was serving an infant. 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 ECEP 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.

Originally modeled after the federal Head Start program, SFECEP requires participating programs to follow a statewide policies and procedures manual with required 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. Up to 35% of enrolled children may live in households up to 130% FPL.

SFECEP 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 SFECEP seats are determined based on Community Needs Assessment Data.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
42	25

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
8	12

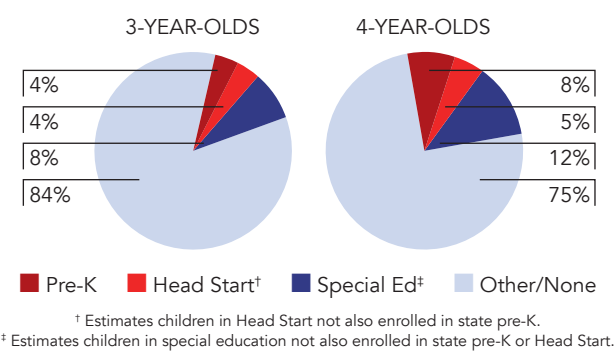
TOTAL BENCHMARKS MET
9*

DELAWARE EARLY CARE AND EDUCATION PROGRAMS

ACCESS

Total state pre-K enrollment.....	1,238
School districts that offer state program.....	47%
Income requirement.....	100% FPL
Minimum hours of operation.....	3.5 hours/day; 5 days/week
Operating schedule.....	170 days/year
Special education enrollment, ages 3 and 4	2,520
Federally funded Head Start enrollment, ages 3 and 4	1,013
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

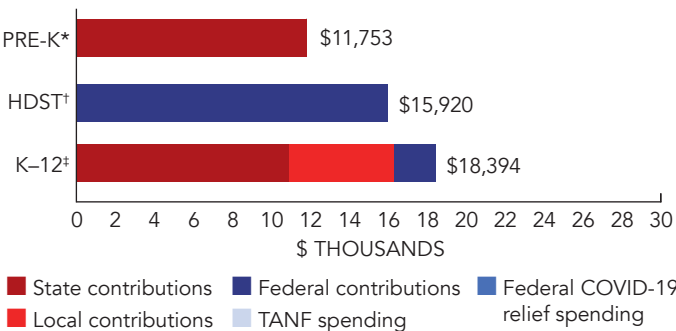
Total state pre-K spending	\$14,550,750
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$11,753
All reported spending per child enrolled*	\$11,753

* 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.

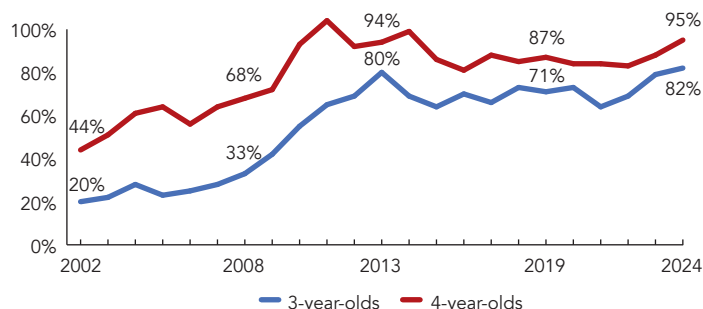
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

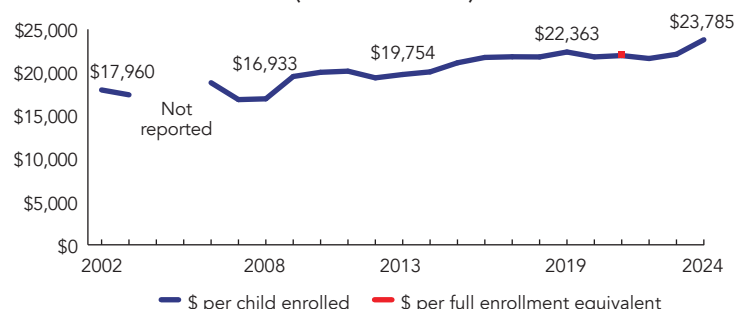


District of Columbia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, the District of Columbia preschool enrolled 13,219 children, an increase of 430 from the prior year. Spending totaled \$314,419,667, up \$31,820,962 (11%), adjusted for inflation, since last year. Spending per child equaled \$23,785 in 2023-2024, up \$1,688 from 2022-2023, adjusted for inflation. The District of Columbia met 4 of 10 quality standards benchmarks.

WHAT'S NEW

In September 2024, the District of Columbia was awarded a 3-year federal renewal Preschool Development Grant B-5 (PDG B-5) totaling almost \$5 million annually. The PDG B-5 renewal grant will enhance the District's efforts to advance the early learning workforce by providing: (1) postsecondary scholarships through the DC Leading Educators toward Advanced Degrees (DC LEAD) program, helping child care educators meet education and training requirements; (2) compensation through the Early Childhood Educator Pay Equity Fund for educators working with young children; (3) collaboration across DC Public Schools, public charter schools, licensed child development facilities and the Healthy Futures and Strong Start programs to pilot innovative strategies that enhance support for educators, families, and early learners; and (4) accelerated implementation of the Pyramid Model to promote social-emotional development of children with disabilities and developmental delays through Strong Start DC, the District's early intervention program. In FY25, the DC Council increased funding for the Pre-K Enhancement and Expansion program (PKEEP) by \$9 million to keep the program whole in light of an increase in the Universal Per Student Funding Formula (UPSFF) and increased enrollment over several years.

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 PKEEP. 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; 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 a minimum of 6.5 hours per day, five days a week, 180 instructional days per year. Given the high availability and participation, this program can be considered universal. Funding for public pre-K programs is based on the Uniform Per Student Funding Formula.

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 PCS with an annual score. For CBOs, CLASS Pre-K assessments are used for Capital Quality, the District's QRIS. In the 2023-2024 school year CLASS observations were conducted in 976 pre-K classrooms. CLASS scores in the Instructional Support domain increased since the 2022-2023 school year. CLASS scores across all domains remain higher since the 2017-2018 school year, demonstrating a trend of improvement over time. 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

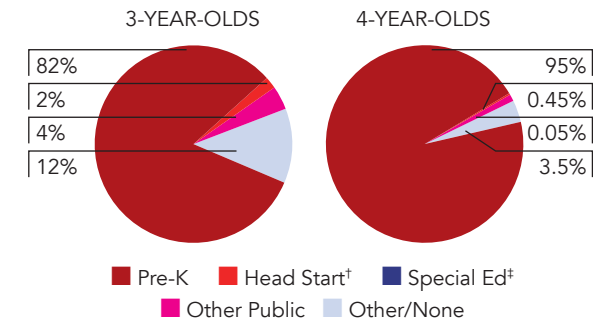
TOTAL BENCHMARKS MET
4

DISTRICT OF COLUMBIA UNIVERSAL PRE-K

ACCESS

Total state pre-K enrollment	13,219
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	1,697
Federally funded Head Start enrollment, ages 3 and 4	424
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, CD, 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.

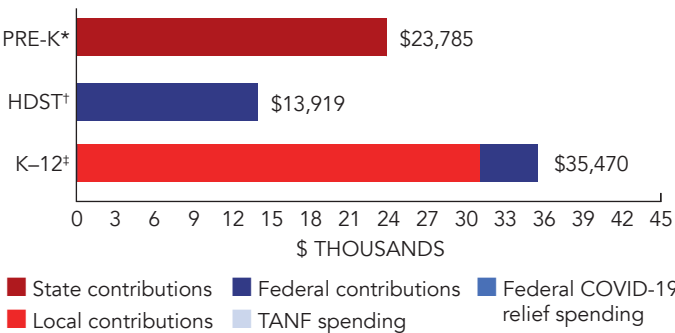
4

RESOURCES

Total state pre-K spending	\$314,419,667
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$23,785
All reported spending per child enrolled*	\$23,785

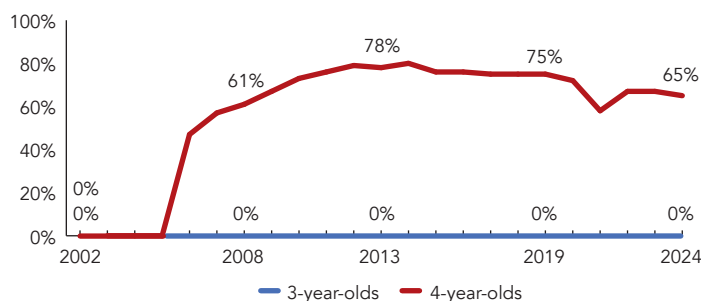
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

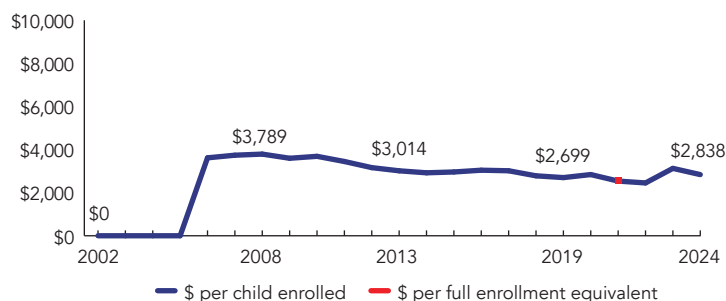


Florida

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Florida preschool enrolled 152,877 children, a decrease of 2,791 from the prior year. State spending totaled \$431,872,667, and an additional \$1,931,802 in federal recovery funds supported the program, down \$52,952,921 (11%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$2,838 in 2023-2024, down \$289 from 2022-2023, adjusted for inflation. Florida met 5 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2023-2024 program year, the Florida Department of Education adopted a new methodology for calculating a Voluntary Prekindergarten (VPK) provider's performance metric using a combination of data points which include program assessment composite scores, student learning gains from the initial and final progress monitoring results, and student learning outcomes. The VPK Provider Performance Metric and designations will be used to determine how well VPK programs prepare students to enter Kindergarten ready and will be applied for the first time at the end of the 2024-2025 program year. Data gathered from both the coordinated screening and progress monitoring and program assessments will be used to increase knowledge and skills of early learning professionals through targeted professional learning and coaching supports. Beginning with the 2023-2024 program year, VPK programs must receive a program assessment score of 4.00 or higher on the CLASS observational tool to be eligible to contract in the following program year.

Starting in 2024, summer VPK programs are required to assess children twice: once in the beginning of the program and once at the end (rather than the previous 3 times requirement). This policy change supports the administration of the coordinated screening and progress monitoring program in the 300-hour summer program. VPK children not yet on grade level are now eligible for the New Worlds Reading Initiative, which delivers a free book and activity each month of the school year to a student's home to strengthen their literacy skills, build reading confidence and foster a lifelong love of reading. New Worlds Scholarship Accounts, worth \$1,200 each, will be available to VPK children who exhibit a substantial delay in early literacy or mathematics skills based on the coordinated screening and progress monitoring assessment. Scholarship accounts may be used to purchase instructional materials, curriculum, part-time tutoring, summer and after-school programs designed to improve literacy or mathematics skills.

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	
4-YEAR-OLDS	3-YEAR-OLDS
7	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
44	45

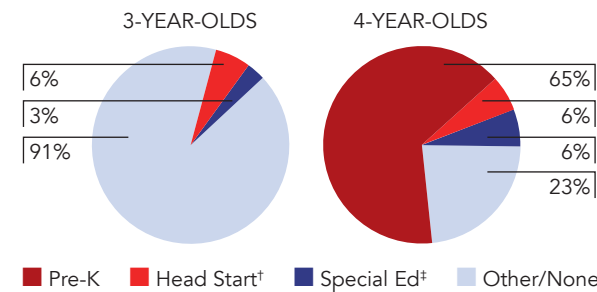
TOTAL BENCHMARKS MET
5

FLORIDA VOLUNTARY PREKINDERGARTEN (VPK) EDUCATION PROGRAM

ACCESS

Total state pre-K enrollment	152,877
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	24,178
Federally funded Head Start enrollment, ages 3 and 4	29,126
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	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 + specified 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 & 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.

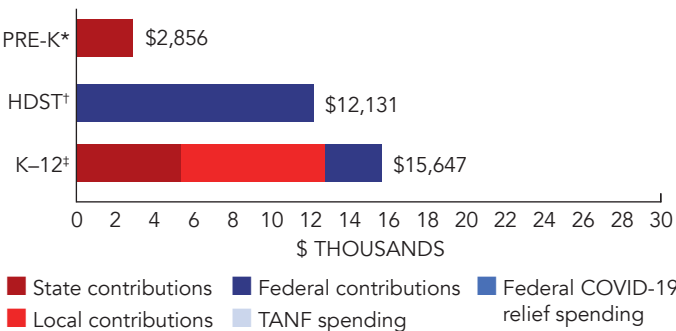
5

RESOURCES

Total state pre-K spending	\$433,804,469
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$2,838
All reported spending per child enrolled*	\$2,856

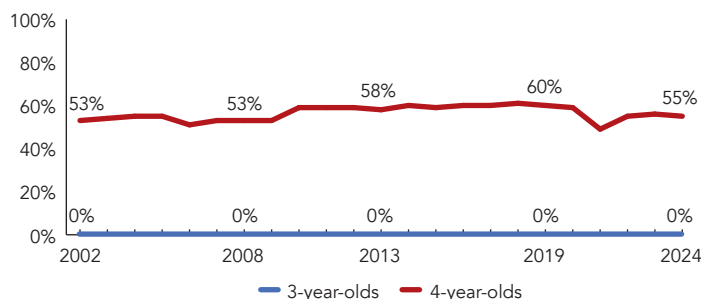
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

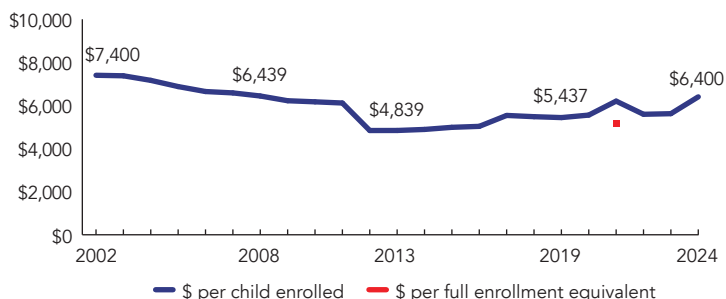


Georgia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Georgia preschool enrolled 71,526 children, a decrease of 1,936 from the prior year. State spending totaled \$457,779,908, up \$45,050,454 (11%), adjusted for inflation, since last year. State spending per child equaled \$6,400 in 2023-2024, up \$782 from 2022-2023, adjusted for inflation. Georgia met 8 of 10 quality standards benchmarks.

WHAT'S NEW

For the 2023-2024 school year, all Georgia Pre-K Lead and Assistant Teachers received a \$2,000 raise and all Pre-K programs were funded with an additional \$3,676 in operating funding. The additional salary also increased the amount that providers received in funding for teacher benefits as the benefits are paid as a percentage of salary. During the 2023-2024 school year, the program also piloted a reduction in class size from 22 to 20 students. An additional 128 classes were awarded to support the reduction in class size. Based on the pilot implementation, an additional funding of \$9.1 million was budgeted for the 2024-2025 school year to reduce class size to 20 in all Georgia's Pre-K classrooms. A Georgia General Assembly House Study Committee on Pre-K was convened to study increasing the access of and maintaining the quality of Georgia's Pre-K Program.

A historical investment of \$97.6 million, a 22% budget increase, was made for the 2024-2025 school year. Recommendations from the House Study Committee on Pre-K were met with bipartisan support from the General Assembly. Governor Brian Kemp decided to increase the state budget from the Georgia Lottery for Education on the last night of the 2025 Legislative Sessions to fund all recommendations. The funding supports increasing access to the program while maintaining quality of the program, which is celebrating its 32nd anniversary during the 2024-2025 year. The budget includes additional funding to reduce the class size to 20 students, further support salary parity for Pre-K teachers with K-12 teachers, increased program operating funding, and increased transportation. The funding also included \$8.9 million to maintain access to the Summer Transition Program with the ending of federal COVID-19 relief funding.

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
10	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
23	31

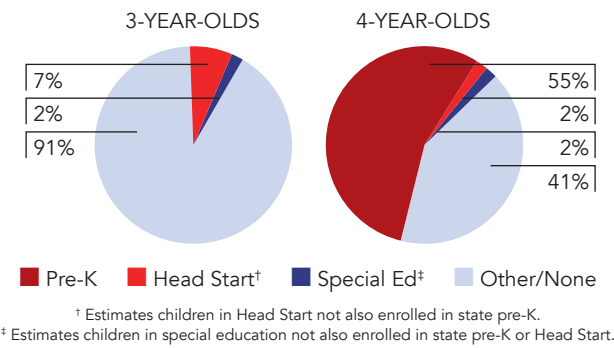
TOTAL BENCHMARKS MET
8

GEORGIA'S PRE-K PROGRAM

ACCESS

Total state pre-K enrollment	71,526
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	10,749
Federally funded Head Start enrollment, ages 3 and 4	15,993
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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"/>

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

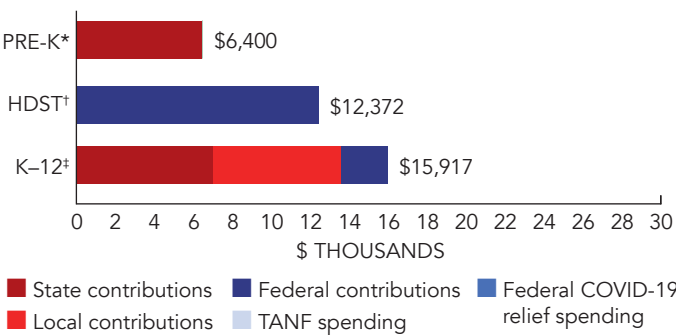


RESOURCES

Total state pre-K spending	\$457,779,908
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$6,400
All reported spending per child enrolled*	\$6,400

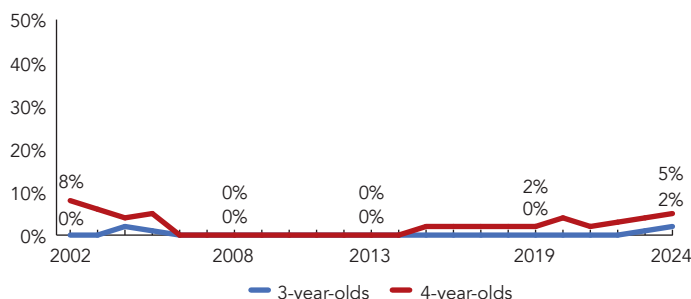
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

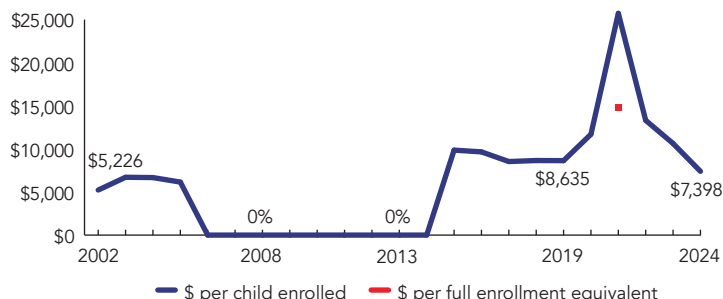


Hawaii

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Hawaii preschool enrolled 1,026 children, an increase of 322 from the prior year. State spending totaled \$7,590,165, up \$111,201 (1%), adjusted for inflation, since last year. State spending per child equaled \$7,398 in 2023-2024, down \$3,226 from 2022-2023, adjusted for inflation. Hawaii met 10 of 10 quality standards benchmarks.

WHAT'S NEW

In 2023, Hawaii announced its Ready Keiki Initiative, which will to expand early learning opportunities for children and families. During the 2023 Legislative Session, the State Legislature approved an increase in the Executive Office on Early Learning's (EOEL) budget to add 11 new EOEL Public Pre-K Program classrooms in 2023-2024, and 44 new EOEL Public Pre-K Program classrooms in 2024-2025. In all, by 2024-2025, there will be 92 EOEL Public Pre-K Program classrooms operating on 74 DOE campuses across six islands with a maximum enrollment of 1,785 students. This represents an increase from 37 EOEL Public Pre-K Program classrooms operating on 34 DOE campuses, serving up to 707 students in 2022-2023.

Also through the Ready Keiki Initiative, together with community partners, the Hawaii State Public Charter School Commission embraced the shared goal for the state: 1) To serve 50% of unserved 3- and 4-year-old keiki (children) by 2027; 2) To meet 100% of unserved 3- and 4-year-old keiki by 2032; 3) To honor the two educational pathways in Olelo Hawaii (Hawaiian language) and English; 4) To commit to working collaboratively as partners to address the challenges; and 5) To maximize the use of Act 257, SLH 2022 which invests \$200 million to expand early learning facilities. To effectuate this plan, the Commission will: 1) Create a new pathway to increase access to pre-K programs in charter schools; 2) Maximize the use of Act 257, SLH 2022, to expand early learning facilities in charter schools; 3) Consider amending the charter application to expand pre-K-only charter schools; and 4) Communicate unified support for high-quality pre-K for all of Hawaii's keiki.

The Hawaii State Public Charter School Commission approved the recommendation to open the charter application and process seeking the first-ever, pre-K-only charter school. Parents And Children Together (PACT) at Parkway Villages of Kapolei was the sole applicant and the Commission unanimously voted to approve PACT's application. PACT's goal is to open by January 2025.

BACKGROUND

In Hawaii, the 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.

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.

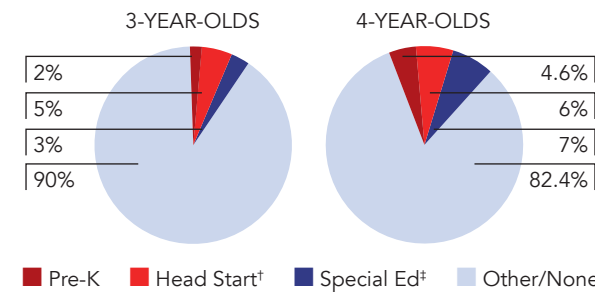
Hawaii's overall support for state-funded preschool, including enrollment and funding for EOEL and SPCSC, is depicted in the first two pages of the state profile. The third page focuses solely on EOEL, and the fourth on the SPCSC.

HAWAII STATE OVERVIEW

ACCESS

Total state pre-K enrollment	1,026
Special education enrollment, ages 3 and 4	1,925
Federally funded Head Start enrollment, ages 3 and 4	1,745
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

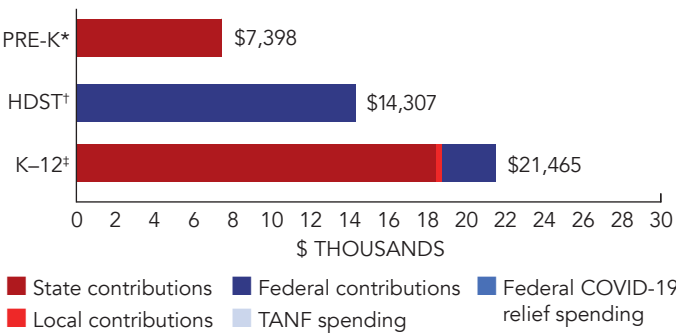


† Estimates children in Head Start not also enrolled in state pre-K.
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$7,590,165
State Head Start spending	\$0
State spending per child enrolled	\$7,398
All reported spending per child enrolled*	\$7,398

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
43	28

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
17	27

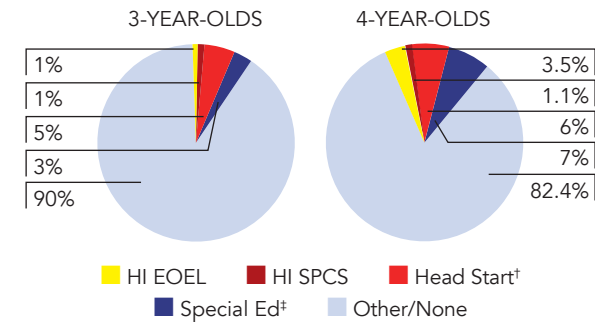
TOTAL BENCHMARKS MET
10*

HAWAII'S EXECUTIVE OFFICE ON EARLY LEARNING PUBLIC PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment.....	761
School districts that offer state program.....	93% complex areas
Income requirement.....	300% FPL (priority for eligibility)
Minimum hours of operation.....	30.5 hours/week; 5 days/week
Operating schedule.....	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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 (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); Referrals	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.

10

RESOURCES

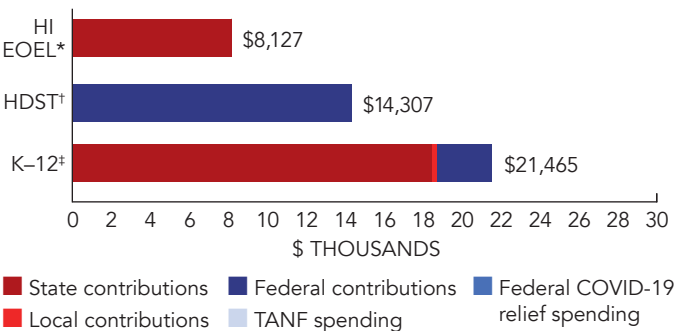
Total state pre-K spending	\$6,184,769
Local match required?	No
State spending per child enrolled	\$8,127
All reported spending per child enrolled*	\$8,127

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

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

SPENDING PER CHILD ENROLLED

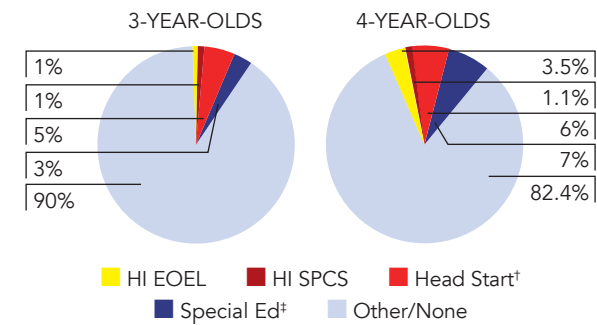


HAWAII STATE PUBLIC CHARTER SCHOOL EARLY LEARNING PROGRAM

ACCESS

Total state pre-K enrollment.....	265
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



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); Referrals	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

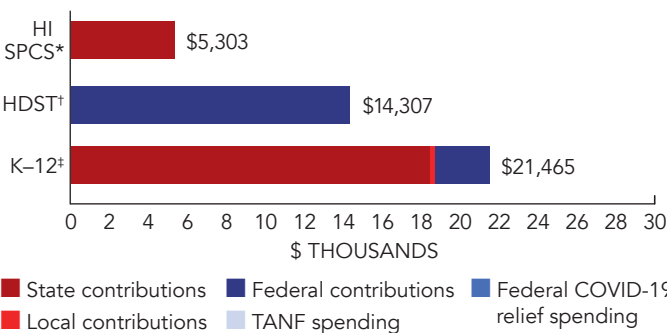
Total state pre-K spending	\$1,405,396
Local match required?	No
State spending per child enrolled	\$5,303
All reported spending per child enrolled*	\$5,303

* 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.

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 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.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
None Served	

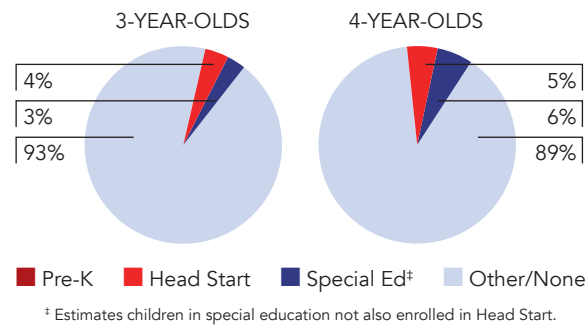
TOTAL BENCHMARKS MET
No Program

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	2,290
Federally funded Head Start enrollment, ages 3 and 4	2,248
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

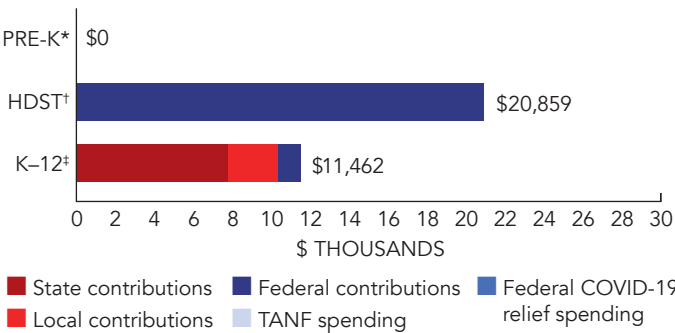
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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.

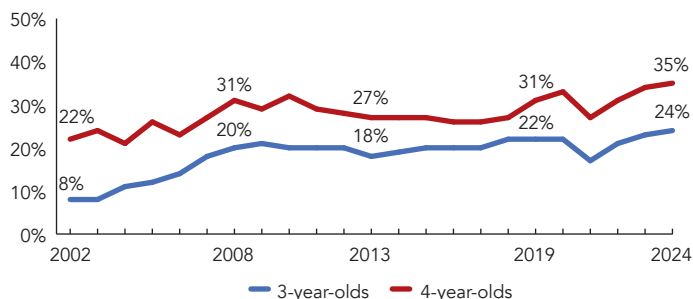
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

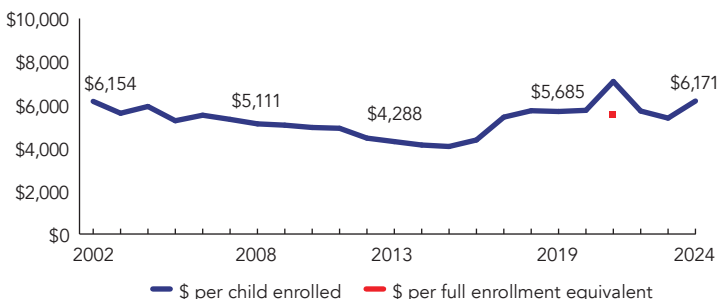


Illinois

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Illinois preschool enrolled 82,474 children, an increase of 1,293 from the prior year. State spending totaled \$508,924,188, up \$72,353,983 (17%), adjusted for inflation, since last year. State spending per child equaled \$6,171 in 2023-2024, up \$793 from 2022-2023, adjusted for inflation. Illinois met 8 of 10 quality standards benchmarks.

WHAT'S NEW

Governor JB Pritzker established a universal agency for early childhood, the Illinois Department of Early Childhood (IDEC). Previously, early childhood services were spread across three agencies (the Illinois State Board of Education (ISBE), the Department of Human Services (DHS), and the Department of Children and Family Services (DCFS)), which was challenging for families and providers to navigate and created inconsistencies in services, especially for underserved communities. The new agency will unify these programs under one umbrella, making it easier for families and providers to access the resources on which they rely.

Also in 2024, Governor JB Pritzker and the Illinois State Board of Education (ISBE) announced the addition of 5,886 new preschool seats in preschool deserts – areas of the state with too few publicly funded preschool seats – to serve 80% of low-income 3- and 4-year-olds in those areas.

Since FY 2019, ISBE has endeavored, in addition to awarding funds to new or expanding programs, to provide funding to increase quality in programs previously awarded and in good standing. In FY 2024, ISBE awarded an additional approximately \$8.4 million in grants to existing programs to support increases in quality. In particular, ISBE encouraged programs to consider using the funding to boost salaries for early childhood educators in preschool settings outside of school districts to help address pay disparities and ensure highly skilled early childhood educators receive competitive wages.

BACKGROUND

The Illinois Prekindergarten Program for At-Risk Children was founded in 1985. The Illinois Preschool for All (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
20	3

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
26	25

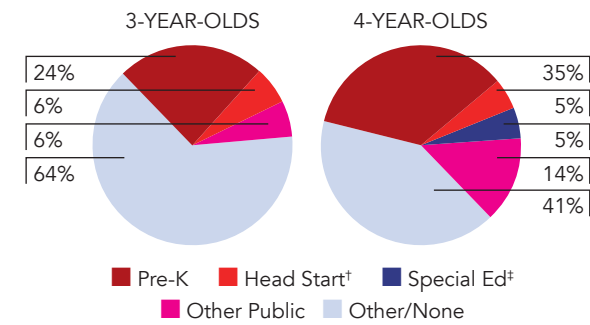
TOTAL BENCHMARKS MET
8

ILLINOIS PRESCHOOL FOR ALL AND PRESCHOOL EXPANSION

ACCESS

Total state pre-K enrollment.....	82,474
School districts that offer state program.....	99% (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	26,705
Federally funded Head Start enrollment, ages 3 and 4	15,816
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	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.

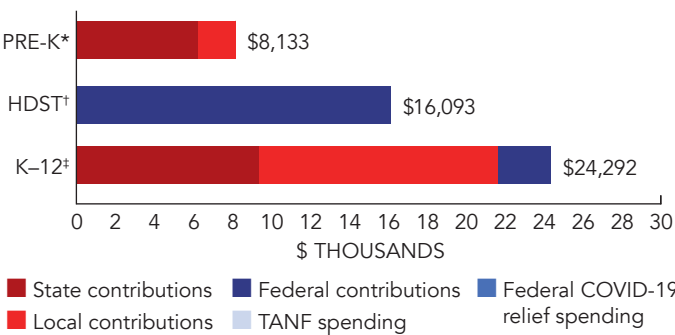


RESOURCES

Total state pre-K spending	\$508,924,188
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$6,171
All reported spending per child enrolled*	\$8,133

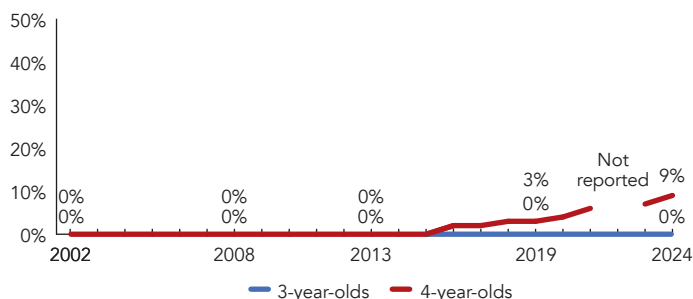
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

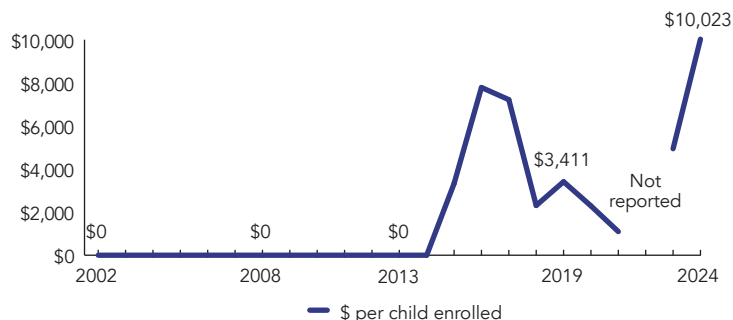


Indiana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Indiana enrolled 7,948 four-year-olds in its On My Way Pre-K program. State spending totaled \$21,997,370 and an additional \$57,667,756 in federal recovery funds supported the program. State spending per child (including federal recovery funds) equaled \$10,023 in 2023-2024. Indiana met 2 of 10 quality standards benchmarks. On My Way Pre-K has a parent employment or school requirement for eligibility and therefore does not meet NIEER's definition of a state-funded preschool program. The program is included in the report this year but not in national totals or rankings.

WHAT'S NEW

In July 2023, family income eligibility for CCDF and On My Way PreK (OMWPK) increased from 127% of the federal poverty level to 150%, which meant that approximately 11,000 additional children and families to received assistance. The state also instituted a new cost-based approach for setting reimbursement rates by focusing on cost drivers, which allows providers across auspices, quality levels, geography, and the age groups they serve to be compared on an "apples-to-apples" basis. New rates offer a minimum 20% increase across all payments and additional increases for specific providers and care types where cost data showed inequities. Rates became effective July 30, 2023.

Additionally, Indiana received a total of \$1.2 billion in Covid relief funding through CARES (March 2020), CRRSA (December 2020), and ARPA (February 2021). A portion of those funds were used by the Indiana Family and Social Services Administration (FSSA); Office of Early Childhood and Out-of-School Learning to support preschool and early childhood programming, including assisting over 50,000 families and over 3,500 early care and education providers in all 92 counties in the state. For more information about the reach of these initiatives and supports, see this [link](#).

BACKGROUND

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.

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 child care 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 began in fall 2024. Additionally, On My Way Pre-K children have 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.

TOTAL
BENCHMARKS MET

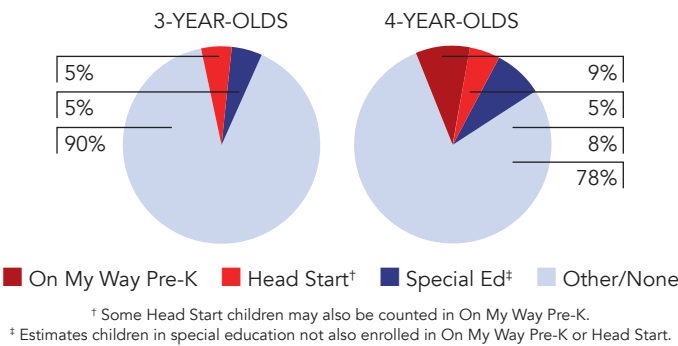
2

INDIANA ON MY WAY PRE-K

ACCESS

Total state pre-K enrollment.....	7,948
School districts that offer state program.....	96% (counties)
Income requirement.....	150% FPL
Minimum hours of operation.....	2.5 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4	12,516
Federally funded Head Start enrollment, ages 3 and 4	8,130
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

POLICY	IN ON MY WAY 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	Varies by program requirements	BA	<input type="checkbox"/>
Teacher specialized training	Varies by program requirements	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	12 clock hours/year; PD plans (public teachers)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3-year-olds); 24 (4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:10 (3-year-olds); 1:12 (4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Immunizations; Referrals not required	Vision, hearing & health screenings; & referral	<input 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.

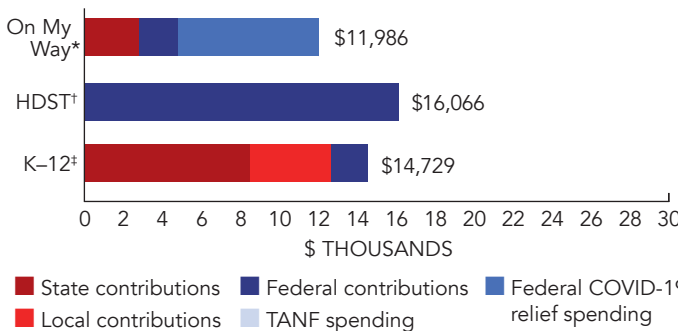


RESOURCES

Total state pre-K spending	\$79,665,126
Local match required?	Yes
State Head Start spending	\$0
State spending per child enrolled	\$10,023
All reported spending per child enrolled*	\$11,986

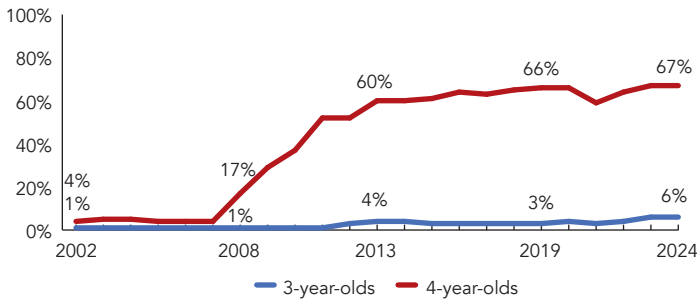
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

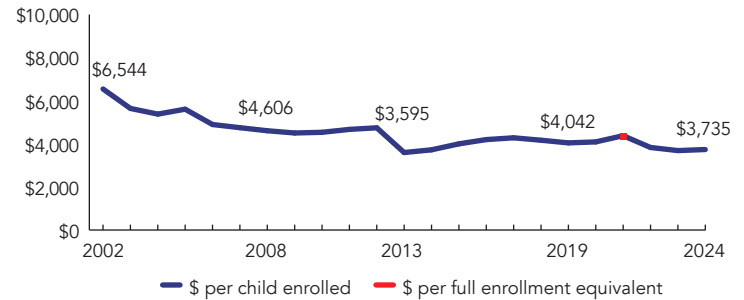


Iowa

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Iowa preschool enrolled 28,189 children, a decrease of 5 from the prior year. State spending totaled \$96,606,841, up \$746,282 (1%), adjusted for inflation, since last year. State spending per child equaled \$3,735 in 2023-2024, up \$49 from 2022-2023, adjusted for inflation. Iowa met an average of 8 of 10 quality standard benchmarks.

WHAT'S NEW

During the 2023-2024 school year, Shared Visions (SV) modified its income eligibility guidelines from a family income at or below 130% FPL to 185% FPL, resulting in more children eligible for services.

During the 2023-2024 school year, the Statewide Voluntary Preschool Program (SWVPP) offered LETRS for Early Childhood Educators professional development opportunity to all preschool teachers at no cost. Additionally, during the 2024-2025 school year, state legislation required that literacy instruction for SWVPP include the science of reading concepts and methodologies.

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 185% 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 48 awarded grants. Programming is offered in 23 school district locations (within 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, 66% of lead teachers hold a BA degree or higher in early childhood, child development, or a related field, while another 26% 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.

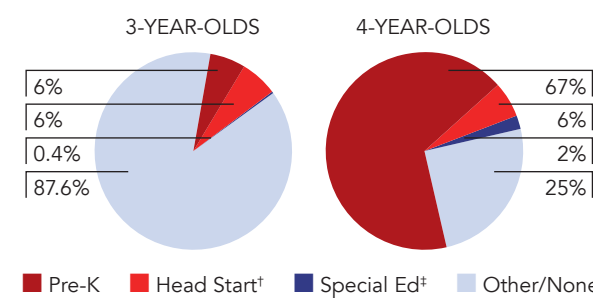
Iowa's overall support for state-funded preschool, including enrollment and funding for SV and SWVPP, is depicted in the first two pages of this state profile. The third page focuses on SV and the fourth page provides information on SWVPP.

IOWA STATE OVERVIEW

ACCESS

Total state pre-K enrollment	28,189
Special education enrollment, ages 3 and 4	4,106
Federally funded Head Start enrollment, ages 3 and 4	4,905
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

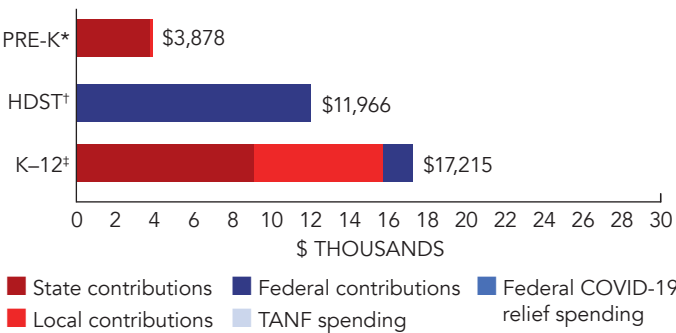


† Some Head Start children may also be counted in state pre-K (SWVPP).
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$96,606,841
State Head Start spending	\$0
State spending per child enrolled	\$3,735
All reported spending per child enrolled*	\$3,878

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	21

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
41	44

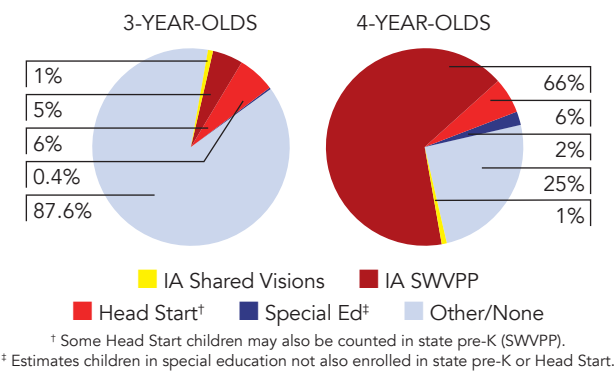
TOTAL BENCHMARKS MET
8

IOWA SHARED VISIONS

ACCESS

Total state pre-K enrollment.....	1,122
School districts that offer state program.....	29% (counties)
Income requirement.....	185% FPL
Minimum hours of operation.....	Determined locally
Operating schedule.....	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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	17 (3-year-olds); 20 (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.

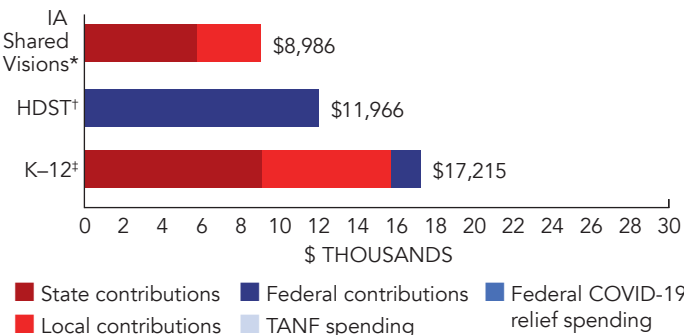
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RESOURCES

Total state pre-K spending	\$6,391,823
Local match required?	Yes
State spending per child enrolled	\$5,697
All reported spending per child enrolled*	\$8,986

* 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

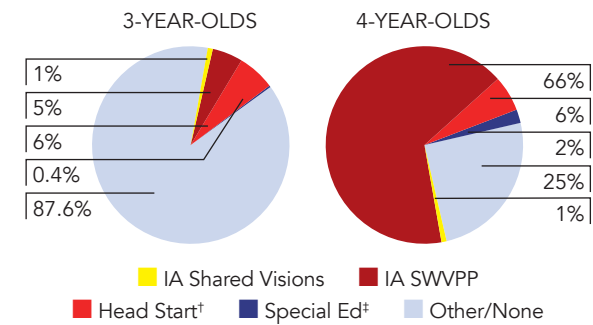


IOWA STATEWIDE VOLUNTARY PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment.....	27,067
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



† Some Head Start children may also be counted in state pre-K (SWVPP).
‡ 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; 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.

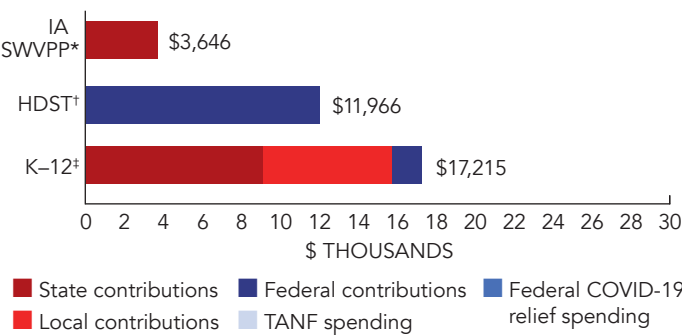


RESOURCES

Total state pre-K spending	\$90,215,018
Local match required?	No
State spending per child enrolled	\$3,646
All reported spending per child enrolled*	\$3,646

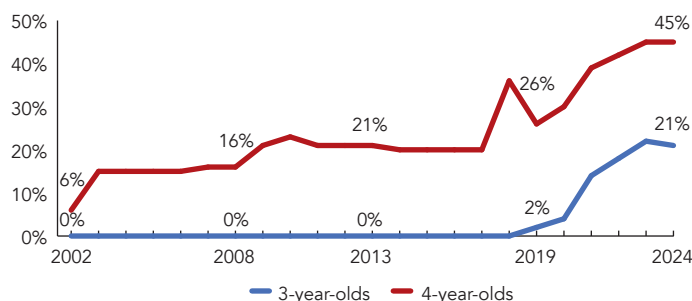
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

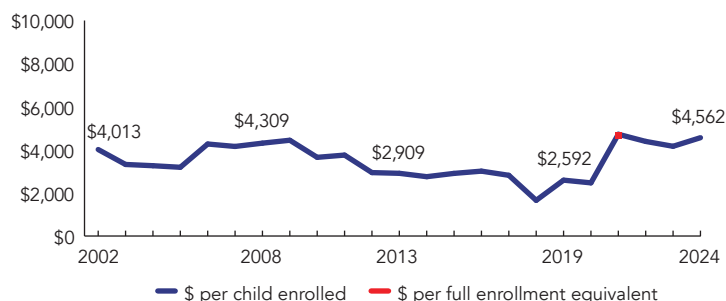


Kansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Kansas preschool enrolled 24,236 children, a decrease of 76 from the prior year. State spending totaled \$106,427,052, and an additional \$4,132,317 in TANF funds, up \$9,357,190 (9%), adjusted for inflation, since last year. State spending per child (including TANF) equaled \$4,562 in 2023-2024, up \$399 from 2022-2023, adjusted for inflation. Kansas met 6 of 10 quality standards benchmarks.

WHAT'S NEW

In February 2024, the Kansas State Board of Education and the Kansas Children's Cabinet and Trust Fund approved the updated Kansas Early Learning Standards. This was a two-year process that included early childhood experts from across the birth to kindergarten continuum and had representatives from childcare, Head Start, school districts, 2- and 4-year colleges, consultants, and trainers.

In August 2024, the Kansas Children's Cabinet approved the 2024 All In For Kansas Kids Strategic Plan. Building on the progress of recent years and in response to the 2024 All In For Kansas Kids Needs Assessment, this plan charts a path forward for the entire Kansas early childhood ecosystem.

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, the Kansas State Board of Education (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
16	5

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
36	41

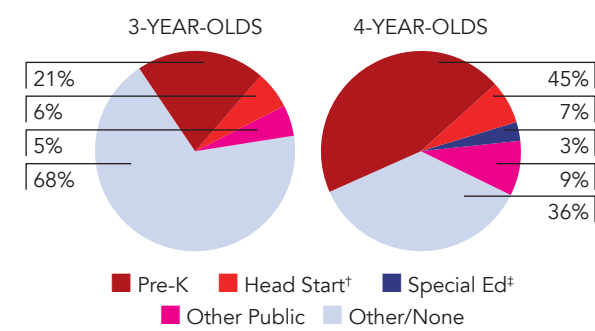
TOTAL BENCHMARKS MET
6

PRESCHOOL OFFERED BY PUBLIC SCHOOL DISTRICTS

ACCESS

Total state pre-K enrollment	24,236
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	8,361
Federally funded Head Start enrollment, ages 3 and 4	4,750
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

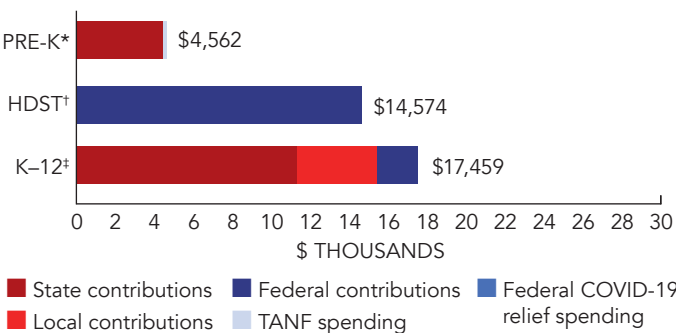
Total state pre-K spending	\$110,559,369
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$4,562
All reported spending per child enrolled*	\$4,562

* 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.

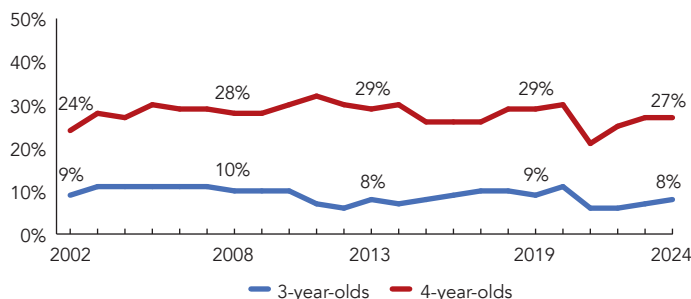
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

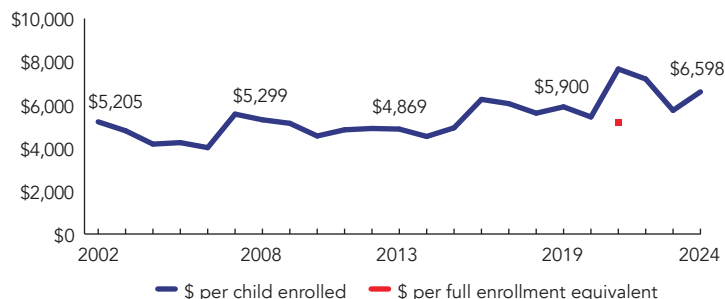


Kentucky

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Kentucky preschool enrolled 19,737 children, an increase of 214 from the prior year. State spending totaled \$111,221,682, and an additional \$18,996,470 in federal recovery funds supported the program, up \$18,222,436 (16%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$6,598 in 2023-2024, up \$861 from 2022-2023, adjusted for inflation. Kentucky met 8 of 10 quality standards benchmarks.

WHAT'S NEW

The General Assembly included funding for full-day kindergarten and increased funding for the Child Care Assistance Program (CCAP). The General Assembly also passed House Bill 695, establishing the Adaptive Kindergarten Readiness Pilot Project. This initiative for Kentucky will provide new, no-cost, online educational experiences for preschool-aged learners who may not be attending state-funded preschool programs across the Commonwealth.

Implementation of the newly revised ALL STARS Quality program for Kentucky's state-funded preschool classrooms began in the 2024-2025 school year. This program utilizes the TPOT observation tool and also incorporates components of the Pyramid Model Framework. This framework will encourage districts to implement best practices in classroom management and behavior. Components of the framework include, Benchmarks of Quality, Action Planning, Practice-Based Coaching, Trauma Informed Care, Positive Solutions for Families, Linking Early Literacy and Social Emotional Development, Prevent Teach Reinforce for Young Children (PTRYC), Targeted Strategies for Successful Inclusion of Children with Disabilities and Culturally Responsive Practices to Reduce Implicit Bias, Disproportionality, Suspension and Expulsion.

With support from the Governor's Office of Early Childhood (GOEC) and Preschool Development Grant Development Birth through Five (PDG-5) funding, the Kentucky Department of Education (KDE) has awarded early childhood partnership grants to implement full-day, year-round, high-quality early care and education programs. Known as the Preschool Quality Partnership (PQP) grant, this initiative is implemented by 15 partnerships across the state starting during the 2024-2025 school year. A peer-to-peer coaching framework was developed to support partnership programs, focusing on program quality, early literacy, family engagement, early mathematics, and sustainability.

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, the Early Learning Unit, 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	
4-YEAR-OLDS	3-YEAR-OLDS
26	18

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
22	9

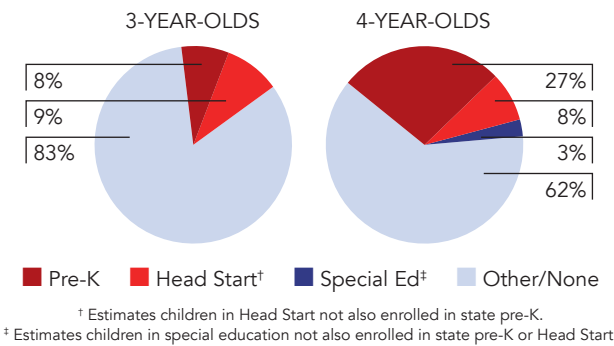
TOTAL BENCHMARKS MET
8*

KENTUCKY PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment.....	19,737
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	12,192
Federally funded Head Start enrollment, ages 3 and 4	10,339
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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 or equivalent	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

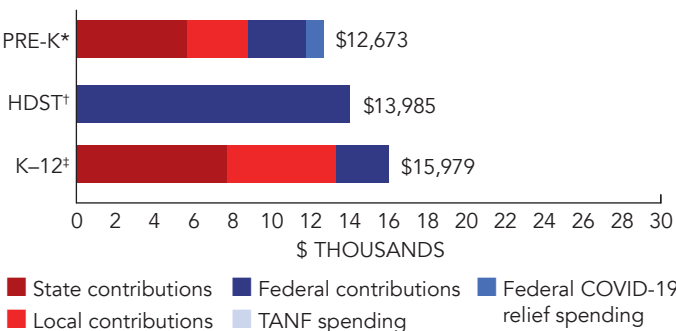
Total state pre-K spending	\$130,218,152
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$6,598
All reported spending per child enrolled*	\$12,673

* 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.

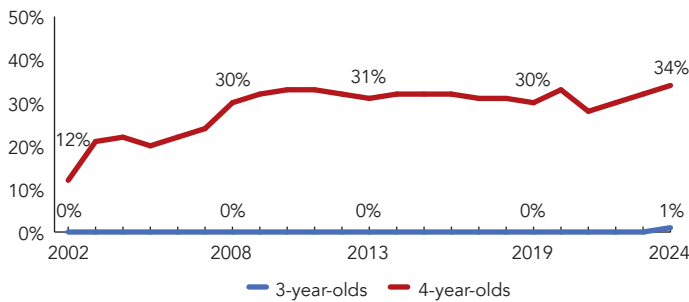
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

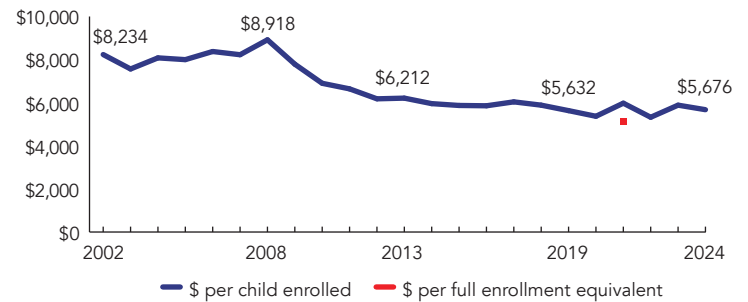


Louisiana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Louisiana preschool enrolled 19,515 children, an increase of 1,058 from the prior year. State spending totaled \$80,855,503 and an additional \$29,909,874 in TANF funds supported preschool, up \$2,127,339 (2%), adjusted for inflation, since last year. State spending per child (including TANF) equaled \$5,676 in 2023-2024, down \$210 from 2022-2023, adjusted for inflation. Louisiana met an average of 7.8 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2024-2025 academic year, there was a reduction of TANF allocated to the Cecil J. Picard LA 4 Early Childhood Program (LA 4) program. Although there was a decrease in TANF funding for pre-K seats, an increase in state general funding allowed for an increase of capacity from 17,084 to 17,100.

During the 3rd Extraordinary Session of 2024, House Bill 7 passed and was signed by the Governor as Act 1 (a constitutional amendment). Act 1, among other things, would have dissolved the LA Education Quality Trust Fund and LA Quality Education Support Fund – known as 8(g). Act 1 also required the balances in those funds to be transferred to the Teacher Retirement System of Louisiana (TRSL) by May 1, 2025, to pay off a portion of the state's Unfunded Accrued Liability (UAL).

In addition, House Bill 5 passed and was signed by the Governor as Act 8, which provided for permanent teacher salary increases through savings realized by school systems' reduction in its employer TRSL contribution rate. The 8(g) fund is a statutory dedication contained within the State Constitution. Therefore, the constitutional amendment (Act 1) was placed on the ballot during a special election in March 2025 for approval by the voters; that amendment did not pass. This means, at this time, the 8(g) program will continue as it has operated in the past.

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.

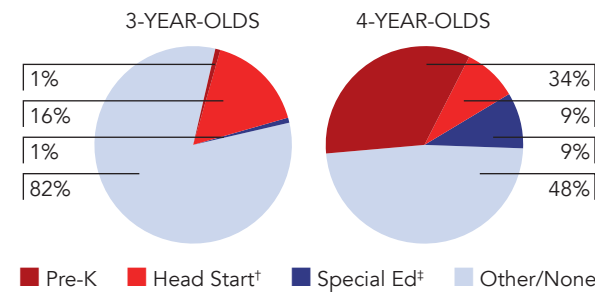
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LOUISIANA STATE OVERVIEW

ACCESS

Total state pre-K enrollment	19,515
Special education enrollment, ages 3 and 4	8,126
Federally funded Head Start enrollment, ages 3 and 4	14,193
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

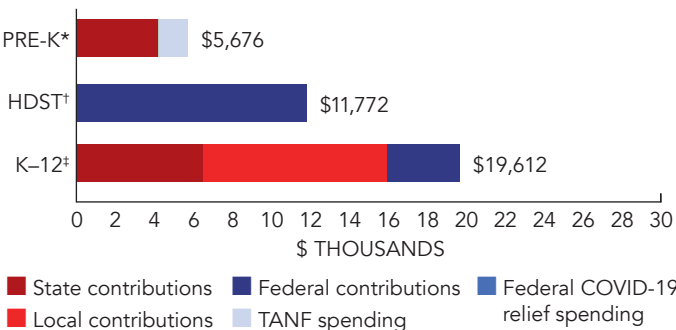


† Estimates children in Head Start not also enrolled in state pre-K.
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$110,765,377
State Head Start spending	\$0
State spending per child enrolled	\$5,676
All reported spending per child enrolled*	\$5,676

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	
23	33	30	37	7.8

During the 2012 session, the Louisiana Legislature passed Act 3, unifying multiple early childhood initiatives under the Department of Education and in collaboration with other state agencies. This system contains aligned program standards, a quality rating and improvement accountability system in which all programs receiving state and/or federal funds 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.

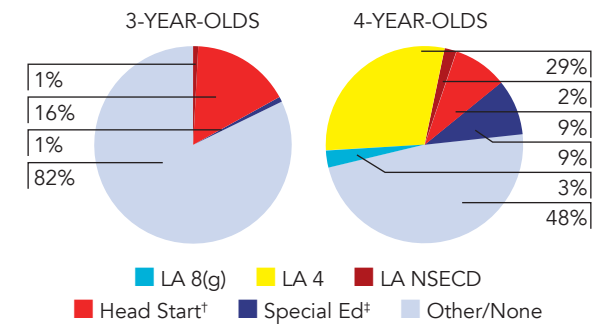
Louisiana’s overall support for state-funded preschool, including enrollment and funding for 8(g), LA 4, and NSECD, is depicted in the first two pages of this state profile. The third page focuses on 8(g), the fourth page on LA 4, and the fifth page on NSECD.

LOUISIANA 8(G) STUDENT ENHANCEMENT BLOCK GRANT PROGRAM

ACCESS

Total state pre-K enrollment.....	1,823
School districts that offer state program.....	90% (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.

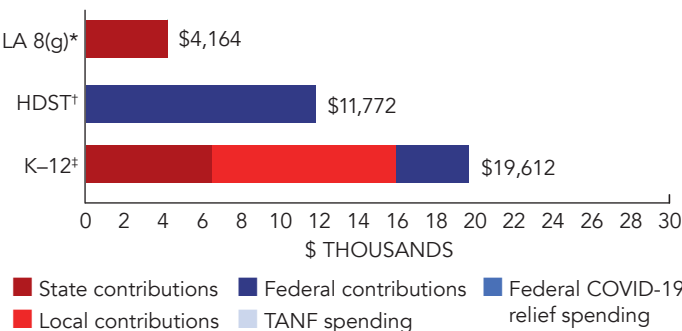
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RESOURCES

Total state pre-K spending	\$7,590,752
Local match required?	No
State spending per child enrolled	\$4,164
All reported spending per child enrolled*	\$4,164

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

SPENDING PER CHILD ENROLLED

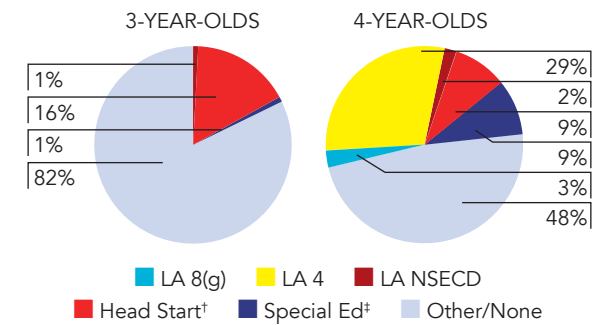


CECIL J. PICARD LA 4 EARLY CHILDHOOD PROGRAM

ACCESS

Total state pre-K enrollment.....	16,386
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, 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.

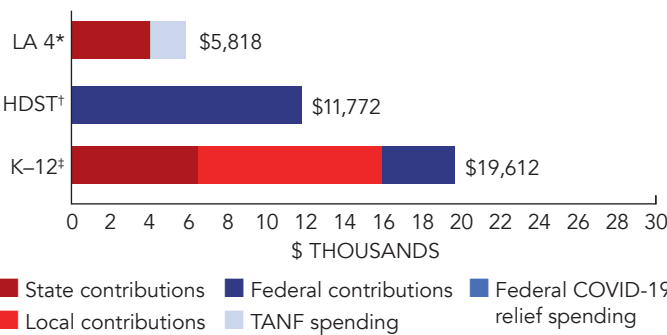


RESOURCES

Total state pre-K spending	\$95,333,693
Local match required?	No
State spending per child enrolled	\$5,818
All reported spending per child enrolled*	\$5,818

* 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

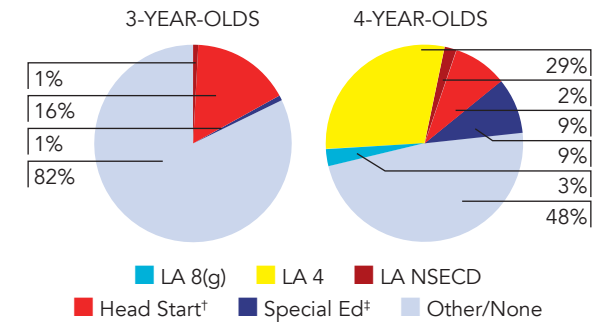


LOUISIANA NONPUBLIC SCHOOLS EARLY CHILDHOOD DEVELOPMENT PROGRAM (NSECD)

ACCESS

Total state pre-K enrollment.....	1,306
School districts that offer state program.....	22% (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.

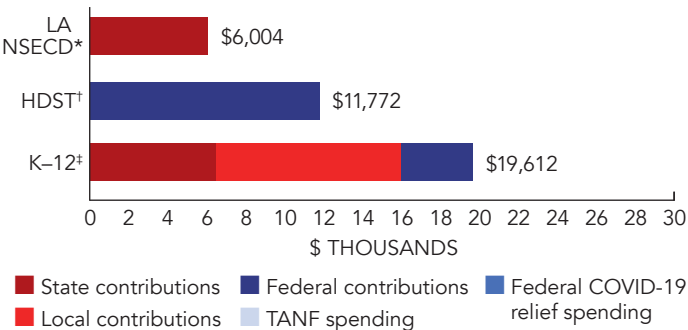
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RESOURCES

Total state pre-K spending	\$7,840,932
Local match required?	No
State spending per child enrolled	\$6,004
All reported spending per child enrolled*	\$6,004

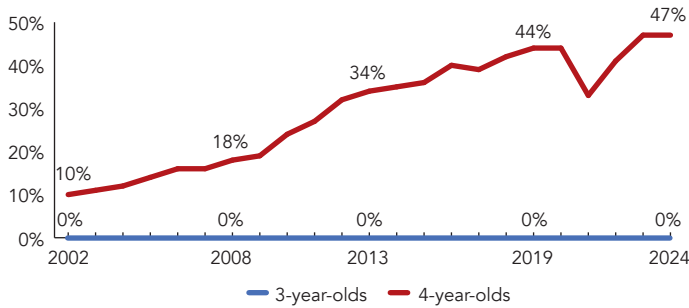
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

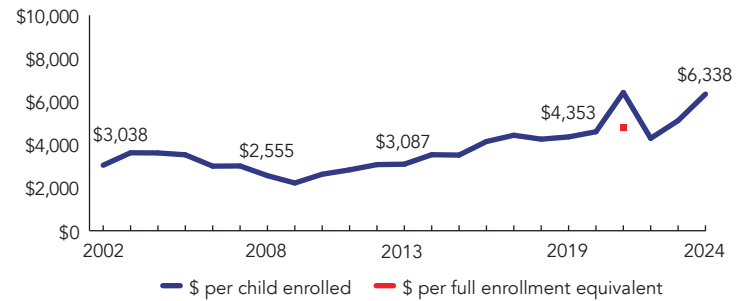


Maine

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Maine preschool enrolled 6,361 children, an increase of 124 from the prior year. State spending totaled \$34,079,285, with an additional \$6,234,595 in federal recovery funds to support the program, up \$8,456,798 (27%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$6,338 in 2023-2024, up \$1,230 from 2022-2023, adjusted for inflation. Maine met 9 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2023-2024 school year, Maine utilized funding from the Maine Jobs and Recovery Plan (MJRP) to support the expansion of public pre-K throughout the state with and without community partnerships. This expansion allowed school administrative units to open brand-new classrooms as well as expand their existing program offerings from part-day/part-week to full-day/full-week.

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. In 2023-2024, the state continued to use funding from MJRP, PDG B-5, IDEA, and leftover funds from COVID-19 Relief funding to further expand public Pre-K offerings as well as to support some districts in their efforts to take over Free Appropriate Public Education responsibilities for 3- to 5-year-old children with disabilities in inclusive settings.

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 175 of the 198 (88%) 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 childcare 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	
4-YEAR-OLDS	3-YEAR-OLDS
14	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
24	14

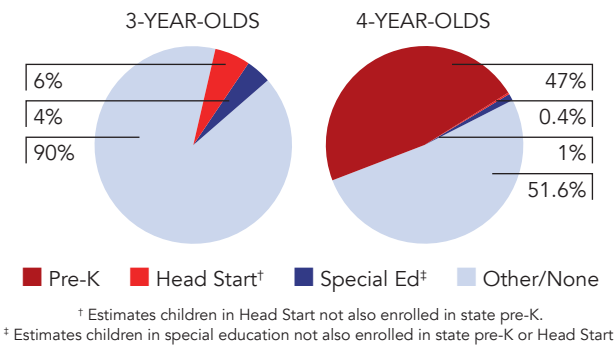
TOTAL BENCHMARKS MET
9

MAINE PUBLIC PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment	6,361
School districts that offer state program	88% (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	2,067
Federally funded Head Start enrollment, ages 3 and 4	1,795
State-funded Head Start enrollment, ages 3 and 4	Not reported

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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.

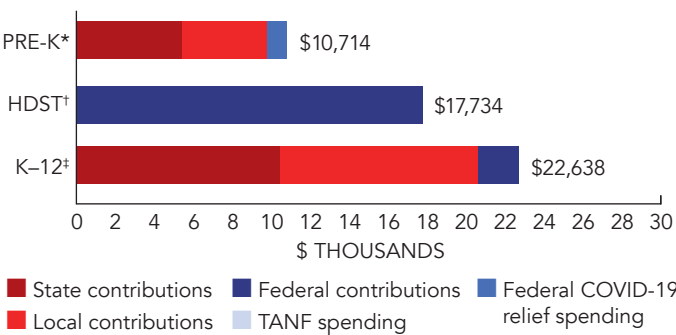
9

RESOURCES

Total state pre-K spending	\$40,313,880
Local match required?	Yes
State Head Start spending	\$6,140,038
State spending per child enrolled	\$6,338
All reported spending per child enrolled*	\$10,714

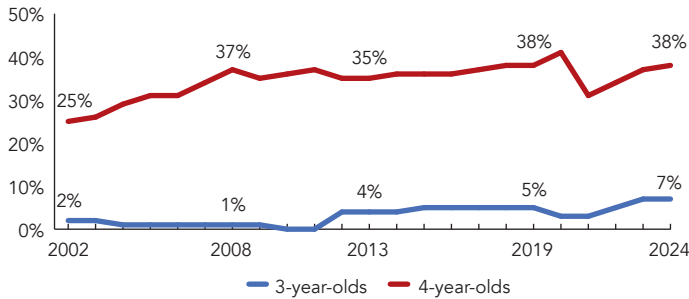
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

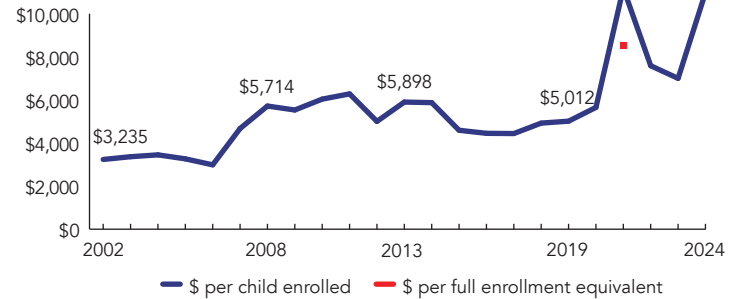


Maryland

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Maryland preschool enrolled 32,972 children, an increase of 1,065 from the prior year. State spending totaled \$358,063,870 and an additional \$3,854,423 in federal recovery funds supported the program, up \$138,649,029 (62%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$10,977 in 2023-2024, up \$3,979 from 2022-2023, adjusted for inflation. Maryland met 8 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2023-2024 school year, Maryland increased efforts to include more programs in the Maryland Prekindergarten Program, specifically child care centers, family child care homes, and Head Start programs. Maryland has launched an awareness campaign entitled "Push to Pre-K" to provide information and support to programs seeking to participate in the state program, per the Blueprint for Maryland's Future. Targeted outreach and technical assistance are provided to support private providers to successfully enter the program.

Enrollment in the Maryland Prekindergarten Program also continues to increase. Legislative changes and enhancements that support the Blueprint for Maryland's Future have provided the opportunity for this growth. House Bills were passed to expand pathways to qualify as a lead teacher and assistant teacher allowing more programs to meet eligibility requirements. Additionally, a House Bill that ensures participating Head Start programs receive full per-child funding, increasing the opportunity to blend and braid Head Start and state Prekindergarten funds.

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 "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.

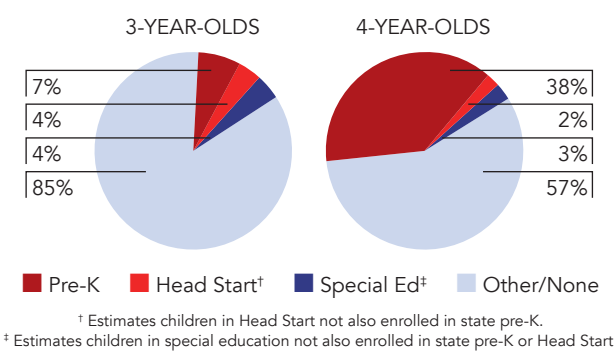
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
18	20	9	4	8

MARYLAND PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment	32,972
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	10,962
Federally funded Head Start enrollment, ages 3 and 4	5,174
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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.

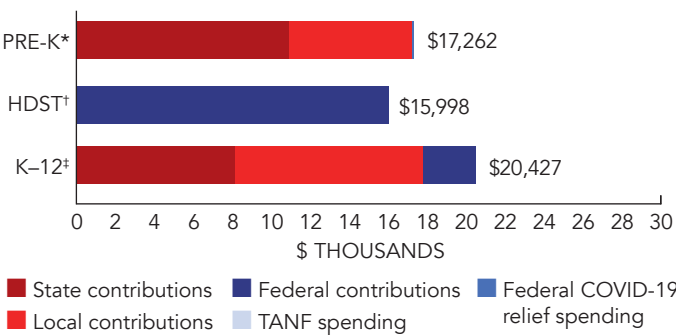
8

RESOURCES

Total state pre-K spending	\$361,918,293
Local match required?	No
State Head Start spending	\$2,440,960
State spending per child enrolled	\$10,977
All reported spending per child enrolled*	\$17,262

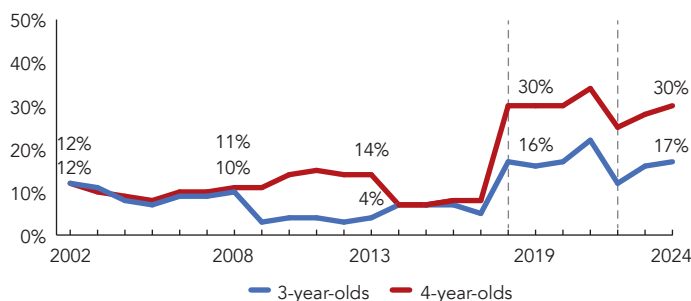
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

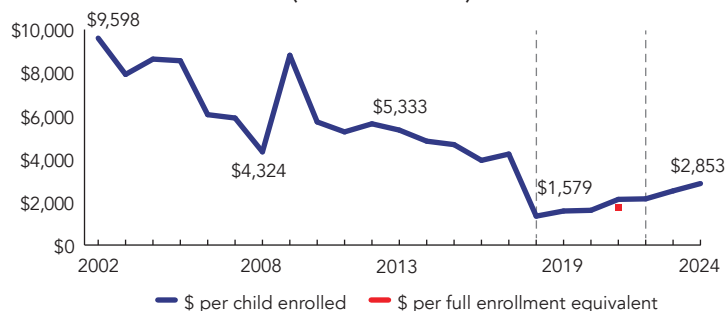


Massachusetts

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Massachusetts preschool programs enrolled 35,154 children in 2023-2024, an increase of 2,090 children from the prior year. State spending totaled \$100,292,048, up \$17,227,034 (21%), adjusted for inflation, since last year. State spending per child equaled \$2,853 in 2023-2024, up \$341 from 2022-2023, adjusted for inflation. Massachusetts met an average of 6 of 10 quality standards benchmarks.

Changes in the preschool programs operated by the Department of Early Education and Care in 2018 and 2022 are noted by vertical lines on the above enrollment and spending figures.

WHAT'S NEW

In 2023-2024, the Massachusetts Department of Early Education and Care (EEC) received additional funding from the state to add more grantees to the Commonwealth Preschool Partnerships Initiative (CPPI) funding to further expand access for 3- and 4-year-olds in 12 communities.

For FY 2024, the state legislature also made a commitment to continue providing stabilization grants to all EEC-licensed and funded providers, including the majority of CPPI programs, using state funds now that federal ARPA funds have been fully expended, allocating \$475 million for the state's Commonwealth Cares for Children (C3) Operational Grants for early education and care providers. 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 3 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 PK-12 public schools. For the 2023-2024 school year, \$179.5 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.

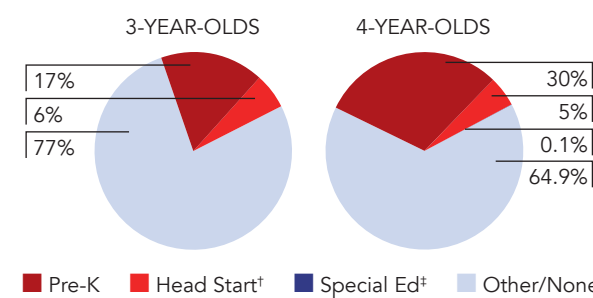
Massachusetts' overall support for state-funded preschool, including enrollment and funding for both CPPI and Chapter 70, is depicted in the first two pages of this state profile. The third page focuses solely on CPPI, and the fourth page provides information on Chapter 70.

MASSACHUSETTS STATE OVERVIEW

ACCESS

Total state pre-K enrollment	35,154
Special education enrollment, ages 3 and 4	11,948
Federally funded Head Start enrollment, ages 3 and 4	7,800
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

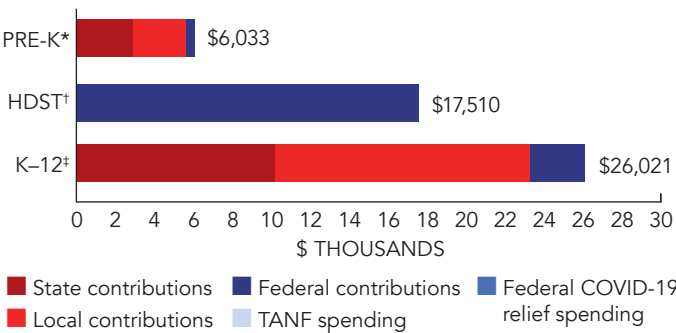


† Some Head Start children may also be counted in state pre-K (Chapter 70).
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$100,292,048
State Head Start spending	\$17,500,000
State spending per child enrolled	\$2,853
All reported spending per child enrolled*	\$6,033

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
25	9

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
43	35

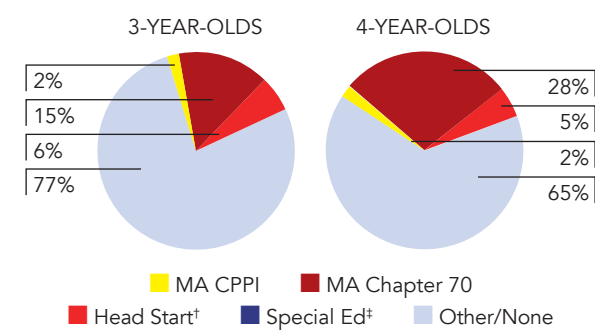
TOTAL BENCHMARKS MET
6

COMMONWEALTH PRESCHOOL PARTNERSHIPS INITIATIVE

ACCESS

Total state pre-K enrollment	2,958
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); 9 college credits in ECE (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	20 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	Developmental	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.

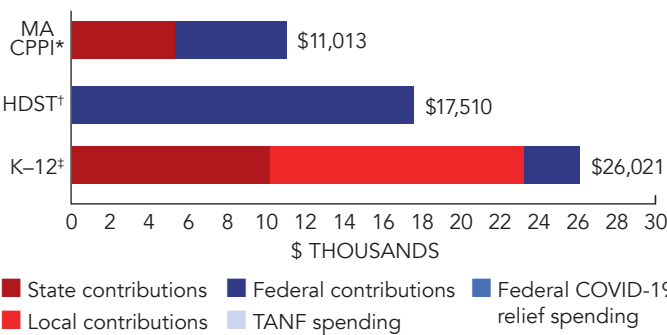
6

RESOURCES

Total state pre-K spending	\$15,552,618
Local match required?	No
State Head Start spending	\$17,500,000
State spending per child enrolled	\$5,258
All reported spending per child enrolled*	\$11,013

* 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

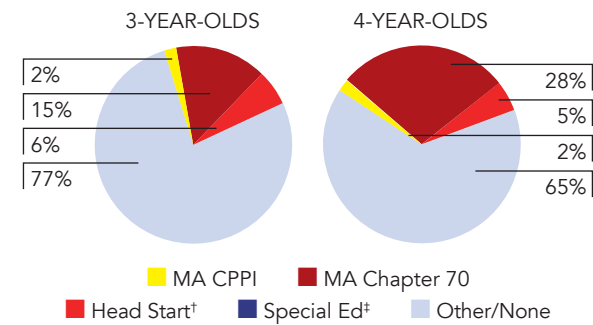


MASSACHUSETTS CHAPTER 70

ACCESS

Total state pre-K enrollment	32,196
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



† 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.

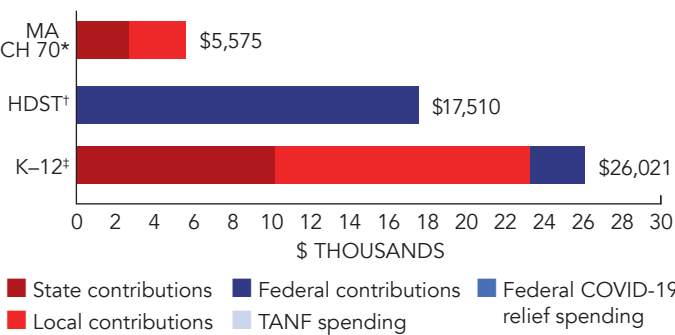
6

RESOURCES

Total state pre-K spending	\$84,739,430
Local match required?	Yes
State Head Start spending	\$17,500,000
State spending per child enrolled	\$2,632
All reported spending per child enrolled*	\$5,575

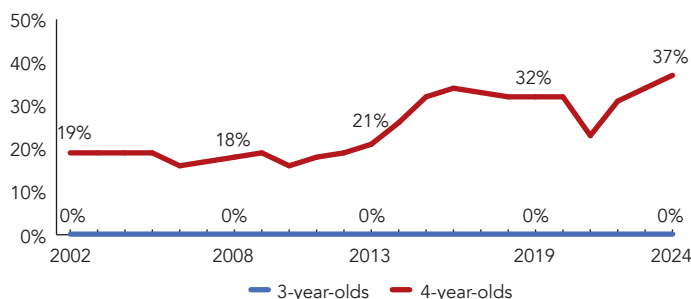
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

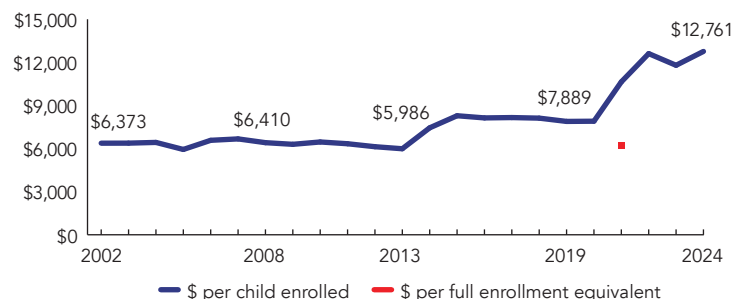


Michigan

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Michigan Great Start School Readiness (GSRP) enrolled 41,120 children, an increase of 2,980 from the prior year. State spending totaled \$524,720,000, up \$74,842,159 (17%), adjusted for inflation, since last year. State spending per child equaled \$12,761 in 2023-2024, up \$965 from 2022-2023, adjusted for inflation. Michigan met 10 of 10 quality standards benchmarks.

WHAT'S NEW

As of December 1, 2023, GSRP moved to the newly created Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP) created by the Governor under Executive Order 2023-6. State funding for GSRP increased as federal recovery funding that was previously used to expand GSRP ended. The GSRP per child funding rates increased again, up to \$9,608 for a full-day slot, matching the base foundation allowance of K-12. The income eligibility for GSRP increased from 250% to 300% FPL in 2023-2024.

In September 2024, Michigan was one of 10 states and D.C. awarded a 3-year federal renewal Preschool Development Grant B-5 (PDG B-5) totaling \$8,999,241 annually. The PDG B-5 renewal grant is intended to carry out the strategic plans developed with the 2023 planning grants which focused on addressing the workforce, social-emotional well-being, and sustainable infrastructure in the state's early childhood system.

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%. Beginning in 2023-2024, 85% of children must be in families up to 300% FPL. 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, a Start Up Grant Fund, and funding to recruit families and increase public awareness of GSRP; as well as \$600,000 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 five between September 2 and December 1 or whose parents and/or schools feel they are "not ready" for kindergarten, 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 9,618 four-year-olds with \$92,409,744 in total spending in 2023-2024. Michigan's Strong Beginnings is a pilot state-funded center-based preschool program for three-year-olds. In 2023-2024, 392 three-year-olds participated in the program with \$6 million in state school aid funding.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
7	8

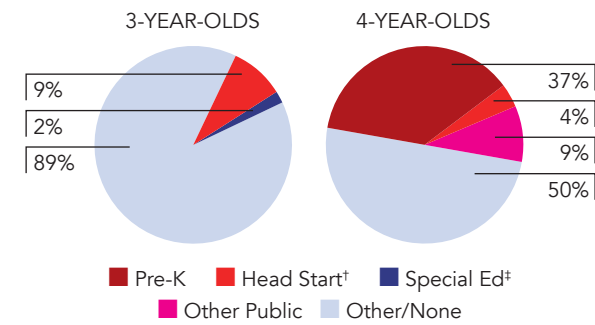
TOTAL BENCHMARKS MET
10*

MICHIGAN GREAT START READINESS PROGRAM

ACCESS

Total state pre-K enrollment	41,120
School districts that offer state program	96% (counties)
Income requirement	300% FPL
Minimum hours of operation	3 hours/day; 4 days/week
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	10,145
Federally funded Head Start enrollment, ages 3 and 4	19,059
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	✓
Curriculum supports	Approval process & supports	Approval process & supports	✓
Teacher degree	BA	BA	✓*
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	✓
Assistant teacher degree	CDA or AA in ECE/CD	CDA or equivalent	✓
Staff professional development	16 hours/year; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	✓
Maximum class size	18 (4-year-olds)	20 or lower	✓
Staff-child ratio	1:8 (4-year-olds)	1:10 or better	✓
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	✓
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	✓

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

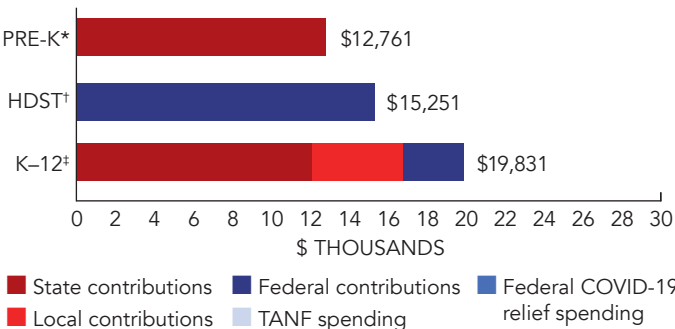
Total state pre-K spending	\$524,720,000
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$12,761
All reported spending per child enrolled*	\$12,761

* 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.

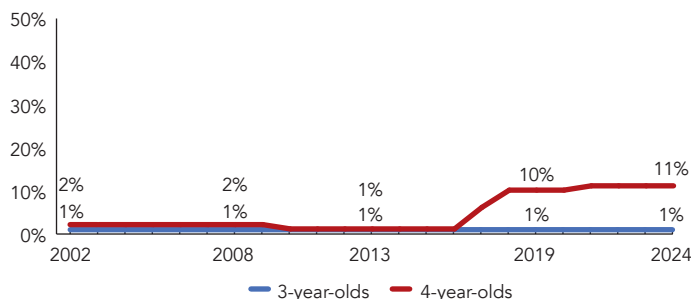
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

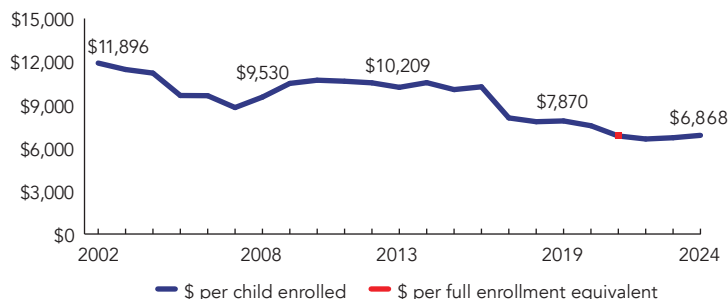


Minnesota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Minnesota preschool enrolled 7,868 children, an increase of 69 children from the prior year. State spending totaled \$54,036,950 up \$7,992,761 (17%), adjusted for inflation, since last year. State spending per child equaled \$6,868 in 2023-2024, up \$964 from 2022-2023, adjusted for inflation. Minnesota met an average of 5.4 of 10 quality standards benchmarks.

WHAT'S NEW

The Minnesota legislature appropriated an additional \$10 million for a total of \$35.1 million for Head Start and Early Head Start beginning in 2023-2024. 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 bringing the total to 12,360 seats. Administration of early childhood programs transitioned to a new state agency, The Minnesota Department of Children, Youth, and Families as of July 1, 2024. 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. The SRP program will sunset at the end of FY25 with these seats being renewed under a single public Voluntary Prekindergarten Program (VPK). This will include new eligibility requirements for students enrolled in VPK, similar to other state funding provided for early learning including Head Start.

In September 2024, Minnesota was one of 10 states and D.C. awarded a 3-year federal renewal Preschool Development Grant B-5 (PDG B-5) totaling \$8 million annually. The PDG B-5 renewal grant is intended to carry out the strategic plans developed with the 2023 planning grants including: developing a mixed delivery coaching network framework, evaluating competencies for the wage scale, increasing EC mental health consultation workforce, as well as expanding and modernizing data collection systems.

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 \$35.1 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 136 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.

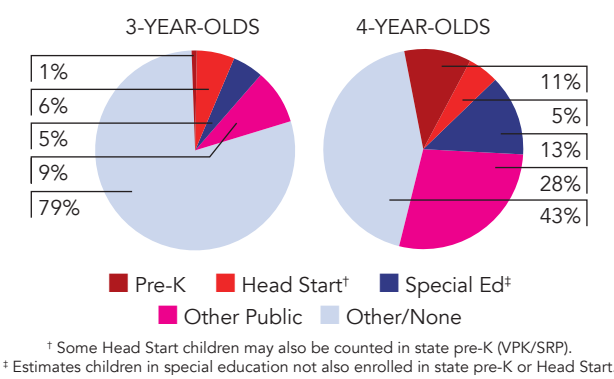
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MINNESOTA STATE OVERVIEW

ACCESS

Total state pre-K enrollment	7,868
Special education enrollment, ages 3 and 4	13,191
Federally funded Head Start enrollment, ages 3 and 4	7,657
State-funded Head Start enrollment, ages 3 and 4.....	709

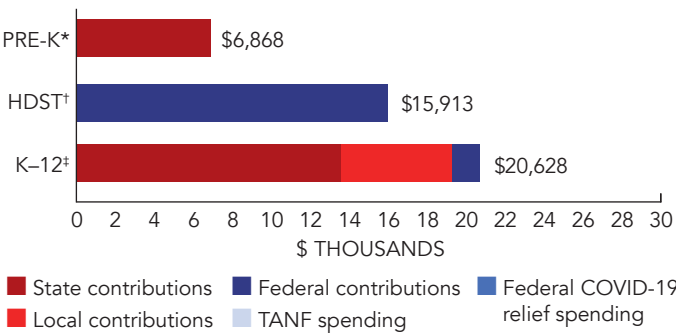
PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



RESOURCES

Total state pre-K spending	\$54,036,950
State Head Start spending	\$12,614,229
State spending per child enrolled	\$6,868
All reported spending per child enrolled*	\$6,868

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	34	21	30	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 \$65.6 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 \$37 million on district-based Early Childhood Family Education (ECFE) programs providing family education and home visits with a focus on health and developmental screening, parent engagement, and community services. Additionally, Minnesota has invested in ECFE by hiring and supporting two full time positions that provide program guidance and technical assistance for ECFE programs across the state.

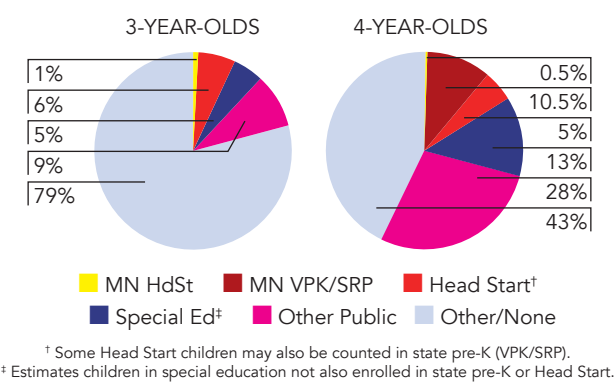
Minnesota’s overall support for state-funded preschool, including enrollment and funding for both Minnesota Head Start and VPK/ SRP, is depicted in the first two pages of this state profile. The third page focuses solely on Minnesota Head Start and the fourth page provides information on VPK/SRP.

MINNESOTA HEAD START

ACCESS

Total state pre-K enrollment.....	709
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



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.

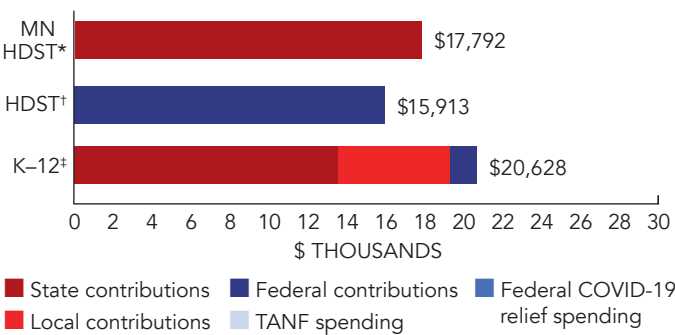
9

RESOURCES

Total state pre-K spending	\$12,614,229
Local match required?	No
State spending per child enrolled	\$17,792
All reported spending per child enrolled*	\$17,792

* 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

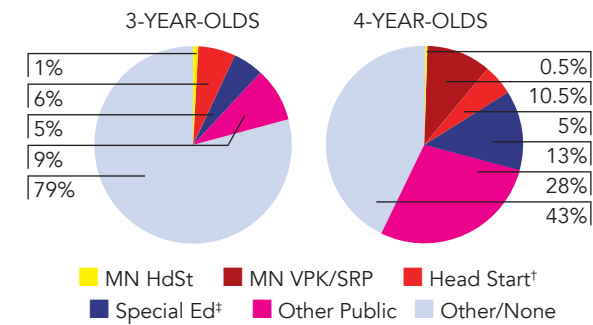


MINNESOTA VOLUNTARY PREKINDERGARTEN (VPK) AND SCHOOL READINESS PLUS (SRP)

ACCESS

Total state pre-K enrollment	7,159
School districts that offer state program	38% & 41% (charter schools with pre-K authorization)
Income requirement	No income requirement (VPK); 185% FPL (SRP)
Minimum hours of operation	350 instructional hours/year
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 (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.

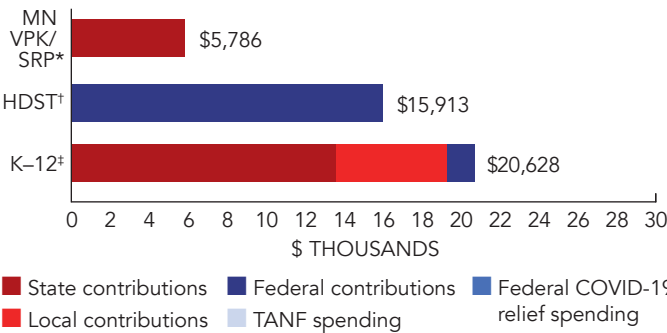
5

RESOURCES

Total state pre-K spending	\$41,422,721
Local match required?	No
State spending per child enrolled	\$5,786
All reported spending per child enrolled*	\$5,786

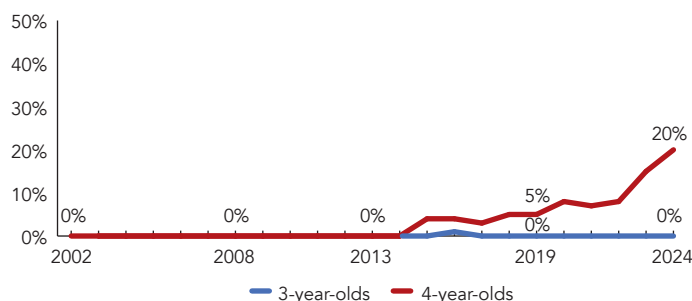
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

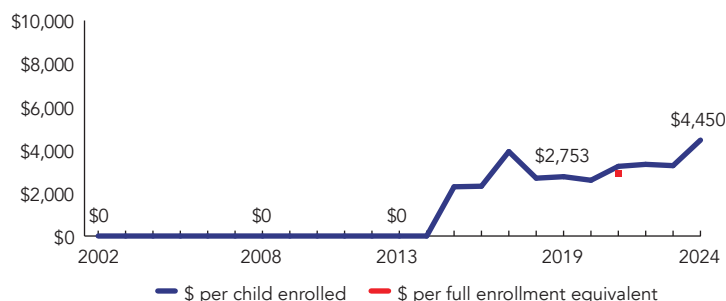


Mississippi

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Mississippi preschool enrolled 7,145 children, an increase of 1,816 from the prior year. State spending totaled \$30,542,900, and an additional \$1,251,287 in federal recovery funds supported the program, up \$14,395,473 (83%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$4,450 in 2023-2024, up \$1,185 from 2022-2023 adjusted for inflation. Mississippi met an average of 10 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2023-2024 school year, the state appropriated \$20,040,000 for SIP. In 2024, the Mississippi Legislature issued an additional \$5 million to the Early Learning Collaborative (ELC) program but decreased the funding for the State Invested Pre-K (SIP) program by \$5 million, thereby level funding pre-k in the state across the two programs. The funding was shifted because the ELC program reaches more children due to the mixed delivery model, while SIP is based only in public school classrooms. With the additional funding, the ELC program increased the funding per seat from \$2,500 to \$3,500 during the 2024-25 school year. However, despite the decrease in funding for SIP, program quality standards remained consistent.

Additionally, during the 2024-2025 school year, the state changed the requirements for teacher assistants to assist with recruitment and retention. Going forward, teacher assistants must possess a high school diploma/GED, verification of WorkKeys scores, and 12 hours early childhood college credit hours, or they must have a certificate of completion of an early childhood training program, pre-K Child Development Associate (CDA) credential, a Montessori certification, or an equivalent certification.

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.

During the 2022 legislative session, \$20 million was appropriated to fund additional preschool programs in school settings, specifically in the new 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 were served in classrooms beginning in August 2023.

SIP provides funding per classroom and not funding per student. Each SIP classroom receives \$100,000 to create or improve PreK-4 classrooms. In addition, for each SIP program that chooses to dual enroll students with a Head Start program, these programs receive an additional \$25,000 per classroom totaling \$125,000 per classroom. Thus, the total of funding per child as presented in this report may demonstrate an inflated per child funding amount. Classrooms in SIP programs vary in size; thus, if a classroom meets the standard operating requirements and are a part of SIP, that classroom receives the qualified amount of funding regardless of class enrollment. This is one of the unique features of the SIP program that is different from the Early Learning Collaborative program, which is funded per child.

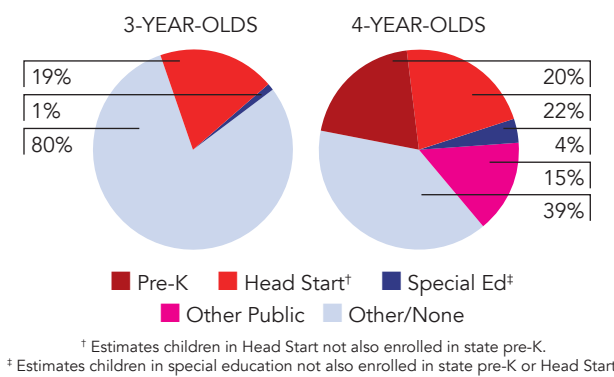
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MISSISSIPPI STATE OVERVIEW

ACCESS

Total state pre-K enrollment	7,145
Special education enrollment, ages 3 and 4	3,753
Federally funded Head Start enrollment, ages 3 and 4	14,799
State-funded Head Start enrollment, ages 3 and 4.....	0

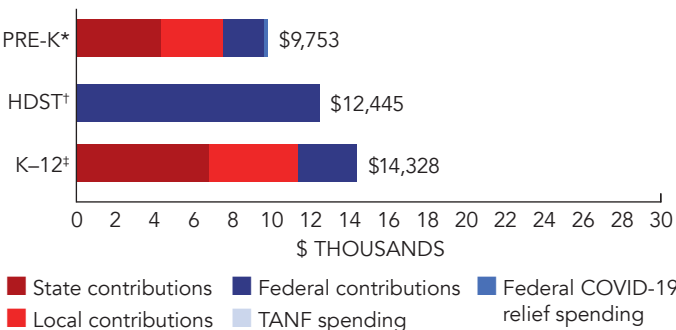
PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



RESOURCES

Total state pre-K spending	\$31,794,188
State Head Start spending	\$0
State spending per child enrolled	\$4,450
All reported spending per child enrolled*	\$9,753

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
31	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
37	19

TOTAL BENCHMARKS MET
10

ELC & SIP intend 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. These programs also support 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.

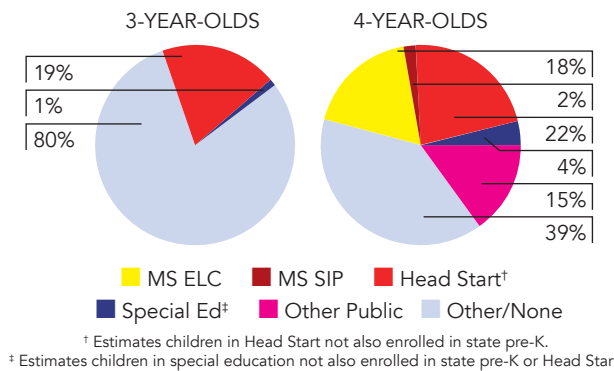
Mississippi’s overall support for state-funded preschool is depicted in the first two pages of this state profile. The third page focuses on ELC and the fourth on SIP.

MISSISSIPPI EARLY LEARNING COLLABORATIVE

ACCESS

Total state pre-K enrollment	6,283
School districts that offer state program	34%
Income requirement	No income requirement
Minimum hours of operation	4 hours/day; 5 days/week
Operating schedule	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

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

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

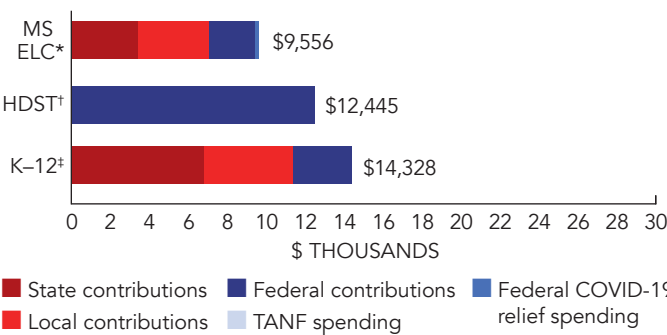
10

RESOURCES

Total state pre-K spending	\$22,229,188
Local match required?	Yes
State spending per child enrolled	\$3,358
All reported spending per child enrolled*	\$9,556

* 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

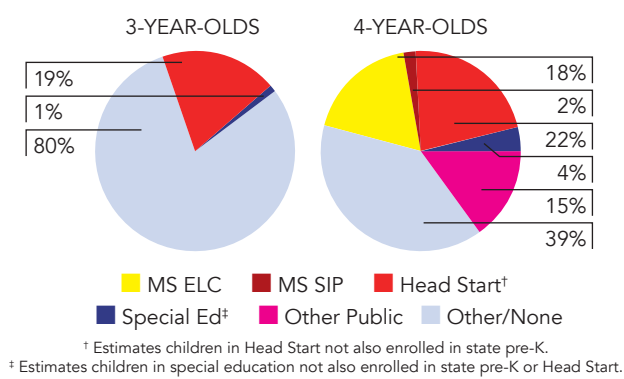


MISSISSIPPI STATE INVESTED PRE-KINDERGARTEN

ACCESS

Total state pre-K enrollment	862
School districts that offer state program	8%
Income requirement	No income requirement
Minimum hours of operation	4 hours/day; 5 days/week
Operating schedule	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

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

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

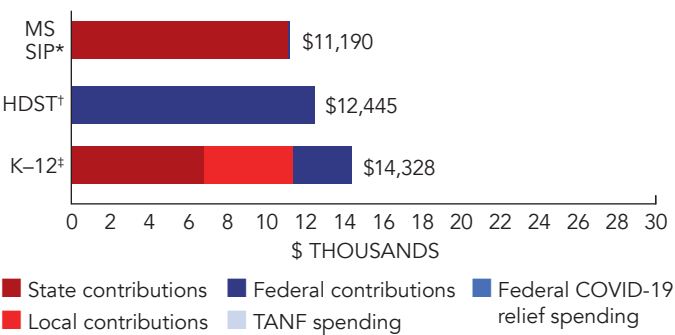
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RESOURCES

Total state pre-K spending	\$9,525,000
Local match required?	No
State spending per child enrolled	\$11,096
All reported spending per child enrolled*	\$11,190

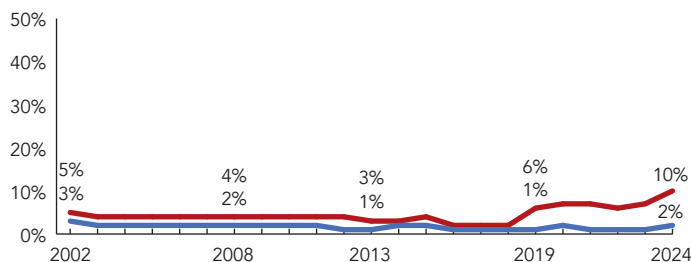
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‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

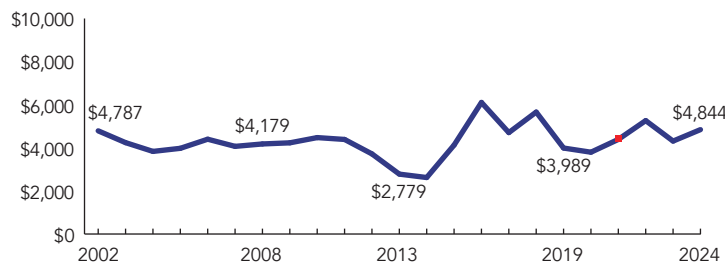


Missouri

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Missouri preschool enrolled 8,796 children, an increase of 2,421 from the prior year. State spending totaled \$42,609,450, up \$15,120,955 (55%), adjusted for inflation, since last year. State spending per child equaled \$4,844 in 2023-2024 up \$532 from 2022-2023, adjusted for inflation. Missouri met an average of 4.3 of 10 quality standards benchmarks.

WHAT'S NEW

In 2023-2024, the state implemented an additional preschool program, Missouri Quality Preschool (MOQPK), which provided funding for both public schools and licensed private child care centers and preschools, unlike the state's other pre-K program, Pre-K Foundation Formula that only operates in public schools. All MOQPK classrooms are observed every two years using CLASS. Lead teachers are required to have at least 18 college credits in early childhood education or child development and participate in coaching and complete 18 clock hours per year of professional development.

The Pre-K Foundation Formula program funds have doubled for the 2024-2025 school year. Districts are now able to claim 8% of their FRL population for Pre-K students, an increase of 4% from the previous year.

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.

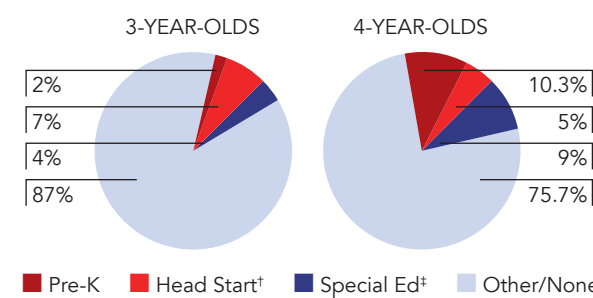
Previously, the Missouri Preschool Program (MPP), launched in 1998, served 3- and 4-year-olds in public schools, private child-care centers, and nonprofit agencies. Programs were required to work with the local Parents as Teachers program to provide parent education, family visits, group connections, 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.

MISSOURI STATE OVERVIEW

ACCESS

Total state pre-K enrollment	8,796
Special education enrollment, ages 3 and 4	11,765
Federally funded Head Start enrollment, ages 3 and 4	9,133
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

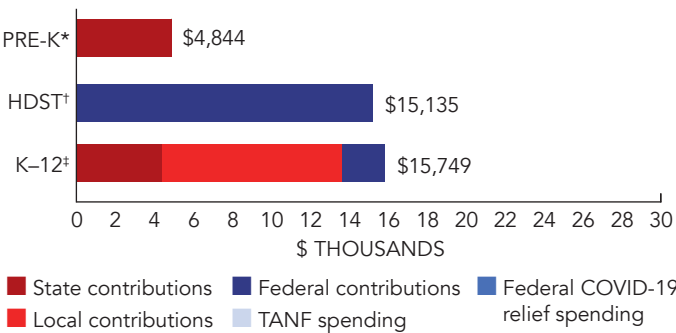


† Some Head Start children may also be counted in state pre-K.
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$42,609,450
State Head Start spending	\$0
State spending per child enrolled	\$4,844
All reported spending per child enrolled*	\$4,844

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
39	29

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
34	39

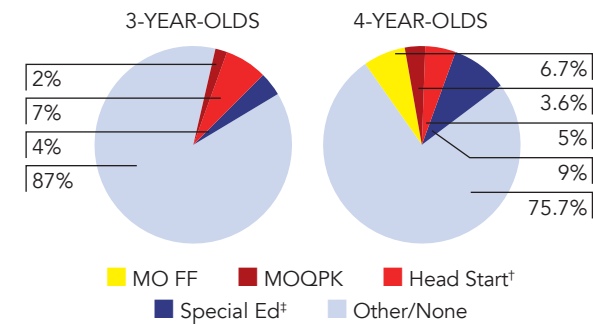
TOTAL BENCHMARKS MET
4.3

MISSOURI PRE-K FOUNDATION FORMULA

ACCESS

Total state pre-K enrollment	6,145
School districts that offer state program	35% (public school districts); 57% (charter schools)
Income requirement	185% FPL
Minimum hours of operation	Determined locally
Operating schedule	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

POLICY	MO FF 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"/>

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

4

RESOURCES

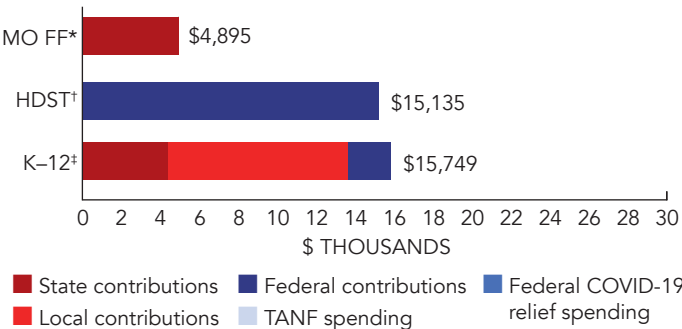
Total state pre-K spending	\$30,077,040
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$4,895
All reported spending per child enrolled*	\$4,895

* 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

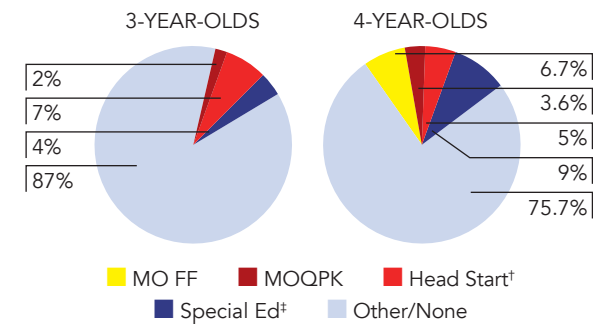


MISSOURI QUALITY PRESCHOOL GRANT (MOQPK)

ACCESS

Total state pre-K enrollment.....	2,651
School districts that offer state program.....	27% (LEAs)
Income requirement.....	No income requirement
Minimum hours of operation.....	3 hours/day
Operating schedule.....	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

POLICY	MOQPK 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	Other	BA	<input type="checkbox"/>
Teacher specialized training	18 ECE/CD credits	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Other	CDA or equivalent	<input type="checkbox"/>
Staff professional development	18 hours/year; 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	Developmental; 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.

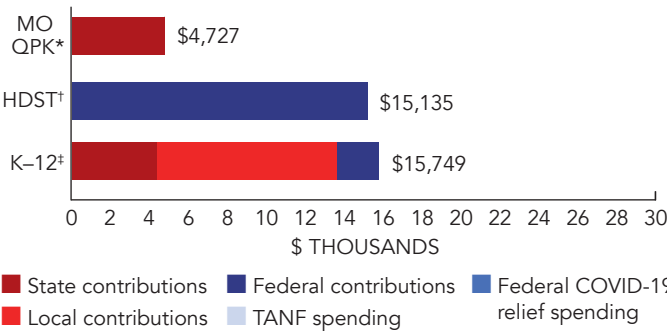
5

RESOURCES

Total state pre-K spending	\$12,532,410
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$4,727
All reported spending per child enrolled*	\$4,727

* 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 which meets the definitions used in this report. However, when funding is available to advance the early childhood system, initiatives have impacted preschool age children.

The 2018-2019 program year marked the end of a \$6 million STARS Preschool Pilot, which was Montana's first state-funded preschool effort. Also, in 2018-2019, more than 1,300 children were provided with new or enhanced preschool slots under the state's federal Preschool Development Grant (PDG).

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 annually. Utilizing \$3.2 million of the funding in 2025, Montana offered early childhood professionals an opportunity to apply for mini grants ranging from \$5,000 to \$15,000 depending on program type and focus area. The funds are intended to lengthen child care hours, expand and/or to enhance services to infants and toddlers or children with special needs.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
None Served	

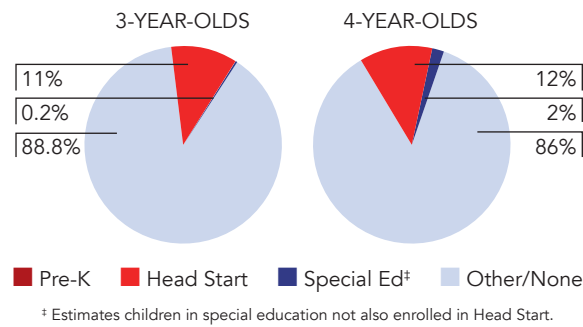
TOTAL BENCHMARKS MET
No Program

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	622
Federally funded Head Start enrollment, ages 3 and 4	2,728
State-funded Head Start enrollment, ages 3 and 4	Not reported

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

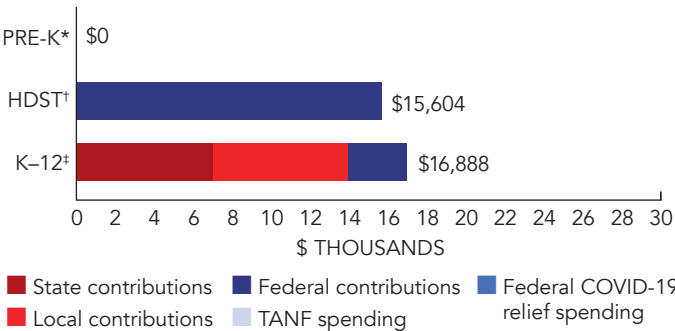
NO PROGRAM

RESOURCES

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

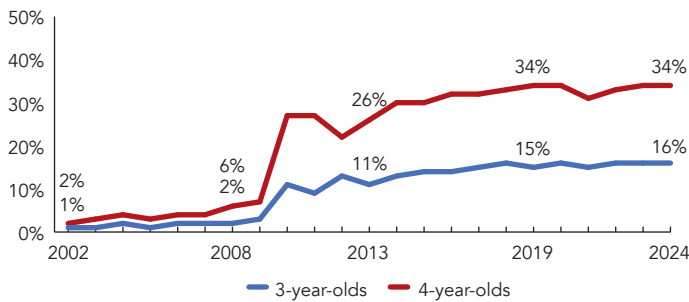
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

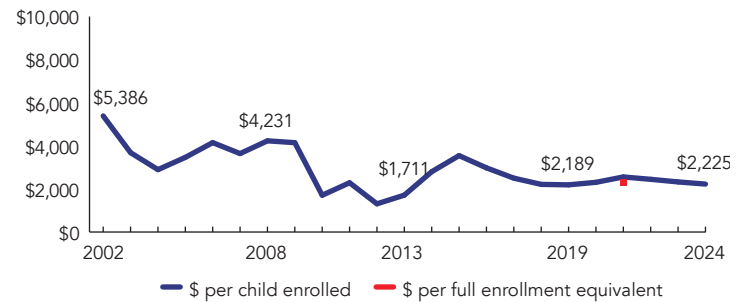


Nebraska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Nebraska preschool enrolled 13,232 children, an increase of 35 from the prior year. State spending totaled \$29,435,102, down \$1,232,023 (4%), adjusted for inflation, since last year. State spending per child equaled \$2,225 in 2023-2024, down \$99 from 2022-2023, adjusted for inflation. Nebraska met 6 of 10 quality standards benchmarks.

WHAT'S NEW

In 2024, legislation passed to allow districts to enroll kindergarten-eligible children in pre-K until they reach the compulsory attendance age. In response to this change, districts are in the process of creating and implementing policies and the state will revise policy/rule for this program.

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 childcare 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	
4-YEAR-OLDS	3-YEAR-OLDS
22	10

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
45	10

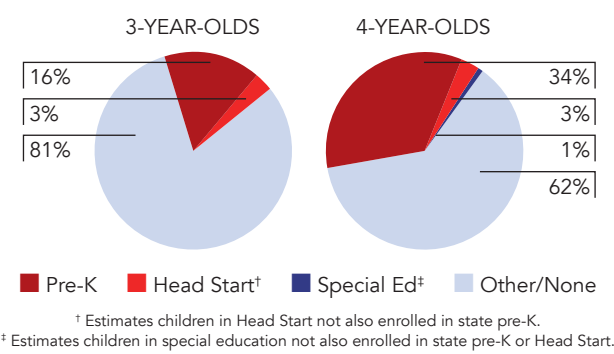
TOTAL BENCHMARKS MET
6

NEBRASKA EARLY CHILDHOOD EDUCATION PROGRAM

ACCESS

Total state pre-K enrollment.....	13,232
School districts that offer state program.....	94%
Income requirement.....	No income requirement
Minimum hours of operation.....	12 hours/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4	4,133
Federally funded Head Start enrollment, ages 3 and 4	3,109
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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 per state rubric; 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.

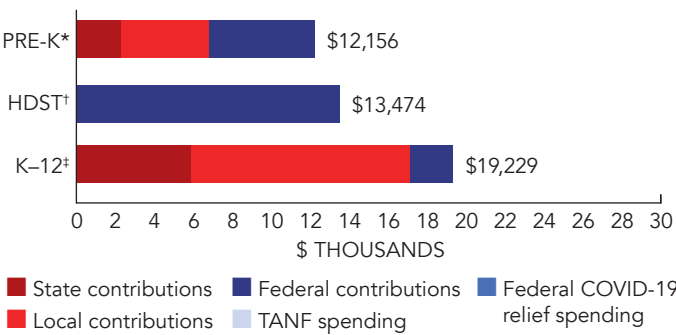
6

RESOURCES

Total state pre-K spending	\$29,435,102
Local match required?	Yes
State Head Start spending	\$0
State spending per child enrolled	\$2,225
All reported spending per child enrolled*	\$12,156

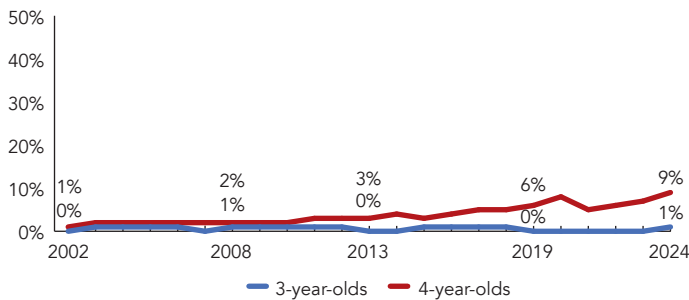
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

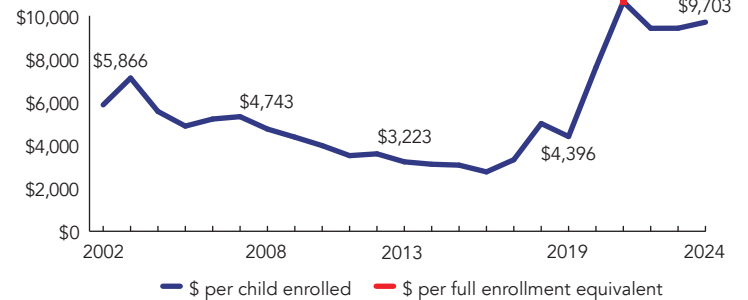


Nevada

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Nevada preschool enrolled 3,606 children, an increase of 1,125 from the prior year. State spending totaled \$31,825,701, and an additional \$3,162,160 in federal recovery funds supported the program, up \$11,615,598 (50%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$9,703 in 2023-2024, up \$282 from 2022-2023, adjusted for inflation. Nevada met 7 of 10 quality standards benchmarks.

WHAT'S NEW

The 2023 Legislative session passed the Early Childhood Innovation Literacy Program (ECILP) to expand and enhance a literacy program for children under the age of six. The \$70 million allocated funds were used to increase access to State Pre-K through expanding income eligibility and including 3-year-olds, early literacy related innovations and interventions, and funding for infrastructure needs related to serving students under 6-years-old.

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 for a variety of activities including funding a pilot program which will allow family child care homes to participate in state-funded preschool.

BACKGROUND

The Nevada Ready! State Pre-K (NR!PK) (formerly known as the Nevada State Pre-Kindergarten Program) began in 2001. Programs operate in both community-based organizations and school districts. During the 2023-2024 school year, NR!PK operated in 10 LEAs and 4 CBOs, and the state funded grant (ECILP) added two additional LEAs. In total, 13 of 17 counties offer State Pre-K. 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. NR!PK 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
41	31

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
10	21

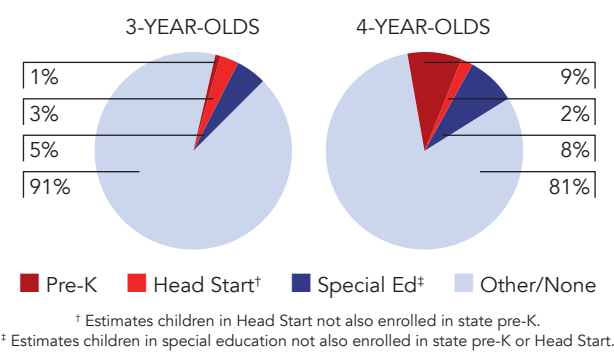
TOTAL BENCHMARKS MET
7

NEVADA READY! STATE PRE-K

ACCESS

Total state pre-K enrollment	3,606
School districts that offer state program	71% (LEAs) & 4 community-based organizations
Income requirement	200% FPL (NR!PK); 250% FPL (ECILP)
Minimum hours of operation	5 hours/day or 25 hours/week
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	4,899
Federally funded Head Start enrollment, ages 3 and 4	2,068
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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 (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.

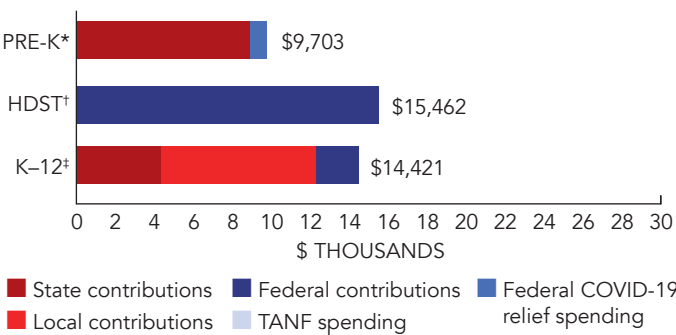
7

RESOURCES

Total state pre-K spending	\$34,987,861
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$9,703
All reported spending per child enrolled*	\$9,703

* 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’s approach to early childhood education is rooted in local control and flexibility, allowing communities to design preschool programs that best meet their needs. Rather than a state funded universal pre-K system, New Hampshire supports a diverse mixed delivery model that includes public school programs, private early learning providers, Head Start, Early Head Start, community-based partnerships, family childcare, and group family childcare. This decentralized approach enables school districts and communities to leverage multiple funding sources, including Title I, IDEA Part B, local taxpayer supported initiatives, and tuition-based models, ensuring that families have a variety of preschool options to choose from. The New Hampshire Department of Health and Human Services (DHHS) plays a key role in licensing early childhood programs and administering preschool scholarships through childcare assistance programs for low-income families. Meanwhile, the New Hampshire Department of Education (NHED) oversees early childhood special education programming, ensuring that preschool services align with federal IDEA Part B requirements while allowing local districts to expand access beyond special education services.

In the 2023 -2024 school year, 144 public school preschool programs were identified, serving approximately 5,067 children (about 20% of the state’s 3- and 4-year-olds). While IDEA Part B funding ensures that preschool is available for children with identified disabilities, 129 of these programs also serve children without an IEP, demonstrating the state’s commitment to expanding access through multiple pathways. Many districts have found creative solutions to increase preschool availability, including tuition-based models, public-private partnerships, and voter-approved local funding. This flexibility allows communities to offer part-day, full-day and five day per week options, with 38% of programs providing five-day preschool and 15% offering full day programming. While availability varies by district, the state’s local control approach gives communities the ability to tailor early childhood education offerings to best fit family needs and local resources. As New Hampshire continues to strengthen its early learning system, NHED remains committed to supporting districts, expanding funding strategies, and ensuring that families have access to a variety of high-quality preschool options that reflect New Hampshire’s values of local governance and family choice.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
None Served	

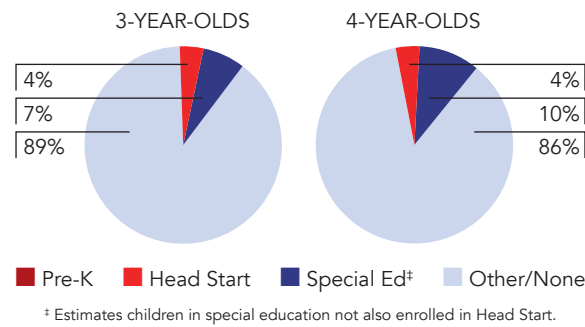
TOTAL BENCHMARKS MET
No Program

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	2,398
Federally funded Head Start enrollment, ages 3 and 4	1,023
State-funded Head Start enrollment, ages 3 and 4	Not reported

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

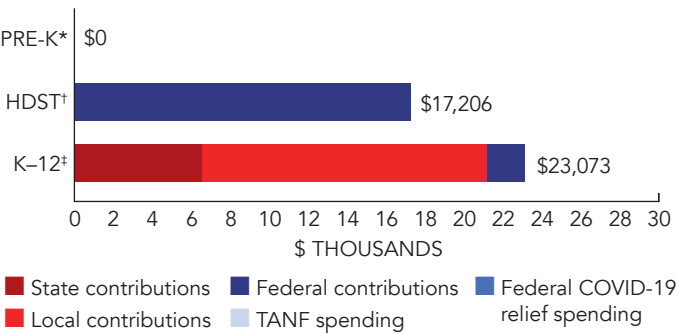
NO PROGRAM

RESOURCES

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

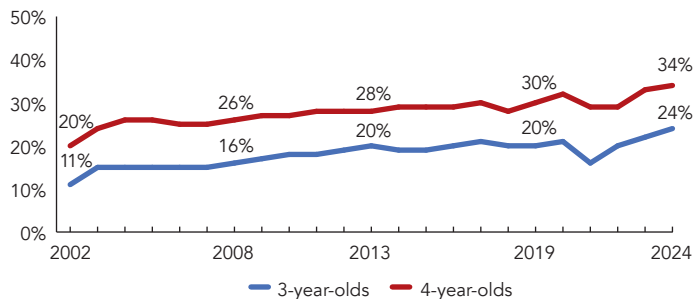
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

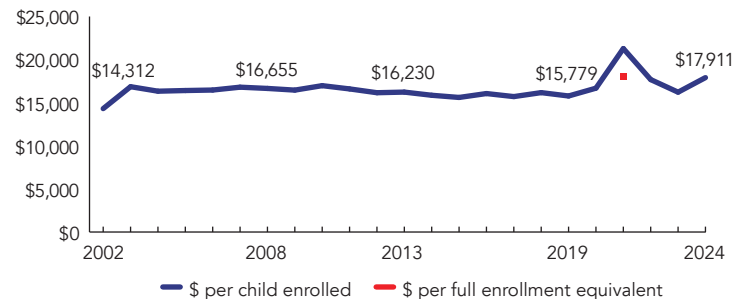


New Jersey

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, New Jersey preschool enrolled 61,868 children, an increase of 3,481 from the prior year. State spending totaled \$1,108,123,000, up \$161,011,555 (17%), adjusted for inflation, since last year. State spending per child equaled \$17,911 in 2023-2024, up \$1,690 from 2022-2023, adjusted for inflation. New Jersey met 9 of 10 quality standards benchmarks.

WHAT'S NEW

For the second year, 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.

In FY 2024, Governor Murphy and the legislature dedicated funding in the state budget for new districts to apply to serve children under the Preschool Expansion Program, and an additional 42 districts received funding to provide full-day preschool for 3- and 4-year-olds. The New Jersey Department of Education (NJDOE) released a funding opportunity for Regular Operating District (ROD) grants to school districts to assist with the cost of building or modifying classrooms to allow for additional preschool seats. At the same time, the New Jersey Economic Development Agency (NJEDA) released a funding opportunity to allow licensed child care centers to apply for funds to make renovations to buildings.

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 almost 300 school districts that are approved to expand their preschool programs to meet Abbott standards. The NJDOE funds these districts to provide a full-day program to resident 3- and 4-year olds, with the goal of growing to reach 90% of the preschool-age population. 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 now operate in less than a dozen school districts.

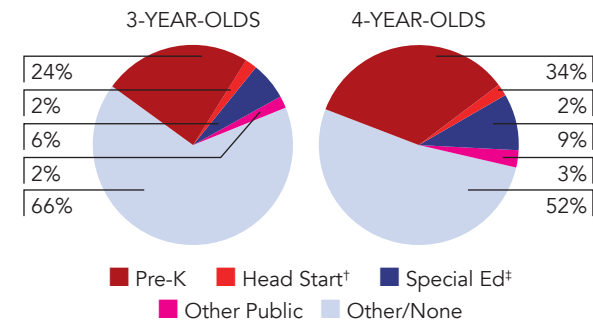
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
21	4	3	3	9

NEW JERSEY PRESCHOOL EXPANSION PROGRAM

ACCESS

Total state pre-K enrollment	61,868
School districts that offer state program	48%
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	16,789
Federally funded Head Start enrollment, ages 3 and 4	10,115
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	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.

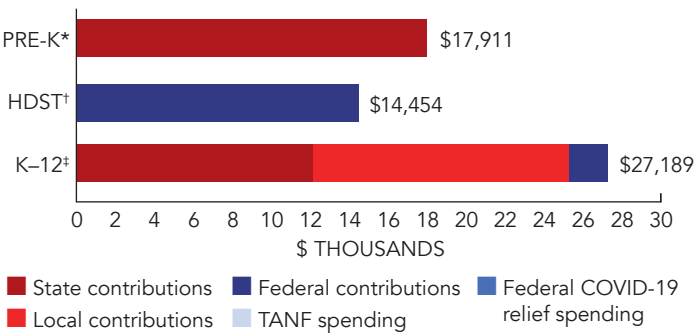
9

RESOURCES

Total state pre-K spending	\$1,108,123,000
Local match required?	No
State Head Start spending	\$51,023,727
State spending per child enrolled	\$17,911
All reported spending per child enrolled*	\$17,911

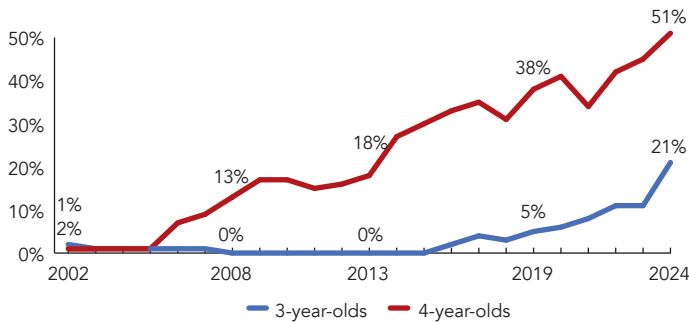
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

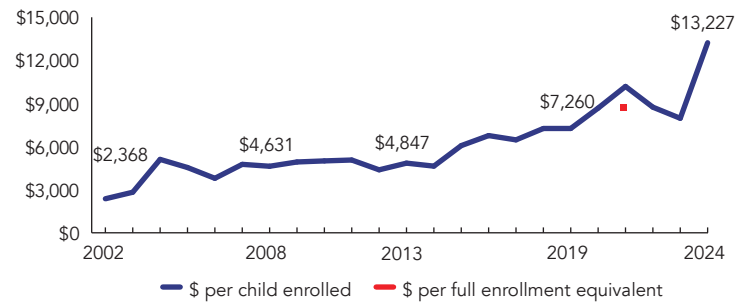


New Mexico

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, New Mexico PreK programs enrolled 16,095 children, an increase of 2,868 from the prior year. State spending totaled \$212,888,058, up \$107,488,625 (102%), adjusted for inflation, from the prior year. State spending per child equaled \$13,227 in 2023-2024, up \$5,258 from 2022-2023, adjusted for inflation. New Mexico met 9 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2023 New Mexico 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 NM 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. This was the largest expansion of NM PreK ever. The funding was also used to significantly expand instructional hours, including an extended plus option, and increased the wages of NM 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 also expanded enrollment of three-year olds in public schools.

BACKGROUND

NM PreK launched in the 2005-2006 school year with the enactment of the Pre-Kindergarten Act. With the passage of the Early Childhood Education and Care Department Act in 2019, the program is now administered by ECECD, which funds and monitors NM PreK programs in both school-and community based settings. In the 2023-2024 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 varies by program, with a minimum of 540 hours per year. In 2023-2024, the minimum hours for full-day NM PreK increased from 900 to 1,080 and the extended-plus program option provided a minimum of 1,380 hours over the full calendar year. In 2023-2024, nearly 96% of all children enrolled were in a full-day Pre-K program. Some families access child care assistance funding to support for wraparound care.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
12	6

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
5	6

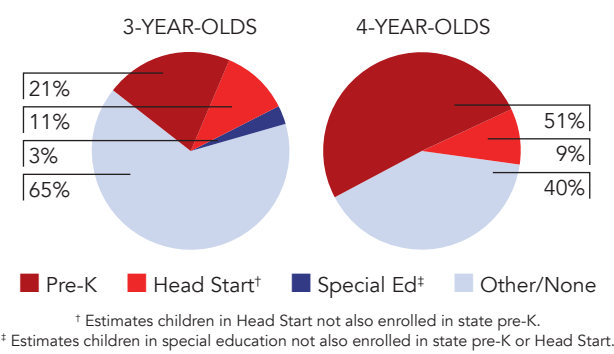
TOTAL BENCHMARKS MET
9

NEW MEXICO PREK

ACCESS

Total state pre-K enrollment.....	16,095
School districts that offer.....	94% + 10 Charter state program Schools & 5 Tribal Programs
Income requirement.....	No income requirement
Minimum hours of operation.....	3 hours/day
Operating schedule.....	Determined locally
Special education enrollment, ages 3 and 4.....	Not reported
Federally funded Head Start enrollment, ages 3 and 4.....	5,486
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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	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.

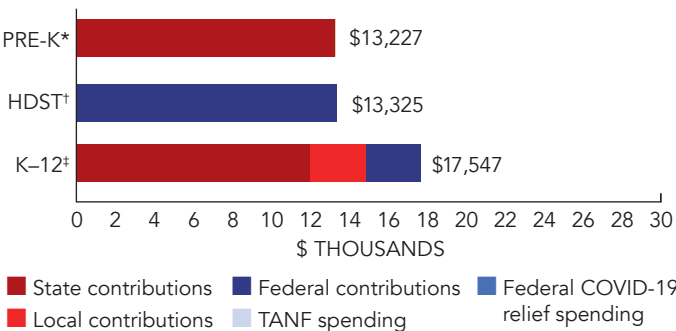
9

RESOURCES

Total state pre-K spending	\$212,888,058
Local match required?.....	No
State Head Start spending	\$5,419,268
State spending per child enrolled	\$13,227
All reported spending per child enrolled*	\$13,227

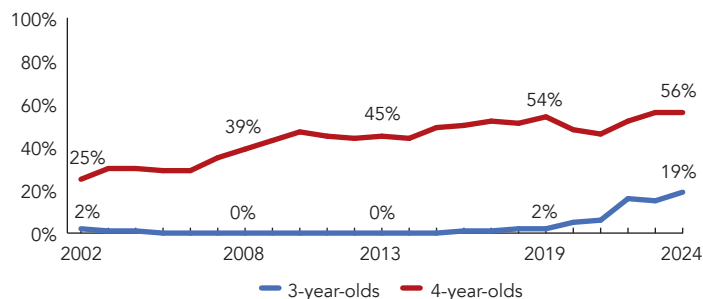
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

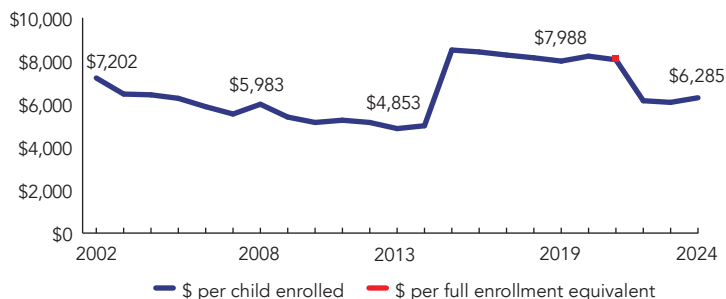


New York

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year New York preschool enrolled 158,956 children, an increase of 3,444 from the prior year. State spending totaled \$940,121,477, with an additional \$58,992,850 in federal recovery funds to support the program, up \$55,046,901 (6%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$6,285 in 2023-2024, up \$215 from 2022-2023, adjusted for inflation. New York met 7 of 10 quality standards benchmarks.

WHAT'S NEW

The FY 2024 enacted state budget included an additional \$100 million for the Universal Prekindergarten Program (UPK) and \$50 million for a new competitive Statewide Universal Full-Day Prekindergarten Program (SUFDPK) grant. The requirements for SUFDPK funding were revised in 2023-2024 allowing districts to access funding with higher per student rates first. The New York State Board of Regents priority is to provide truly universal prekindergarten for 3-and 4-year-old children by 2035. The Office of Early Learning's capacity increased and continues to increase 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. In September 2024, New York was one of 10 states and D.C. awarded a 3-year federal renewal Preschool Development Grant B-5 (PDG B-5) totaling \$11,000,000 annually. The PDG B-5 renewal grant is intended to carry out the strategic plans developed with the 2023 planning grant. Funding will be used, in part, to provide a professional development event for P-3 educators that the Office of Early Learning will plan and host.

BACKGROUND

In 1998, New York State began its UPK with the goal of making prekindergarten education available to all 4-year-olds in the state. In 2007, the Targeted Prekindergarten Program merged with UPK. In 2013-2014, the state continued targeting its pre-K funding, launching the New York State Priority Prekindergarten Program (NYSPPK) offering competitive grants for 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 SUFDPK competitive grant for full-day pre-K was launched. Most of this funding (\$300 million) went to New York City; \$40 million was used to expand full-day pre-K in the rest of the state. Funding could be used to create new full-day slots or 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 3- and 4-year-olds. New York also was awarded a 2014 federal Preschool Development Grant supporting enrollment of low-income 4-year-olds in five school districts. Ninety-four percent of children were served in full-day programs in 2023-2024.

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 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 plans and provide feedback to inform technical assistance and monitoring. Beginning in 2023-2024, all districts are required to submit action plans to outline their Prekindergarten programming for the current school year in annual applications.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
9	7

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
25	32

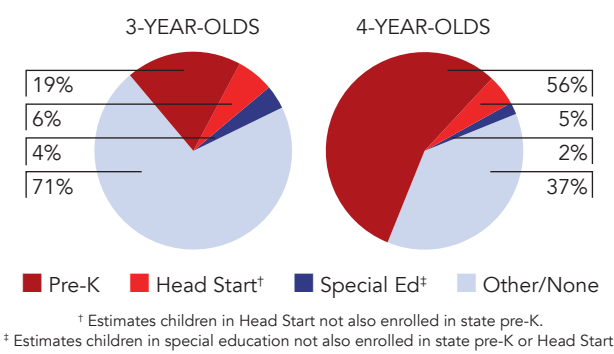
TOTAL BENCHMARKS MET
7*

NEW YORK STATE ADMINISTERED PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment	158,956
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	47,317
Federally funded Head Start enrollment, ages 3 and 4	32,056
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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 (UPK); 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.

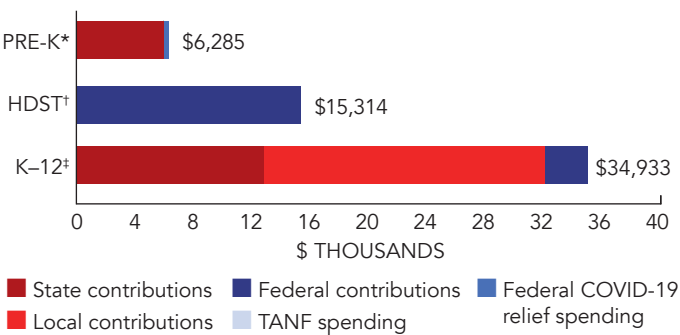
7*

RESOURCES

Total state pre-K spending	\$999,114,327
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$6,285
All reported spending per child enrolled*	\$6,285

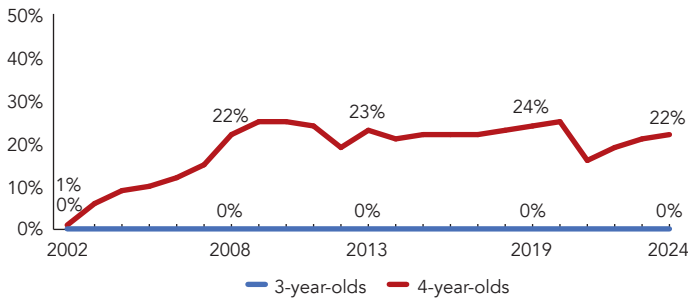
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

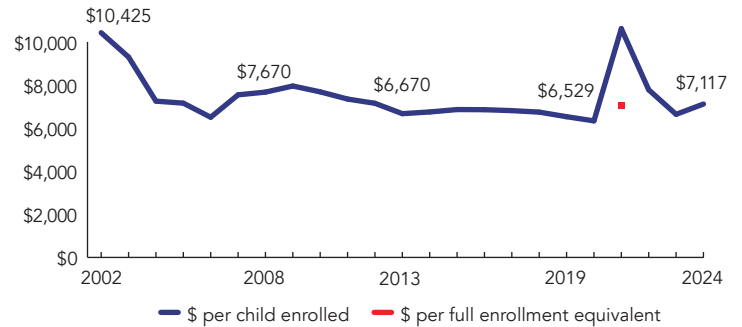


North Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, North Carolina preschool enrolled 27,304 children, an increase of 1,620 from the prior year. State spending totaled \$115,259,501 and \$66,776,585 in TANF funds and \$12,281,934 in federal recovery funds supported the program, up \$23,807,791 (14%), adjusted for inflation, since last year. State spending per child (including TANF and federal relief) equaled \$7,117 in 2023-2024, up \$478 from 2022-2023, adjusted for inflation. North Carolina met 9 of 10 quality standards benchmarks.

WHAT'S NEW

The North Carolina Department of Health and Human Services (DHHS)/Division of Child Development and Early Education submitted a request and recommendation for adjustments to the FY 2023-2025 State Budget for NC Pre-K expansion to increase funding to account for inflation and cover the true cost of care. The Governor's Budget Recommendations also included a proposal to keep North Carolina Pre-K viable and strong for North Carolina children and families by investing \$197 million to provide adequate resources to recruit and retain qualified teachers at competitive salaries. Additional funds would increase reimbursement rates in all settings to cover the full cost of care and raise the administrative rate from 4% to 10%. Neither request was included, and no additional North Carolina Pre-K funding was provided in the FY 2023-2025 State Budget.

In September 2024, North Carolina was one of 10 states and D.C. awarded a 3-year federal renewal Preschool Development Grant B-5 (PDG B-5) totaling \$9,000,000 annually. The PDG B-5 renewal grant is intended to carry out the strategic plans developed with the 2023 planning grants which focused on strengthening the NC early care and learning system by promoting family and community engagement, supporting early childhood workforce compensation and preparation, and enhancing training and coaching programs to promote workforce and early childhood social-emotional and mental health outcomes.

BACKGROUND

North Carolina has provided state-funded pre-kindergarten education since 2001, originally via the More at Four Pre-Kindergarten Program. In 2011-2012, 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 DHHS. 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 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 such as 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 20 four-year-olds and requires a staff-child ratio of 1:10. 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.

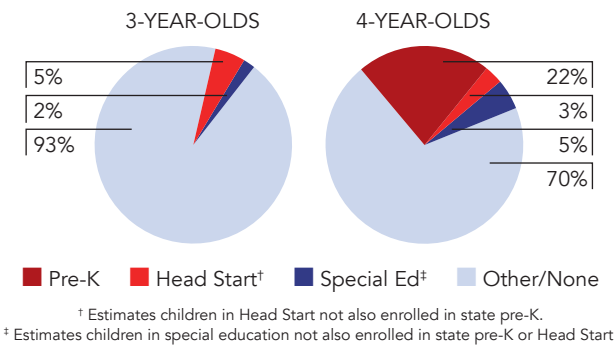
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
28	None Served	19	22	9*

NORTH CAROLINA PRE-KINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment	27,304
School districts that offer state program	100% (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	11,919
Federally funded Head Start enrollment, ages 3 and 4	13,335
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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	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.

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

9*

RESOURCES

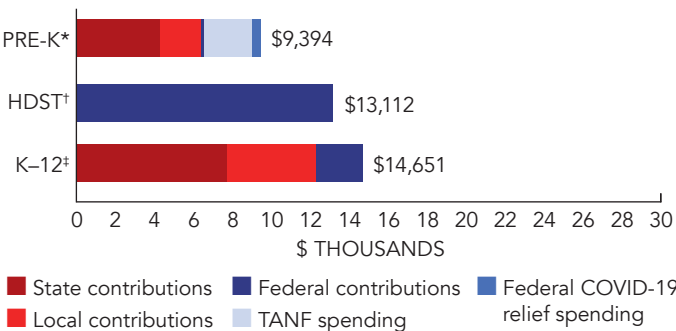
Total state pre-K spending	\$194,318,020
Local match required?	Yes
State Head Start spending	\$0
State spending per child enrolled	\$7,117
All reported spending per child enrolled*	\$9,394

* 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.

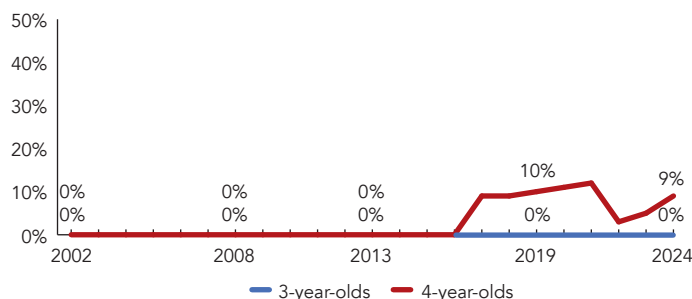
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

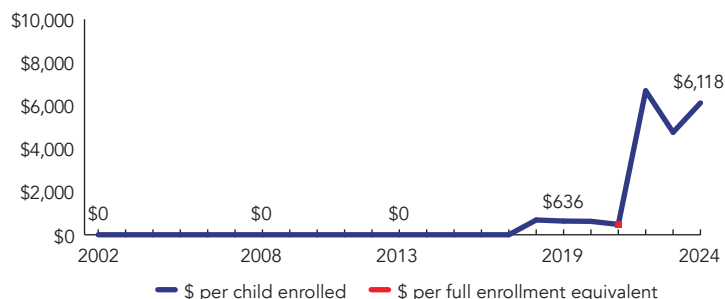


North Dakota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, North Dakota Best in Class enrolled 896 children, an increase of 357 from the prior year. State spending totaled \$3,666,515, and an additional \$1,815,000 in federal recovery funds supported the program, up \$2,919,855 (114%), adjusted for inflation, since last year. Spending per child (including federal recovery dollars) equaled \$6,118 in 2023-2024, up \$1,365 from 2022-2023, adjusted for inflation. North Dakota met 5 of 10 quality standards benchmarks.

WHAT'S NEW

As of the 2023-2024 school year, lead teachers employed by public and nonpublic schools are now required to have 15 hours a year of in-service professional development. To fill a gap and allow more communities to participate in Best in Class, the state changed the group size capacity. Large group was 17-20 children and small group was 8-10; now the large group includes 11-20 children.

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 North Dakota 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 funded by North Dakota Health and Human Services.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
28	34

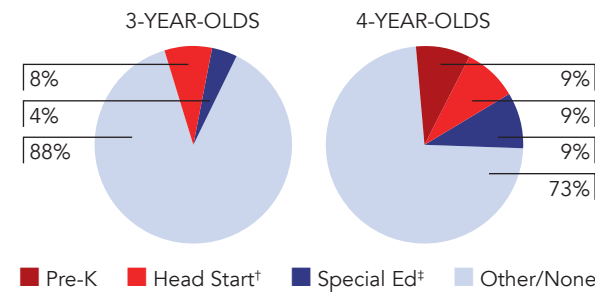
TOTAL BENCHMARKS MET
5

NORTH DAKOTA BEST IN CLASS

ACCESS

Total state pre-K enrollment.....	896
School districts that offer state program.....	55% (counties)
Income requirement.....	185% FPL or 60% SMI
Minimum hours of operation.....	3 hours/day; 400 hours/year
Operating schedule.....	Determined locally
Special education enrollment, ages 3 and 4	1,715
Federally funded Head Start enrollment, ages 3 and 4	1,805
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); Other (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, Elem. Ed., ECE SpEd (public); ECE, Elem. Ed. with K credential, Other (nonpublic)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours/year (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"/>

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

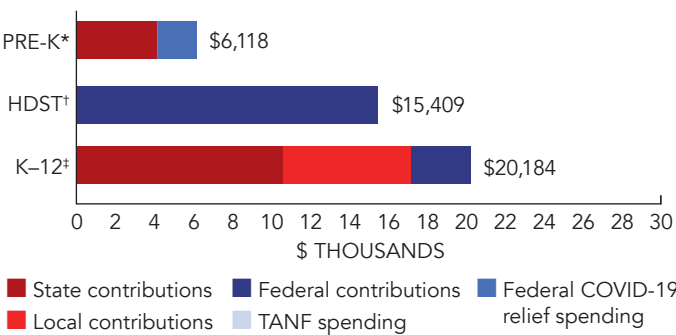
5

RESOURCES

Total state pre-K spending	\$5,481,515
Local match required?.....	Yes
State Head Start spending	\$0
State spending per child enrolled	\$6,118
All reported spending per child enrolled*	\$6,118

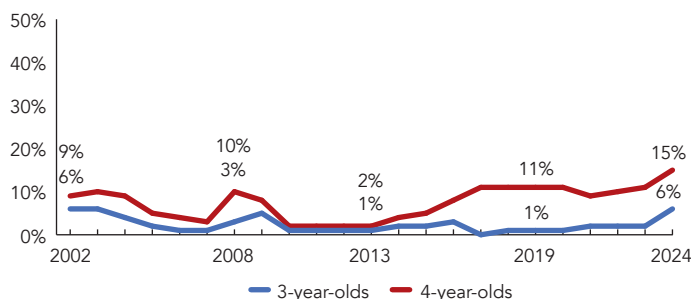
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

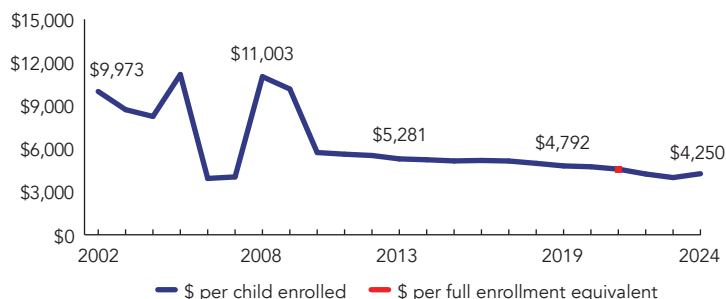


Ohio

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Ohio preschool enrolled 28,144 children, an increase of 10,144 from the prior year. State spending totaled \$119,612,000, up \$47,969,063 (67%), adjusted for inflation, since last year. State spending per child equaled \$4,250 in 2023-2024, up \$270 from 2022-2023, adjusted for inflation. Ohio met 5 of 10 quality standards benchmarks.

WHAT'S NEW

To expand access to high quality preschool programming to support kindergarten readiness, the ECE Grant funding doubled during the 2023-2024 school year. This funding increase resulted in a significant increase in the number of children served. Additionally, 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 Ohio ECE program is examining several ways to serve children. Ohio ran a pilot study in the 2023-2024 school year and is continuing this during the 2024-2025 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. This grant transitioned to the Department of Children and Youth (DCY) and has been administered through DCY since January 2024 in cooperation with ODJFS. DCY is partnering with ODJFS; the Ohio Department of Education and Workforce (ODEW); 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 Department of Children and Youth's publicly funded Early Childhood Education (ECE) program formally administered by the Ohio Department of Education and Workforce, excluding publicly funded childcare and Head Start programs.

Ohio is operating its publicly funded programs under common program and child standards. All Ohio EC&E programs are required to be rated at 3 or more stars on the state's quality rating and improvement system (QRIS). Ohio updated QRIS in July of 2024, changing the five-star rating system to a three-tier rating system for Ohio's early learning and development programs. This system recognizes and promotes programs that meet and exceed quality program standards, rating programs as Bronze, Silver, or Gold. Early Childhood Education programs are required to be rated as either silver or gold to demonstrate they are meeting high-quality standards.

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	
4-YEAR-OLDS	3-YEAR-OLDS
35	23

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
39	43

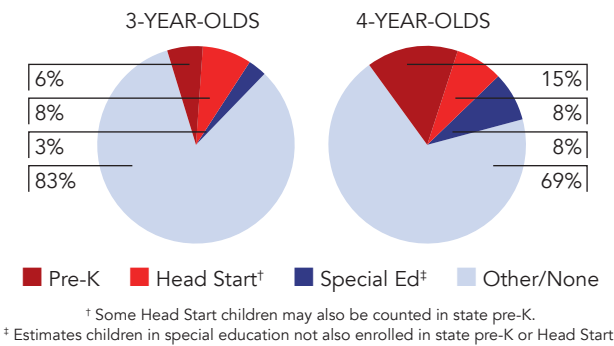
TOTAL BENCHMARKS MET
5

OHIO EARLY CHILDHOOD EDUCATION

ACCESS

Total state pre-K enrollment	28,144
School districts that offer state program	41%
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	22,252
Federally funded Head Start enrollment, ages 3 and 4	21,447
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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 (50% BA)	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.

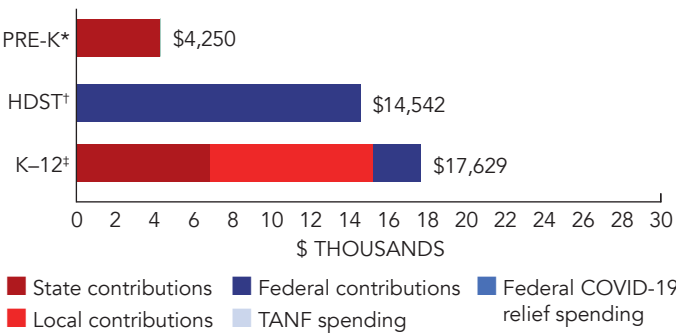
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RESOURCES

Total state pre-K spending	\$119,612,000
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$4,250
All reported spending per child enrolled*	\$4,250

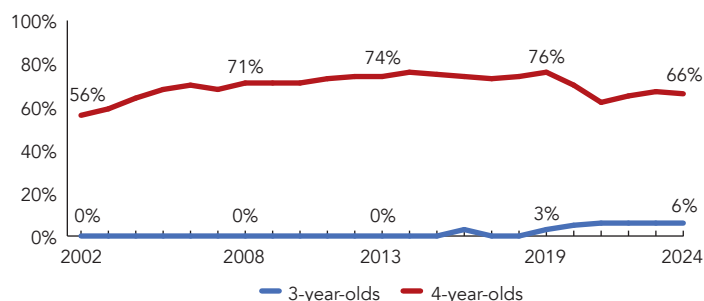
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

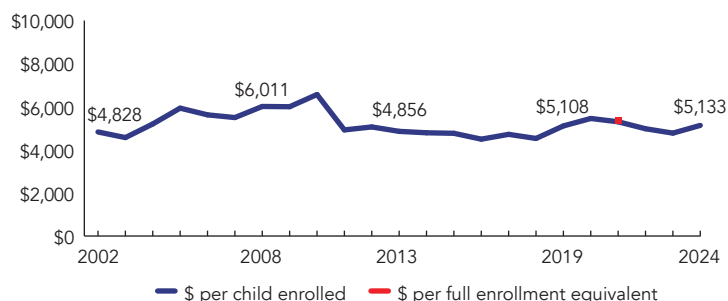


Oklahoma

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Oklahoma preschool enrolled 38,457 children, a decrease of 525 from the prior year. State spending totaled \$197,385,755, up \$11,288,674 (6%), adjusted for inflation, since last year. State spending per child equaled \$5,133 in 2023-2024, up \$359 from 2022-2023, adjusted for inflation. Oklahoma met 9 of 10 quality standards benchmarks.

WHAT'S NEW

The Oklahoma State Department of Education (OSDE) has been actively working on several initiatives aimed at improving student outcomes in early childhood education. Two key projects that have been launched to enhance the quality of early learning and support educators are the Leading Early Childhood Achievement and Development (LEAD) Project and the Early Learning Inventory (ELI) assessment tool.

Through the LEAD project, school leaders and educators are trained in research-based early learning practices, including play-based learning. The initiative aims to ensure that teachers are better equipped to foster positive academic outcomes for young learners, with play-based learning being a central element.

The ELI assesses foundational skills such as alphabet knowledge and counting, along with key dispositions and abilities that support early learning. It covers 26 indicators across six domains, giving teachers a comprehensive view of students' learning progress. The tool allows educators to adjust their instructional strategies to meet students' individual needs.

The state is also developing structures to support Early MTSS (Multi-Tiered System of Support) for Pre-K to promote young children's healthy development, reduce challenging behaviors, and increase learning opportunities. This framework is grounded in universal support, ensuring all children benefit from high-quality instruction in a positive environment.

During the 2023-2024 school year, the Dolly Parton's Imagination Library of Oklahoma, a book gifting program, expanded to over 500 communities around the state, serving 78,000 children under the age of five. Getting books into the hands of families with young children is a critical piece of the literacy journey. The overwhelming success of this project is due in part to the investment of Preschool Development Grant Birth through Five (PDGB-5) funds.

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.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
32	13

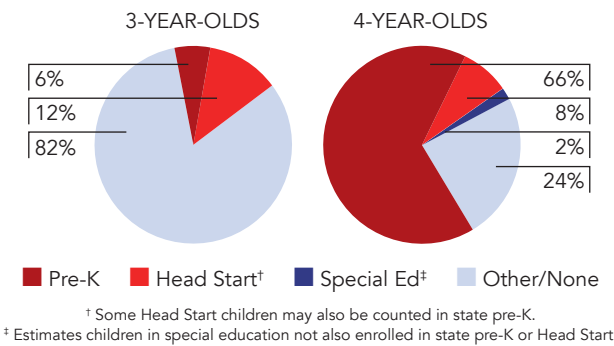
TOTAL BENCHMARKS MET
9

OKLAHOMA EARLY CHILDHOOD FOUR-YEAR-OLD PROGRAM

ACCESS

Total state pre-K enrollment	38,457
School districts that offer state program ... 100% (non-charter districts)	
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	4,727
Federally funded Head Start enrollment, ages 3 and 4	10,046
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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.

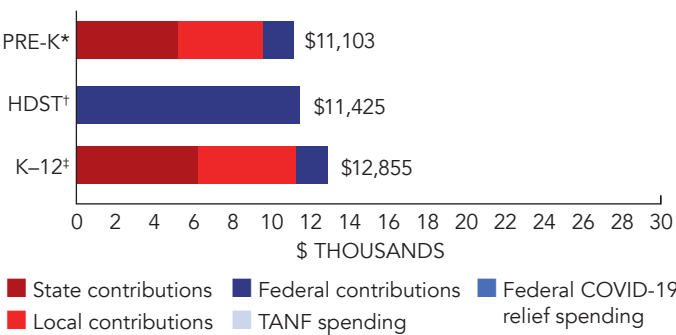
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RESOURCES

Total state pre-K spending	\$197,385,755
Local match required?	No
State Head Start spending	\$1,806,000
State spending per child enrolled	\$5,133
All reported spending per child enrolled*	\$11,103

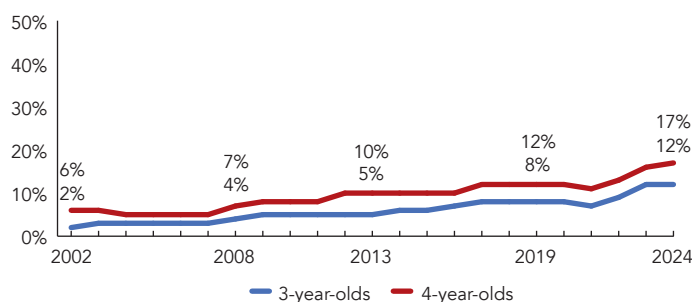
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

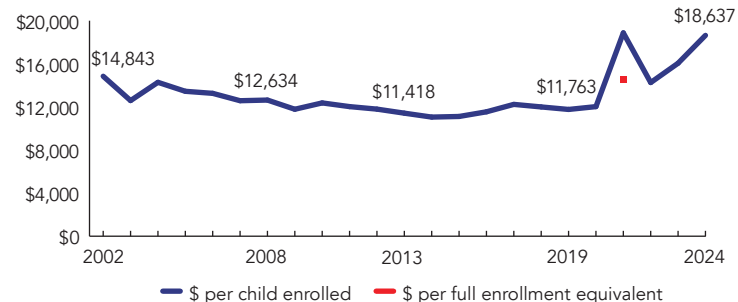


Oregon

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Oregon preschool enrolled 12,597 children, an increase of 877 from the prior year. State spending totaled \$234,774,788, up \$46,644,445 (25%), adjusted for inflation, since last year. State spending per child equaled \$18,637 in 2023-2024, up \$2,585 from 2022-2023, adjusted for inflation. Oregon met an average of 7.6 of 10 quality standards benchmarks.

WHAT'S NEW

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

During the 2023-24 school year, both OPK and PSP 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 a family preferred provider for two years. This change resulted in a significant increase in enrollment compared to previous years.

Also in 2023, the Oregon Legislature passed House Bill 5013 which allocated funds for the specific purpose to recruit and retain qualified staff for OPK, PSP, Relief Nurseries, and Healthy Families Oregon. DELIC was instructed to allocate up to \$25.6 million of its 2023-25 OPK budget, \$16.7 million of its 2023-25 PSP budget, \$1.7 million of its Relief Nurseries budget, and \$2.8 million of its 2023-25 Healthy Families Oregon budget to increases to provider rates by 7% over current service level funding for each of these programs.

BACKGROUND

Oregon has two state-funded preschool programs: the Oregon Prenatal to Kindergarten (OPK) program (formerly the Oregon Pre-Kindergarten 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 and 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 DELIC. Preschool Promise programs are required to participate in Spark, Oregon's quality recognition and improvement system.

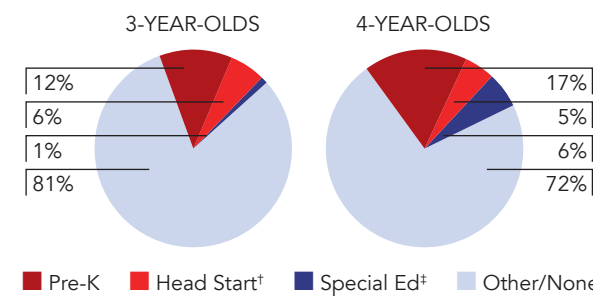
Oregon's overall support for state-funded preschool, including enrollment and funding for both OPK and PSP, is depicted in the first two pages of this state profile. The third page focuses solely on the OPK program, and the fourth page provides information on PSP.

OREGON STATE OVERVIEW

ACCESS

Total state pre-K enrollment	12,597
Special education enrollment, ages 3 and 4	7,058
Federally funded Head Start enrollment, ages 3 and 4	4,339
State-funded Head Start enrollment, ages 3 and 4.....	6,840

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

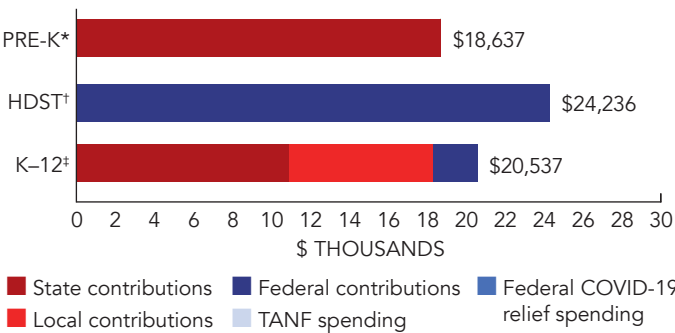


† Estimates children in Head Start not also enrolled in state pre-K.
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$234,774,788
State Head Start spending	\$141,473,379
State spending per child enrolled	\$18,637
All reported spending per child enrolled*	\$18,637

SPENDING PER CHILD ENROLLED



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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
34	14

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
2	2

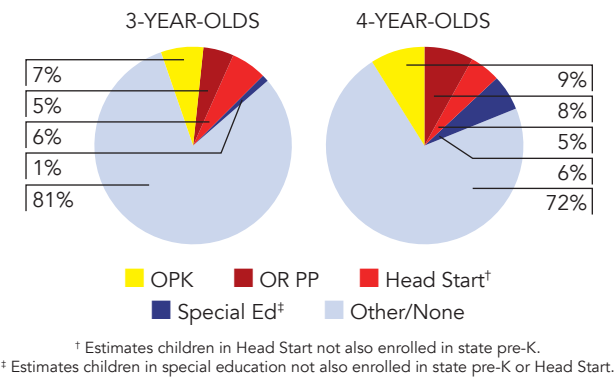
TOTAL BENCHMARKS MET
7.6

OREGON PRENATAL TO KINDERGARTEN (OPK)

ACCESS

Total state pre-K enrollment.....	6,840
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



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.

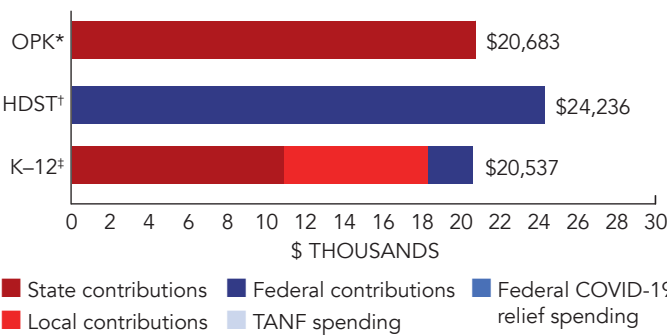
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RESOURCES

Total state pre-K spending	\$141,473,379
Local match required?	No
State spending per child enrolled	\$20,683
All reported spending per child enrolled*	\$20,683

* 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

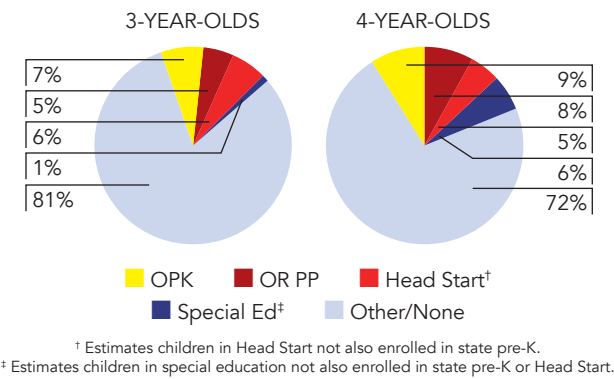


OREGON PRESCHOOL PROMISE

ACCESS

Total state pre-K enrollment.....	5,757
School districts that offer state program ...	100% (Early Learning Hub Regions); 97% (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



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.

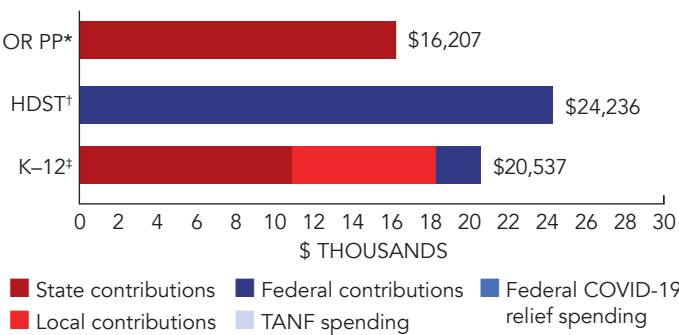
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RESOURCES

Total state pre-K spending	\$93,301,409
Local match required?	No
State spending per child enrolled	\$16,207
All reported spending per child enrolled*	\$16,207

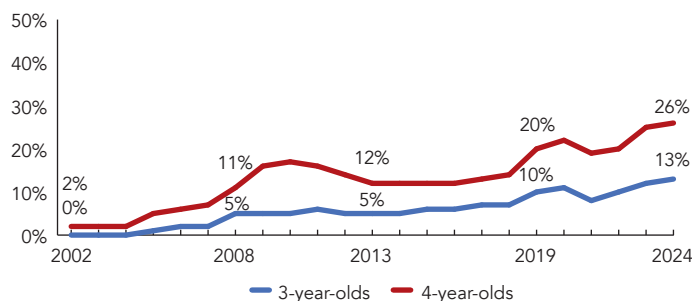
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

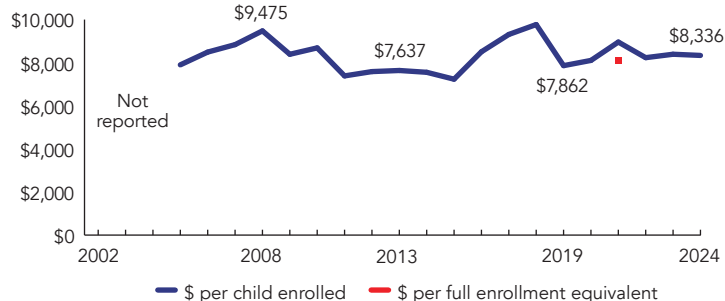


Pennsylvania

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Pennsylvania preschool enrolled 55,183 children, an increase of 2,221 from the prior year. State spending totaled \$460,009,750, up \$15,601,907 (4%), adjusted for inflation, since last year. State spending per child equaled \$8,336 in 2023-2024, down \$55 from 2022-2023, adjusted for inflation. Pennsylvania met 6.7 of 10 quality standards benchmarks.

WHAT'S NEW

PA Pre-K Counts (PAPKC) began its competitive 5-year-cycle rebid process in 2023-2024. All PAPKC grantees had to reapply, and new applicants were also accepted. There was a considerable budget impasse which delayed contracts and funding. New student enrollment reporting requirements were added. Beginning in the 2024-2025 school year, additional funding was allocated to increase the child-per spending amount from \$10,000 to \$10,500 (for PAPKC fulltime slots) and the Head Start Supplemental Assistance Program (PAHSSAP) grantees received a 3.01% cost per child increase. PAHSSAP also began implementing the revised Head Start performance standards.

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 Office of Child Development and Early Learning (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 operated in 98% of the state's 500 school districts during the 2023-2024 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.

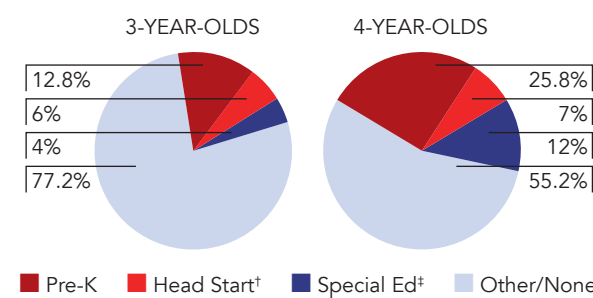
Pennsylvania's overall support for state-funded preschool, including enrollment and funding for all programs, is depicted in the first two pages of this state profile. The third page focuses on RTL, the fourth on PAHSSAP, the fifth on K4/SBPK, and the sixth on PAPKC.

PENNSYLVANIA STATE OVERVIEW

ACCESS

Total state pre-K enrollment	55,183
Special education enrollment, ages 3 and 4	28,663
Federally funded Head Start enrollment, ages 3 and 4	18,408
State-funded Head Start enrollment, ages 3 and 4.....	6,984

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

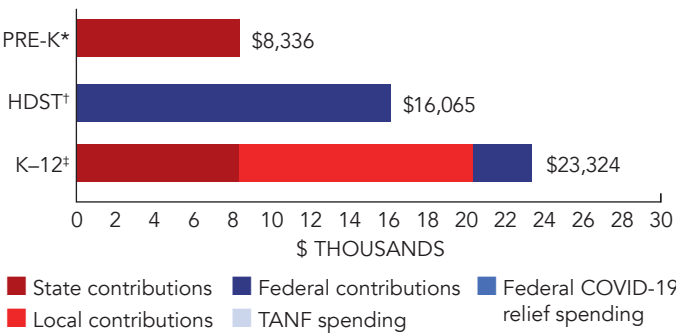


† Some Head Start children may also be counted in state pre-K (RTL, HSSAP, K4 & SBPK).
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$460,009,750
State Head Start spending	\$88,175,472
State spending per child enrolled	\$8,336
All reported spending per child enrolled*	\$8,336

SPENDING PER CHILD ENROLLED



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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
27	13

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
14	24

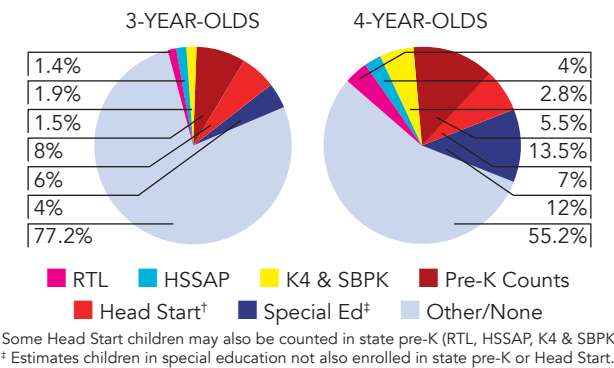
TOTAL BENCHMARKS MET
6.7*

PENNSYLVANIA READY TO LEARN BLOCK GRANT

ACCESS

Total state pre-K enrollment.....	7,471
School districts that offer state program.....	4%
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



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.

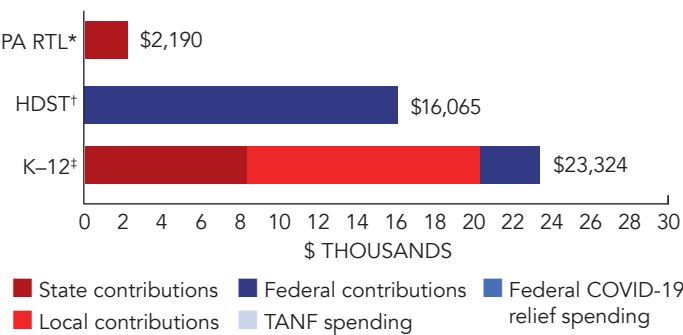
5

RESOURCES

Total state pre-K spending	\$16,358,963
Local match required?	No
State spending per child enrolled	\$2,190
All reported spending per child enrolled*	\$2,190

* 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

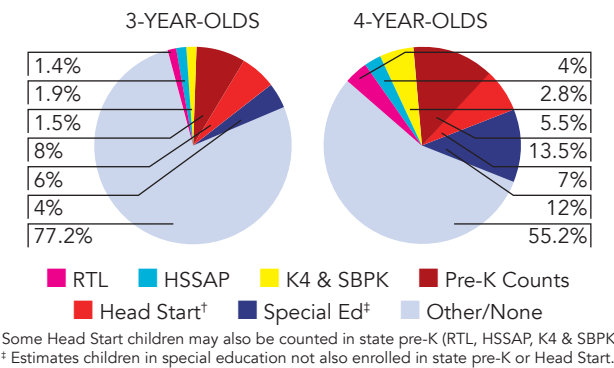


PENNSYLVANIA HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM

ACCESS

Total state pre-K enrollment.....	6,984
School districts that offer state program.....	25%
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



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

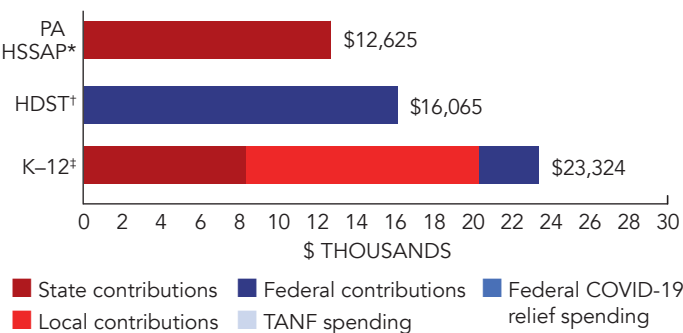
Total state pre-K spending	\$88,175,472
Local match required?	No
State spending per child enrolled	\$12,625
All reported spending per child enrolled*	\$12,625

* 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

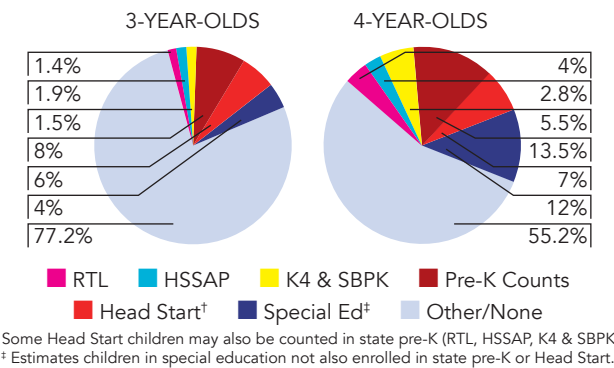


PENNSYLVANIA KINDERGARTEN FOR FOUR-YEAR-OLDS AND SCHOOL-BASED PRE-K

ACCESS

Total state pre-K enrollment.....	9,830
School districts that offer state program.....	21%
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



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 public teachers & some nonpublic teachers)	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"/>

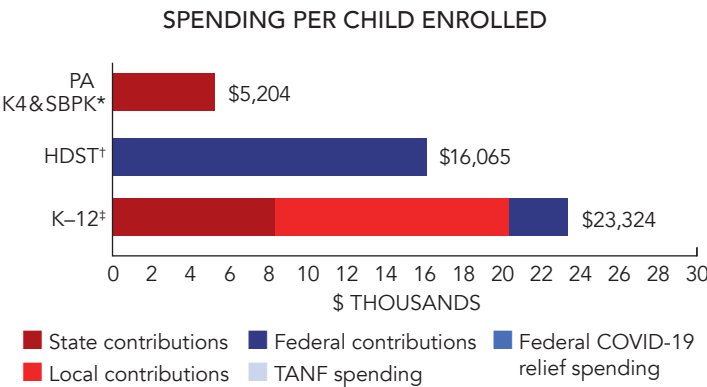
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

3

RESOURCES

Total state pre-K spending	\$51,152,630
Local match required?	No
State spending per child enrolled	\$5,204
All reported spending per child enrolled*	\$5,204

* 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.

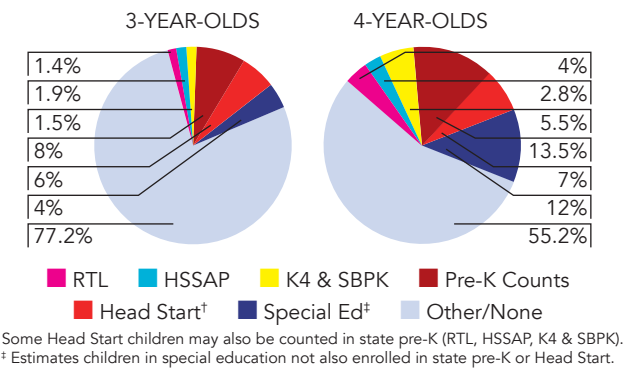


PENNSYLVANIA PRE-K COUNTS

ACCESS

Total state pre-K enrollment.....	30,898
School districts that offer state program.....	98%
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



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.

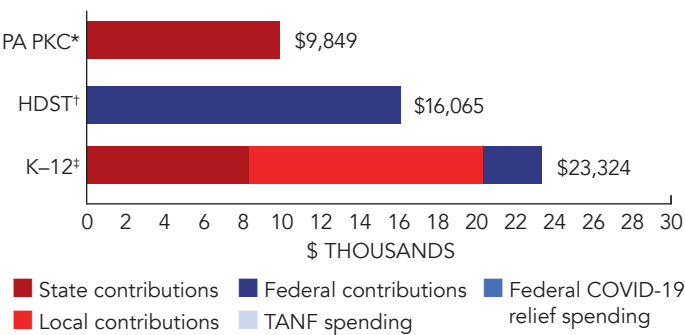
8 *

RESOURCES

Total state pre-K spending	\$304,322,685
Local match required?	No
State spending per child enrolled	\$9,849
All reported spending per child enrolled*	\$9,849

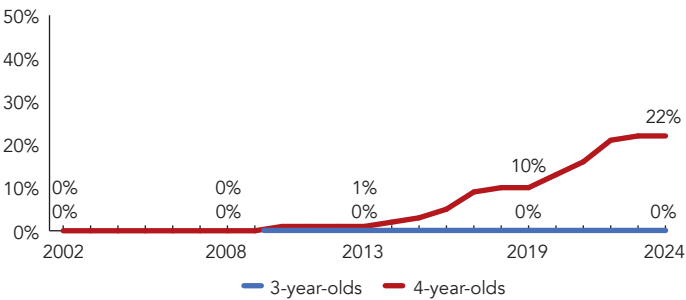
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

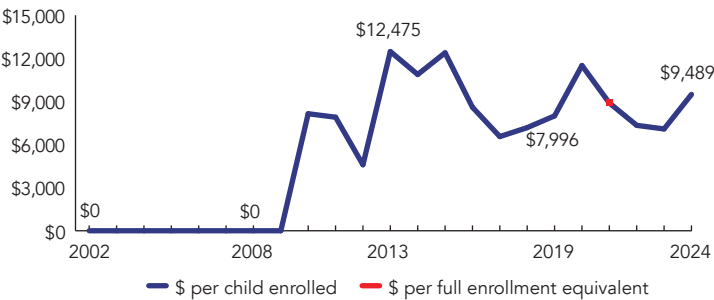


Rhode Island

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Rhode Island preschool enrolled 2,364 children, the same as in 2022-2023. State spending totaled \$22,430,859, up \$5,679,404 (34%), adjusted for inflation, since last year. State spending per child equaled \$9,489 in 2023-2024 up \$2,402 from 2022-2023, adjusted for inflation. Rhode Island met 10 of 10 quality standards benchmarks.

WHAT'S NEW

In 2024-2025, Rhode Island State Pre-Kindergarten Program received a \$7 million influx of state funds for expansion and teacher increases. The Governor has a goal to reach 5,000 seats by FY28. Rhode Island remains committed to the high-quality pre-K 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. To that end, Rhode Island Pre-K increased the number of required hours of in-service professional development for lead and assistant teachers in public and nonpublic schools from 20 hours to 24 hours per year.

Additionally, in September 2024, Rhode Island was one of 10 states and D.C. awarded a 3-year federal renewal Preschool Development Grant B-5 (PDG B-5) totaling \$4,945,055 annually. The PDG B-5 renewal grant is intended to carry out the strategic plans developed with the 2023 planning grants, which focused on RI Pre-K Monitoring and Continuous Quality Improvement, RI Pre-K Lottery system enhancements, Enhancing the RI Start Early System (RISES) and Program Quality Improvements.

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 determined by lottery.

The Rhode Island Department of Education (RIDE) oversees the pre-K program, funded through an Early Childhood Categorical line, created in 2010, within RIDE's 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.

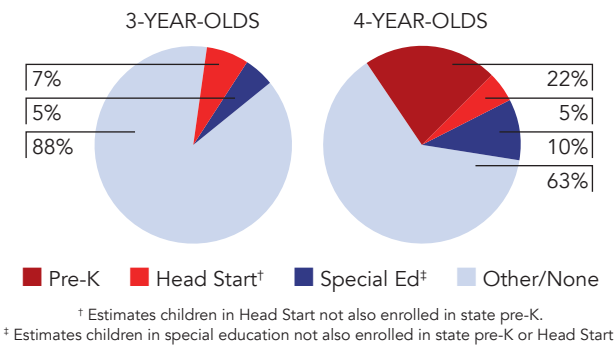
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
29	None Served	11	18	10

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	2,081
Federally funded Head Start enrollment, ages 3 and 4	1,502
State-funded Head Start enrollment, ages 3 and 4.....	130

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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	✓
Curriculum supports	Approval process & supports	Approval process & supports	✓
Teacher degree	BA	BA	✓
Teacher specialized training	ECE	Specializing in pre-K	✓
Assistant teacher degree	HSD + 12 college credits in ECE/CD or a CDA	CDA or equivalent	✓
Staff professional development	24 hours/year; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	✓
Maximum class size	20 (4-year-olds)	20 or lower	✓
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	✓
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	✓
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	✓

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

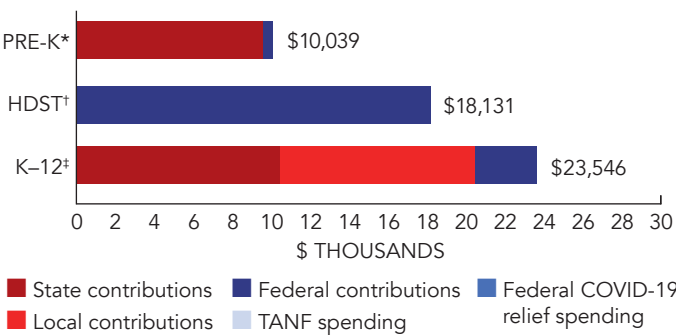
10

RESOURCES

Total state pre-K spending	\$22,430,859
Local match required?	No
State Head Start spending	\$1,190,000
State spending per child enrolled	\$9,489
All reported spending per child enrolled*	\$10,039

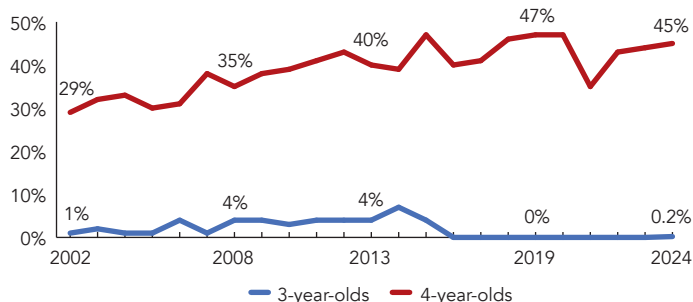
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

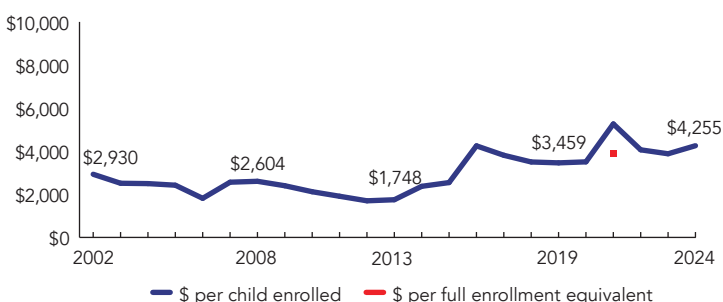


South Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, South Carolina preschool enrolled 27,171 children, an increase of 877 from the prior year. State spending totaled \$114,157,651 with an additional \$1,466,656 in federal recovery funds to support the program, up \$13,581,197 (13%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$4,255 in 2023-2024, up \$375 from 2022-2023, adjusted for inflation. South Carolina met 7 of 10 quality standards benchmarks.

WHAT'S NEW

In the 2024-2025 school year, all Child Early Reading Development and Education Program (CERDEP) teachers will receive training in Language Essentials for Teachers of Reading and Spelling Early Childhood (LETRS EC). All South Carolina Department of Education (SCDE) Early Learning Specialists have taken LETRS EC and are trained as local facilitators. The Early Learning Team will build coaching sessions and modules of learning around the science of reading during the 2024-2025 school year and provide coaching to CERDEP districts to build teacher capacity.

The 2023-2024 school year marks the last year of the three years of ESSER III grant monies that First Steps 4K used for Recruitment and Teacher funding and for the Language and Literacy Boost Pilot program. However, First Steps 4K received state funding to continue the Language & Literacy Enhancement Program and also for Recruitment and Retention of Lead and Instructional Assistants. A recurring budget increase was awarded to First Steps 4K to support higher tuition rates and more slots.

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 the Office of Early Learning & Literacy (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). CERDEP provides full-day preschool to at-risk children.

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	
4-YEAR-OLDS	3-YEAR-OLDS
15	35

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
38	42

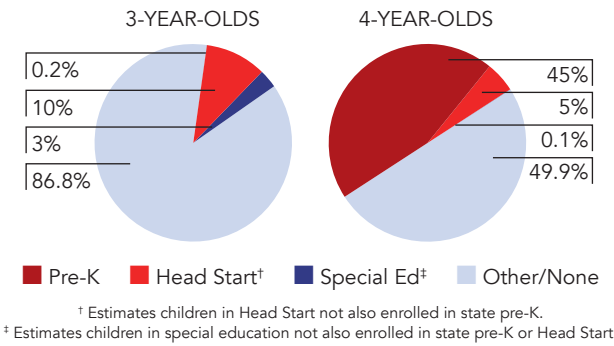
TOTAL BENCHMARKS MET
7

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

ACCESS

Total state pre-K enrollment	27,171
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	6,446
Federally funded Head Start enrollment, ages 3 and 4	8,459
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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.

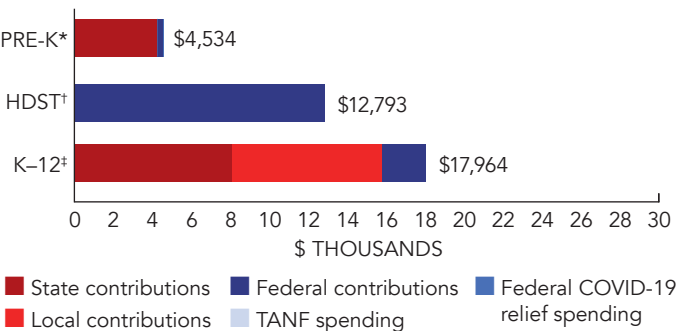
7

RESOURCES

Total state pre-K spending	\$115,624,307
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$4,255
All reported spending per child enrolled*	\$4,534

* 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, 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	
4-YEAR-OLDS	3-YEAR-OLDS
None Served	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
None Served	

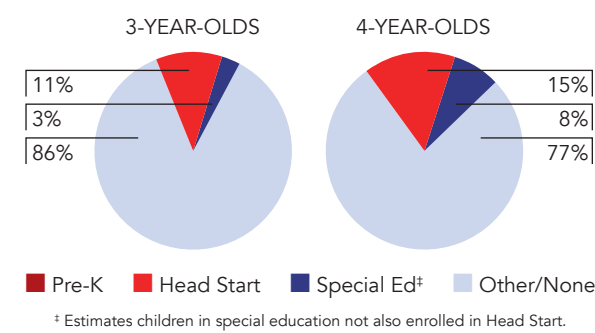
TOTAL BENCHMARKS MET
No Program

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	1,685
Federally funded Head Start enrollment, ages 3 and 4	3,185
State-funded Head Start enrollment, ages 3 and 4	Not reported

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

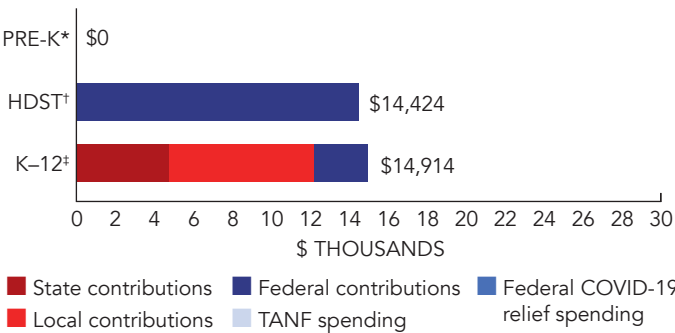
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	Not reported
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

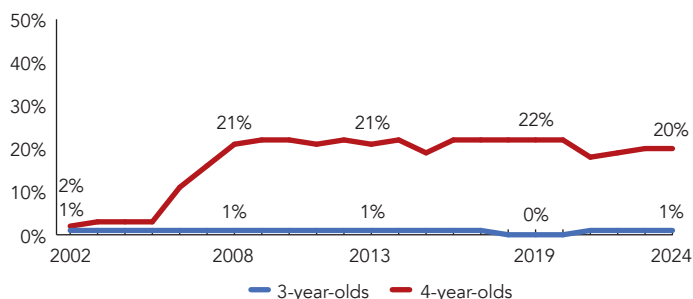
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

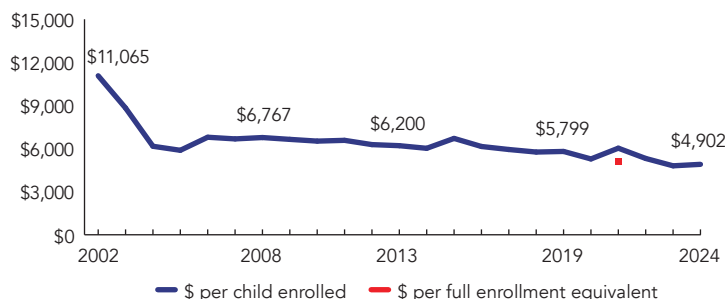


Tennessee

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Tennessee preschool enrolled 17,633 children, a decrease of 204 from the prior year. State spending totaled \$86,437,438, up \$835,061 (1%), adjusted for inflation, since last year. State spending per child equaled \$4,902 in 2023-2024, up \$103 from 2022-2023, adjusted for inflation. Tennessee met 9 of 10 quality standards benchmarks.

WHAT'S NEW

In the 2024-2025 school year, per classroom funding increased to \$121,700. In 2023-2024, Voluntary Pre-K programs were required to choose between ECERS or CLASS Environment in order to assess the quality of the early childhood environments. These environmental observations were not required in 2022-2023. Starting in 2024-2025, all Voluntary Pre-K teachers are required to receive coaching feedback based on CLASS and CLASS Environment observations conducted by a reliably trained district staff member.

In September 2024, Tennessee was one of 10 states and D.C. awarded a 3-year federal renewal Preschool Development Grant B-5 (PDG B-5) totaling \$9,000,000 annually. The PDG B-5 renewal grant is intended to carry out the strategic plans developed with the 2023 planning grants which focused on early childhood workforce, families, and access to high-quality early childhood programs and supports.

BACKGROUND

Tennessee Voluntary Pre-K (VPK) was launched in 2005, building on the 1998 Early Childhood Education Pilot Project. VPK classrooms are now in 138 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	
4-YEAR-OLDS	3-YEAR-OLDS
32	32

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
33	33

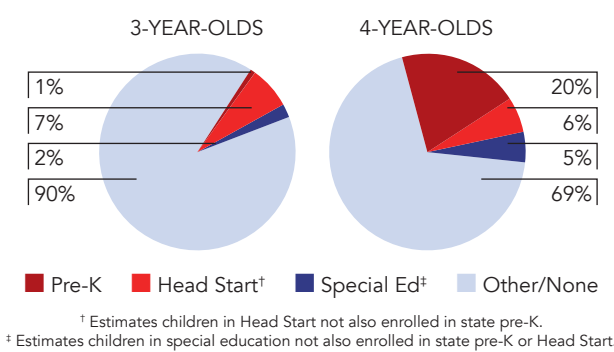
TOTAL BENCHMARKS MET
9

TENNESSEE VOLUNTARY PRE-K (VPK)

ACCESS

Total state pre-K enrollment.....	17,633
School districts that offer state program.....	97%
Income requirement.....	185% FPL
Minimum hours of operation... 6 hours/day (5.5 hour of instruction); 5 days/week	
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4	8,968
Federally funded Head Start enrollment, ages 3 and 4	12,631
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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"/>

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

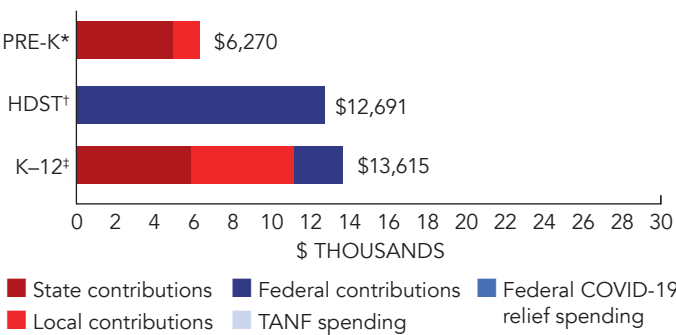
9

RESOURCES

Total state pre-K spending	\$86,437,438
Local match required?	Yes
State Head Start spending	\$0
State spending per child enrolled	\$4,902
All reported spending per child enrolled*	\$6,270

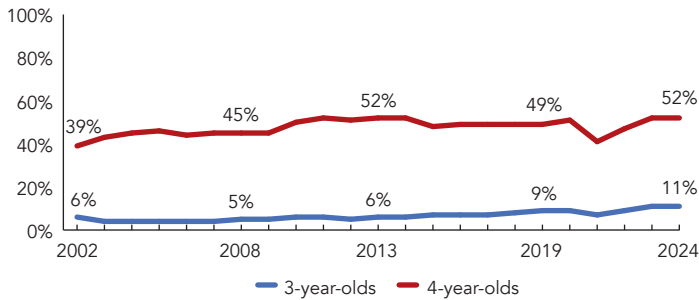
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
[†] Head Start per-child spending includes funding only for 3- and 4-year-olds.
[‡] K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

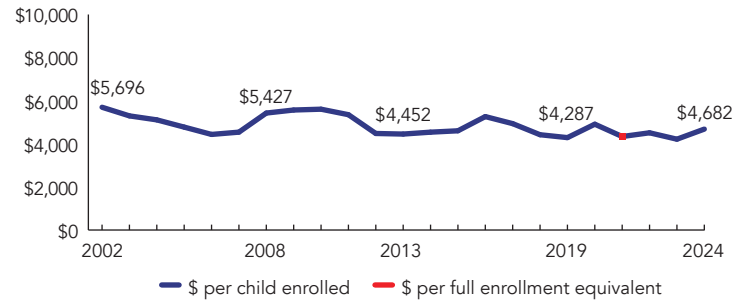


Texas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Texas preschool enrolled 248,371 children, an increase of 4,779 children from the prior year. State spending totaled \$1,059,019,621 and an additional \$2,400,000 in federal recovery funds supported the program, up \$125,267,307 (13%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$4,682 in 2023-2024, up \$468 from 2022- 2023, adjusted for inflation. Texas met 2 of 10 quality standards benchmarks.

WHAT'S NEW

The Texas Legislature passed House Bill 2729 in 2023, to establish that public prekindergarten teachers in nonpublic settings must have one of six qualifications and be supervised by a certified teacher who meets the criteria to teach eligible 4-year-old children in a public school setting. These additional qualifications are detailed in Texas Education Code 29.167. Previously, all prekindergarten teachers serving eligible PreK4 children were required to be certified and meet an additional qualification. Under the new requirements, lead teachers in nonpublic schools are no longer required to have a BA or P-6 certification.

BACKGROUND

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

Children are eligible to participate in a 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 3 was passed by the 86th Texas Legislature and signed into law by Governor Abbott. House Bill 3 added an early education allotment that school districts and charter schools can use to fund full-day high-quality prekindergarten for eligible 4-year-olds, expanded early education reporting, updated requirements for early learning progress monitoring tools (single kindergarten assessment with one alternative available), and updated requirements related to early childhood partnerships.

The Children's Learning Institute at the University of Texas-Health Science Center at Houston, 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.

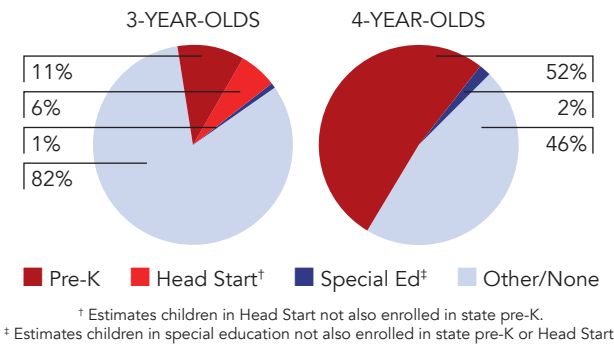
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
11	15	35	40	2

TEXAS PUBLIC SCHOOL PREKINDERGARTEN

ACCESS

Total state pre-K enrollment	248,371
School districts that offer state program	91% (school districts & open-enrollment charter schools)
Income requirement	185% FPL
Minimum hours of operation ...	32,400 minutes/year (part-day, PK3); 75,600 minutes/year (full-day PK4)
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4	34,690
Federally funded Head Start enrollment, ages 3 and 4	46,939
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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 (public); Other (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	P-6 (public); Other (nonpublic)	Specializing in pre-K	<input 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"/>

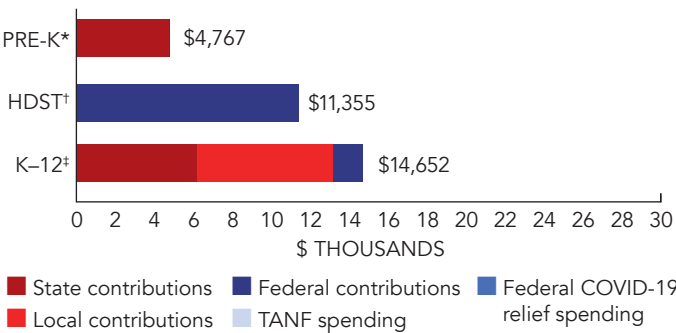
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

RESOURCES

Total state pre-K spending	\$1,061,419,621
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$4,682
All reported spending per child enrolled*	\$4,767

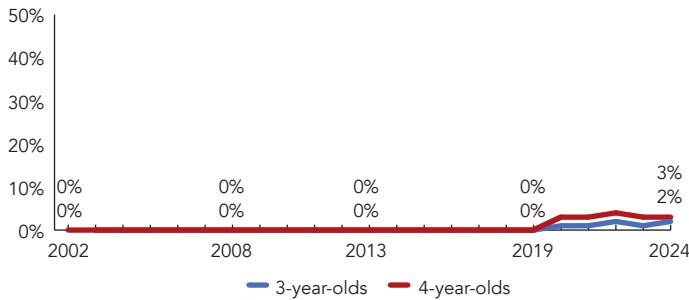
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

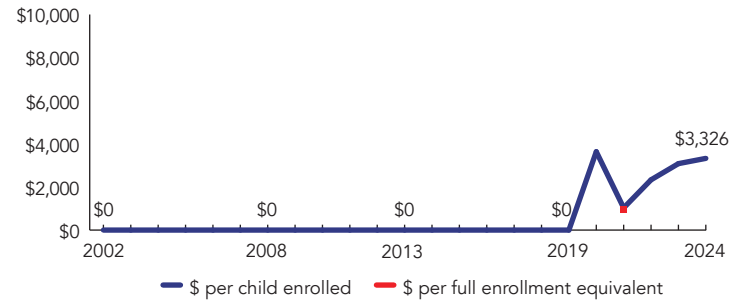


Utah

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Utah preschool programs enrolled 2,011 children, an increase of 24 from the prior year. State spending totaled \$6,688,608, up \$564,135 (9%), adjusted for inflation, since last year. State spending per child equaled \$3,326 in 2023-2024, up \$244 from 2022-2023, adjusted for inflation. Utah met 6 of 10 quality standards benchmarks.

WHAT'S NEW

In the 2024 state legislative session, the legislature approved an amendment to the School Readiness (SR) Program that abolished the SR Board and created a school readiness team comprised of staff from the Department of Workforce Services, Office of Child Care and staff from the Utah State Board of Education (USBE) to fulfill certain duties regarding the SR Programs. This change will streamline program decisions, allowing greater flexibility and responsiveness to the needs of program grantees.

The 2024 legislation also expanded the eligibility requirements for SR grant funding for children who are economically disadvantaged or have experienced at least one risk factor instead of both. Programs are still expected to prioritize the most at-risk children, but the change expands access to more families. However, since no new funding was allocated for the program, fewer students are funded due to increased grantee costs.

BACKGROUND

In 2016, the High-Quality School Readiness Program Expansion (HQSR-E) was established to expand access to high-quality SR 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 4-year-old children experiencing intergenerational poverty. With the passing of SB 166, the HQSR-E program ended in June 2019. It was replaced by the High-Quality School Readiness Grant Program, which included the Becoming High-Quality School Readiness Grant (BHQ) and Expanded Student Access to High-Quality School Readiness Grant Program (ESA).

SB 166 also amended provisions for the SR Board to govern both BHQ and ESA grant programs for public and private providers. BHQ provides funding to help existing preschool programs increase program quality to qualify for ESA grant funding. ESA allows high-quality preschool programs to expand access to eligible students, who are economically disadvantaged and experiencing at least one risk factor or are English Learners.

SB 166 also codified the Waterford UPSTART Program, which provides a home-based, educational technology program to develop literacy and numeracy skills of preschool children throughout the state and prioritizes children from low-income families. The program includes an annual independent evaluation contracted by USBE.

The new Utah Core State Standards for Early Learning for Ages 3 to 5 were approved by the USBE in May 2020. 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 implementing the new standards starting in the 2021-2022 school year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
45	30

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
42	38

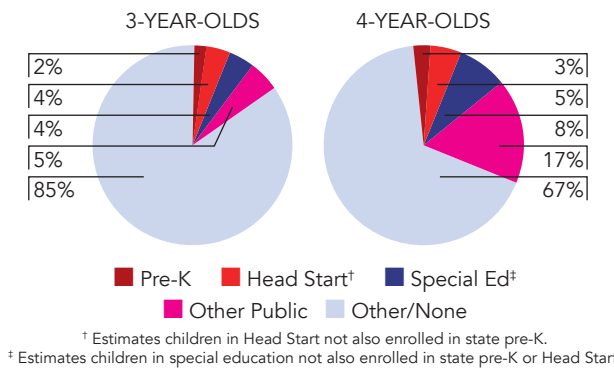
TOTAL BENCHMARKS MET
6

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

ACCESS

Total state pre-K enrollment	2,011
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	7,004
Federally funded Head Start enrollment, ages 3 and 4	4,074
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, 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	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	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.

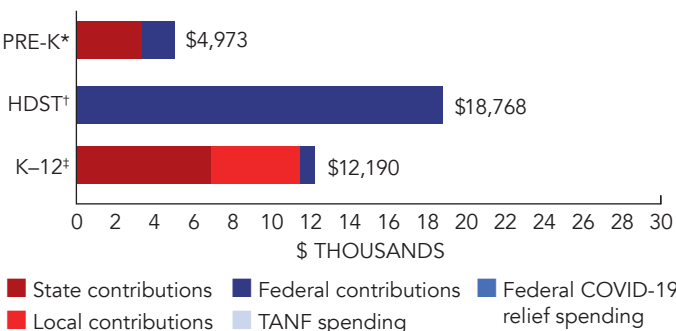
6

RESOURCES

Total state pre-K spending	\$6,688,608
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$3,326
All reported spending per child enrolled*	\$4,973

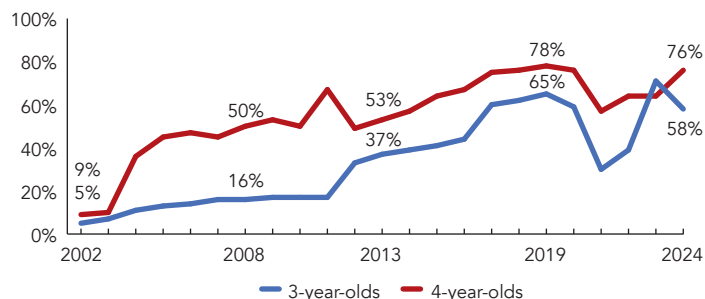
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

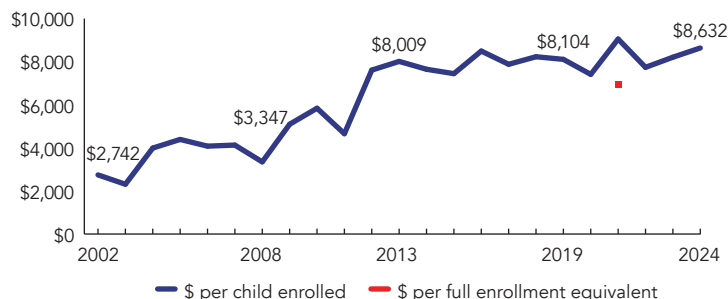


Vermont

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Vermont preschool enrolled 8,321 children, a decrease of 13 from the prior year. State spending totaled \$71,825,895, up \$3,464,516 (5%), adjusted for inflation, since last year. State spending per child equaled \$8,632 in 2023-2024, up \$429 from 2022-2023, 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 4-year-olds. The Vermont Agency of Education (AOE) submitted a report to the legislature in December 2024.

In 2024, the Vermont Legislature approved a five-year waiver (expires 2029) of all fees for the AOE Peer Review alternate route to educator license. Act 76 provided private child care staff funding in the form of scholarships and loan forgiveness for professional advancement including educator licensure.

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 CLASS or TPOT. Public schools are required to have a Vermont licensed educator in each classroom and nonpublic schools are required to have licensed educator onsite during Universal Prekindergarten hours.

The 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
2	2

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
13	16

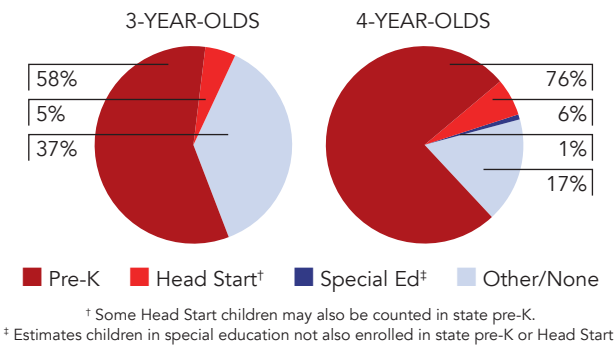
TOTAL BENCHMARKS MET
7

VERMONT UNIVERSAL PREKINDERGARTEN EDUCATION ACT (ACT 166)

ACCESS

Total state pre-K enrollment.....	8,321
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	1,264
Federally funded Head Start enrollment, ages 3 and 4	639
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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"/>

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

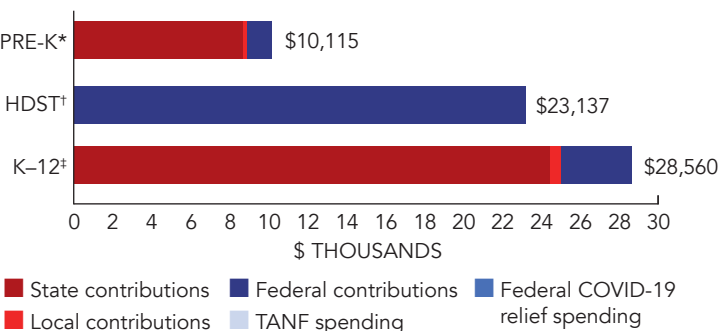
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RESOURCES

Total state pre-K spending	\$71,825,895
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$8,632
All reported spending per child enrolled*	\$10,115

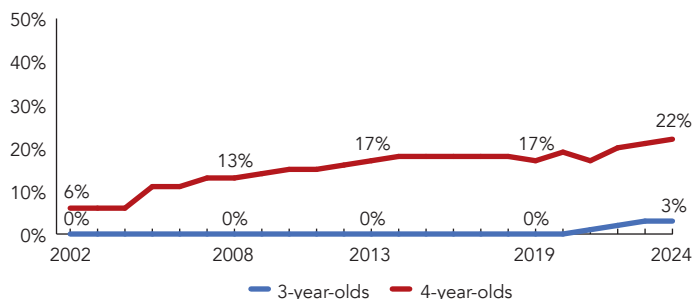
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

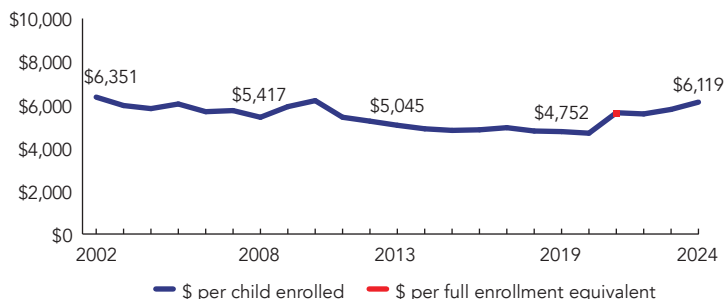


Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Virginia's two preschool programs enrolled a total of 24,993 preschool-age children, an increase of 824 from the prior year. State spending for both programs totaled \$128,998,178, and an additional \$23,945,122 in federal recovery funds supported Mixed Delivery, up \$13,223,463 (9%) total, adjusted for inflation, since last year. State spending per child (including federal recovery funds) for both programs equaled \$6,119 in 2023-2024, up \$338 from 2022-2023, adjusted for inflation. State spending per child for the Virginia Preschool Initiative (VPI) equaled \$5,288. State spending per child for Mixed Delivery preschool equaled \$15,916 (including recovery funds). The average Mixed Delivery slot reimbursement rate for preschool slots as of September 30, 2023, was \$14,052. This is less than the total dollar amount divided by the number of children served because of regional coordination costs and typical enrollment fluctuations. VPI met 5 of 10 quality standards benchmarks, while Mixed Delivery met 4 of 10.

WHAT'S NEW

In 2023-2024, all publicly-funded early childhood programs were required to participate in VQB5, Virginia's quality measurement and improvement system for the first time. VQB5 uses measures of teacher-child interactions and curriculum to support improvement. The first public quality ratings were shared in October 2024 on the new [VQB5 Quality Profile website](#).

VPI: 2023-24 was also the first year that VPI teachers in non-public community provider settings were exempt from teacher licensing requirements. This meant that teachers in a community provider setting could be paid with VPI funds regardless of licensure status. This change meant that VPI did not meet NIEER's Teacher specialized training benchmark for the 2023-24 school year. In 2024, the VPI per pupil rate was rebenchmarked to reflect current costs of care and quality in school settings, increasing rates by 19% for most localities in the 2024-2025 school year.

Mixed Delivery: Beginning with the 2023-24 program year, Virginia increased rates for its Mixed Delivery preschool program to 100% of the Cost of Quality for child care settings. While increases in teacher compensation are not required in Mixed Delivery, the increase in the funding formula encourages site leaders to invest in classroom and center stability by increasing compensation for teachers that approach public school teachers' salary and benefits. Most of the Mixed Delivery funding came from federal relief funds in 2022-23 and 2023-24. The program received additional state funding in the 2025-26 biennial budget to sustain program enrollment.

Additionally, in September 2024, Virginia was one of ten states and D.C. awarded a 3-year federal renewal Preschool Development Grant B-5 (PDG B-5) totaling \$8 million annually. The PDG B-5 renewal grant is intended to carry out the strategic plans developed with the 2023 planning grant. With current PDG funding, Virginia will integrate technology platforms and data systems and scale coordinated enrollment platforms across the state; build capacity of Virginia's nine Ready Regions to use data effectively to support increased access to services; and support increases in quality classroom and workforce supports.

BACKGROUND

The Virginia Preschool Initiative (VPI) began in 1995 to serve at-risk 4-year-olds not enrolled in existing preschool programs. During the 2023-24 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 not served by Head Start.

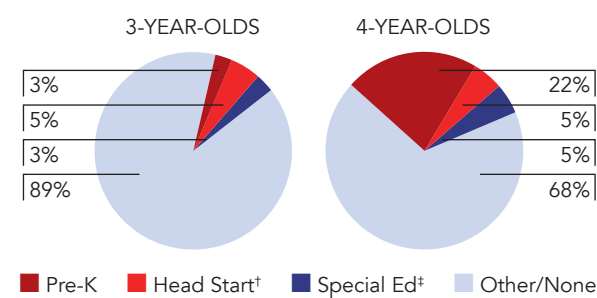
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VIRGINIA STATE OVERVIEW

ACCESS

Total state pre-K enrollment	24,993
Special education enrollment, ages 3 and 4	11,713
Federally funded Head Start enrollment, ages 3 and 4	9,227
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

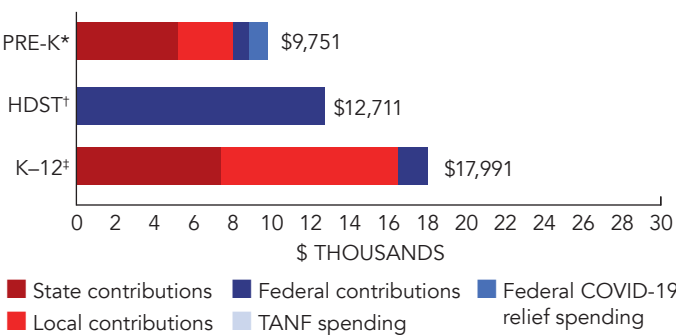


† Estimates children in Head Start not also enrolled in state pre-K.
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$152,943,300
State Head Start spending	\$0
State spending per child enrolled	\$6,119
All reported spending per child enrolled*	\$9,751

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	26	27	20	49

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. In 2023-24, the Mixed Delivery program was able to increase funding to fully cover the estimated cost of quality for full-day, year-round services.

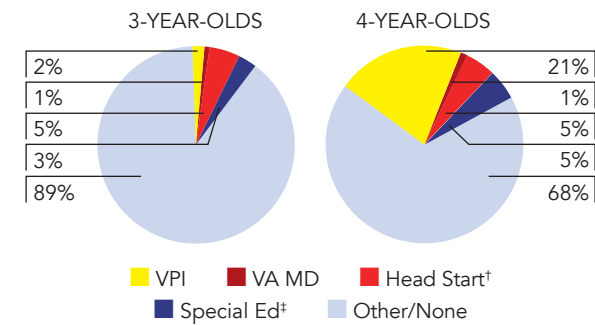
Virginia’s overall support for state-funded preschool, including enrollment and funding for both VPI and Mixed Delivery, is depicted in the first two pages of this state profile. The third page focuses solely on VPI, and the fourth page on Mixed Delivery.

VIRGINIA PRESCHOOL INITIATIVE

ACCESS

Total state pre-K enrollment	23,038
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



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, ECE SpEd (public); None (nonpublic)	Specializing in pre-K	<input 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.

5

RESOURCES

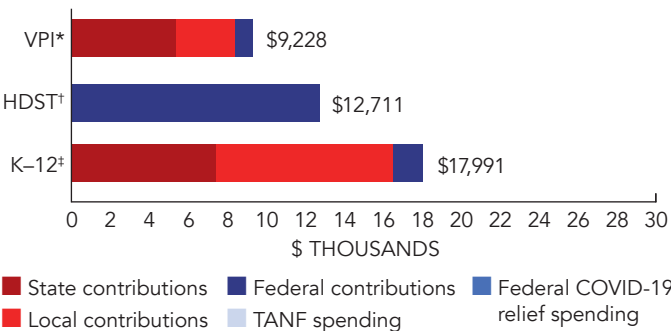
Total state pre-K spending	\$121,827,978
Local match required?	Yes
State spending per child enrolled	\$5,288
All reported spending per child enrolled*	\$9,228

* 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

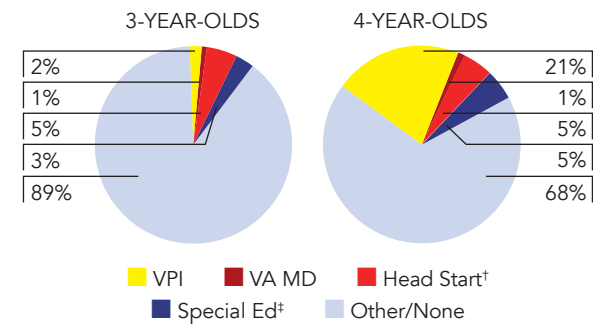


VIRGINIA EARLY CHILDHOOD FOUNDATION MIXED DELIVERY

ACCESS

Total state pre-K enrollment.....	1,955
School districts that offer state program.....	51% (localities)
Income requirement.....	200% FPL
Minimum hours of operation.....	10 hours/day; 5 days/week
Operating schedule.....	Full calendar year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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; 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

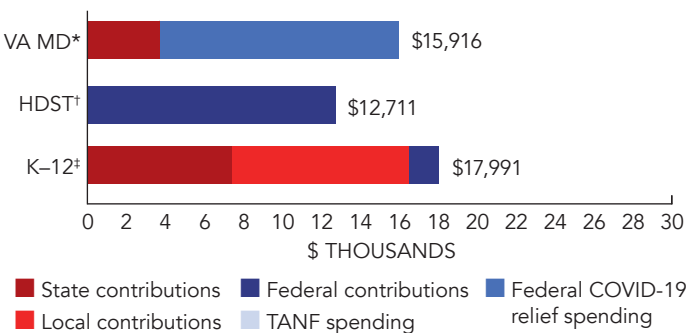
Total state pre-K spending	\$31,115,322
Local match required?	No
State spending per child enrolled	\$15,916
All reported spending per child enrolled*	\$15,916

* 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.

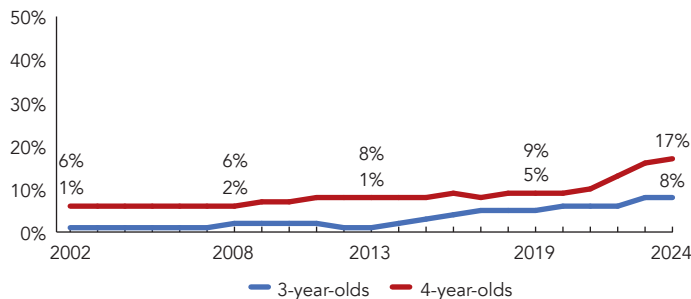
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

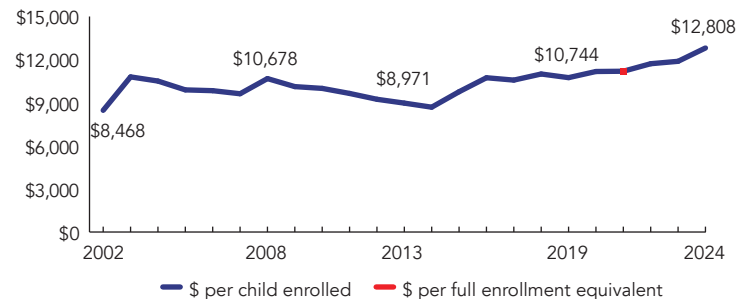


Washington

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year Washington's Department of Children, Youth, and Families (DCYF) enrolled 16,293 children in the Early Childhood Education and Assistance Program (ECEAP), an increase of 485 children from the prior year. State spending for ECEAP totaled \$207,900,614, up \$26,968,975 (15%), adjusted for inflation, since last year. State spending per child on ECEAP averaged \$12,760 in 2023-2024, up \$1,315 from 2022-2023, adjusted for inflation. Washington ECEAP met 9 of 10 quality standards benchmarks.

Washington's Office of Superintendent of Public Instruction (OSPI) also served 5,520 children in a Transition to Kindergarten (TK) program during the 2023-2024 school year, an increase of 276 children from the prior year. State spending for TK was \$29,632,532 and an additional \$41,848,000 in federal recovery funds supported the program, an increase of \$2,293,273 (3%), adjusted for inflation, since last year. State spending per child on TK was \$12,949 (including recovery funds), down \$244 from 2022-2023, adjusted for inflation. TK met 6 out of 10 quality standards benchmarks.

WHAT'S NEW

ECEAP added 500 more slots in 2023-2024 and another 1,000 in 2024-2025 as well as 1,000 part- to school-day conversions. In 2023-2024 contractors received slot rate increases: 18% for school-day slots, 9% for working-day slots, and 7% for part-day slots. 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.

Transitional Kindergarten was codified by the legislatures as Transition to Kindergarten and OSPI published new rules and guidance for the 2024-2025 school year to set minimum standards and requirements for TK. DCYF and 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.

In September 2024, Washington was one of 10 states and D.C. awarded a 3-year federal renewal Preschool Development Grant B-5 (PDG B-5) totaling \$7,996,674 annually. The grant will expand early care and education by increasing 75 slots in the B-3 ECEAP program for infants and toddlers, as well as improve resource coordination, provide free classroom curriculum, enhance professional development, support mental health services for ECE providers, and further other critical initiatives.

BACKGROUND

The Department of Children, Youth, and Families (DCYF) oversees early learning programs along with child welfare and juvenile rehabilitation. DCYF prioritizes the creation of a high-quality integrated birth to eight system, which includes expanding access to affordable, high-quality care that is both responsive and inclusive. ECEAP, created in 1985, is a large part of the state's strategy to accomplish this goal. In 2010, the state Legislature established the ECEAP as a statutory entitlement for all eligible children, not funded by Head Start, with an extension to 2026-2027. ECEAP focuses on the whole child, providing nutrition, health, education, and family support services to at-risk young children. To be eligible, children must be 3- or 4-years-old and meet specific income or special circumstance criteria such as eligible for special education services or experiencing homelessness. Up to 10% of ECEAP enrollment can include children whose families do not meet the income requirement but face other risk factors that are linked to development or school success.

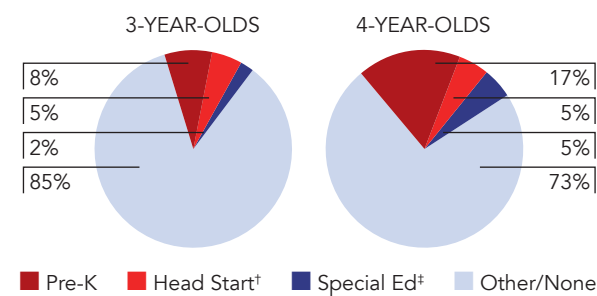
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WASHINGTON STATE OVERVIEW

ACCESS

Total state pre-K enrollment	21,813
Special education enrollment, ages 3 and 4	11,104
Federally funded Head Start enrollment, ages 3 and 4	7,958
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

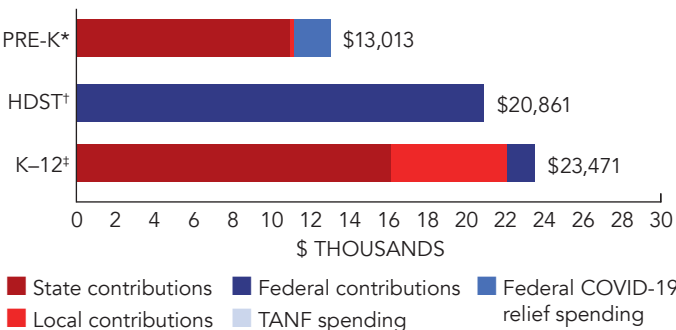


† Estimates children in Head Start not also enrolled in state pre-K.
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$279,381,146
State Head Start spending	\$0
State spending per child enrolled	\$12,808
All reported spending per child enrolled*	\$13,013

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
33	17

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
6	7

TOTAL BENCHMARKS MET	
ECEAP	TK
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 Transition to Kindergarten (TK) is a legislatively established and authorized program for children who are at least 4-years-old by August 31 and have been identified through a screening process to be in need of additional preparation to be successful kindergarten students in the following school year. Districts may offer TK programs, but they are not required to do so. The requirements for TK are outlined in the Washington State Administrative Code (WAC) [Chapter 392-425](#). TK has gained momentum in recent years, as a strategy for closing opportunity gaps.

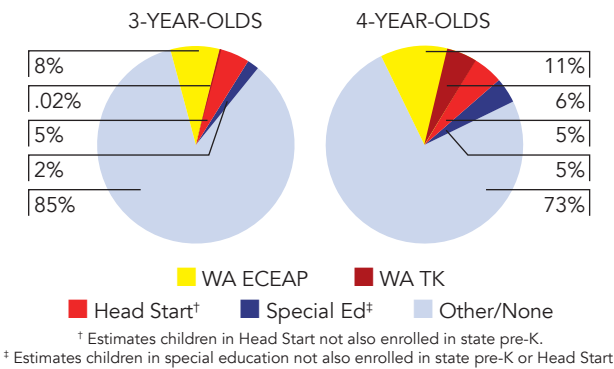
Washington’s overall support for state-funded preschool is depicted in the first two pages of this state profile. The third page focuses on ECEAP and the fourth page on TK.

EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM (ECEAP)

ACCESS

Total state pre-K enrollment.....	16,293
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



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.

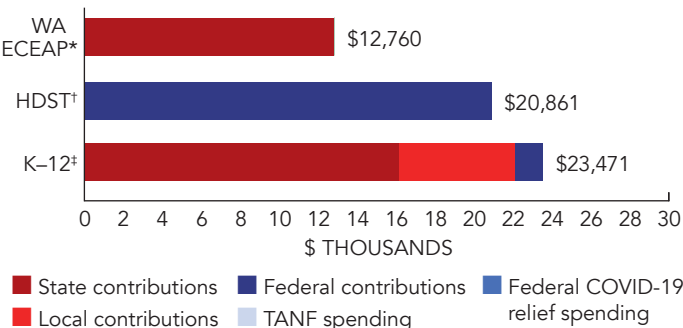
9

RESOURCES

Total state pre-K spending	\$207,900,614
Local match required?	No
State spending per child enrolled	\$12,760
All reported spending per child enrolled*	\$12,760

* 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

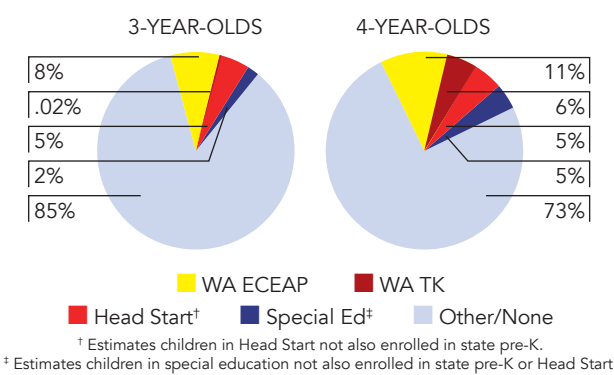


WASHINGTON TRANSITION TO KINDERGARTEN (TK)

ACCESS

Total state pre-K enrollment.....	5,520
School districts that offer state program.....	52% + 1 tribal school
Income requirement.....	No income requirement
Minimum hours of operation.....	27.75 hours/week
Operating schedule.....	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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.

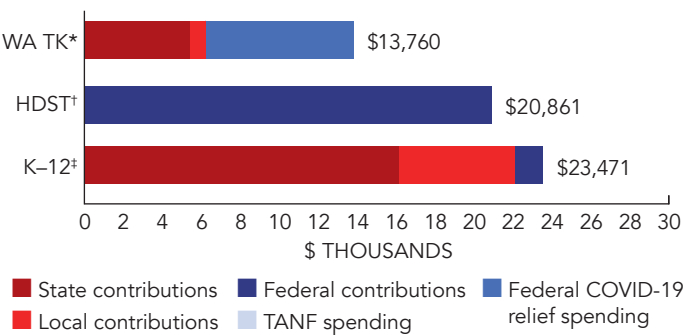
6

RESOURCES

Total state pre-K spending	\$71,480,532
Local match required?	No
State spending per child enrolled	\$12,949
All reported spending per child enrolled*	\$13,760

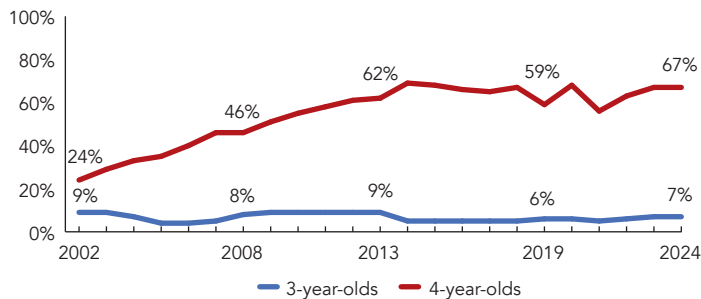
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

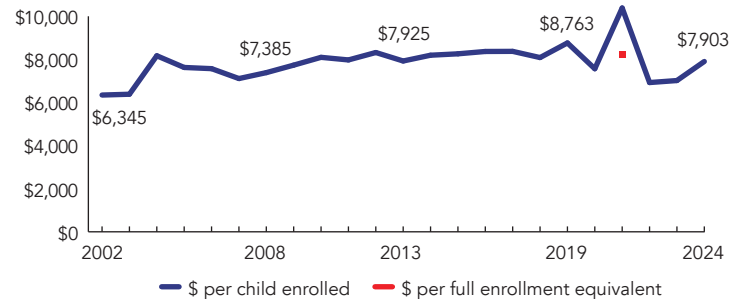


West Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, West Virginia preschool enrolled 13,864 children, an increase of 133 from the prior year. State spending totaled \$104,609,046 and an additional \$4,464,621 in TANF funds and \$497,104 in federal recovery funds supported the program, up \$13,205,354 (14%), adjusted for inflation, since last year. State spending per child (including TANF and federal recovery funds) equaled \$7,903 in 2023-2024, up \$885 from 2022-2023, adjusted for inflation. West Virginia met 9 of 10 quality standards benchmarks.

WHAT'S NEW

Starting during the 2023-24 school year, all new assistant teachers must complete courses addressing the Science of Reading and Early Childhood Mathematics as part of the Early Childhood Classroom Assistant Teacher Authorization (ECCAT) pathway.

During the 2024-25 school year, counties are required to complete reviews of prospective instructional materials for the next curriculum 5-year cycle (July 1, 2025-June 30, 2030). Previously, county pre-K teams were required to choose from a state approved list. For the next cycle, they must use state-established criteria and pre-K summary scoresheet for their own review and complete their own review and adopt instructional material for the next school year. Counties may use results from a state cursory review of registered vendors to assist in selection. There were also minor changes to the WV Pre-K Standards: (1) updates to the Guiding Principles for the WV Pre-K Standards; (2) updates in math to include math habits of minds in developmentally appropriate terms and alignment with kindergarten to support a continuum of learning from pre-K; and (3) clarification of language in English language arts and science.

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 2023-2024 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.

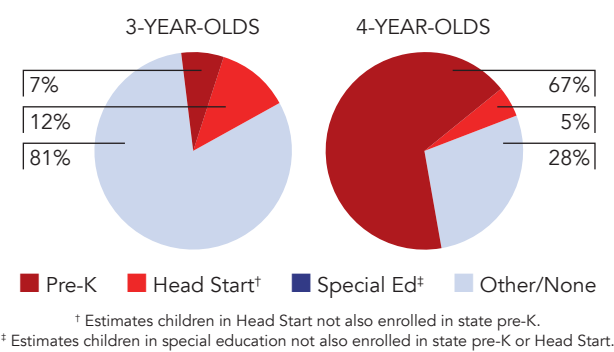
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
4	19	16	11	9

WEST VIRGINIA UNIVERSAL PRE-K

ACCESS

Total state pre-K enrollment	13,864
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	3,567
Federally funded Head Start enrollment, ages 3 and 4	6,509
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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.

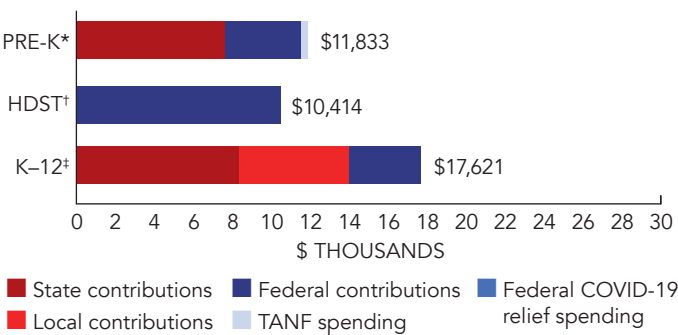
9

RESOURCES

Total state pre-K spending	\$109,570,771
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$7,903
All reported spending per child enrolled*	\$11,833

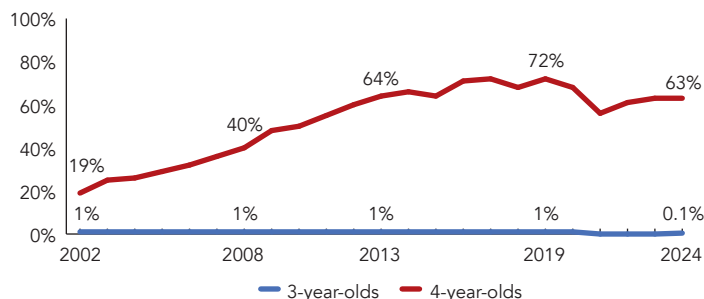
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
† Head Start per-child spending includes funding only for 3- and 4-year-olds.
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

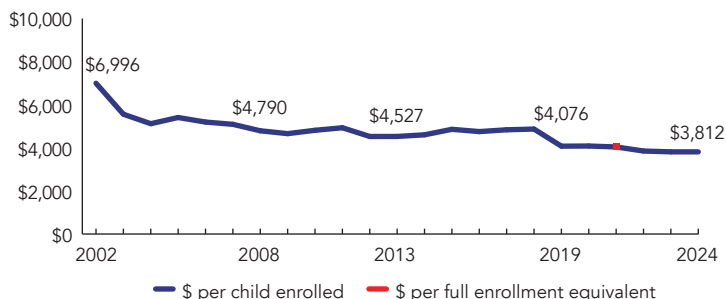


Wisconsin

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Wisconsin preschool enrolled 44,410 children, a decrease of 491 from the prior year. State spending totaled \$169,270,437, down \$1,871,466 (1%), adjusted for inflation, since last year. State spending per child equaled \$3,812 in 2023-2024, the same as 2022-2023, 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.

WHAT'S NEW

In the winter of 2023, the Wisconsin Act 20 was passed related to requirements to support reading development in young learners. Schools are now required to conduct the Fundamental Skills Screening Assessment two times a year. However, due to funding delays for the 2024-25 school year, the screening is only required one time per year. The single mandatory administration must occur after January 1, 2025, and no later than 45 days before the last day of the school term. In addition to screening, communications with families, screening training, and reporting elements will have an impact on 4K programming, especially with community partners. Act 20 provides funding for the purchase of the statewide screening tool, as well as partial funding for purchases of approved reading curriculums (5K-3rd grade). Additional funding for the implementation of Act 20 within school districts was not provided.

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	
4-YEAR-OLDS	3-YEAR-OLDS
8	36

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
40	29

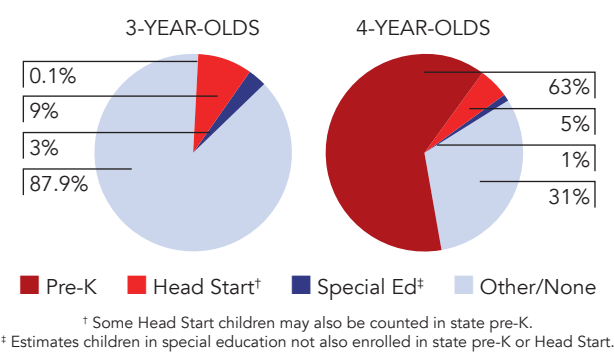
TOTAL BENCHMARKS MET
2

WISCONSIN FOUR-YEAR-OLD KINDERGARTEN (4K)

ACCESS

Total state pre-K enrollment.....	44,410
School districts that offer state program.....	100%
Income requirement.....	No income requirement
Minimum hours of operation.....	2.5 hours/day
Operating schedule.....	Determined locally
Special education enrollment, ages 3 and 4	8,728
Federally funded Head Start enrollment, ages 3 and 4	8,970
State-funded Head Start enrollment, ages 3 and 4.....	317

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

POLICY	WI PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned with 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.

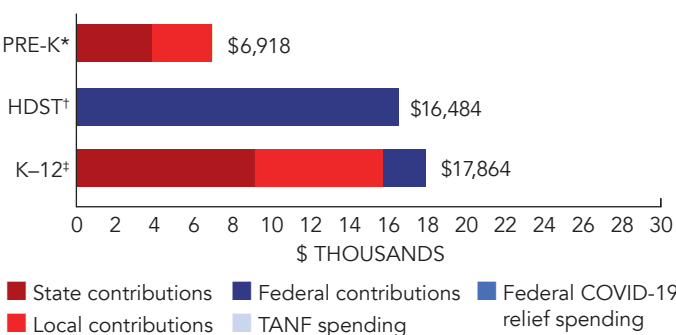


RESOURCES

Total state pre-K spending	\$169,270,437
Local match required?	No
State Head Start spending	\$6,264,100
State spending per child enrolled	\$3,812
All reported spending per child enrolled*	\$6,918

* 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.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
None Served	

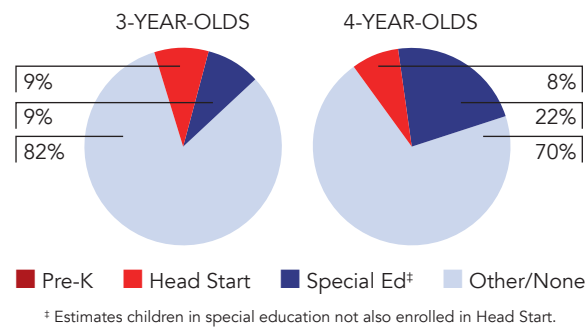
TOTAL BENCHMARKS MET
No Program

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	2,255
Federally funded Head Start enrollment, ages 3 and 4	1,134
State-funded Head Start enrollment, ages 3 and 4	Not reported

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

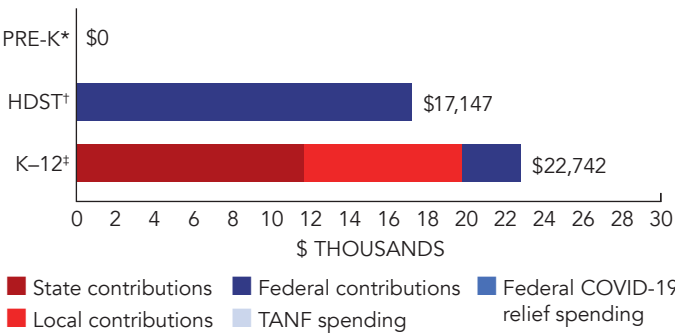
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	Not reported
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

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

SPENDING PER CHILD ENROLLED



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.

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. However, given limited resources, the Child Care Division will begin with a Territory system for quality monitoring and develop a rating platform that better aligns with the unique island early learning and care environments in American Samoa.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
None Served	

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	31
Federally funded Head Start enrollment, ages 3 and 4	840
State-funded Head Start enrollment, ages 3 and 4	Not reported

QUALITY STANDARDS CHECKLIST

NO PROGRAM

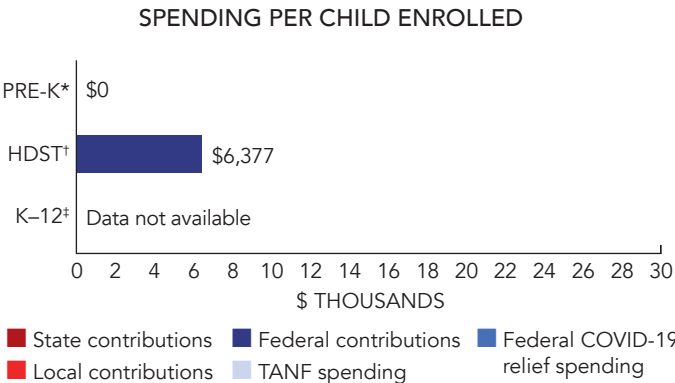
RESOURCES

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

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

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



Commonwealth of the Northern Mariana Islands

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 (3.5 hours, four days per week, 152 days per year) and full-day (7 hours, five days per week, 160 days per year). The CNMI Head Start program had 396 preschool-aged Head Start slots and 64 Early Head Start slots in 2023-2024.

During the 2024-2025 school year, Head Start served children in fifteen classrooms, accommodating up to nineteen children in the full-day option and seventeen in the double-session option. A total of 170 children were enrolled in the double-session option and 188 children in a standard full-day format. There are seven Head Start centers on Saipan, one on Rota, and one on Tinian. Saipan classrooms are located in the villages of Chalan Kanoa, Dandan, Chinatown, Kagman, Oleai, San Antonio, and Tanapag. These nine centers continue to provide center-based program options, with two paid staff in each classroom. The program plans to establish a partnership with a family child care center, bringing the total to eight partnership slots.

Early Head Start served children in eight classrooms, with eight children per class. The program operates for 7 hours of instruction for a total of 202 instructional days from August 2024 to July 2025. There are a total of six Early Head Start grantee-operated classrooms located in Chalan Kanoa, Dandan Kagman, Susupe, and Tanapag. The Chalan Kanoa, Dandan, Kagman, and Tanapag classrooms are situated at Head Start sites. The Susupe site will be located within the campus of the largest high school on Saipan, upon completion of building renovations. Child Care Partnership slots are designed to offer services for a full working day, year-round.

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.

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
None Served	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
None Served	

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	59
Federally funded Head Start enrollment, ages 3 and 4	358
State-funded Head Start enrollment, ages 3 and 4	Not reported

QUALITY STANDARDS CHECKLIST

NO PROGRAM

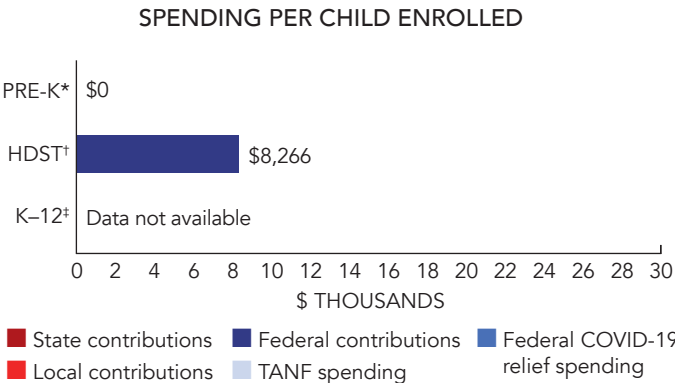
RESOURCES

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

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

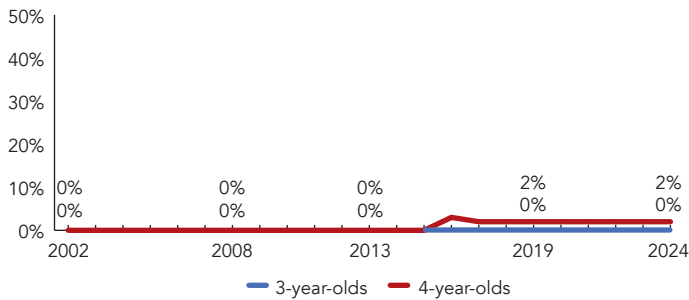
† Head Start per-child spending includes funding only for 3- and 4-year-olds.

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

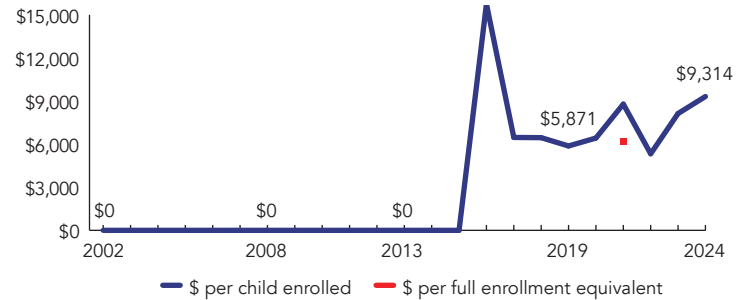


Guam

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2024 DOLLARS)



OVERVIEW

During the 2023-2024 school year, Guam preschool enrolled 50 children, a decrease of 7 children from 2022-2023. State spending totaled \$465,712, an increase of \$2,310 (0.5%), adjusted for inflation since last year. State spending per child equaled \$9,314 in 2023-2024, up \$1,184 from 2022-2023, adjusted for inflation. Guam met 6 of 10 quality standards benchmarks.

WHAT'S NEW

Guam saw a decrease in public preschool enrollment in 2023-2024, while keeping funding for public preschool relatively stable. 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 Prekinergarten 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.

The Guam Department of Education also oversees the Gifted and Talented Education (GATE) Prekindergarten Program for 4-year-olds who meet specific qualifications. GATE is a one-year program to enhance the physical, social, emotional, and cognitive needs of gifted children without pressure and unnecessary structure. It is a balance between acceleration and enrichment activities and the intention of the program is to allow children to function at the level they are ready, while providing them with a background of experiences that will help them to be eager and effective learners.

TOTAL
BENCHMARKS MET

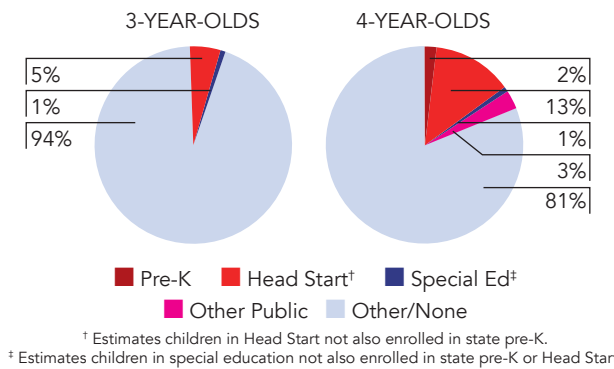
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GUAM DEPARTMENT OF EDUCATION PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment.....	50
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	107
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.

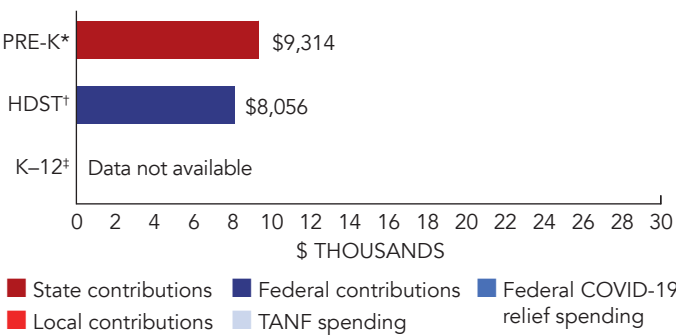
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RESOURCES

Total state pre-K spending	\$465,712
Local match required?	No
State Head Start spending	\$829,376
State spending per child enrolled	\$9,314
All reported spending per child enrolled*	\$9,314

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

SPENDING PER CHILD ENROLLED



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
None Served	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
None Served	

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	Not reported

QUALITY STANDARDS CHECKLIST

NO PROGRAM

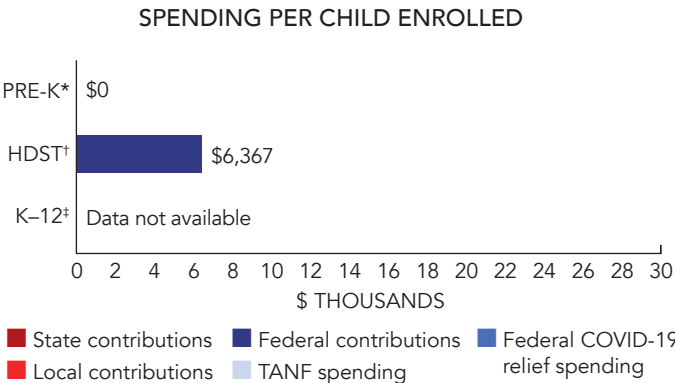
RESOURCES

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

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

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



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 the grantee that receives federal funding for Head Start and Early Head Start Programs. It is also the lead agency for the Child Care Program funds. 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.

Head Start operates in Puerto Rico throughout nine delegated agencies. In 2023-2024, these programs had an impact on 4,229 children, 3,845 of whom were in Head Start and 384 in Early Head Start. There is an active multi-sectoral regulatory council for Head Start, which has representation from various sectors and meets every two months.

Child Care Program aims to increase the accessibility, availability, and quality of care services, as well as strengthen the comprehensive development of children in Puerto Rico and provide support to adults in achieving self-sufficiency. Through the Child Care Program, ACUDEN funds 105 services providers and over 345 centers, serving over 7,770 children.

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 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.

The objectives of PDG B-5 for 2023-2024 primarily focused on training staff working in childcare centers with the purpose of promoting best practices to optimize the development and well-being of children. To achieve this, a variety of workshops, certifications, and orientations were held, aimed at improving the early childhood ecosystem. These activities enabled ACUDEN to meet its strategic plan and achieve a successful project closure.

Puerto Rico has not had an active Multisector Council for Early Childhood since 2016. However, throughout 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 (continued)

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
None Served	

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	8,419
Federally funded Head Start enrollment, ages 3 and 4	17,002
State-funded Head Start enrollment, ages 3 and 4	Not reported

QUALITY STANDARDS CHECKLIST

NO PROGRAM

2023. The Council has developed public policies in the areas of health, education, security and family well-being. It has also been able to expand the services offered by ACUDEN through partnerships with government agencies and non-governmental organizations to create and offer inclusive and efficient services for children. As part of its service expansion strategies, the Council has developed training programs for parents, educators, and social workers about the importance of early development and the role of the family in the education of children.

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 care centers. In 2023, ACUDEN requested the Department of Social Work of the Inter-American University of Puerto Rico, Metropolitan Campus to update the referred measurement instrument. This instrument, called Centros del Futuro (Centers of the Future), is a multisectoral aspiration aimed to ensure children develop in environments that foster their full and optimal growth. The instrument outlines a series of criteria to assess the quality of services, operations, and the environment in early childhood care and development centers in Puerto Rico.

The next steps for the Centros del Futuro initiative involve further automating process and making the tool available to all childcare centers in Puerto Rico. This will help increase the quality of services provided, ensuring that our children receive the best possible practices across the various areas impacted by this initiative. Additionally, the initiative aims to boost participation year after year. During the 2023 cycle, 88 centers participated, and in the most recent cycle of 2024, participation grew to 112 centers. By continuing to expand the reach of this initiative, ACUDEN aims to enhance the overall care and development of children across Puerto Rico.

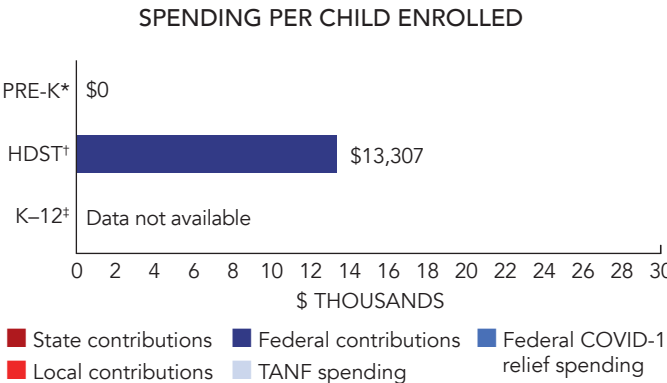
RESOURCES

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

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

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



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 specifically for Pre-K students who will enter kindergarten during the enrollment period for the projected upcoming school year. The program was created as a result of the Learning Accomplishment Profile-Third Edition (LAP 3) and iReady data which showed that incoming kindergarteners were entering kindergarten without the necessary readiness skills.

During the 2023-2024 school year, 94 preschoolers were served in the St. Croix District.

ELIGIBILITY

Any child who turns four by December 31st of the enrollment year is eligible for the Granny Preschool Program. Registration during open enrollment period is conducted through the VIDE 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 Service, and the Department of Health.

CURRICULUM

Waterford, a research-based, integrated early learning resource is utilized as the core instructional tool. 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, online courses, and work samples are 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 year.

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
None Served	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
None Served	

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	101
Federally funded Head Start enrollment, ages 3 and 4	794
State-funded Head Start enrollment, ages 3 and 4	Not reported

QUALITY STANDARDS CHECKLIST

NO PROGRAM

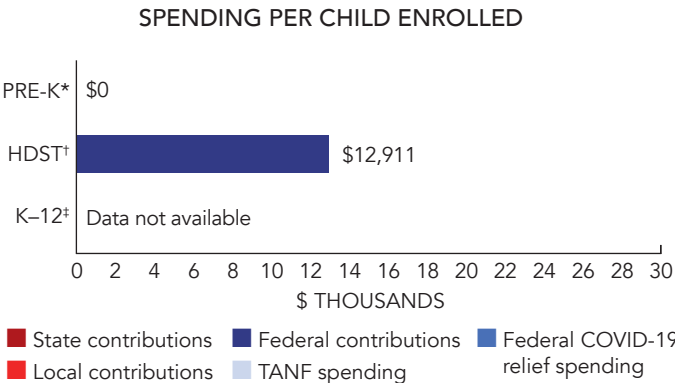
RESOURCES

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

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

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



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. Indiana completed a survey about its early childhood education program which is similar to state-funded preschool in other states but includes a parent work or education requirement for eligibility and therefore does not meet NIEER's definition of a state-funded preschool program. Indiana is included in the report but not in national totals or rankings. 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 2023 report with the following exceptions: Alaska began two new programs in 2023-2024: the Alaska Early Education Program Grant (EEP) and the Alaska .5 AM Approval Pre-K Program; Mississippi began its State Invested Pre-Kindergarten; and Missouri began its Quality Preschool Grant (MOQPK). These four programs that began in the 2023-2024 school year are included in the report for the first time. Additionally, Indiana’s On My Way Pre-K is profiled in the report. While the program provides an early childhood education program similar to state-funded preschool programs, it has a parent work or school requirement for eligibility and does not meet NIEER’s definition of a state-funded preschool program.

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, nature-based and outdoor learning, supports for Dual Language Learners, preschool inclusion, 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 2023-2024 school year were calculated by NIEER based on data from the National Education Association’s report, *Rankings of the States 2023 and Estimates of School Statistics 2024*. 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 2023 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 2023-2024 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. 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, CO, ID, IL, IN, KS, LA, MI, MO, MS, NE, NV, NJ, NM, NY, NC, ND, OR, PA, SC, SD, TX, UT, WA, WI, and Puerto Rico to align enrollment and funding by state with enrollment by location of service rather than with administrative headquarters. ACF reports the total number of Head Start slots. 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 2023 for the 2023-2024 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 2023-2024 program year. New beginning in 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 2024 *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 second 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 four multi-program states provided breakdown for some, but not all, programs. Those children were subtracted from the special education enrollment figure for the state, but remain in the state preschool enrollment figure in the enrollment pie charts and when calculating total enrollment across both programs. The remaining five 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 2022-2023 when available. Information from the PIR regarding special education students was used for one state-funded Head Start program (See Table 4).

Three- and 4-year-olds enrolled in Head Start with an IEP or IFSP, as reported in the 2023-2024 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 and Table 4. In 2023-2024, 33 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. Eight programs reported that children were dually enrolled in Head Start and state preschool but could not report the number of children. And nine 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 or prior year data. 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 (See Table 7).

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. Indiana and Guam are 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 five states that did not fund a preschool initiative during the 2023-2024 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 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 determine how much states should be spending to meet quality standards, we used the CPQ-Mini to estimate state-specific per child rates and applied them to each state depending on their current operating schedule (part-day, school-day, and/or extended-day). In states with multiple operating schedules, we applied the applicable per child rates according to enrollment breakdowns reported by the states. In states where no enrollment breakdown was provided, we calculated estimates based on state minimum standards. The resulting per child rate was compared to the state's reporting spending level for FY24 to determine the gap in both per child and total spending.

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TO DIRECTLY VIEW AND DOWNLOAD THE APPENDICES, VISIT OUR WEBSITE

*** COMING SOON ***